

DAWOOD PUBLIC SCHOOL
Course Outline for the year 2011-2012
Science
Class-II

Book:

Rinda Yeo, , et al.2005/ . Let’s Learn Science (Standard 2); science, Marshall Cavendish Education

Syllabus aims and assessment:

Aims

These are not listed in order of priority. The aims are to:

1. Provide, through well designed studies of experimental and practical science, a worthwhile educational experience for all students, whether or not they go on to study science beyond this level and, in particular, to enable them to acquire sufficient understanding and knowledge to
 - 1.1 Become confident citizens in a technological world, able to take or develop an informed interest in matters of scientific import;
 - 1.2 Recognize the usefulness, and limitations, of scientific method and to appreciate its applicability in other disciplines and in everyday life;
2. Develop abilities and skills that
 - 2.1 Are relevant to the study and practice of science;
 - 2.2 Are useful in everyday life;
 - 2.3 Encourage efficient and safe practice;
 - 2.4 Encourage effective communication.

Monthly Syllabus:

| | |
|-----------------|--|
| August 2011 | Growing Plants |
| September 2011 | Grouping animals |
| October 2011 | The Sun Fire! Fire |
| November 2011 | Revision for Mid Term Exams |
| December 2011 | Mid Term Exams |
| January 2012 | Food chain Pond habitat |
| February 2012 | Dissolving Substances and Separation Methods |
| March 2012 | Forces |
| April/ May 2012 | Revision For Final Exams Final Exams |

Syllabus Content:

1. August;

Growing Plants

Chap No. 1, Pg No.(1-7)

| Contents | Learning Out Come | Activities |
|--------------------------------|---|--|
| 1.1 Living Things Grow. | Students will be able to: <ul style="list-style-type: none"> • Explain and state the term of growth. • Identify living and non living things. • Identify seedling plant and trees. | 1. Comparing the growth of plant in light and in darkness. (wk bk pg: 3,4) |
| 1.2 Plants Need water to grow. | <ul style="list-style-type: none"> • Demonstrate the importance of food for growth and survival. • State that plant need light energy and water to grow well. | 2. Finding out if the plants need light to grow. (wk bk pg: 7) |
| 1.3 Plants need Light to grow. | <ul style="list-style-type: none"> • Observe and state the effects of the absence of light and water on the plants. | 3. Finding out if the plants need water to grow healthily. (wk bk pg: 12) |

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Teaching aids:

Flash Cards, Pictures of plants, 3 pairs of potted plants, A visit to the garden and co-ordination of gardening teacher.

2. September:

Grouping animals

Chap No.2, Pg No.(8-21)

| Contents | Learning Out Come | Activities |
|----------------|--|---|
| 2.1 Birds | Student will be able to: <ul style="list-style-type: none"> Place animals into different groups. Birds, fish, amphibians, reptiles and mammals. State some characteristics of each group of animals. Classifying animal into different animals by comparing and contrasting their characteristics. Demonstrate the similarities between animals of different groups. | 1. Identify and classify the animals according to the main group of animals by watching a power point presentation or flash cards. (wk bk pg: 13 to 16) 2. Identify and place the animals into the correct group. (wk bk pg: 19 to 20) |
| 2.2 Fish | | |
| 2.3 Amphibians | | |
| 2.4 Reptiles | | |
| 2.5 Mammals | | |

Teaching aids:

Flash cards, pictures or animals video

3. October:

The Sun

Chap No.7, Pg No.(67-73)

Fire! Fire

Chap No. 8, Pg No.(74-79)

| Contents | Learning Out Come | Activities |
|---|---|--|
| 7.1 Solar energy | Student will be able to: <ul style="list-style-type: none"> Describe uses of solar energy in their daily lives. Predict the effects on their lives if the sun were absent. Name the objects that are combustible and in combustibles. Recommend some precaution that may be taken when using fire or to prevent a fire. | 1. Solar energy helping the ice cube to melt. (wkbk pg# 62) 2. Draw a cart to present the effects if the sun does not shine for a month. (wkbk pg3 64 and 65) 3. Testing and classifying objects into combustible and in combustible objects.(wkbk pg# 66, 67 and 68) 4. Discussing fire precautions at school and home and making skit or play to demonstrate fire precautions. (wkbk pg# 70 and 71) |
| 7.2 What if there was no Sun. | | |
| 8.3 Combustible and in combustible objects. | | |
| 8.4 Precautions and prevention. | | |

Teaching aids:

Candle,metal pot, glass, water hose, paint, rock, dried grass, paper cup, handkerchief, film, fire extinguisher, candle match boxes.

