

Phoenix Dhaniya
3 Compassion



Official-open/Non-Sensitive

Science@BTPS
To nurture **Every**
Child to be a **Self-**
directed Inquirer of
Science Around Us

P3 Science Assessment

Term	Assessment	Percentage	Topic tested
1	Topical Test (15 marks)	10%	Diversity book: Ch 1
2	Topical Test (25 marks)	15%	Diversity book: Ch 1-4
3	Journal (20 marks)	15%	Diversity book : Ch 5
4	Semestrial Assessment (80 marks)	60%	Diversity book, Interactions book, Cycles book (Life cycles of animals and plants only)
	TOTAL	100%	

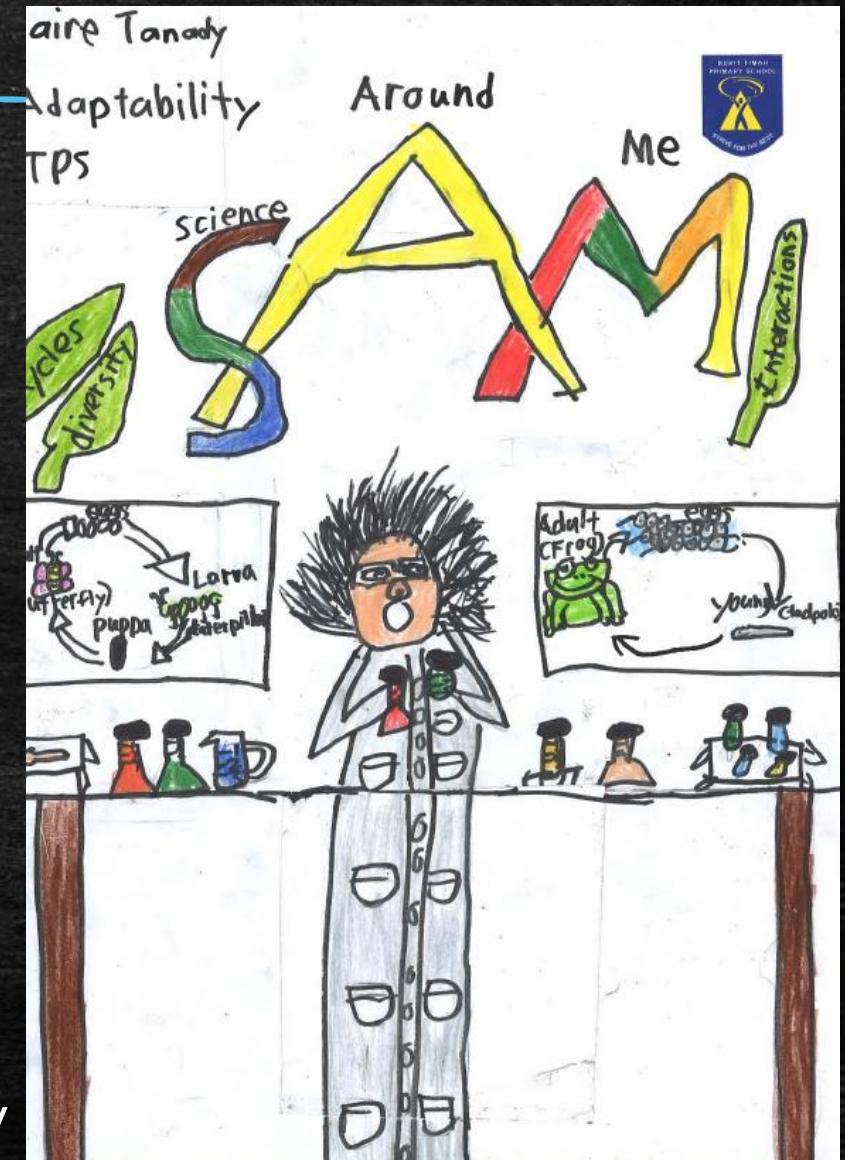
Semestrial Assessment Format

Booklet	Type of Questions	(1 h 30 mins)	Marks
A	MCQ	24 Q	48
B	Open-ended	10-12 Q	32
	TOTAL	34-36 Q	80

P3 Science@BTPS

- 5 periods a week
- Inquiry-based Learning Approach
- SAM Journal (No workbook)
- Topical Checklist, Examination Review
- Topical/Exam practice
- Themes: Diversity, Cycles (Life cycle), Interactions
- Skills: Observing, Classifying & Comparing

Claire Tanady
3 Adaptability



Topical Checklist and Examination Review

Name: Aimee () Parent's signature: _____

Self-Assessment on: Diversity- Living and Non-living things

Choose the level that describes how well you have understood each of the Science ideas.

