

Alavi

Pre-Primary



Learner's Book



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Introduction

The Pre-Primary Science book has been developed to match the Cambridge International Examinations Primary Science curriculum framework. It is a fun, flexible and easy to use course that gives both learners and teachers the support they need. In keeping with the aims of the curriculum itself, it encourages learners to actively engage with the content, and develop enquiry skills as well as subject knowledge.

The content pages contain many images and questions that you can use as a basis for class discussions. The emphasis in this stage is on linking what learners know about everyday life to scientific ideas.

Throughout the book, you will find ideas for practical activities which will help learners to develop their Scientific Enquiry skills as well as introduce them to the thrill of scientific discovery.





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CHAPTER

1

Living and non-living things



Inspection Copy

What learners will learn and reinforce

The activities in this chapter give learners practice in the following topics:

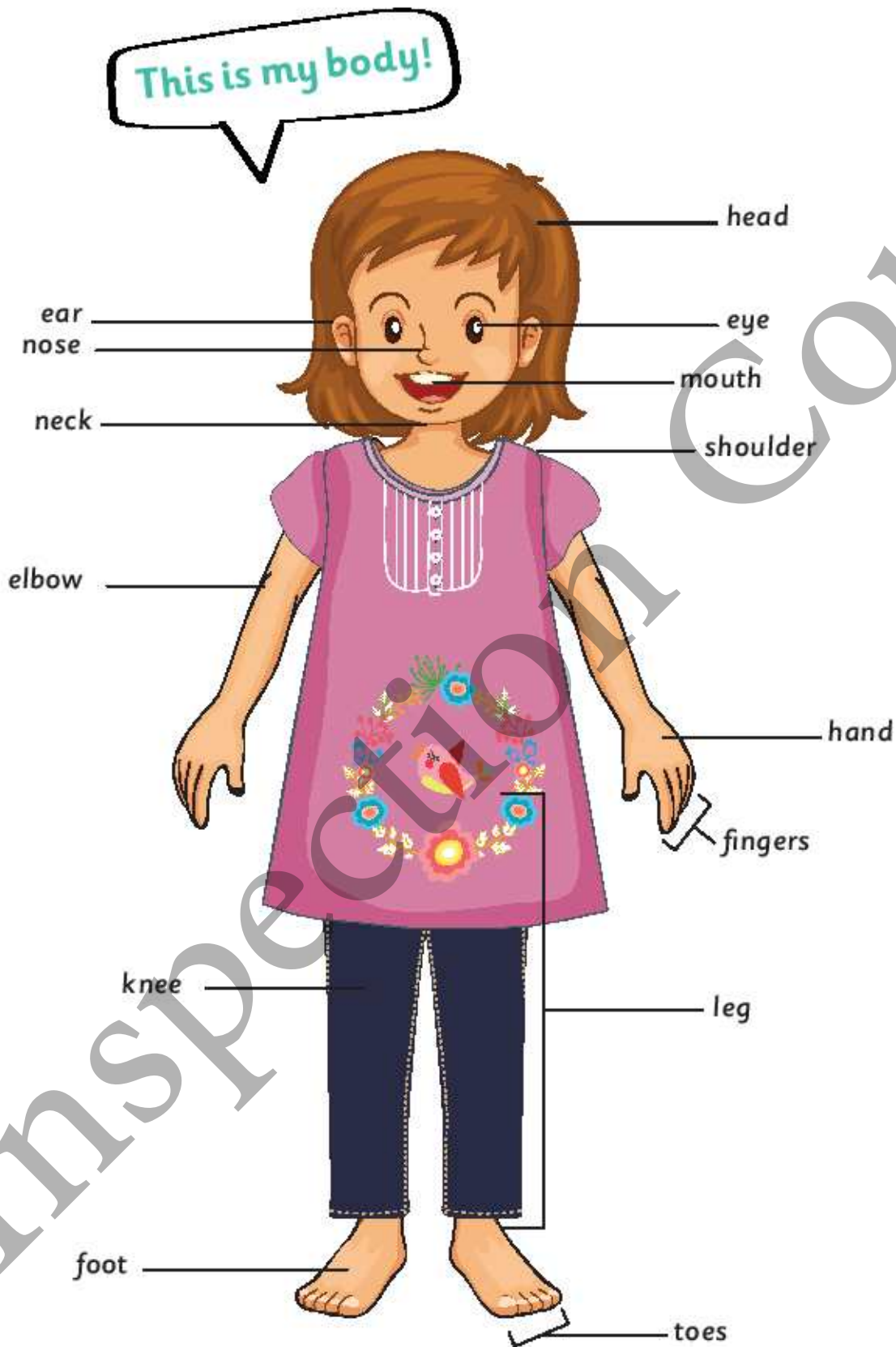
Topic	In this topic, learners will:
1.1. Parts of body	identify and name different body parts.
1.2. Five senses	learn how we perceive the world around us.
1.3. Domestic animals	identify the animals that can be tamed and kept by humans.
1.4. Wild animals	identify the animals that are not domesticated by humans.
1.5. Animal babies	name the young of different animals.
1.6. Living things	identify living things and their characteristics.
1.7. Non-living things	identify non-living things and their characteristics.

