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# CAMBRIDGE PRIMARY Science

## Activity Book

1



Jon Board and Alan Cross

Completely Cambridge  
Cambridge resources  
for  
Cambridge qualifications

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References to Activities contained in these resources are provided 'as is' and information provided is on the understanding that teachers and technicians shall undertake a thorough and appropriate risk assessment before undertaking any of the Activities listed. Cambridge University Press makes no warranties, representations or claims of any kind concerning the Activities. To the extent permitted by law, Cambridge University Press will not be liable for any loss, injury, claim, liability or damage of any kind resulting from the use of the Activities.

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Cover artwork: Bill Bolton



# Introduction

The *Cambridge Primary Science* series 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 be actively engaged with the content, and develop enquiry skills as well as subject knowledge.

This Activity Book for Stage 1 is designed to be used alongside the Learner's Book for the same stage, ISBN 978-1-107-61138-2.

In this book you will find a single-page exercise to accompany each topic presented in the Learner's Book. The exercises are designed to be completed as pen-and-paper exercises, and learners can work on them individually or in pairs or small groups. You can set the exercises as in-class work or homework.

There are different styles of exercise throughout to maintain interest and to suit different purposes. The main aims of the exercises in this book are:

- to consolidate the subject knowledge presented in the Learner's Book
- to encourage learners to apply the knowledge in new situations, thus developing understanding
- to practise scientific language
- to develop scientific enquiry skills such as making comparisons and predicting outcomes.

The answers to the exercises in this Activity Book are available in the Teacher's Resource for Stage 1, ISBN 978-1-107-61146-7. This resource also contains extensive guidance on all the topics, ideas for classroom activities, and guidance notes on all the activities presented in the Learner's Book. You will also find a large collection of worksheets.

We hope you enjoy using this series.

With best wishes,  
the Cambridge Primary Science team.

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# Useful words

answer the response to a question

Jan found the **answer** to her question.

ask to find out about something using a question

Ali decided to **ask** the question 'Do plants need light to grow?'

choose to select something

Sam had to **choose** a material to make a bag.

compare to look at how things are similar and how they are different

Di was able to **compare** two plants to see which was taller.

draw to make lines on paper to represent something

Jina was asked to **draw** a plan of the school grounds to show where to find plants.

find (out) to discover

Hana's test helped her **find out** which fabric is best for muffling sounds.

group to put things with other things that are the same in some way

Mumtaz made a **group** of similar plants.

guess (predict) to think about what might happen

Amy was asked to **predict** where she would find plants growing outside.

listen using your ears to hear sounds

Ho would always **listen** to his teacher.

look (at) using your eyes to find out about something

Kili decided to **look at** plants to find out about their roots.

name to say what something is called

Maya's teacher asked her to **name** the animals that lived around the school.

question to find something out

Kass asked the **question** 'Is the material shiny?'

say to speak; to talk about an idea using words

Chan's teacher asked him to **say** which plant he thought would grow best.

share when you talk about your investigation with others

Kate will **share** her ideas with Sue.

show to put something on view or share an idea

Marko used pictures to **show** what he had done in the testing activity.

sort to put things into groups

Anita decided to **sort** the materials into those made of glass and those made of plastic.

talk about to speak about something

Fiaz's teacher asked him to **talk about** his investigation.

tell to speak to someone to instruct them

Carmen decided to **tell** them it was safe to do the test.

test when you do something to see what happens

Paulo had to **test** whether a material was flexible by trying to bend it.

watch to look at carefully

Riz learned to **watch** his classmates when they demonstrated the tests.

write to mark a surface with letters and words

Beena had to **write** down what she thought would happen.

## Exercise 1.1 Animals and plants alive!

In this exercise, you will think about things that are alive and things that have never been alive.

Gizela takes care of the animals and plants in her shop.



Say how you think she cares for the animals and plants.

