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SCO INTERNATIONAL OLYMPIAD

CLASS 2 SCIENCE SYLLABUS GUIDE

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

Designed from Class 2 Science syllabus pathways and aligned with SCO's platform flow for guided preparation, practice, reporting, and future-ready academic growth.

- age-fit Science guidance for Class 2 / primary-level learners globally
- chapter-wise pathways across Animals and Plants, Human Body, Food, Housing and Clothing, Festivals, Safety, Air, Water, Rocks, Transport, Communication, Earth, and Universe
- preparation roadmap, classroom implementation ideas, and future-benefit framing for scientific curiosity

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

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SCO INTERNATIONAL SCIENCE OLYMPIAD | CLASS 2 SYLLABUS OVERVIEW

This syllabus guide gives a clear, chapter-wise pathway for Class 2 learners preparing for the SCO International Science Olympiad. It is designed for quick understanding by students, teachers, parents, and schools, while keeping the learning focus practical, observation-based, and age-appropriate.

The learning pathway strengthens curiosity, observation, questioning, classification, safety awareness, environmental responsibility, and early scientific thinking through familiar examples from home, school, nature, transport, festivals, and the sky.

Exam	Subject	Course	Learning Level
SCO International Science Olympiad	Science	Class 2nd	Primary / Foundation Stage

Chapter List at a Glance

No.	Chapter Name	Core Learning Focus
1	Animals and Plants	Living things, needs, habitats, care and protection
2	Human Body	Body parts, senses, movement and healthy body awareness
3	Food	Sources of food, nutrition, water, healthy choices and food habits
4	Housing and Clothing	Houses, seasons, clothing needs and protection
5	Occasions and Festivals	Festivals, community life and respectful participation
6	Good Habits and Safety Rules	Cleanliness, health, first aid, road safety and responsible behaviour
7	Air, Water and Rocks	Natural resources, uses, conservation and observation
8	Transport and Communications	Transport, communication tools and safety
9	Earth and Universe	Sun, Moon, stars, planets, day-night and sky observation

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LEARNING APPROACH FOR CLASS 2 SCIENCE

How the Syllabus Builds Scientific Thinking

- Observation: noticing features of animals, plants, body parts, weather, transport, sky objects, and materials.
- Classification: grouping living and non-living things, foods, houses, clothes, vehicles, and natural resources.
- Reasoning: explaining why a raincoat is used in rain, why water is needed, why traffic rules matter, and why plants need care.
- Application: using science ideas in daily life, safety, health, conservation, festivals, travel, and communication.
- Curiosity: asking simple “why” and “how” questions about nature, body, environment, and the universe.

Suggested Use by Students, Teachers, and Schools

Group	Useful Application
Students	Read each chapter note, observe examples around home and school, and practise picture-based and daily-life questions.
Teachers	Use the learning outcomes to plan short concept sessions, activities, oral questioning, worksheets, and revision rounds.
Schools	Use the chapter map for Olympiad preparation calendars, classroom reinforcement, parent communication, and enrichment planning.

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CHAPTER-WISE SYLLABUS WITH LEARNING OUTCOMES

Chapter 1: Animals and Plants

Subject Strand	Biology / Living World
Chapter Note	This chapter introduces children to living things around them. Students learn that animals and plants need food, water, air, shelter, and care. The chapter builds awareness of usefulness, habitats, simple plant parts, and kindness toward living beings.
Learning Outcomes	• Identify common animals, plants, trees, flowers, fruits, and seeds from pictures or descriptions. • Recognize the basic needs of living things: air, water, food, shelter, and sunlight. • Distinguish between domestic, wild, pet, and water animals through familiar examples. • Explain simple ways to care for plants and animals in the school, home, and community.
Classroom / Home Practice	Observe a nearby plant for one week; draw its parts; list three animals seen near home or school and describe where they live.

