Think Do Learn Natural Sciences
is a new series aimed at teaching content in English with a hands-on approach. This new methodology activates critical-thinking skills and helps children understand and learn in a more stimulating way. Level 3 includes extensive audio activities and songs, an activity book, and a complete digital resource pack for both student and teacher.

The course is completely modular, allowing for a variety of teaching situations.
natural
sciences 3
Module 1 Living things
Teacher’s Book

Oxford EDUCACIÓN
Think Do Learn!

Legal framework 4
The methodology 5
Module 1 contents 6
Module 2 contents 7
Module 3 contents 8
Module 4 contents 9
Student’s material 10
Teacher’s material 20

Module 1: Living things
   Unit 1 24
   Unit 2 40
   Unit 3 56
   Appendix 73

Module 2: Our bodies and health
Module 3: Matter and energy
Module 4: Technology: objects and machines
Legal framework

The LOMCE

The RD 126/2014 establishes the official curriculum for Natural Sciences in Primary within the framework of the LOMCE. This decree divides the subject into five distinct content blocks: Introduction to scientific enquiry, Our bodies and health, Living things, Matter and energy, Technology: objects and machines. It describes science and the development of scientific enquiry as essential skills to understanding humanity, the world around us and its changes, as well as to developing responsible attitudes.

The LOMCE states that the first content block, Introduction to scientific enquiry, is common to all the other content blocks, as it gives the basic methodology whereby students will learn by doing, participating actively in the process, and begin to understand the role and importance of technology in their lives.

Think Do Learn is organised in modules, each one corresponding to one content block, with the first block, Introduction to scientific enquiry, being integrated throughout the units as a key to the methodology. This allows teachers and centres to design their own course, one that is best suited to their students’ needs and their resources.

Key competences

Key competences are defined by the LOMCE as “knowing how to do”, and should be integrated within each subject in order to renew the educational process. It proposes new tasks that mean a significant change in methodology: learning occurs through active participation. The teacher’s role is key, as they must design tasks that encourage the development of critical thinking skills, involving students in their own learning process.
Think → Do → Learn: an active methodology

• Develop students’ thinking skills effectively by actively involving them in their learning process, stimulating their curiosity and encouraging them to learn through doing.
• Give students a reason to engage with the subject content with opening activities, fun facts and quests.
• A hands-on approach that makes learning meaningful and active. Students learn through doing a wide variety of tasks.
• Critical thinking skills are promoted from the very beginning and keep students motivated.

Students learn and acquire scientific skills together

• Hands-on experiments consolidate students’ understanding of scientific concepts and help them develop key scientific enquiry skills such as asking questions, predicting, planning and analysing results.
• Exciting videos of all the experiments provide a clear step-by-step explanation of how to carry out each experiment. Use them as a powerful presentation tool to prepare students for the experiments or simply to save valuable classroom time.
• Group work activities in every unit promote oral communication and collaborative learning.

Science and English naturally combined

• Think Do Learn’s team of authors know what really works in the classroom. They combine expertise both in teaching Sciences in English and in English language teaching.
• Careful grading of language makes it easier for students to understand and learn new content.
• Links between Natural Sciences and Arts and Crafts through an integrated cross-curricular approach will enable students to build on their prior knowledge.
# Table of contents

## MODULE 1: Living things

<table>
<thead>
<tr>
<th>Unit</th>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Living things</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Living things</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Life processes</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Animals</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Humans</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Plants</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Looking after living things</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Let’s work together!</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Experiment time!</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Let’s revise!</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td><strong>Animals</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Animals</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Vertebrates and invertebrates</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Vertebrate groups</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Invertebrate groups</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Nutrition and reproduction</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Let’s work together!</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Experiment time!</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Let’s revise!</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td><strong>Plants</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plants</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Parts of a plants</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Plant reproduction and nutrition</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Types of plants</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Plants and us</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Let’s work together!</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Experiment time!</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Let’s revise!</td>
<td>44</td>
</tr>
</tbody>
</table>

**Picture dictionary**

**Appendix**

46

49
# Table of contents

**Natural Sciences 3**

## MODULE 2: Our bodies and health

<table>
<thead>
<tr>
<th>Unit</th>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Our systems</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Our systems</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Our senses and nervous system</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Our locomotor system</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Our circulatory system</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Our respiratory system</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Our reproductive system</td>
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</tr>
<tr>
<td></td>
<td>Let’s work together!</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Experiment time!</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Let’s revise!</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>Diet, digestion and excretion</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Diet, digestion and excretion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The nutrients in food</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>A healthy diet</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Our digestive and excretory systems</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Healthy habits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Let’s work together!</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Experiment time!</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Let’s revise!</td>
<td>29</td>
</tr>
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<td></td>
<td>Healthy habits</td>
<td></td>
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<td></td>
<td>Experiment time!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Let’s revise!</td>
<td></td>
</tr>
</tbody>
</table>

**Picture dictionary**

32

**Appendix**

36
### Table of contents

**Natural Sciences 3**

#### MODULE 3: Matter and energy

<table>
<thead>
<tr>
<th>Unit</th>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Matter</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Water</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Mixtures</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Waste</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Let's work together!</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Experiment time!</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Let’s revise!</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Picture dictionary</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Appendix</td>
<td>19</td>
</tr>
</tbody>
</table>
### Table of contents

**Natural Sciences 3**

**MODULE 4: Technology: objects and machines**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Machines and inventions</td>
<td>Machines and inventions</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Machines and energy</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Inventions: the printing press</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Inventions: the steam engine</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Inventions: the telegraph</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>People and machines</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Machines safety</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Let's work together!</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Experiment time!</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Let's revise!</td>
<td>18</td>
</tr>
</tbody>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Picture dictionary</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Appendix</td>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>
CLEAR AND DYNAMIC PRESENTATION - Think and Do!

An illustration or a photo collage at the beginning of every unit, with accompanying activities, encourages students to interact with the subject matter and generates curiosity.

Simple pair work activities, with language support, get students communicating with each other about the topic from the very start!

UNIT 1

Living things

LOOK & THINK

1. Find living things in the picture. Say sentences.
   - I can see a/some ... on the path/pond.
   - I can see a/some ... in the grass/sky.

2. Listen to the children playing / spy. Point to the answers in the picture.

In your notebook, draw three non-living things from the picture. Write their names and label them man-made or natural.