Levels	Descriptors
1	I have understood this Science idea the least . (I don't get it)
2	I have some understanding about this Science idea. (I partially get it)
3	I have understood this Science idea very well and can explain it to my friend. (I get it)

No.	Science ideas and Skills	Levels		
		1	2	3
1.	I can describe the characteristics of living things.			✓
2.	I can describe the characteristics of non-living things.			✓
3.	I can describe the similarities and differences of plants and animals.			
4.	Skill: I use the following senses like sense of sight, sense of smell, sense of hearing, sense of touch and sense of taste in making observations.			✓
5.	Skill: I can make some measurements in my observations.			✓

Bukit Timah Primary School
Science Primary 3 SA2 Review 2019

Science Primary 3 SA2 Review 2019

Pupils have done well in the following areas:

Identify Science Ideas

Pupils were able to apply the correct Science ideas to most questions, such as identifying the characteristics of living things, the different animal groups, plants, fungi and materials.

Science ideas that need review:

Area(s) for Improvement	Answers Given	Learning Point(s)
Not applying science ideas to questions		
Qn 26a: Characteristic of living things	<p>Pupils have to look for evidences in the question that shows the Science concept they have learnt. Pupils referred to the picture and ignored the question stem.</p> <p>26a) They need air, food and water.</p>	<p>Pupils based their answers on the diagram without reading the context. Diagram shows oatmeal, water and limited air provided for the ants. However, the observations made were, "...the ants crawled to Part R of the sealed glass container."</p> <p>Pupils need to read the question carefully before answering.</p>