Chapter 2: Human Body

Subject Strand	Life Science / Health Awareness
Chapter Note	This chapter helps students understand body parts, sense organs, movement, and the role of important internal organs. Learners connect body awareness with hygiene, exercise, rest, and healthy routines.
Learning Outcomes	• Name major external body parts and connect them with actions such as walking, holding, seeing, hearing, and speaking. • Identify the five sense organs and describe what each sense helps us do. • Understand that some organs are inside the body and perform important functions. • Recognize healthy habits that keep the body active, clean, and safe.
Classroom / Home Practice	Play a “sense organ match” game; identify actions done by hands, legs, eyes, ears, and nose; discuss daily hygiene habits.

Chapter 3: Food

Subject Strand	Health, Nutrition and Daily Life
Chapter Note	This chapter develops the idea that food gives energy, supports growth, and keeps the body healthy. Students identify food from plants and animals, understand water as an essential need, and learn to make simple healthy choices.
Learning Outcomes	• Recognize common plant-based and animal-based food items. • Understand that food and water support energy, growth, and good health. • Identify healthy food habits such as eating clean food, drinking water, and avoiding excess junk food. • Classify familiar foods by source, use, taste, or meal time.
Classroom / Home Practice	Make a food-source chart with plant foods and animal foods; prepare a simple healthy plate drawing; discuss why water is important.

Chapter 4: Housing and Clothing

Subject Strand	Materials, Shelter and Seasonal Adaptation
Chapter Note	This chapter connects home and clothing with safety, weather, place, and lifestyle. Students compare different types of houses and clothes and understand how these protect people from heat, cold, rain, dust, and insects.
Learning Outcomes	• Identify common types of houses such as apartment, hut, bungalow, igloo, tent, houseboat, and caravan. • Match clothes with seasons, occasions, professions, and weather conditions. • Explain how houses and clothes protect people from weather and surroundings. • Recognize materials used in clothes and simple reasons for wearing uniforms, raincoats, sweaters, and cotton clothes.
Classroom / Home Practice	Sort pictures of clothes by season; compare a tent and a permanent house; discuss what to wear on rainy, cold, and hot days.

Chapter 5: Occasions and Festivals

Subject Strand	Community Life and Cultural Awareness
Chapter Note	This chapter helps children understand that festivals and occasions bring families, schools, and communities together. Learners identify important festivals, celebrations, special clothes, foods, values, and respectful behaviour.
Learning Outcomes	• Recognize common festivals, national days, school functions, birthdays, and community celebrations. • Connect festivals with values such as sharing, respect, gratitude, cleanliness, and togetherness. • Identify special foods, clothes, decorations, and activities linked with occasions. • Develop respect for different cultures, regions, and traditions.
Classroom / Home Practice	Create a festival calendar; discuss one festival connected with harvest or community service; draw respectful celebration practices.

Chapter 6: Good Habits and Safety Rules

Subject Strand	Health, Safety and Responsible Living
Chapter Note	This chapter builds everyday responsibility. Students learn cleanliness, polite habits, food safety, road safety, play safety, first-aid basics, and the importance of listening to elders and teachers in risky situations.
Learning Outcomes	• Identify good habits related to brushing, bathing, clean clothes, exercise, sleep, and safe eating. • Follow simple safety rules at home, school, playground, road, and public places. • Recognize safe responses to minor injuries such as cuts, swelling, and falls. • Understand why traffic signals, zebra crossings, helmets, and adult guidance matter.
Classroom / Home Practice	Role-play crossing a road safely; make a good-habits checklist; discuss what to do for a small cut or playground fall.

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Chapter 7: Air, Water and Rocks

Subject Strand	Earth Materials and Natural Resources
Chapter Note	This chapter introduces natural resources that children experience daily. Students learn simple properties and uses of air and water, the need to save them, and basic awareness of rocks, soil, and the environment.
Learning Outcomes	• Understand that air and water are essential for living things. • Identify daily uses of air and water and simple ways to avoid wastage and pollution. • Recognize rocks, soil, and natural materials found around us. • Describe simple observations such as wind movement, floating/sinking, water use, and cleanliness.
Classroom / Home Practice	Observe wind moving leaves; list five uses of water; collect safe rock samples and compare size, colour, and texture.

