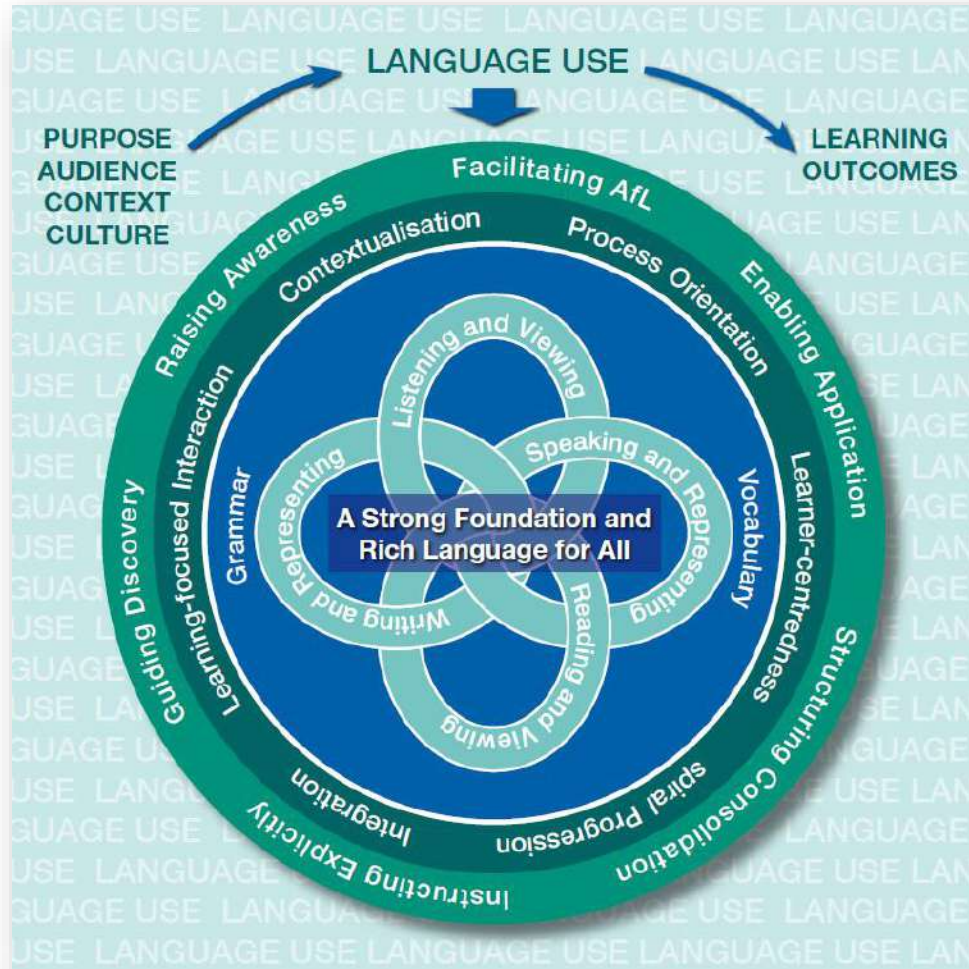


ENGLISH LANGUAGE

PRIMARY 3



Areas of Language Learning



- Listening & Viewing
- Reading & Viewing
- Speaking & Representing
- Writing & Representing
- Grammar
- Vocabulary



An overview

Language Learning Area	STELLAR (National Curriculum)	School-based Curriculum
Reading & Viewing	<ul style="list-style-type: none"> Supported Reading <ul style="list-style-type: none"> - KWL - Questioning Extensive Reading 	<ul style="list-style-type: none"> Library Structured Reading Programme (SRP) Newspaper-reading (Mini Red Dot) Oral Communication Package
Writing & Representing	<ul style="list-style-type: none"> Writing Process Cycle (WPC) Text-Type Writing 	<ul style="list-style-type: none"> CPS Writing Package (P.O.E.M.S) Journal (3-4 entries per term) Mini Red Dot Reflections (Journal)
Speaking & Representing	<ul style="list-style-type: none"> Effective and purposeful interaction and group discussion embedded in all key strategies 	<ul style="list-style-type: none"> Oral Communication Package
Listening & Viewing	<ul style="list-style-type: none"> Listening and viewing skills for understanding and critical thinking taught through all key strategies using audio and graphic stimuli 	
Grammar	<p style="text-align: center;">Whole-Part-Whole Approach</p> <ul style="list-style-type: none"> Explicit teaching of grammar in meaningful context using STELLAR readers 	
Vocabulary	<p style="text-align: center;">Text-Based Approach</p> <ul style="list-style-type: none"> Big Books /STELLAR Readers 	



What is STELLAR?

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Strategies for English Language Learning and Reading

- Teaching and learning of English using more speaking and listening activities
- Children learn reading and writing using rich and interesting books, with discussions led by the teacher

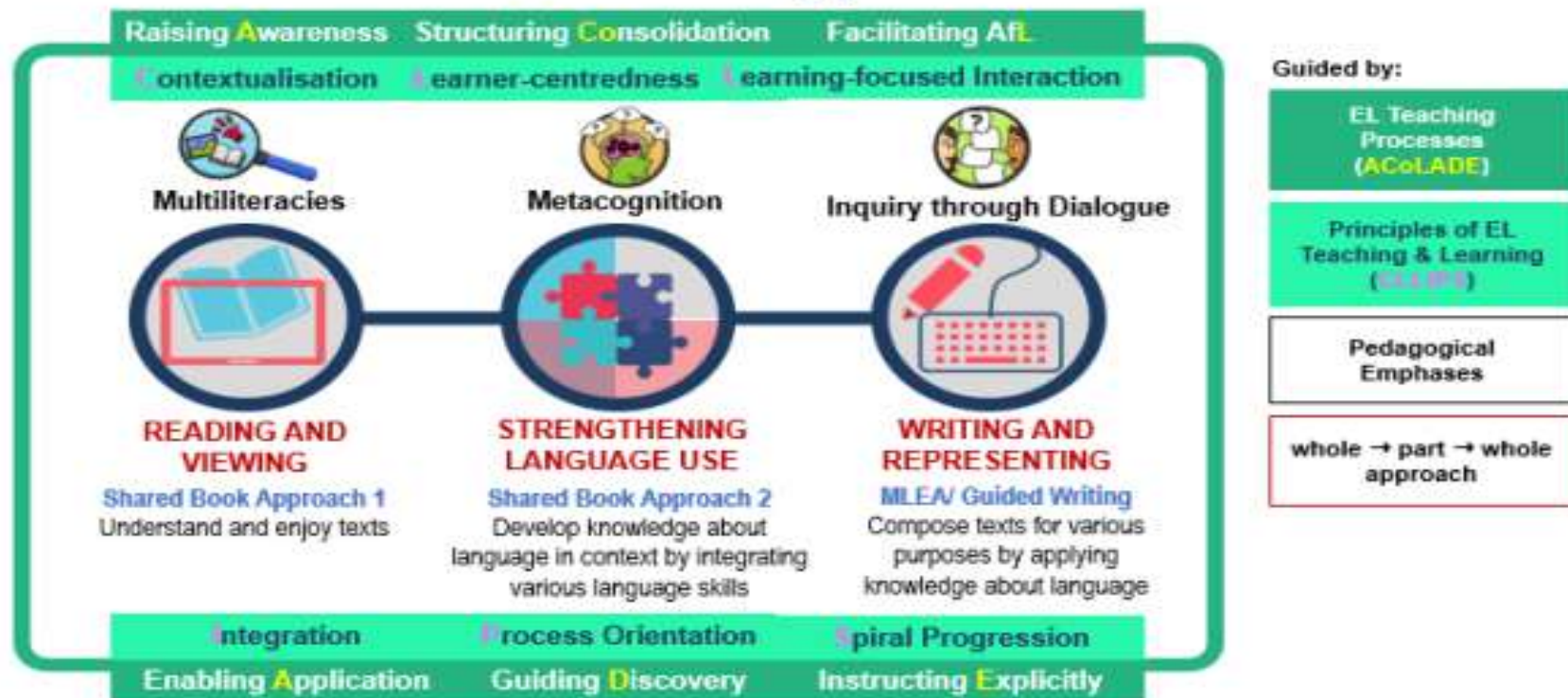


Lower Primary STELLAR 2.0 (P1 to P3a)

