

Alavi

Primary



Learner's Book

1

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Introduction

The 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

Being alive



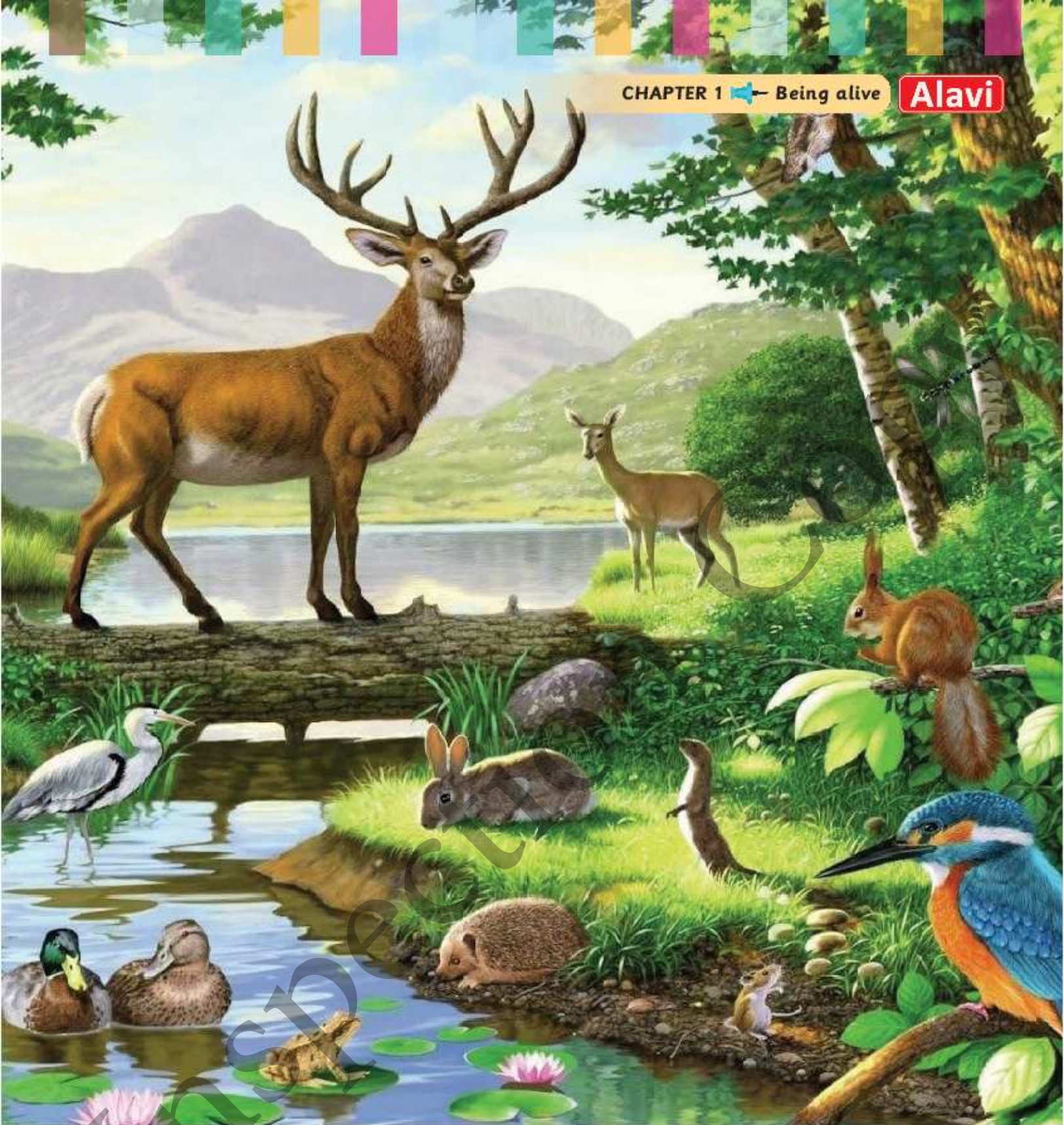
What learners will learn and reinforce

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

Topic	In this topic, learners will:
1.1. Animals and plants are 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 foods.

Word bank

1	living	2	non-living	3	magnifying glass	4	animal	5	plant
6	mother	7	baby	8	cub	9	calf	10	chick
11	bear	12	lion	13	panda	14	elephant	15	cow
16	whale	17	penguin	18	chicken	19	parrot	20	healthy



* 1.1. Animals and plants are alive!

Can you see a **living plant**?

Can you see a **living animal**?

Can you see a rock? It is a **non-living** thing.

Living or non-living?

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



2) Colour the living things.



* 1.2. Local environments

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?



