

# CAMBRIDGE PRIMARY **Science**

## Skills Builder

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Jon Board and Alan Cross



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# Introduction

This series of primary science activity books complements *Cambridge Primary Science* and promotes, through practice, learner confidence and depth of knowledge in the skills of scientific enquiry (SE) and key scientific vocabulary and concepts. These activity books will:

- enhance and extend learners' scientific knowledge and facts
- promote scientific enquiry skills and learning in order to think like a scientist
- advance each learner's knowledge and use of scientific vocabulary and concepts in their correct context.

The *Skills Builder* activity books consolidate core topics that learners have *already* covered in the classroom, providing those learners with that extra reinforcement of SE skills, vocabulary topic knowledge and understanding. They have been written with a focus on scientific literacy with ESL/EAL learners in mind.

## How to use the activity books

These activity books have been designed for use by individual learners, either in the classroom or at home. As teachers and as parents, you can decide how and when they are used by your learner to best improve their progress. The *Skills Builder* activity books target specific topics (lessons) from Grades 1–6 from all the units covered in *Cambridge Primary Science*. This targeted approach has been carefully designed to consolidate topics where help is most needed.

## How to use the units

### Unit introduction

Each unit starts with an introduction for you as the teacher or parent. It clearly sets out which topics are covered in the unit and the learning objectives of the activities in each section. This is where you can work with learners to select all, most or just one of the sections according to individual needs.

The introduction also provides advice and tips on how best to support the learner in the skills of scientific enquiry and in the practice of key scientific vocabulary.

At this grade, it is very likely the learners are still learning to read, so teacher/parent may need to explain these verbally.

### Sections

Each section matches a corresponding lesson in the main series. Sections contain write-in activities that are supported by:

- Key words – key vocabulary for the topic, also highlighted in bold in the sections
- Key facts – a short fact to support the activities where relevant
- Look and learn – where needed, activities are supported with scientific exemplars for extra support of how to treat a concept or scientific method
- Remember – tips for the learner to steer them in the right direction.

### How to approach the write-in activities

Teachers and parents are advised to provide students with a blank A5 notebook at the start of each grade for learners to use alongside these activity books. Most activities will provide enough space for the answers required. However, some learner responses – especially to enquiry-type questions – may require more space for notes. Keeping notes and plans models how scientists work and encourages learners to explore and record their thinking, leaving the activity books for the final, more focused answers.

### Think about it questions

Each unit also contains some questions for discussion at home with parents, or at school. Although learners will record the outcomes of their discussions in the activity book, these questions are intended to encourage the students to think more deeply.

### Self-assessment

Each section in the unit ends with a self-assessment opportunity for learners: empty circles with short learning statements. Teachers or parents can ask learners to complete the circles in a number of ways, depending on their age and preference, e.g. with faces, traffic light colours or numbers. The completed self-assessments provide teachers with a clearer understanding of how best to progress and support individual learners.

### Glossary of key words and concepts

At the end of each activity book there is a glossary of key scientific words and concepts arranged by unit. Learners are regularly reminded to practise saying these words out loud and in sentences to improve communication skills in scientific literacy.

# 1 Being alive

## What learners will practise and reinforce

The activities in this Skills Builder unit give learners further practice in the following topics in the Learner's Book and Activity Book:

Topic	In this topic, learners will:
1.1 Animals and plants alive!	identify living and non-living things
1.2 Local environments	sort animals and plants in a local environment
1.3 Animal babies	name the young of different animals
1.4 Healthy food and drink	sort healthy and unhealthy food

## Help your learner

In this unit, learners will answer questions by collecting evidence through exploring and observing (Section 1.2). They will also start to make comparisons (Sections 1.1, 1.2 and 1.4). To help them:

- 1 In Section 1.2, look up the names of the animals and plants with learners and help them to write these as labels on their drawings.
- 2 In Section 1.3, research a baby animal with learners in more detail using books or the internet. Research is a useful scientific enquiry skill.
- 3 Look up the key words for the unit with learners in the Glossary and talk about what they mean before learners do the activities.



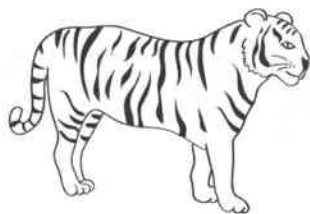
Learners will need adult help in Section 1.2 to keep them safe.

## 1.1 Animals and plants alive!

alive, human, living,  
non-living

### Living or non-living?

1 Is it **alive**? Draw a line from each picture to the right word.



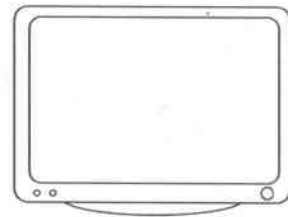
tiger



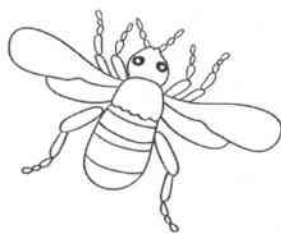
rocks



human



television



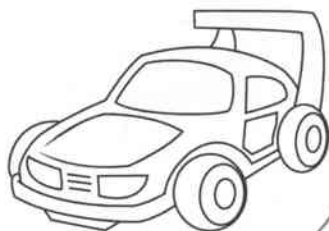
bee

living

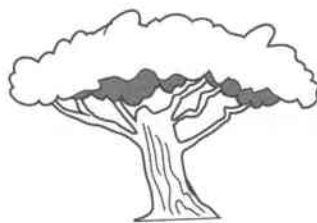
non-living



plant



car



tree



football

2 Colour the living things.

### CHECK YOUR LEARNING

I know if something is alive or not.

## 1.2 Local environments

magnifying glass, environment,  
plant, animal, compare

### What lives here?

You will need a *magnifying glass*.

- 1 Find a small **environment** to look at, like a pond.
- 2 What **plants** and **animals** can you find?



**!** Only look in safe places. Look out for plants that sting or animals that bite.

Draw them here:

Environment: \_\_\_\_\_

Plants

Animals

### CHECK YOUR LEARNING

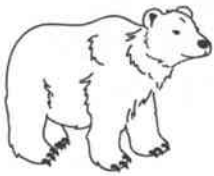
I can look closely and **compare** animals and plants.

## 1.3 Animal babies

baby, cub, calf, chick, name

### Whose baby?

Join each animal to its **baby**. Write what the baby is called.



bear

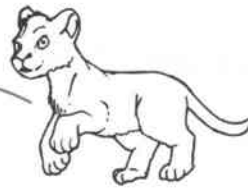


lion



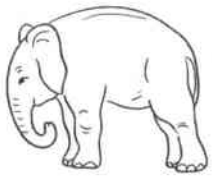
panda

cubs



lion cub



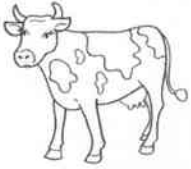


elephant

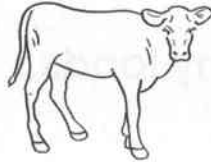
calves



\_\_\_\_\_



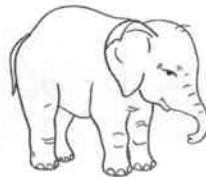
cow



\_\_\_\_\_



whale



\_\_\_\_\_



penguin

chicks



\_\_\_\_\_



chicken



\_\_\_\_\_



parrot



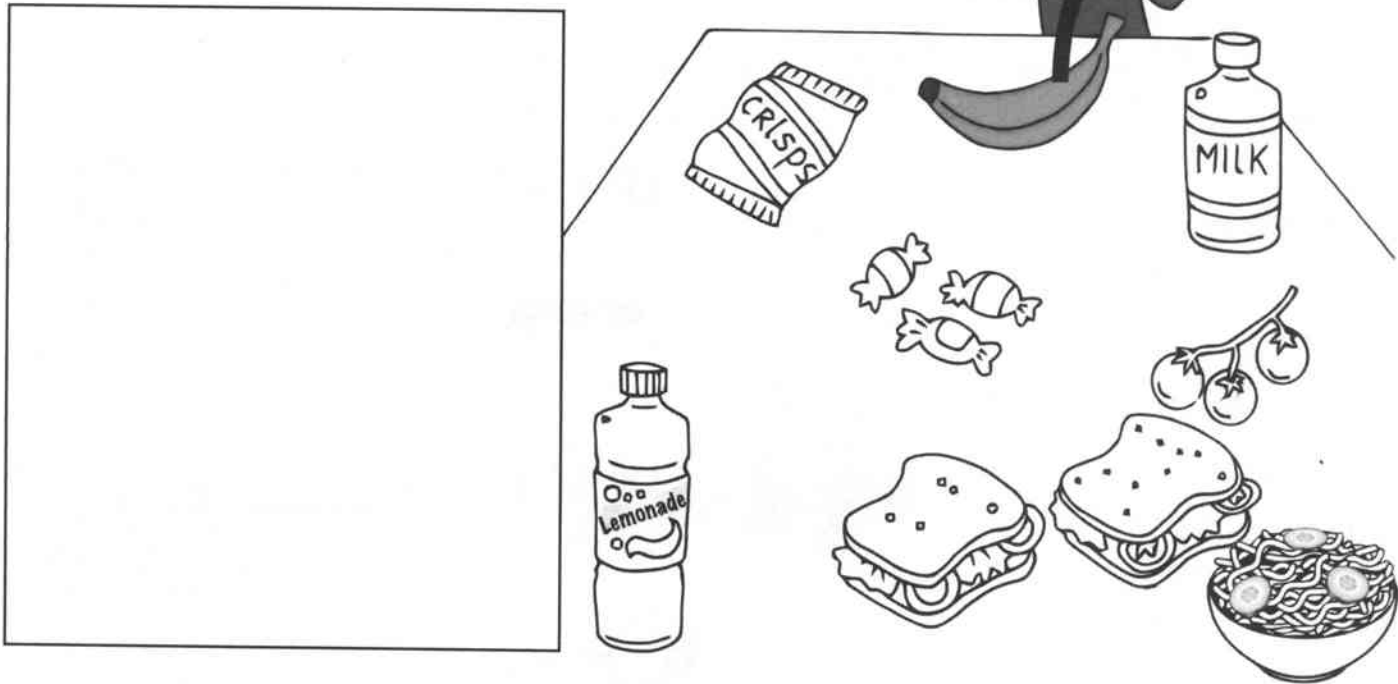
\_\_\_\_\_

**CHECK YOUR LEARNING**

I can **name** some baby animals.

### A healthy lunch

- 1 Draw arrows to put healthy food into Leon's lunchbox.
- 2 Colour in the healthy foods.
- 3 Draw your favourite healthy snack.