The STELLAR 2.0 Pedagogic Framework



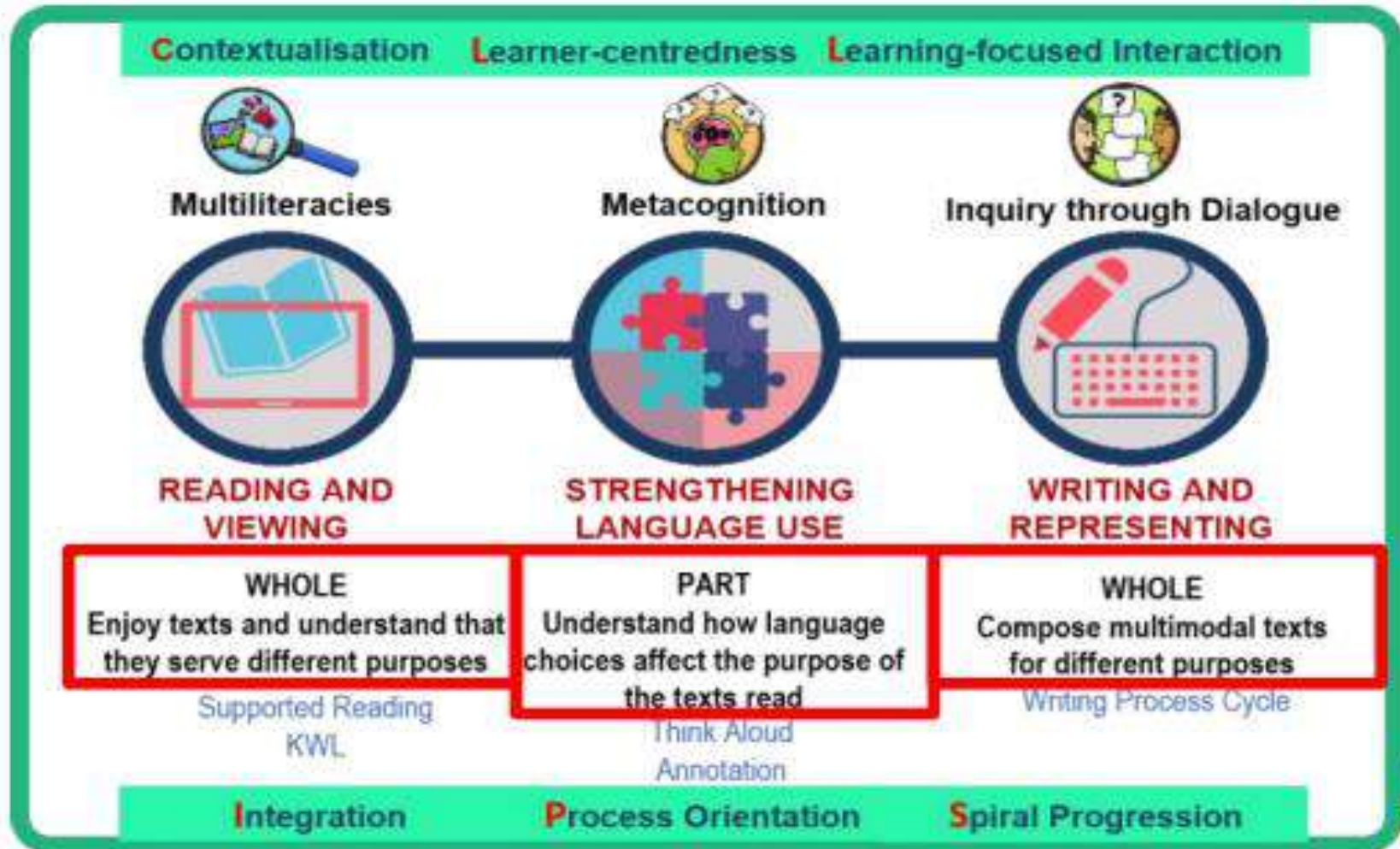
Language Learning in the Lower Primary STELLAR^{2.0} Classroom





P3b to P6 STELLAR 2.0

STELLAR 2.0 Pedagogic Framework (P3b to P6)

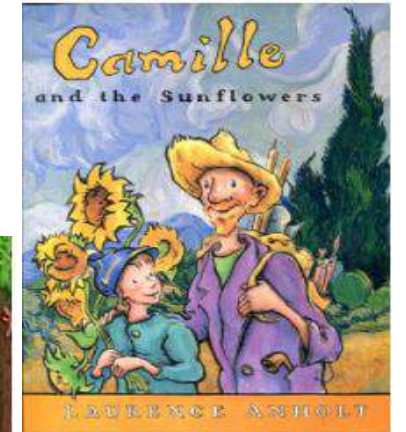
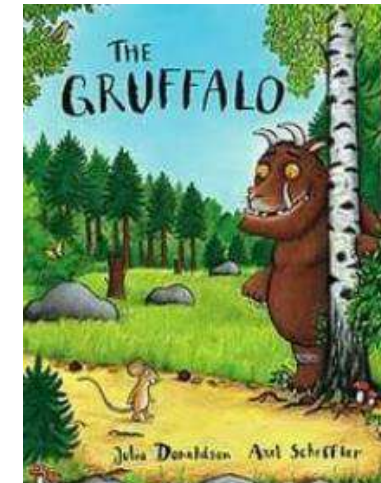
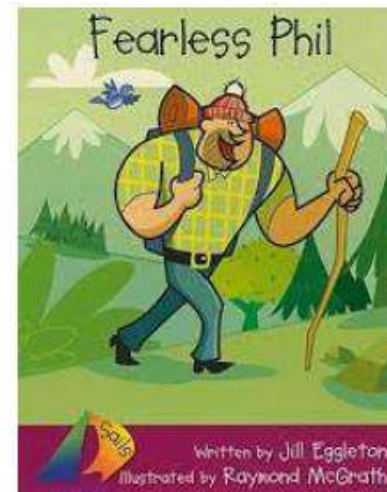




Reading – Shared Book Approach (Primary 3a)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Model fluent reading
- Text directionality by gliding pointer under each word as teacher reads
- Discuss the text through questioning
- Encourage students to think critically
- Make connections with what students know (i.e., text-to-self [T-S], text-to-text [T-T], text-to-world [T-W]) to what they read

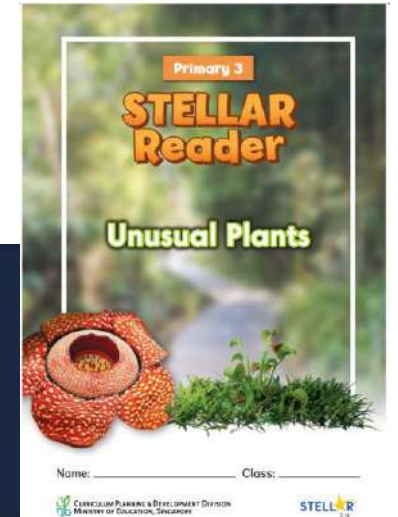




Reading- STELLAR readers (Primary 3b)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Supported Reading
 - KWL (Non- fiction text)
 - Questioning (fiction text)
- Comprehend the text through questioning
- Encourage students to ask questions as they read
- Make text-to-self [T-S] connections to understand what is said in the text





KWL – Tool for Supported Reading

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Predators and Prey

A detailed piece of work!