Engage
I Pose Questions



Explore
I Actively
Look for
Answers



Explain
I Explain my
Thinking



Elaborate
I Link what I
Learn to Life

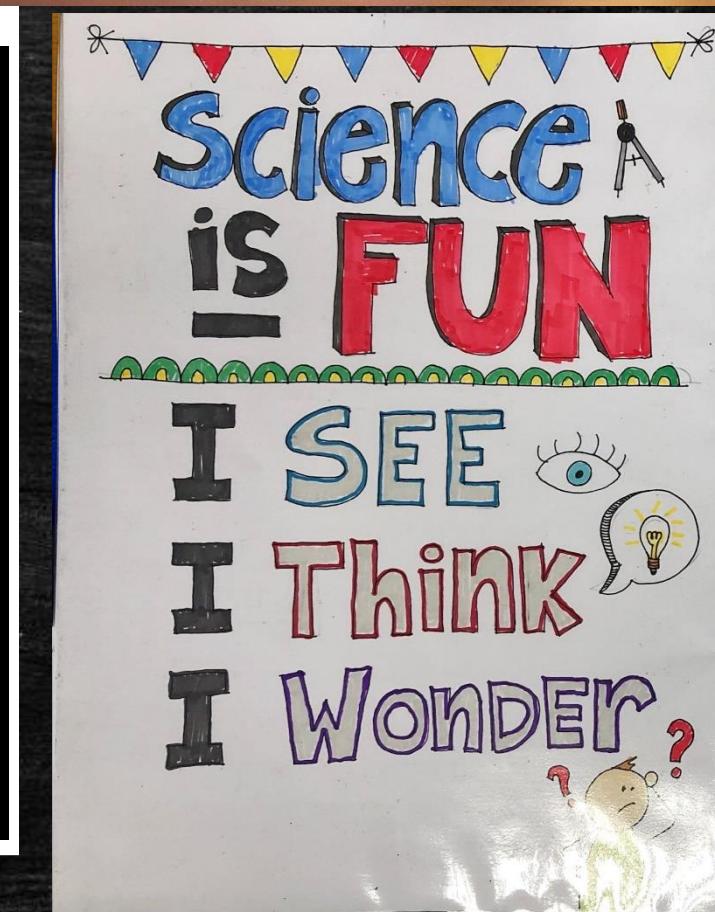


Evaluate I Reflect on my Learning

Thinking Routines

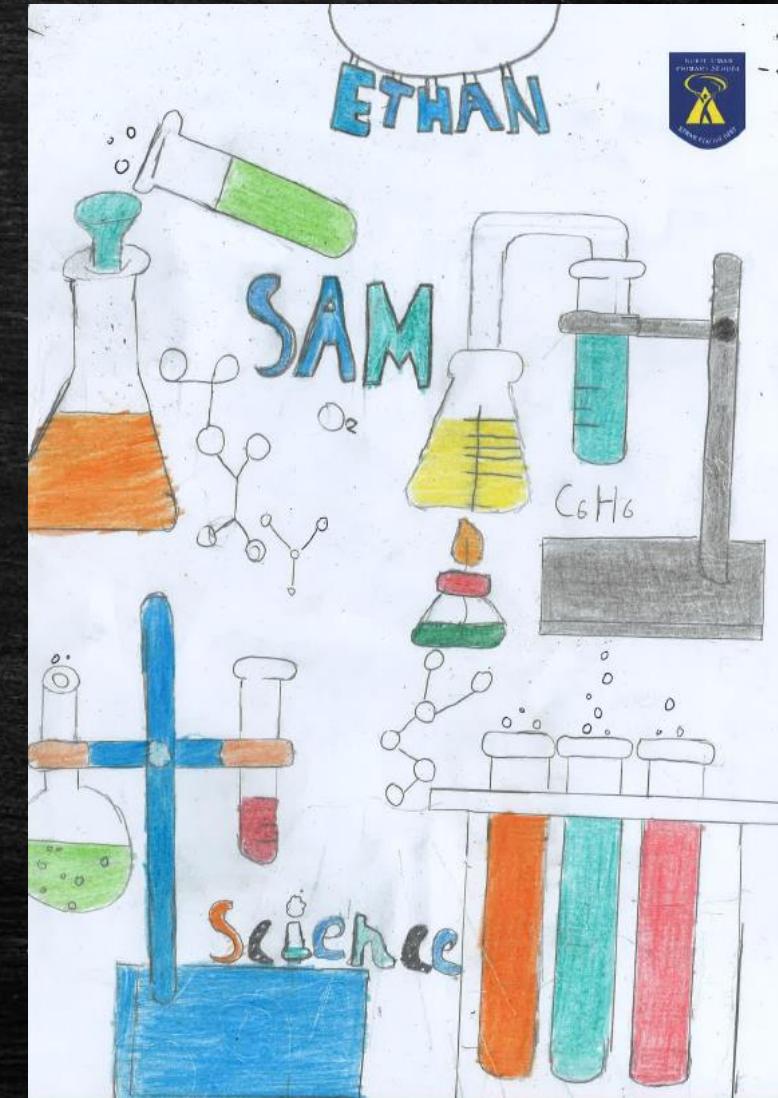
For example, Victoria looked at a picture of a bird and wrote the following,

I see	I think	I wonder
a bird	birds do not	if birds have ears.
feathers	have ears	if birds have
claws	birds have very	senses.
eyes	good eyesight	Are bird's feathers thick or thin?
tail		How do birds find their food?
beak		



4 Things we want to see in the Journals

- 1) Strives for the best
- 2) Poses questions to find out more
- 3) Explain thinking using relevant science concepts
- 4) Links science learning to life



Ethan Kong
3 Graciousness

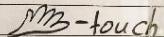
Thursday

12th Jan

Observation #3

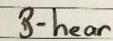


- see
1. It looks like a lime fruit
2. It looks like a lime mill
3. It looks crumpled

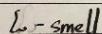


- touch
1. It feels spiky
2. It is hard
3. It feels like a dried flower

Wonderful observations and documenting of it. I enjoyed reading your entries!



- hear
1. Its sound is like dropping a rock
2. I hear bugs in it
3. I hear a loud sound from it



- smell
1. It smells like pepper
2. It doesn't have a nice smell
3. Its smell is disgusting

Reflection

The most important thing I learnt was we cannot just write any easy observations. We should explore deeper.

Yes, you're right!

How do you think we can do it?

Thanks for your reply...

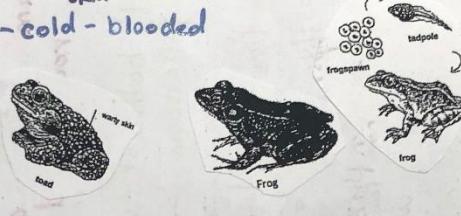
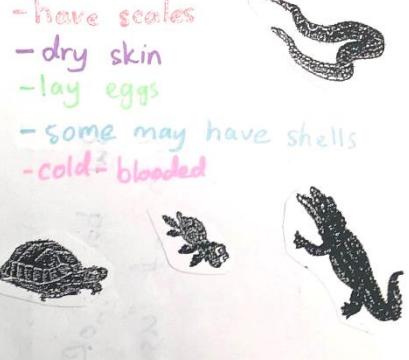
You're right!

Include details and make your thinking visible by writing it down! Way to go! ☺

If we just right It feels like a flower. That is not enough! We should write like which part of it feels like a which part of a flower and how does it feel like a flower.

Use of 5 senses for observation

1) Strives for the best

CHARACTERISTICS OF ANIMALS			
<h3>Mammals</h3> <ul style="list-style-type: none">- Have fur- most of them give birth to young alive- Mammals feed on milk- breathe through lungs- warm-blooded 	<h3>Amphibians</h3> <ul style="list-style-type: none">- moist skin- lay eggs- live on land and in water- breathe through lungs, gills, and skin- cold-blooded 	<h3>Reptiles</h3> <ul style="list-style-type: none">- have scales- dry skin- lay eggs- some may have shells- cold-blooded 	
<h3>Birds</h3> <ul style="list-style-type: none">- have feathers- have beaks- lay eggs- most can fly- have wings 	<h3>Fish</h3> <ul style="list-style-type: none">- has scales- has tails and fins- most lay eggs- breathe through gills 	<h3>Insects</h3> <ul style="list-style-type: none">- three body parts- six legs- a pair of antennae- lay eggs- a pair of compound eyes 	

2) Poses questions to find out more

Questions!