### CHECK YOUR LEARNING

I know which foods are healthy.

# 2 Growing plants

## What learners will practise and reinforce

The activities in this Skills Builder unit give learners further practice in the following topics in the Learner's Book and Activity Book:

Topic	In this topic, learners will:
2.1 Plant parts	name the different parts of a plant
2.2 Growing seeds	predict the way a plant will grow and compare this with the growth of an actual plant learn that seeds need water to grow
2.3 Plants need light	understand that plants need light to grow

## Help your learner

In this unit, learners will suggest ideas and follow instructions (Sections 2.1, 2.2 and 2.3) and practise exploring and observing in order to collect evidence (Section 2.3). They will also make and compare predictions (Section 2.2) and make comparisons (Section 2.3). To help them:

- 1 Encourage learners to ask questions and answer them by making observations.
- 2 Help and supervise learners to handle materials.

### TEACHING TIP

It is very important that learners draw things they observe, but you can also take digital photographs to help.



Remind learners that some plants are poisonous.

### TEACHING TIP

On a walk around the school or home, ask learners to observe plants, the parts of the plant and whether the plants have enough water and light.

## 2.1 Plant parts

roots, stem, leaf, flower, fruit

### Finish the picture

- 1 Safiya needs help to finish the picture. Draw the other side of the picture for her.

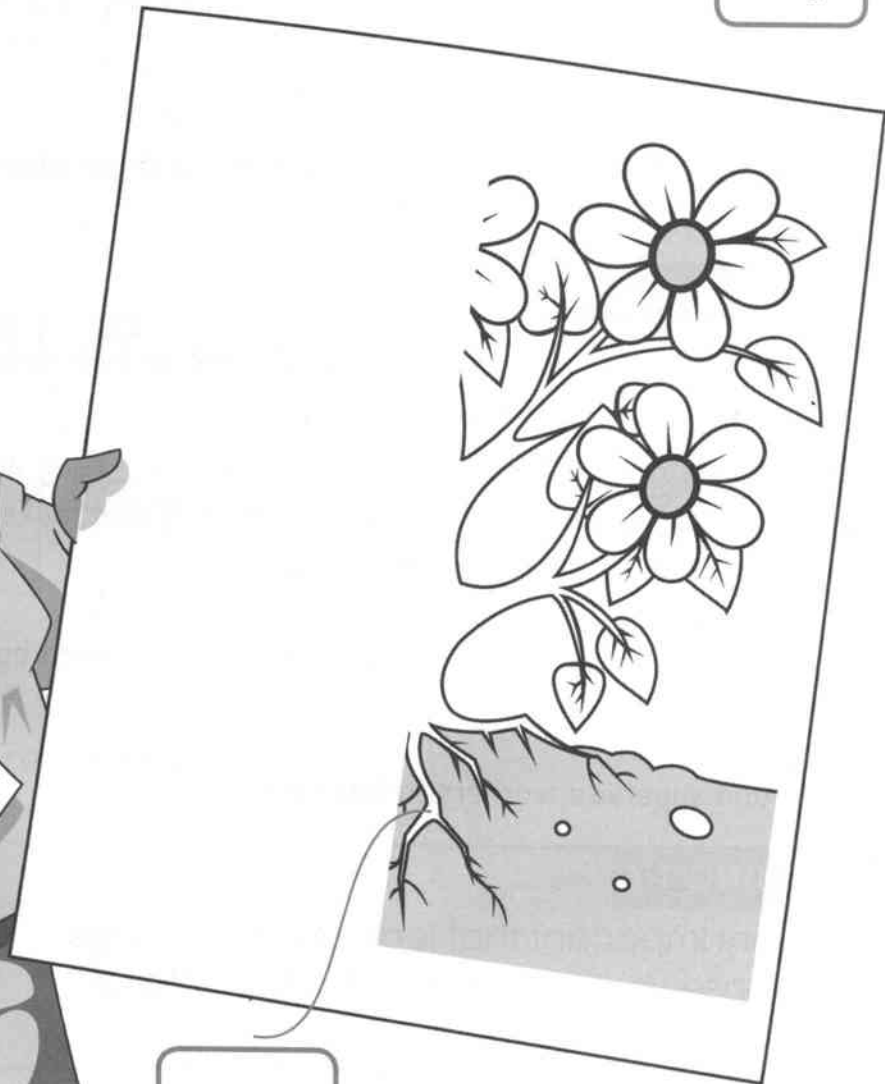
#### LOOK AND LEARN

Plants have **roots**, **stems** and **leaves**. Some have **flowers** or **fruit**.

stem

leaf

flower



roots

**2** Draw a line to join each label to its plant part.

### **Think about it!**

**3** Look at the finished picture.

a How many stems are there? \_\_\_\_\_

b How many leaves are there? \_\_\_\_\_

c How many flowers are there? \_\_\_\_\_

### **CHECK YOUR LEARNING**

I know that plants have roots, stems and leaves.

I know that sometimes plants have flowers or fruit.

## 2.2 Growing seeds

seed, water, grow

### My growing seeds

*You will need a plant pot, seeds, soil and water.*

- 1 Sow some seeds in soil, in a plant pot. Give them a little water.**
- 2 Put them near a window and look at them each day.**
- 3 Draw a picture as soon as you see the seed start to grow. Count this as Day 1.**

My drawing on Day 1



**4 Draw what you think the plant will look like on Day 7.**

What I think the plant will look like on Day 7

**5 Wait until Day 7. Draw your plant.**

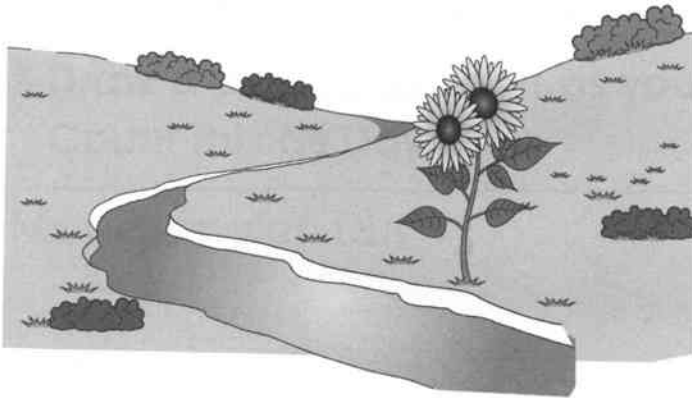
My drawing on Day 7

## Plants need water

Look at the plants below. Draw lines to show which plants have enough water.

### KEY FACT

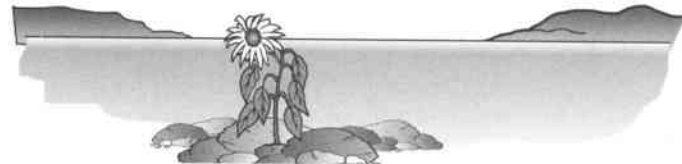
Just like people, plants need water.



This plant has enough water.



This plant does not have enough water.



### CHECK YOUR LEARNING

I know that plants need water to grow.



## 2.3 Plants and light

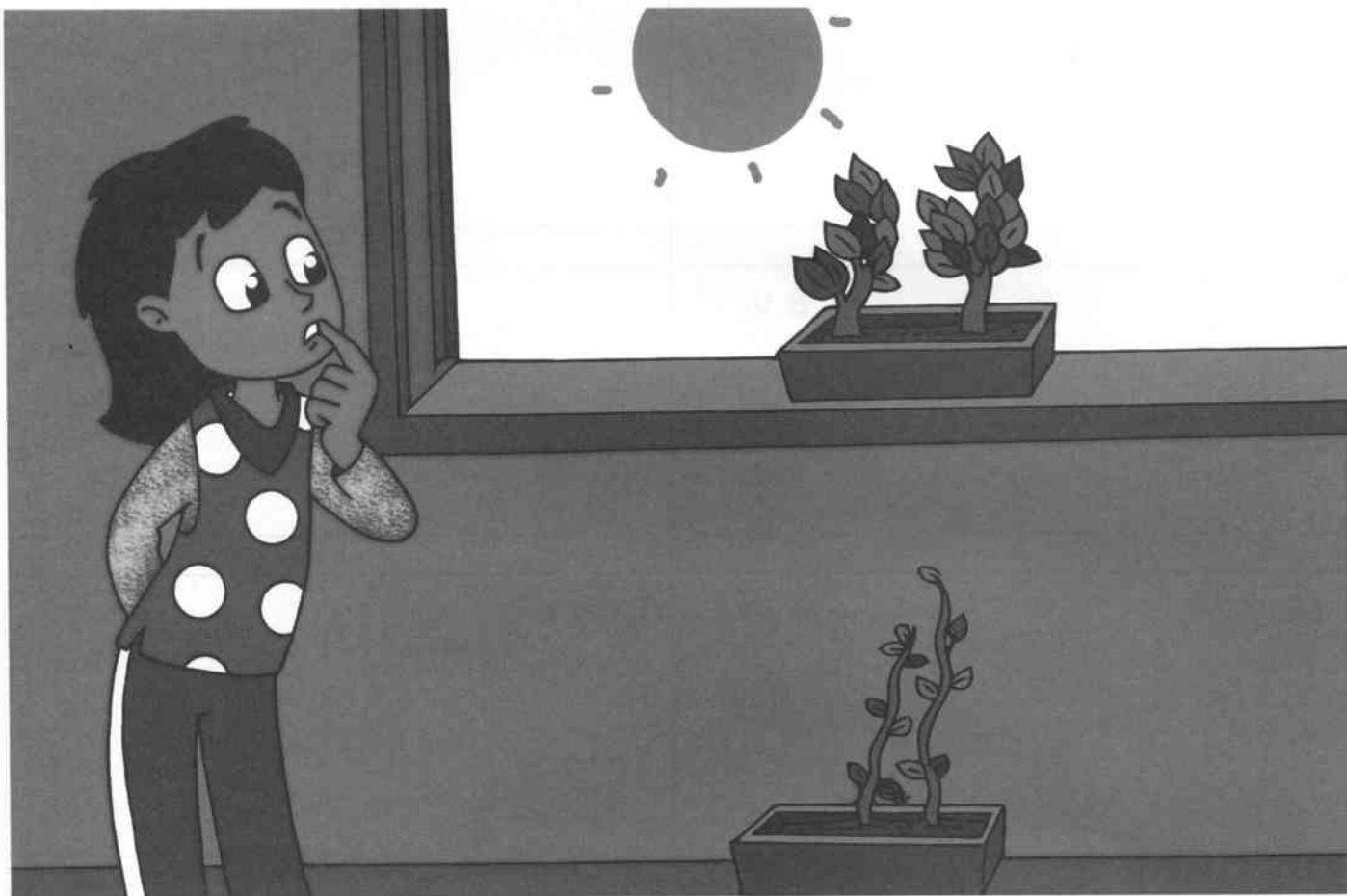
light

### Plants need light

Hannah has been growing bean plants.  
Circle the sentences that are right.

