



Curriculum Information
PRIMARY 3

M AVIS

TUTORIAL CENTRE

LEARN INSPIRE ACHIEVE

Why Choose Mavis?



1. Mavis PRO

> *Never Miss a Lesson Again*

Physical Lessons - Stay engaged with in-person learning

Recorded Lessons - All recorded lessons available for the whole year

Online Lessons - Learn from anywhere



2. Mavis Connect

> *Stay Connected, Stay Informed*

Students - Access past lesson records, submit assignments, watch recorded lessons and download lesson materials

Parents - Track lesson records, monitor attendance, receive teacher feedback, and make secure payments



3. Oral AI Companion

> *A revolutionary way to practise oral*

Structured Syllabus - Topics from basic to advanced levels

Simplified Learning - Complex topics broken down into bite-sized sections for better understanding



4. Learning Kits

> *Hands-on Learning for Stronger Grasp of Concepts*

Interactive Tools - Learning kits, like microscope, math manipulatives and calligraphy set, make lessons more engaging



5. Mavis Miles Rewards Programme

> *Rewarding Effort, Recognising Excellence*

Motivational Learning - Inspires students to participate actively and strive for excellence

Academic Achievement - Be recognised for strong academic



HEAR FROM OUR STUDENTS



'O' LEVELS 9A's

"Mavis provided us with **targeted questions**, which really helped me **focus on my weaker topics**. As a result, my Maths grade **improved from a C6 to an A1**. The teachers at Mavis also went to great lengths to ensure **everyone enjoyed class**, which made learning feel a lot easier."

KENNETH LEE

PSLE 4A1's

"Mavis gave me the **confidence** to excel in my PSLE, as the teachers were very **supportive** and provided plenty of **targeted practice**. They also took time out of their own schedules to give us **extra lessons**, which helped us feel more prepared."

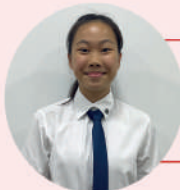
KOH TIEN YOUNG



'O' LEVELS 8A's

"I think that ultimately it is the teachers at Mavis that gave me the support needed to do well in my 'O' Levels, whenever I see them **putting their best effort to teach us**, it makes me want to **strive harder** and do my best."

FREYANN LEE



PSLE 4A1's

"After joining Mavis, I **felt more confident** during exams and found it easier to tackle more questions. The **comprehensive worksheets, topic summaries**, and **exam tips** made revision more effective and helped me **grasp key concepts** clearly. The teachers are also approachable and always ready to answer my questions."

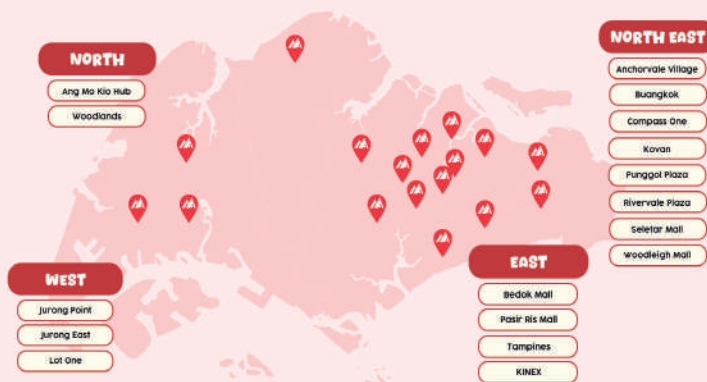
GUO XINYAO



MavisPRO

Never Miss a Lesson Again!

Physical **R**ecorded **O**nline
Lessons Lessons Lessons



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MAVIS
TUTORIAL CENTRE
LEARN INSPIRE ACHIEVE

SUBJECTS OFFERED FOR PRIMARY 3 STUDENTS

Dear Parents,

Thank you for your interest in Mavis Tutorial Centre.

Since 1986, we have been dedicated to delivering exceptional education, equipping students with the knowledge, skills, and confidence to excel in crucial exams such as the PSLE, SEC examinations, and GCE 'A' Levels. Our carefully structured curriculum focuses on deep subject understanding, empowering students to perform confidently and achieve excellence in their examinations. Beyond academic success, we are committed to creating an engaging learning environment where active participation and enjoyment are at the forefront, guided by our experienced and engaging tutors.

We offer a variety of courses for our Primary 3 students:

- English
- The Write Stuff (TWS)
- Mathematics
- Science
- Chinese



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www.mavistutorial.com

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THE MAVIS EXPERIENCE



- Nov** **Lessons commence**
Give your child a head start and build confidence early.
- Dec** **Supplementary Home-Based Learning Lessons**
Keep learning consistent, even during the holidays.
- Feb** **Term 1 Revision**
Reinforce foundational knowledge for a stronger Term 2.
- Mar** **Parents' Workshop: How to Support Your Child Better**
Gain insights into exam trends and support your child's success.
- Apr** **Mid-Year Revision**
Prepare with purpose – consolidate learning before exams.
- May** **Supplementary Home-Based Learning Lessons**
Keep skills sharp after exams for continued progress.
- Aug** **Term 3 Revision**
Revisit key concepts to stay ahead in the final stretch.
- Sep** **End-of-Year Revision**
Refine knowledge and correct misconceptions before the final exam.