Think! Copy and complete the table in your notebook.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>It eats mosquitoes.</td>
<td>It has fur.</td>
</tr>
<tr>
<td>It can see.</td>
<td>It lays eggs.</td>
</tr>
<tr>
<td>It's soft.</td>
<td>It doesn't move.</td>
</tr>
<tr>
<td>It jumps.</td>
<td>It grows bigger.</td>
</tr>
<tr>
<td>It doesn't breathe.</td>
<td></td>
</tr>
</tbody>
</table>

Choose the correct answer.

a) Which of these eats food?
   1. A horse
   2. A tree
   3. A bottle

b) Which of these grows?
   1. A table
   2. A rock
   3. A baby

c) Which of these moves around?
   1. A book
   2. A snail
   3. A flower

6. Draw three other things that eat, grow and move around. Then answer the questions.

   a) Are they living things or non-living things?
   b) Are they animals or plants?

7. Listen and answer the questions.

   a) Why’s a seahorse called a horse?
   b) How does it swim?
   c) How does it stop?
   d) Does the female carry the babies?
GETTING STARTED

1. Find living things in the picture. Say sentences.
   - I can see a/some … on the path/grass.
   - I can see a/some … in the pond/sky.

2. Listen to the children playing I spy. Point to the answers in the picture.

3. In your notebook, draw three non-living things from the picture. Write their names and label them man-made or natural.

4. Think! Copy and complete the table in your notebook.

<table>
<thead>
<tr>
<th>It eats mosquitoes.</th>
<th>It can see.</th>
<th>It's soft.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A frog</td>
<td>A horse</td>
<td>It jumps</td>
</tr>
<tr>
<td>A teddy bear</td>
<td>A tree</td>
<td>It doesn't breathe.</td>
</tr>
<tr>
<td>A frog and a teddy bear</td>
<td>A rock</td>
<td>It lays eggs.</td>
</tr>
</tbody>
</table>

5. Choose the correct answer.
   a) Which of these eats food? 1. A horse 2. A tree 3. A bottle
   b) Which of these grows? 1. A table 2. A rock 3. A baby

6. Do! Draw three other things that eat, grow and move around. Then answer the questions.
   a) Are they living things or non-living things? b) Are they animals or plants?

7. Think! Listen and answer the questions.
   a) Why's a seahorse called a horse? b) How does it swim? c) How does it stop? d) Does the female carry the babies?

GETTING STARTED

Working with the image in a lively way will capture students' interest, activate their previous knowledge and make them want to learn more about the topic.

Active Think! and hands-on activities engage students and put them at the centre of their learning process.

A final listening activity about curious facts on the subject motivates students and fosters curiosity.
Let's work together!

The living things wheel

1. Colour and cut out the wheels.
2. Join the wheels together with a paper fastener.
3. Turn your top wheel and choose a living thing. It's a secret!
4. Ask questions to guess your partner's living thing. Then play again.

Materials
- wheel templates
- scissors
- crayons
- paper fasteners

1. Colour and cut out the wheels.
2. Join the wheels together with a paper fastener.
3. Turn your top wheel and choose a living thing. It's a secret!
4. Ask questions to guess your partner's living thing. Then play again.

Is it a human/plant/animal?
Can it fly/run/swim/talk/walk?
Does it have ... legs?
Does it eat plants/animals?
Does it make its own food?
ENGAGING, EASY-TO-DO EXPERIMENTS!
Reinforce content and language while promoting scientific methodology with simple experiments that cater to all kinds of different learning styles.

**Experiment time!**

**Plant growth and soil**

**Materials**
- pots labelled 1–4
- cress or mustard seeds
- soil, sand and cotton wool
- plant record template

1. Put soil in pot 1; sand in pot 2; and cotton wool in pot 3. Pot 4 is empty.
2. Plant an equal number of seeds in all the pots. Put the pots next to a window.
3. What’s going to happen? Draw your prediction for each pot.
4. Observe and water the plants every day for two weeks. Record your results.
5. Write your conclusion.

The tallest shoot is …  The plant with the most shoots is …
Cress can/can't grow in …  Cress grows best in …

**Original videos of all the experiments** presented in a captivating TV programme format that is sure to attract students’ attention. Use them as a powerful presentation tool or simply to save valuable classroom time!

**Language support** helps students to communicate their results in English.
Let's revise!

1. Copy and complete the diagrams in your notebook. Use the word bank.

2. Choose the correct answer.
   a) A mummy pig and a piglet is an example of ...
      1. reproduction
      2. nutrition
      3. interaction.
   b) A human baby grows inside its mother for ...
      1. six months
      2. one year
      3. nine months.
   c) To make food, plants need ...
      1. sunlight, air and water
      2. sunlight, air, water and nutrients from the soil
      3. sunlight, nutrients from the soil and water.
   d) To look after living things, I ...
      1. don't take my pet to the vet
      2. water the plants
      3. pick wild flowers.

Mind maps and concepts maps:
A variety of different concept maps that children will progressively learn to do themselves.

Students will acquire the necessary skills to be able to create their own summary diagrams autonomously.
In the first unit they are asked to fill in the example provided. Throughout subsequent units they are gradually shown how to create their own diagrams.

Self-evaluation in the My progress section keeps students in touch with their learning process and promotes autonomous learning.
A clear picture dictionary at the end of the module includes all the key vocabulary.

**Unit 1: Living things**

**Animals**

**Be born**

**Die**

**Grow**

**Humans**

**Interaction**

**Move around**

**Nutrition**

**Plants**

**Reproduction**

**Seeds**

**Soil**

**Living things**
UNIT 1

Living things

Learning outcomes

1. Identify the processes of nutrition, interaction and reproduction in animals.
2. Classify animals and plants based on their life processes.
3. Use optical instruments and measuring devices to make observations; consult and use written sources, images and graphs.
4. Use the vocabulary related to the curriculum block correctly.
5. Implement strategies for carrying out work both individually and in groups, and for resolving any conflicts that might arise.
6. Produce written texts to communicate the development and results of a project.

Assessment criteria

1. Identify and classify living things according to scientific criteria.
2. Understand that each living thing has its own distinctive characteristics and life cycle.
3. Find information about a given set of facts or phenomena; make predictions; integrate information acquired through direct and indirect observation; communicate results.
4. Predict the outcome of both natural events and of events that are artificially brought about as part of an experiment.
5. Communicate results orally and in writing.
6. Work together, showing awareness of personal safety and the safety of others; take care of equipment and use materials appropriately.

Key competences

Key competences are integrated in activities throughout the unit.

