

**SOCIAL
SCIENCE**

LEARN TOGETHER

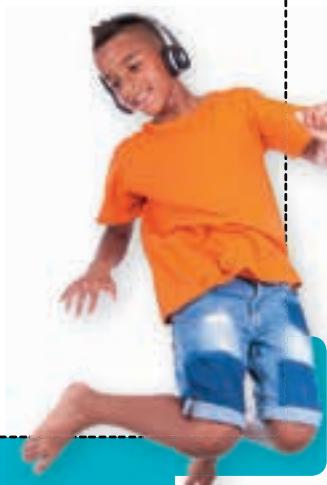
TEACHER'S BOOK

PRIMARY 2

BY
ME

**TABLE
OF CONTENTS**

Introduction	3
Course components	4
How to use the Pupil's Book	8
How to use the Teacher's Book	14
360° evaluation	16
Cooperative Learning	18
Project Based Learning	20
ColorADD	22
Helpful tips	24
Welcome letter	28



INTRODUCTION TO *ByME* SOCIAL SCIENCE LEARN TOGETHER

Who the course is for

ByME Social Science Learn Together is a six-level course for pupils studying the subject of Social Science in a bilingual context. Level 2 is for pupils in year 2 of Primary.

Aims of the course

The course follows the Social Science syllabus as laid out by the LOMCE. *ByME Social Science Learn Together* aims to develop pupils' scientific knowledge and language skills. Given the challenge of teaching Social Science in a bilingual classroom, it is important that language does not overwhelm the content, nor vice versa. For that reason, this programme is designed to ensure a unique balance between language and content.



ByME Social Science Learn Together fosters pupils' curiosity about the world around them, keeping them engaged and motivated to learn, as well as keeping teachers satisfied with its user-friendly features:

- A simple, fixed unit structure to ensure easy navigation.
- A clear design with a balanced use of photographs and illustrations, providing visual aids that facilitate comprehension.
- A focus on scientific method in combination with Cooperative Learning in order to develop pupils' cooperative, investigative and presentational skills.
- An easy-to-apply 360° evaluation tool for continuous teacher, peer and self-evaluation. At the beginning of every unit, simply check what each of your pupils already knows and then plan your lessons accordingly by selecting the most suitable activity types for your pupils' needs.
- Project Based Learning. End-of-term projects bring authentic learning and real problem solving straight to your classroom! The projects have been carefully selected to motivate pupils and give them the chance to have a positive impact on their environment.
- Language support sections are present throughout the course to help pupils talk about content, promote active communication and build their confidence in speaking.
- A strong focus on scientific method helps develop investigative skills, as well as focus on ethics and values to develop higher-order thinking skills.

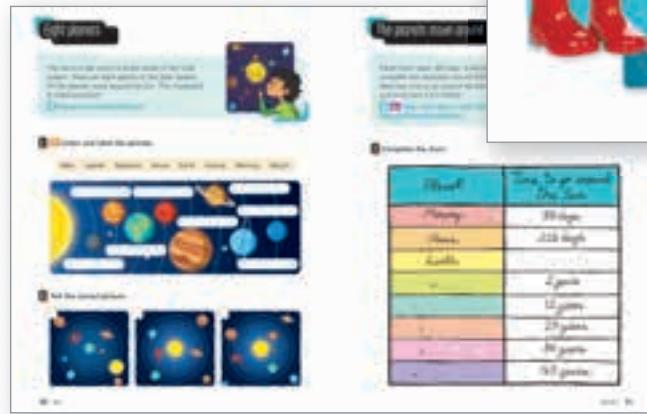


COURSE COMPONENTS: PUPIL'S MATERIALS

PUPIL'S BOOK

The Pupil's Book includes:

- a two-page opening unit introducing pupils to the characters that will accompany them on their learning experience: Sam and Amy.
- six main units
- three end-of-term review sections
- three term projects
- a picture dictionary.



ACTIVITY BOOK

The optional Activity Book is comprised of six full-colour pages per unit. It offers:

- a range of engaging exercises to consolidate and extend the topics covered in the Pupil's Book
- additional reading and writing practice of the science content
- a mini-project designed to encourage pupils to explore scientific concepts and methods at home or in the classroom
- a bilingual glossary to support language learning.



COURSE COMPONENTS: TEACHER'S MATERIALS

TEACHER'S BOOK

The full-colour Teacher's Book includes easy-to-follow, flexible lesson plans and practical support specially designed for English teachers teaching Social Science. A clear, simple design helps create ease-of-reference even in the most challenging teaching situations.

The Teacher's Book fully addresses the LOMCE curriculum through:

- careful attention to content, evaluation criteria and learning standards
- treatment of the key competences in correlation with the learning standards, clearly identified key content and extras sections
- enabling teachers to focus on required content or extend their lessons according to their timetable
- providing full answer keys to all the questions and activities in the Pupil's Book.



TEACHER'S CDs

Included with the Teacher's Book, the Teacher's CDs offer the key recordings for the Pupil's Book in an easily accessible format. They can be played on audio players or on the computer. They include:

- recordings of the main texts of the content pages
- external exam-style recordings for listening skills practice.

Access to the complete audio is also available through the Digital Resources.



CLASSROOM MATERIALS

POSTERS

Large-scale printed posters are available for added visual support in the classroom, providing additional opportunities for vocabulary practice and revision.

FLASHCARDS

In Levels 1 and 2, flashcards are available in printed format, or in digital format from Level 3 upwards.