What I Know	What I Want to Know	What I Learned
<ul style="list-style-type: none"> I know that predators eat prey. I know that animals from the cat family are predators. I also know that birds can be predators too. I know that there are a lot of predators in the wild. I know that ospreys eat fish. I know that crocodiles eat animals that come near the water. 	<ul style="list-style-type: none"> I want to know why predators eat meat. I want to know if predators eat its own kind. I want to know how ^{nice question} predators protect itself from their predators. I want to know how predators hunt. 	<ul style="list-style-type: none"> I learned that some predators hunt alone. I learned that some predators poison their prey. I learned that every animal has a habitat. <p style="text-align: right;">11 3 APR 2022</p>

Predators and Prey

Great work!

What I Know	What I Want to Know	What I Learned
<ul style="list-style-type: none"> I know that the Cat family are mostly predators to other animals. I know that crocodiles mostly eat animals that come near the water. 	<ul style="list-style-type: none"> I want to know how the predators catch their prey. I want to know how the crocodiles scare their prey so that they could catch and eat their prey. 	<ul style="list-style-type: none"> I learnt that some predators hunt alone and some hunt in teams. I learnt that animals have different ways to catch their prey. <p style="text-align: right;">11 3 APR 2022</p>



Reading (Extensive Reading)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- **1 period each week**

Extensive Reading Activities

- | | |
|----------|--|
| 1 | Select from various print, non-print and digital networked sources <ul style="list-style-type: none">- age-appropriate- multicultural texts- achieve different purposes for reading and viewing (e.g. magazines and newspaper) |
| 2 | identify and study characters and their actions |
| 3 | Respond to text <ul style="list-style-type: none">- Reflection- Rating the book- Sharing opinion |



Writing

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Writing Process Cycle (WPC)

- Class Writing → Group Writing → Individual Writing

Cedar Primary School
POEMS Rubrics

Name of Writer: _____

Individual Writing

- P.O.E.M approach:

Purpose

Organisation

Elaboration

Mechanics

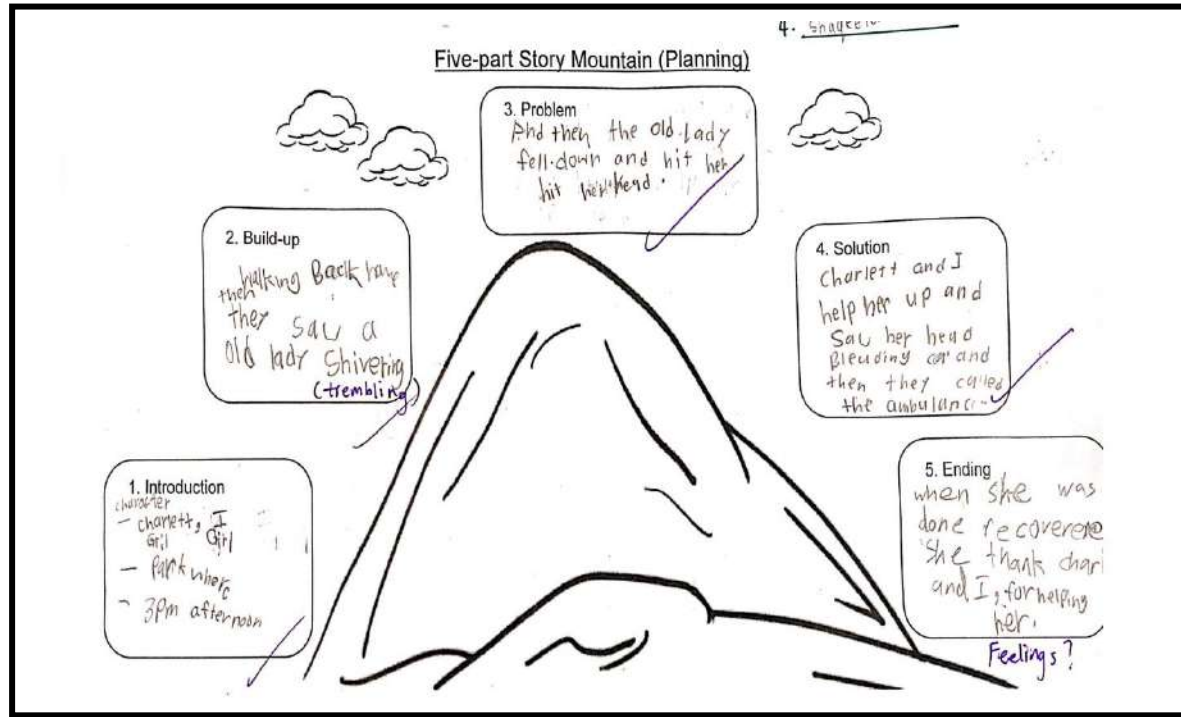
Levels	Purpose	Organisation	Elaboration	Mechanics	Style
Level 4	<input type="checkbox"/> You have written on the topic. <input type="checkbox"/> You have used at least one of the pictures to develop your story. <input type="checkbox"/> Your story is interesting.	<input type="checkbox"/> Your story is easy to follow. <input type="checkbox"/> There is very good sequencing and linking of ideas.	<input type="checkbox"/> You have elaborated your ideas well.	<input type="checkbox"/> You are able to write with hardly any errors in sentence structure, grammar, spelling and punctuation.	<input type="checkbox"/> Your choice of vocabulary is effective and engaging.
Level 3	<input type="checkbox"/> You have written on the topic. <input type="checkbox"/> You have used at least one of the pictures to develop your story. <input type="checkbox"/> Your story is simple.	<input type="checkbox"/> There is a gap in the flow of your story but I can still understand it. <input type="checkbox"/> There is good sequencing and linking of ideas.	<input type="checkbox"/> Only some of your ideas are developed.	<input type="checkbox"/> You made some errors in sentence structure, grammar, spelling and punctuation.	<input type="checkbox"/> You could expand the range of words for better engagement.
Level 2	<input type="checkbox"/> You have tried to address the topic. <input type="checkbox"/> You have not used the picture to develop your story. <input type="checkbox"/> Your story is confusing.	<input type="checkbox"/> There are many gaps in the flow of your story. <input type="checkbox"/> There is some attempt to sequence and link the ideas in your story.	<input type="checkbox"/> Your ideas are mostly not developed.	<input type="checkbox"/> You made a lot of errors in sentence structure, grammar, spelling and punctuation, making it hard to read.	<input type="checkbox"/> There is limited word choice and a few instances of wrong usage.
Level 1	<input type="checkbox"/> You have not addressed the topic. <input type="checkbox"/> You have not used the picture to develop your story. <input type="checkbox"/> Your story is very confusing.	<input type="checkbox"/> I don't understand how things happen in your story. <input type="checkbox"/> You have not sequenced and linked the ideas in your story.	<input type="checkbox"/> Your ideas are not developed.	<input type="checkbox"/> You have made many errors in sentence structure, grammar, spelling and punctuation, making it very difficult to understand your story.	<input type="checkbox"/> The range of words used is very basic.
Overall Remarks					