Word bank

1	body	2	head	3	eye	4	leg	5	ear
6	nose	7	mouth	8	foot	9	fingers	10	shoulder
11	toes	12	neck	13	knee	14	tongue	15	hand
16	skin	17	hear	18	smell	19	see	20	taste
21	touch	22	domestic	23	wild	24	parrot	25	cat
26	sheep	27	dog	28	cow	29	horse	30	rabbit
31	duck	32	rooster	33	chicken	34	goat	35	chick
36	giraffe	37	elephant	38	lion	39	monkey	40	bear
41	kangaroo	42	snake	43	fish	44	donkey	45	tiger
46	mother	47	baby	48	calf	49	foal	50	piglet
51	puppy	52	kitten	53	lamb	54	living	55	non-living
56	change	57	move	58	grow				

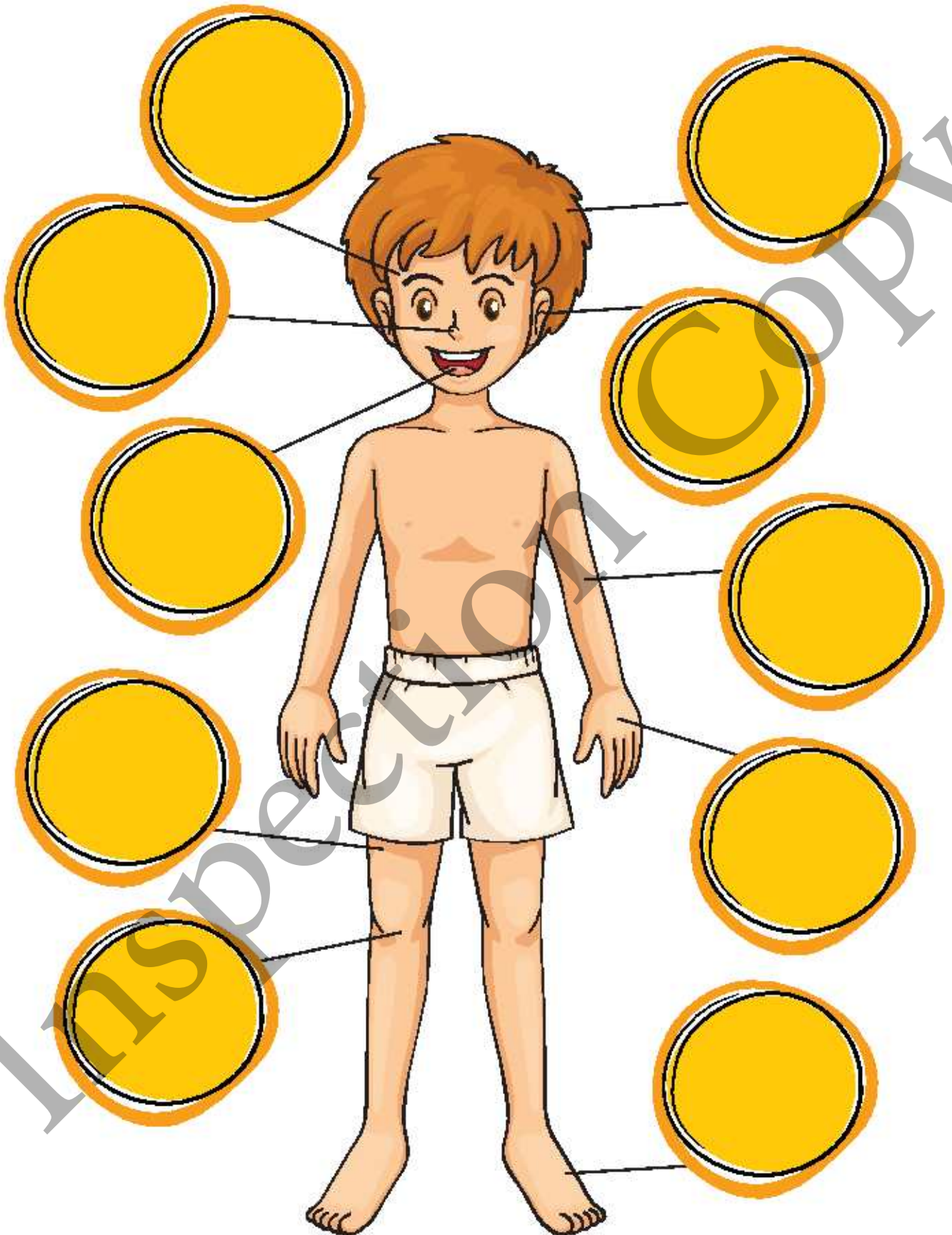


1.1. Parts of body

