# 2026 PARENTS' BRIEFING
# Primary 3

# CURRICULUM AND ASSESSMENT
# SCIENCE

# Content

A. Themes and Topics

B. Assessment

C. Strategies to Support our Pupils

# A. Revised Science Curriculum



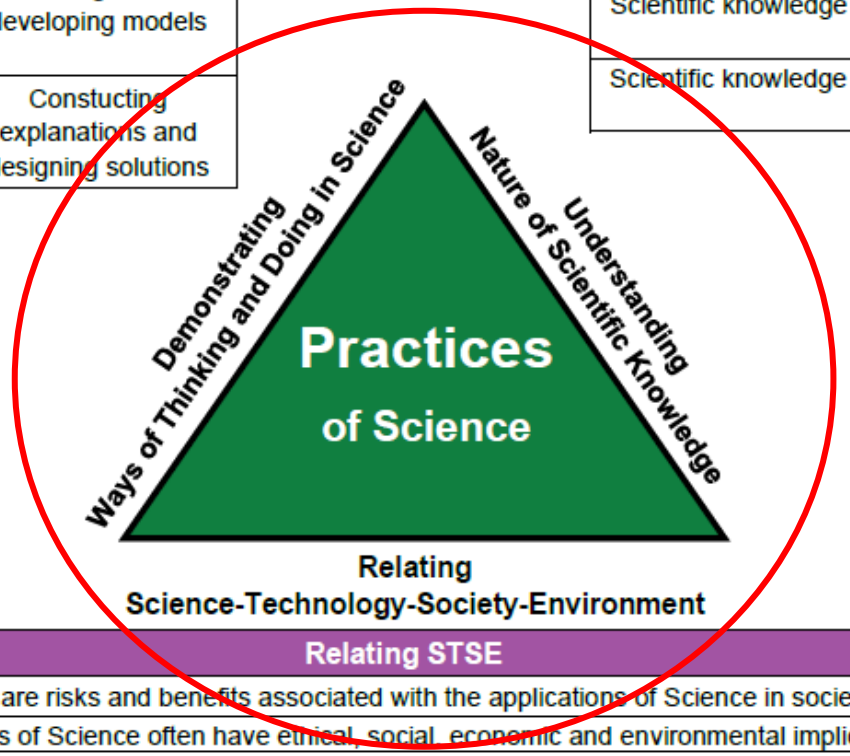
Science education in Singapore provides students with a strong foundation in Science for life, learning, citizenry, and work.

***Science for Life and Society*** in the centre circle captures the essence of the goals of Science education.


**Figure 1**: The Science Curriculum Framework

| Demonstrating WOTD | | |
|---|---|---|
| **Investigating** ⇄ | **Evaluating and Reasoning** ⇄ | **Developing and Evaluating Solutions** |
| Posing questions and defining problems | Communicating, evaluating and defending ideas with evidence | Using and developing models |
| Designing investigations | Making informed decisions and taking responsible actions | Constructing explanations and designing solutions |
| Conducting experiments and testing solutions | | |
| Analysing and interpreting data | | |

| Understanding NOS |
|---|
| Science is an evidence-based, model-building enterprise to understand the real world. |
| Science assumes natural causes, order and consistency in natural systems. |
| Scientific knowledge is generated through established procedures and critical debate. |
| Scientific knowledge is reliable, durable, open to change in light of new evidence. |




| Relating STSE |
|---|
| There are risks and benefits associated with the applications of Science in society. |
| Applications of Science often have ethical, social, economic and environmental implications. |
| Application of new scientific discoveries often drive technological advancement while advances in technology enable scientists to make new or deeper inquiry. |

**Figure 2:** The Practices of Science

# Focus of Theme

## Thematic Approach (Lower Block)

### Diversity

- Great variety of Living & Non-Living Things around Us
- Using properties to classify them