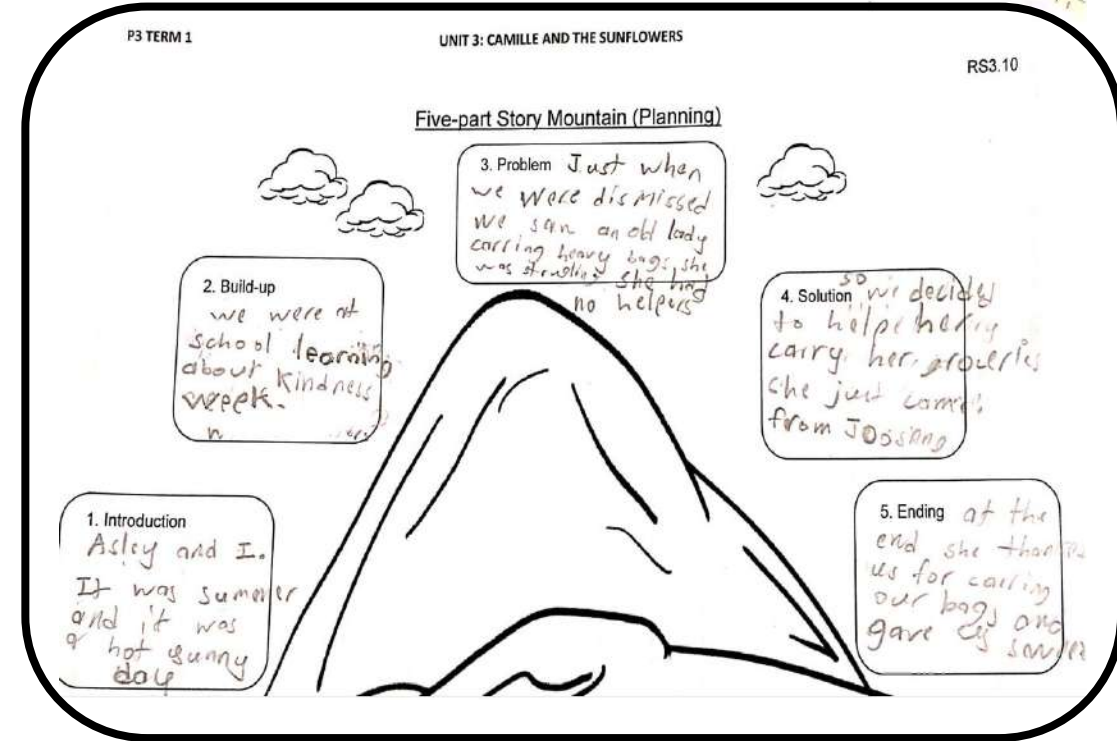
Writing (Planning- Story Mountain)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Group Work

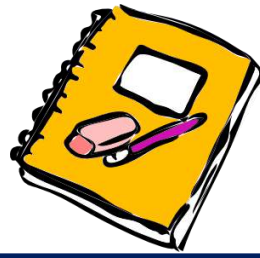


Individual Work





Journal Writing



School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Weekly/Fortnightly submission
- Free expression based on a given topic/guiding questions
- Do not correct any language errors
- Current affairs reflections (Mini Red Dot)

To encourage expression and creativity



Current Affairs Reflections (Mini Red Dot)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Russian invasion of ^{ukraine} English writing 30 March 2022

Millions of Ukraine citizens are affected.

Russia is not using nuclear weapons against Ukraine. A lot of buildings are destroyed.

1000 people are dead. Russia is strong army.

I learned...

Russia take over Ukraine.
All the building in Ukraine was destroyed.
forty-four million people was affected.
Ukraine began living in the bomb shelters.
Russia invade Ukraine.

26 March 2022 Russian invasion of Ukraine

Russia invasion Ukraine because Russia do not want Ukraine to join the Nato because they will bully Russia. That is why Russia invasion Ukraine and now Ukraine the country is almost destroyed many people has died or being homeless. Some have also fled to other country.

Now the people are all in a bomb shelters, I felt very sad to Ukraine because their country is destroyed.

STOP RUSSIA!



Other Programmes & Activities

- Structured Reading Programme (Fortnightly)
- Library Period (Fortnightly)
- Library Programme (On-going)
 - Avid Reader Award
 - Quizzes
 - Book highlights
- Newspaper Reading: Mini Red Dot [Monthly]
- READ@CPS
- Partnership with NLB





Students' Resources

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Blue File (EL Worksheets)
- White File (Writing)
- STELLAR Worksheets (EPH/CPDD)
- EL Worksheets (exam format)
- Student Learning Space (SLS)
- Exercise Book (Journal)

P3 TERM 1 UNIT 1: FEARLESS PHIL

**Cedar Primary School
English Language**

Unit
1

STELLAR_{2.0} **Fearless Phil**

Name: _____

Class: Primary 3 _____

P3 TERM 1 UNIT 2: THE GRUFFALO

**Cedar Primary School
English Language**

Unit
2

STELLAR_{2.0} **The Gruffalo**

Name: _____

Class: Primary 3 _____



Weighted Assessment Format (Primary 3)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Term	Component	Marks (Weighting)	Details
1	Oral	16 (10%)	-Reading Aloud -Conversation
2	Writing	20 (15%)	- A topic with pictures, prompts and helping words -> 120 words - Planning - 55 min
3	<ul style="list-style-type: none"> Listening Comprehension Language Use & Comprehension 	30 (15%)	- Listening Comprehension <ul style="list-style-type: none"> Picture Sequencing Note-taking Language Use and Comprehension <ul style="list-style-type: none"> Section A –MCQ questions (Grammar & Vocabulary) Section B – Grammar Cloze & Comprehension OE
4	End-of-Year Examination	100 (60%)	Next slide



End-of-Year Examination

Paper	Component	Marks	Details
1	Writing	20	- A topic with pictures, prompts and helping words -> 120 words - 50 min
2	Language Use & Comprehension	50	- Booklet A –MCQ questions (Grammar, Vocabulary & Visual Text) - Booklet B – Grammar Cloze, Sentence Combining & Comprehension OE -1h 15min
3	Listening Comprehension	14	- Picture Matching - Picture Sequencing - Note-taking - Comprehension MCQ - About 20 min
4	Oral Communication	16	-Reading Aloud - Stimulus- Based Conversation
TOTAL		100	