COURSE COMPONENTS: DIGITAL RESOURCES

The ByME digital platform gives all teachers using *ByME Social Science 2 Learn Together* free access to the ByME Digital Resources. The ByME digital platform allows you to:

- find all your ByME digital books in one place
- create a class in one click
- follow your pupils' progress in every unit and keep track of every activity
- use it both online and offline.

As a teacher, your license gives you access to extensive digital resources:

- Pupil's Book
- Learning Kit
- Teacher's Kit
- Family Corner.



PUPIL'S BOOK

All unit sections and associated resources are easy to access.

The Pupil's Book includes:

- audio
- interactive activities
- tools (draw, underline, erase, test notes, highlight, hide and save)
- page view options
- zoomed in images.



LEARNING KIT

The Learning Kit allows both the pupil and the teacher to access all the resources that will help the learning process.

- Interactive activities: they can be accessed both from the Pupil's Book and the Learning Kit. Keep track of your pupils' records!
- Flashcards: create sets from existing flashcards or create new ones.
- Presentations: review the unit's key content with integrated audio.
- Songs: sing along with the songs.
- Multimedia: access videos and weblinks to make key topics meaningful in a real context.



TEACHER'S KIT

The Teacher's Kit is only accessible for the teacher. It includes:

- Teacher's Book: view or download a pdf version of the Teacher's Book.
- Test generator: create tests adapted to your pupils' needs.
- Methodology: access unit syllabi, letters home, methodological approach documents, etc.
- Wordlist: in English and Spanish.
- Worksheets: extra printable resources.
- Lyrics: downloadable song lyrics.
- Multimedia: access videos and weblinks to make key topics meaningful in a real context.
- 360° evaluation: ready-made tests to assess your pupils from a 360° perspective.



FAMILY CORNER

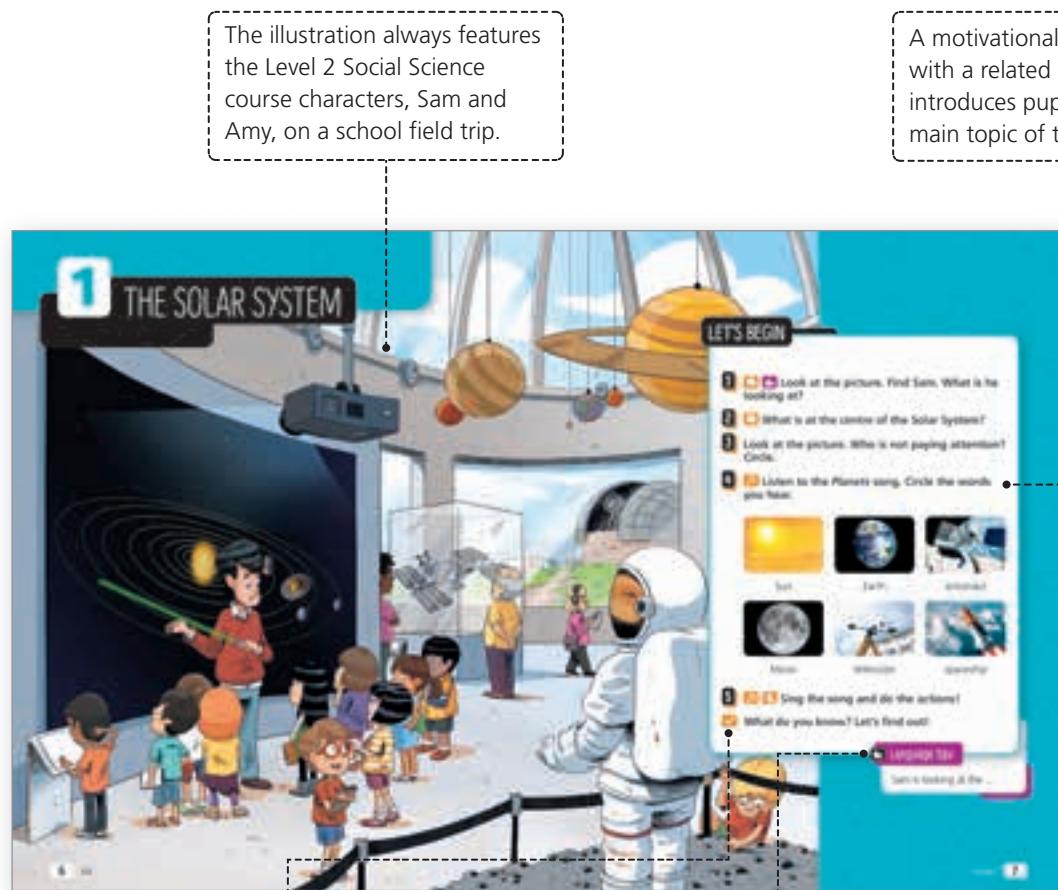
The Family Corner is a space for parents to find out more about what their children are learning. It includes the presentations in Spanish, a wordlist, and the family guide.



HOW TO USE THE PUPIL'S BOOK

OPENING PAGES

Each unit opens with a vibrant double-page spread. These introductory pages seek to motivate pupils by touching on prior knowledge of key topics thereby increasing pupils' confidence. Key content and vocabulary is introduced through attractive large-scale illustrations, songs and engaging activities.



The illustration always features the Level 2 Social Science course characters, Sam and Amy, on a school field trip.

A motivational song with a related activity introduces pupils to the main topic of the unit.