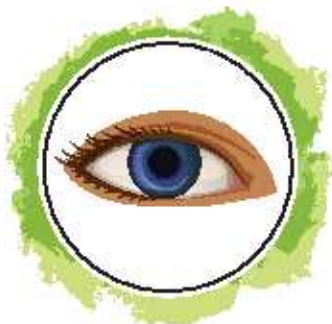


Name the parts of your body.

Put the stickers in the right place.



* 1.2. Five senses



eye



nose



ear



tongue



hand (skin)

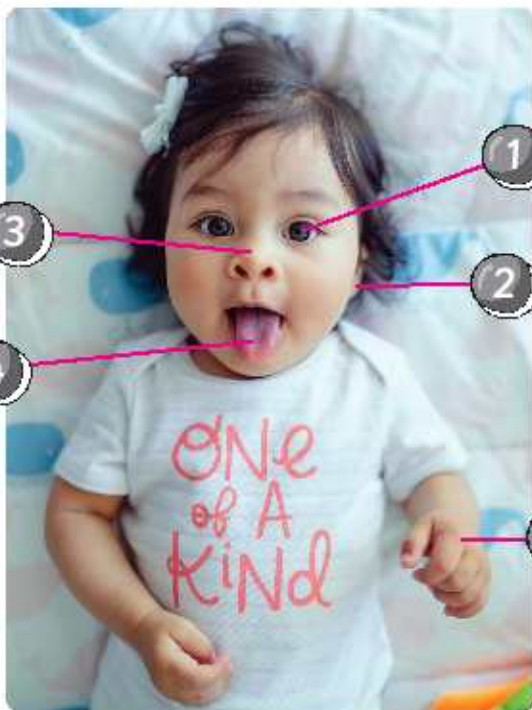
1 I can see with my eyes.

2 I can hear with my ears.

3 I can smell with my nose.

4 I can taste with my tongue.

5 I can touch with my skin.



We have five senses: sight, hearing, touch, taste, and smell.

Let's observe.



I can see it.






I can smell it.

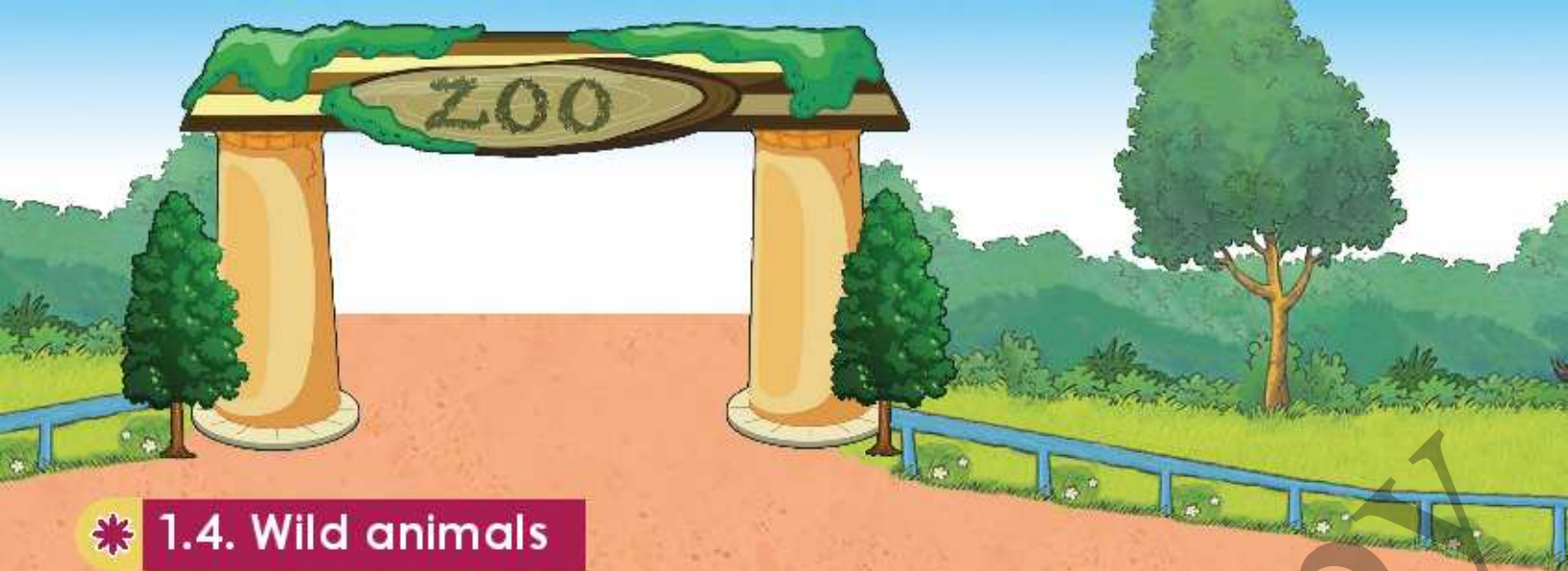
Check the senses that you use with each object.