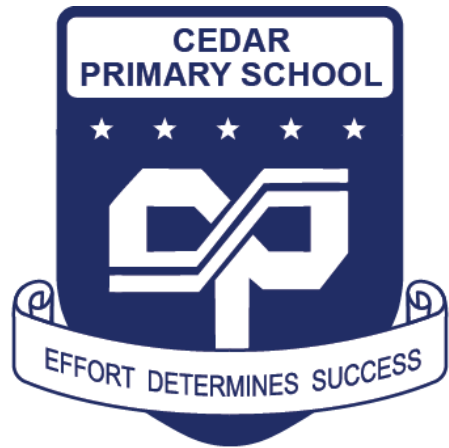


Tips for Parents & Guardians

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Choose materials (books/magazines/movies) together with your child.
- Read and watch movies together.
- Explore different genres with your child
- Build vocabulary - actively take note of new vocabulary (words & phrases)
- Communicate using Standard English
- Listen to English radio stations / songs
- Provide authentic learning experiences
- Focus on child's interests
- Build confidence



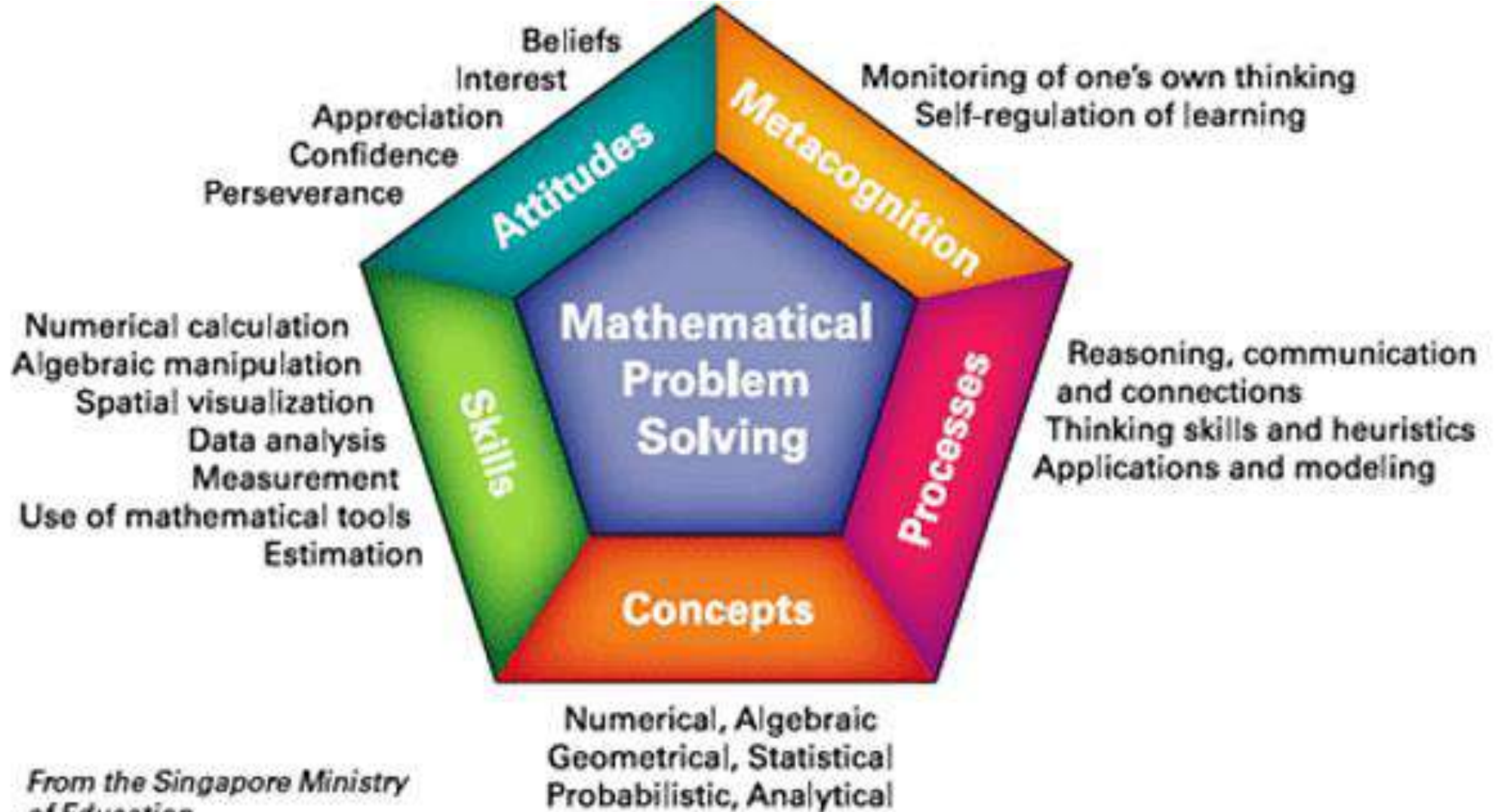


MATHEMATICS

Primary 3



MOE Mathematics Framework



From the Singapore Ministry of Education



THEMES & BIG IDEAS

What are the properties of mathematical objects and how are they related?



How can the mathematical objects and concepts be represented and communicated within and beyond the discipline?



What meaningful actions can we perform on the mathematical objects and how do we carry them out?



How can the mathematical objects be further abstracted and where can they be applied?





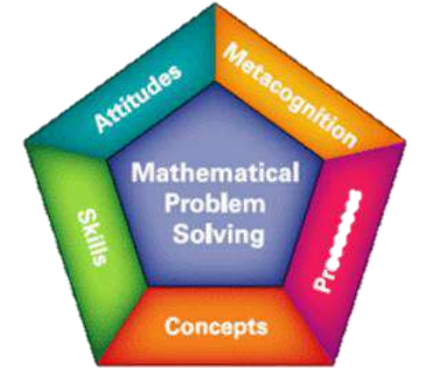
P3 Mathematics Curriculum

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

- ✓ Follows a **spiral progression** in building up content across the levels
- ✓ Lays a **strong foundation** for students to acquire **mathematical concepts and skills** for everyday use
- ✓ Develops **thinking, reasoning, communication, application** and **metacognitive skills**
- ✓ Builds **confidence** and foster **interest** in Mathematics



Processes & Metacognition



S

STUDY the problem

- Read the problem and highlight the key information
- What do I know? What do I need to find out?
Can I retell the problem in my own words?

O

ORGANISE details and think of a plan

- Look at the information given and come up with a plan
- How would I solve this problem? Which heuristic can I use?
Have I come across a similar problem before?

A

ACT out the plan

- Solve the problem by carrying out the plan
- Are my equations written clearly and systematically? Is there another way to solve this problem if my plan does not work?

R

REFLECT on your solution

- Check your work
- Does my answer make sense? Is my answer reasonable? Are the correct units written? Is there an alternative method?



