Each unit opens with a vibrant double-page spread. These introductory pages maximise motivation by showing that pupils’ prior knowledge of key topics is often already considerable. Key content and vocabulary is introduced through attractive large-scale illustrations, songs and engaging activities.

Activities can be formulated as group activities or discussions to encourage cooperative learning.

The illustrations always feature the Social Science course characters Sam and Amy. In some units you can find Ben and Katie, their Natural Science friends, creating a visual link between the two subjects.

A song with a related activity reviews key vocabulary from the illustration.
Take a Tour – Level 2

Page three features a story that follows on directly from the unit opening spread. The story always features the course characters exploring the unit topic and vocabulary in more depth.

A dramatisation of the story can be listened to on the class CD or the digital component.

The story activities are designed to reflect the most common activities found in external exams.
The content pages build on pupils’ prior knowledge through highly visual content and a wide variety of activities, which presents differing levels of cognitive challenge. Content pages are richly illustrated with a careful balance of photography and age-appropriate illustration, in order to maximise engagement with the content.

Course characters are repeated throughout the unit, presenting the key concepts visually in order to facilitate comprehension.
Regular sticker activities increase the variety of available activity types...

Properties of materials

Materials have different properties: they look and feel different. They can be hard or soft, smooth or rough, bendy or rigid, shiny or dull.

1. Listen and write.
   - smooth
   - bendy
   - rigid
   - soft

   A mirror is hard, shiny, and _______.
   A kitchen sponge is rough, dull, and _______.

2. Look at the properties of the objects. Find the stickers.
   - hard / soft
   - smooth / rough
   - bendy / rigid
   - shiny / dull

Transparent and opaque

Materials you can see through are transparent. Materials you can’t see through are opaque.

1. Investigate. Write yes or no.

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2. Is it transparent? Write yes, no or sometimes.

   metal
   paper
   fabric
   wood
   glass
   plastic

Extensive audio activities provide regular practice of listening skills. Songs and chants provide a link to pupils’ English textbooks.
Let’s investigate:
Fun projects and simple experiments provide children with an age-appropriate introduction to the scientific method (aim, test, conclusion) from the very beginning. Projects are carefully designed to be accessible and appropriate for young children and only require the use of everyday materials.

Make a difference:
Pupils are introduced to values and ethics in relation to the Let’s investigate project. They are presented with situations designed to encourage reasoning and an engagement with their immediate surroundings, in order to develop their independence and the beginnings of social and personal responsibility. There are also further ideas for projects and class presentations.

Each unit closes with four pages in which content is extended and revised.

**Let’s investigate: Faces with feelings**

**Idea:**
We can show feelings with our faces.

**Test:**
Step 1: Choose a feeling. Mime.
Step 2: Ask your classmates to guess.
Step 3: Write your results. Tick.

**Make classroom posters:**
2. Make classroom posters.
3. Write different feelings on coloured card.
4. Put the posters around the classroom.
5. Draw or find pictures and stick them to the posters.
6. Which face is difficult to make?

**Make a difference:**
Pupils are introduced to values and ethics in relation to the Let’s investigate project. They are presented with situations designed to encourage reasoning and an engagement with their immediate surroundings, in order to develop their independence and the beginnings of social and personal responsibility. There are also further ideas for projects and class presentations.
Let’s remember pages ensure that pupils’ progression is regularly checked and reviewed. They are also offered the opportunity to carry out some simple self-assessment.
Take a Tour – Level 2

Term pages

Four end-of-term pages provide additional progress-checking activities as well as the opportunity to practise different communicative skills.

Work together: A final cooperative learning project takes communication and collaborative skills further and gives pupils the opportunity to engage with a key theme from a different point of view while having fun at the same time. These cooperative activities are carefully adapted to the age group.
Term revision pages ensure that pupils’ progression is regularly checked and reviewed through a broad range of enjoyable activity types.