A reference to the diagnostic evaluation and self-evaluation tools which help assess pupils' prior knowledge.

The language support section helps the pupils answer activities confidently by providing them with useful language structures and prompts.

STORY

The Story follows on directly from the unit opening. The action takes place in the same place as the opening illustration and 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 Teacher's CD or on the digital component. After listening to the story, pupils practise their speaking skills by acting out the scene.



The story activities are designed to reflect the most common activities found in external exams.

WORK TOGETHER

The *Work together* section provides pupils with the opportunity to carry out fun projects and simple experiments using Cooperative Learning techniques. Using everyday materials, projects are carefully designed to be accessible and suitable for young children.

A visual reminder of the materials needed to complete the project.

A reference to the self-evaluation grid where pupils can evaluate their cooperative task.



Each unit suggests a Cooperative Learning technique that will provide the optimal learning experience for the pupil and guarantee that all team members get involved.

CONTENT PAGES

The content pages are where pupils build on their prior knowledge through highly visual content and a wide variety of activities presenting different levels of cognitive challenges.

Course characters are repeated throughout the unit presenting the key concepts visually in order to facilitate comprehension.

Pupils are introduced gradually and carefully to the topic.



The project tips give pupils clues that will help them complete the term project successfully.

Extensive audio activities provide regular practice of listening skills. Songs and chants in every unit provide a comforting link to pupils' English textbooks.

Regular sticker activities increase the variety of available activity types.

Content pages are richly illustrated with a careful balance of photography and age-appropriate illustration, in order to facilitate comprehension in all learner types and maximise engagement with the content.

OUR CHOICES

In this section pupils engage with their immediate surroundings as they are presented with situations designed to encourage reasoning in order to develop their independence and the beginnings of social and personal responsibility. This section will help reinforce pupils' cooperative and communicative skills. Pupils first do individual activities focusing on the topic and then share their ideas while doing other related activities with a partner.



REVIEW

Unit revision pages ensure that pupils' progression is regularly checked and reviewed. The activities are designed not only to review content, but also to practise language skills.

A reference to the end-of-unit test where pupils can check their progress.

TERM PAGES

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

TERM REVIEW

Term review pages ensure that pupils' progression is regularly checked and reviewed through a broad range of enjoyable activity types.

A reference to the end-of-term test where pupils can check their progress.

PROJECT

In the *Project* section pupils practise problem-solving skills through a Project Based Learning approach. They use special clues included in the units and apply Cooperative Learning techniques to find the solution to a problem. All projects are based on interesting, age-appropriate challenges.

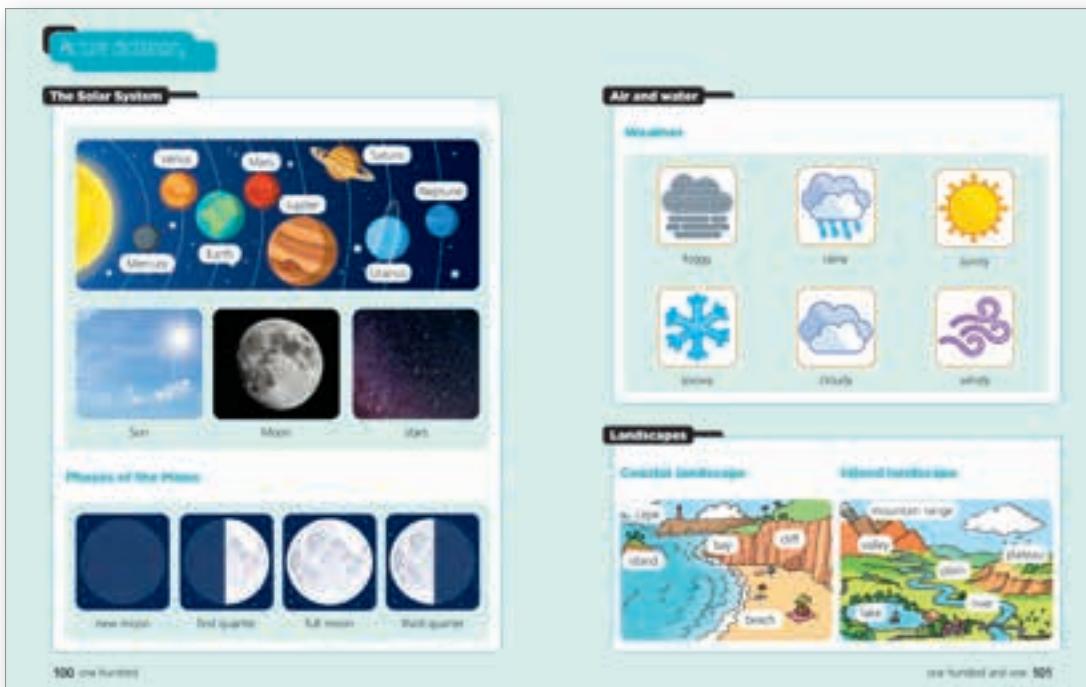
At the end of the project, pupils practise their oral skills to present their work to the class.

A reference to the project evaluation grid where pupils can evaluate their cooperative skills.

END PAGES

PICTURE DICTIONARY

The book ends with an extensive easy-reference dictionary with the focus on photography to help memory and recognition.



HOW TO USE THE TEACHER'S BOOK

The Teacher's Book is specially designed to help Science teachers and provide English language support. It includes easy-to-follow lesson plans and practical support through each activity, highlighting teaching suggestions and tips.