Skills & Concepts

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

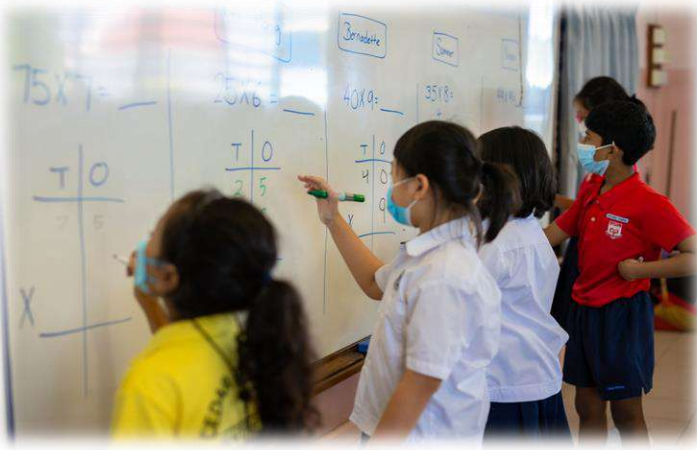
- ✓ **Application of concept** learnt
- ✓ **Make sense** of what has been taught in class
- ✓ Relevance to **real life**
- ✓ **Math talk**





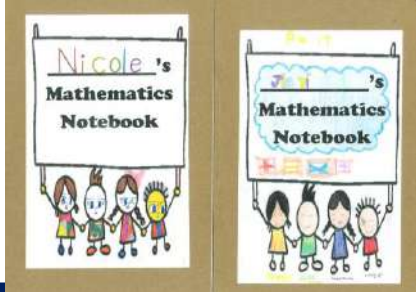
Skills & Concepts – Learning Experiences

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity





Skills & Concepts – Use of Mathematics Notebook



School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

Heuristics

- Methods to solve math problems
- 1. model drawing 2. draw a diagram
- 3. Work backwards

→ **S** STUDY the problem -> it

→ **O** ORGANISE the details and think of a plan

→ **A** ACT OUT the plan

→ **R** REFLECT on my answer

→ Read and understand retell the problem in my own words.

→ think of a plan

→ Is there another way to solve?

Check for accuracy does my answer

→ make sense

Find the difference

minus

Subtract

- Start from the ones place
- Subtract Tens
- Subtract Hundreds
- Subtract Thousands

1 tens = 10 ones
1 hundred = 10 tens
1 thousand = 10 hundreds

take away

$$\begin{array}{r} 7594 \\ - 3582 \\ \hline 4012 \end{array}$$

$$\begin{array}{r} 61584 \\ - 4889 \\ \hline 2705 \end{array}$$

$$\begin{array}{r} 28108 \\ - 299 \\ \hline 2809 \end{array}$$

The Nines Trick

Multiply any number by nine using this trick. Here's how...

Let's say you wanted to multiply 9×7 .

Step 1: Hold up all 10 of your fingers. Imagine they're numbered 1 through 10, as you see in the picture.

Step 2: Since you're multiplying 9×7 , you fold down the seventh finger, like this.

Step 3: Count the number of fingers to the left of the folded finger (6). Count the number of fingers to the right of the folded finger (3). Your answer is 63.

$9 \times 7 = 63$

Remember: Whatever number you want to multiply by nine, that's the finger you fold down.

If you wanted to multiply 9×3 , your fingers would look like this: $9 \times 3 = 27$

If you wanted to multiply 9×8 , your fingers would look like this: $9 \times 8 = 72$

Another Nines Trick

Step 1: Make a column of numbers on your paper from 0 through 9.

Step 2: Next to your column, you're going to make another column of numbers. This time, count backwards from 9 all the way down to 0.

Step 3: You've just written all the answers to your nine's times tables. Write the facts next to the numbers.

Multiplication

7×4
7 equal groups of 4 items

$7 \times 4 = 4 \times 7 = 28$

Skip counting in 7s
 $7, 14, 21, 28$

$6 \times 8 = 5 \times 8 + 1 \times 8$
 $5 \times 8 = 40 + 8 = 48$

$9 \times 7 = 10 \times 7 - 1 \times 7$
 $10 \times 7 = 70 - 7 = 63$

Any number $\square \times \circ = \underline{\quad}$

6 columns \times 3 stars in each column
 $6 \times 3 = 18$

3 rows \times 6 stars in each row
 $3 \times 6 = 18$

$* 3 \times 6 = 6 \times 3 = 18$



Primary 3 Mathematics Syllabus

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Content

Whole Numbers up to 10 000 / Four Operations / Fractions /
Money

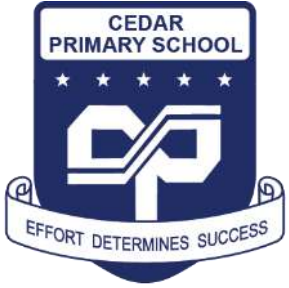
Numbers

Length, Mass & Volume / Area and Perimeter / Angles / Time /
Perpendicular & Parallel Lines

Measurement & Geometry

Bar Graphs

Statistics



Assessment

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

1) Formative Assessment

- Authentic Learning
- Learning Experiences (Activities to simulate real-life experiences)
- Topical Reviews in Math Practice Book
- Whiteboarding

Assessment information to better support learning needs and close gaps.

2) Bite-sized Class tests

3) End-of-Year Examination (80 marks)



Supporting Your Child in Learning

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

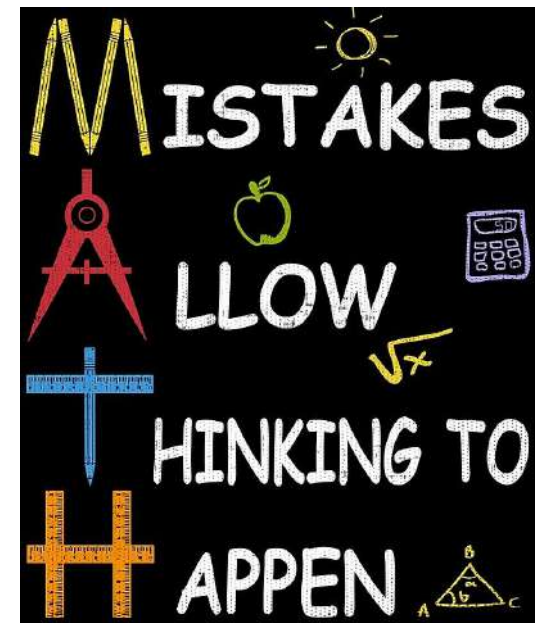
Attendance

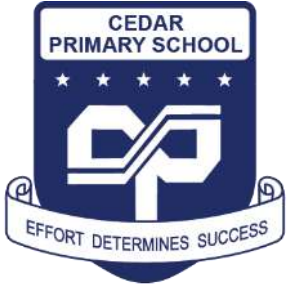
Active Participation

Attitude

Focus. Self-Discipline. Effort Determines Success

Achievement



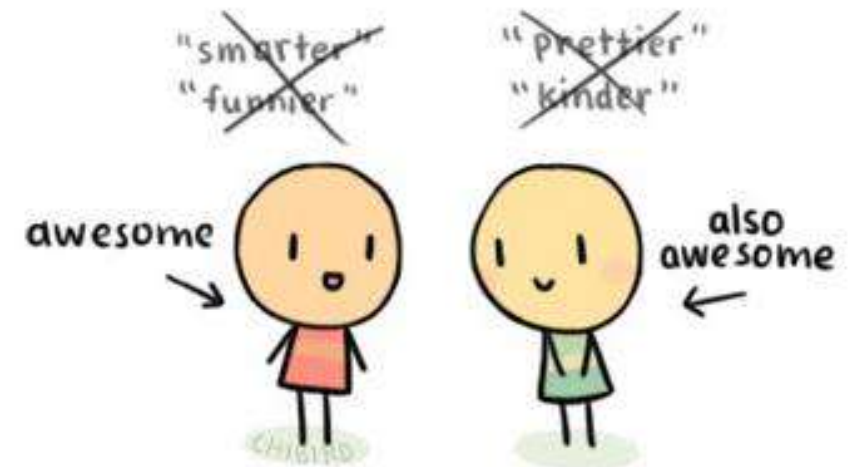


Supporting Your Child in Learning

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

B is for Belief

Every child can learn, given time and space





Supporting Your Child in Learning

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

- * *Create routines*
- * *Communicate & Encourage*
- * *Celebrate improvement/little successes*





**YOUR WORDS AS A
PARENT HAVE GREAT
POWER. USE THEM TO
SUPPORT
&
INSPIRE**



Positive Parenting Quotes via Gecko&Fly



MOTHER TONGUE LANGUAGES

Primary 3



PURPOSE & GOALS OF MTL LEARNING

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

To support and enable every student to learn MTL to as high a level as each student is able to.

