

Grade – 2 Science Level descriptors Unit 1: Plants I

Expected levels	Exceeding the expected levels
Name some common garden plants in school/ home and a few wild plants. Sort things into plants and not a plant. State two reasons why plants are living things.	State many reasons why plants are living things.
Name a few herbs, shrubs and trees. State a few differences between herbs, shrubs and trees. Draw a herb, a shrub and a tree. Identify herbs, shrubs and trees from pictures.	State many differences between herbs, shrubs and trees.
Name two common flowering plants. Name the main parts of a plant. Draw and label parts of a plant. Know that roots are underground and other parts are above. Know that flowers have petals. Know that flowers become fruits with seeds.	Know that all plants need not have flowers.
Know that plants have leaves and flowers of different shapes and colours. Know that plants look different, but have same parts. Observe plants or their pictures and identify a few differences between them.	Identify many differences between different plants.
Recall a few features of a tree. Know that stem of a tree is called a trunk. Know that outer part of the trunk is called bark. Know that some trees produce flowers called blossoms. Know that both flowers and cones produce seeds. Compare two trees in local environment (branches, shape etc.)	<p>Know that some trees produce cones which are woody and not soft.</p> <p>Compare different trees in local and other environments.</p>
State the difference between ever green and deciduous trees. State the similarities of ever green and deciduous trees. Draw an evergreen tree in summer and winter. Draw a deciduous tree in summer and winter.	Name two or more examples of ever green and deciduous trees.
Name some foods that we get from plants. Identify and name some plant parts that can be eaten by humans. Understand that our food comes from all parts of plants. Name any two other uses of plants besides food.	<p>Identify and name many plant parts that can be eaten by humans.</p> <p>Name a variety of uses of plants.</p>

Unit 1: Plants II

Expected levels	Exceeding the expected levels
<p>Recall the main parts of a plant and their functions. Realise that all of the seeds have come from plants. Know that each seed can grow into a plant itself. Name some common seeds. Name few seeds that we eat.</p>	<p>Sort seeds by size, colour, shape, patterns on a seed, whether or not the seeds can float etc.</p>
<p>Know that some seeds are very small while others are big. Name a few small seeds. Name a few big seeds. Realise that size of a plant need not depend on size of the seed.</p>	<p>List a few examples to prove that size of a plant need not depend on size of the seed.</p>
<p>Realise that some plants don't grow from seeds but from bulbs. Name plants that come from bulbs. Sketch and label parts of a bulb. List some bulbs that we eat. State what a bulb is. Explain that each bulb contains all the parts of a complete mini plant with enough food to help it start to grow.</p>	<p>Know that a bulb has a papery covering, thick leaves, roots and a part which later grows into a flower.</p>
<p>Recognise that there is a tiny plant inside a seed. Recall what a plant needs to grow. State how a plant grows with time. State what parts of the plant grow first, then next, etc. Draw the inside of a seed and name the parts. Define the term 'germination'.</p>	<p>State the conditions needed for the successful germination of seeds.(water and warmth)</p>
<p>Know that seeds are usually found inside fruits. Compare different fruits and comment on their seeds. List examples of fruits, nuts and berries that we eat.</p>	<p>Realise that some plant fruits we more commonly refer to as vegetables (e.g. tomato, cucumber, pumpkin) but they are in fact fruits because they contain seeds.</p>
<p>Observe how seeds grow in dry and wet medium. Record information in drawings and tables and compare the results. Describe the effect of moisture on germination of seeds. State the use of a seed coat.</p>	<p>Compare the seed coat of a seed soaked in water and that of a dry seed.</p> <p>Realise what happens to the seed coat when the seed germinates.</p>

Unit 2: Animals including humans I

Expected levels	Exceeding the expected levels
Name a variety of animals. Compare one animal with another. Create a criterion based on one feature and sort the animals based on this.	Make at least three criteria based on different features and sort the animals accordingly.
Realise that scientists use these sorts of observable features to sort and categorise animals into special groups. Name different animal groups. Know that within each type there may be further varieties. List a few features of each group. Name examples of each group.	List many features of fish, amphibians, reptiles, birds and mammals.
Write the difference between carnivores, herbivores and omnivores. Name a few common carnivores, herbivores and omnivores animals with examples.	State whether any animals should be kept apart in a zoo based on their diet.
Compare a human and any one animal and suggest similarities between them. Identify body parts of animals that are different from humans.	Name different animals and compare corresponding body parts.

Unit 2: Animals including humans II

Expected levels	Exceeding the expected levels
Understand that humans grow. Describe how we change as we get older. Name the stages of human development.	Describe the human life cycle.
Understand that baby animals grow and develop to become adults. Name the young ones of a few animals. Know that all living things grow, reproduce babies that grow up to resemble their parents and die. Understand what a life cycle is. Know that plants also have life cycles. Discuss how seeds and small plants grow to resemble the fully-grown 'parent' plant. Sort living things, non-living things and things that have never been alive.	Describe the stages in the life cycle of a few common animals like chicken, cow etc. Compare the life cycle of different animals.

<p>List the basic needs of animals. Know that humans may need other things too. Explain that humans can only live for a few minutes without air, a few days without water and a few weeks without food.</p>	<p>Know that a desert island is an island that is not populated by humans. State how we can survive on a desert island during day, at night and during a storm.</p>
<p>Name different types of food. Sort food into different groups based on their origin – plant, animal or both.</p>	
<p>Know that too much food can lead us to become unhealthy. Realise that it is important to eat a variety of healthy foods and to limit those things that are not so good for us. Explain that the types of food we eat are only one way to stay healthy. Identify the factors like the amount of food we eat and how much exercise we do which helps us remain healthy. State which foods can be eaten freely, which should be eaten in moderation and which should be a treat.</p>	<p>Create a realistic diet and exercise plan for different people to follow for a day.</p>
<p>Explain the importance of exercise for staying fit and healthy. Describe what happens to the body when we exercise.</p>	<p>Describe many changes to the body during and after exercise.</p>
<p>Understand that we need to keep clean to stay healthy. Understand that we also need to have plenty of rest to stay healthy. Realise that food storage is really important to stay healthy.</p>	<p>Explain that even though we have fridges which can help keep food fresh for longer, food can still go bad if we keep it for too long. List all the things we need to do to grow and stay healthy.</p>