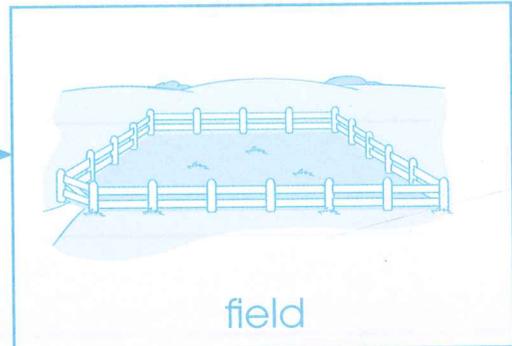
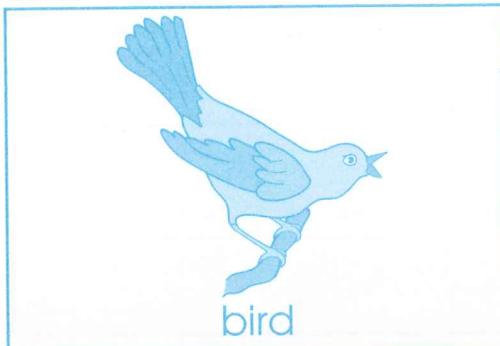
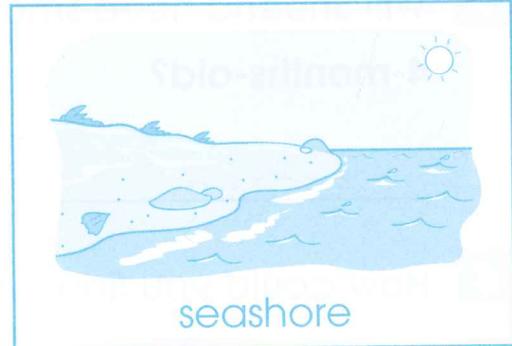
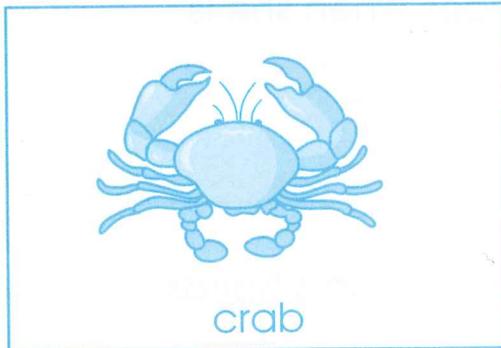
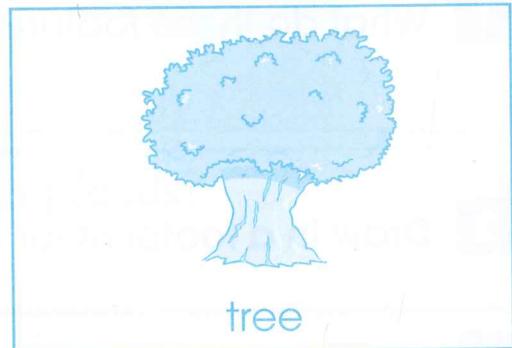
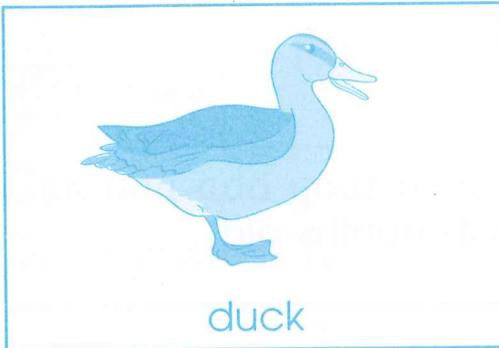
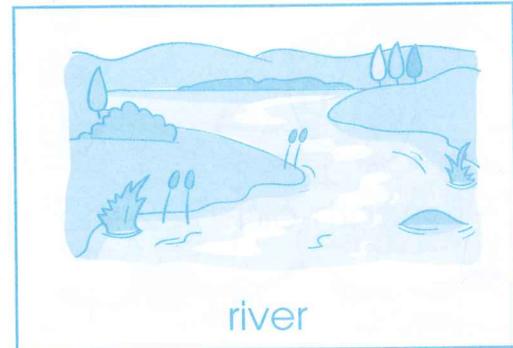
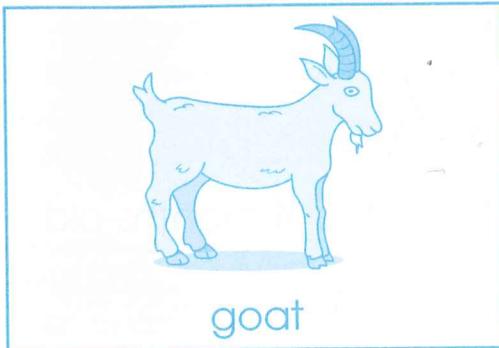
Colour in all the things that are alive.

## Exercise 1.2 Local environments

In this exercise, you will look at where different animals live.

Draw a line from each animal to its local environment.

The first one has been done for you.



## Exercise 1.3 Animal babies

In this exercise, you will learn by looking at pictures.

We drew around Sheena's foot every month. Is she growing?



1-month-old



2-months-old



3-months-old

4-months-old

**1** What do these footprints show?

---

**2** Draw in a footprint for when Sheena is 4-months-old.

**3** Will Sheena need smaller or bigger shoes when she is 4-months-old?

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**4** How could you find out about the way Sheena's hands are growing?

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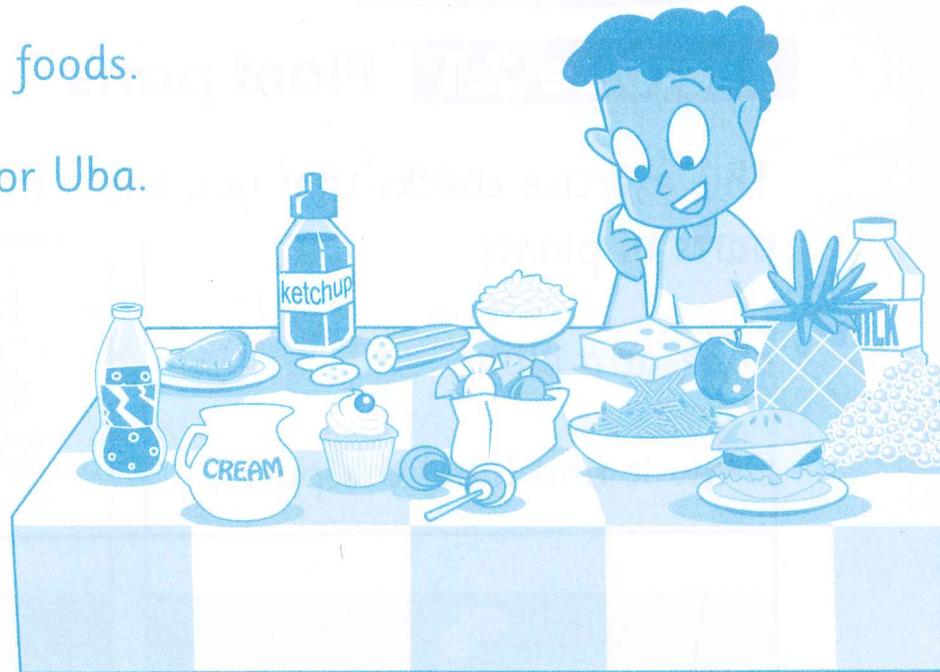
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## Exercise 1.4 Healthy food and drink

This exercise will help you to understand about healthy foods.

Uba wants to eat healthy foods.

Circle the healthy foods for Uba.