#### Remember:

Plants need lots of **light** to grow well.



The plants by the window  
have enough light.

The plants on the floor  
have enough light.

The plants by the window  
don't have enough light.

The plants on the floor  
don't have enough light.

## Plants love the light

*You will need a plant in a pot.*

- 1** Put a plant near a window but not close to the glass.
- 2** Draw your plant each day. Does it grow towards the light?

Day 1

Day 2

Day 3

Day 4

Day 5

Day 6

Day 7

Day 8

### 3 Think about it!

We need sunlight to keep us well, but we don't grow towards the light. Why not?

---

#### CHECK YOUR LEARNING

I know that plants need light to grow.

# 3 Ourselves

## What learners will practise and reinforce

The activities in this Skills Builder unit give learners further practice in the following topics in the Learner's Book and Activity Book:

Topic	In this topic, learners will:
3.1 We are similar	understand that people are similar in lots of ways
3.2 We are different	understand that people are different in lots of ways
3.3 Our bodies	name the main parts of the body
3.4 Our fantastic senses	learn about the senses and test their friends' eyesight

## Help your learner

In this unit, learners will collect evidence through observation to answer questions (Sections 3.1 and 3.3), and make comparisons (Section 3.2) and predictions (Section 3.4).

To help them:

- 1 Be aware that learners often find it easier to see differences than similarities. Remind them that we all breathe, eat, hurt, cry, have hair and skin, and so on.
- 2 When making the eye test (Section 3.4), learners may need to think about ways to make it a fair test, for example not allowing their friends to see the eye test before they use it.

## TEACHING TIP

The senses are important so encourage learners to use the words to describe them. Talk together about your senses and the senses of other people and animals.

### 3.1 We are similar

similar

#### Ways we are similar



1 Look at the children. Tick all the sentences that say the children are **similar**.

We all love toys.

We all have hair.

One girl has hurt her arm.

We are all children.

We can all smile.

**2** Look at the boy and the man. They are different sizes. In what ways are they similar?

They both have \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**CHECK YOUR LEARNING**

I know that we are similar in lots of ways.

## 3.2 We are different

different

### Differences I see

**1** Draw yourself and three friends.

In what ways are your friends **different** from you?

#### Remember:

We can have different hair, skin, eyes, clothes. We can like different foods and games.

Me

Friend 1

\_\_\_\_\_

is different from me because

\_\_\_\_\_

\_\_\_\_\_



Friend 2	Friend 3
<hr/> is different from me because <hr/> <hr/>	<hr/> is different from me because <hr/> <hr/>

**2 Think about it!**

Can you think of other ways you are different from your friends?

---

**CHECK YOUR LEARNING**

I know that we are different in lots of ways.



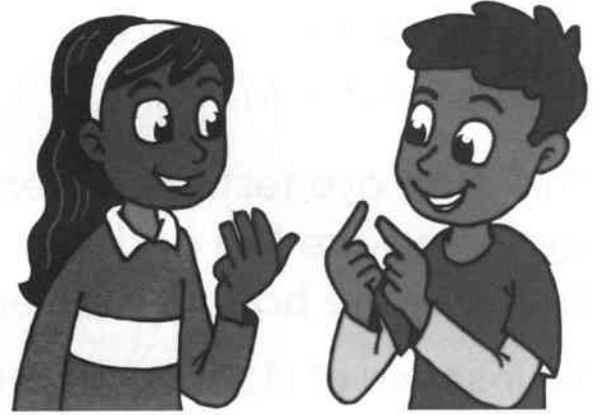
### 3.3 Our bodies

body, head, hair, eye, ear, mouth, nose, shoulder, arm, fingers, hand, knee, leg, toes, foot

## 10 fingers? 20 fingers?

You will need to work with a friend.

- 1 Look at the key words above. Can you point to each part of your **body**?
- 2 With a friend, count your body parts. Fill in the chart.



On my body I have	Together we have
___ fingers	___ fingers
___ eyes	___ eyes
___ legs	___ legs
___ ears	___ ears

### 3 Think about it!

Can you name other body parts, like your chin or your cheek? Write them here.

---

### CHECK YOUR LEARNING

I can name the main parts of my body.

### 3.4 Our fantastic senses

senses, see, hear, smell,  
touch, taste, sight

#### Make an eye test

*You will need a big piece of paper and four friends.*

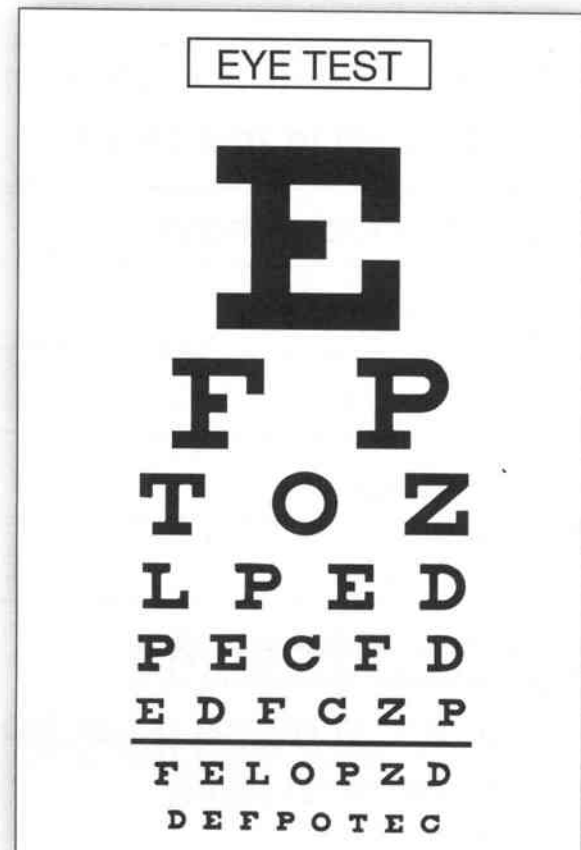
This is an eye test. The letters at the top are big and the letters at the bottom are very small.

Your sense of **sight** is good if you can read the small letters.

- 1 Make your own eye test. The letters need to get smaller as they go down.
- 2 Now test four friends. How many do you think will see the smallest letters?  
\_\_\_\_\_
- 3 Ask your friends to stand ten steps away. Show them your eye test. Can they read all the letters?  
\_\_\_\_\_

#### LOOK AND LEARN

Our **senses** tell us about the world around us. We can **see**, **hear**, **smell**, **touch**, and **taste**.



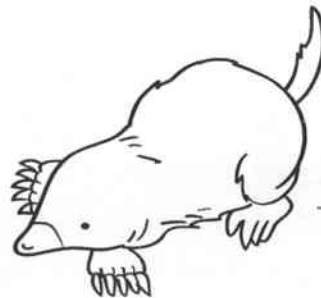
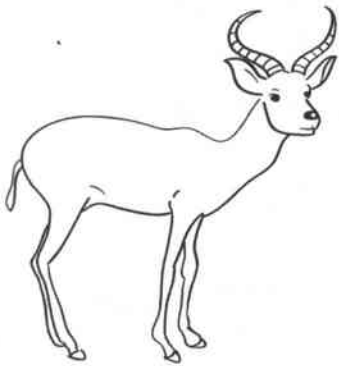
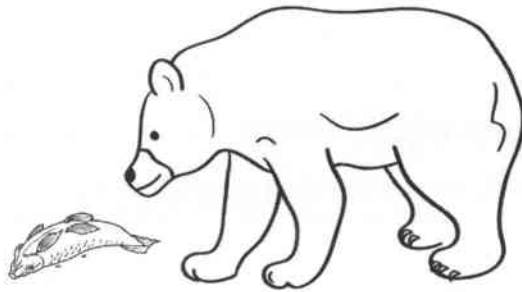
- 4 How many can see the smallest letters? Were you right?  
\_\_\_\_\_

## Animal senses

- 1** Draw a line to match the animal with its best sense.

### KEY FACT

Some animals have amazing senses.



see

smell

touch

hear

## **2** Think about it!

A whale can hear other whales over 100km away. What would it be like if you could hear other people that far away?

---

### CHECK YOUR LEARNING

- I know my senses tell me about the world.
- I know that animals have senses and some animals have amazing senses.

# 4 Materials in my world

## What learners will practise and reinforce

The activities in this Skills Builder unit give learners further practice in the following topics in the Learner's Book and Activity Book:

Topic	In this topic, learners will:
4.1 What is it made of?	look closely at and name different materials
4.2 Using materials	recognise that different materials have different properties explain why different materials are used for different jobs
4.3 Sorting materials	sort materials based on their properties

## Help your learner

In this unit, learners will collect evidence to answer questions (Sections 4.1 and 4.3), decide what to do to try to answer a science question and record stages in work (Section 4.3). They will also communicate ideas in order to share, explain and develop them (Sections 4.2 and 4.3). To help them:

- 1 Materials are usually made into objects. Encourage learners to talk about the properties of the material rather than the object, for example a towel is made of soft cotton, an iron is made of strong metal.
- 2 Help learners to carry out investigations. Always ask them to predict what will happen, observe what does happen and then try to explain what happened.

## TEACHING TIP

Talk with learners about why different materials are used for different jobs.

## 4.1 What is it made of?

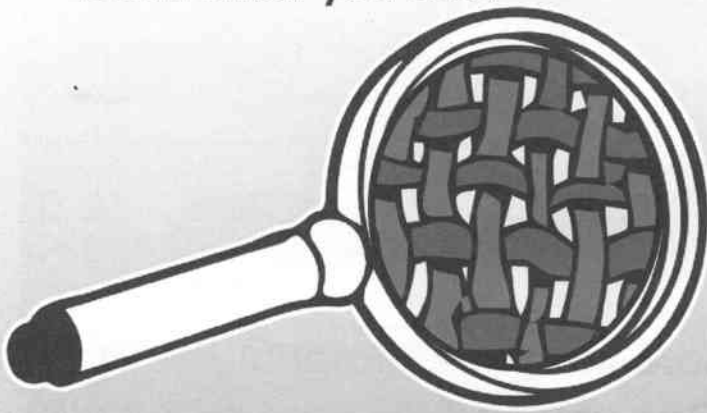
materials, metal, plastic,  
wood, rock, fabric, rubber,  
paper, glass, concrete

### Materials all around

*You will need a magnifying glass.*

- 1 Find some different safe materials.**
- 2 Use the key words to help you name the material.**
- 3 Look at the material carefully through the magnifying glass. Draw what you see.**

**!** Take care  
when handling  
materials.



The material is  fabric.