CONTENT MAPS

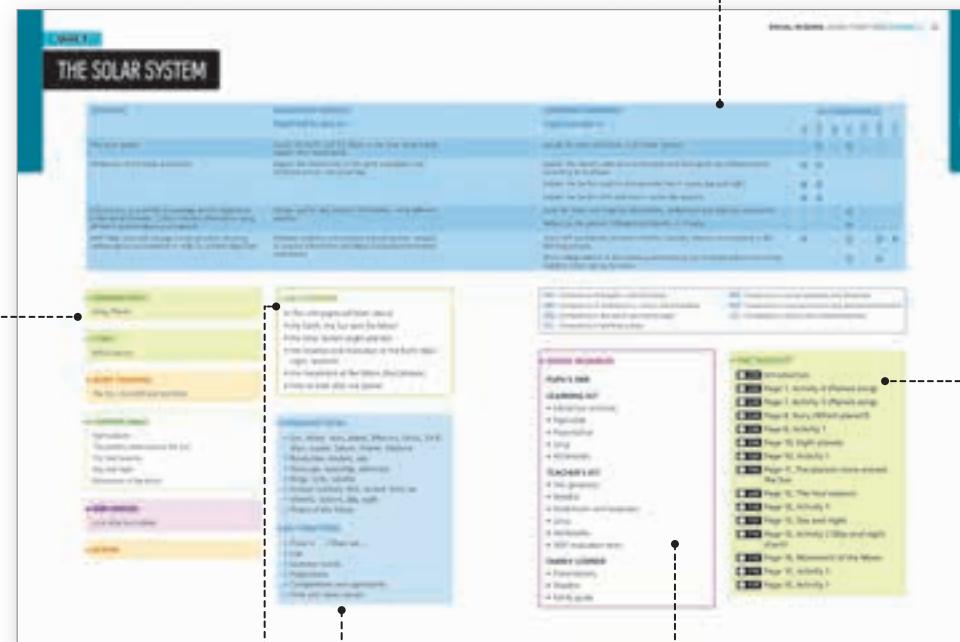
Each unit begins with a content map, fully compatible with the LOMCE curriculum, to help the teacher see at a glance the contents, evaluation criteria, learning standards and key competences ahead.

UNIT STRUCTURE

It provides a quick overview of the different sections within the unit.

CONTENTS, EVALUATION CRITERIA, LEARNING STANDARDS AND KEY COMPETENCES

All key elements of the LOMCE curriculum are clearly mapped out for each unit.



UNIT SUMMARY

It provides an overview of what the pupils will learn in the unit.

LANGUAGE FOCUS & KEY STRUCTURES

It presents a summary of the key language and structures covered in the unit.

DIGITAL RESOURCES

An index of the materials and activities available for each unit through the Digital Resources.

TRACK LIST

An index of the audio tracks on the Teacher's CDs.

LESSON PLANS

LESSON INFORMATION AT A GLANCE

Lesson summary, language focus and materials to help prepare lessons ahead of time.



GETTING STARTED AND WRAPPING UP ACTIVITIES

Each lesson begins and ends with activities that aim to preview and review important vocabulary and concepts.

STEP-BY-STEP LESSON PLANS

Teacher tips on presenting textual and graphic content, and instructions for guiding pupils through the activities.

TARGETED QUESTIONS

Questions which vary in level of difficulty to get pupils thinking more critically.

360° EVALUATION

Helps teachers personalise their teaching and target their pupils' needs through a series of evaluation tests: teacher, peer and self-evaluations.

360° EVALUATION

ByME Social Science 2 Learn Together helps teachers personalise their teaching and target their pupils' real needs.

The material is supported by a 360° evaluation carried out by the teacher, the pupil and his or her peers. All tests and evaluations are tagged with the icon .

The 360° evaluation has three main stages within a unit:

- 1 Diagnostic stage: includes the teacher diagnostic test and the pupil's self-evaluation. Pupils are asked to take these tests at the unit opening page. These two tests help teachers plan the unit lessons according to their pupils' knowledge.
- 2 Work with peers stage: represented by the Cooperative Learning evaluation.
- 3 Assessment stage: made up by the end-of-unit evaluation and the evaluation grid.



TEACHER EVALUATION

The evaluation tests carried out by the teacher include:

- **Diagnostic test:** teachers determine what pupils already know about the unit.
- **End-of-unit test:** pupils carry out a final unit test to check what they have learnt.
- **Unit evaluation grid:** teachers evaluate if the pupils have accomplished the evaluation criteria of the unit.
- **End-of-term test:** pupils take an end-of-term test which serves as an additional evaluation tool for the teacher.

The 360° evaluation wraps up with two term evaluations: the end-of-term test (teacher) and the project evaluation (peer).

All the marks can then be recorded in the unit or term log book, made available to the teacher in the digital resources.



SELF

- **Pupil's self-evaluation:** pupils test their prior knowledge of the unit through a self-assessment grid.



PEER

- **Cooperative Learning evaluation:** pupils complete a self-evaluation grid of the cooperative tasks, evaluating its development, their own performance, as well as the performance of their teammates.
- **Project evaluation:** pupils evaluate the development of the project, their own performance, as well as the performance of their teammates, again from a Cooperative Learning perspective.

COOPERATIVE LEARNING

Cooperative Learning is an educational situation in which pupils are required to work together in small groups or teams to support each other in order to improve their own learning and that of others. Cooperative Learning goes beyond merely seating pupils together; simply telling them they are a group does not mean they will cooperate effectively.