Can you add your own ideas for healthy foods?

Draw pictures to show your ideas.

# 2

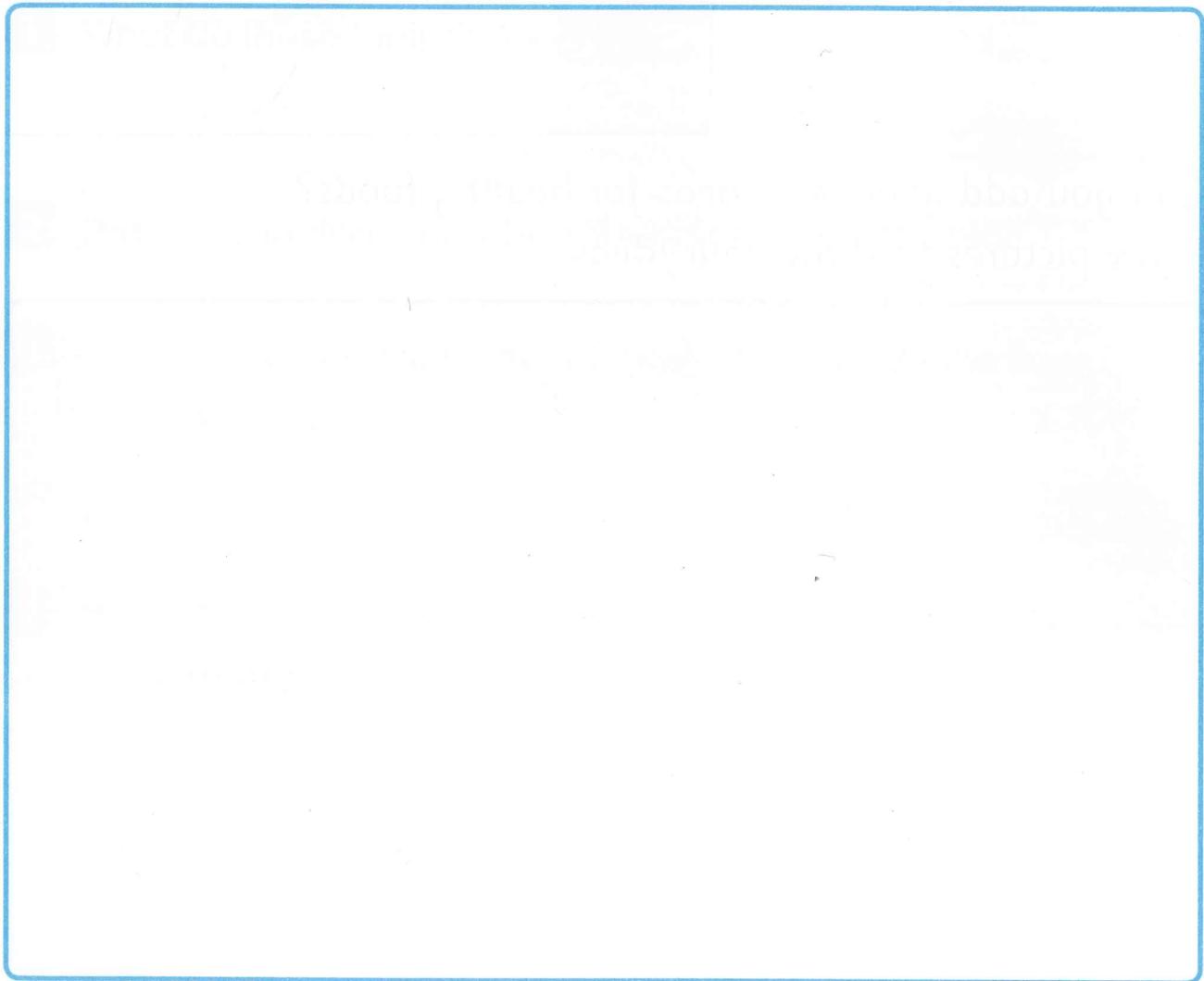
# Growing plants

## Exercise 2.1 Plant parts

This exercise checks that you know the names of the main parts of plants.

Look at a plant.

Draw it and label the parts.