“

KEY FEATURES OF OUR PROGRAMME

”

MAVISPRO

- Offer flexible options to attend lessons in-person or online
- Enable students to revisit recorded lessons anytime for revision
- Support self-paced revision and concept reinforcement

COMPREHENSIVE WEEKLY LEARNING RESOURCES

- Align with the latest MOE syllabus
- Deliver consistently to support steady progress
- Strengthen foundational understanding

EXPERIENTIAL LEARNING

- Engage students through hands-on activities
- Make learning interactive and enjoyable
- Deepen understanding through active participation

REVISION MATERIALS

- Reinforce key academic concepts
- Train students in effective answering techniques
- Prepare students for exam success

EXTRA SUPPORT

- Include past-year examination papers & AI quizzing
- Provide additional practice opportunities
- Familiarise students with real exam formats



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PRIMARY 3

ENGLISH

**THE WRITE STUFF
(TWS)**



PRIMARY ENGLISH

The MOE English Curriculum aims to enable students to:

1. acquire and apply four key language skills
2. strengthen knowledge in grammar & vocabulary

1

LISTENING SKILLS



Comprehending and interpreting spoken language

2

SPEAKING SKILLS



Communicating through verbal expression and articulation

3

READING SKILLS



Understanding variety of texts, analysing literal and inferential meaning

4

WRITING SKILLS



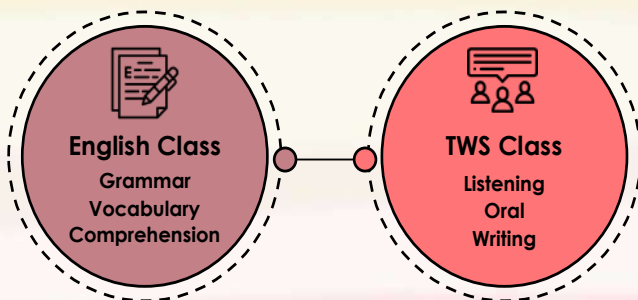
Expressing thoughts and ideas through written communication



PRIMARY ENGLISH

Paper	Components
<i>Paper 1</i> Writing	- Continuous Writing - Students will be required to write a composition of at least 100 words in continuous prose, using the storyline provided by three pictures. Some helping words will be provided.
<i>Paper 2</i> Language Use & Comprehension	- Aspects of language assessed include: (1) Grammar, (2) Vocabulary, (3) Sentence Combining, (4) Editing for Spelling, Punctuation, and Grammar, and (5) Comprehension. - Students will be assessed on their ability to use language correctly and to comprehend textual information.
<i>Paper 3</i> Listening Comprehension	- This paper comprises: (1) Picture Matching, (2) Note-taking, and (3) a Comprehension Passage. - Paper 3 assesses students' ability to understand spoken English through various texts. - The texts may take the form of instructions, recipes, telephone messages, explanations, conversations, presentations, stories, speeches, news items, announcements, and advertisements.
<i>Paper 4</i> Oral Examination	- Reading Aloud - Students will read a short passage to demonstrate their ability to read with accuracy and fluency.
	- Stimulus-based conversation - Students will demonstrate their ability to respond to a given stimulus by sharing their views and providing reasons for their opinions.

CLASSES OFFERED





P3 ENGLISH CLASSES (CURRICULUM STRUCTURE)

Key feature 1



Comprehensive weekly worksheets

- closely aligned with the latest MOE syllabus
- establish strong foundation in different components

Key feature 2



Regular updates on current affairs

- broaden general knowledge
- strengthen understanding of various contexts

Key feature 3



Thorough exam preparation

- revision papers/booklets featuring commonly tested questions & essential concepts

OUR CURRICULUM

HOW WILL STUDENTS BENEFIT



GRAMMAR



- master grammar rules
- learn to identify & avoid common mistakes
- analyse & annotate keywords

VOCABULARY



- expand vocabulary proficiency
- understand connotations & applications

COMPREHENSION



- develop close reading & analytical skills
- learn precise answering techniques



SNIPPETS OF OUR CURRICULUM

Grammar:

For each question, write the answer (1, 2, 3 or 4) in the brackets provided.

1. The Woolly Mammoth, which ^{past tense}lived in prehistoric times, _____ like an elephant.

- (1) look
- (2) looks
- (3) looked
- (4) looking

(3)

2. ^{Singular}Neither of the girls _____ to go to the museum ^{present tense}this Saturday.

- (1) want
- (2) wants
- (3) wanted
- (4) wanting

(2)

3. Why does the bully keep _____ Harrison?

- (1) picking at → Eating food in small amount
- (2) picking on → bullying, blaming
- (3) picking up → fetching
- (4) picking out → choosing

(2)

4. The sun ^{verb}shone ^{adverb (ly)} _____ ^{Comparing two things}today than yesterday.

- (1) bright
- (2) brightly
- (3) more brightly
- (4) most brightly

(3)

5. Michelle _____ birth to a cute baby boy ^{past tense}this morning.

- (1) give
- (2) gave
- (3) gives
- (4) will give

(2)



SNIPPETS OF OUR CURRICULUM

Synthesis & Transformation:

The connectors SO and SO THAT are used to join two sentences of an action and a reason.

- The reason follows the connectors most of the time.
- SO and SO THAT are always used in the middle of a sentence.
- If SO is used, a comma must appear before SO.
- The sentence follows this order: **| ACTION |, SO / SO THAT | REASON. |**
- If a noun is already mentioned in the sentence, it can be followed by a pronoun if you refer to the noun again.

→ For example: (action) (reason)
Jenny studied hard so that she could pass the test.
Rose left home early so that she would not be late for work.
(action) (reason)

For each of the questions, rewrite the given sentence using the word(s) provided. Your answer must be in one sentence. The meaning of your sentence must be the same as the meaning of the given sentence.

- (reason) (action)
1. You can stay healthy. You should exercise regularly.

You should exercise regularly so/ so that
you can stay healthy.

- (action) ~~She~~ (reason)
2. Lena is going to buy a bookshelf. ~~Lena~~ can keep her books in it.

Lena is going to buy a bookshelf so
she can keep her books in it.

- (action) (reason)
3. We should help to do the housework. Mother can take a break.

We should help to do the housework so that
Mother can take a break.





