

SCO INTERNATIONAL OLYMPIAD

CLASS 1 SCIENCE SYLLABUS

A comprehensive syllabus guide for schools, teachers, and students

Designed from Class 1 science learning pathways and aligned with SCO's platform flow for guided preparation, practice, reporting, and future-ready scientific curiosity.

- age-fit science guidance for Grade 1 / early primary learners globally
- chapter-wise pathway across plants, animals, human needs, good habits, safety, air, water, weather, sky, and living things
- preparation roadmap, classroom implementation ideas, and future-benefit framing for science enrichment

Maths	English	Science	Mental Ability	Finance Knowledge
AI	Entrepreneurship	GK	Coding	Life Skills

SCO INTERNATIONAL SCIENCE OLYMPIAD - CLASS 1 OFFICIAL SYLLABUS GUIDE

For students, teachers, and schools

Purpose of this syllabus

This Class 1 Science syllabus gives a simple, joyful, and structured pathway for early science learning. It helps students observe living and non-living things, care for plants and animals, understand basic human needs, practise good habits and safety rules, and notice air, water, weather, and the sky in everyday life.

QUICK SYLLABUS SNAPSHOT

Chapter	Chapter Name	Subject	Primary Learning Focus
1	Plants	Science	Plant parts, plant needs, simple uses, and care for plants
2	Animals	Science	Animal names, homes, food, movement, sounds, and kindness
3	Human Beings and Their Needs	Science	Body parts, senses, food, water, clothes, shelter, and family/community needs
4	Good Habits and Safety Rules	Science	Cleanliness, health, road safety, home safety, and school safety
5	Air and Water	Science	Importance, uses, clean air, clean water, saving water, and pollution awareness
6	Weather and the Sky	Science	Sun, Moon, stars, clouds, rain, seasons, day, night, and weather choices
7	Living and Non-living Things	Science	Life features, growth, breathing, food, movement, and comparison with objects

LEARNING PHILOSOPHY FOR CLASS 1 SCIENCE

Class 1 science learning should begin with the child's immediate world: the classroom, home, garden, animals, body, food, weather, water, and sky. Students are encouraged to observe carefully, name things correctly, compare simple features, follow safe habits, and explain everyday science in child-friendly language.

Observe	Name and Compare	Practise
Look closely at plants, animals, body parts, weather, water, air, and daily objects.	Use simple science words and compare living/non-living, safe/unsafe, clean/dirty, hot/cold.	Build healthy, safe, and environment-friendly habits through everyday classroom actions.

CHAPTER-WISE SYLLABUS NOTES AND LEARNING OUTCOMES

<p style="text-align: center;">CH 1</p>	<p>Plants</p> <p>Chapter note: Students explore common plants, their visible parts, and the simple needs of plants. The chapter builds care for nature through familiar examples such as leaves, flowers, fruits, seeds, grass, and garden plants.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • Identify simple plant parts such as root, stem, leaf, flower, fruit, and seed. • State that plants need air, water, sunlight, and soil to grow. • Recognize that plants give food, shade, flowers, fruits, wood, and clean air. • Show care for plants by watering them and avoiding damage to leaves and flowers. <p>Suggested learning experiences: plant-part picture labelling, watering routine chart, leaf and flower observation corner.</p>

CH 2

Animals

Chapter note: Students learn about animals around them, their homes, sounds, movement, food, babies, and basic care. The chapter encourages curiosity, kindness, and safe behavior around animals.

Learning outcomes:

- Identify common domestic, wild, pet, water, and flying animals.
- Match animals with homes, food, movement, and sounds.
- Understand that animals need food, water, air, shelter, and care.
- Practice kindness and safety around animals.

Suggested learning experiences: animal-home matching, animal sound game, pet-care discussion.

CH 3

Human Beings and Their Needs

Chapter note: Students understand the body and basic needs of humans. The chapter links food, water, air, clothes, shelter, rest, family, school, and community helpers with everyday health and comfort.

Learning outcomes:

- Name major body parts and five sense organs.
- Understand basic human needs: food, water, air, clothing, shelter, rest, and love/care.
- Differentiate needs from wants using simple examples.
- Recognize the role of family, school, and community helpers in daily life.

Suggested learning experiences: body-part song, needs-vs-wants sorting, sense organ activity.

CH 4

Good Habits and Safety Rules

Chapter note: Students learn habits that keep the body clean, healthy, and safe. The chapter covers washing hands, brushing teeth, bathing, eating clean food, sleeping well, road safety, school safety, and home safety.

Learning outcomes:

- Identify good habits such as handwashing, brushing teeth, bathing, combing hair, and using clean clothes.
- Follow basic safety rules at home, school, playground, road, and stairs.
- Recognize unsafe actions such as pushing, playing with sharp objects, and touching electrical switches.
- Explain why cleanliness and safety protect health.

Suggested learning experiences: handwashing demonstration, safe-unsafe card sorting, road-crossing role play.

CH 5

Air and Water

Chapter note: Students learn that air and water are essential for living things. The chapter introduces uses of water, clean water habits, water saving, clean air, and simple pollution awareness.

Learning outcomes:

- State that living things need air and water.
- Name everyday uses of water such as drinking, cooking, washing, cleaning, and watering plants.
- Recognize simple ways to keep water and air clean.
- Practice saving water and avoiding waste.

Suggested learning experiences: water-use picture chart, save-water pledge, clean-air classroom talk.

CH 6

Weather and the Sky

Chapter note: Students observe the Sun, Moon, stars, clouds, rain, wind, day, night, and seasonal changes. The chapter connects weather with clothing, food, shelter, travel, and safety.