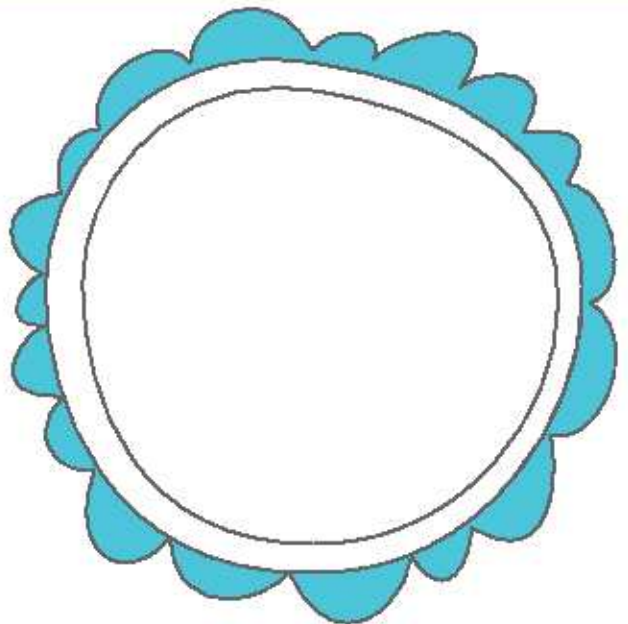
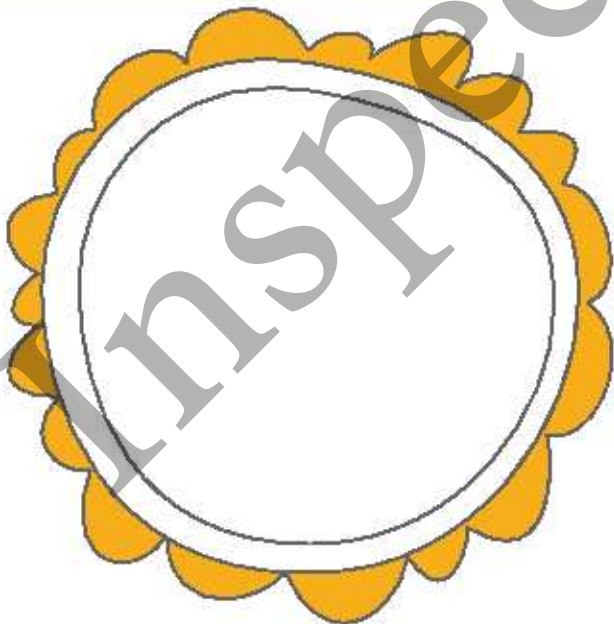
Only look in safe places. Look out for plants that sting or animals that bite.

Draw them here.

Environment:

Plants

Animals



1.3. Animal babies

Whose baby?

The lion is the mother of the lion cub.



Join each animal to its baby.