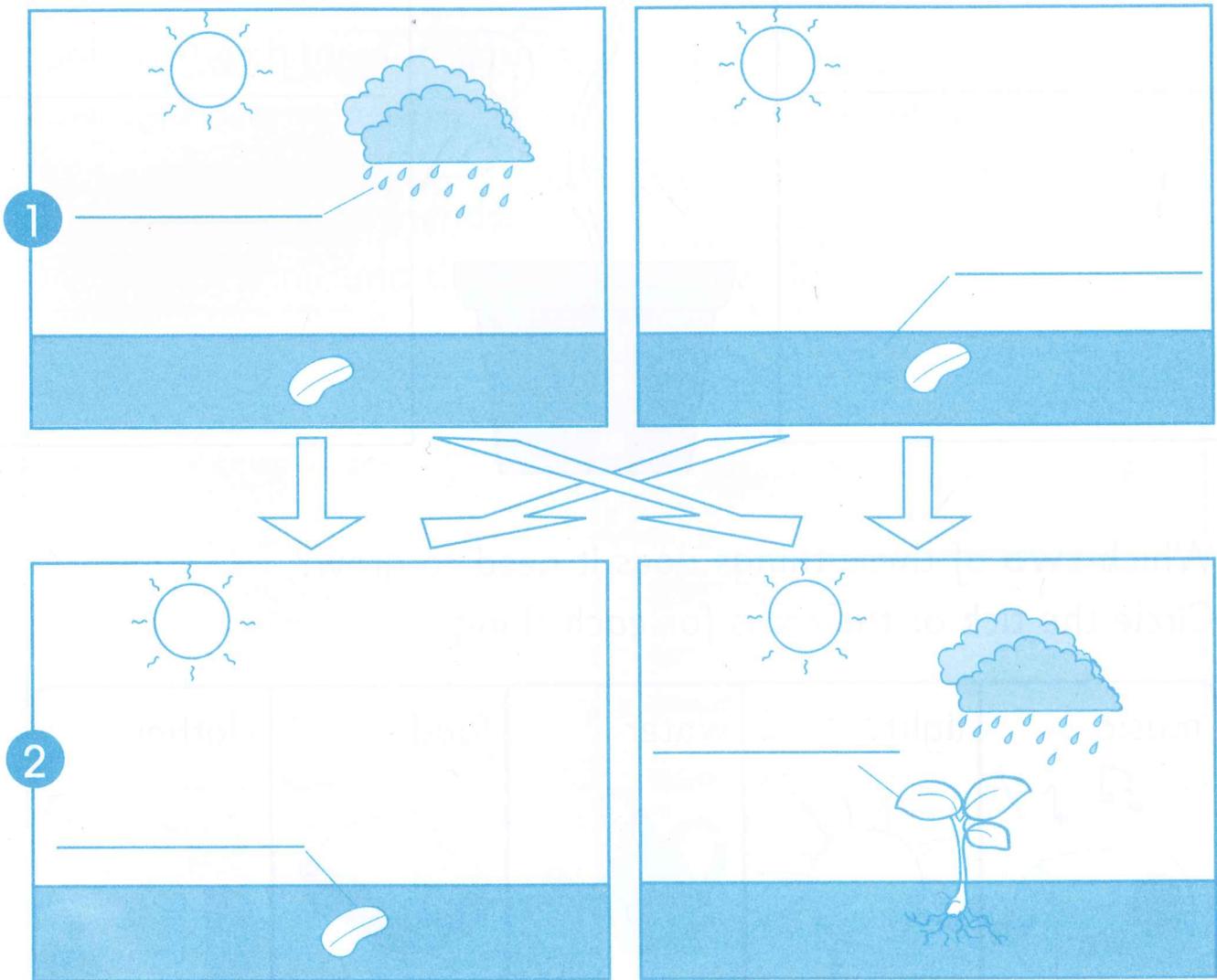


## Exercise 2.2 Growing seeds

In this exercise, you will predict how seeds will grow.

What do you think will happen to each seed?

Colour **two** arrows to show which seed will grow.



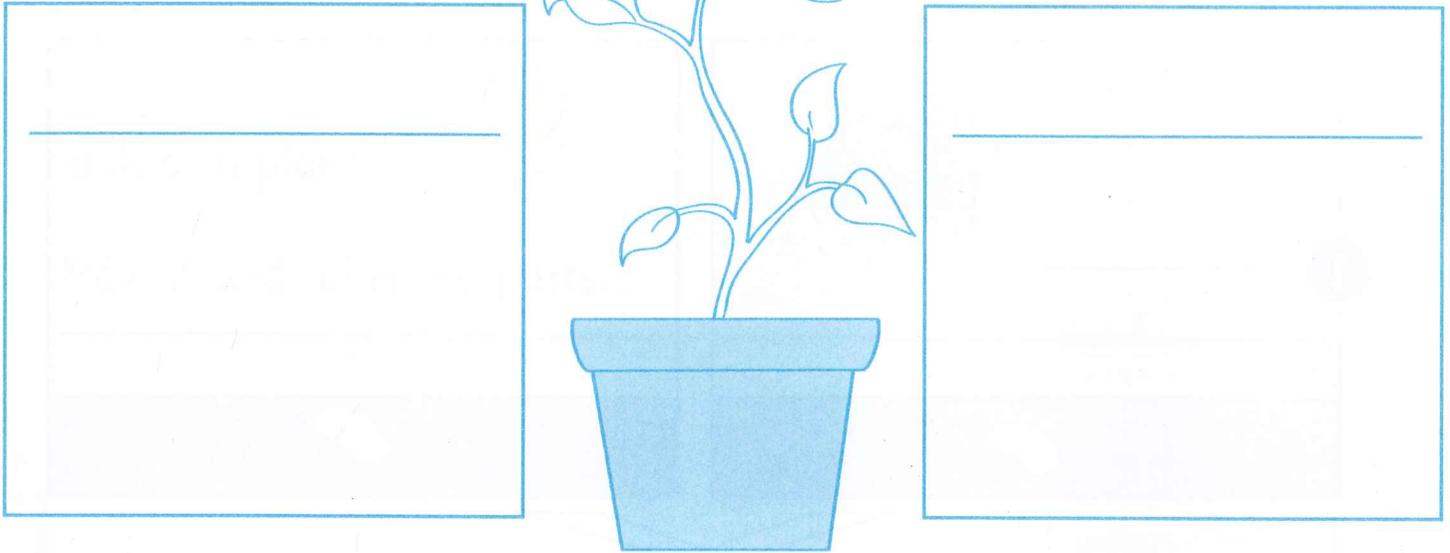
Now write these words on the pictures.

soil seed plant water

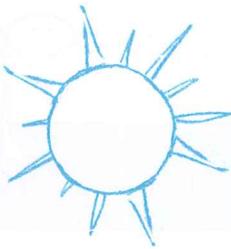
## Exercise 2.3 Plants and light

This exercise checks that you know what a plant needs to grow.

Here is a young plant.



Which **two** of these things does it need to grow?  
Circle the tick or the cross for each thing.

music	light	water	food	clothes
				
✓ X	✓ X	✓ X	✓ X	✓ X

Draw and write what the plant needs in the empty boxes.

**Exercise 3.1** We are similar

In this exercise, you will think about how we are similar.

Look at the children in your classroom.