A unit map clearly illustrates when to use all the resources available (both print and digital) with each lesson, so that you know exactly how to make the most of each lesson!
Each lesson includes:

- A reproduction of the corresponding Class Book page.
- Content objectives, vocabulary and structures seen in each lesson and the materials available to use.
- A step-by-step guide to all the activities and their answers.
- The audio transcripts.
- Extra ideas and additional material associated with the lesson.
There are specific lesson plans for the Let’s work together! and Experiment time! lessons. In the Additional resources box you will find alternate activities, such as Make your own poster! and Make your own dictionary! both of which have printable templates should you prefer to either substitute or extend either of these lessons. These lessons also include the Extension and Revision worksheets, which can be done in class or assigned as homework.
At the end of every unit the *Let’s revise!* lesson provides different opportunities to help your students review the content they have studied as well as to evaluate their progress. Two alternative tests are offered as additional resources, so that students can be tested at different levels.
The Interactive Whiteboard Class Book is a one-stop resource for teachers that includes everything you need to make the most of your class time. It is available both on and offline. As soon as you press Enter, you will be shown the menu of the units in the module you are teaching. From there you click on the unit and the lesson you want to go to. This takes you directly to the Digital Class Book.

**Digital Class Book (Teacher’s version)**

This is a page faithful version of the book, with integrated audios (just click on the icon), pop up activities with answers, as well as a tool bar on the right. The audios includes all the listening activities, songs and chants, and the Talking Book.

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The cap takes you directly to the Teacher’s Book unit in PDF format.

The correction symbol takes you directly to the Gradebook, where you can check your students’ progress in the Let’s Play section.

The resource button gives you access to all the additional resources of the module. From there you can also search by unit.

The pencil button allows you to colour or underline things on the page, as well as giving you a highlighter or shade function.

The question mark button takes you to the IWB user guide.
Resources

Animations:
• These are very simple animations, designed to illustrate key content in a fun and simple way.

Experiment time TV
• All the experiments in your Class Book have been filmed in a fun TV show format. These can be used before you do the experiment, to show how it is done, after you have done the experiment, to compare with your own results, or, if you simply haven’t got the time or resources to do the experiment, then at least the students can watch it being done.

Flashcards:
• All the key vocabulary is presented in individual images, with audio.

Karaoke:
• Karaoke versions of the songs are included to add to the fun in your class.

Let’s play*:
• These are interactive activities, at least three or four per lesson. This material is also included in the student’s digital material, and you can track their progress through the Oxford Gradebook.

Let’s surf:
• A wide variety of possible web or video links are provided, for those classes that have direct on-line access.

Letters to parents:
• Every unit includes a letter telling parents what content their children will be studying in that unit, as well as what resources they can use from the Plus Zone. A bilingual list of vocabulary is provided.

Material lists:
• A list of supplies needed per unit for the experiments or groupwork is provided, so that the teacher can ask parents ahead of time to buy the materials.
Presentations*:
• These are very simple Powerpoint Presentation, which include the key concepts in very unit. This can be used as a revision and will be provided in both English and Spanish.

Printable resources:
• An ample variety of printable worksheets are provided, as well as the answer keys.

Tests:
• There are three editable tests provided per unit: one is at the level of the class: Test A (Standard); one is a bit more difficult: Test B; and the third one is for more advanced students: Test C. Teachers can modify them depending on their students’ needs. These can either be printed as it is (PDF version) or downloaded and edited.

*These resources, as well as the Talking Book audio and the songs and chants, are included in the digital material for the students in the Plus Zone.
Printable resources

As part the Additional resources clearly indicated in every lesson plan in the Teacher’s Book, every unit includes the following:

• one Worksheet per content lesson
• one Support worksheet per content lesson for students who need extra help
• one Extension worksheet
• one Revision worksheet
• printable templates for the Let’s work together! or Experiment time! lessons
• printable templates for Make your own dictionary! and Make your own poster!
UNIT 1

Living things

Contents
1. Life processes
2. Animal life processes
3. Human life processes
4. Plant life processes
5. Looking after living things

Learning outcomes
1. Identify the processes of nutrition, interaction and reproduction in animals.
2. Classify animals and plants based on their life processes.
3. *Use optical instruments and measuring devices to make observations; consult and use written sources, images and graphs.
4. *Use the vocabulary related to the curriculum block correctly.
5. *Implement strategies for carrying out work both individually and in groups, and for resolving any conflicts that might arise.
6. *Produce written texts to communicate the development and results of a project.

Assessment criteria
1. Identify and classify living things according to scientific criteria.
2. Understand that each living thing has its own distinctive characteristics and life cycle.
3. *Find information about a given set of facts or phenomena; make predictions; integrate information acquired through direct and indirect observation; communicate results.
4. *Predict the outcome of both natural events and of events that are artificially brought about as part of an experiment.
5. *Communicate results orally and in writing.
6. *Work together, showing awareness of personal safety and the safety of others; take care of equipment and use materials appropriately.

Assessment opportunities are highlighted throughout the unit.

Key competences
Key competences are integrated in activities throughout the unit.

* Objectives, assessment criteria and learning outcomes that relate to block 1 of the curriculum (Introduction to scientific enquiry)
Introduction

Life processes

Animals

Humans

Plants; Looking after living things

Let’s work together!

Experiment time!

Let’s revise!

Tracks 2 & 3

Tracks 4 (chant) & 5
- Worksheet 1.1
- Support worksheet 1.1

Tracks 6, 7 & 8
- Worksheet 1.2
- Support worksheet 1.2

Tracks 9, 10 & 11
- Worksheet 1.3
- Support worksheet 1.3

Tracks 12 (song) & 13
- Worksheet 1.4
- Support worksheet 1.4

Templates 1.1 & 1.2
- Extension worksheet

Templates 1.3 & 1.4
- Revision worksheet

Track 14
- Tests A, B & C

Online resources
- Interactive activity

Online resources
- Interactive activity

Online resources
- Interactive activity

Online resources
- Interactive activity
- Karaoke

Online resources
- Interactive activity
- Digital flashcards
- Animation
- Digital Poster

Online resources
- Interactive activity
- Digital flashcards
- Experiment video

Presentation
Introduction to the unit

UNIT 1

Living things

LOOK & THINK

1. Find living things in the picture. Say sentences.
   - I can see a/some … on the path/grass.
   - I can see a/some … in the pond/sky.

2. Listen to the children playing I spy. Point to the answers in the picture.

3. In your notebook, draw three non-living things from the picture. Write their names and label them man-made or natural.

