Admiralty Primary School
Primary 3 Science

Term 1 & 2 – **Theme: Diversity**

- Diversity of Living and Non-living Things
- Classification of Living Things (Plants, Animals, Fungi and Bacteria)
- Diversity of Materials

Essential Takeaways	Key Inquiry Questions
• There is a great variety of living and non-living things around us. • We classify living and non-living things based on their similarities and differences. • Maintaining the diversity of living and non-living things is important for survival.	• What can we observe around us? • How can we classify the great variety of living and non-living things? • Why is it important to maintain diversity?

Core Ideas	Practices	Values, Ethics and Attitudes
• Describe the characteristics of living things. - Need water, food and air to survive - Grow, respond and reproduce • Recognise some broad groups of living things based on similarities and differences. - Plants (flowering, non-flowering) - Animals (amphibians, birds, fish, insects, mammals, reptiles) - Fungi (mould, mushroom, yeast) - Bacteria • Relate the use of various types of materials (wood, metal, ceramic, rubber, glass, plastic, fabric) to their physical properties.	• Observe a variety of living and non-living things and infer differences between them. • Classify living things into broad groups (in plants and animals) based on similarities and differences of common observable characteristics. • Compare physical properties of materials. - Strength (*ability to be subjected to loads without breaking*) - Flexibility (*ability to bend without breaking*) - Ability to float/sink in water - Waterproof - Transparency	• Show curiosity by questioning and exploring the surrounding living and non-living things. • Show care and concern by being responsible towards living things. • Show objectivity by using data and information to validate observations and explanations about the properties and uses of materials.

Term 3 – **Theme: Cycles**

- Life Cycles of Plants
- Life Cycles of Animals

Essential Takeaways	Key Inquiry Questions
• There are repeated patterns of change around us. • Understanding cycles helps us to make predictions about events and processes around us.	• What makes a cycle? • How does a cycle help us predict events and processes? • Why are cycles important to life?

Core Ideas	Practices	Values, Ethics and Attitudes
• Show an understanding that different living things have different life cycles. - Plants - Animals	• Observe and compare the life cycles of plants grown from seeds over a period of time. • Observe and compare the life cycles of animals over a period of time (chicken, cockroach, frog, grasshopper, beetle, butterfly, mosquito)	• Show curiosity by questioning and exploring the surrounding plants and animals. • Show care and concern by being responsible towards plants and animals.

Term 3 & 4 – **Theme: Interactions**

- Properties of Magnets
- Making and Using Magnets

Essential Takeaways	Key Inquiry Questions
• There are interactions among us, living and nonliving things in the environment.	• What are the types of interactions around us?

Core Ideas	Practices	Values, Ethics and Attitudes
• Recognise that a magnet can exert a push or a pull. • Identify the characteristics of magnets. - Magnets can be made of iron or steel. - Magnets have two poles. A freely suspended bar magnet comes to rest pointing in a North-South direction. - Unlike poles attract and like poles repel. - Magnets attract magnetic materials. • Recognise uses of magnets in everyday objects.	• Compare magnets, non-magnetic materials and magnetic materials. • Make a magnet by the stroke method and the electrical method.	• Show curiosity in exploring the uses of magnets in everyday life.