P3 TWS CLASSES (CURRICULUM STRUCTURE)

Key feature 1



Develop relevant content & expand vocabulary

- think creatively to make essays more engaging
- respond thoughtfully to make conversations more dynamic

Key feature 2



Improve writing & communication skills

- gain exposure to a wide variety of genres
- articulate ideas clearly
- capture the audience's attention

Key feature 3



Personalised feedback from teachers

- emphasise strengths
- provide actionable steps for areas needing improvement
- monitor progress



- Follow a theme for each learning cycle
- Provide ample practice & hold discussions based on themes relevant to recent exam trends



SNIPPETS OF OUR CURRICULUM

Oral Communication

Reading Aloud (10 marks)

- **Expression** – Vary your tone to match the events in the passage. When reading dialogue, aim to convey the emotions of the speaker.
- **Clear articulation** – Focus on pronouncing the beginning and ending sounds of each word, especially with multi-syllabic words. Ensure each syllable is distinct and avoid mumbling.
- **Fluency** – Read smoothly, without unnecessary pauses or hesitation.
- **Appropriate speed** – Avoid reading too quickly, as this can affect clarity. Maintaining an appropriate pace will help prevent stumbling over words and making unnecessary mistakes.

Last Sunday, my family and I went to the zoo. I was very excited because I love animals. When we arrived, the first animals we saw were the tall giraffes eating leaves from the trees.

"Look how long their necks are!" I said to my sister. She giggled and took a photo.

Next, we visited the lion enclosure. The lions were resting under the shade, and one of them let out a loud roar. My younger brother held my hand and whispered, "That was scary!"

We also saw cheeky monkeys swinging from tree to tree. One monkey made a funny face at us, and we laughed.

After walking around, we had sandwiches and juice on a bench. Then, we went to the gift shop. I chose a small toy panda as a souvenir.

It was a fun and memorable day, and I couldn't wait to tell my classmates about it.



SNIPPETS OF OUR CURRICULUM

Oral Communication

Stimulus Based Conversation (10 marks)

- **Giving a personal response to the question prompts** – Share your opinions and feelings about the topic.
- **Providing reasons for your choices** – Include necessary details to justify your statements and demonstrate your ability to support your opinions.
- **Sharing insights** – Offer fresh perspectives and showcase your ability to think critically and deeply about the questions.
- **Including relevant personal experiences** – For instance, if the prompt is about being a good neighbour, share your own experiences or highlight how someone in your neighbourhood exemplifies this quality.
- **Making eye contact with the examiner while speaking** – Show confidence and engagement during your response.



SNIPPETS OF OUR CURRICULUM

Oral Communication (continued)

Question Prompts:

- (a) Look at the picture. Which one of the outings would you choose to spend time with your family? Why?
- (b) What do you enjoy most about spending time with your family?
 - Why is it important to spend time with your family?
- (c) If you could invite a friend to join your family outing, who would it be and why?
 - How do you think your friend would feel about joining your family on this outing?

For every question, follow the structure below. State your opinion and provide at least two reasons to support it. Include a personal response to express your thoughts and feelings.

Composition Writing:

Writing skills – Ways to begin a sentence

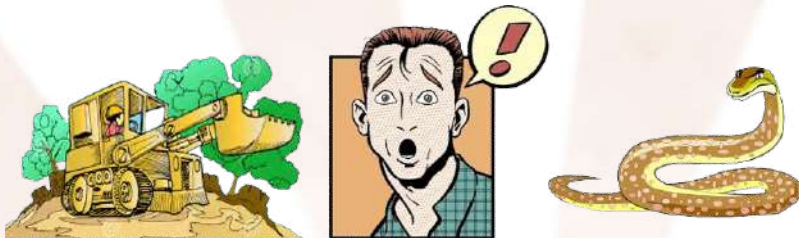
1. In spite of the heavy downpour,	16. In order not to
2. Despite the heavy downpour,	17. In a flash,
3. In my hurry / excitement,	18. In no time, <i>almost instantly</i>
4. As quick as lightning,	19. In the meantime,
5. Like a bolt of lightning, <i>—————</i>	20. <i>→</i> In the twinkling of an eye, <i>very quickly</i>
6. All of a sudden,	21. In the nick of time, <i>only just in time</i>
7. Once in a blue moon, <i>very rarely</i>	22. In her anger,
8. At the eleventh hour. <i>latest possible moment</i>	23. To further insult her,
9. Shortly after,	24. Without hesitation, / thinking, <i>with no delay</i>
10. Now and then, <i>from time to time</i>	25. Without wasting a second,
11. Out of curiosity,	26. To her horror/ surprise/ delight,
12. Out of the blue, <i>completely unexpected</i>	27. To their amazement,
13. Out of nowhere,	28. On hearing the bad news,
14. Within seconds / minutes,	29. No matter how hard he tried,
15. In addition to	30. On the spur of the moment, <i>do it suddenly (without planning)</i>



SNIPPETS OF OUR CURRICULUM

Model Composition:

The following story illustrates the theme of A Shocking Discovery using the third picture.



Story opener: dialogue

"Stand in two lines, we are going to the school garden," our form teacher, Mr Tan, instructed us. The whole class squealed with delight. We eagerly descended the stairs to the school garden. As Mr Tan appointed the group leaders, Tom and I admired the vibrant flower beds. Then, I spotted a metal cage beside an enormous tree. I called Tom over and pointed to the cage. He raised an eyebrow and gave me a questioning look. "Let's check it out!" he said with excitement. I nodded in agreement, and we discreetly slipped away from the group.

first person
point of view

We dashed to a nearby bush and concealed ourselves. I craned my neck and strained my eyes to catch a glimpse of what was inside the cage. I peered intently and saw a cobra coiled within.

foreshadowing

"Awesome," I whispered in an awed tone. Then, Tom suggested releasing the snake from its confinement. We concocted a plan and waited for our classmates to become absorbed in their tasks. Eager about our discovery, I attempted to open the cage. My mind was racing, but my friend urged me to proceed.