- 1.) - What is a squishy really made of?
- 2.) - How did people come up with names of materials?
- 3.) - Can you mix two materials to make a material?
- 4.) - Where can you find materials?
- 5.) - Is materials everywhere?
- 6.) - Where does materials produce?
- 7.) - What kind of fabric is mostly used?
- 8.) - When was materials named?
- 9.) - Who is the material producer?
- 10.) - What material is a magnet made of?
- 11.) - What are instruments made of?
- 12.) - What is a light bulb made of?
- 13.) - Are all materials waterproof?
- 14.) - Are there any materials that are fireproof?
- 15.) - Are metals bulletproof?

Questions posed on topic: materials

Questions posed in checklist: Animals

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Name: Aimee

(1)

Parent's signature: _____

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5.	Skill: I can make some measurements in my observations.	✓

- a) One important Science idea I have learnt about **Living Things** is the characteristics of living things are: air, food, water and Respiration to changes, how
- b) 1 Thing I will like to find out more is dolphin

I will find out more (tick one):

on my own	<input checked="" type="checkbox"/>	by asking my friend		by asking my teacher	
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c) Write down or draw what you have learnt after you have carried out step (b).

Dolphins

Dolphins are carnivores. Known for their playful behavior, dolphins are highly intelligent. They are as smart as apes, and the evolution of their larger brains is surprisingly similar to humans.

BTPS Science Around Me (SAM) Self-assessment

So interesting, Aimee

Friday

Material-what if...

Example: What if windows of the car were made of rubber?

- If it was made of rubber, the driver can't see through it and accident are likely to happen.

1: When what if your house was made of glass?

- Everyone would be able to see each other naked.

2: What if clothes were was of metal?

- The clothes would be very hard to wear!
- It would be so hard and not flexible!

3: What if chairs were made out of rubber?

- You can't sit on it!
- Super flexible. We won't get to sit!

4: What if your phone was made out of glass?

- Whenever you drop it, it would break very easily and it would be very expensive to keep buying again and again.

'What if' questions on Materials

Letter From Reptile to Amphibian

Hi friend! The differences between us are...

I am a snake but you're a frog.

I am a reptile but you're an Amphibian.

I eat mouse but you eat flies.

I slither on my tummy but you hop on webbed feet.

I am long and thin but you are round and small.

But both of us can sometimes be poisonous.

You live on land and in water, but I mostly live on land.

I am born on land, but you are born in water.

I have scales but you don't.

Nice comparisons done here!
It's clear and easy to understand!

My skin is dry, but your's is moist.

But both of us are cold blooded!

Both of us are also not mammals.

Your eggs are like jelly, but mine is just soft.

But both of us lay eggs!