bear

lion



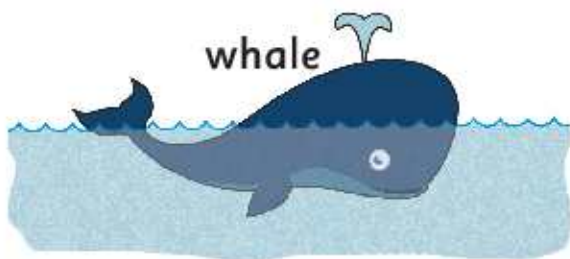
panda



cubs



calves



chicks



* 1.4. Healthy food and drink

A healthy lunch

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



CHAPTER

2

Ourselves



What learners will learn and reinforce

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

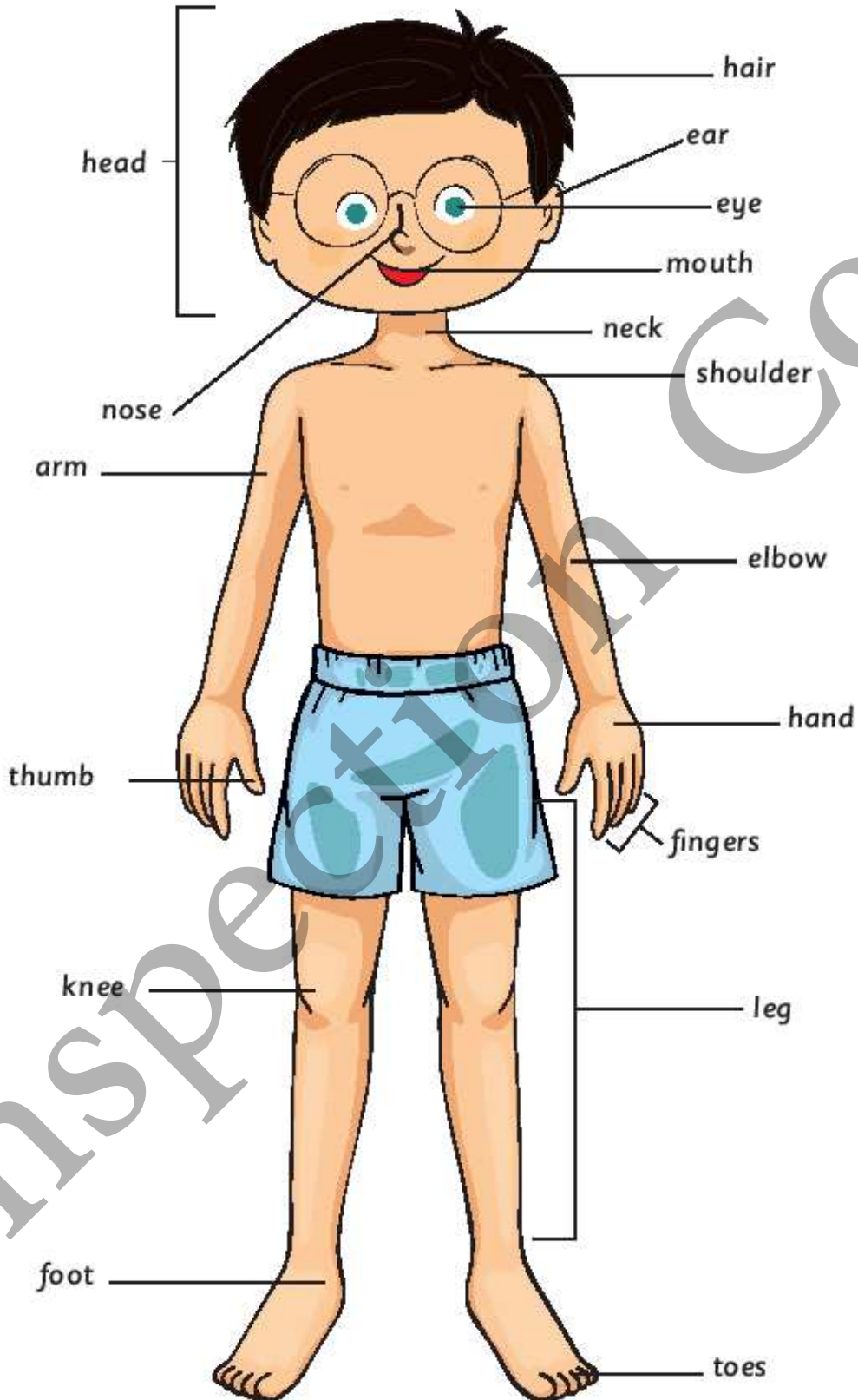
Topic	In this topic, learners will:
2.1. Our bodies	name different parts of body.
2.2. Our senses	learn how we perceive the world around us.
2.3. How do we move?	name different ways to move.

Word bank

1	body	2	hair	3	ear	4	nose	5	arm
6	hand	7	leg	8	foot	9	head	10	eye
11	mouth	12	shoulder	13	finger	14	knee	15	toe
16	how many	17	neck	18	elbow	19	thumb	20	tongue
21	see	22	taste	23	smell	24	hear	25	touch
26	jump	27	dance	28	walk	29	run	30	swim
31	ride	32	skate						

* 2.1. Our bodies

Look at the main parts of the body.



Which other parts of the body can you name?

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Can you count your body parts?

How many legs have you got?

How many fingers have you got?

How many mouths have you got?



You will need:
a picture of a person and
scissors.

Parts of the body

Cut out a picture of a person, label it
with these body parts:

head	hair	ear	
mouth	shoulder	arm	
leg	knee	foot	hand



What are the main body parts?

What are the most important body parts?

* 2.2. Our senses



1. How many eyes have we got?
2. Why have we got eyes?

1. How many ears have we got?
2. Why have we got ears?

1. How many noses have we got?
2. Why have we got noses?

1. How many tongues have we got?
2. Why have we got tongues?

1. How many hands have we got?
2. How do our hands help us?



We have got two eyes.
Our eyes help us to see.



We have got one tongue.
Our tongue helps us to taste.

We have got one nose.
Our nose helps us to smell.



We have got two ears.
Our ears help us to hear.

We have got two hands.
Our hands help us to touch.



To protect our eyes, ears, and nose:

- ✎ Wash them.
- ✎ Wipe them with a clean towel.
- ✎ Keep sharp things away from them.

* 2.3. How do we move?

Match the following with their body movement.

jump

dance

walk

run

swim

ride

skate



Go to a playground. Find different ways to move.



I can run.



I can jump.

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How do we move in the gym?