I fought down my fears and unlatched the cage. To my horror, the snake slithered out, making its way toward a timid-looking boy who was engrossed in weeding.

"Snake!" he cried, pointing a trembling finger as his face turned as white as a sheet. The others looked at him and saw the snake. Panic ensued, and chaos erupted. Tom and I, still hidden in the bush, burst into laughter. Little did I realise that the snake was slithering towards me until it was mere inches away. I turned and saw it. My heart pounded like a jackhammer. Beads of perspiration formed on my temples. The snake hissed menacingly as I instinctively moved back.

Simile

"Mr Tan! Please help! Can somebody help? Please!" I yelled, frantically waving my hand as my voice quivered with fear.



SNIPPETS OF OUR CURRICULUM

(continued)

Tom, along with another boy, sprinted from the school garden to fetch Mr Tan. I desperately searched for something to defend myself against the snake. Moments later, I saw my classmates huddled together.

A tall man in a uniform appeared. In his hand, he held a long pole with a noose tied to the end. "Stay there, boy. Don't move," he **commanded**. He approached the snake from behind and expertly caught it with the noose.

The ordeal did not end there. Mr Tan instructed us to stay back after school. We knew we had to **face the music**. We realised our mistake and apologised profusely. This incident would be etched in my memory forever.

idiom As I walked home that day, I couldn't shake the image of the snake or the sheer terror I felt when it was inches away from me. **I learned a valuable lesson about the consequences of reckless actions and the importance of thinking things through.** The saying "Once bitten, twice shy" resonated deeply with me, a constant reminder to be more cautious and considerate in the future. From that day on, I vowed never to let curiosity lead me into such dangerous situations again.

lesson learnt

Words/phrases incorporated into the composition:			
face the music	accept unpleasant consequences	vowed	promised
raised an eyebrow	show surprise	concocted a plan	to develop a plan
etched in my memory	remembered permanently	burst into laughter	start laughing suddenly
fought down my fears	overcame feelings of fear	ordeal	painful experience
frantically	wildly/frenziedly	huddled together	gathered closely together
squealed with delight	express happiness with high-pitched sounds	white as sheet	pale (shock/fear)
Once bitten, twice shy	once hurt, one is doubly cautious in the future	peered intently	looked closely
pounded like a jackhammer	beat forcefully	craned my neck	stretched my neck

Other words for 'said'

- instructed
- yelled
- whispered
- commanded
- cried



PRIMARY 3

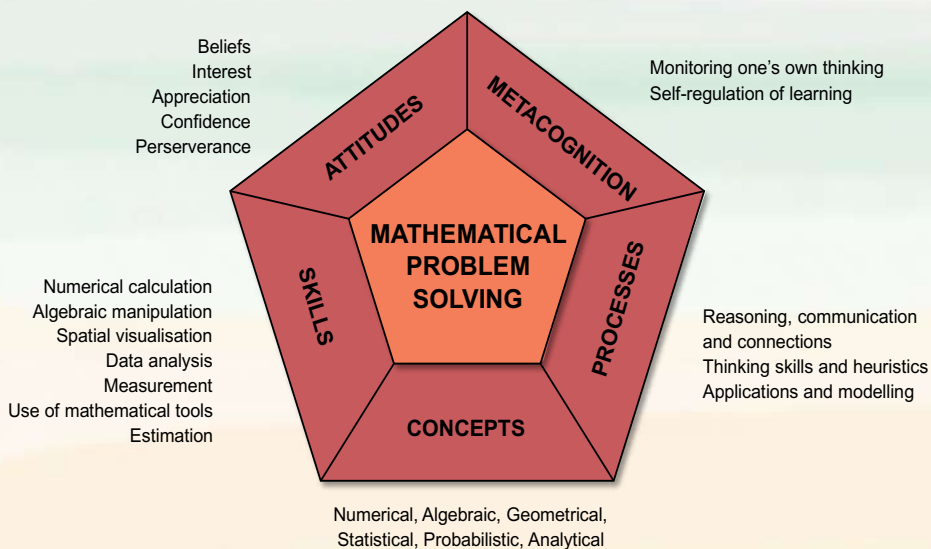
MATHEMATICS



PRIMARY MATHEMATICS

The MOE Mathematics Curriculum aims to enable students to:

1. acquire and apply mathematical concepts and skills
2. develop critical thinking, reasoning and problem-solving skills
3. build confidence and cultivate interest in Mathematics



Paper	Components
Section A	MCQ questions (1 – 2 marks each)
Section B	Short answer questions (1 – 2 marks each)
Section C	Problem sums (3 – 4 marks each)





P3 MATHEMATICS CLASSES (CURRICULUM STRUCTURE)

Key feature 1



Step-by-step approach in our structured curriculum

- closely aligned with the latest MOE syllabus
- build a strong foundation & apply skills to solve questions

Key feature 2



Wide exposure to various types of heuristic questions

- learn to identify key cues, recognise concepts & solve word problems more efficiently

Key feature 3



Targeted revision materials for exam preparation

- revision papers/booklets featuring commonly tested questions & essential concepts



Numbers

- Numbers up to 10 000
- Addition & Subtraction
- Multiplication & Division
- Fractions
- Money