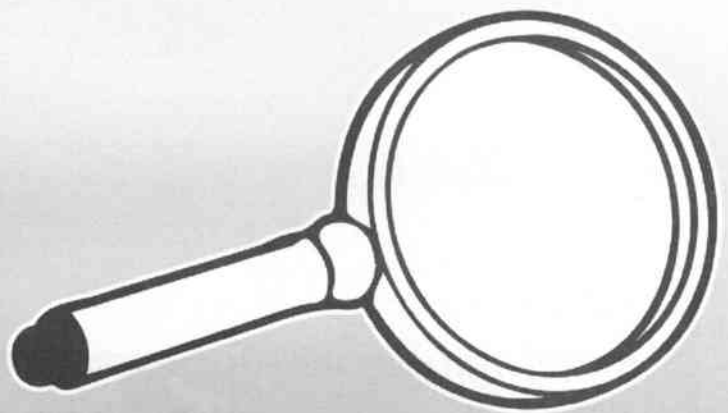
I can see holes.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



The material is \_\_\_\_\_

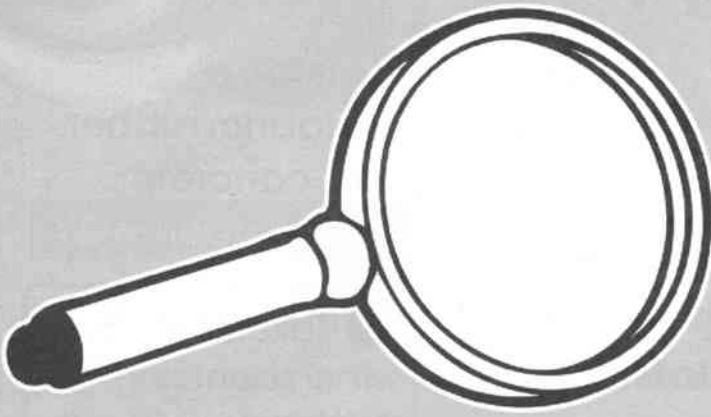
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





The material is \_\_\_\_\_

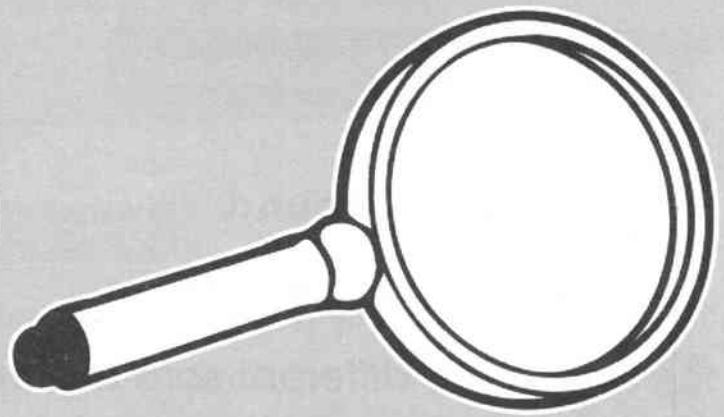
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The material is \_\_\_\_\_

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#### **4 Think about it!**

Some things are made from more than one material. Look at a pencil case, or school bag. Can you find different materials? What are they?

---

#### **CHECK YOUR LEARNING**

- I know that there are lots of different materials.
- I can name some different materials.

## 4.2 Using materials

pet, properties, soft, see-through, strong, smooth, flexible

### The right material

1 Look at the materials in the pet shop. Use these words to finish the labels.

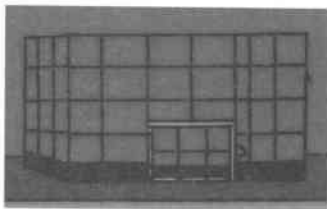
glass  
metal

fabric  
plastic

straw  
wood

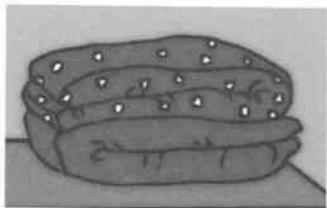


**2** Draw lines to match the object to the **properties** of the material.



a pet's cage

soft and warm



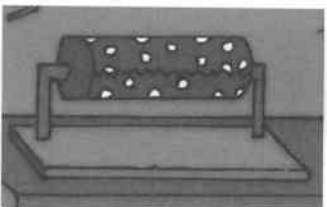
a pet's blanket

see-through



a glass tank

strong



wrapping paper

smooth and flexible

**3 Think about it!**

The door of the pet shop is made of wood and glass. It is not made of paper. Why not?

---

**CHECK YOUR LEARNING**

- Different materials have different properties.
- Materials with different properties are used for different jobs.

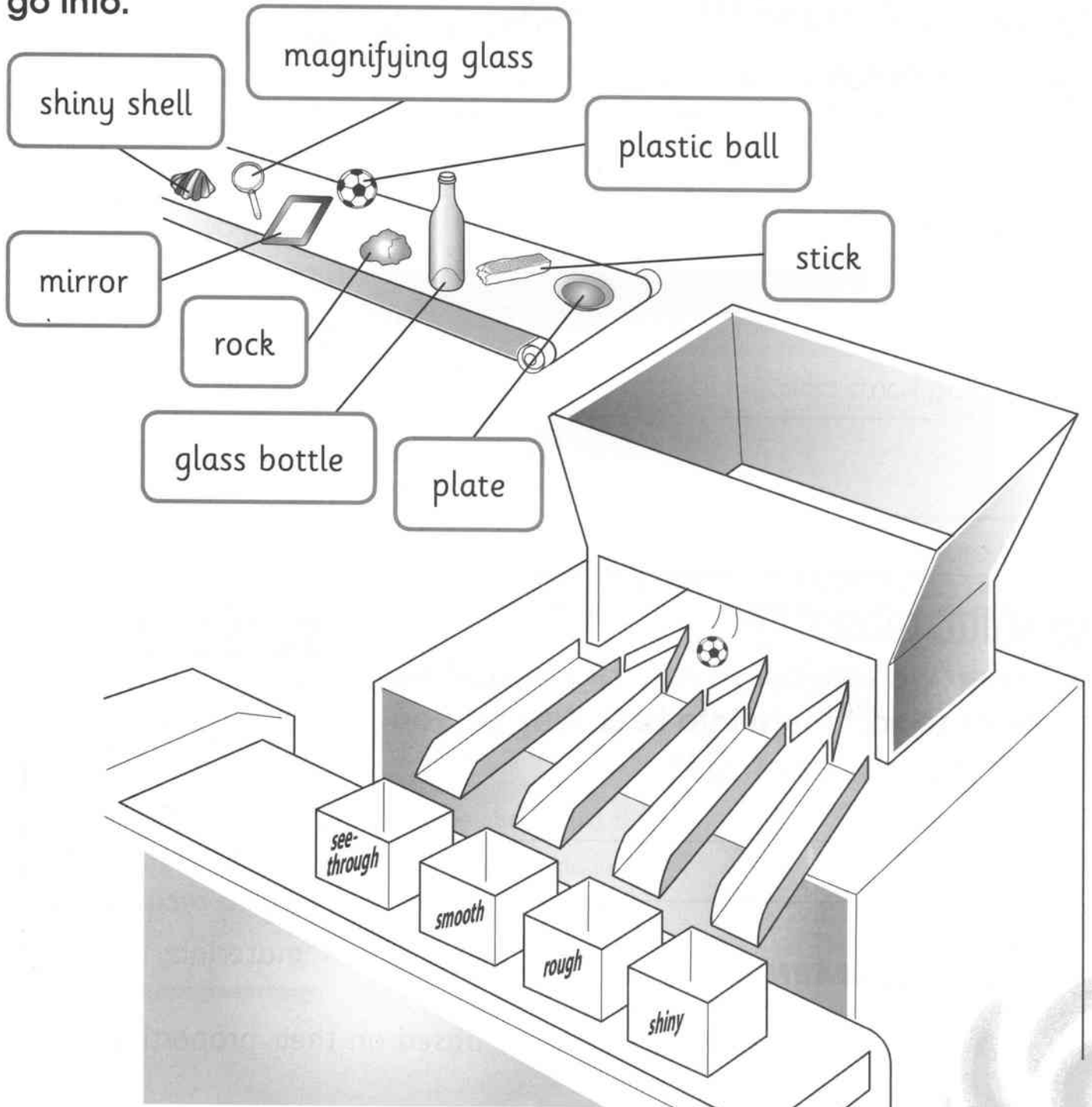


## 4.3 Sorting materials

sort, rough, shiny, recycle

### Sorting machine

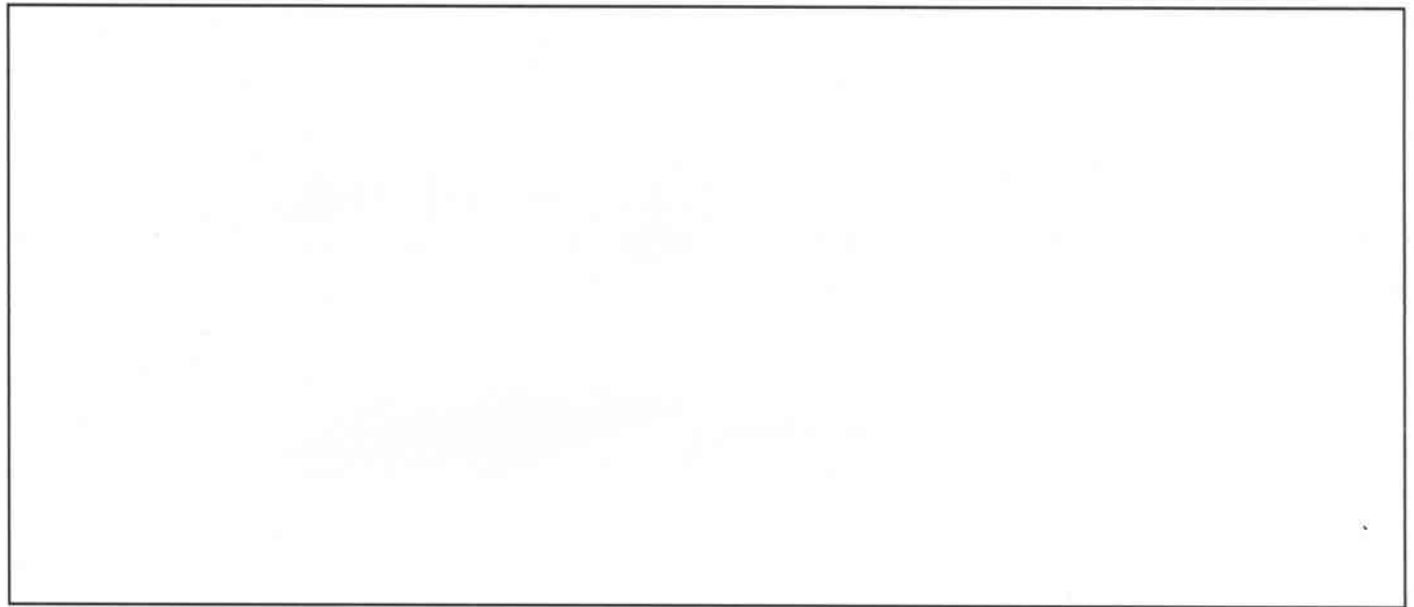
This machine is **sorting** objects. Say which box each object will go into.