- **Communication** – proficiency and ability to communicate in MTL for the competitive edge
- **Culture** – understand and develop unique identity through deeper appreciation of culture, traditions, literature and history.
- **Connection** – to connect with communities across Asia and the people who speak that language and share that culture.



PURPOSE & GOALS OF MTL LEARNING

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Active and Interactive teaching and learning environment

- Helps students to like, learn and use their MTL as a living language, and produce proficient users who can communicate effectively in a variety of real-life settings.

- 2-year MTSP starting at P3
- 2-year school-based HMT starting at P3
- MTL Fortnight
- School-based language competitions
- MT Reading Programme
- Online Learning Portal (SLS, eZhiShi)



MOTHER TONGUE SUPPORT PROGRAMME (MTSP) AT P3 & P4

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Focuses on building stronger foundation in students' oracy and literacy skills
- Classes involve hands-on activities demonstrating the practical usage of the languages
- Interactive learning materials like picture cards help students learn more actively



HIGHER MOTHER TONGUE AT P3 & P4

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Offered to P2 students who showed strong proficiency and interest in Mother Tongue Language (MTL) at year-end
- Designed to enthuse P3 and P4 students who demonstrate the ability and interest to develop higher levels of MTL proficiency and cultural knowledge
- Incorporation of literary-based texts, higher-order thinking exercises and games to teach language and culture



P3 MOTHER TONGUE END-OF-YEAR EXAM

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Paper 1: Composition Writing (15 marks, 15%)
 - Duration: 40 min
 - Picture composition (4 pictures)
 - Dictionaries are not allowed during exam
- Paper 2: Language Use and Comprehension (45 marks, 45%)
 - Duration: 1 h
 - Dictionaries are not allowed during exam
- Paper 3: Listening Comprehension (10 marks, 10%)
- Paper 4: Oral (30 marks, 30%)
 - Read Aloud and Picture Conversation



P3 HMT ASSESSMENT

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Formative assessments (includes assigned individual / group or class work)



ELIGIBILITY FOR HIGHER MOTHER TONGUE AT P5

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Current P3 & P4 HMT students will not be “automatically” offered HMT at P5.
- They will need to meet the requirement of achieving Band 1 (85 marks & above) at the end of P4 assessment.



Partnering Parent/Guardian to Support the Child/Ward

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Partnering You

- We will:
 - Inform you of your child's/ward's progress regularly
 - Provide ideas and suggestions to support your child's/ward's learning, where necessary
 - Share strategies to engage your child/ward in MTL learning at home in a fun and meaningful manner.



Partnering Parent/Guardian to Support the Child/Ward

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Do	Avoid
<ul style="list-style-type: none">• Believe that your child can learn and wants to learn• Encourage your child to learn MTL• Praise your child for his/her good effort and progress• Set incremental and achievable goals with your child• Communicate with the school teacher regularly on your child's progress at home	<ul style="list-style-type: none">• Placing excessive attention on marks• Making comparison between your child and other children's achievement• Doing school work for your child• Giving impression that MTL is not important



Partnering Parent/Guardian to Support the Child/Ward

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Partnering You

- Speak to your child in MTL whenever possible
- Show interest in your child's MTL learning journey
- Learn with your child, learn from your child
- Have regular conversations with your child about his/her experience in class
- Use a variety of resources, e.g. physical and digital resources to extend your child's language and literacy skills in MTL
- Encourage and accompany your child to read books or watch suitable TV programmes in MTL
- Provide a print-rich environment – visit the library regularly, set up a reading corner at home

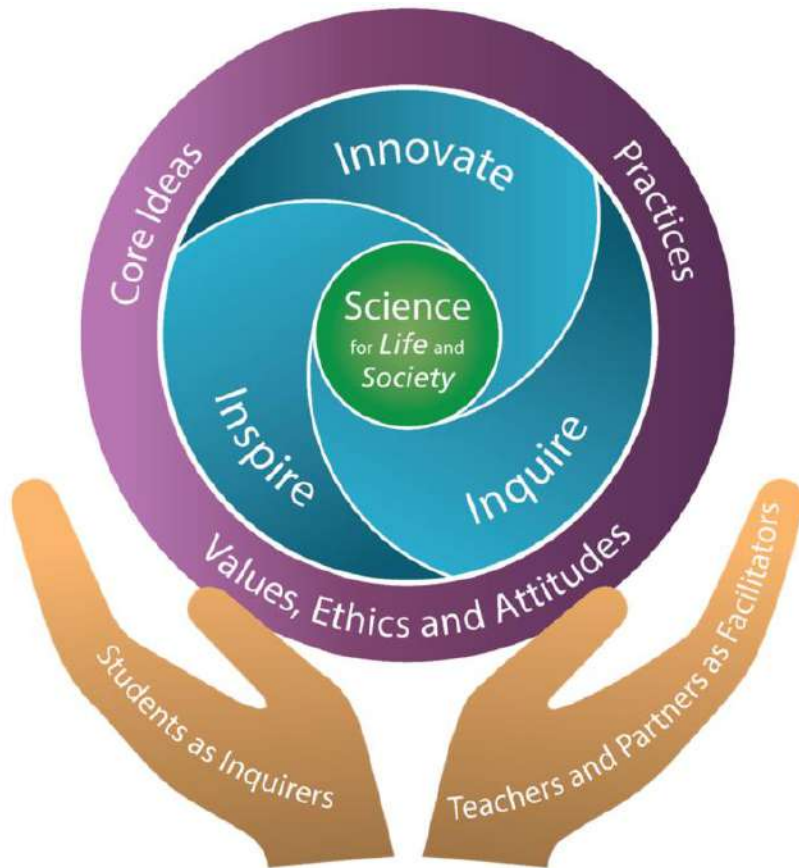


Science



Science Curriculum Framework

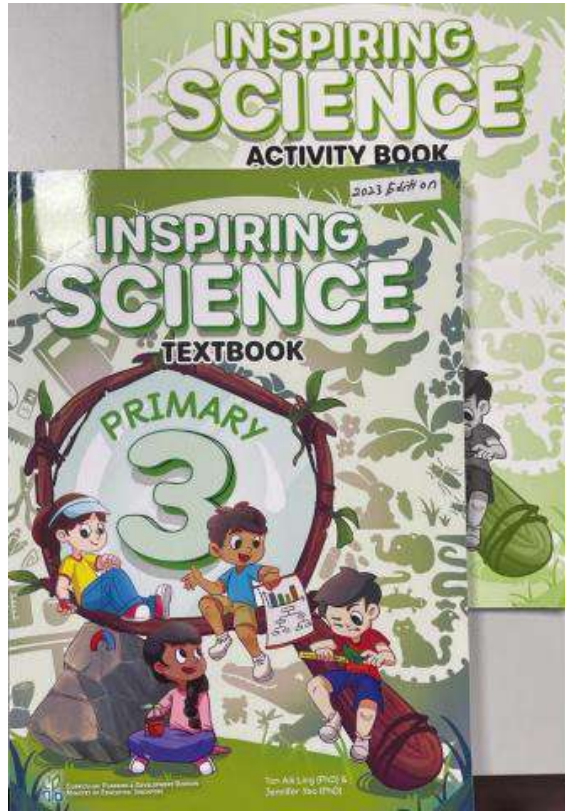
School Values: Kindness, Integrity, Resilience, Responsibility, Creativity