Measurement & Geometry

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



Statistics

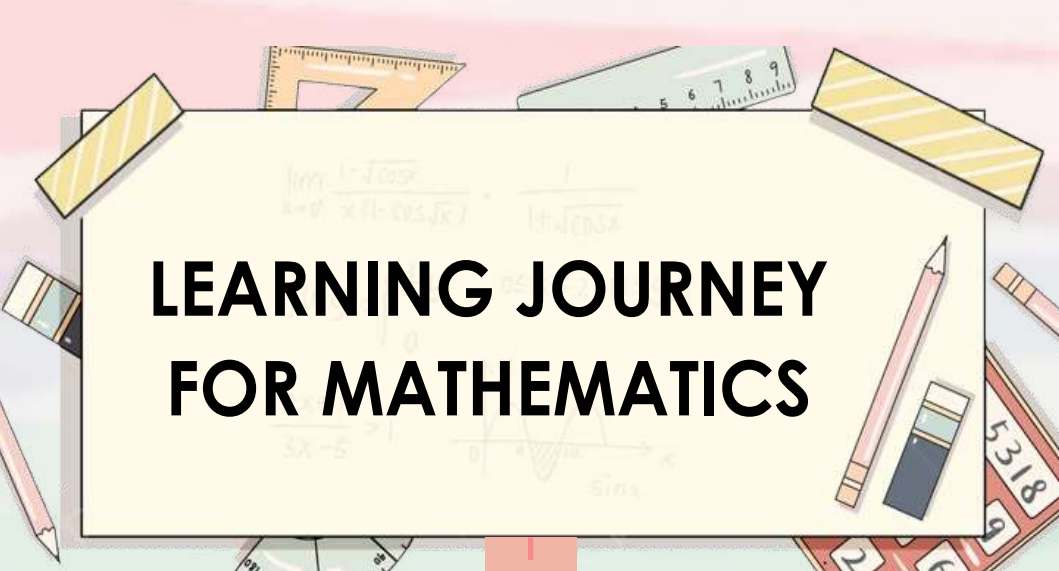
- Bar Graphs

TOPICS COVERED

COMMON HEURISTICS

- Comparison
- Internal Transfer
- Supposition
- Grouping
- Gap Concept
- Equal Beginning
- Equal End
- Division by Sets
- Repeated Identity (and many more..)





LEARNING JOURNEY FOR MATHEMATICS

2. Math Learning Kits

- reinforce key concepts
- enhance problem-solving skills
- facilitate engaging & effective learning

3. Revision Worksheets/Booklets*

- cover targeted & essential content
- practise non-routine questions
- improve speed & accuracy

1. Topical Worksheets*

- master the fundamentals
- tackle short-answer questions
- learn & apply heuristics

*SIMILAR QUESTIONS ARE BUNDLED TOGETHER TO PROVIDE
EXAMPLES AND AMPLE PRACTICES FOR STUDENTS TO EXCEL !



SNIPPETS OF OUR CURRICULUM

Heuristics on Division by Sets:

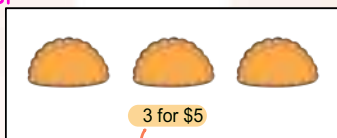
2.4.1 Example:

1.

A bakery sold curry puffs at the following prices. Lily bought 17 curry puffs. What was the least amount of money that she had to pay?

Total number

buy in sets of 3 first

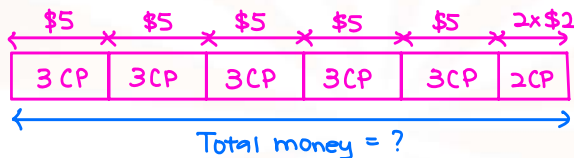


Number of curry puffs in a set

$$17 \div 3 = \underline{5} \text{ R } \underline{2}$$

We can buy 5 Sets of 3 curry puffs

need to buy another 2 remaining curry puffs



$$\text{cost for 5 sets of 3CP} \rightarrow 5 \times 5 = 25$$

$$\text{cost for 2 remaining CP} \rightarrow 2 \times 2 = 4$$

$$\text{Total cost} \rightarrow 25 + 4 = 29$$

Ans: \$ 29



SNIPPETS OF OUR CURRICULUM

Heuristics on Equal Beginning:



EXAM TIP: Start by drawing a comparison model: 2 boxes of equal length since they have the same number of items at first.

2.3.1 Example:

1.

Ariel and Brenda had the same amount of money at first. After Ariel spent \$28 on a jacket and Brenda spent \$70 on a pair of shoes, Ariel had thrice as much money left as Brenda. How much money did the two girls have altogether at first?

At first

A

B

After

A

B

$$2 \text{ units} = 70 - 28$$

$$= 42$$

$$1 \text{ unit} = 42 \div 2$$

$$= 21 \text{ (Brenda in the end)}$$

multiply by 2
Since the two
of them have
the same amount
of money at first

Brenda at first $\rightarrow 21 + 70$
 $= 91$

Total at first $\rightarrow 91 \times 2$
 $= 182$

Ans: \$ 182



SNIPPETS OF OUR CURRICULUM

Heuristics on Supposition:



EXAM TIP: For questions on guess and check, we can also apply the supposition method where we do the following ADDD steps:

- 1) assume the opposite item, 2) find the total difference,
- 3) find difference between each item, 4) divide

1.4.1 Practice:

1. A farmer has 15 chicken and goats. There is a total of 40 legs altogether. How many goats does the farmer have?

but we don't know if there are more chickens or more goats } do supposition!

Total number of animals

2 legs each (pointing to chicken) *4 legs each* (pointing to goats)

Since we are finding the number of goats,
 ⇒ assume all of them are chickens

Steps to take:
ADDD!

(chickens)
 Assume the opposite : $15 \times 2 = 30$ *if all of them are chickens, there will be 30 legs in total*

Difference in total : $40 - 30 = 10$ *extra 10 legs that come from the goats*

Difference in each : $4 - 2 = 2$ *each goat has 2 more legs than each chicken*

Divide (to find no. of goats): $10 \div 2 = 5$
the farmer has 5 goats

Ans: 5



SNIPPETS OF OUR CURRICULUM

Math Learning Kits



FRACTIONS

A fraction represents a **part of a whole**. It is used when an **item or object is divided into equal parts**.