CHAPTER

3

Growing plants



What learners will learn and reinforce

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

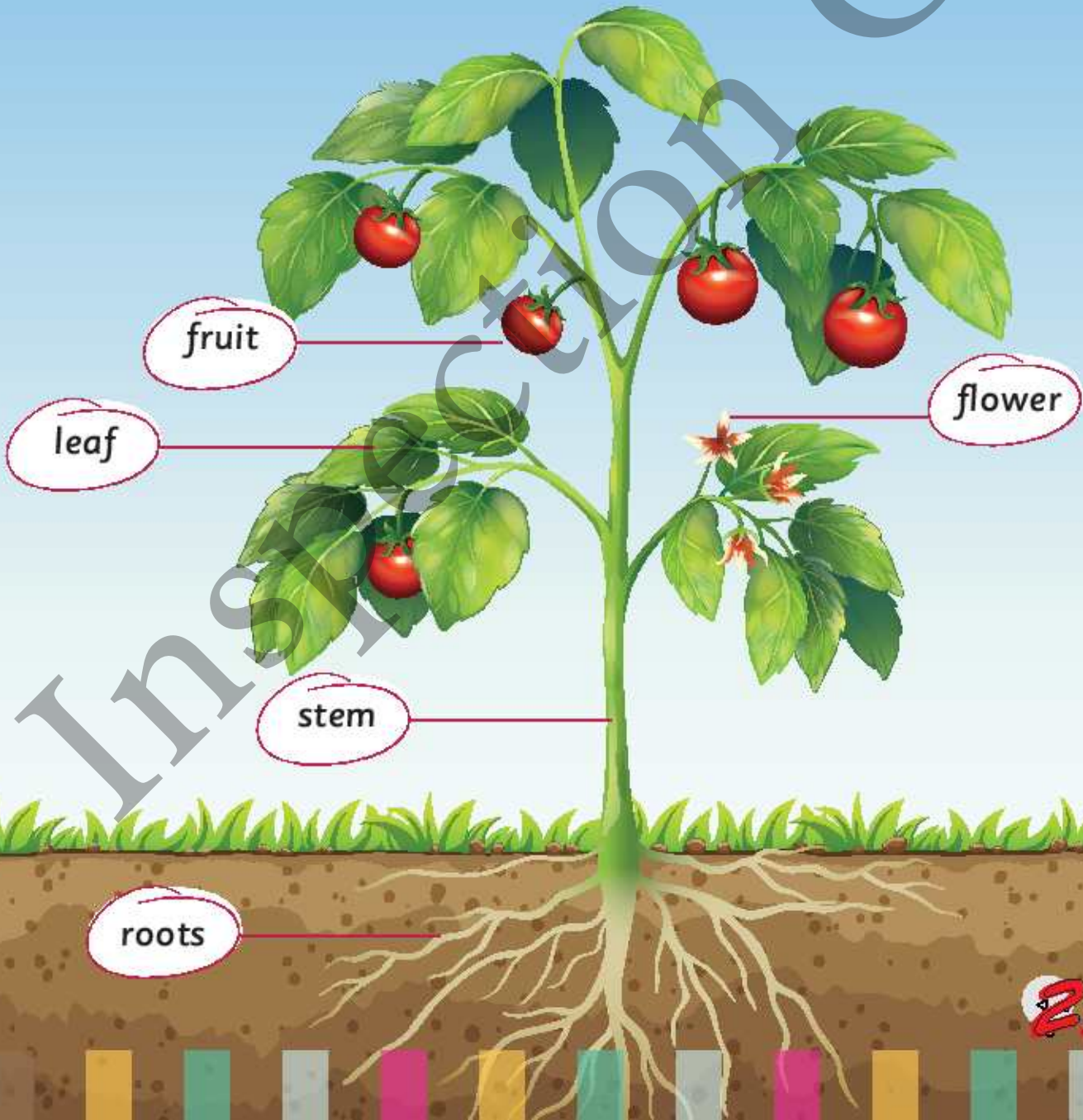
Topic	In this topic, learners will:
3.1. Parts of plants	different parts of plants.
3.2. Development of plants	learn what plants need and how they grow.

Word bank

1	fruit	2	flower	3	stem	4	leaf	5	roots
6	seed	7	plant	8	need	9	water	10	light
11	soil	12	full-grown	13	plant				

3.1. Parts of plants

Plants have many parts.



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Look at this garden.

There are many different plants in this garden.

Can you see a leaf?

Can you see a flower?

Can you see a stem?

Can you see any roots?



You will need:
a magnifying glass.

Plant hunt

Go outside to look for plants.



Can you name the parts?

3.2. Development of plants

Put the words in the right place.

seed

water

young

light

plant

flower



After a **seed** is planted, ① it needs **water**. ②

Then it becomes a **young plant**. ③




It needs **light**, **water**, **soil**, and **air** to continue growing. ④

It is bigger and it has **flower**. ⑤

This is a **full-grown plant**. ⑥

Number the pictures in order:



-  Many plants grow from seeds.
-  Plants grow in size and change over time.
-  Plants need: soil, water, air and sunlight.