Basic principles of Cooperative Learning

(Johnson, Johnson & Holubec)

1. Positive interdependence

Pupils recognise that with the help of their peers, they can better complete the group's task. Every group member must contribute, and members will depend on each other to complete the task. We can enhance positive interdependence by establishing mutual goals which 'will help each pupil to learn and make sure all other team members learn' (Johnson, Johnson & Holubec, 2008).

2. Individual accountability

Each member of the group is responsible for completing their part of the work and must develop a sense of personal responsibility towards him or herself and the rest of the group, because individual performance will affect not only one's own result, but also the results of their team members.

3. Promotive interaction

Cooperative Learning implies face-to-face interaction. Pupils need not only to discuss and agree but also to produce a piece of work through combined effort, because Cooperative Learning is not about working individually to make a 'cut-and-paste' final product.



4. Social abilities

Pupils need interpersonal skills to be successful. Some of them are:

- effective leadership
- decision-making
- communication
- conflict resolution
- helping and asking for help
- organisation
- self-esteem
- self-confidence.

Pupils are not born knowing how to behave in a group. We have to teach them, giving them models, and opportunities to practise these skills.

5. Group processing

Developing Cooperative Learning methodology is not easy at first, nor are the effects immediate. Difficulties within the groups, with resources and with management may arise. That is why formative assessment is needed. This assessment involves both teachers and pupils. We need to know the strong and weak points in order to make the right decisions and develop the methodology in the right direction.

Cooperative Learning structures in Social Science 2

Learn Together

The *Work together* section of the *ByME Social Science 2 Learn Together* is designed to develop pupils' Cooperative Learning skills through the use of two different types of techniques: *Think-Pair-Share* and *Cooperative investigation*.

These techniques are presented to the pupils in the opening unit with a brief explanation. Here's all you need to know about them!

Think-Pair-Share

Pupils are presented with a problem.

First, they work on their own and reflect on the problem that has been posed. Make sure that they all try to establish their own ideas on the matter.

Secondly, pupils get together with a partner and work in pairs. Pupils are required to reach agreements with their partners after discussing their opinions.

And finally, the two pairs get together and work as a group to create the final task by bringing together the conclusions and ideas of both pairs.

Cooperative investigation

Already in groups of four, pupils are presented with a problem or question before carrying out an experiment.

First, the group needs to think about the problem or question and create a hypothesis before carrying out the experiment.

Secondly, all the members of the group plan how they are going to carry out the experiment.

Next, they proceed with the experiment following all the required steps and develop conclusions.

Finally, the group compares the original hypothesis with the conclusions developed after the experiment.

PROJECT BASED LEARNING

The Buck Institute for Education (BIE) defines Project Based Learning (PBL) as 'an extended process of enquiry' where 'students work on a project over an extended period of time that engages them in solving a real-world problem or answering a complex question. As a result, students develop deep content knowledge as well as critical thinking, creativity and communication skills in the context of doing an authentic, meaningful project.'

ByME Social Science Learn Together projects are clearly organised to help pupils make a successful start in Project Based Learning. Each project relates to what the pupils have learnt in the preceding units and the theme running through all the projects is to make the world a better place.

CHALLENGE

Every project begins with a challenging problem or driving question. The problem or question sparks the pupils' interest and motivates them to want to find the solution. In some cases pupils are asked to choose from a range of possible options to carry out the project, such as choosing a song that will be used to create a dance routine or a dish to create a healthy menu.

WHAT DO YOU KNOW?

These activities are meant to revise and activate the contents pupils have studied in the preceding units and that are related to the project. It is therefore a first chance to begin the enquiry process that will lead them to a satisfactory solution of the problem.

TEAM ORGANISATION

Cooperative work and each participant's role are key to their achieving the project. Before proceeding with the rest of the enquiry, pupils decide how they are going to organise themselves as a team. PBL applies Cooperative Learning techniques, therefore the team organisation is based on roles. The proposed roles are coordinator, secretary, materials manager and spokesperson, but you may decide to introduce other roles.

PROJECT Saving water

There is a drought in your country. There is not much water to use at school and not enough water for the plants. What can you do? Think of ideas for saving and collecting water. Then present your ideas to the principal. Are you ready? Let's start!

1 Look and match.

lake river sea ice caps

lake river sea ice caps

2 Write salt water or fresh water.

fresh water salt water salt water

3 Get together in groups of four.

66

4 Choose how you are going to present your ideas.

Video Poster

5 Read the questions. Investigate and answer.

- How will you collect rainwater?
- How many days of rain are there every year?
- How can you help save water in the school bathrooms?
- What signs will you create? What information will you put on them?
- Where will you put the signs?
- What can you do to convince pupils to turn off taps?
- How can you convince pupils to save water in other ways?

6 Project checklist. Tick and complete.

<input type="checkbox"/> Photos and pictures	<input type="checkbox"/> Information
<input type="checkbox"/> Paper and coloured pencils	<input type="checkbox"/> Signs
<input type="checkbox"/> Coloured card	
<input type="checkbox"/> Computer	

7 Create your project with your group. Everybody has to take part!

8 Present your ideas to the class.

9 Did you enjoy the project? Choose a sticker.

Evaluate your project.

PROJECT ORGANISATION

At this stage, pupils decide on the format of their project. They are given different options to choose from along with the materials required, however they are also free to choose their own format if they wish.