Recap on Fractions in Primary 2:

$\frac{1}{2}$ is also known as h <u>alf</u>	$\frac{1}{6}$ is also known as one s <u>ixth</u>
$\frac{1}{3}$ is also known as one t <u>hird</u>	$\frac{1}{7}$ is also known as one s <u>eventh</u>
$\frac{1}{4}$ is also known as one q <u>uarter</u>	$\frac{1}{8}$ is also known as one e <u>ighth</u>
$\frac{1}{5}$ is also known as one f <u>ifth</u>	$\frac{1}{9}$ is also known as one n <u>inth</u>



SNIPPETS OF OUR CURRICULUM

Math Learning Kits

1. Using the Fraction Kit provided, find the equivalent fractions and shade the diagrams to show the equivalent fractions clearly.

1		2		3		4		5						
1	2	3	4	5	6	7	8	9	10					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

$$\frac{(Shaded) 3}{(Total) 5} = \frac{\boxed{6}}{\boxed{10}} = \frac{\boxed{9}}{\boxed{15}}$$

Diagram showing multiplication by 2 and 3 to find equivalent fractions.

2. Using the Fraction Kit provided, find the equivalent fractions and shade the diagrams to show the equivalent fractions clearly.

1				2				3			
1		2		3		4		5		6	
1	2	3	4	5	6	7	8	9	10	11	12

$$\frac{2}{3} = \frac{\boxed{4}}{\boxed{6}} = \frac{\boxed{8}}{\boxed{12}}$$

Diagram showing multiplication by 2 and 3 to find equivalent fractions.

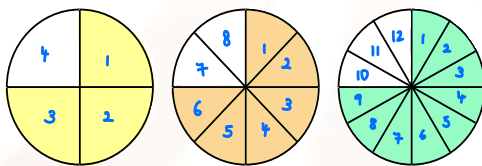
3. Using the Fraction Kit provided, find the equivalent fractions and shade the diagrams to show the equivalent fractions clearly.

1				2			
1	2	3		4	5	6	
1	2	3	4	5	6	7	8

$$\frac{\boxed{1}}{\boxed{2}} = \frac{3}{6} = \frac{\boxed{4}}{\boxed{8}}$$

Diagram showing multiplication by 3 and 4 to find equivalent fractions.

4. Using the Fraction Kit provided, find the equivalent fractions and shade the diagrams to show the equivalent fractions clearly.



$$\frac{\boxed{3}}{\boxed{4}} = \frac{\boxed{6}}{\boxed{8}} = \frac{9}{12}$$

Diagram showing multiplication by 2 and 3 to find equivalent fractions.



PRIMARY 3

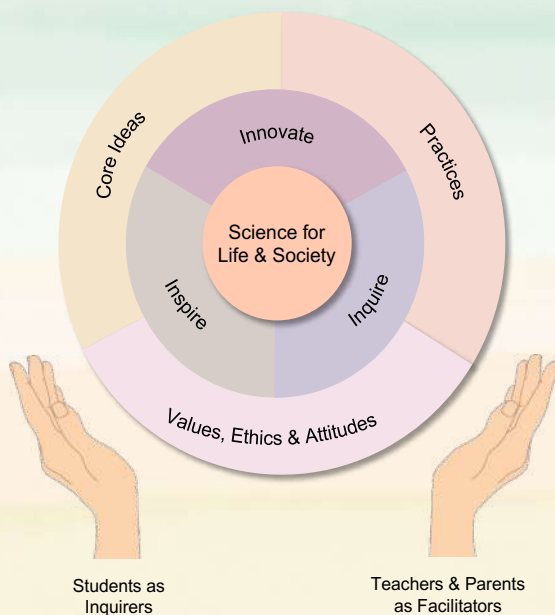
SCIENCE



PRIMARY SCIENCE

The MOE Science Curriculum aims to enable students to:

1. stimulate curiosity about themselves and their environment
2. understand the world through basic scientific concepts
3. develop inquiry skills, attitudes, and dispositions for science
4. use scientific concepts to make responsible decisions
5. appreciate the impact of Science on people and the environment



Paper	Components
Section A	• MCQ questions (2 marks each)
Section B	• Open-ended questions (2 – 5 marks each)





P3 SCIENCE CLASSES (CURRICULUM STRUCTURE)

Key feature 1



Extensive & systematic curriculum

- closely aligned with the latest MOE syllabus
- understand the topic thoroughly & apply content to questions

Key feature 2



Master process skills & answering techniques

- highlight relevant keywords
- learn template answers
- avoid common mistakes

Key feature 3



In-depth exam revision & effective strategies

- revision papers/booklets featuring commonly tested questions & essential concepts

TOPICS COVERED



Diversity

- Living & Non-Living Things
- Different Types of Living Things
- Materials

AND



Cycles

- Life Cycle in Animals
- Life Cycle in Plants

AND



Interactions

- Magnets



LEARNING JOURNEY FOR SCIENCE



5. Revision Papers/Booklets*

- solidify understanding of important topics & questions
- familiarise with exam formats and mark allocation
- practise non-routine/ application-based questions (increasingly common in exams)

3. Science Learning Kits & Experiments

- make learning interactive & engaging
- enhance conceptual understanding & boost knowledge retention

1. Topical Notes

- provide thorough content coverage
- simplify complex ideas
- apply knowledge to try-it questions
- use mind maps to summarise key learning objectives

GOAL!

05

04

03

02

01

START!

4. Revision Notes

- consolidate key concepts
- provide template answers
- overview of process skills
- highlight common mistakes

2. Topical Worksheets*

- reinforce concepts with commonly tested questions
- highlight relevant keywords linked to topic

*SIMILAR QUESTIONS ARE BUNDLED TOGETHER TO PROVIDE EXAMPLES AND AMPLE PRACTICES FOR STUDENTS TO EXCEL!