1.3. Domestic animals



-  What do you see in these pictures?
-  Name them.
-  These animals are called domestic animals.

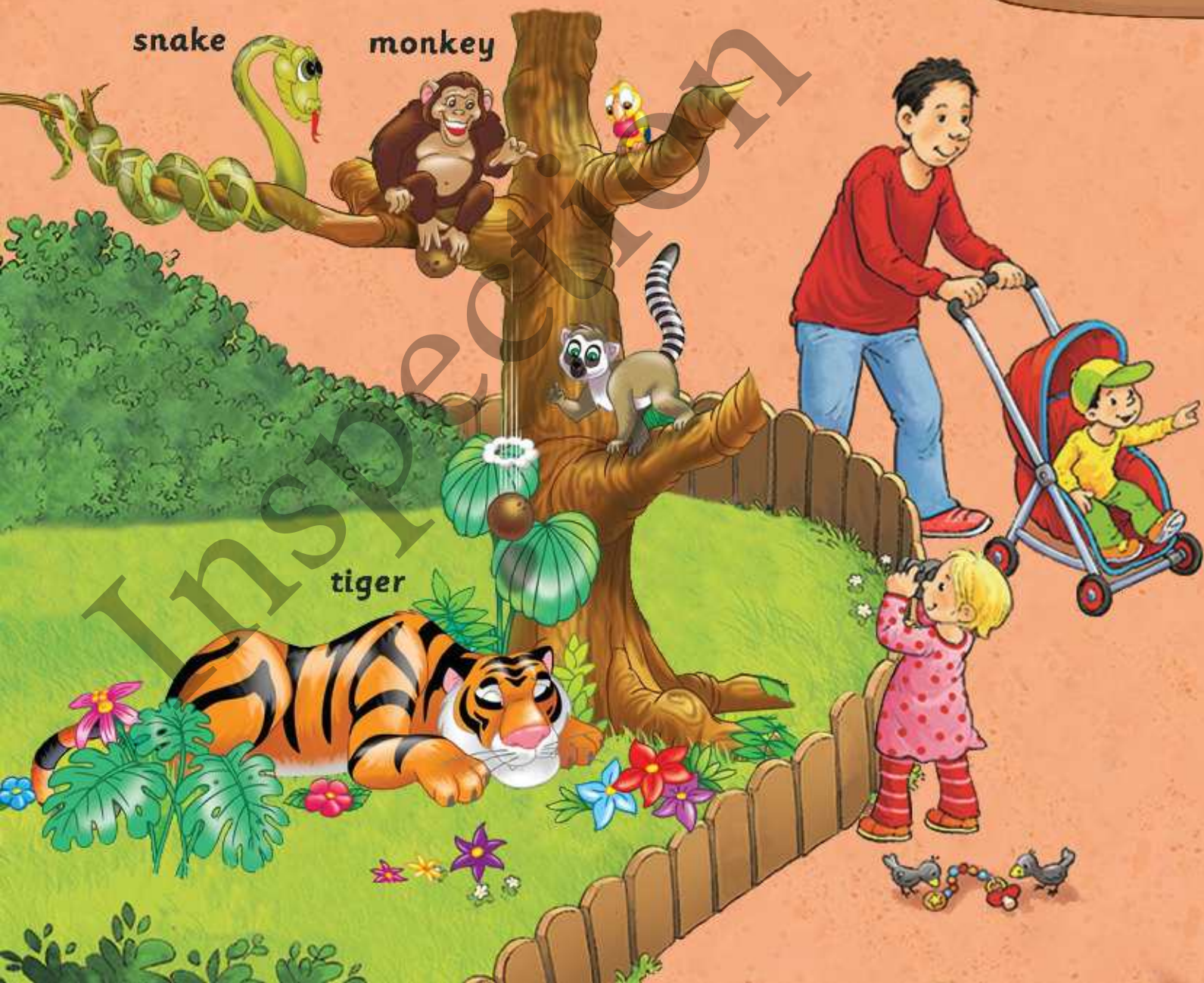


* 1.4. Wild animals

What animals do you see in the picture?

Name them.

