School Connect Online

SCO INTERNATIONAL SCIENCE OLYMPIAD

CLASS 3 SYLLABUS

A comprehensive syllabus guide for schools, teachers, parents, and students

Designed from Class 3 Science syllabus pathways and aligned with SCO's platform flow for guided preparation, observation-based learning, practice, reporting, and scientific growth.

- age-fit learning guidance for Class 3 / primary-level learners globally
- chapter-wise pathways across Animals & Plants, Birds, Air, Water, Rocks, Food, Body, Earth, Light, Sound, and Force
- preparation roadmap, learning outcomes, inquiry skills, and classroom use for student readiness and school implementation

Animals & Plants	Birds	Air, Water & Rocks	Food	Housing & Clothing
Transport	Human Body	Earth & Universe	Light & Sound	Force

SCO International Science Olympiad - Class 3 Syllabus

A practical chapter-wise guide for students, teachers, parents, and schools

Purpose of this syllabus guide

- Provides a clear Class 3 Science Olympiad roadmap with chapter notes and learning outcomes.
- Supports observation-based learning, inquiry, concept explanation, and age-appropriate reasoning.
- Helps schools and teachers plan preparation through practical examples, classroom discussion, and structured revision.

Observe	Explain	Apply
notice patterns in nature, objects, body, light, sound, and movement	use simple scientific vocabulary to describe why things happen	connect science with food, health, transport, homes, weather, and daily life

Syllabus at a Glance

Chapter	Topic	Core Focus	Science Strand
1	**Animals and Plants**	Living things, needs, parts, growth, habitats, and interdependence	Biology
2	**Birds**	Body parts, beaks, claws, feet, nests, food habits, and adaptations	Biology
3	**Air, Water and Rocks**	Air and water uses, conservation, states of water, rocks, and soil links	Earth / Materials
4	**Food**	Sources of food, nutrients, balanced meals, hygiene, and food habits	Life Science
5	**Housing and Clothing**	Types of houses, weather-based clothing, fibres, safety, and comfort	Science in Context
6	**Transport and Communications**	Modes, road safety, signals, communication tools, and responsible use	Science in Society

Chapter	Topic	Core Focus	Science Strand
7	**Human Body**	Body parts, organs, senses, hygiene, exercise, rest, and healthy habits	Biology / Health
8	**Earth and Universe**	Earth, Sun, Moon, planets, day-night, shadows, seasons, and sky observation	Earth and Space
9	**Light, Sound and Force**	Light sources, shadows, sound, vibration, push-pull, friction, and movement	Physics

For Students

- Read each chapter as a way to understand the world around you.
- Use real examples: plants, birds, water, clothes, food, vehicles, body, sky, shadows, and sounds.
- Practise explaining answers in one or two clear sentences after solving questions.

For Teachers and Schools

- Begin each chapter with observation, demonstration, or discussion before written practice.
- Use diagrams, picture-based questions, simple experiments, and real-life scenarios.
- Track readiness through chapter worksheets, oral explanation, and short Olympiad-style quizzes.

Class 3 Science learning approach

- Move from seeing and touching real objects to drawing, comparing, classifying, and explaining.
- Encourage questions beginning with what, why, how, where, and what will happen if.
- Blend facts with reasoning so learners do not only memorise definitions but understand causes and effects.
- Use safe, simple activities such as shadow observation, sound vibration, water-use discussion, plant observation, and body-care routines.

Chapter-wise Syllabus Notes and Learning Outcomes

Each chapter is designed for quick understanding by students, teachers, and schools

Chapter 1: Animals and Plants

Chapter Note: This chapter develops understanding of living things, their basic needs, body parts, growth, habitats, food chains, and the way plants and animals support life on Earth.

Learning Outcomes

- Identify common animals and plants and classify them using simple observable features.
- Describe the basic needs of living things: air, water, food, sunlight, shelter, and care.
- Explain simple relationships between plants, animals, people, habitats, and the environment.