4. Think! Copy and complete the table in your notebook.

<table>
<thead>
<tr>
<th>A frog</th>
<th>A teddy bear</th>
<th>A frog and a teddy bear</th>
</tr>
</thead>
<tbody>
<tr>
<td>It eats mosquitoes.</td>
<td>It can see.</td>
<td>It's soft.</td>
</tr>
<tr>
<td>It doesn't move.</td>
<td>It jumps.</td>
<td>It doesn't breathe.</td>
</tr>
<tr>
<td>It grows bigger.</td>
<td>It has fur.</td>
<td>It lays eggs.</td>
</tr>
</tbody>
</table>

5. Choose the correct answer.
   a) Which of these eats food?
      1. A horse
      2. A tree
      3. A bottle
   b) Which of these grows?
      1. A table
      2. A rock
      3. A baby
   c) Which of these moves around?
      1. A book
      2. A snail
      3. A flower

6. Draw three other things that eat, grow and move around. Then answer the questions.
   a) Are they living things or non-living things?
   b) Are they animals or plants?

GETTING STARTED

How to start

• Play a guessing game. Draw two heads on the board and name them Lilly and Norman. Students must deduce that Lilly likes living things and Norman likes non-living things.

• Start by giving examples, for example, Lilly likes dogs and plants and Norman likes books and games.

• Students ask questions, for example, Who likes cats, Lilly or Norman? and you answer accordingly. If students suggest a fruit, say Lilly doesn’t like bananas but she likes banana trees.

• As students guess the rationale, they can take over your role.

ACTIVITIES: step-by-step guide

Activity 1

• Find living things in the picture. Put the students into pairs to look at the picture together and name and count the living things. Encourage them to ask: How do you say ‘árbol’ in English? Write the range of their totals on the board.

• Do whole class feedback to check the total. Analyse the picture in sections: the path, the grass, the sky, the pond. Encourage students to make sentences, for example, I can see a boy on the path.

Content objectives

• Recognise living things and non-living things.
• Recognise some of the basic characteristics of living things.

Vocabulary

• animal, baby, ball, bike, bird, boat, book, bottle, boy, breathe, bush, cat, chair, cloud, dog, duck, eat, eye, female, fish, flower, frog, girl, grass, grow, horse, jump, lay an egg, leg, living thing, male, man, man-made, mosquito, mother, move, natural, non-living thing, path, plane, plant, pond, pram, rock, roller blades, sandwich, seahorse, skateboard, skipping rope, snail, soft, sun, swim, swing, sky, table, tennis racket, tree, water, woman

Structures

• I can see a boy on the path.
• I can see some ducks in the pond.
• I spy with my little eye a living thing beginning with f.
• Is it a fish? No it isn’t./Yes, it is.

Resources

• Tracks 2 & 3
• a doll (optional)
Activity 2  

- Play *I spy* with the students using an example from the classroom: *I spy with my little eye, a living thing beginning with ...*
- Listen to the audio and pause after each round. Name a student to say the answer and point to it in the picture.

Activity 3

- Focus students on the non-living things in the picture. Ask them to say the names of non-living things they can see. Tell them to draw three non-living things and write their names. As this is a writing activity, you may want to give support, for example, write the first and last letters on the board and students complete the words.
- Go through their list and categorise the non-living things into natural, for example, *Sun*, and man-made, for example, *bike*.

Activity 4

- Place two chairs in front of the class. Ask a student to sit on one and put the doll on the other. Say sentences in random order and the students point to either the doll, the student or both accordingly, for example, *S/he has two eyes/two legs/ten toes, breathes/doesn’t breathe, moves/doesn’t move, eats/doesn’t eat, grows/doesn’t grow, has/doesn’t have a mother and father*.
- Students copy the table and complete it with the sentences.

Activity 5

- Play a game. Students stand up. Say: *Which of these eat/grow/move around?*, followed by a list of living things (animals and plants) and non-living things. Every time you say an affirmative example, the students must sit down.
- Students read the questions and choose the correct answers.

Activity 6

- Ask students for examples of things that eat, grow and move around. Make sure that they are all animals! Students draw and write the names of three things that eat, grow and move around. Then answer the questions.

Activity 7  

- Encourage the students to look at the photo of the seahorse and notice the shape of its head.
- Read the four questions before listening and ask the students to guess the answers.
- Students listen to the audio to check their guesses.

Track 2  

Listen to the children playing *I spy*. Point to the answers in the picture.

**A. Girl:** I spy with my little eye a living thing beginning with ‘f’.

**Boy:** Is it a fish? **Girl:** No, it isn’t.

**Boy:** Is it a flower? **Girl:** No, it isn’t.

**Boy:** Is it a frog? **Girl:** Yes, it is.

**B. Boy:** I spy with my little eye a living thing beginning with ‘d’.

**Girl:** Is it a duck? **Boy:** No, it isn’t.

**Girl:** Is it a dad? **Boy:** No, it isn’t.

**Girl:** Is it a dog? **Boy:** Yes, it is.

**C. Girl:** I spy with my little eye a non-living thing beginning with ‘s’.

**Boy:** Is it a swing? **Girl:** No, it isn’t.

**Boy:** Is it a sandwich? **Girl:** No, it isn’t.

**Boy:** Is it a skipping rope? **Girl:** No, it isn’t.

**Boy:** Is it a skateboard? **Girl:** Yes, it is.

**D. Boy:** I spy with my little eye a non-living thing beginning with ‘b’.

**Girl:** Is it a book? **Boy:** No, it isn’t.

**Girl:** Is it a bike? **Boy:** No, it isn’t.

**Girl:** Is it a ball? **Boy:** No, it isn’t.

**Girl:** Is it a boat? **Boy:** Yes, it is.

ANSWERS

1. Student’s own answer
2. a) a frog b) a dog c) a skateboard d) a boat
3. Student’s own answer
   A teddy bear: It doesn’t move. It doesn’t breathe. It has fur.
   A frog and a teddy bear: It’s soft.
5. a) 1. a horse b) 3. a baby c) 2. a snail
6. Student’s own answer
7. a) Because its head is the shape of a horse’s head.
   b) It swims standing up.
   c) It holds a plant with its tail.
   d) No, it doesn’t. The male does.

Key competences covered: Linguistic communication (Activities 1–7); Mathematical competence and basic competences in science and technology (Activities 1, 3–6)
All living things have three life processes: nutrition, interaction, and reproduction.