CHAPTER

4

Materials in My World



What learners will learn and reinforce

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

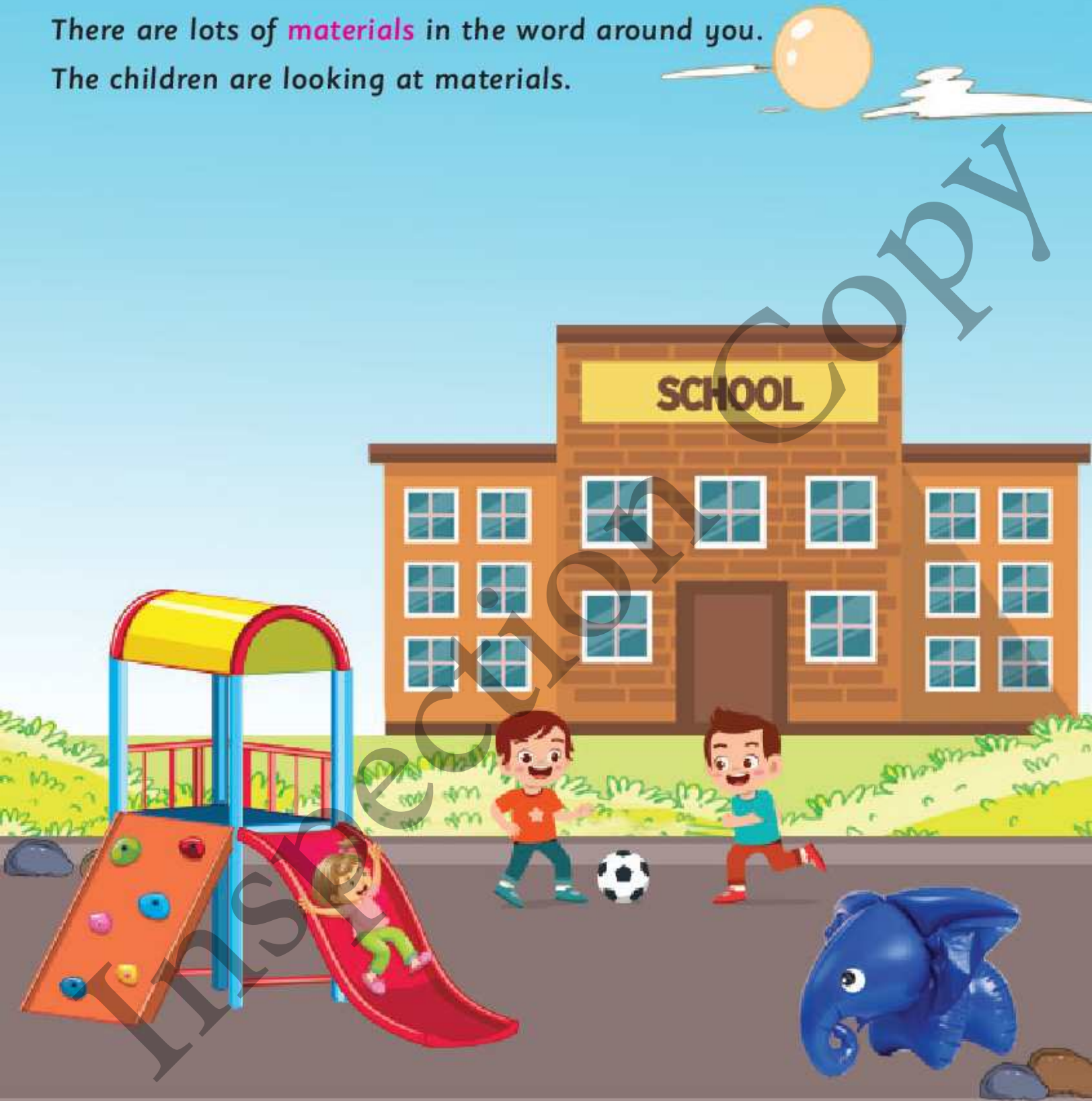
Topic	In this topic, learners will:
4.1. What is it made of?	identify the material of different objects.
4.2. Using materials	learn the properties of different materials.

Word bank

1	material	2	metal	3	plastic	4	wood	5	fabric
6	paper	7	rubber	8	glass	9	concrete	10	straw
11	pet	12	soft	13	see-through	14	strong	15	smooth

4.1. What is it made of?

There are lots of **materials** in the world around you.
The children are looking at materials.



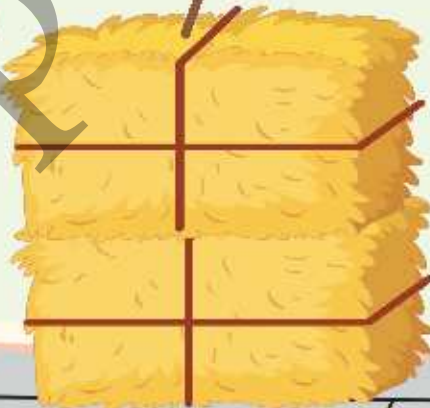
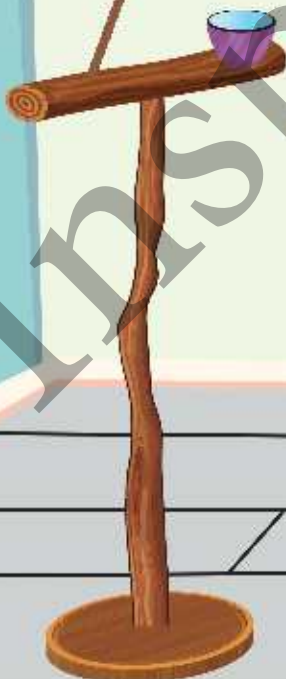
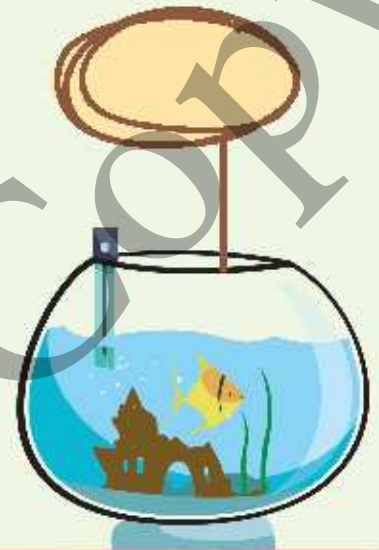
Can you find **metal**, **plastic**, **wood**, **rock**, **fabric** and **rubber**?
What other materials can you see?