Chapter 8: Transport and Communications

Subject Strand	Technology, Movement and Society
Chapter Note	This chapter helps students understand how people and goods move and how messages are shared. Learners compare land, water, and air transport and identify communication tools used at home, school, and public places.
Learning Outcomes	• Identify land, water, and air transport with examples such as car, bus, train, boat, ship, aeroplane, and helicopter. • Choose suitable transport for different situations such as crossing rivers, saving time, or emergency help. • Recognize communication methods such as letters, phones, radio, television, internet, and announcements. • Understand basic travel safety and responsible communication habits.
Classroom / Home Practice	Make a transport sorting chart; match emergencies with suitable vehicles; write a short letter or message for a friend.

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Chapter 9: Earth and Universe	
Subject Strand	Earth and Space
Chapter Note	This chapter introduces children to the sky, Sun, Moon, stars, planets, day and night, and simple space observation. It encourages wonder while building correct early vocabulary about Earth and the universe.
Learning Outcomes	• Recognize the Sun as a star and understand that it gives light and heat to Earth. • Identify the Moon, stars, planets, and simple sky objects from pictures or descriptions. • Understand basic ideas of day, night, sky observation, and space travel tools such as telescope and spacecraft. • Develop curiosity about Earth, planets, astronauts, and the larger universe.
Classroom / Home Practice	Observe the day sky and night sky with adult supervision; draw Earth, Sun, and Moon; discuss why telescopes help us see distant objects.

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PREPARATION ROADMAP AND READINESS INDICATORS

Four-Step Preparation Roadmap

Step	Preparation Focus	Expected Output
1. Observe	Use real-life objects, pictures, classroom items, plants, clothes, food, vehicles, and sky observations.	Students recognize familiar science ideas in daily life.
2. Understand	Discuss why things happen: why plants need water, why coats keep us warm, why roads need rules, why water must be saved.	Students explain concepts in simple words.
3. Apply	Practise picture-based, situation-based, matching, odd-one-out, and “choose the best option” questions.	Students use science to solve age-fit Olympiad questions.
4. Revise	Review chapter notes, learning outcomes, key words, and common examples before the exam.	Students gain confidence and reduce careless mistakes.

Readiness Indicators

- The student can identify common animals, plants, foods, clothes, houses, vehicles, festivals, body parts, sky objects, and natural resources.
- The student can answer simple “why” questions using daily-life reasoning, such as why raincoats are worn or why water should be saved.
- The student can match examples to categories: land/water/air transport, plant/animal foods, summer/winter/rainy clothes, and safe/unsafe behaviour.
- The student can understand picture-based and passage-based MCQs with one correct answer.
- The student can explain basic care for self, family, animals, plants, school, and environment.

Assessment Focus for SCO Olympiad Practice

Question Type	What It Checks
Direct Concept MCQs	Basic recognition of facts, vocabulary, examples, and chapter ideas.
Picture-Based Questions	Observation, identification, comparison, and visual reasoning.
Situation-Based Questions	Daily-life application of health, safety, environment, transport, and resource-use concepts.
Reasoning Questions	Ability to select the best explanation from close options.
Achievers-Type Questions	Longer statements, mixed chapters, careful reading, and concept application.

SCHOOL AND CLASSROOM IMPLEMENTATION GUIDE

Suggested Weekly Use

Week	Classroom / Home Focus
Week 1	Animals and Plants; Human Body; simple observation notebook.
Week 2	Food; Housing and Clothing; matching and classification activities.
Week 3	Occasions and Festivals; Good Habits and Safety Rules; role-play and safety discussion.
Week 4	Air, Water and Rocks; Transport and Communications; Earth and Universe; picture-based revision.
Final Revision	Mixed MCQs, passage-based questions, answer discussion, and confidence-building review.

Key Words for Quick Revision

Animals, plants, seed, root, stem, leaves, sense organs, heart, lungs, food, water, nutrition, house, clothes, uniform, festival, safety, first aid, traffic signal, air, rock, soil, transport, communication, Sun, Moon, stars, planet, telescope.

Final Learning Message

Class 2 Science learning is strongest when children observe the world around them and connect every chapter with real-life examples. The SCO International Science Olympiad syllabus supports young learners in building curiosity, scientific vocabulary, environmental awareness, safe habits, and confidence for future science learning.