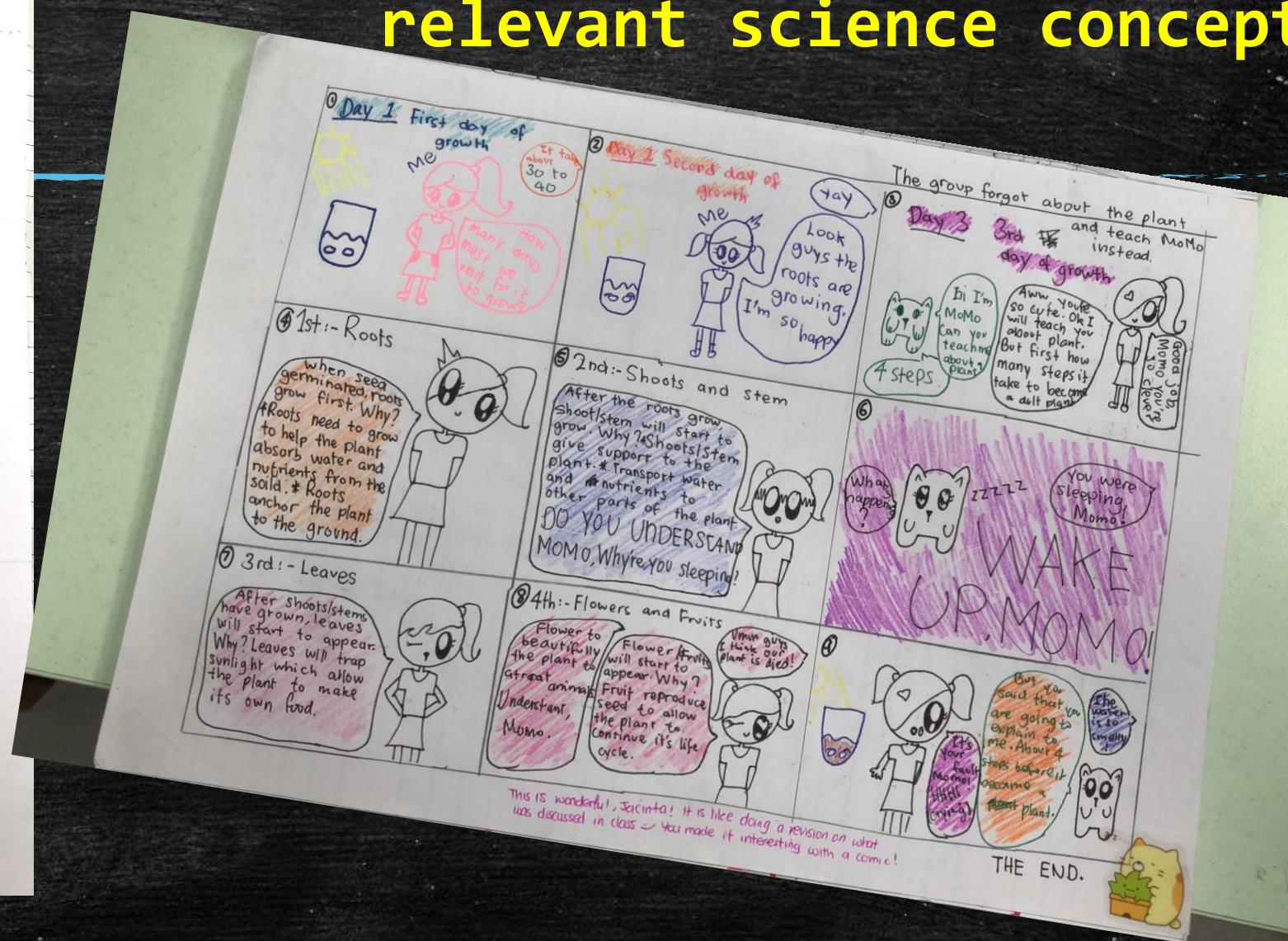
Both of us are also female!
Sincerely,
Snake



Nice comparisons done here!
It's clear and easy to understand!

Letter Writing : From Reptile to Amphibian

3) Explain thinking using relevant science concepts



Concept cartoon on Germination

Use of Magnets in everyday objects!

- 1.) List down at least 2 objects.
- 2.) Explain how the magnets work in the objects.

1.) Microphones

Scrap yard cranes
Cameras
Refrigerator
rollercoaster
satellite
microwave
speakers
Credit Cards
Maglev train



2.)

Scrap yard cranes is to pick up heavy scrap metal with the magnet at the crane.

In the maglev train that levitate by magnetic ~~attraction~~, the bottom of the train wraps around the guideway. Levitation magnets on the underside of the guideway are positioned to attract the opposite poles of magnets on the wraparound section of the maglev. This raises the train off the track.

The stripe on the back of a credit card is a magnetic stripe, often called a magstripe. It is made up of tiny iron-based magnetic particles in a plastic-like film. Each particle is really a very tiny bar magnet about 20 millionths of an inch long.

How magnets are used in things around us

Examples of how living things respond!

Sound

We scream
when we are scared

touch

When I

When I touch a snail, it hides in its shell.

Heat

We sweat when it is hot

Light

When I look at the sun I immediately close my eyes.