* 4.2. Using materials

The right material

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

sand



glass

fabric

straw

metal

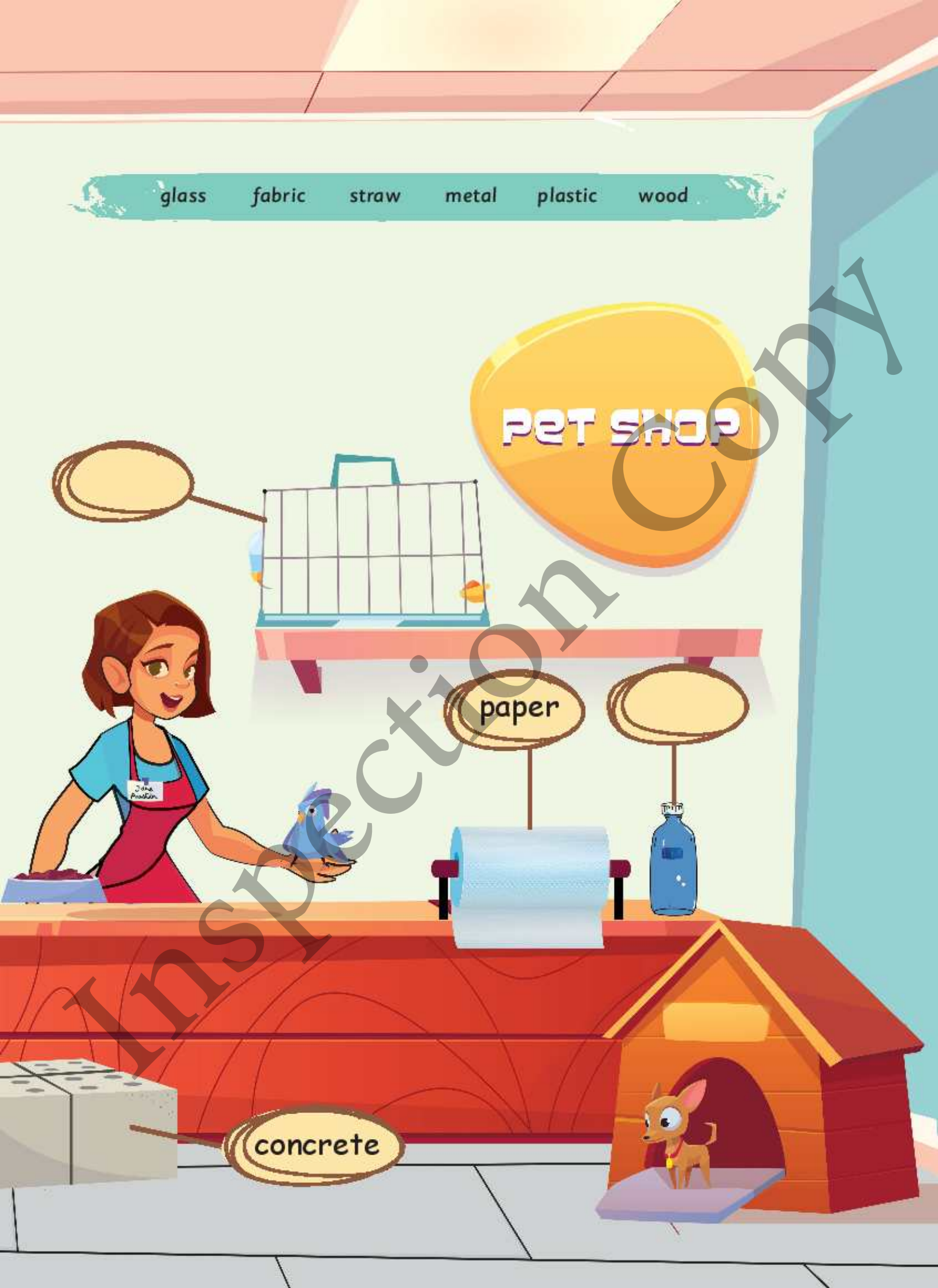
plastic

wood

PET SHOP

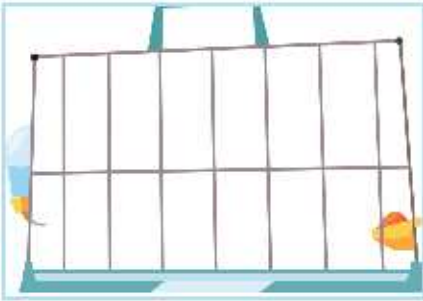
paper

concrete



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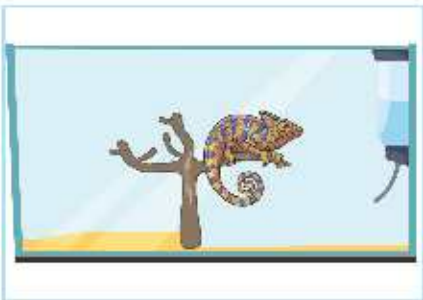
Draw lines to match the object to the properties of the material.



a pet's cage



a pet's blanket



a glass tank



wrapping paper

soft

see-through

strong

smooth

Think about it!

