



DISCOVER

BY  
**ME**

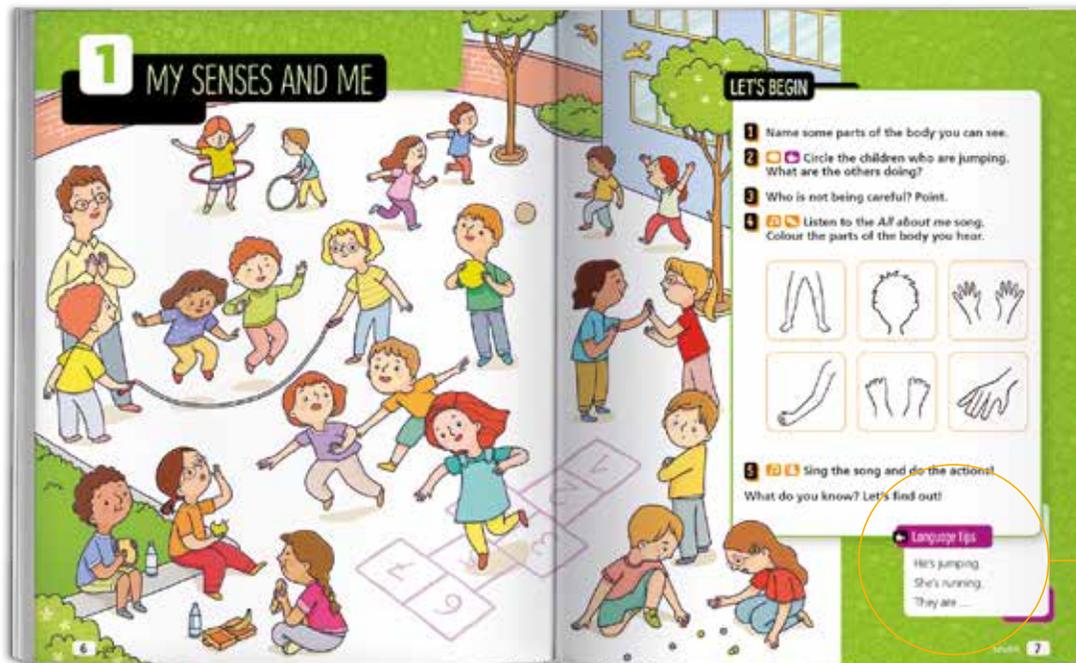
**NATURAL  
SCIENCE**

LEARN TOGETHER



# UNIT WALKTHROUGH

## UNIT OPENING



Each unit opens with a combination of vibrant illustrations inspiring **students' curiosity** and a set of questions to develop their thinking skills.

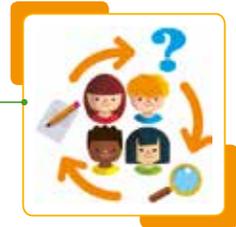
Young learners will **enjoy learning through songs and music**. We have carefully prepared a selection of songs and related activities which offer plenty of opportunities to practise pronunciation, listening skills and review key content.

Icons clearly signpost different sections and types of activities. For example, **Language tips**, the language support section, will help your students answer questions confidently by providing them with **useful language structures and prompts**.

ByME *Learn Together* helps you personalise the learning process. You can assess your students' prior knowledge by using the **diagnostic evaluation** as well as the **self-evaluation tools**.

# UNIT WALKTHROUGH

## STORY AND WORK TOGETHER SECTION



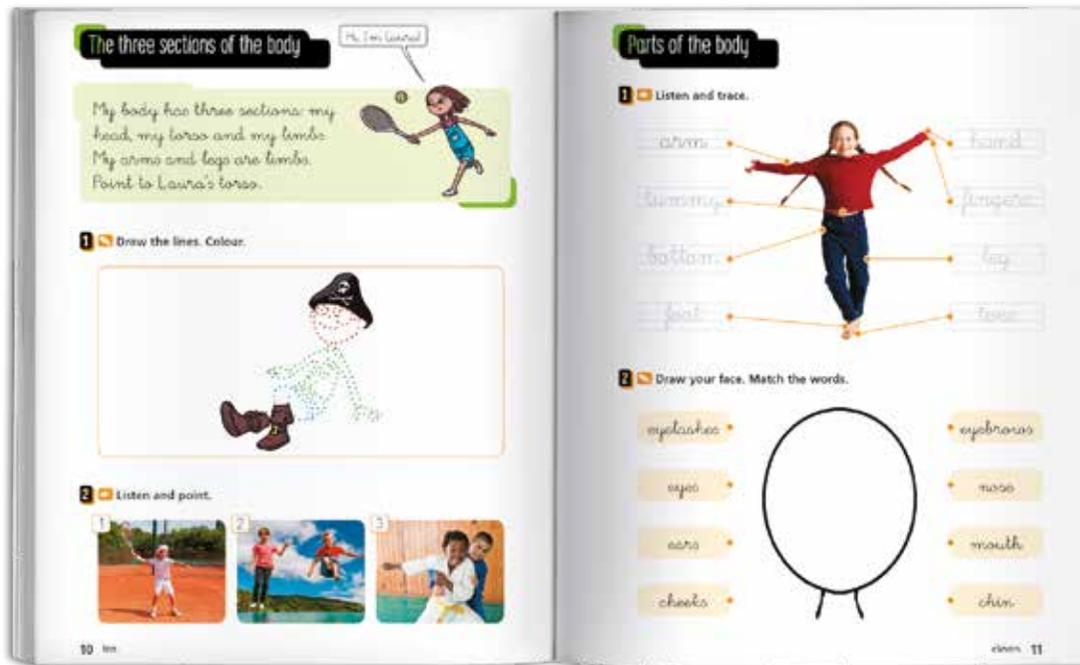
Cooperative Learning Techniques are present in every unit.