Good link to life



How living things around us respond to changes

4) **Links science learning to life**
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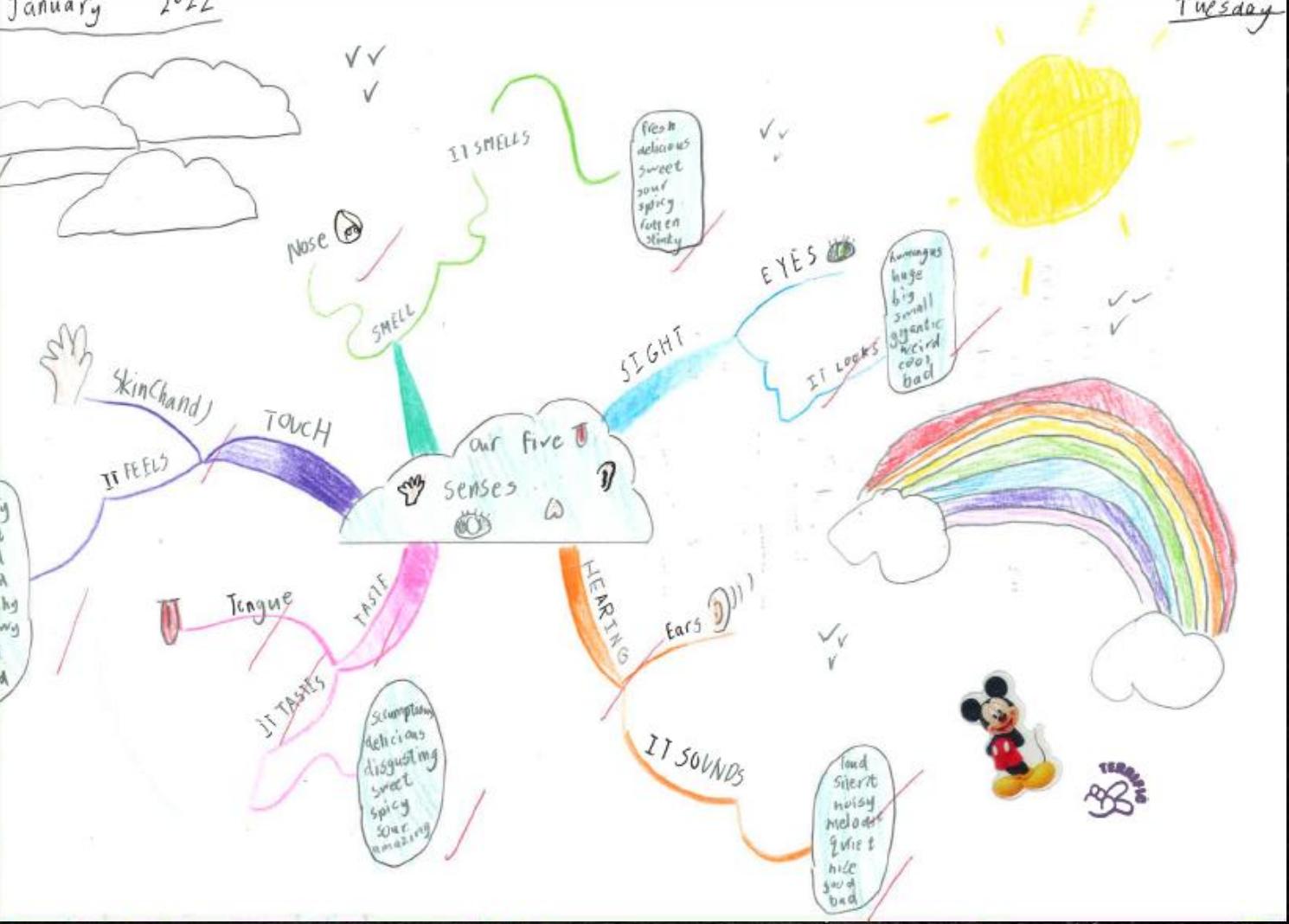
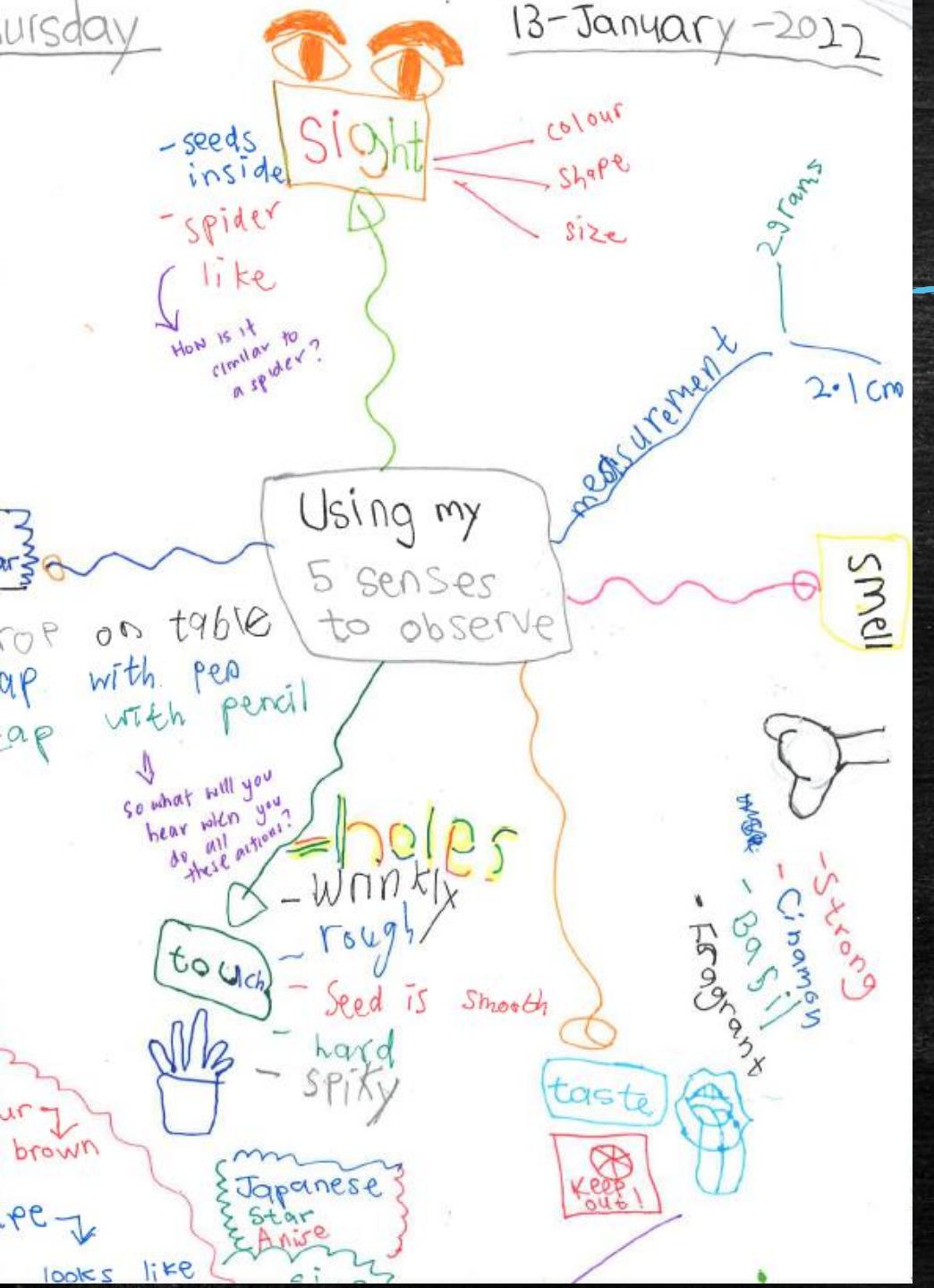
Some of the pupils' work so far...