**Nutrition**

All living things get nutrients from food to grow and survive. For example, a tree makes its own food. A giraffe gets food from the tree.

**Interaction**

All living things react to their environment to survive. This is called interaction. For example, a cat chases a mouse and the mouse runs away.

**Reproduction**

All living things reproduce to make more living things of the same type. For example, humans have babies and eagles have eaglets.

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**Activity 1**

- Before reading, students explain what they can see in the picture and in the photos.
- Put the students into pairs to read the text and find the nine pieces of information.
- Do whole class feedback. Ask a volunteer to crouch into a little ball and close their eyes. Say: All living things are born and the student opens their eyes. All living things grow and the student slowly stands up and stretches. All living things die and the student makes their whole body go limp.
- Give examples of nutrition, interaction and reproduction and students name the process each time.
Activity 2  🎧 Track 4

- Listen and mime. Are born, grow, die = see activity 1 for mimes. Food = finger tips to mouth, air = wave hands around, water = hand to lips as if a cup and tilt. Nutrition = rub tummy, interaction = smile at each other, reproduction = rock a tiny baby.
- Listen and join in with the students on the audio.
- Divide the class into three groups. Each group performs one verse. Repeat twice more, changing each group’s verse so they all practice all three verses.

Activity 3

- Read the sentences aloud in random order and students look at their books and say the corresponding letter.
- Read each sentence aloud. Students hold their clenched fists in front of them. If they think it is true on the count of three they put their thumbs up. If they think it’s false they put their thumbs down.
- Students write true or false and correct the false sentences in their notebooks.

Activity 4

- Write NUTRITION INTERACTION REPRODUCTION on the board. Give a student a rolled up magazine or similar. Read one of the sentences from the book aloud and the student whacks the corresponding word with the magazine and the rest of the class chants. For example, This is nutrition. To create more turns repeat the sentences with slight changes, for example, A cow eats grass. An apple tree grows from a seed.
- Students copy and complete the sentences with the correct life process.

Activity 5  📝 Assessment opportunity

- Draw a different object on the board, for example, a pencil, and write numbers 1–6. Ask students to give reasons why a pencil is a non-living thing. After each correct answer circle a number.
- Students do the activity in their notebooks.

Activity 6  🎧 Track 5

- Play the audio and pause after each sentence.
- Students answer by writing in the air using their finger. They can write a capital ‘N’ for nutrition, ‘I’ for interaction and ‘R’ for reproduction. For feedback ask students: What did you write? Answer for example; ‘R’ for reproduction.

Extra idea! Make a living things mural. Students find or draw pictures and stick them on the mural. Add some signs, for example, They all need water. They all grow. They all reproduce.

ADDITIONAL RESOURCES

- Worksheet 1.1; Support worksheet 1.1

Key competences covered: Linguistic communication (Activities 1–6); Mathematical competence and basic competences in science and technology (Activities 1, 3–6)
Animals

Read & Think

Animals are living things. Lions and rabbits are animals. Insects, birds, fish and reptiles are animals too.

Nutrition

All animals eat other living things. Different animals eat different living things.

Interaction

Animals react to their environment to survive. Animals move around to find their food, and to escape from bigger animals. Different animals move in different ways.

Animals can’t talk, but they make sounds to communicate with other animals. Some animals live together in groups.

Reproduction

Animals produce babies. Some animals are born from eggs. Other animals are born directly from their mothers. Young animals learn to be independent very quickly.

How to start

• Put students into groups and give each group a large piece of paper or a whiteboard and a pen. Ask: How many different animals can you name? Give them a time limit to write as many animals as possible.

• Students display and compare their animals.

• You can award points, for example, one point per animal, three points if only two groups have it, five points if only one group has it.

ACTIVITIES: step-by-step guide

Activity 1

• Ask the questions orally before students look at their books and write the first answers you hear on the board. As you write on the board, get the students to chant, for example, Cows eat plants.

• Put students into pairs to read the information and find the answers to the questions.

• In feedback ask if any of the answers in the book were the same as their answers.

Content objectives

• Recall basic aspects of animal nutrition, interaction and reproduction.

Vocabulary

• be born, communicate, eat, egg, environment, escape, fly, food, groups, independent, move around, mother, place, produce babies, react, reptile, run, sounds, survive, swim

Structures

• Lions and rabbits are animals.
• Find two animals that eat plants
• Pandas eat bamboo.
• Animals can’t talk.
• A duckling is born from an egg.

Resources

• Tracks 6, 7 & 8

How do ants communicate with other ants?

In your notebook, correct the mistakes in these crazy sentences.

- A fish can walk.
- A bee can swim.
- A kangaroo can fly.
- A dog can talk.

How are the animals on these pages similar? Copy and complete these sentences.

- They all eat ____________.
- They all produce ____________.
- They all move ____________.

Now find some pictures of animals to stick next to your sentences.

Listen and repeat. Listen again and only repeat the words related to interaction.

survive independent react be born produce communicate environment move around

Listen and repeat.

listening and interaction sounds

quiz

check your learning

check your learning
Activity 2  Track 6 & 7

• Put the students into groups or rows or lines. Play Track 6. Pause the audio after each word and point to each of the groups in turn. As you point they repeat the word. At first point slowly and then more quickly.
• Listen to Track 7 and pause after each word. If the word is related to interaction, students look around at each other and smile. If it is not, they must keep a straight face.
• Listen again and students only repeat the words related to interaction.

Activity 3

• Name students to read the sentences out loud and the rest of the class respond: Oh no, it can’t! Then name students to say correct sentences, for example, A fish can swim. A dog can walk.
• Students do the activity in their notebooks.
• Students write new crazy sentences. Ask students to read their sentences a loud and repeat the activity above.

Activity 4  Assessment opportunity

• You can use this activity to review the general characteristics of living things, as well as specific characteristics of animals, for example, They eat plants and/or living things. They produce babies, directly from the mother or from eggs. They all move around. Classify students ideas into all living things or just animals.
• Students copy and complete the sentences, then stick pictures of animals next to them.

Activity 5  Track 8

• Do the quiz in four teams. Pause after each question and ask a different team each time. If they answer correctly, they get a point. If they answer incorrectly, the question passes to the next team and so on.
Extra idea! Play a guessing game. Ask a student to choose an animal. Ask yes/no questions, for example, Can it fly/swim/run/walk? Does it eat plants or animals, plants and animals, grass, insects etc? Is it born from an egg/directly from the mother? The student answers and the rest of the class guess the animal. Continue with another student, encouraging the rest of the class to ask the questions.