### Cycles

- Repeated patterns of change in nature

### Interactions

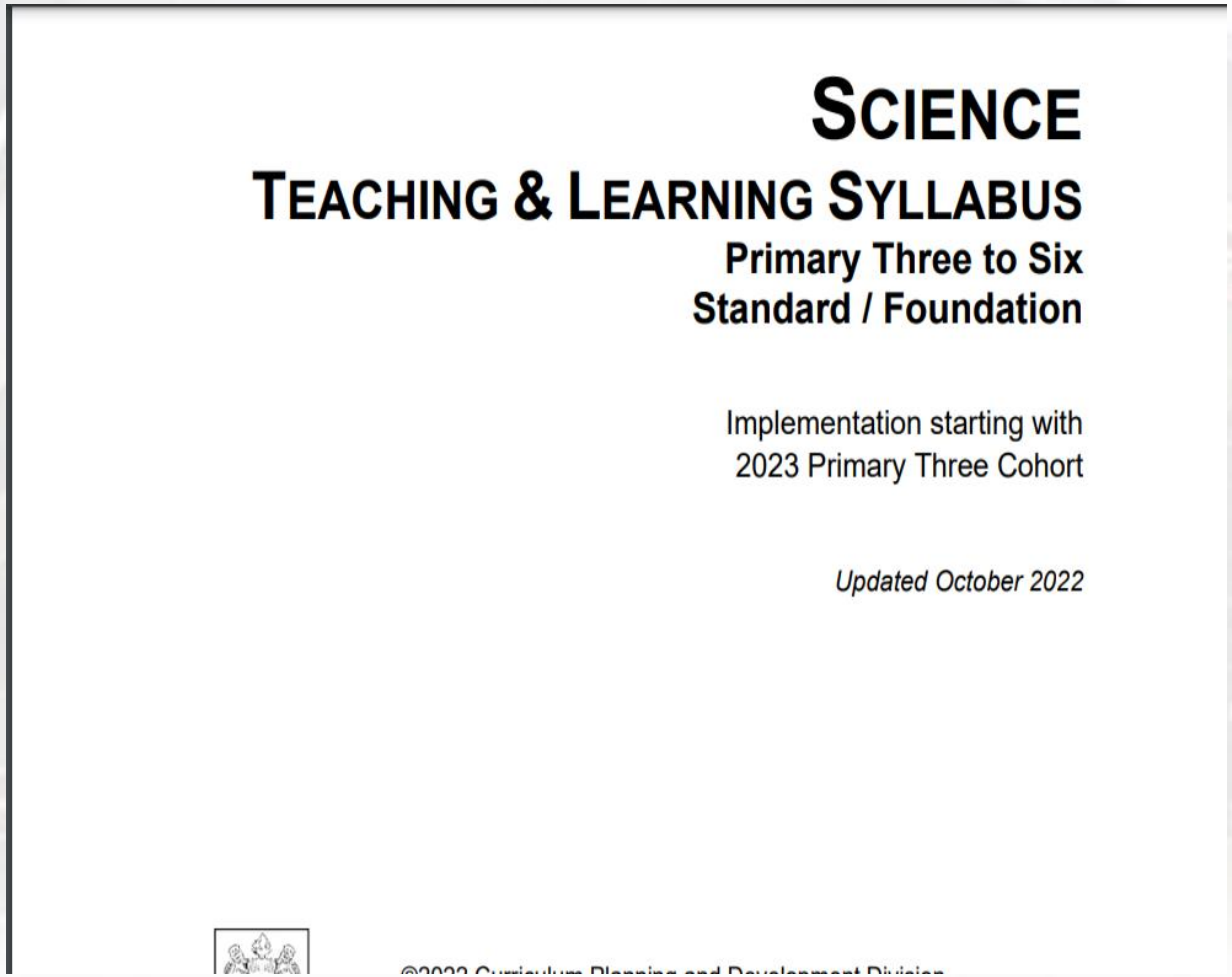
- Actions between and within living and non-living systems in the environment
- See relationships between the factors/variables

# Syllabus Organisation

| Levels | P3 | P4 | P5 | P6 |
|---|---|---|---|---|
| Themes | Diversity . Cycles . Systems . Interactions . Energy | | | |
| Topics | • Diversity of living and non-living things<br>• Classification of Living Things<br>• Diversity of materials<br>• Life Cycle of Plants and Animals<br>• Interactions – Properties of Magnets, Making and Using Magnets | • Plant System (Plant parts and functions)<br>• Human System (Digestive system)<br>• Cycles - Matter<br>• Energy – Light and Shadows<br>• Energy – Heat and Effects of Heat | • Cycles – Reproduction in Animals and Plants<br>• Cycles in Water<br>• Plant Transport System<br>• The Human Respiratory and Circulatory systems<br>• Electrical Systems<br>• Simple Series and Parallel Electric Circuits | • Energy forms and uses (Photosynthesis)<br>• Energy conversion<br>• Interaction of Forces (Frictional force, gravitational force, elastic spring force<br>• Interactions within the environment |