Gabrielle
3 Integrity

ursday

13-January-2022



Evan Lu
3 Compassion

Venkatesha Govindaluri
3 Graciousness
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Making Observations

Zhang Xingyu 3 Adaptability Read-Think-Wonder

My Visit to the eco-garden

Living things

fish

tadpole

snails

banana tree

butterfly

flowers

passionfruit tree

water lily

Non-Living things

rocks

spider web

dried leaf



Hannah 3 Respect Classification

Wednesday

Read
Think
Wonder

12 January 22

My Experiment

by Julie Larios

I tried each possibility,
I tried it all, I tried my best,
I tried to think, I tried to see,
I tried things out, I didn't rest,
I thought I had it, I thought I knew,
I thought what I had was good and true,
but the bottom caved in, the top spilled out,
I couldn't figure the thing out,
it all collapsed, it all fell down,
the smile I smiled became a frown.
I didn't succeed, so tomorrow is when
I have to try and try again.
That's good advice, that's right, I guess—
but meanwhile (*sigh) what an awful mess.



Poem © 2014 Julie Larios (Illustration by Frank Barlogiett from *The Poetry of Science: 75 Poems for Science for Kids* by Sylvia Vardell and Janet Wong (Pomelo Books).)

What do you think are the Values needed to be a scientist?

-Resilience: never give up!

-Adaptability: overcome challenges flexibly!

-Integrity: be honest if you messed things up!

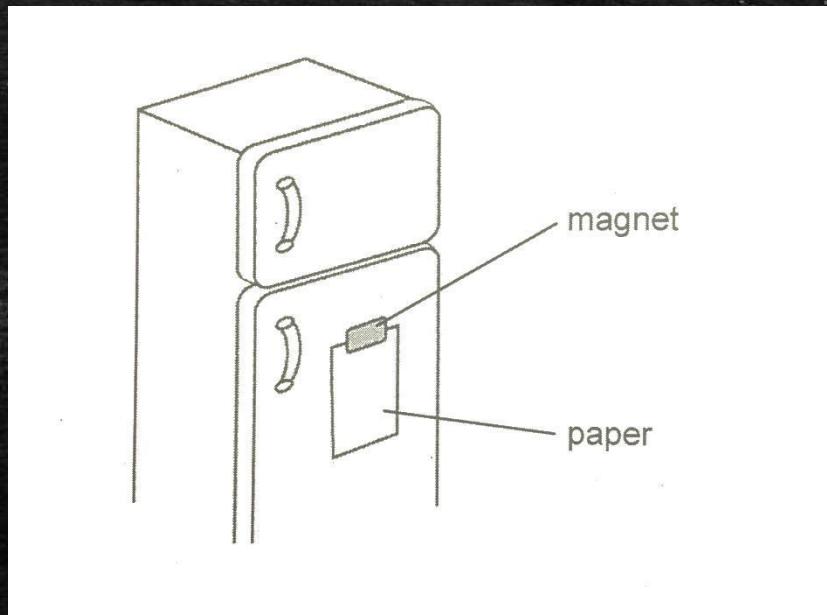
-Humor: encourage people while joking!