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

CHAPTER

5

Pushes and pulls around us



What learners will learn and reinforce

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

Topic	In this topic, learners will:
5.1. Pushes and pulls around us	identify that pushes and pulls can cause movement.
5.2. Changing movement	compare the effects of big and small pushes.
5.3. Object movement	describe different ways of moving objects.

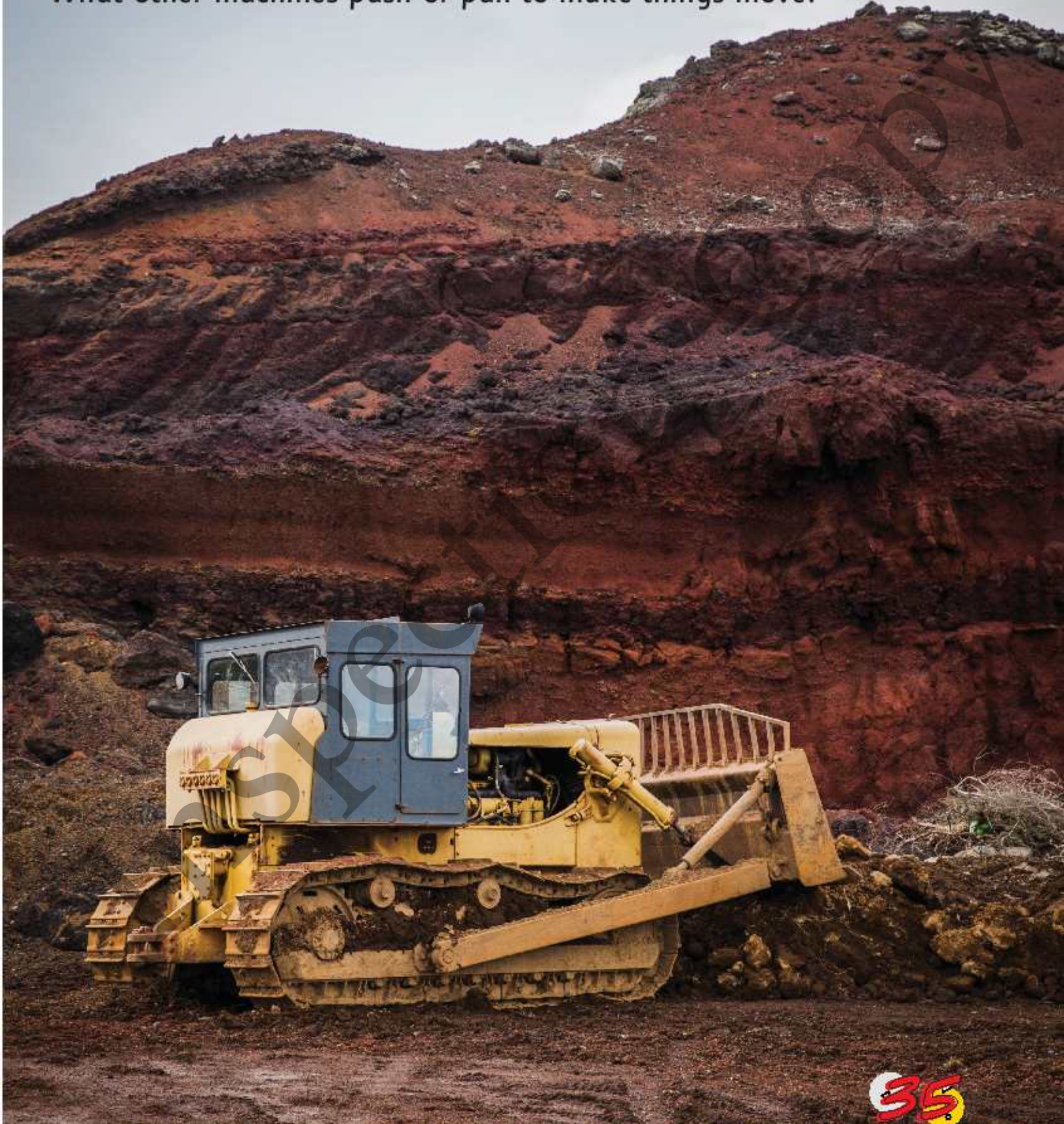
Word bank

1	push	2	pull	3	big	4	small	5	fast
6	slow	7	swing	8	hula-hoop	9	ribbon	10	ball
11	go back and forth	12	go around	13	zigzag	14	bounce up and down		