Inspiring Science Lessons

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity





Positive Learning Experiences

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



Making learning purposeful and relevant

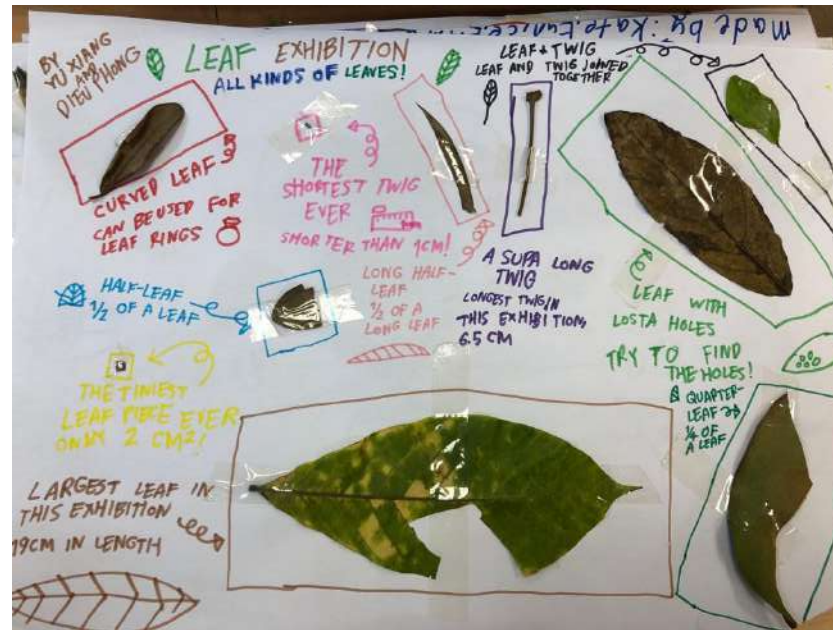


Students are happy and motivated!



Promoting the Joy of Learning

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



"I AM A YOUNG BOTANIST" BADGE

Earn 15 stars ★

No.	Task	Star	Teacher's / Parent's signature and date on completion of activity.
1.	Collect some leaves from your school garden (fallen leaves only). Use these leaves and crayons, paint or felt pens to make an attractive picture.	★	
2.	Make a collection of the pressed leaves of four different tree species from your school garden (using only the fallen leaves). Provide the common names of the trees from which the leaves came from.	★	
3.	Make a collection of pressed leaves of 5 different shapes and / or sizes. (You are to use fallen leaves only.)	★	
4.	Look for a small weed in your school garden. Pull it out and press it. Identify and label the parts.	★	
5.	Make a collection of 5 different ferns found in your school / home. Name these ferns.	★	
6.	Make notes on 3 flowering plants and 3 non-flowering plants in your school garden. Provide their names and identify their common characteristics.	★★	
7.	Observe and draw / take photographs of 3 different aquatic plants found in your school pond. Provide their common names and write brief notes on their appearances and special adaptive features.	★★	
8.	Use a recycled bottle and make a bottle garden with at least 3 different types of plants.	★★	
9.	Make a map to show the sites of the different trees in your school compound. Name the trees.	★★	
10.	Write a poem or imaginary story on flowers / trees / plants.	★★	
11.	Put up a bulletin board on some aspect of plants (e.g. display different methods of seed dispersal, useful plants, poisonous plants).	★★	
12.	Provide the common names of 5 shrubs and 5 climbers commonly used for planting along roadsides or parks.	★★	
13.	Design and carry out an experiment to show if light is needed for the germination of seeds. Record your experiment in a journal.	★★	
14.	Make a collection of 15 different types of plant seeds and display them attractively in a box.	★★	
15.	Observe and identify 3 different root systems. Give an example of a plant that store food in the roots.	★★	
16.	Grow some green bean seeds on moist cotton wool and some in a pot of soil. Observe seeds from which pot will develop into a young and firm plant. Record your experiment in a journal.	★★★	
17.	Design a flower-bed for your school / home. Provide the common names of the plants that you intend to use and state your reasons.	★★★	
18.	Grow one plant (potato, onion, ginger, carrot, etc.) from cuttings. Record your observations at intervals for a few weeks.	★★★	
19.	Log on to National Parks Board's website and find out more about the national flower of Singapore. Write notes on the history and the features of this flower.	★★★	
20.	Teacher may decide on this task.	★★★	

The students were tasked to make a picture from the fallen leaves they have collected.



P3 Topics

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Term	Topics
1	Diversity of Living and Non-Living things Classification of Living Things
2	Diversity of Materials
3	Life Cycles of Plants Life Cycle of Animals
4	Properties of Magnets Making and Using Magnets



Science – Assessment

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Section	Item Type
A	Multiple-Choice Questions
B	Structured and Open-Ended Questions



Helping Your Child/Ward to Enjoy Science

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- Exploring Science doing experiments and using videos:

<https://www.scientificamerican.com/section.cfm?id=bring-science-home>

<https://www.bbc.co.uk/education/subjects/z2pfb9q>

<https://www.sciencekids.co.nz/>

- Learning Science Through Questioning



Learning Science through Stories

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- Choose Stories that Interest your children
 - human organ systems
 - animals such as penguins and polar bears
 - Inventors

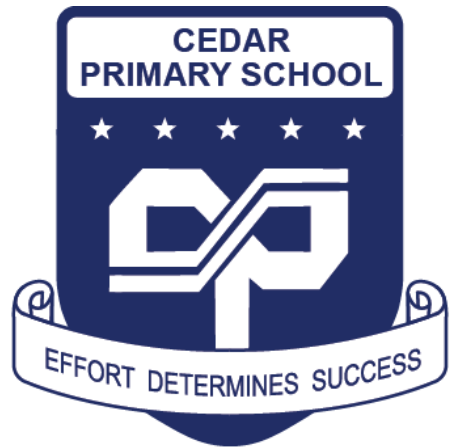
- Discuss the Science/Value Education behind the Stories



Exploring Science Outdoors with your child/ward

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- Explore the outdoors at Nature Parks/Reserves/local attractions:
 - Fort Canning Park
 - Hort Park
 - Jurong Lake Gardens
 - Singapore Botanic Gardens
 - Sungei Buloh Wetland Reserves
 - Chek Jawa
 - Jurong Bird Park
 - Singapore Zoo
 - Marina Barrage



Thank You