## Make a sorting game

Make a sorting game for a friend.

- 1 Make three labels for properties.
- 2 Choose some safe materials.
- 3 Ask a friend to sort the materials.
- 4 Draw what you did here.



### 5 Think about it!

When we recycle plastic and paper we have to sort them into bins. Why do you think this is important?

---

---

### CHECK YOUR LEARNING

- We can sort materials into groups based on their properties.

#### KEY FACT

Every family throws away useful materials every day. Always try to recycle materials.

# 5 Pushes and pulls

## What learners will practise and reinforce


The activities in this Skills Builder unit give learners further practice in the following topics in the Learner's Book and Activity Book:

Topic	In this topic, learners will:
5.1 In the playground	describe different ways of moving
5.2 How toys work	identify that pushes and pulls can cause movement
5.3 Pushes and pulls around us	see Challenge, Section 5.3
5.4 Changing movement	compare the effects of big and small pushes

## Help your learner

In this unit, learners will explore and observe in order to collect evidence to answer questions (Section 5.2). They will also make comparisons (Sections 5.2 and 5.4). To help them:

- 1 In Section 5.4, talk with learners about the 'Think about it!' question. This will develop their skills of considering evidence.
- 2 In Section 5.4, some learners could be challenged to use fast, faster and fastest and slow, slower and slowest.

 Make sure that learners do not push or pull things that are too big or heavy and might cause damage to objects and people.

## 5.1 In the playground

run, jump, swing, turn, move

### Different ways of moving

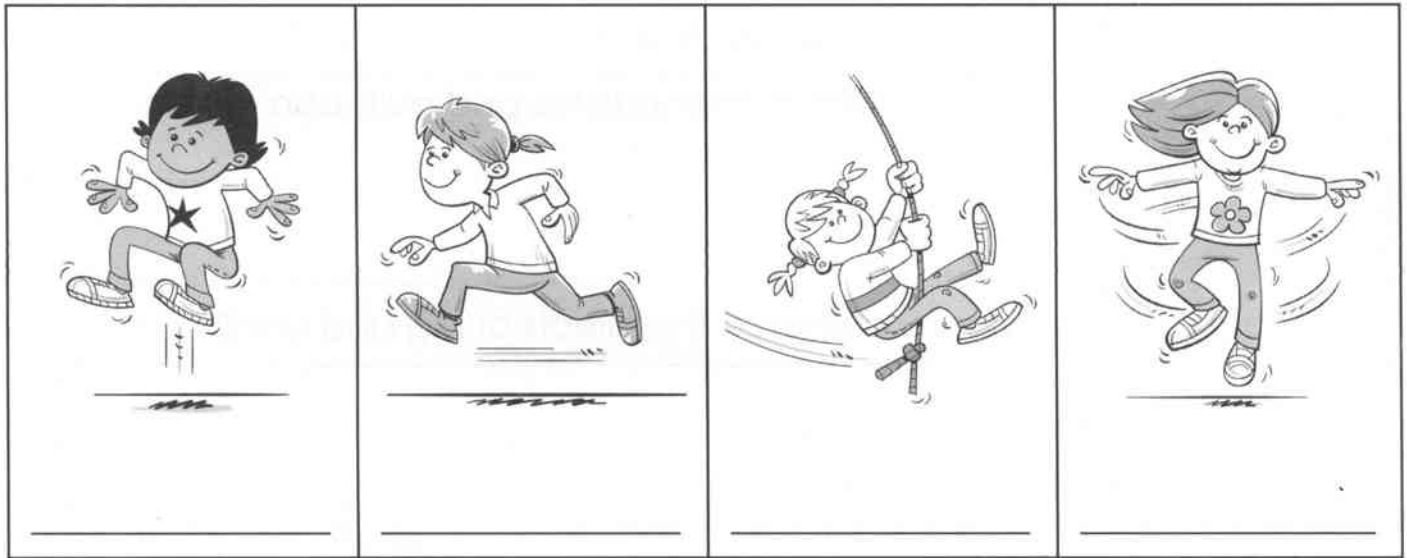
1 Write these words with the right picture.

run

jump

swing

turn



### 2 Think about it!

Which is your favourite way to move?

---

### CHECK YOUR LEARNING

I can name different ways to move.

## 5.2 How toys work

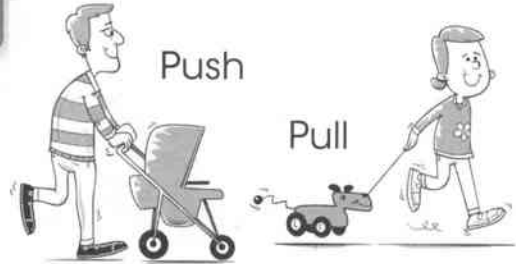
push, pull




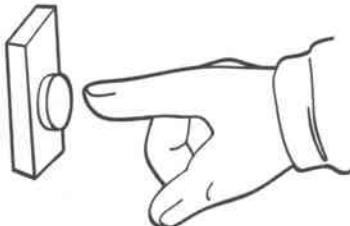


### Pushes and pulls, right or wrong?

**1** Are these pictures  
in the right place?  
Put a tick or a  
cross in each box.

#### Remember:

There are different  
ways of moving  
but they all need  
a **push** or a **pull**.



Push	Pull
 <input data-bbox="659 1011 711 1062" type="checkbox"/>	 <input data-bbox="1352 1011 1404 1062" type="checkbox"/>
 <input data-bbox="659 1379 711 1430" type="checkbox"/>	 <input data-bbox="1352 1379 1404 1430" type="checkbox"/>
 <input data-bbox="659 1706 711 1757" type="checkbox"/>	 <input data-bbox="1352 1706 1404 1757" type="checkbox"/>

**2** Draw a picture of something that moves when you push it.

Push

**3** Draw a picture of something that moves when you pull it.

Pull

### **CHECK YOUR LEARNING**

I know that pushes and pulls can make things move.

## 5.4 Changing movement

fast, slow, faster









### Big push, small push

You will need a toy car and a ball.

**1** Push the toy car and the ball with a big push, then a small push.

**2** Do they go fast or slow? Write it in the table.



			
big push 	small push 	big push 	small push 
fast or slow?	fast or slow?	fast or slow?	fast or slow?

### **3** Think about it!

Which push makes things go **faster**? Tick one box.

big push

small push

### CHECK YOUR LEARNING

I know that bigger pushes make things move faster.

# 6

# Hearing sounds

## What learners will practise and reinforce


The activities in this Skills Builder unit give learners further practice in the following topics in the Learner's Book and Activity Book:

Topic	In this topic, learners will:
6.1 Where do sounds come from?	identify sources of sound
6.2 Our ears	see Challenge, Section 6.2
6.3 Sounds move	compare loud and soft sounds learn that sounds move away from the source

## Help your learner

In this unit, learners will practise making comparisons (Sections 6.1 and 6.3) and exploring and observing in order to collect evidence (Section 6.3). To help them:

- 1 Some learners will describe sounds as 'big' or 'small'. Encourage these learners to use the more scientific words 'loud' and 'quiet' or 'soft'. Some learners might be able to use 'loudest' and 'quietest' as well as 'loud', 'louder', 'quiet' and 'quieter'.
- 2 In Section 6.3, encourage learners to listen very carefully to the quiet sounds with and without the listening tube. This will be easier to do in a quiet place without other noises.

 Take care with the 'Listening tube' activity (Section 6.3). Very loud sounds can damage your ears.

## TEACHING TIP

Encourage learners to close their eyes when listening to sounds. This will help them to concentrate more on what they hear.