These animals are called **wild animals**.



snake

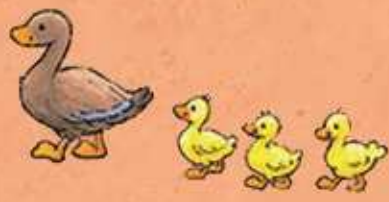
monkey

tiger

elephant



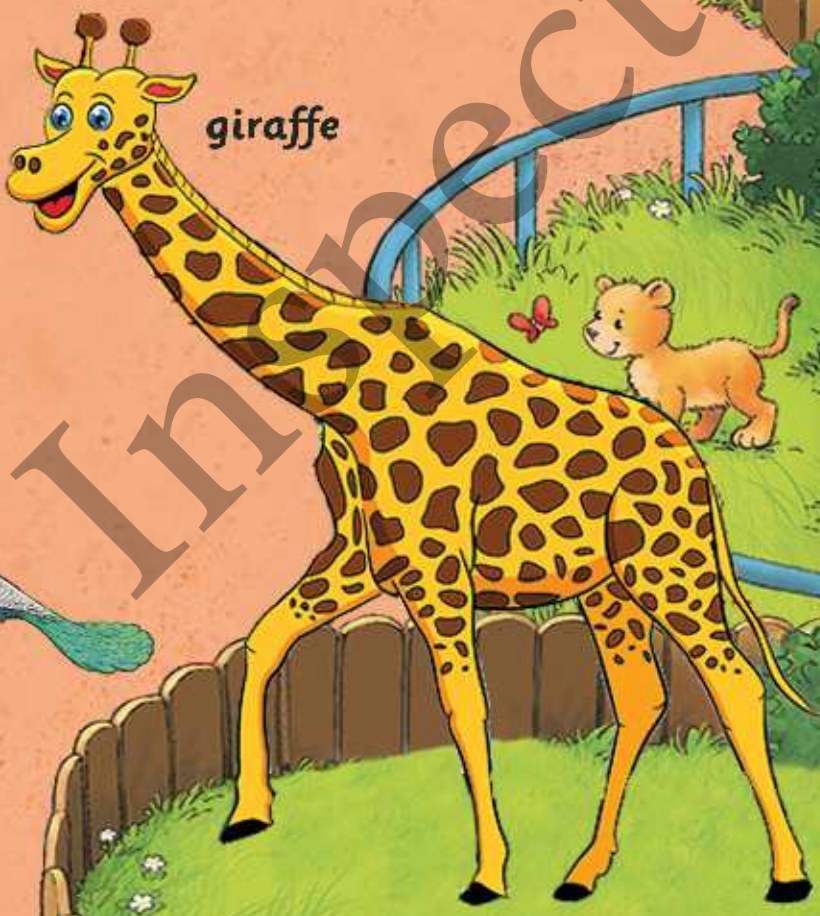
bear



lion



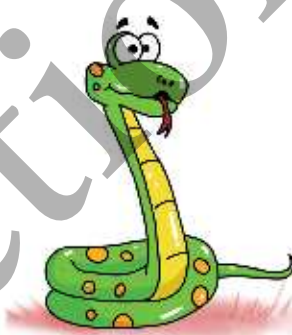
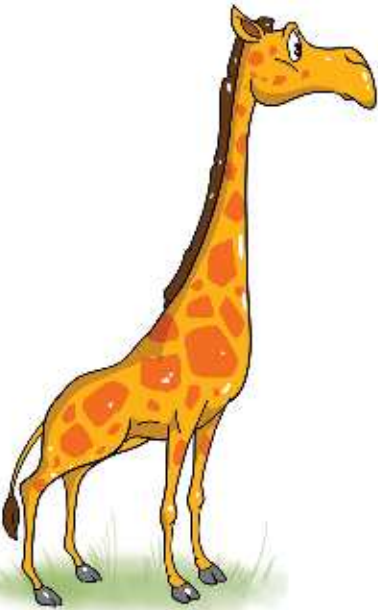
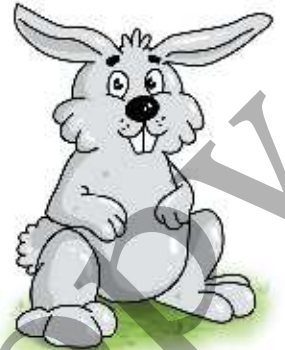
giraffe



kangaroo



Circle the wild animals.



* 1.5. Animal babies

Connect the mothers to their babies.

is the mother of



sheep



pig



dog



chicken



horse



cow



cat



foal



piglet



chick



puppy



calf



kitten



lamb



1.6. Living things

Which things are living? Circle.



What can living things do?

How can you tell if something is living?



Living things can grow, change and move.

People, plants and animals are **living things**.





* 1.7. Non-living things

What are non-living things?