SCI-QUEST ANSWER

• They make smells!

ANSWERS

1. a) pandas and bees  
   b) pigs  
   c) swim, fly or run  
   d) from an egg or directly from its mother
2. react, move around, communicate, environment, survive
3. a) swim  
   b) fly  
   c) jump  
   d) run
4. a) other living things  
   b) babies  
   c) around
5. 1. other living things  
   2. nectar from flowers  
   3. worms and roots  
   4. They swim, fly or run.  
   5. They swim.
6. They fly.  
   7. sounds  
   8. directly from their mother or from eggs

ADDITIONAL RESOURCES

• Worksheet 1.2; Support worksheet 1.2

Track 6  Listen and repeat.

survive, independent, react, be born, produce, communicate, environment, move around

Key competences covered: Linguistic communication (Activities 1–5); Mathematical competence and basic competences in science and technology (Activities 1–5); Digital competence (Activity 4)
Humans

People are humans and humans are animals. Like all living things, humans have three life processes.

Nutrition
We eat food from other animals: meat, fish and eggs. We also eat food from plants: fruit, vegetables, pulses and cereals.

We prepare our food and we eat at meal times: breakfast, lunch and dinner.

Interaction
Humans can move around, but we also invent machines to make work easier. We live and work in groups. We communicate by talking, touching and writing. We also interact with our environment. For example, when it’s cold we wear more clothes.

Reproduction
Human babies are born directly from their mothers. Before that, the baby grows inside the mother for nine months. Young humans take many years to become independent.

How to start
• Ask: How are we the same as other animals? After asking students how we are the same, ask how we are different. Make two lists on the board with bullet points. Challenge them to come up with as many ideas as possible.

ACTIVITIES: step-by-step guide

Activity 1
• First talk about the information in the photos.
• Use the ideas from the previous activity as a basis for this task. Students find differences between humans and animals in the text and compare them with their own ideas.

Activity 2  Track 9 & 10
• Play the echo game. Play Track 9. Pause after each word and students repeat three times, starting loud and getting quieter.
• Play Track 10 and students mime chewing when it is a word related to food, but keep their jaw totally still for the other words.
• Students listen again and only repeat the words related to food.

Content objectives
• Reflect on characteristics of human nutrition, interaction and reproduction.

Vocabulary
• cereals, eggs, fish, fruit, human, machine, mealtime, meat, prepare, pulses, talk, touch, vegetables, write

Structures
• Humans are animals.
• We have three life processes.
• We can move around.
• We communicate by talking.
• When it’s cold we wear more clothes.

Resources
• Tracks 9, 10 & 11

Quiz Check your learning.
Activity 3

- Whisper one of the sentences to a student who then does a mime for the rest of the class to guess the sentence, for example, You have four legs. Then the student says Yes I have four legs. Am I a human or an animal? and the rest of the class answer, for example, You’re an animal.
- Students write their own sentences and continue the activity in pairs.

Activity 4 Assessment opportunity

- Practise the concept of odd one out, for example, bird, elephant, tree, ball (ball isn’t a living thing.) Banana tree, dog, lion, rabbit (banana tree isn’t an animal).
- Students go on to work out the examples in the book. If they need a clue, tell them to think about life processes.

Activity 5 Track 11

- Put the students in two teams and line them up in two columns in front of you. Play the fi rst question on the audio and pause. The fi rst student in each team tries to answer it. The fi rst to answer correctly sits down and the other student goes to the back of their team. If both answer correctly, both sit down. If neither answer correctly, both go to the backs of their teams. Continue with the next question. Repeat the audio track until one team are all sitting down.

Extra idea! Think of all the things you did yesterday that an animal can’t do, for example, ride a bike, read a book...

ADDITIONAL RESOURCES

- Worksheet 1.3; Support worksheet 1.3

SCI-QUEST ANSWER

- Your eyes!

ANSWERS

1. Humans prepare food/talk/invent machines/write/take many years to become independent/wear clothes.
2. pulses, vegetables, breakfast, lunch
3. a) an animal d) an animal
   b) a human e) an animal
   c) a human f) a human
   Student’s own answer
4. a) Swimming is the odd one out because it isn’t related to nutrition.
   b) Sleeping is the odd one out because it isn’t related to interaction.
   c) Machine is the odd one out because it isn’t related to reproduction.
5. 1. plants
    2. mothers
    3. writing
    4. independent
    5. mealtimes

Key competences covered: Linguistic communication (Activities 1–5); Mathematical competence and basic competences in science and technology (Activities 1–5)
Plants

Looking after living things

Why are plants living things?

Plants make their own food. They use sunlight, air, water and nutrients from the soil to make their food.

Plants can make new plants. Many plants make seeds. Seeds grow into new plants. Other plants grow a new plant from their parts.

Plants can't move around. But they can react to their environment by moving their parts.

How to start

• Ask: Why are plants living things? Students think of as many reasons as possible why plants are living things (they’re born, they grow, die, need water, air, food, do nutrition, interaction and reproduction.)

ACTIVITIES: step-by-step guide

Activity 1

• Read the sentences with the students. In pairs they complete each sentence with can or can’t according to what they know/think.
  • Students go on to look at the pictures and read the texts to check/correct their answers.
  • Ask some comprehension questions: Do plants need food? (They don’t! They make food.) Do plants eat other living things? What do they eat? What do they need to make food? Do plants interact with their environment? Do they move about? How do they interact? (by moving a part). Do plants reproduce? Are baby plants born directly from the mother? Are they born from an egg? How is a baby plant born? (from a seed). Are all plants born from seeds?
Activity 2

- Students read the sentences in pairs and work out a mime for each one. Pairs perform their mimes and the class guess the sentences.
- Go through the sentences one at a time and the class vote if they are good (thumbs up) or bad (thumbs down) for living things.
- Write a cross and a tick on the board and write the number of students under each.
- Count the votes and ask students to make a sentence, for example, *Picking wild flowers is bad for living things.*

Activity 3  

**Track 12**  
**Sing the Be kind to one another song.**

Be kind to all animals  
Be kind to all the plants
Living on the ground.  
Growing in the ground.
Be kind to every living thing.  
Be kind to every living thing.
We need them around.  
We need them around
Be kind to all the birds  
Be kind to one another
Flying in the sky.  
We are living things too.
Be kind to every living thing.  
Be kind to every living thing.
It’s important to try.  
Including me and you.
Be kind to all the fish  
Swimming in the sea.
Be kind to every living thing.  
They’re just like you and me.