# 2023 Revised Science (Primary) Syllabus

For more details, visit the link : *https://www.moe.gov.sg/-/media/files/primary/syllabus/2023-primary-science.ashx*


SCIENCE

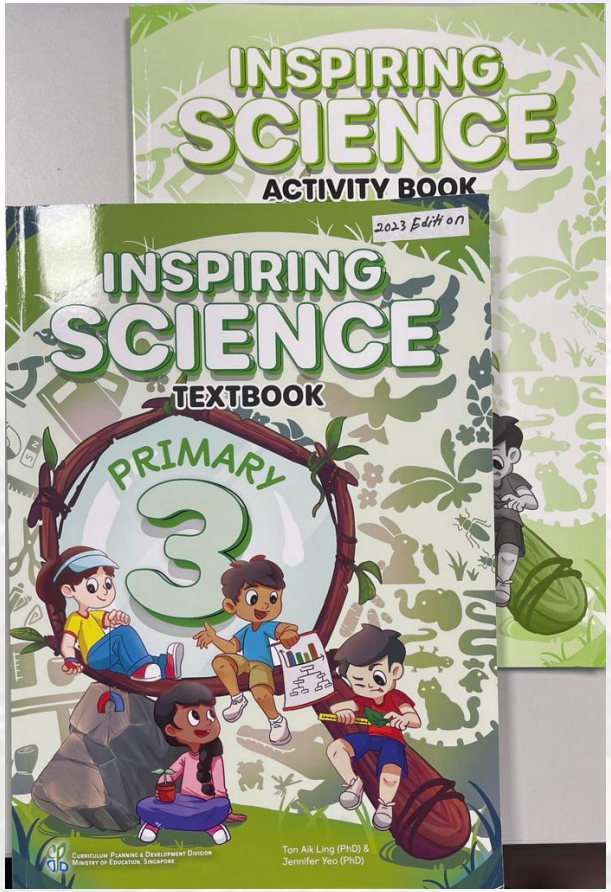
TEACHING & LEARNING SYLLABUS

Primary Three to Six
Standard / Foundation

Implementation starting with
2023 Primary Three Cohort

*Updated October 2022*

# Learning Materials




Textbook and Activity Book

Textbook and Activity Book
Science Journal
Science-Know-It-All (SKIA)
Topical Worksheets
WOTD Worksheets

*Please Note: To keep all the Science materials until child sits for PSLE*

# Science Assessment

## Modes of Assessment (Primary 3)

| Other Forms of Formative Assessment | Weighted Assessment | End of Year Examination |
|---|---|---|
| • Quizzes<br>• Worksheets<br>• SLS activities<br>• Leverage on ICT platforms | • WA1 (Pen & Paper)<br>• WA2<br>(Performance Task) | • Booklet A - MCQ<br>• Booklet B - Structured |
| *Assess mastery of learning*<br>*To identify learning gaps* | *Assess understanding of core concepts*<br>*Application of skills* | *Assess understanding of core concepts*<br>*Application of skills* |

# Assessment

## Purpose?

- Understanding of core concepts
- Readiness of child
- Close learning gap

## How?

### Weighted Assessments

**WA1: Pen and Paper**

Booklet A: MCQ

Booklet B: Open-ended / & *Structured Question*

**WA2: Performance Task**

Application of Skills

Show understanding of Science Concepts

### End of Year Assessment

Booklet A: MCQ

Booklet B: *Structured Questions*

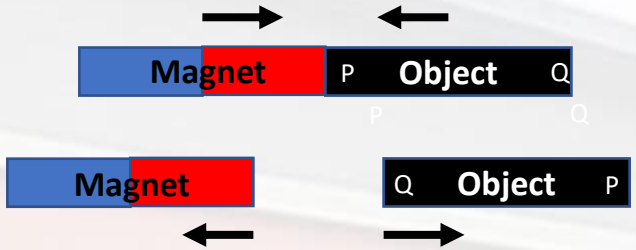
# Examples and Applications in Different Contexts in Science