Look at the toys on top of the shelf.
These toys cannot move on their own.
They cannot grow.

They cannot change on their own.

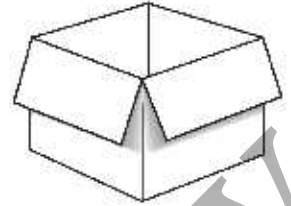
They cannot do these things because they are **non-living**.

Name a non-living thing in the picture.

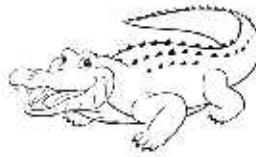
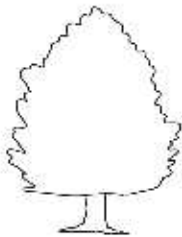


Non-living things include:
chairs, tables, books, radios,
televisions, carpets, and shoes.
All are objects that cannot
move, grow or change on their
own.

Colour the things that are living.



Colour the things that are non-living.



Poem

It is living.
 It is living.
 How do you know?
 How do you know?
 It changes, moves and grows.
 It changes, moves and grows.
 It is living.
 It is living.
 That's how I know.
 That's how I know.

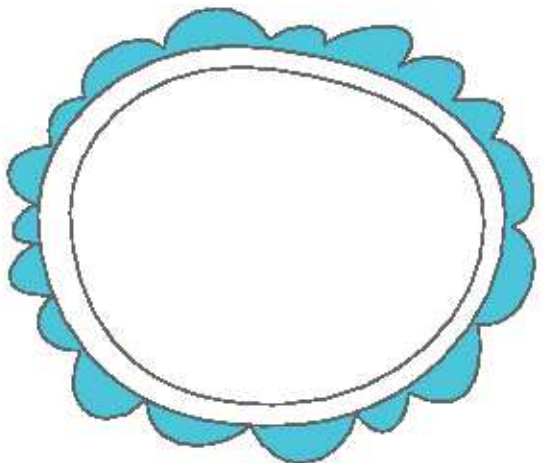
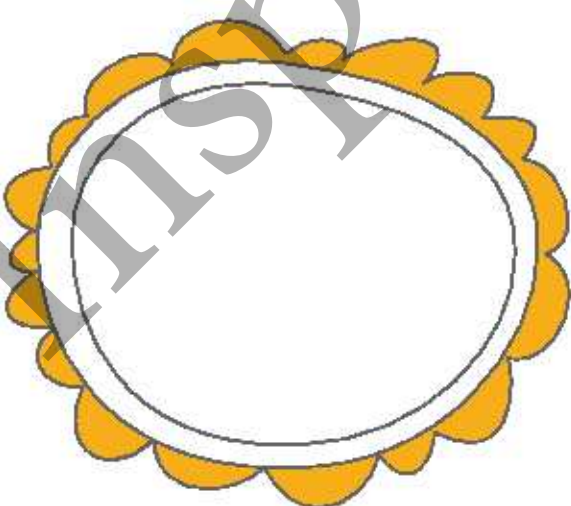
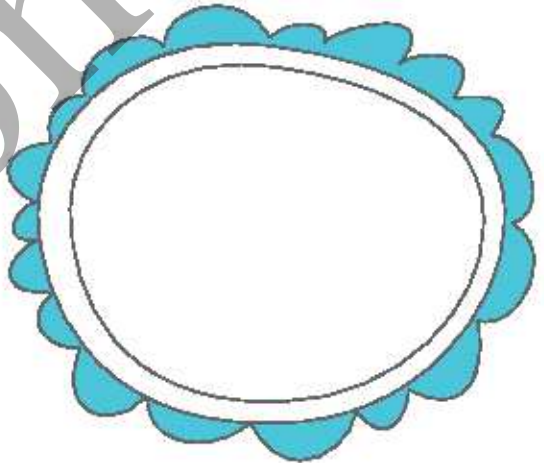
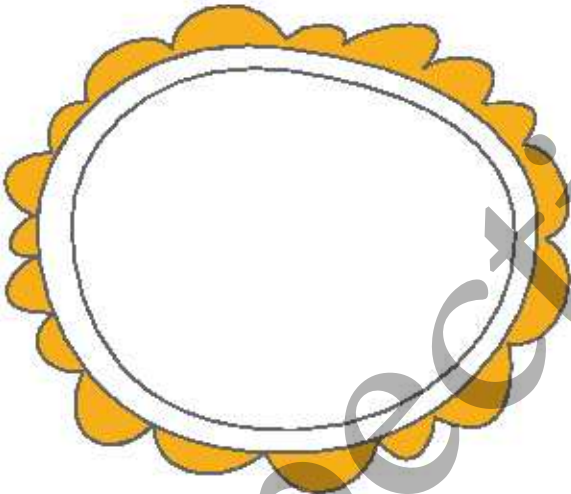
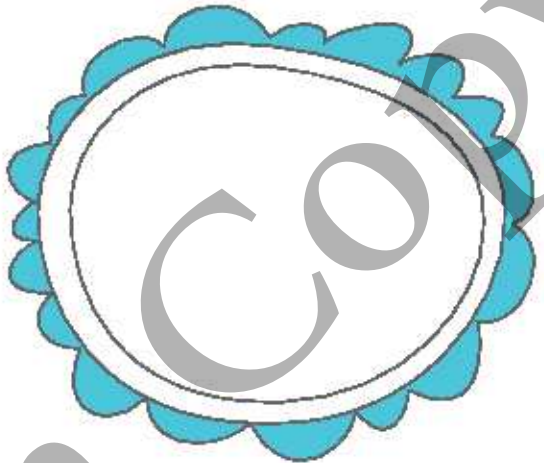
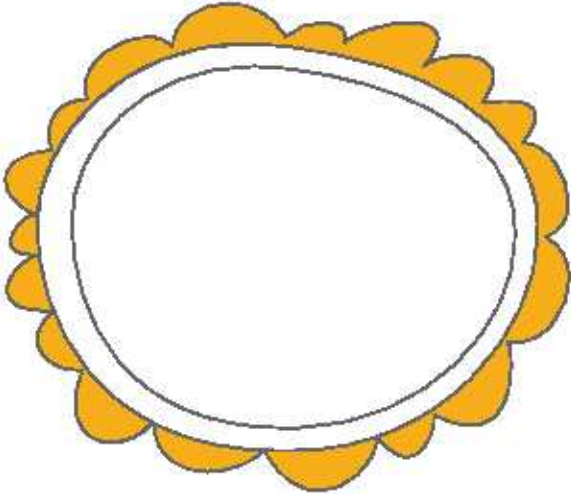