Learning Activity: Observe a plant and an animal from the local environment and list how each gets food, water, air, and protection.

Observe & Discuss: How do plants and animals depend on each other in a garden, park, pond, or farm?

Chapter 2: Birds

Chapter Note: Birds introduce students to adaptation through beaks, claws, wings, feathers, feet, nests, and feeding habits. The chapter builds careful picture observation and comparison skills.

Learning Outcomes

- Recognise common birds and describe their body parts such as beak, wings, feathers, claws, and feet.
- Match bird beaks and feet with food habits, movement, and habitats.
- Explain why different birds build different nests or live in different surroundings.

Learning Activity: Create a bird observation chart with bird name, beak type, food, movement, and where it is seen.

Observe & Discuss: Why does a duck need webbed feet while an eagle needs sharp claws?

Chapter 3: Air, Water and Rocks

Chapter Note: This chapter connects natural resources with daily life. Learners explore air, water, rocks, soil, states of water, clean-water habits, and conservation.

Learning Outcomes

- Explain that air and water are essential natural resources used by living things.
- Identify basic properties and uses of air, water, rocks, and soil in daily life.

- Recognise simple conservation habits such as saving water and keeping surroundings clean.

Learning Activity: Use picture cards or real samples to sort objects into air use, water use, rock use, and soil use.

Observe & Discuss: What would happen to plants, animals, and people if clean water became difficult to find?

Chapter 4: Food

Chapter Note: Food helps learners connect science with health, energy, growth, culture, and hygiene. Students learn about food sources, food groups, balanced meals, and safe eating habits.

Learning Outcomes

- Classify foods by source such as plant-based and animal-based foods.
- Identify food that helps energy, growth, protection, and overall health.
- Describe healthy food habits, clean eating practices, and the importance of not wasting food.

Learning Activity: Build a simple meal plate showing energy-giving, body-building, and protective foods.

Observe & Discuss: Why should a lunchbox include more than one type of food?

Chapter 5: Housing and Clothing

Chapter Note: Housing and clothing show how people use science to stay safe, comfortable, and protected in different weather and places. The chapter also introduces materials and fibres.

Learning Outcomes

- Recognise different types of houses and explain how they protect people from weather and danger.
- Match clothing and materials with seasons, climate, comfort, and safety.
- Identify common fibres and materials such as cotton, wool, silk, jute, and synthetic materials at an introductory level.

Learning Activity: Compare clothes used in summer, winter, rainy season, and special occupations.

Observe & Discuss: Why are stilt houses useful in flood-prone areas and woollen clothes useful in cold places?

Chapter 6: Transport and Communications

Chapter Note: This chapter develops science-in-society awareness. Students learn how people and messages move, how safety systems work, and how technology helps communication.

Learning Outcomes

- Classify transport as land, water, and air transport with suitable examples.
- Recognise safe travel habits, traffic signals, and responsible behaviour on roads and in vehicles.

- Identify communication methods from letters and telephones to digital tools and public information systems.

Learning Activity: Make a two-column chart for transport and communication used at home, school, and community places.

Observe & Discuss: How do transport and communication help during emergencies?

Chapter 7: Human Body

Chapter Note: The human body chapter helps learners understand body parts, sense organs, health, hygiene, digestion basics, movement, rest, and care for the body.

Learning Outcomes

- Identify major external body parts, sense organs, and their basic functions.
- Describe healthy habits such as cleanliness, exercise, rest, safe food, and drinking clean water.
- Understand that body systems work together to help humans move, sense, eat, breathe, and stay healthy.

Learning Activity: Create a body-care checklist covering food, water, exercise, sleep, hygiene, and safety.

Observe & Discuss: How do the eyes, ears, nose, tongue, and skin help in daily learning and safety?

Chapter 8: Earth and Universe

Chapter Note: This chapter builds curiosity about the sky and space. Learners explore Earth, Sun, Moon, planets, day and night, shadows, seasons, and simple sky observations.