They all have hair, they all like to play, they are similar.

Draw **two** of your friends.

Draw a circle around things that are similar.

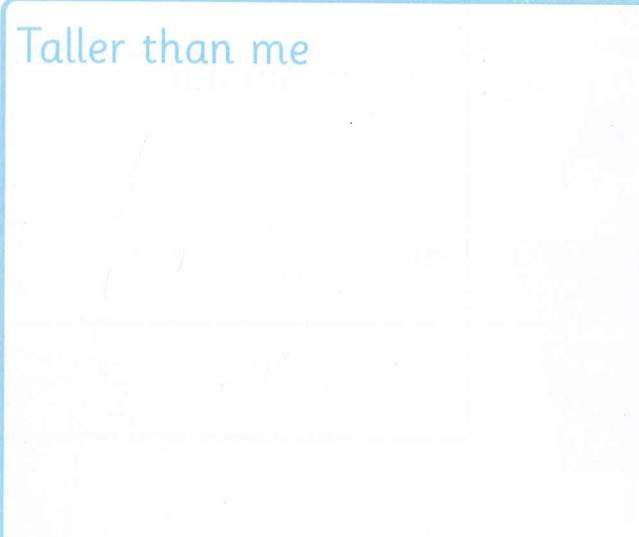
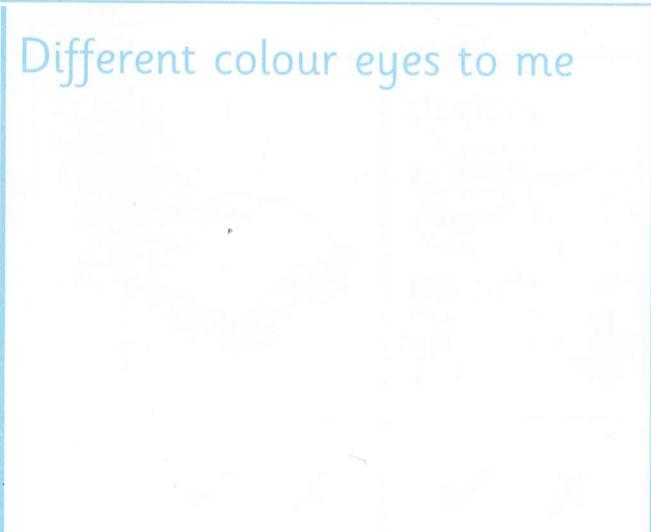


## Exercise 3.2 We are different

In this exercise, you will look at how people are different from you.

Find a friend for each box.

Draw your friend for each box. Write in their name.

<p>Taller than me</p>  <p>Name: _____</p>	<p>Shorter than me</p>  <p>Name: _____</p>
<p>Different colour hair to me</p>  <p>Name: _____</p>	<p>Different colour eyes to me</p>  <p>Name: _____</p>

## Exercise 3.3 Our bodies

In this exercise, you will label parts of the body.

Label the different body parts for Jack and the giant.  
Use these words for each of them.

arm    leg    foot    head    mouth    knee



## Exercise 3.4

## Our fantastic senses

In this exercise, you will talk about which parts of the body are connected with each sense.

Write the senses on the correct label line. Use these words.