Pre-Primary Science

Explore living and non-living things.
Draw and colour.

Living

Non-living



CHAPTER

2

Healthy habits



What learners will learn and reinforce

The activities in this chapter give learners practice in the following topics:

Topic	In this topic, learners will:
2.1. Sam in the morning	learn to list what they do in the morning.
2.2. Sam in the evening	learn to list what they do in the evening.
2.3. Dental health	learn how to keep their teeth healthy.

Word bank

1	morning	2	brush	3	teeth	4	wake up	5	hair
6	get dressed	7	wash	8	take	9	go	10	have
11	breakfast	12	come	13	home	14	dinner	15	shower
16	bed	17	food	18	drink	19	avoid	20	eat
21	hot	22	cold	23	healthy	24	unhealthy	25	visit
26	dentist	27	check-up	28	he	29	we	30	should

* 2.1. Sam in the morning

Number the pictures.



* 2.2. Sam in the evening.



He comes home.



He has dinner.



He takes a shower.



He washes his hands.



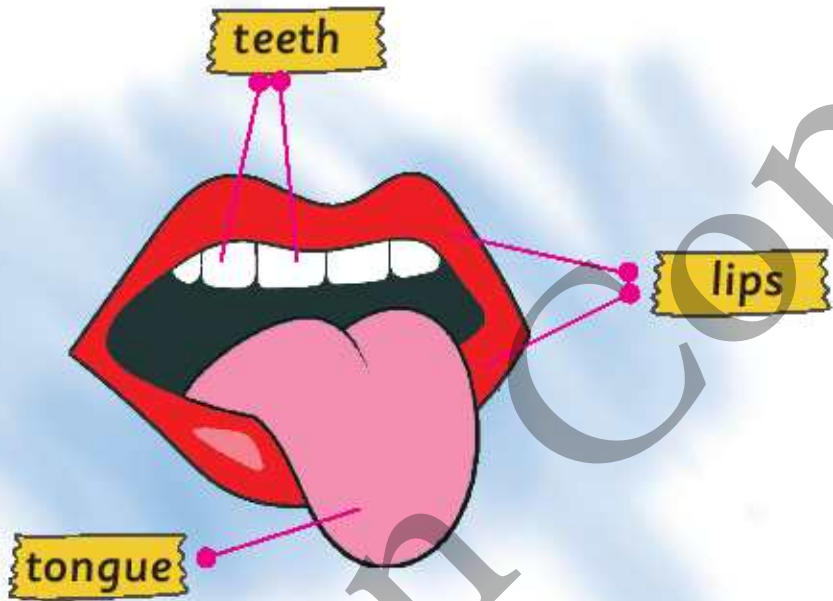
He brushes his teeth.



He goes to bed.

2.3. Dental health

Let's observe.



Look at the pictures and colour the correct tooth.

brushing your teeth

eating unhealthy foods





regular dental checkups

Connect the foods that are healthy for your teeth.