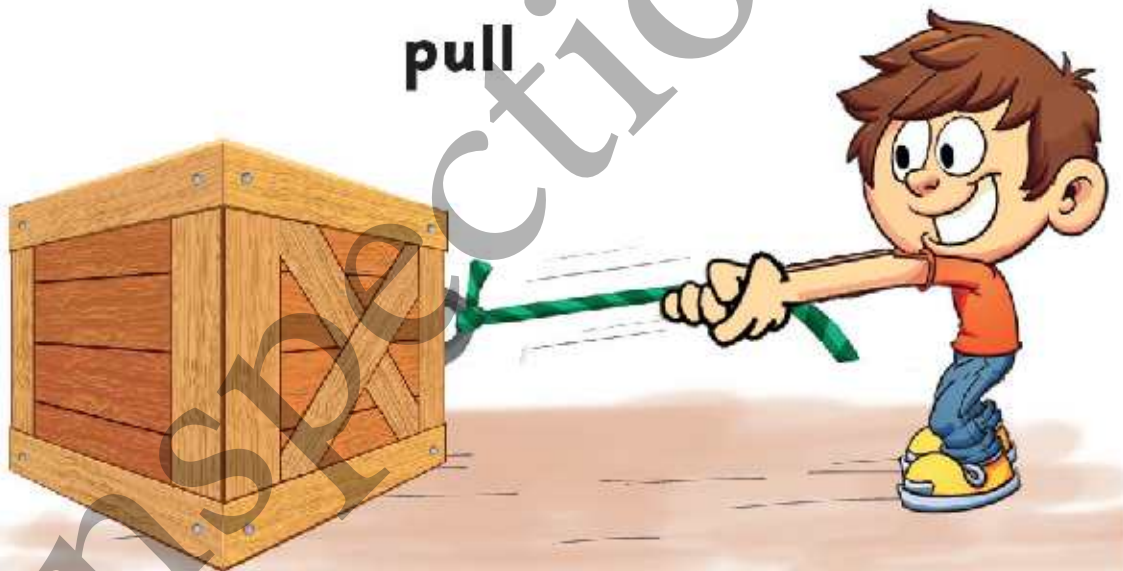
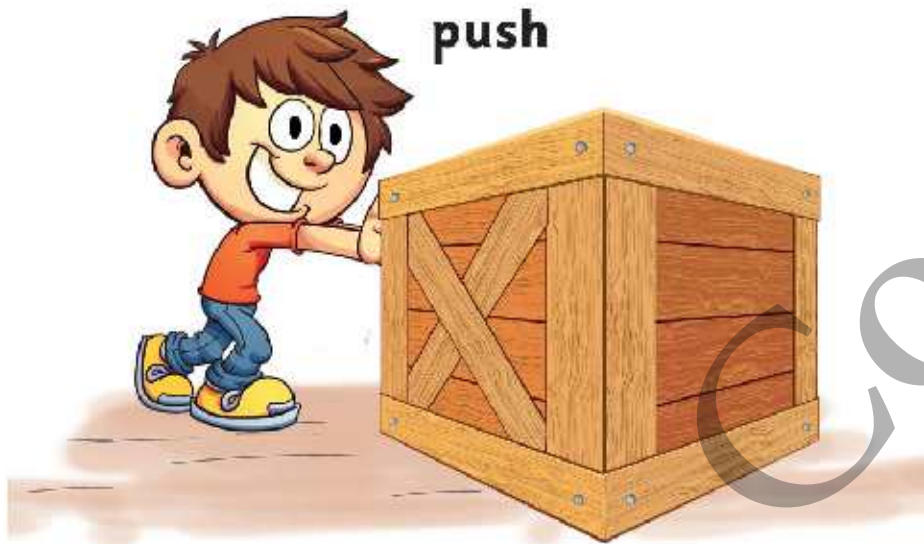
* 5.1. Pushes and pulls around us

This bulldozer is pushing.

What other machines push or pull to make things move?



Let's observe.



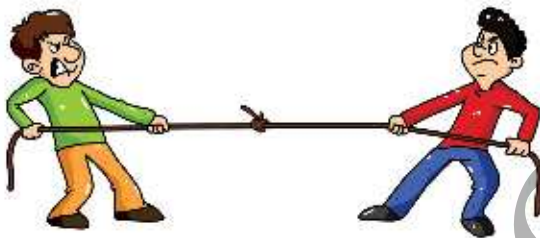
Remember:
there are different ways of moving
but they all need a push or a pull.

Are these pictures in the right place?

Put a **tick** or a **cross** in each box.

push

pull



5.2. Changing movement



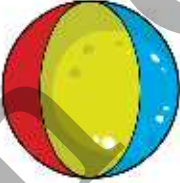
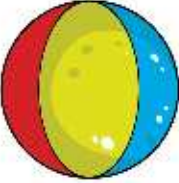




Big push, small push

You will need a toy car and a ball.



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

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?

Think about it!

Which push makes things go faster? Tick one box.

big push

small push

* 5.3. Object movement

What are some ways objects move?



1) How does the swing move?

Back and forth.

2) What moves around and around?

The hula-hoop.

Note