SNIPPETS OF OUR CURRICULUM

Materials Notes 2:

Learning Objective 10: Define strength.

STRENGTH

- The strength of a material refers to its ability to support heavy loads without breaking or tearing.
- The material that can hold the greatest weight before breaking is considered the strongest.
- Some materials are strong, while others are less strong (or weak).

Examples of strong materials: ceramics, metal, wood

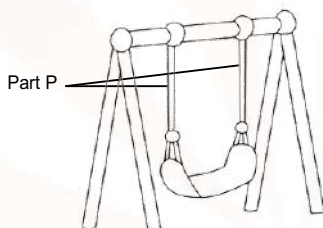
Examples of weak materials: fabric

usually used to make tables & chairs
⇒ won't break easily

☒ CHECKPOINT

TRY IT 1!

Casper wanted to make a swing for his son. He tested out four different materials, W, X, Y and Z, to make Part P of the swing as shown in the diagram below.



Casper put weights on the seat of the swing and recorded the total mass Part P could hold before breaking in the table below.

Changed Variable	Material	W	X	Y	Z
measured Variable	Total mass that Part P could hold before breaking (kg)	13 X	45 ✓	31 ✓	20 X

Strongest
(hold most weights before breaking)

Based on the results of Casper's experiment, which material(s) should he use to make Part P of the swing if his son has a weight of 23 kg?

- (1) X only
- (2) W or Z only
- (3) X or Y only
- (4) X, Y or Z only

material must be able to hold weights that are more than 23kg
⇒ Will not break when the son sits on the swing

(3)



SNIPPETS OF OUR CURRICULUM

Materials Notes 2:

Learning Objective 14: Define absorbency.

ABSORBENCY

- The absorbency of a material refers to its ability to absorb water.
- Materials that do not absorb water are known as waterproof materials.
Examples of waterproof materials: ceramics, glass, metal, plastics, rubber
- Materials that absorb water are known as materials that are not waterproof.
Examples of materials which are not waterproof: wood, fabric

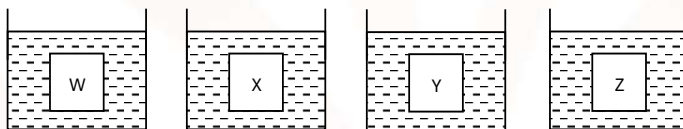
used to make raincoats
⇒ keep the user dry

used to make towels
⇒ dry the user quickly

☒ CHECKPOINT

TRY IT 6!

Bernice conducted an experiment on four different types of materials, W, X, Y and Z, which have the same size and thickness. She measured the mass of each piece of material before placing them into beakers of water as shown below.



After five minutes, she removed the four pieces of material from the beaker and measured their masses respectively. She recorded her findings in the table below.

changed variable		measured variable	
Material	Mass at the beginning (g)		Mass after five minutes (g)
W → absorbs the most water	10	→ +6	16
X	12	→ +3	15
Y → waterproof	13	→ Same	13
Z	15	→ +2	17

Based on the results of Bernice's experiment, which one of the following materials is the most suitable for making a raincoat?

- (1) W
- (2) X
- (3) Y
- (4) Z

must be waterproof
to keep the user dry

(3)

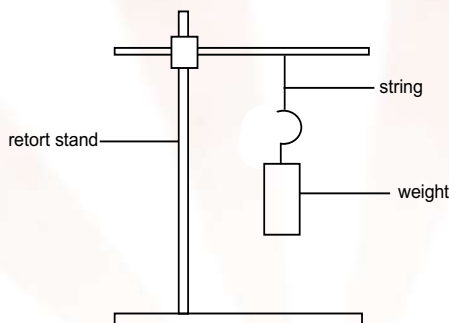


SNIPPETS OF OUR CURRICULUM

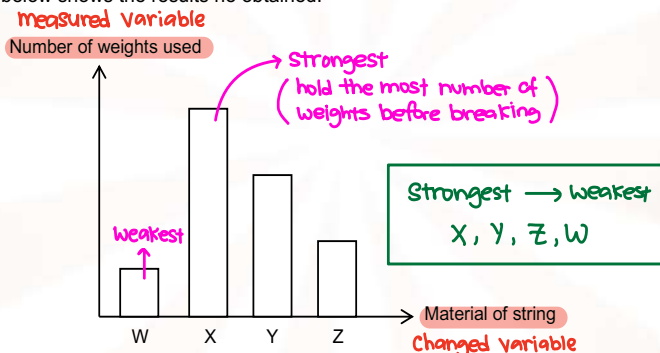
Materials Worksheet 2:

3. Daniel conducted an experiment to test the strength of different materials, W, X, Y and Z, used for making strings. He used strings of the same thickness and length.

He took each string and hung it from a retort stand as shown in the diagram below. Weights of similar mass were added to the string subsequently until the string broke. He then recorded the number of weights used before the experiment was repeated for the different materials.



The graph below shows the results he obtained.



Based on Daniel's results, which one of the following statements is true?

- (1) X is the heaviest material. ~~X~~
- (2) W is the strongest material. ~~X~~
- (3) Y is a stronger material than Z. ~~X~~
- (4) Z could support more weights than X before it broke. ~~X~~

not possible to tell

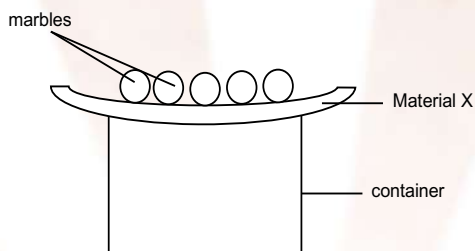
(3)



SNIPPETS OF OUR CURRICULUM

Materials Worksheet 2:

- Joe wanted to test a property of three materials, X, Y and Z. He set up the experiment as shown below. He placed marbles on Material X, one marble at a time, until the material broke and the marbles fell through the material into the container.