## 6.1 Where do sounds come from?

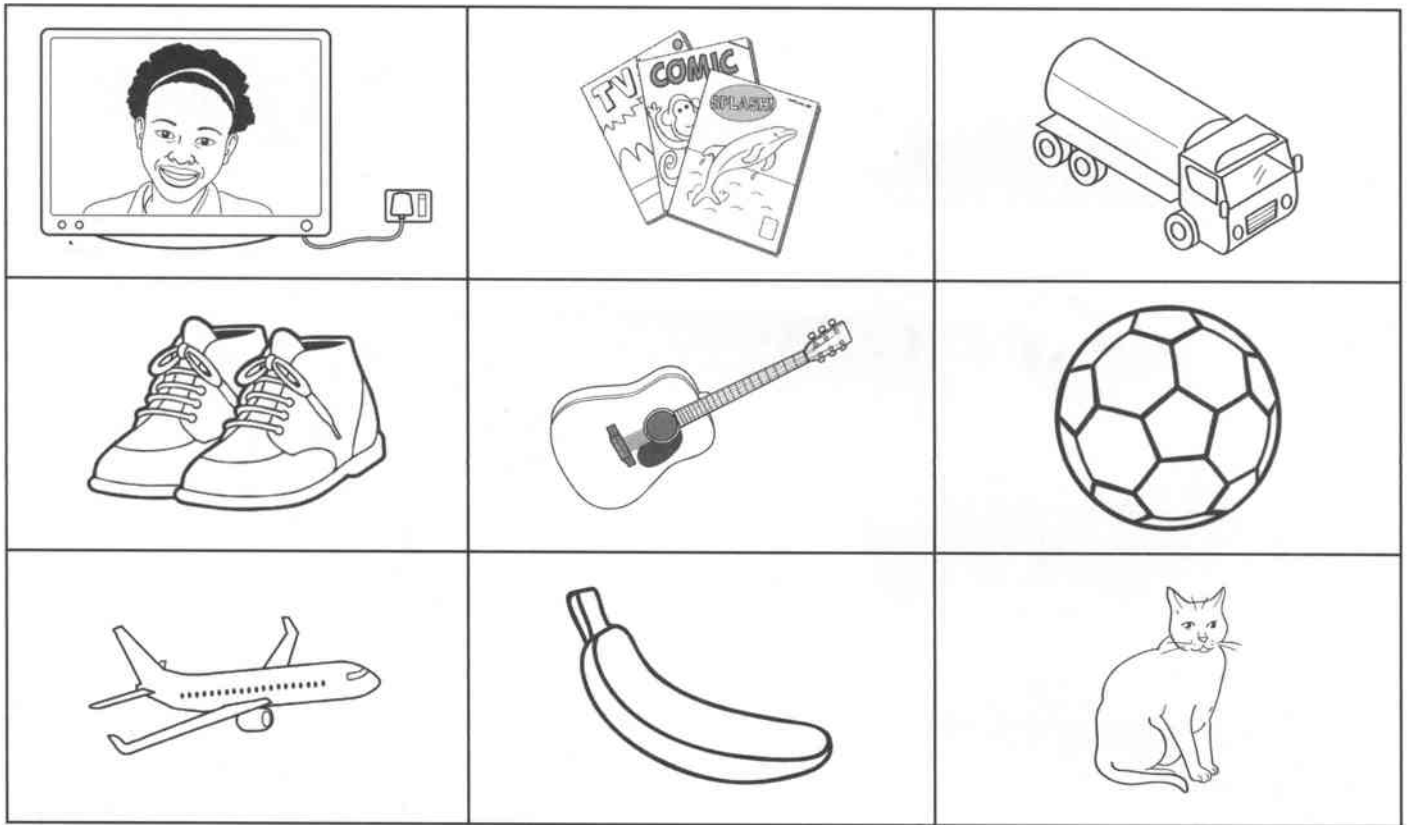
sound, source

### Spot the sound source

1 Colour in only the pictures that are sound sources.

#### LOOK AND LEARN

A **sound source** is something that makes a sound.



### 2 Think about it!

Are you a sound source?

yes  no

#### CHECK YOUR LEARNING

I can spot a sound source.

## 6.3 Sounds move

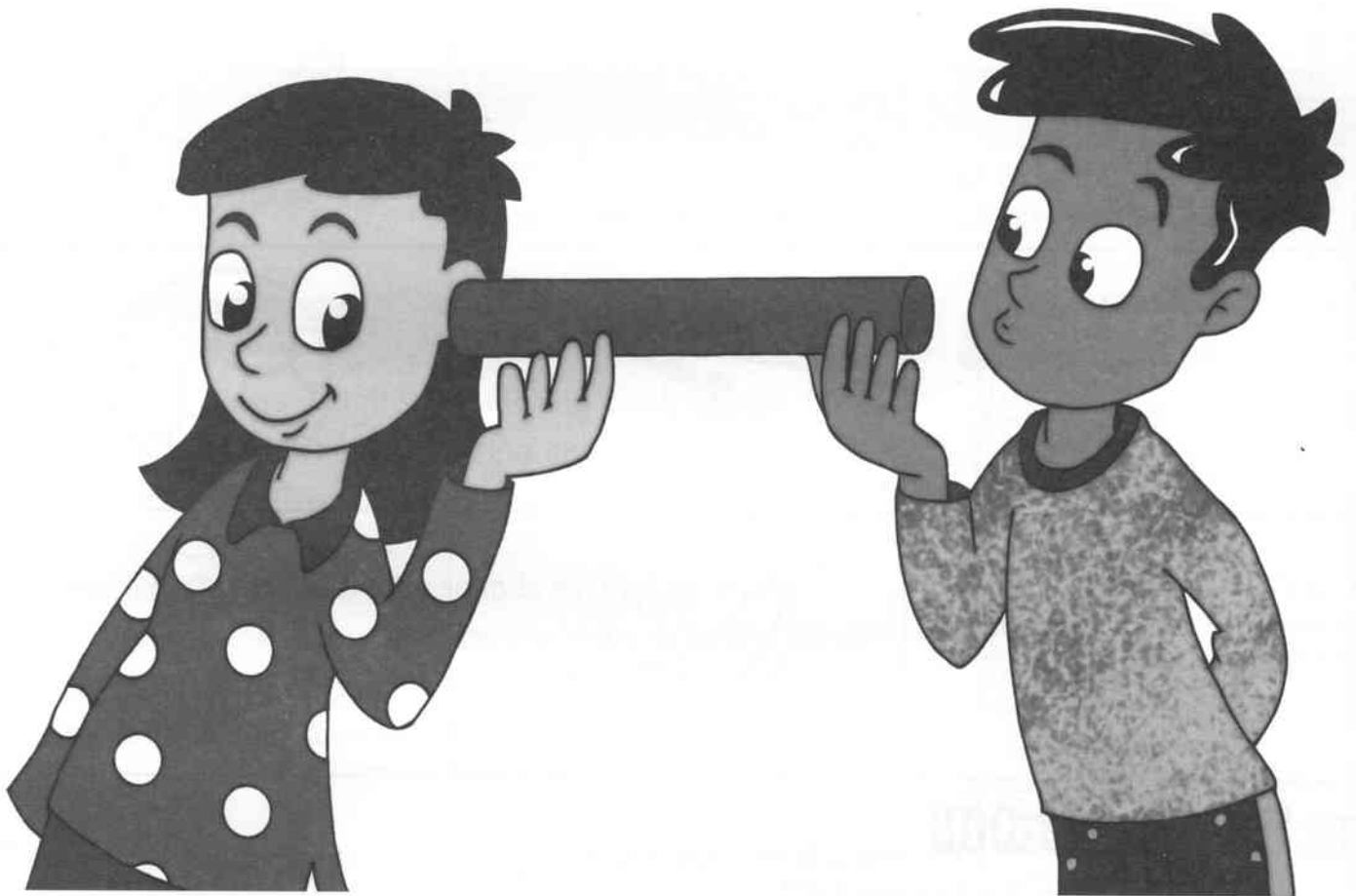
louder, listen, soft, quieter

### Listening tube

*You will need some thin card and some sticky tape or a card tube*

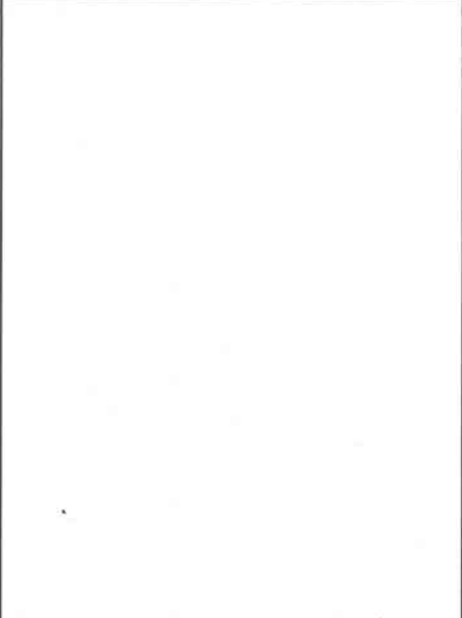

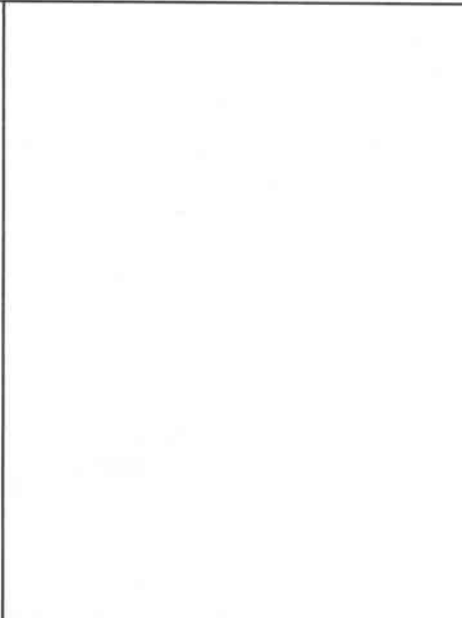
! Take care. Very loud sounds can damage your ears

A listening tube makes sounds **louder**. The sound moves through the tube.



**1** Make the tube and then listen to some soft sounds through it.

- 2** Draw three sound sources. Do they sound louder or quieter through the tube?

My sounds		
		
louder <input type="checkbox"/>	louder <input type="checkbox"/>	louder <input type="checkbox"/>
or <input type="checkbox"/>	or <input type="checkbox"/>	or <input type="checkbox"/>
quieter <input type="checkbox"/>	quieter <input type="checkbox"/>	quieter <input type="checkbox"/>

### Think about it!

- 3** Which sound was the quietest?

---

- 4** Which sound was the loudest?

---

### CHECK YOUR LEARNING

- I know that sounds move.



