

# The Middle School Science Programme

## Overall objectives/skills

1. To evolve a science programme that brings about a **sense of joy** in the child and the teacher.
2. To develop in the child a quality of **attention** and **quietude**
3. This is a prelude to the **scientific approach** – observation, enquiry and investigation.
4. To inspire the child on a path of **self-learning**.
5. To evolve a more **holistic approach** in understanding one self and the environment in which we live.
6. To understand that fundamentally science is trying to make sense of how humans and the environment to which they belong function. What are the natural rules that govern the functioning of the earth and its life forms?
7. To develop a **sensitivity** to and concern for all life forms around.
8. To ensure that a work ethic or **discipline** is inculcated in the teaching-learning process.
9. To equip the child with necessary **skills** to report investigations.
10. To address to the needs of the children with different capacities to understand and assimilate the subject matter.

## Academic Year 2011–12

<b>Modules for the year and duration</b>	<b>Topics and Concepts to be covered</b>	<b>Skill objectives:</b>
<b>Energy for life</b> June – August	Food, modes of nutrition, Digestion, nutrients, food web	Library research, field observation, awareness of immediate surroundings, experimentation, recording observations, inference, drawings and presentation.
<b>Chemical substances</b> September-December	Elements (Symbols), Compounds and Mixtures (separating techniques)	Identifying the chemicals around us as elements, compounds or mixtures. Appreciating their uses in everyday life, learning the simple separating techniques in the lab.
<b>Forces</b> January- March	Force Friction Pressure Speed	Finding out the different forces for one self, planning experiment, testing predictions and recording the learning.