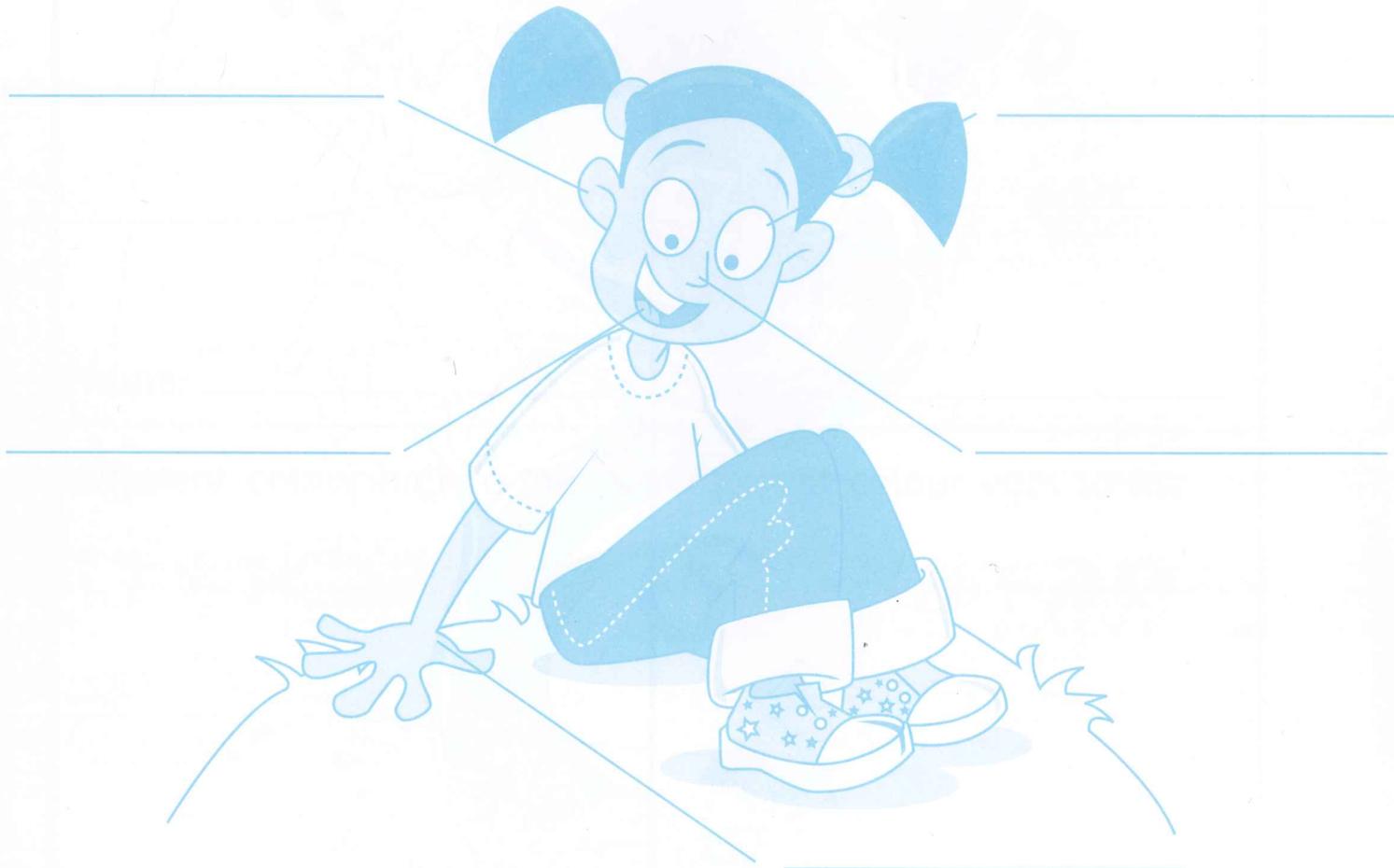
touch

sight

smell

taste

hearing



Name: \_\_\_\_\_

# 4

# Materials in my world

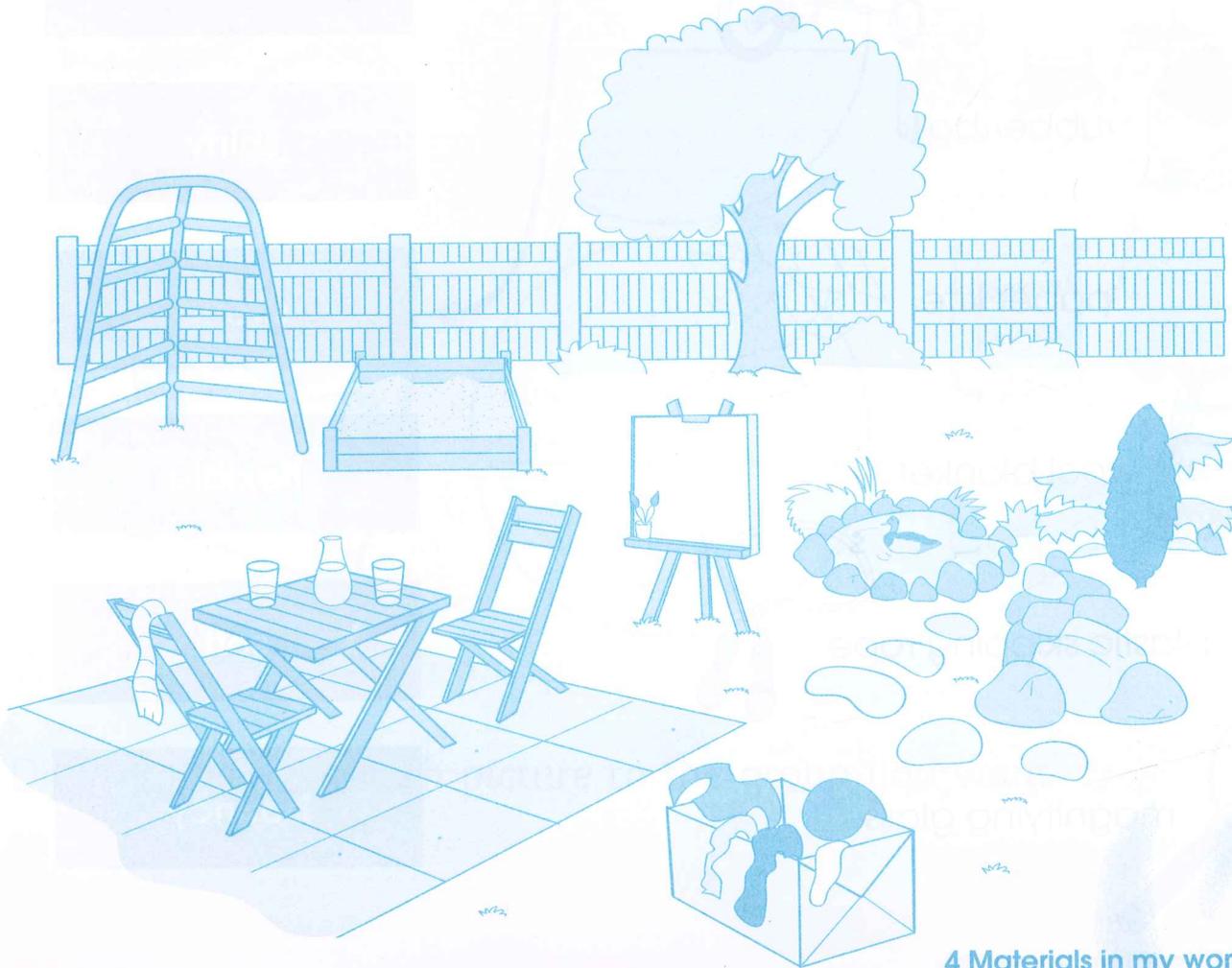
## Exercise 4.1 What is it made of?

In this exercise, you will look at the materials that objects are made of.

Find objects made from these materials in the picture.

wood      metal      concrete      sand  
water      fabric      glass      rock      wool

Write the name of the material next to the object.