Learning Outcomes

- Describe Earth as the planet where people, animals, and plants live.
- Identify the Sun, Moon, stars, and planets as objects in the sky or solar system.
- Explain simple patterns such as day and night, changing shadows, and basic seasonal observations.

Learning Activity: Record the position and size of a shadow in the morning, afternoon, and evening.

Observe & Discuss: Why does the sky look different in the day and at night?

Chapter 9: Light, Sound and Force

Chapter Note: This chapter introduces core physics through sources of light, shadows, sound vibrations, push, pull, movement, friction, and everyday forces.

Learning Outcomes

- Identify natural and artificial sources of light and describe how shadows are formed.
- Recognise that sound is produced by vibration and can be loud, soft, high, or low.
- Explain push, pull, friction, and simple movement using daily-life examples.

Learning Activity: Test safe examples of push-pull, shadows with a torch, and vibration using a rubber band or ruler.

Observe & Discuss: Why does a moving object slow down and why does a shadow change when the light position changes?

Preparation Roadmap for Class 3 Science Olympiad

Observation first, then concept clarity, then reasoning practice

Stage	Learning Focus	Suggested Action	Readiness Check
1. Observe	Real-world noticing	Use pictures, local examples, objects, body-care routines, sky observation, and simple demonstrations.	Can describe what is seen using correct words.
2. Understand	Concept meaning	Explain each idea with diagrams, examples, comparisons, and safe activities.	Can answer why and how questions.
3. Classify	Science grouping	Group animals, plants, birds, foods, houses, transport, light sources, and materials.	Can compare two objects or examples.
4. Apply	Daily-life science	Use story questions from health, environment, weather, travel, home, and school situations.	Can choose a sensible answer in a new situation.
5. Review	Olympiad readiness	Revise with mixed MCQs, picture questions, assertion-reason style, and short quizzes.	Can solve carefully and explain the reason.

Question Types to Include

- Direct concept questions based on chapter vocabulary and basic facts.
- Picture-based questions on birds, plants, body, transport, houses, sky, and forces.
- Scenario-based questions on hygiene, conservation, safety, food, and environment.
- Reasoning questions that ask students to identify cause, effect, similarity, or difference.

Assessment Expectations

- Clear understanding of age-appropriate science facts and vocabulary.
- Ability to observe a picture or situation before selecting an answer.
- Ability to connect science with daily life and healthy habits.
- Ability to explain the reason behind an answer in simple words.

Implementation Guide for Students, Teachers, and Schools

A simple structure for classroom teaching, home practice, and Olympiad readiness

Weekly Learning Flow

Day	Focus	Classroom / Home Activity	Practice Output	Teacher / Parent Check
Day 1	Introduce	Start with a real object, picture, story, question, or simple demonstration.	New-word list	Can the learner name and describe it?
Day 2	Explore	Use observation, comparison, drawing, sorting, and safe experiments.	Observation notes	Can the learner compare examples?
Day 3	Explain	Discuss why something happens and connect it with daily life.	Concept paragraph	Can the learner explain in simple words?
Day 4	Apply	Solve picture-based and story-based Olympiad questions.	Practice worksheet	Can the learner use the concept in a new situation?
Day 5	Review	Take a short quiz and revise weak areas using examples.	Mini test score	Which chapter needs support?

Final readiness indicators

- Students can identify, compare, and classify common science examples from nature and daily life.
- Students can read a short situation and understand the science reason behind it.
- Students can answer picture-based and scenario-based questions with careful observation.
- Students can explain healthy habits, safety, conservation, and environmental responsibility.
- Schools can use the guide as a chapter-wise checklist for Class 3 Science Olympiad readiness.

SCO Learning Message

Science at Class 3 level should build curiosity, observation, care for nature, healthy habits, and confidence in explaining everyday events. A strong foundation in animals, plants, birds, natural resources, food, body, Earth, light, sound, and force prepares students for higher-level scientific thinking and future academic growth.