# Example 1: Magnets

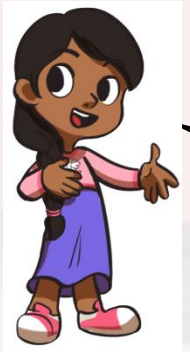
Concept:
Magnetic Repulsion



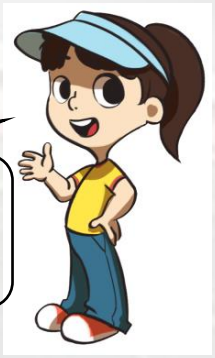
The object is definitely a magnet. Do you agree?




Yes, they attract each other.



Yes, the magnet and object move away from each other.



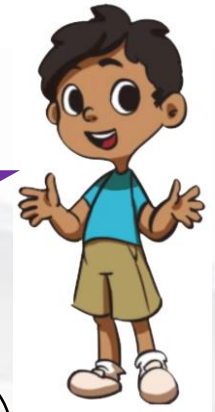
Yes, they repel each other.

**If the object is only attracted by a magnet, it may just be a magnetic material. There is insufficient evidence to conclude that the object is a magnet. The object is definitely a magnet only if it repels a magnet.**

# Example 1: Magnets

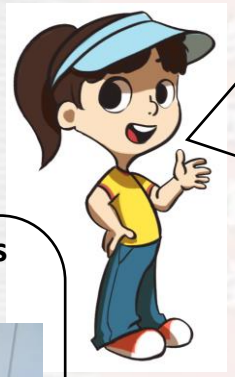
Applications in daily life





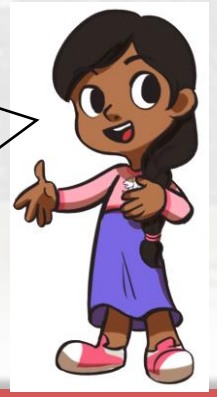
Magnets help us in our everyday life!

There are magnets in my toy!



Magnets help us to separate the magnetic materials in our rubbish too.

Yes, they are even used in Maglev trains!

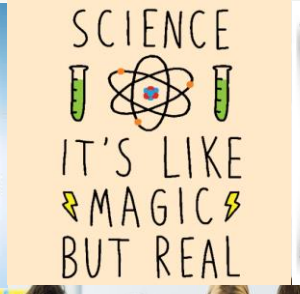


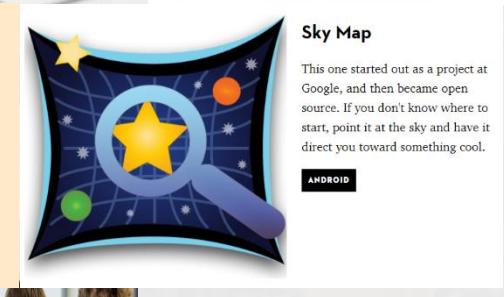
# Supporting our Pupils

Repository for revision


Support if child is keen on investigative work


Actively engaging the mind




## Daily happenings around us

- Weather patterns
- Fungi growing along roadside
- Technology/research

Reading

Interest building – Some apps online/mobile apps

# Tips on Parental Involvement

**- Encourage curiosity**

**Encourage pupils to ask questions about things that happen around them. *Give praise* when a good question is asked. It is perfectly alright not to know the topic your child is interested in. The process of discovering new information and facts together encourages bonding.**

**- Be positive and supportive**

**If you can role model and display a genuine interest in science and how things work around us, it will have a positive impact on your child's attitude towards science.**

**- Point out the everyday Science around us**

**Use everyday objects or phenomenon to highlight the connection and importance of science to the world we live in.**

**- Provide ample opportunities or stimulating environments for informal science learning**

- **family outings to Mandai Wildlife Reserve, Botanic Gardens, Science Centre**
- **a short film shown on a television or video clip from YouTube or other websites**
- **visit the library, the parks**


Thank You