Start!

Finish!

To take care of our teeth, we should:

-  avoid eating and drinking very hot or very cold food or drink.
-  eat healthy foods like milk, eggs and vegetables.
-  brush our teeth in the morning and before bed-time.
-  visit a dentist for a check-up.

CHAPTER

3

Objects



What learners will learn and reinforce

The activities in this chapter give learners practice in the following topics:

Topic	In this topic, learners will:
3.1. Objects	Identify a few properties of objects.

Word bank

1	object	2	straight	3	curved	4	soft	5	hard
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* 3.1. Objects

What can you tell about objects?

Point to the ruler.



Is it **soft** or **hard**?

Hard.

Is it **straight** or **curved**?

Straight.

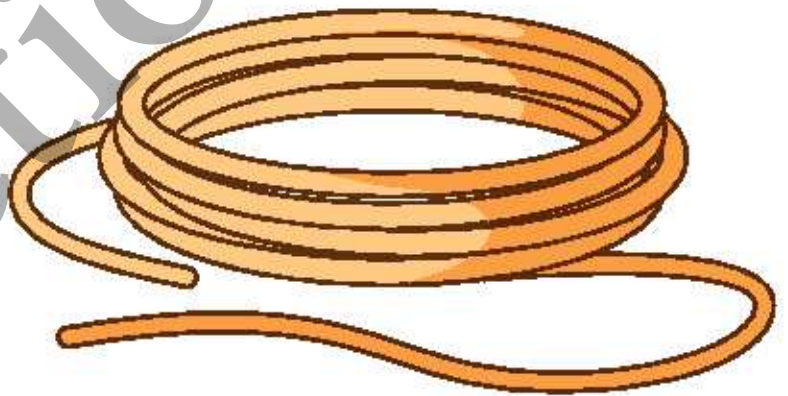
Point to the rope.



Is it **soft** or **hard**?

Soft.

Is it **straight** or **curved**?

Curved.



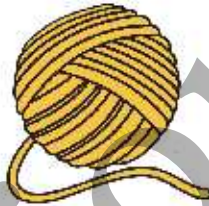
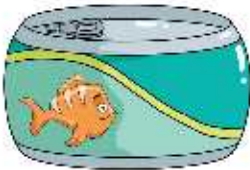
-  Objects can be hard or soft.
-  They can be straight or curved.

Name the objects in the pictures.

In the top box, circle the objects that are hard.

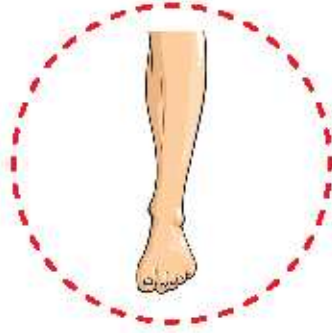
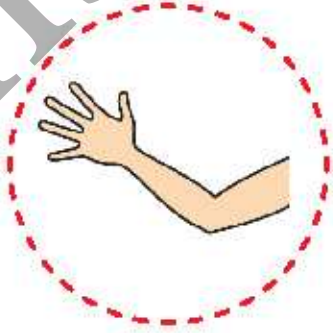
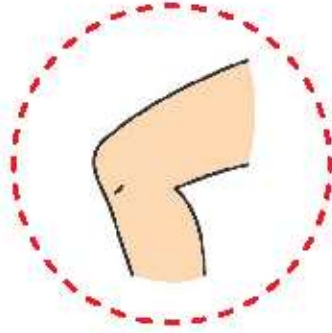
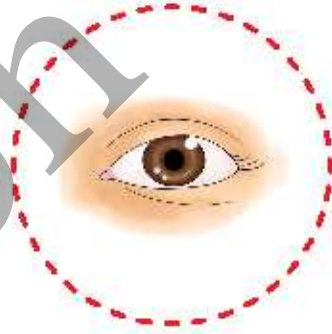
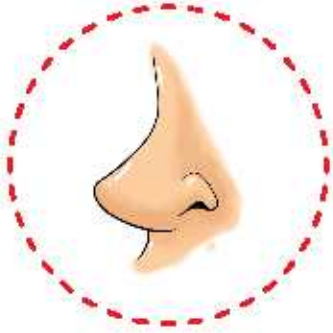
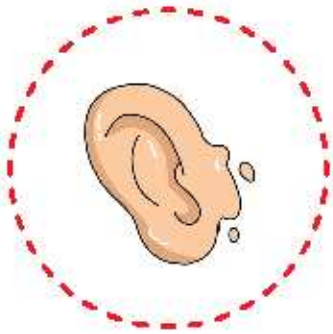
In the bottom box, circle the objects that are soft.

Things that are **hard**



Things that are **soft**





Note



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