## BRING ADVENTURE STRAIGHT TO YOUR CLASSROOM!

In the *Story* section, students keep up with the course characters by reading about their **adventures in the comic strip**. After listening to the story, the students practise their speaking skills by acting out the scene.

In the *Work together* section, students will carry out fun and simple experiments **using Cooperative Learning Techniques**. The projects use an **easy-to-follow approach** to save you time and help develop learner autonomy and group interaction. An evaluation task **focuses on the students' skills as they do the cooperative activities**.

## CONTENT DEVELOPMENT



**Listening activities are present in all parts of the *Content development* pages to make sure your students are constantly exposed to language.**

On the *Content development* pages, you will find **lots of visual aids and a wide variety of activities** that progressively challenge your students to think beyond the content.

All the information has been carefully organised **balancing theory and activities.**

# UNIT WALKTHROUGH

## CONTENT DEVELOPMENT

**what do joints do?**

Hi, I'm Danny!

Joints help your body move. Move your wrists and wave at Danny. Move your hips and dance!

1 Which puppet can bend its arms and legs? Circle.

1  2  3 

2 Look and listen to the Joints chart. Do the actions.

neck		elbow
wrist		hip
shoulder		ankle
knee		

12 twinkl

**what do bones and muscles do?**

I'm looking at it.

Our bones support us and protect our bodies. Our muscles help us to move.

What is Laure looking at?

1 Find the stickers.

2 Tick (✓) the correct picture.

1  2 

13 twinkl

Activities **work on different skills** such as listening, speaking, digital competences, pair or group work, research, etc. and are **clearly signposted with icons**.

The **stickers will help to motivate** your students, supporting and strengthening their knowledge and understanding.

### The five senses

We have five senses: we can see, hear, smell, taste and touch.

Which sense is Danny using?



1 Match.

				
see	hear	smell	taste	touch
				

2 Which sense are they using? Trace.

		
see	smell	taste

14 fourteen

### Our choices

#### Stretch your muscles!

1 Listen and trace.

	
Bend to the left!	Bend to the right!
	
Bend your arm!	Touch your toes!

2 Make up an exercise routine. Choose your exercises. Put them in order. Teach your classmates.

```

    graph TD
      your((your)) --- Move
      your --- Bend
      your --- Touch
      your --- knees
      your --- hips
      your --- arms
    
```

15

The *Our choices* section teaches students the values and skills that make a good citizen. Students are **gradually guided in how to develop the qualities** valued by their families and communities. They are presented with situations designed to help develop their speaking skills while encouraging reasoning and engagement with their surroundings.

# UNIT WALKTHROUGH

## Review

**REVIEW**

**1 Match.**

cheek • wrist • chin • knee • leg • hip • ankle • mouth • foot • tummy



**2 Complete the funny face.**

mouth • ears • nose • cheeks • eyes • eyebrows



**3 Tick (✓) the joints.**



**4 Write.**

taste smell touch hear see



**5 Write.**

Our \_\_\_\_\_ protect our bodies.

Our \_\_\_\_\_ help us move.

What do you know now? Check!

16 *stem* 17 *stem*

The *Review* pages **encourage autonomy**, helping your students to **acquire important organisational skills** and do simple self-evaluation tasks. There is a combination of illustrations and photos to make the material more real to the students.

An icon signposts the evaluation covering the material from the unit.

# PROJECT BASED LEARNING

**PROJECT** The dance routine!

The Music and PE teachers want you to create a dance routine. The dance has to exercise different parts of your body. Choose a song. Then develop a dance routine for it. Are you ready? Let's start!



- Choose a song for your dance routine: a modern song, an old song ...
- Look and match.
 

foot	leg	arm	hand
			
- What are the emotions? Write happy, sad, worried and angry.
 

			
_____	_____	_____	_____
- Get together in groups of four.
- Choose how you are going to present your dance.
 

Video    Presentation
- Read the questions. Investigate and answer.
  - How does the song make you feel?
  - Which parts of your body do you move in the dance?
  - Which parts of your body do you exercise in the dance?
  - How can you make the dance harder or easier?
- Project checklist. Tick.
 

<input type="checkbox"/> Smartphone	<input type="checkbox"/> Pens
<input type="checkbox"/> Computer	<input type="checkbox"/> Music
<input type="checkbox"/> Paper	<input type="checkbox"/> Fancy clothes
- Create your dance routine with your group. Everybody has to take part!
- Present your dance routine. Explain how to do it, and why it is good exercise.
 
- Did you enjoy the project? Choose a sticker.
 

Evaluate your project

32 Story Start      Story Start 33

A guided approach offers students tips throughout the units to support the final project.

This project section **follows a step-by-step guided PBL approach** to ensure your students are offered the flexibility to be creative and work cooperatively.

An icon signposts an evaluation task not only **focusing on the content of the project**, but also on the students' **performance while working cooperatively**.

BY  
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