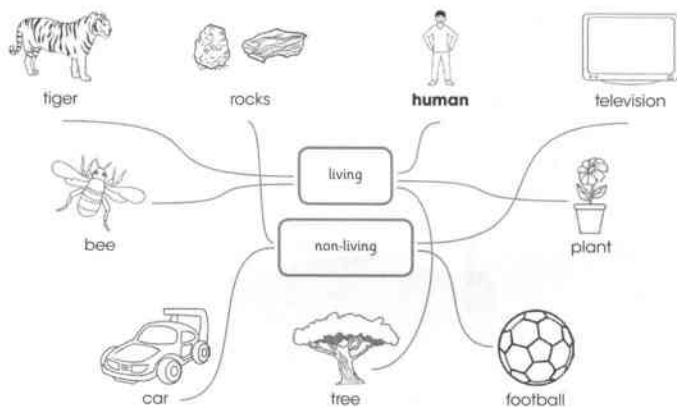
# Answers

## 1 Being alive

### 1.1

#### Living or non-living

1



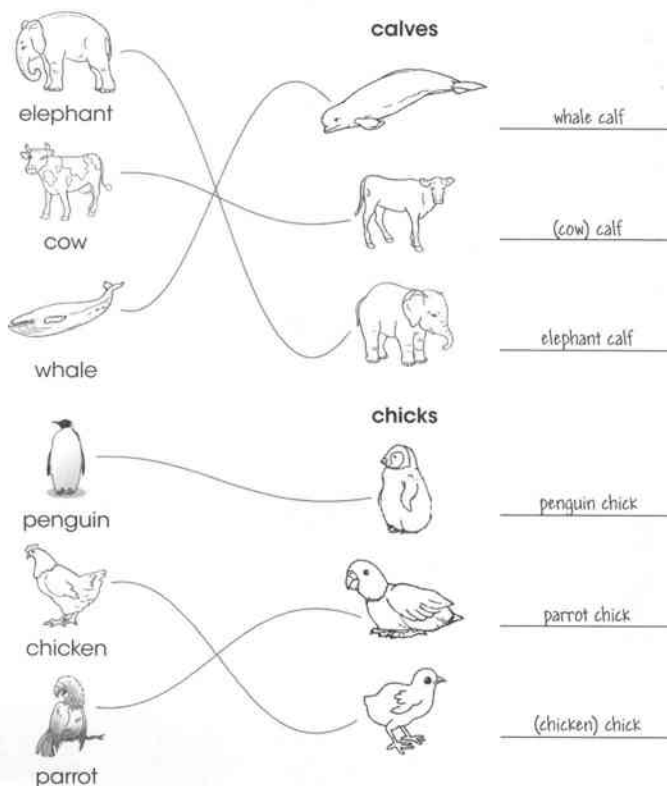
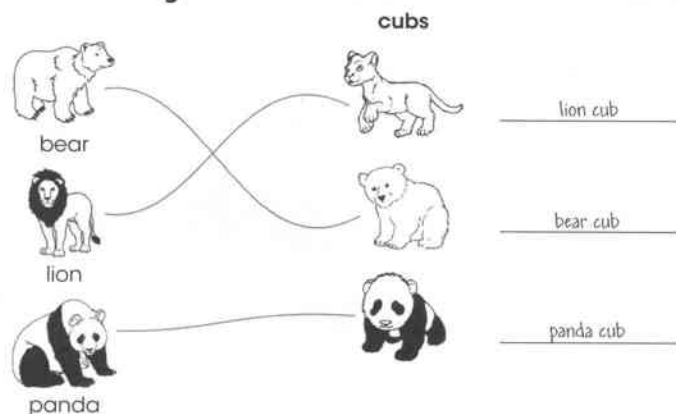
### 1.2

#### What lives here?

1 to 3 Answers will depend on the environment chosen and the plants and animals seen. Plants should be drawn in the plant column, animals drawn in the animal column.

### 1.3

#### Whose baby?



### 1.4

#### A healthy lunch

1 and 2 The learner should have coloured in the milk, tomatoes, sandwiches and bowl of rice and vegetables. They should have drawn arrows from these foods into the lunchbox.

3 The learner should have drawn a healthy food or drink in the box.

## 2 Growing plants

### 2.1

#### Finish the picture

1 and 2 The learner should have finished the drawing of a plant with roots, stem, leaves and flowers. They should have joined the labels with lines to the correct parts of the plant.

### Think about it!

- 3** The learner will count the stems, leaves and flowers.

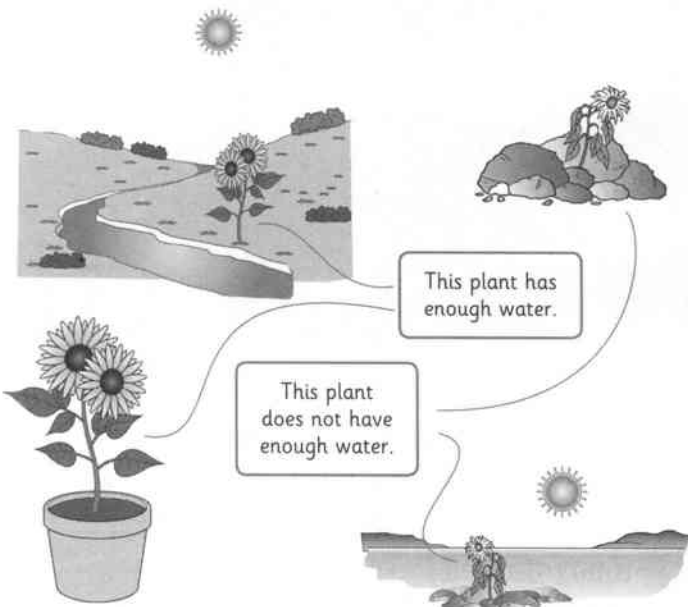
## 2.2

### My growing seeds

- 3**, **4** and **5**

The learner will have drawn their plant on Day 1, a prediction for Day 7 and a picture of the actual plant on Day 7.

### Plants need water



## 2.3

### Plants need light

The learner should have circled these sentences:  
The plants by the window have enough light.  
The plants on the floor don't have enough light.

### Plants love the light

- 2** The learner should have made a diary of drawings which show the plant or its leaves turning towards the light.
- 3** **Think about it!**  
Learners may explain that we don't grow towards the Sun because we are not green, we move around, we are not plants. Accept any reasonable statement.

## 3 Ourselves

### 3.1

#### Ways we are similar

- 1** Learners should have ticked these four boxes:  
We all love toys.  
We all have hair.  
We are all children.  
We can all smile.  
Learners should not have ticked: One girl has hurt her arm.

- 2** Correct answers include any way that the two pictures are similar, for example they are both boys, they both love soccer, they are both wearing kit and boots, and so on.

### 3.2

#### Differences I see

- 1** The learner should have drawn themselves and three friends, and written notes about the ways they are different. Answers can refer to bodily features such as hair and eye colour, pastimes and sports they like or dislike, or indeed any reasonable response.
- 2** **Think about it!**  
The learner might talk about differences in their body or appearance or about their behaviours, habits, hobbies or pastimes.

### 3.3

#### 10 fingers? 20 fingers?

- 1** The learner should point to their own body for each of the key words at the top of the page.
- 2** The table will be complete with numbers for the learner and their friend. For example:

On my body I have	Together we have
10 fingers	20 fingers
2 eyes	4 eyes
2 legs	4 legs
2 ears	4 ears

### 3 Think about it!

The learner might list a number of body parts.

## 3.4

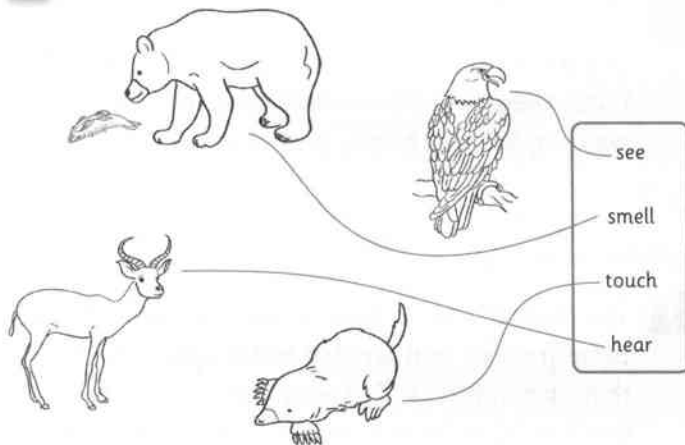
### Make an eye test

#### 2, 3 and 4

The learner should record their prediction and whether the prediction was right.

### Animal senses

#### 1



### 2 Think about it!

The learner might talk about conversations across 100 km, for example it would mean they could talk to friends anywhere in town and around, which would save the cost of phone calls. They might realise that they could hear everyone within 100 km and that this would be very difficult and noisy!

## 4 Materials in my world

### 4.1

#### Materials all around

#### 2 and 3

The learner should have named their materials and drawn them as they appeared under the magnifying glass. They should write some descriptive words about the appearance of the material. This is a flexible activity so there are many correct responses.

### 4 Think about it!

The learner should be able to look at an object made of different materials and identify some of the materials. For example a chair might be made with wood, metal and fabric.

## 4.2

### The right material

#### 1



- 2 The learner should have drawn lines as follows:  
a pet's blanket to soft and warm  
a glass tank to see-through  
wrapping paper to smooth and flexible

### 3 Think about it!

The learner should explain why paper is not suitable. For example because it is weak, it would get wet if it rained and fall apart, thieves could get in, animals could escape. Accept any other sensible reason.

## 4.3

### Sorting machine

The materials should be sorted into:  
see-through – glass bottle, magnifying glass  
shiny – mirror, shell  
smooth – plastic ball, plate  
rough – rock, stick

### Make a sorting game

- 4 The learner should have recorded what they did.

**5 Think about it!**

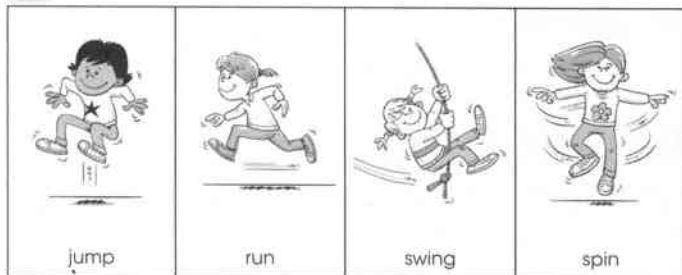
The learner might talk about the need to collect the plastic together so it can go to the factory that makes the plastic bottles. This idea would apply to other materials to be recycled. Encourage any reasonable answer.

## 5 Pushes and pulls

### 5.2

#### Different ways of moving

**1**

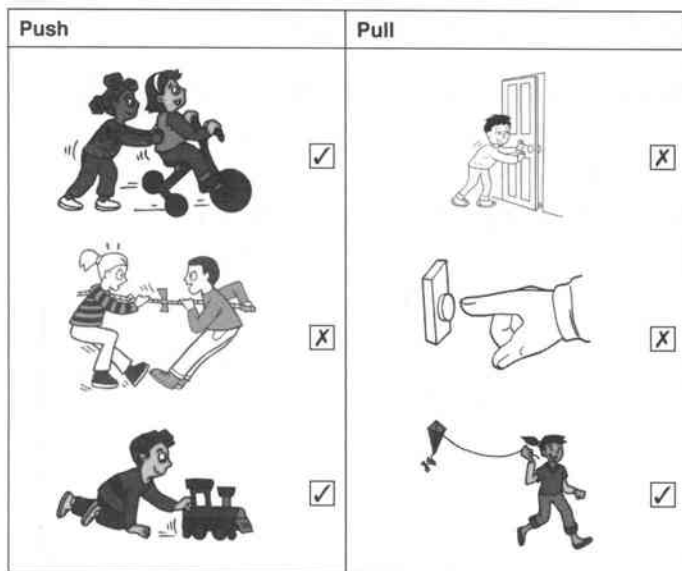


**2** The learner should have recorded a way that they like to move.

### 5.2

#### Pushes and pulls, right or wrong?

**1**







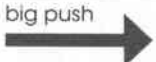



**2** The learner should have drawn a picture of something that needs a push here.

**3** The learner should have drawn a picture of something that needs a pull here.

### 5.4

#### Big push, small push

**2**

			
big push 	small push 	big push 	small push 
fast or slow? fast	fast or slow? slow	fast or slow? fast	fast or slow? slow

**3 Think about it!**

big push

## 6 Hearing sounds

### 6.1

#### Spot the sound source

**1** The learner should have coloured in only the television, truck, guitar, aeroplane and cat.

**2 Think about it!**

yes

### 6.3

#### Listening tube

**1 and 2**

Answers will depend on the sounds chosen. All sounds will sound a little louder through the listening tube.