RESEARCH

Once pupils have decided how they are going to present their project, they undertake research to answer a set of questions that will help them complete their project. In doing so, they will need to use various sources such as the Pupil's Book itself, the internet, books in the school library, magazines, visiting museums, or by asking the teacher or their parents.

CREATE

At this stage the team members will create their project or product. They have all the necessary information, they have discussed all their findings and they have agreed what they want it to be like, so there is no time to waste!

PROJECT EVALUATION

The pupils evaluate the development of the project, their own performance, as well as the performance of their teammates from a Cooperative Learning perspective.

PRESENT YOUR PROJECT

Pupils share their findings by presenting their project to the rest of the class, or if you choose, to the rest of the school. Remind the pupils that they should be ready to answer any questions at the end of their presentations!

ColorADD

Colour identification system

Colour-blindness, or colour vision deficiency, affects approximately one in every 12 men and one in every 200 women in the world – that is about 350 million people worldwide!

Colour-blindness is mostly an inherited condition that is transmitted through the X chromosome. It can cause social constraints and may lead to a reduction in the ability to learn and study independently.

The ColorADD Colour Identification System is based on three monochromatic symbols that represent the primary colours. By acquiring knowledge of 'Colour Addition Theory' during primary education, pupils can begin to interrelate and combine the symbols as a way of graphically identifying the entire colour palette. The addition of the black and white symbols is used to identify darker or lighter shades.

The ColorADD system is used throughout *ByME Social Science Learn Together* as a way of allowing pupils with colour vision deficiency to participate as much as possible in all class activities. Where possible, ColorAdd symbols are applied to the illustrations and images that appear on the pages.

Using the ColorADD system becomes a 'mental game' that is easy to memorise both in class and in daily situations.

COLOUR IS FOR EVERYONE!

1. THE BASIS of ColorADD – PRIMARY COLOURS + BLACK AND WHITE



2. THE 'COLOUR ADDITION THEORY'



$$\text{/\!} + \text{\!/\!} = \text{/\!\!/}$$

$$\text{—} + \text{—} = \text{—}$$

$$\text{\!/\!} + \text{/\!} = \text{\!/\!\!/}$$

$$\text{—} + \text{—} = \text{—}$$

$$\text{\!/\!} + \text{\!/\!} = \text{\!/\!\!/}$$

$$\text{\!/\!} + \text{/\!} = \text{\!/\!\!/}$$

3. THE ColorADD CODE

Colours



White, black and grey tones



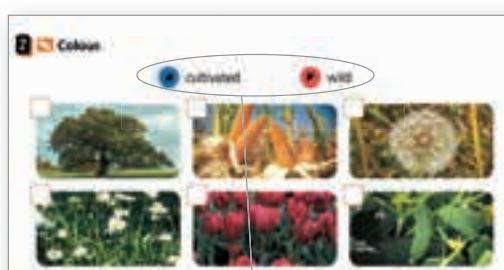
Light tones



Dark tones



The symbol for each colour to be used appears next to the relevant activity.



HELPFUL TIPS

Using flashcards

Flashcards are an important visual resource for introducing, learning and reviewing new vocabulary and concepts. They are particularly important for pupils learning content through a second language.

As well as the unit vocabulary flashcards, it is a good idea to continually build up your own personal collection of pictures and photos, which can easily be laminated on card, to have a greater range of visual aids.

Tap it: Divide the class into two teams. Stick four to six flashcards on the board in reach of the pupils. Call a pupil from each team to stand in front of the flashcards. Say the name of one of the cards. The first pupil to tap the correct card gets a point.

Pass the flashcard: Ask pupils to stand in a circle. Pupils pass the flashcards round the circle. As they pass a flashcard they must make a comment on the flashcard. Model the sentence starter, e.g. with food flashcards: *I like (name of the food)* or *I don't like (name*



of food); with animal flashcards: *It has got (name of a characteristic)*; with objects: *It's made of (name of material)*.

The activity is very good for drilling and repeating correct sentence structures and concepts. For example, a pupil takes a flashcard and passes it on to the next pupil on their right repeating the sentence starter you have provided e.g. *A banana is good for me*. The pupil then passes it onto the next who repeats the same sentence, etc. Meanwhile a new flashcard is passed to the first pupil. The flashcards should be passed round the circle and back to you.

Disappearing flashcards: Put the flashcards on the board in rows of three. Drill the names of each item. Turn over one of the flashcards so the pupils cannot see it. Drill the sequence again, including the card that has been turned over. Continue turning a flashcard over each time until the pupils can say the whole sequence from memory.

Memory: Stick six to eight flashcards on the board in two rows of three or four. Tell the pupils to look carefully at each flashcard. Then turn the flashcards over in the same order. Ask *Where is the ...?* Invite a pupil to the board to choose a card. Have the pupil show the class the card. If the pupil chooses the correct card, turn it over in its place. If the pupil chooses the incorrect card, put it face down again in its place. Repeat for the rest of the cards.

Pick 'em up: Place all the flashcards on the floor. Name three in quick succession, e.g. *Watermelon, fish, chocolate!* A pupil has to pick up the flashcards that you said and place them in the correct order along the bottom of the board. When you have played with two or three different combinations, choose a volunteer to name three items while another picks them up.

Odd-one-out: Stick some flashcards on the board (two or three that belong to the same group and one that is different). Ask which is the odd-one-out and why.

Guess which one: Stick flashcards up on the board. Choose one and describe it. The pupils guess which one it is.