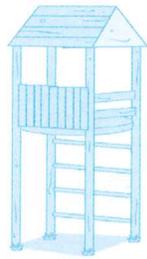
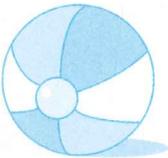
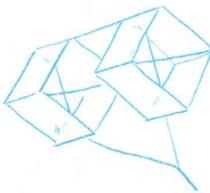
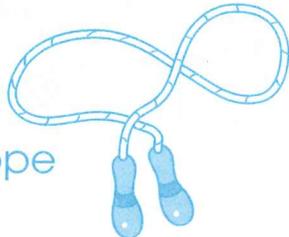


## Exercise 4.2 Using materials

In this exercise, you will think about why materials are used.

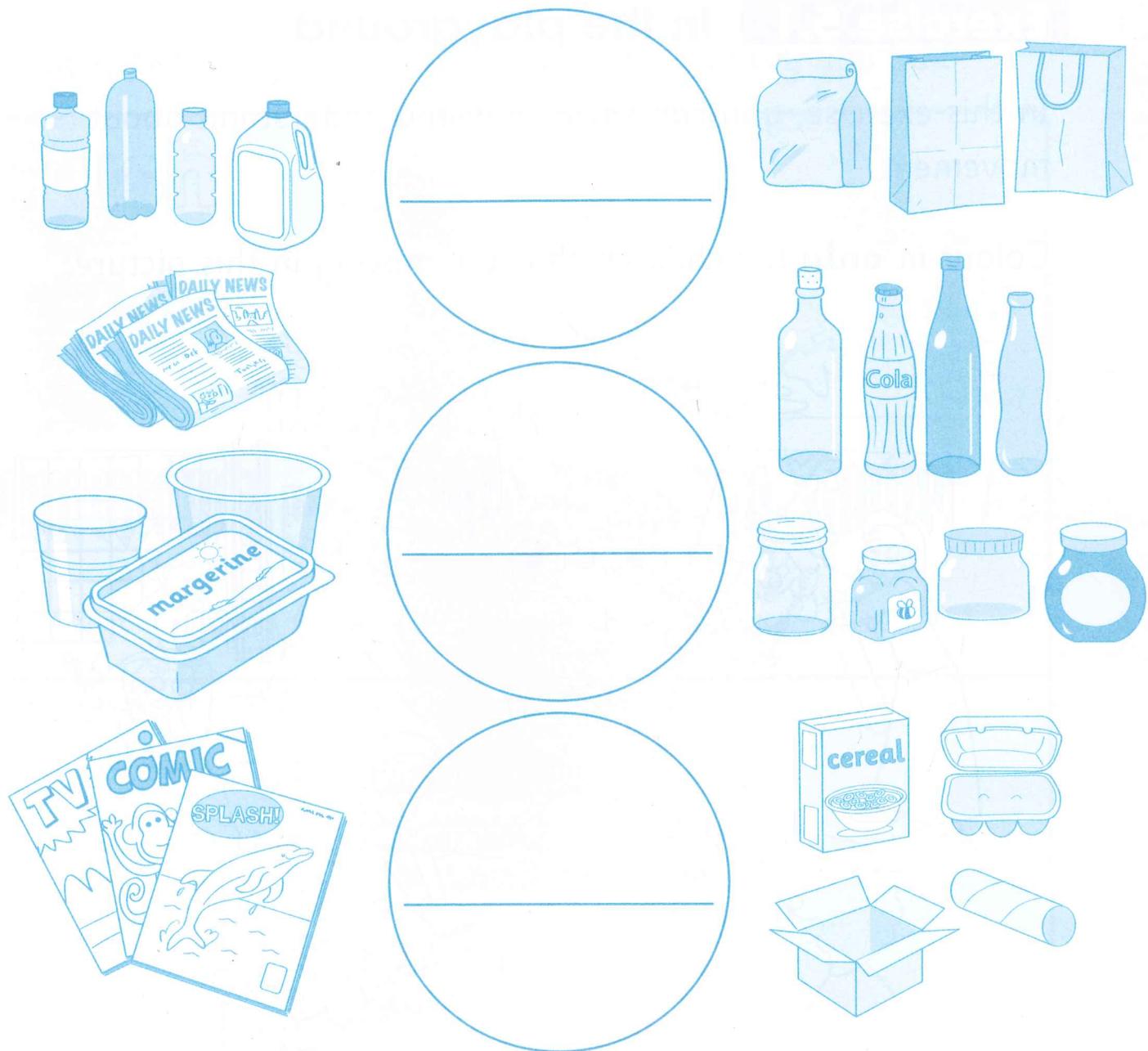
Draw lines to show the word for the right material.

The first one has been done for you.

	fabric doll		light
	wooden climbing frame		see-through
	metal tricycle		warm
	rubber ball		shiny
	paper kite		strong
	wool blanket		flexible
	plastic skipping rope	magnifying glass	soft
		bouncy	

# Exercise 4.3 Sorting materials

In this exercise, you will sort some materials.  
How could you sort these materials?



The exercise consists of a 3x2 grid of items to be sorted into three groups. Each group is represented by a large circle with a horizontal line across its middle. The items are as follows:

- Group 1 (Left Column):** Four plastic bottles of various shapes and sizes; a stack of newspapers labeled 'DAILY NEWS'; a tub of margarine labeled 'margerine'; and three comic books labeled 'TV COMIC' and 'SPLASH!'.
- Group 2 (Right Column):** Three paper bags; four glass bottles, one labeled 'Cola'; four glass jars of different sizes; a box of cereal labeled 'cereal'; an egg carton; an open cardboard box; and a roll of paper.

Write a label for each group.

Draw a line from each picture to the group you want to put it in.

# 5

# Pushes and pulls

## Exercise 5.1 In the playground

In this exercise, you can show that you understand about movement.

Colour in **only** the children that are moving in this picture.



## Exercise 5.2 How toys work

In this exercise, you can show that you know the difference between a push and a pull.

