



SCIENCE

Grade 3

**Three-Term Budget Of Work (BOW)
for Learning Competencies**

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Three-Term Budget Of Work For Learning Competencies

First Term	
Content Standard	- Science is important in understanding how the natural world works. - Using science process skills, simple science equipment, and participating in guided activities lead to better understanding of science. - Physical properties of materials determine their use. - Using science process skills, simple pieces of science equipment, and participating in guided activities leads to a better understanding of science.
Performance Standard	By the end of the Term, learners demonstrate simple science processes to explore common local materials, their physical properties and uses. They participate in guided science activities including simple measurements using units, such as millimeters, centimeters, and meters. They demonstrate safe handling procedures to use equipment and materials.
Week	Learning Competency
1 to 3	Science in our Daily Life - Identify objects, activities, or natural events observed in their local environment that can be explained by science. - Participate in guided science activities by asking questions and tinkering with materials. - Describe the uses of various science equipment and materials used in simple activities, such as a ruler, hand lens, scissors, balloons, modeling clay, and cardboard.
4	Science Processes Describe different science process skills used in performing simple science activities, such as observing, predicting, and measuring using units such as millimeter, centimeter, and meter.

5 to 10	Materials and Their Uses - Describe the physical properties of solid materials, such as hard, shiny, or stretchable. - Explain that changes in materials can be harmful to living and non-living things in the environment, such as trash disposal, and burning household materials. - Demonstrate proper handling and disposal of materials according to their properties, such as reusing objects, disposing of excess oil into garbage, and recycling paper, plastic or glass. - Describe how changes in solid materials make them useful, such as when they are shaped, pressed, hammered, joined, or cut. - Identify the properties and uses of metals used by the local community such as iron, gold, silver, and copper.
11	Guided Science Activities Using Process Skills Use the skills of observing, predicting, and measuring in performing simple guided science activities.
Suggested Activities	Science Tools Station - Learners move around different stations where they use basic science tools like a ruler, hand lens, scissors, balloons, modeling clay, and cardboard. They practice measuring objects using centimeters and millimeters, observing details with a hand lens, and safely cutting or shaping materials. Ask, Explore, and Tinker Activity - Learners participate in guided hands-on activities where they ask questions and explore materials like water, paper, or clay. They record questions and discoveries using drawings or short sentences. The teacher encourages curiosity, models how to ask “why” and “what if” questions, and supports exploration through guided prompts. Science Tools and Materials Exploration Lab - Learners explore common science tools such as rulers, hand lenses, scissors, balloons, modeling clay, and cardboard. They describe how each tool is used in simple activities. The teacher demonstrates correct and safe use of each tool and supervises learners closely. Science Process Skills Practice Task - Learners practice observing, predicting, and measuring using millimeters, centimeters, and meters. They measure classroom objects and record predictions and results. The teacher models each skill clearly and

	reinforces correct unit usage. • Proper Handling and Disposal Demonstration Task - Learners demonstrate proper handling and disposal of materials by reusing objects and sorting recyclable items. They participate in simple recycling activities. The teacher models correct practices and reinforces environmental responsibility. • Metals in Our Community Exploration Task - Learners identify metals commonly used in their community such as iron, gold, silver, and copper. They describe each metal's properties and uses. The teacher provides real-life examples or pictures and guides learners in making connections to daily life.
Suggested Performance Tasks	• Design a product out of recyclable materials that would be useful in everyday life, such as a vase, containers, clay pot, cardboard objects, recycled plastic clothes/hats, straw bags, and objects made out of aluminum or steel cans. • Learners create a poster showing proper waste disposal, recycling, and caring for nature. They explain how improper actions like burning trash can harm living and non-living things.

Second Term	
Content Standard	• Characteristics of growth, response and reproduction identify living things. • Body parts of plants and animals enable them to live and grow. • All living things have the same basic needs that need to be met by their environment. • Objects that change position encounter a push or a pull. • Using science processes and curiosity is important in understanding how objects move.
Performance Standard	By the end of the Term, learners describe the basic needs of living things. They explain how the body parts allow them to carry out their daily activities. They recognize the need to protect the environment to ensure that the basic needs of living things can be met. They observe and measure living and non-living things in their local environment. They make models and collages of living things and their basic needs. Using everyday language, they will explore, describe, and suggest ideas about simple movements of objects.
Week	Learning Competency
1 to 2	Guided Science Activities Using Process Skills and Living and Non-Living Things • Observe and describe the difference between living and non-living things and give examples of each that can be found in the local environment. • Describe the characteristics of living things: they grow, respond, and reproduce.
3 to 4	Characteristics of Living Things • Observe and describe the outer body parts of animals, such as head, legs or wings, and identify their role to move and to gather food. • Observe the outer parts of plants, such as leaves, roots, and stems and identify their role to get water and nutrients from the soil.
5 to 7	Basic Needs of Living Things