**Track 13**  
**Quiz: check your learning.**

Hello, everybody! Are you ready? Say ‘It’s good’ or ‘It’s bad’.

1. Touching a bird’s nest.  
2. Watering plants.
3. Taking your pet to the vet.
4. Picking wild flowers.
5. Feeding your cat.
6. Not walking your dog.

**ANSWERS**

1. a) can  
   b) can’t  
   c) can  
   d) can
2. a) watering plants and taking your pet to the vet  
   b) touching a bird’s nest and picking wild flowers
3. a) interaction  
   b) nutrition  
   c) reproduction  
   d) nutrition
4. 1. It’s bad.  
   2. It’s good.  
   3. It’s good.
5. Student’s own answer
6. I walk/wash/feed/play with my pet.

**Activity 4**  

**Assessment opportunity**

- Write *nutrition, interaction, reproduction.* Put the students into pairs with only student A looking at the book.
- Student A reads the statements and student B answers.
- Students swap roles and read the statements in a different order.
- Students do the activity in their notebooks.

**Activity 5**

- First look at the pictures and discuss what is missing in each one.
- Students draw the missing elements and compare their pictures.

**Activity 6**

- Ask what pets students have and how they look after them.
- Students do the activity in their notebooks.

**Activity 7  

**Track 13**

- Students write *good* and *bad* on a piece of paper.
- They listen to each statement and write the statement number in the corresponding column. They then listen to the answer to check.

**ADDITIONAL RESOURCES**

- Worksheet 1.4; Support worksheet 1.4; Karaoke

**Key competences covered:** Linguistic communication (Activities 1–7); Mathematical competence and basic competences in science and technology (Activities 1–2, 4–7)
Let's work together!

**Content objectives**
- Revise basic information about living things.
- Ask simple questions in a logical sequence to make a deduction.
- Understand and respond accurately to questions.

**Resources**
- Template 1.1.

**Materials**
- crayons, paper fasteners, scissors

**Before the lesson**
- Photocopy the wheel template for each student

**Demonstrating the word wheel**
- Ideally demonstrate the activity before the students make their word wheels, by playing with the wheel with the whole class. Call a student to the front and the whole class asks questions to guess the animal.
- Demonstrate the pair version of the game with a strong student as your partner.
- Then call out two more students to demonstrate the game.

**Making the word wheel**
- You may want the students to stick the template onto card before cutting it out to make it more durable.
- Make sure students don’t spend so long making their word wheel that they don’t get enough speaking practice. They can always finish colouring at home.

**Playing with the word wheel**
- Put the students into pairs as they finish making their word wheels.
- Ask students to find new partners when they have each had a turn at guessing.
- Once the whole class are playing you can do it as a mingle activity. Students walk round to music. Pause the music and they form a pair with a nearby student. They ask and answer questions till you start the music again. Do this several times so that students get practice with different partners.

**ADDITIONAL RESOURCES**
- Extension worksheet
- Template 1.2: Make your own poster!
- Digital poster

**Key competences covered:** Linguistic communication; Mathematical competence and basic competences in science and technology; Learning to learn
Living things

Experiment time!

**Content objectives**
- Find out how plants grow in different materials.
- Set up and carry out the stages of an experiment.
- Make predictions.
- Record observations.
- Reach conclusions.

**Resources**
- Experiment video
- Timing: one-two weeks
- Template 1.3

**Materials**
- cress or mustard seeds; pots labeled 1-4; soil, sand and cotton wool

**Before the lesson**
- Pose the question of the experiment: *Can plants grow without soil?* Ask students for their opinions.
- Ask students what experiment they could do to find out the answer.
- Students look at the pictures and read the texts and work out how to do the experiment in the book. They compare it to their own ideas.

**Using the video**
- The video shows a student setting up and carrying out the experiment. You can use it to explain the experiment to the students. If you are going to do the experiment, stop the video before the results appear.
- Set some comprehension questions before viewing. Ask: *What materials do you need? What do you do? What results do you record?*
- Alternatively you can use the video after the students have done the experiment to compare the way they conducted the experiment and the results.
- If you are unable to do the experiment in class, students can watch it on the video and be encouraged to do it at home.

**Extra Idea!**
Make a rota for observing the plants and filling in the record sheet. Place the rota on the wall. This encourages students to take responsibility and work independently of the teacher.

**ADDITIONAL RESOURCES**
- Revision worksheet
- Template 1.4: Make your own dictionary!

**Key competences covered:** Linguistic communication; Mathematical competence and basic competences in science and technology; Learning to learn
Activity 5

- Students choose words from the unit to add to their picture dictionary. You can ask them to choose important or difficult words, or simply words they like.

**MY PROGRESS**

- First make sure the students understand the statements and together remember the content each implies.
- Students then decide how well they know that content.

**ADDITIONAL RESOURCES**

- Tests A & B
Track 14  Listen and say which photo.

A.  
A: Choose a living thing.  
B: Ok, I’m ready. Try and guess my living thing.  
A: Is it a plant, an animal or a person?  
B: It’s an animal.  
A: How does it move?  
B: It flies.  
A: What does it eat?  
B: It eats nectar from flowers. Can you guess what it is?  

B.  
A: Now it’s my turn.  
B: Okay. Choose another living thing.  
A: Okay. I’m ready.  
B: Can it move around?  
A: No, it can’t.  
B: Can it make its own food?  
A: Yes, it can.  
B: Does it have a big flower?  
A: Yes, it does. Can you guess what it is?  

C.  
A: Okay, choose one more living thing.  
B: Ready!  
A: Can it fly?  
B: No, it can’t.  
A: Does it have four legs?  
B: No, it doesn’t.  
A: Is it a human?  
B: Yes, it is.  
A: Can it talk?  
B: No, it can’t. Can you guess what it is?

ANSWERS

1. Living things can be

- humans
- animals
- plants

Living things have three life processes

- interaction
- nutrition
- reproduction

2. a) 1. reproduction  
   b) 3. nine months  
   c) 2. sunlight, air, water and nutrients from the soil  
   d) 2. water the plants

3. 8. a bee  
   5. a sunflower  
   2. a baby

4. Plants: grow/can make seeds/make their own food/are living things/need water/have roots  
   Animals: can be born from eggs/grow/swim, fly and run/are living things/need water/make sounds  
   Plants and animals: grow/are living things/need water

5. Student’s own answer

Key competences covered: Linguistic communication (Activities 1–5); Mathematical competence and basic competences in science and technology (Activities 1–4); Learning to learn (Activity 5, My progress)
Living things

**Contents**

1. Classification of living things
2. Ecosystems and food chains

**Learning outcomes**

1. Observe, identify the characteristics and classify living things into: Animal, Plant or Fungi kingdom.
2. Recognise what an ecosystem is and how living things interact with each other in order to survive.