Draw a picture of one toy you push and one toy you pull.

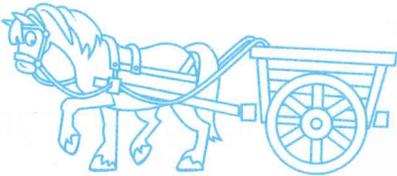
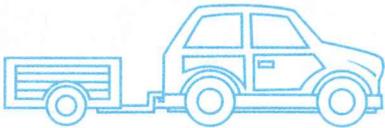
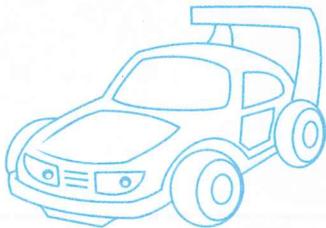
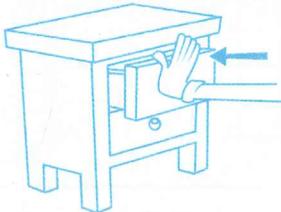
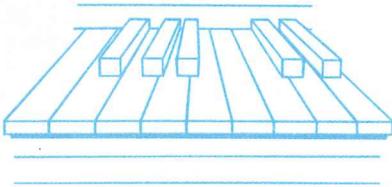
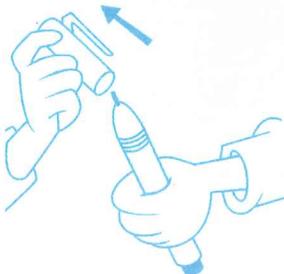
Push

Pull

## Exercise 5.3 Pushes and pulls around us

In this exercise, you will think about where pushes and pulls are used.

Write push or pull for each picture.

		
_____	_____	_____
		
_____	_____	_____
		
_____	_____	_____

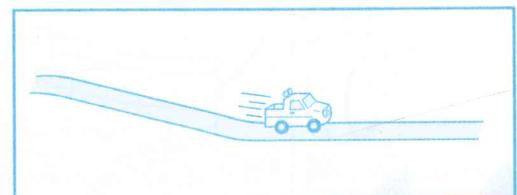
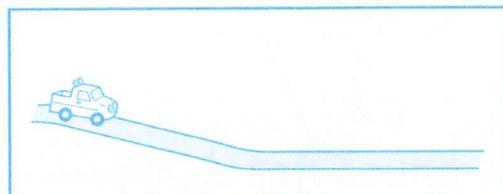
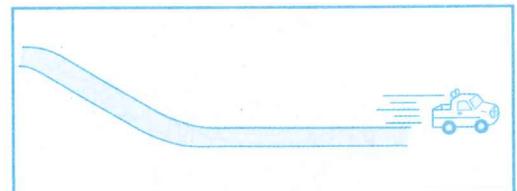
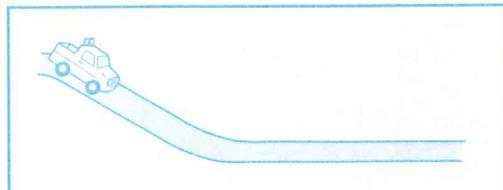
## Exercise 5.4 Changing movement

In this exercise, you can say what you think will happen.

Match the push to what will happen.



Which toy car will go the furthest?  
Draw lines to match the pictures.



## Exercise 6.1 Where do sounds come from?

In this exercise, you can show that you know which things are sound sources.

Colour in the sound sources.



## Exercise 6.2 Our ears

In this exercise, you can show that you can hear the difference between loud sounds and soft sounds.

Draw a sound for each picture.

<p>a loud sound</p>	 A line drawing of a young girl with two pigtails. She is smiling and has both hands pressed against her ears, suggesting she is trying to block out a sound.
<p>a soft sound</p>	 A line drawing of a young boy with curly hair. He is smiling and has both hands pressed against his ears, suggesting he is trying to block out a sound.

## Exercise 6.3 Sounds move

This exercise checks that you know about how sound changes as you move away from the source.

Jamil is shouting to his friends.



Join each child to the sound they hear.  
The first one has been done for you.



# CAMBRIDGE PRIMARY Science

## Activity Book

1

Cambridge Primary Science is a flexible, engaging course written specifically for the Cambridge Primary Science curriculum framework (Stages 1–6). The course offers plenty of teaching ideas to give flexibility, allowing teachers to select activities most appropriate to their classroom and pupils. An enquiry-based style of teaching and learning is stimulated, with the Scientific Enquiry objectives integrated throughout to encourage learning of these skills alongside the scientific concepts. The language level is carefully pitched to be accessible to EAL/ESL learners, with concepts illustrated through diagrams to allow visual understanding and learning in new situations, and develop Scientific Enquiry and literacy skills.

### The Activity Book contains:

- one exercise to accompany each Topic in the Learner's Book
- exercises that can be completed in class or as homework
- exercises that are designed to consolidate understanding and deepen it by applying knowledge in new situations
- exercises that practise Scientific Enquiry skills.

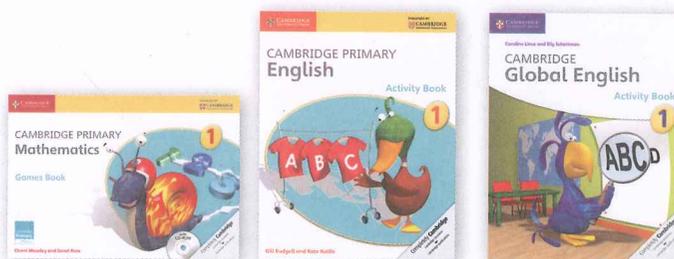
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Learner's Book 1 ISBN: 978-1-107-61138-2

Teacher's Resource 1 ISBN: 978-1-107-61146-7

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Luck!