	- Identify the basic needs of all living things, such as air, food, water, and shelter. - Observe examples and explain how living things depend on one another and on the environment to meet their basic needs. - Recognize that there is a need to protect and conserve the environment for living things to survive.
8 to 10	Exploring and Questioning - Explore and demonstrate different ways to make objects move by natural causes, such as wind and water, or by people, such as pushing, pulling, rolling, and carrying. - Explore and describe things that affect the movement of objects, including size, shape, heaviness, material, and surface texture.
11	Moving Objects Measure and describe changes in the position of people or objects in relation to their original position, such as moving closer, farther, left, or right.
Suggested Activities	Schoolyard Sorting Walk - Learners take a short walk around the school to observe objects in the environment. They identify and classify objects as living or non-living and record their findings in a T-chart or drawing. The teacher sets clear boundaries, models examples, and reminds learners to observe patiently and safely. Seed Growth Observation - Learners observe seeds over several days and record changes in size and appearance. They describe how living things grow over time. The teacher provides a simple observation guide and reminds learners to handle plants carefully. Animal Body Parts and Functions Investigation - Learners observe animals through pictures or videos and identify body parts such as head, legs, wings, or tails. They explain how each part helps animals move or get food. The teacher provides visuals and supports learners in using correct vocabulary. Plant Parts and Their Functions Activity - Learners observe real plants or pictures to identify leaves, roots, and stems. They describe how each part helps the plant get water and nutrients. The teacher models labeling and emphasizes gentle handling of plants. Caring for the Environment Advocacy Activity - Learners create posters showing

	ways to protect and conserve the environment. They explain how these actions help living things survive. The teacher models examples and encourages learners to connect actions to environmental impact. • Moving Objects Exploration Stations - Learners explore different ways objects move using wind, water, pushing, pulling, rolling, and carrying. They record how each object moves at different stations. The teacher ensures safety and encourages learners to describe movements clearly. • What Affects Movement Investigation - Learners test how size, shape, heaviness, material, and surface texture affect object movement. They compare results and describe patterns. The teacher models fair testing and guides learners to explain observations.
Suggested Performance Tasks	• Make (create) a model of a chosen living thing using readily available recyclable or indigenous materials. • Make a collage of the basic needs of a chosen living thing using readily available recyclable plant or animal materials. • Choose a children's storybook and identify scenes where movement is used. Describe and show to the class how movement is being used or changed in the story to make it real or interesting.

Third Term	
Content Standard	• Light and sound are examples of energy that affect daily life. • People can modify light and sound to make them useful. • Non-living things found in the environment are the sources of useful products. • Weather affects our daily activities and may pose threats to health and safety. • The natural objects in the sky affect the activities of people.
Performance Standard	By the end of the Term, learners will be able to identify and explore sources of light and sound in their local environment and suggest how to use them safely in their lives. Learners apply their curiosity in the world around them and their creativity to propose solutions to simple challenges. Learners will explore their immediate neighborhood to locate and describe useful non-living things that can be used by people to produce useful materials and objects. They learn through guided activities to make safe and careful observations of natural objects in the sky and demonstrate scientific ways of recording observations to reveal patterns in nature.
Week	Learning Competency
1 to 5	Light and Sounds • Explore and describe how sound is made and transferred in everyday situations, such as the ringing of a bell or the hearing of noises. • Describe sources of light and their use in everyday situations. • Participate in guided science activities to explore and describe sources of light, how it behaves or can be changed, and its uses in everyday situations. • Explain how light and sound can be harmful to people and make suggestions on how to protect oneself from them. • Participate in guided activities to explore and describe some ways to use movement, sound, and light to send information between two people.
6	The Non-Living Environment

	Participate in guided activities to locate and describe different types of non-living things found in and around their school, such as rocks, soil, water, air, metals, clouds, rain, and sunlight.
7	Patterns in the Weather - Identify some useful things that people have made from non-living materials and describe what natural materials have been used to make the items. - Recognize that the non-living materials that make up the environment are referred to as 'earth materials.
8 to 11	Celestial Objects - Observe and record changes in the weather during a day or over some days and describe the different types and patterns of weather that occur in the local area. - Describe how changes in the weather can affect daily activities and explain how some types of weather can be dangerous for people. - Participate in guided activities to carefully observe and describe the natural objects commonly seen in the sky during daytime and nighttime, including the Sun, the Moon, planets, and stars; - Participate in guided activities to explore and record how and when the Sun, the Moon, planets, and stars can be seen moving across the sky. - Explain how natural objects in the sky affect activities of people. - Describe safety measures that people can use to avoid the harmful effects of the Sun's light.
Suggested Activities	Scavenger Hunt - Light and Sound Sources - Learners go on a guided scavenger hunt at home or around the school to identify natural and man-made sources of light and sound. They record their findings by drawing each source and writing explaining how it is used in daily life and whether it produces light or sound. The teacher models example beforehand, provides a checklist or template, and encourages learners to use simple, clear words while checking understanding of the difference between natural and artificial sources. Light and Sound Safety Awareness Task - Learners identify situations where light or sound may be harmful, such as very bright sunlight or loud noises. They suggest ways to protect themselves, like wearing hats or lowering volume. The teacher reinforces safety rules and relates them to real-life experiences.

	• Weather and Daily Life Impact Discussion Task - Learners describe how different weather conditions affect daily activities such as playing, traveling, or farming. They identify weather situations that may be dangerous. The teacher leads discussions using local examples and emphasizes safety awareness. • Sun Safety Awareness Activity - Learners identify ways to protect themselves from harmful sunlight, such as wearing hats or staying in shade. They create reminder cards with safety tips. The teacher reinforces correct practices and relates them to outdoor routines.
Suggested Performance Tasks	• Design and make a working model that can be used to send a simple message to another learner who is 5 meters away. Your device should send a message using either light, or sound. Show the class your finished invention and be ready to describe how it works and how you have used light or sound to carry or transfer the message. Indicate any problems you had and how you could improve your design. • Express ideas creatively through artwork, poems, and songs, about health and safety measures to avoid the harmful effects of Sun's heat. Express ideas about safety measures during different weather conditions creatively. • Record, organize, and present observations on the changes in the weather over a period of 5 to 7 days. Learners observe and record weather changes over several days, noting temperature, clouds, rain, or sunshine. They describe patterns they notice. The teacher models accurate recording and encourages consistency in daily observations.