Some common questions parents ask when their children start learning Science in Primary 3...

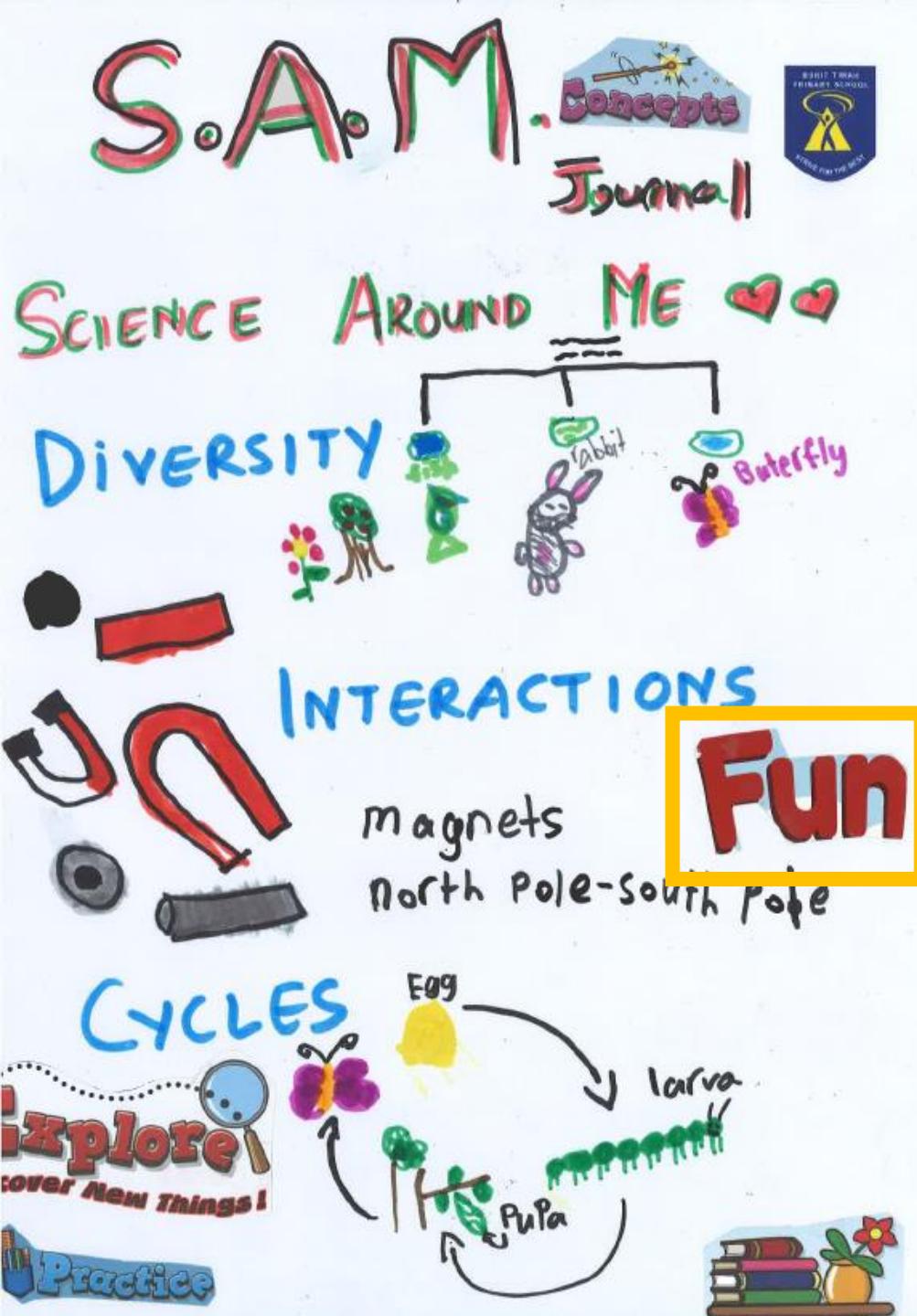
- What assessment books do you recommend?
 - None
- How many practice papers must my child do?
 - Just what our school gives
- What are all the words my child needs to memorise for Science?
 - Understand the concepts. Memorising words does not really help that much.
- Do I need to give my child spelling for Science?
 - No.

So how do I help my child in Science

- Encourage them
 - to read Science materials like books, magazines or watch documentaries on Science.
 - to pose questions and find out more on their own.
- Get them to observe things around them and link them to the Science concepts that they learn in school.



Science in our daily life



Aisha Kapoor
3 Integrity



Thank
you!

Zi Rong
3 Respect
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