Guessing game: Put the flashcards in a pile one by one, naming them as you do so. Shuffle the pack and

turn it to face you. Give the pupils three clues about the object and encourage them to guess the flashcard.

Quick flash: Place a group of flashcards in a pile facing you. Quickly, turn one flashcard around to face the pupils, then turn it back. The pupils identify the flashcard they saw.

Slow reveal: Cover the flashcard with a sheet of paper. Slowly reveal the flashcard. Pupils raise their hands and identify the flashcard.

Hole in the card: Cut a small hole in the centre of an A5 piece of card. Cover a flashcard and show the class. Ask them if they are good detectives and can guess the picture from the small detail. Repeat with the other flashcards.

What's missing?: Stick six to eight flashcards on the board one by one, naming them as you do so. Then take all the flashcards down and mix them up. Ask a volunteer to come up to the front and choose one (without showing it to anyone). Place the remaining flashcards on the board again, encouraging the pupils to name them. Ask the pupils: *What is missing?*

Oh no, it isn't!: Jumble up the flashcards and place them in front of you. Make false statements for each of the flashcards and have pupils correct you. Hold up a flashcard, e.g. a rabbit, and say: *This is a dog.* Encourage pupils to say: *No, it isn't. It's a rabbit!*

Compare: Choose two flashcards on the board. Have pupils notice all the similarities and differences between the two.

Classifying: Distribute cards from a variety of units to individual pupils (or pairs). Write the name of the different classifications on the board and make columns (e.g. food, animals, machines, etc.). Invite the pupils to come to the board to stick their card in the correct column.

Classifying corners: Write the name of four classifications on paper and put them up in each corner of the classroom. Hand out flashcards and have pupils go and stand in the correct corner.

GAMES

Pupils learn in many different ways. The more experiences pupils can have around a new topic, the

more likely they will learn and remember concepts and vocabulary. Games offer a wide range of opportunities for pupils to engage with and use what they are learning. They are also a chance to offer movement, a change of focus and disguised language learning. The competitive element inspires pupils to participate and what could easily be an uninspiring list of revision questions or words to define can be transformed into a fun game.

General games

Clever chameleon says: Pupils must carry out an action only when Clever chameleon says so. *Clever chameleon says clap your hands, etc.*

I Spy: Use the classroom, the playground, a poster or the opening illustration for a unit to say: *I spy with my little eye something beginning with /k/*. Pupils suggest words beginning with that sound or letter to guess your word. Vary the game by saying instead *I smell with my little nose ...* when reviewing food vocabulary.

Pass the ball: A soft ball is best. The activity encourages turn taking and gives everybody a go at speaking. As pupils pass the ball they must say a word or a statement, depending on what you would like the pupils to practise e.g. *My name is ... I can ... Everyday I ... My favourite animal / food is ...*

Balloon: Divide the class into two groups and have pupils make two circles. Give each circle a balloon. Pupils must try to keep the balloon in the air by touching it and saying a word in a lexical set you suggest e.g. *food, animals, machines* etc. If a pupil touches the balloon without saying a word or the balloon touches the ground before a pupil touches it, that pupil must sit out.

Guess what's in the bag: Use a feely bag to put things inside for pupils to feel and guess, or feel and describe for others to guess.

Picture dictionary: Divide the class into two teams. Start to draw an item on the board very slowly. In turns, teams have 30 seconds to guess what you are drawing. You'll need a timer! Once pupils are familiar with the game, they can play in threes. One pupil begins to draw an item from the unit or the picture dictionary. The other two pupils in the group must guess what it is. The first to guess, becomes the drawer.



Picture snap: Pupils draw one item from the unit e.g. something they have for breakfast, their favourite animal, a machine in their kitchen. Pupils must keep their picture a secret and must not show others. Provide pupils with the sentence starter you would like them to use e.g. *For breakfast I have ...;* *My favourite animal is ...;* *In my kitchen there's a ...* Pupils must walk around the classroom repeating their sentence to as many classmates as possible. If they hear somebody say the same item as them, they must shout *Snap!* and show each other their picture. Check at the end how many pupils had the same item as somebody else.

Chain repeating: This game is based on the traditional game: *I went to the market and bought ...*

Begin a sentence, e.g. *At the park, I can see ...* and add an animal, e.g. *At the park I can see a snake.* The next pupil must repeat your sentence and add another animal, e.g. *At the park I can see a snake and a parrot.* The game continues until someone makes a mistake or forgets an item.

Stand up if: Pupils listen to the statements you make. If they think your statement is true, they stand up. If they think it is false, they remain seated. Between statements, pupils sit down. The game can also be played with flashcards. Hold up a flashcard and make a true-or-false statement about what is on the flashcard. Pupils stand up if it is true.

Stand up if it's true for you: Pupils listen to your statement and stand up if it is true for them personally e.g. *I have long hair. I have a goldfish. I eat toast for breakfast.*

Repeat if true: Pupils listen to your statements. If they think your statement is true, they repeat it. If they think it is false, they shake their heads and remain silent.

Chinese whispers: Have pupils stand one behind the other, in three lines of equal numbers. Whisper a sentence to the pupil at the end of each line at the same time. They must whisper the sentence to the next person in their line, who whispers it to the next until it is passed down all the way to the first person in the line. The pupil at the front of the line puts up their

hand when they think they know the sentence, or runs and circles a flashcard or wordcard on the board.