**3 and 4 Think about it!**

Answers will depend on sounds chosen.



# Glossary

## 1 Being alive

### Remember:

Practise saying these words aloud. Try to use them when talking about the topic.

**alive**

something that is living  
a living thing that can  
move around and eats  
other living things

**animal**

**baby**

the young of an animal

**calf**

a baby cow, elephant or whale

**chick**

a baby penguin, parrot or chicken

**compare**

look at how things are similar and how they  
are different

**cub**

a baby lion, bear or panda

**environment**

a place where living things live

**food**

what animals eat

**healthy**

good for you

**human**

men, women and children are humans

**living**

living things grow, need food, make waste, use  
air and have young

**magnifying glass**

shaped glass that makes objects look bigger

**name**

say what something is called

**non-living**

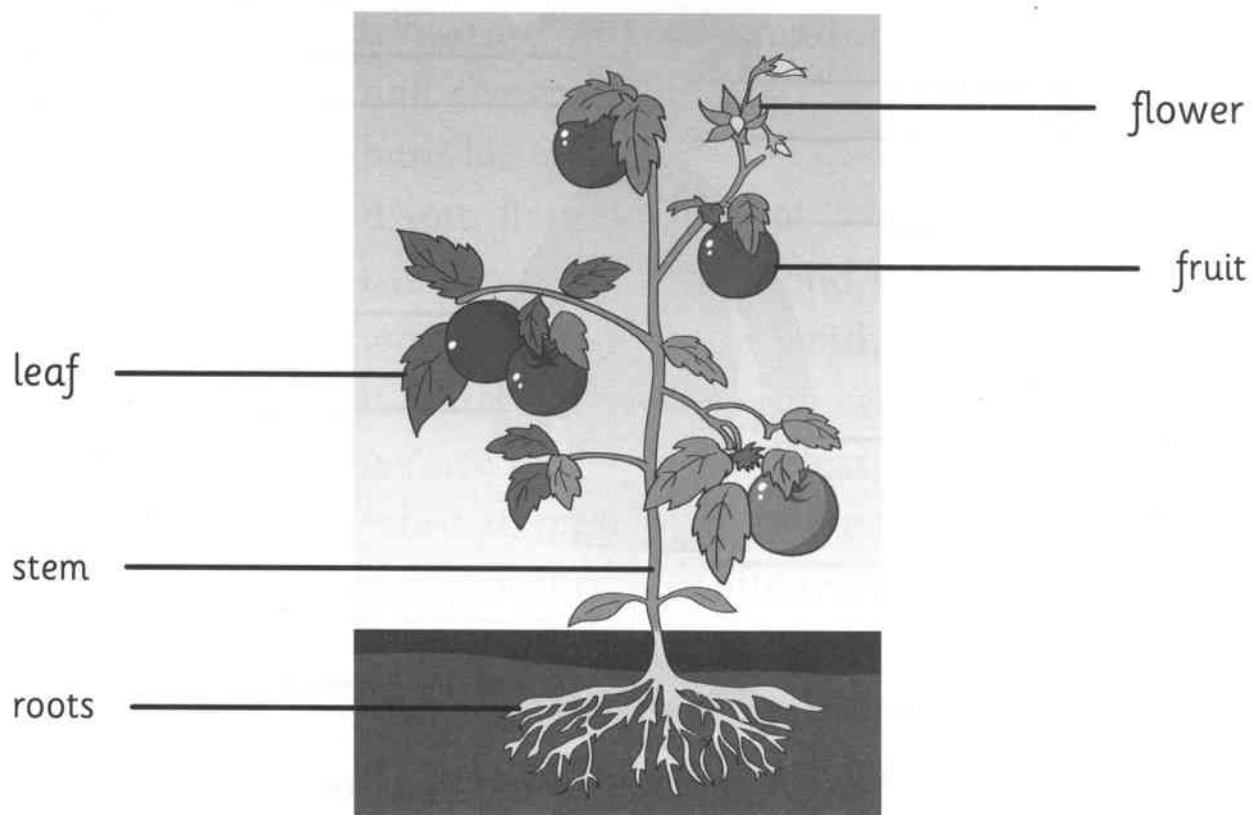
not alive

**plant**

a living thing that can make its own food



## 2 Growing plants



**grow**  
**light**  
**seed**

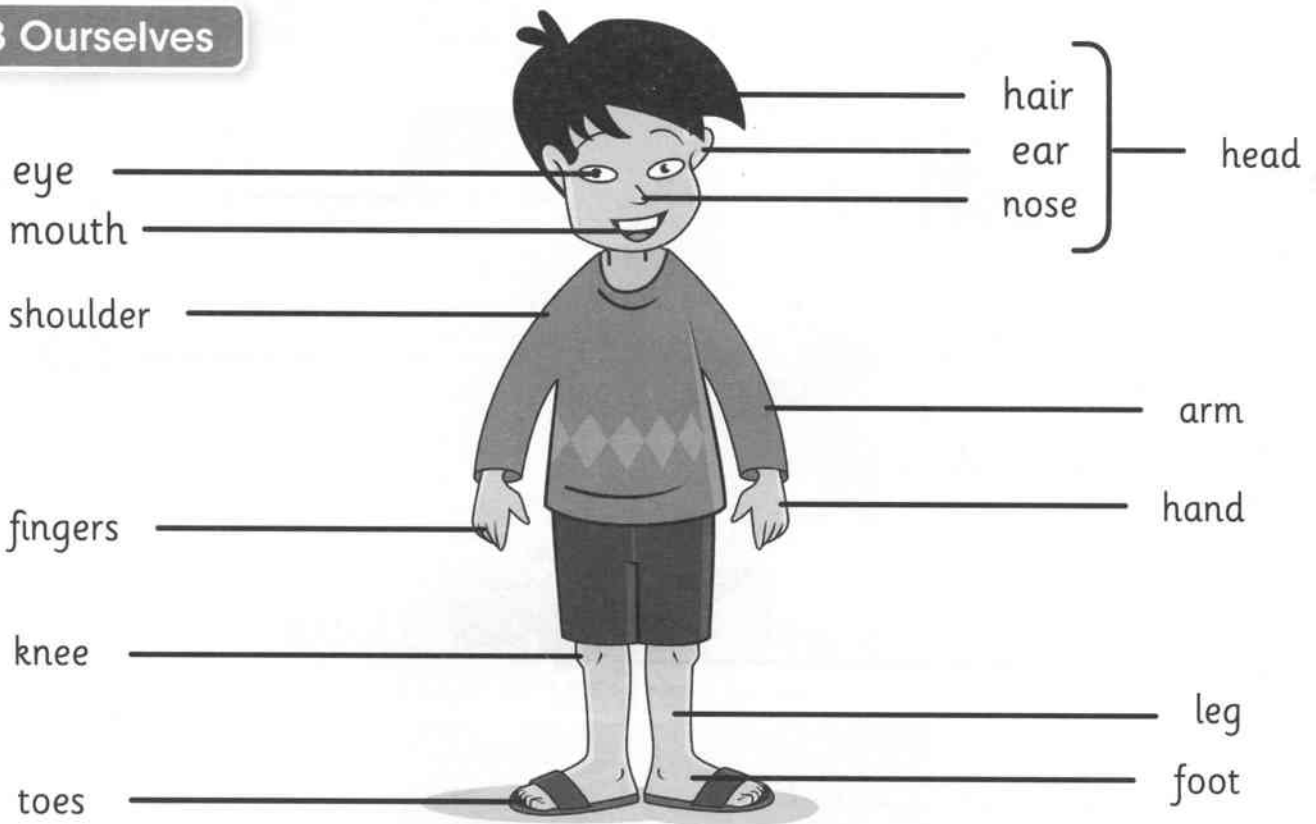
**water**

get bigger

brightness from the Sun; plants need light  
the part of a plant from which a new plant  
can grow

liquid that plants need to grow

### 3 Ourselves



**body**  
**different**  
**hear**  
**see**  
**senses**

**sight**  
**similar**  
**smell**  
**taste**  
**touch**

the whole part of a person or animal  
not the same

you hear sounds using your ears

to look at things with your eyes

the things animals use to find out about  
the world around them

you use your eyes to see things

being the same in some ways

you use your nose to smell things

you taste your food and drink using your tongue

a sense you use to feel things

## 4 Materials in my world

### Remember:

Practise saying these words aloud. Try to use them when talking about the topic.

**concrete**

a mixture of water, sand and cement that goes hard like a rock

**fabric**

a soft, flexible material used to make clothes and other things

**flexible**

when something can bend easily

**glass**

a material that you can see through

**materials**

we use materials like glass, wood, plastic and fabric to make many things that we use every day

**metal**

a material that is often strong and shiny

**paper**

a material that you use to write on

**pet**

an animal that you keep in the home

**plastic**

a type of material that may be coloured

**properties**

the words we use to describe a material

**recycle**

use a material again

**rock**

hard material found in the ground

**rough**

bumpy, not flat

**rubber**

a material that can bend easily and keeps water out

**see-through**

clear or very thin so you can see through it, like glass

**shiny**

looks bright when light shines on it

**smooth**

flat, not bumpy

**soft**

gentle to touch, not hard

**sort**

put things into groups

**strong**

powerful, not easily broken

**wood**

a material that comes from the trunk of a tree

## 5 Pushes and pulls

**fast/er/est**

taking a short time to get to another place

**move/ing/ment**

change position

**jump**

move so that you are not touching the ground

**pull**

try to move something away from you

**push**

try to move something towards you

**run**

to move your feet quickly, faster than walking

**slow/er/est**

taking a long time to get to another place

**swing**

to move backwards and forwards, as on a swing

**turn**

change direction

## 6 Hearing sounds

**listen**

you use your ears to listen to sounds

**loud/er/est**

a sound that makes a lot of noise

**quiet/er/est**

a sound that does not make much noise

**soft**

a quiet sound

**sound**

something you hear

**source**

where something comes from or where it is made