November:

Revision For Mid Term Exams

December:

Mid Term Exams

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4. January

Food chain
 Chap No.3, Pg No.(22-28)

Pond habitat
 Chap No.5, Pg No.(37-44)

| Contents | Learning Out Come | Activities |
|---|---|---|
| 3.1 Plant eaters 3.2 Animal eaters 3.3 Food chains 3.4 Food producers and food consumers 5.1 Plants in a pond 5.2 Animals in a pond 5.3 Man-made pond | Student will be able to: <ul style="list-style-type: none"> • Identify the animals that feed on plants. • Identify animals that feed on other animals. • Construct food chain of at least three links. • Explain the terms 'Food producers' and 'Food consumers'. • Compare living organisms found man made pond to those found in natural pond. | 1. Identify the food producer or a food consumer. (wkbk pg# 21 and 22) 2. Identify the animals which eat plants and animals which eat other animals. (wkbk pg# 23 to 26) 3. Construct food chains which have three or four links. (wkbk pg# 27 to 29) 4. Classify pond plants into different groups. Floating, partially submerged and submerged aquatic plants. (wkbk pg# 43 to 45) 5. Compare a man-made pond with a natural pond. (wkbk pr# 46 to48) |

Teaching Aids:

Pictures on chart paper, flash cards

5. February:

Dissolving Substances and Separation Methods
 Chap No.6, Pg No.(54-66)

| Contents | Learning Out Come | Activities |
|--|--|---|
| 6.1 Solute 6.2 Solvent 6.3 Solution 6.4 Soluble and insoluble 6.5 Separation of mixture 6.6 Filtration 6.7 Hand picking 6.8 Sieving | Student will be able to: <ul style="list-style-type: none"> • Explain the term solute, solvent and solution. • Determine the substance that can be dissolved in water. • separate a mixture of two or more solids using an appropriate method. • Separate a mixture a mixture of solid dissolved in water using an appropriate method. | 1. Test and find out the substances that dissolved in water. (wk bk pg# 49- 51) 2. Test and classify the substances into soluble and insoluble substances.(wk bk pg# 52- 53) 3. Separate substances using various separation methods. (wk bk pg# 54-57) |

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Teaching Aids:

Sand, salt, tea spoon, beakers, sugar, soil, coffee, beans, filter paper, retort stand, flour and oil

6. March

Forces

Chap no10 ,Pg no.(85-94)

| Contents | Learning Out Come | Activities |
|--|--|---|
| 10.1 Effects of forces and stability | Student will be able to: <ul style="list-style-type: none"> Explain how forces affect the stability of a structure. | <ol style="list-style-type: none"> Investigate the effect of a force on the stability of a card board box. 9wk bk pg# 80- 82) Look at the pictures and suggest reasons for the collapse of a structure. (wk bk pg# 83-84) Find out if a structure with a broad base or a narrow base is more stable. (wk bk pg# 85-88) Investigate the effects of forces on the shape and strength of structure. (wk bk pg# 89-92) |
| 10.2 Why did the building collapse? | | |
| 10.3 Effects of forces on shape and strength of structures | <ul style="list-style-type: none"> Describe how forces affect the shape and strength of a structure. | |

Teaching aids:

Cardboard boxes, books, pictures, identical rectangular boxes, stop watch, rubber bands, lump of plasticine, chalk, a pair of scissors and metal ruler.

April:

Revision for final exams

May:

Final Examinations

Teaching Support:

Documentaries, multimedia, presentations, slides, lab will be used.

Resource List:

. My Pals are here , oxford primary science, science success.

Assessment method:

We will assess students by class test, work sheets, class presentation and different group activities.