**Assessment criteria**

1. Understand different methods of classifying living things based on their characteristics.
2. Understand the characteristics and components of an ecosystem.

**Key competences**

Key competences are integrated in activities throughout the unit.
Classification of living things

How to start

- Brainstorm examples of living things. Ask: *What living things can you see in the classroom?* Write the students’ answers on the board.
- Ask: *How many living things can you name in three minutes?* Write the students’ answers on the board.
- Ask about the students’ answers: *Which of these are animals? Which of these are plants?* Invite students to come to the board and underline or circle the different words with colours.
- Explain that all living things can be divided into three groups. Read the information from the top of the page.

Content objectives

- Classify living things into three kingdoms.
- Understand that different living things have different nutrition and interaction.

Vocabulary

- interaction, kingdom, nutrition, make food, move about, rot

Structures

- Animals **eat** other living things.
- Plants **can’t** move about.
- Fungi **don’t make** their own food.

Resources

- Track 40
ACTIVITIES: step-by-step guide

Activity 1
• On the board, write: Animal Kingdom. Say: All animals belong to the animal kingdom. Repeat with Plant Kingdom and Fungi Kingdom.
• In pairs, the students read the texts and answer the questions.
• Ask the students to name members of the three kingdoms.

Activity 2
• Ask: What do you know about nutrition in the three kingdoms? What do you know about interaction? Encourage the students to explain the differences between the kingdoms.
• The students complete the sentences in their notebooks. Remind students that they will need to write ‘an’ if the word starts with a vowel.

Activity 3
• On the board, write: dog, beaver, grass, elephant, turtle. Ask: Which is the odd one out? When the students give their answers ask: Why?
• The students do the activity in pairs. Encourage them to say why.
• Ask some students to read out their lists to the class. The students say which the odd one out is and why.

Activity 4
• In groups, the students make posters. They can draw the living things or use pictures from magazines or the Internet. Encourage them to write the names of the living things on the posters.
• Display the posters around the classroom.

Activity 5
• Say: Animals make their own food. Say: Nod your head if it’s true and shake your head if it’s false.
• Then play track 40 and pause after each sentence. The students nod their heads if it’s true and shake their heads if it’s false.

Extra idea! Play ‘Guess the living thing’ game. Say: I’m thinking of a living thing. It’s on these two pages. The students ask questions until they have guessed the living thing, for example, Can it move? Does it make its own food? Then the students play the game in pairs.

Track 40 Quiz: check your learning.
Adult: Hello everybody! Are you ready? Say true or false.
Adult: 1. There are four kingdoms of living things.
Child: False
Adult: 2. An elephant and an ant are in the same kingdom.
Child: True
Adult: 3. A tree and a mushroom are in the same kingdom.
Child: False
Adult: 4. Pine trees and wheat are in the plant kingdom.
Child: True
Adult: 5. All animals move about.
Child: True
Adult: 6. All fungi move about.
Child: False
Adult: 7. Only plants can make their own food.
Child: True
Child: False

ANSWERS
1. a) the plant kingdom
   b) the fungi kingdom
   c) the animal kingdom
2. a) an animal
   b) a plant
   c) a plant or fungus
   d) an animal
   e) a fungus
3. a) The apple tree because it’s a plant.
    b) The mushroom because it’s a fungus.
4. Student’s own answers
5. false, true, false, true, false, true, false, true, false

Key competences covered: Linguistic communication (Activities 1–5); Mathematical competence and basic competences in science and technology (Activities 1–5)
Ecosystems and food chains

Content objectives
- Understand what an ecosystem is.
- Describe some food chains.

Vocabulary
- air, consumer, decomposer, ecosystem, environment, food chain, non-living things, producer, soil, sunlight

Structures
- Plants are producers.
- Living things depend on each other for nutrition.

Resources
- Track 41

Materials
- card, glue, scissors, coloured pencils, felt pens, wool

How to start
- Ask: Where does a dolphin live? What other animals live with a dolphin? Where does a monkey live? What other animals live with a monkey? The students answer the questions.
- Then ask: What plants live in these places?

ACTIVITIES: step-by-step guide

Activity 1
- Say: Look at the first picture. This is an ecosystem. There are living things and non-living things. What living things can you see?
- Then ask: What non-living things can you see?
- The students read the text about ecosystems and answer question a).
- Now focus on the food chain diagram. Say: Which living thing makes its own food? Which living things eat other living things? Which living thing rots other living things?
- The students read the text about food chains and answer question b).
Activity 2
• Say: Look at the photos. What ecosystems can you see? What animals live in these ecosystems?
• The students do the activity in their notebooks.

Activity 3 Assessment opportunity
• On the board, write: eagle, mouse, grass, fungi, snake. Say: Put this food chain in order from producer to decomposer. The students check their answers with the food chain in the book.
• In pairs, the students put the food chains in order.
• Ask for volunteers to write the food chains on the board.

Activity 4
• The students work in groups to read the instructions and make a food chain mobile.
• While they are working, ask them about their food chains. Ask: What is the producer? What are the consumers? What is the decomposer?
• Display the mobiles in the classroom.

Activity 5 Track 41
• On pieces of card, write: producer, consumer, decomposer. Stick the cards on different walls of the classroom. Say: A fox is... The students point to the correct answer.
• Play track 41. Pause the track to allow the students to point to the correct answer.

ANSWERS
1. a) An ecosystem is a natural area containing living things that interact with each other and their environment.
   b) A food chain shows the interaction between the producers, consumers and decomposers in an ecosystem.
2. a) lion, zebra, giraffe
   b) penguin, salmon, seal, killer whale
   c) beaver, dragonfly
3. a) plant, insect, salmon, bear
   b) grass, zebra, hyena, lion
   c) carrot, rabbit, fox, eagle
4. Student’s own answers
5. consumer, producer, decomposer, producer, consumer, producer, consumer, decomposer

Key competences covered: Linguistic communication (Activities 1–5); Mathematical competence and basic competences in science and technology (Activities 1-5)
Think Do Learn Natural Sciences

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