He counted the number of marbles in the container after the material broke. He then repeated the experiment with materials Y and Z and recorded his results in the table below.

Material	Number of marbles in the container
X → Strongest	12 → hold the most number of marbles before breaking
Y → Weakest	5
Z	8

- What property of the materials was Joe testing?

Strength

- Which material, X, Y or Z, is most suitable to make a bookshelf? Explain your answer.

Choose the (1 mark)
Strongest material



Choosing materials

Material X. It can hold the most number of marbles

- Choice before breaking, which shows that Material X is the
- Observation Strongest material and the bookshelf will not break easily.
- Concept
- Apply

(2 marks)



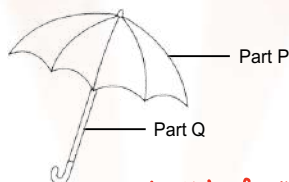
SNIPPETS OF OUR CURRICULUM

Materials Worksheet 2:

5. Gillian conducted some tests on four materials and the table below shows her findings.

Property	Materials			
	W	X	Y	Z
Is it flexible?	no	yes	no	no
Is it strong?	yes	yes	yes	no
Is it waterproof?	no	yes	yes	yes

Gillian wants to make an umbrella as shown below.



- (a) Is Material W suitable for making Part P of the umbrella? Explain your answer.

No. Material W is not flexible so the umbrella cannot be closed easily. It is also not waterproof so it cannot be used to keep the user dry on rainy days. (1 mark)

Gillian wants to choose a material that is most suitable for Part Q of the umbrella.

- (b) Which material, X or Y, is more suitable for making Part Q? Explain your answer.

Material Y. Material Y is not flexible so Part Q will not bend easily when the user is holding it but Material X is flexible. (1 mark)

- (c) Which material, Y or Z, is more suitable for making Part Q? Explain your answer.

Material Y. Material Y is strong so Part Q will not break easily but Material Z is not strong. (1 mark)



PRIMARY 3

CHINESE



PRIMARY CHINESE

The MOE Chinese Curriculum aims to enable students to:

1. foster communication & cognitive skills
2. become proficient users of Chinese in everyday context
3. enhance connection to the Chinese Language and culture

课程总目标 Main Objectives



培养语言能力

Language Skills Development

方法与习惯，态度与情感，知识与技能

01



培养通用能力

General Competency Development

思维能力，学习能力，社交与情绪管理能力，资讯科技运用能力

02



培养人文素养

Humanistic Qualities Development

价值观，华族文化，新加坡本土文化，跨文化

03



PRIMARY CHINESE

Paper	Components
试卷一 写作 (Composition)	- 看图作文 - 考生需要根据图意，写一段不少于 80 字的作文
试卷二 语文应用 阅读理解 (Language Use & Comprehension)	- 辨字测验 - 词语选择 - 词语搭配 - 字词改正 - 短文填空 - 阅读理解
试卷三 听力 (Listening)	- 听力测验 - 考生先听录音，然后根据录音回答问题。录音的形式包括：对话、通告、广告、说明、介绍、故事等。
试卷三 口试 (Oral Communication)	- 朗读篇章 - 考查语音语调、清晰度、流畅度
	- 看图说话 - 描述图意、表达能力，并谈谈自己的感受和看法
	- 会话 - 根据图画主题，进行对话，考查表达能力、交流能力





P3 CHINESE CLASSES (CURRICULUM STRUCTURE)

Key feature 1



Build strong foundation (progressive learning)

- expand vocabulary
- master grammar & sentence structures

Key feature 2



Targeted answering techniques for exams

- identify keywords to break down questions & organise answers

Key feature 3



Fun activities & stories to aid in learning

- cultivate interest & foster deeper appreciation for Chinese culture



SNIPPETS OF OUR CURRICULUM

完成对话:

根据短文的内容和上下文的意思, 从括号中选出适当的词语。

- | | |
|-----------------------|---------------------|
| 1. 而且帮助还不小呢! | 5. 我要去补习英文。 |
| 2. 因为我的华文作文写得不够好。 | 6. 补习对你有帮助吗? repeat |
| 3. 离我家不远的补习中心。(place) | 7. 补习中心的老师很好。 |
| 4. 不如, 我们一起去补习? | 8. 因为我的作文写得很好。 |

光华: 小文, 你要去哪里? 小文: 我要去补习华文。 光华: 去哪里补习呢? 小文: Q1 地点 (place)。 光华: 你的华文成绩不是很好吗? 为什么还要补习? 小文: Q2 写作文的时候, 经常不知道要写些什么。 光华: 你觉得补习对你有帮助吗? 小文: 当然有, Q3 ! 你看这次的作文分数, 我进步了。 光华: 我跟你一样, 写华文作文让我感到头痛。 小文: Q4 ? 4/X 光华: 好啊!	Q1 (3) Q2 (2) Q3 (1) Q4 (4)
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SNIPPETS OF OUR CURRICULUM

词语选择:

选出正确的词语，并写在括号里。

partner 1. 伙伴	interesting 2. 有趣	wish 3. 愿望	sleep 4. 睡觉
habit 5. 习惯	or 6. 或者	health 7. 健康	change 8. 变化

- 我长大了，我要改掉一些坏_____。
get rid of bad 习惯
- 多吃菜和水果，身体才会_____。
Vegetables fruits 健康
- 只要我现在努力，将来我的_____一定可以实现。
愿望 achieve/fulfil
- 如果你明天不想迟到的话，你最好现在马上上床_____。
睡觉
- 你可以打电话_____或者_____发信息通知他明天要开会。
call Send a text message
- 几十年来，新加坡发生了巨大的_____。
变化



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