Learning outcomes:

- Identify sunny, rainy, cloudy, windy, hot, and cold weather.
- Recognize the Sun in the day sky and the Moon and stars in the night sky.
- Choose suitable clothes and habits for different weather.
- Understand simple day-night and sky-observation ideas.

Suggested learning experiences: weather chart, day-night picture sorting, clothes-for-weather matching.

CH 7

Living and Non-living Things

Chapter note: Students compare living things such as plants, animals, and humans with non-living things such as stones, toys, books, and tables. The chapter builds foundational classification and reasoning.

Learning outcomes:

- Identify living and non-living things from pictures and real objects.
- State simple features of living things: they grow, need food/water/air, breathe, and may move or respond.
- Recognize that non-living things do not grow, breathe, or need food.
- Classify everyday examples correctly and explain one reason for each answer.

Suggested learning experiences: living/non-living sorting basket, classroom object walk, one-reason explanation game.

ASSESSMENT BLUEPRINT FOR SCHOOLS AND TEACHERS

The Olympiad preparation should build observation, vocabulary, comparison, application, and healthy daily habits. The blueprint below supports structured preparation while keeping learning age-appropriate and practical.

Skill Area	Question Focus	Suggested Weight	Preparation Method
Picture observation	Plants, animals, body parts, habits, sky, weather, living/non-living things	30-35%	Picture cards, real-object observation, oral explanation
Concept recall	Names, uses, needs, homes, food, safety rules, weather words	25-30%	Flash cards, songs, matching games
Daily-life application	Healthy habits, water saving, clean surroundings, safe behavior	20-25%	Role play, classroom routines, scenario questions
Simple reasoning	Why questions, odd-one-out, correct/incorrect actions	10-15%	Ask students to give one reason for each answer
Achiever practice	Mixed-chapter picture and situation-based questions	5-10%	Short timed practice with discussion

PREPARATION ROADMAP

Stage 1	Stage 2	Stage 3	Stage 4
Know and Name	Observe and Sort	Explain Simply	Olympiad Practice
Learn names of plants, animals, body parts, needs, weather, and sky objects.	Classify living/non-living, safe/unsafe, clean/dirty, hot/cold, day/night.	Answer why questions using one clear reason in spoken or written form.	Solve picture-based and mixed-chapter MCQs with review of mistakes.
Weeks 1-2	Weeks 3-4	Weeks 5-6	Weeks 7-8

GUIDANCE FOR STUDENTS, TEACHERS, AND SCHOOLS

Students	Teachers	Schools
<ul style="list-style-type: none">• Look carefully at pictures and real objects before answering.• Say one reason for every answer, even if the question is easy.• Practise good habits and safety rules every day.	<ul style="list-style-type: none">• Use songs, picture cards, story questions, and nature walks.• Ask observation questions before giving definitions.• Use daily routines such as handwashing, water saving, and safe walking as science examples.	<ul style="list-style-type: none">• Create a small science corner with plant, weather, animal, and hygiene displays.• Use Olympiad preparation to support classroom science and health education.• Encourage safe observation, clean classroom habits, and environment-friendly routines.

STUDENT SKILL CHECKLIST

Readiness Indicator	Self Check
Can name simple plant parts and tell what plants need to grow.	<input type="checkbox"/> Confident <input type="checkbox"/> Revise
Can identify common animals and match them with food, homes, sounds, or movement.	<input type="checkbox"/> Confident <input type="checkbox"/> Revise
Can name body parts and sense organs and explain basic human needs.	<input type="checkbox"/> Confident <input type="checkbox"/> Revise
Can identify good habits and follow safety rules at home, school, road, and playground.	<input type="checkbox"/> Confident <input type="checkbox"/> Revise
Can explain why air and water are important and how to keep them clean.	<input type="checkbox"/> Confident <input type="checkbox"/> Revise
Can identify sunny, rainy, cloudy, windy, hot, and cold weather.	<input type="checkbox"/> Confident <input type="checkbox"/> Revise
Can recognize the Sun, Moon, stars, day, night, and simple sky observations.	<input type="checkbox"/> Confident <input type="checkbox"/> Revise
Can classify common examples as living or non-living and give one reason.	<input type="checkbox"/> Confident <input type="checkbox"/> Revise
Can answer picture-based and daily-life science questions with confidence.	<input type="checkbox"/> Confident <input type="checkbox"/> Revise

GLOSSARY OF IMPORTANT TERMS

Term	Meaning for Class 1 learners
Air	The invisible gas around us that most living things need to breathe.
Animal	A living thing that usually moves, eats food, and may live on land, in water, or in the air.
Cleanliness	Keeping the body, clothes, classroom, and surroundings neat and free from dirt and germs.

Habit	Something done regularly, such as brushing teeth, washing hands, or sleeping on time.
Living thing	Something that grows, needs food or water, breathes, and shows life processes.
Non-living thing	A thing that does not grow, breathe, or need food or water.
Plant	A living thing that usually grows in soil and needs water, air, and sunlight.
Safety rule	A rule that protects people from harm at home, school, road, playground, or public places.
Weather	The condition of the air around us, such as sunny, rainy, windy, cloudy, hot, or cold.
Water	A natural resource needed by people, animals, and plants for life and daily use.

CURRICULUM ALIGNMENT NOTE

Global learning alignment

This syllabus supports early scientific curiosity, observation, child-friendly vocabulary, health and hygiene awareness, safety habits, environmental responsibility, and simple Earth-sky understanding. It is designed for age-fit Class 1 learning and can be used with guided classroom practice, picture-based reasoning, story questions, and Olympiad-style preparation.

Official document for SCO International Science Olympiad - Class 1 | For academic enrichment and guided preparation