Backs to the board: Divide the class into two teams. Place two chairs at the front of the class, each chair facing a team. Ask one pupil from each team to come and sit on the chair, facing their team but with their backs to the board. Write a word or put up a flashcard on the board behind the pupil's backs and insist that they do not turn around (ensure that the class understand the word you have written). Encourage the teams to mime the word on the board to their team member who must guess what it is. The team member who guesses first gains a point for their team. Two new team members then come to the chairs.

Noughts and crosses: Draw a noughts and crosses grid on the board and write numbers in each square. Divide the class into two teams and choose one team to be *noughts* and one team to be *crosses*. For each number prepare a question or a true-or-false statement. Each team takes turns to choose a number. If they answer your question correctly, a team member can come up to the board and replace the number with a nought or a cross. The winning team is the first to get three noughts (or crosses) in a line.

Bingo: Pupils fold an A5 sheet of paper in half, in half again, and in half one more time. When they open the paper up, they should have a grid with eight squares.

Pupils draw (or write) eight items from your lesson (food, animals, machines, etc.). Draw a grid with eight squares on the board. Draw items one at a time in your grid. If pupils have that same item in their grid, they can cross it out. When a pupil has crossed all the items out in their grid that are the same as yours, they can shout *Bingo!* Use the other side of the paper to start a new game.

Games with movement

Glue stick: Pupils play with a partner or in threes. Pupils listen to your instruction and then 'stick' the body part you say to their partner's by holding them together, e.g. hand to hand, leg to leg, ear to ear, finger to finger, etc.

Mirror mirror: Two pupils stand opposite each other. They take turns to be the leader and do movements

and facial expressions that their partner, the *mirror*, must copy.

Listen and do: Pupils listen carefully to two instructions at the same time e.g. *Wiggle your hips and make an angry face. Touch something made of wood with your elbow and scratch your head.* When pupils get good at remembering and following two instructions at a time, increase it to three.

Run to the corners: This is best played in the playground or gym. Label the corners of the space you are in with different categories. Organise pupils into groups. Give names to the different groups (animal names, days of the week, food names). Call out the group name and a vocabulary item. The group must run to the correct corner.

Mime it: Encourage pupils to use mime to accompany new expressions and vocabulary.

Follow my leader: Pupils stand in a line one behind the other. Stand at the front and have pupils follow you and copy your movements e.g. *Walk and wiggle your hips.* After a minute, go to the end of the line and tell the pupil now at the front to walk and mime an action for the rest of the line to copy. Clap hands to change leader. You could have two lines walking and miming at the same time.

Games for developing spelling

Letter body shapes: Call out a letter of the alphabet, have pupils make that letter shape with their bodies.

Plasticine and pipe cleaners: Pupils use these materials to form the letters you dictate. Review vocabulary from a lesson by asking pupils to make the first letter.

Names: Pupils stand up if their name begins with the letter of the alphabet you say. Ask the pupils who stand up what their name is.

Get in order: Help pupils stand in line in the alphabetical order of their names. Alternatively, give pupils a wordcard and help them stand in the alphabetical order according to the first letter of the word. It helps pupils at this age to have a visual

alphabet somewhere in the classroom they can refer to or write the alphabet on the board.

A-Z: Write the letters of the alphabet on the board with the pupils' help. In groups of three ask pupils to think of a food item / animal / something in an illustration beginning with each letter of the alphabet. When ideas are drying up, elicit groups' suggestions and write and draw the word next to each letter.

Man on a raft (Hangman): Instead of a hanging man, draw a man standing on a raft (represented by ten circles under him) on a rough river or sea. Draw a crocodile or shark in a corner of the board. Draw spaces for the letters of a word you want pupils to guess. If pupils guess a letter in the word correctly, write it in the correct space. If the letter does not appear in the word, write it under the crocodile or shark, and rub out a circle of the raft. Pupils must guess the word before the raft is totally rubbed away (and the man is eaten by the shark or crocodile!).

Colour it: Pupils write new vocabulary in their notebooks in different sizes and different colours. Encourage them to draw small pictures to accompany the words, or draw a picture and then label it.

Guess the word: Begin to write up a word from the day's class slowly, one letter at a time. Ask pupils to guess the word you are spelling before you finish writing it and help you complete the spelling.

Scrabble: Have sets of plastic alphabet letters, scrabble letters and / or letter sets cut up on card. Divide the class into small groups. Give each group a set of letters. The groups spell the word you tell them.

Ready, steady, spell: Mini-whiteboards are a great learning aid! Say a word and have pupils spell it on their mini-whiteboard and hold it up to show you. The boards also provide an easy opportunity for pupils to practise spelling a word before writing it in their books.

Let's spell: Make sure pupils are familiar with the vowels *a, e, i, o, u.* Write vocabulary items from the lesson on the board but with the vowels missing , e.g. *_ ppl_.* Pupils write the complete word with a partner on a mini-whiteboard or in their notebooks. Encourage them to use colours for the vowels.

Dear Parent / Carer,

This year, your child will be learning about Social Science in English, developing an understanding of the world beyond their immediate experiences, such as culture, community and the past. These social elements will be amplified with new vocabulary and reinforced with grammatical structures. This is the second level in a six-level course designed for pupils at the primary level.

Learning about Social Science is beneficial for children because it answers a lot of their questions they have about how the world came to be. This course aims to provide your child with the opportunities to learn and discuss the curiosities they have about the world and its people, while strengthening and building upon their English vocabulary and grammar.

In level 2, your child will learn how the world can be understood from many angles. They will begin by looking at the world from its place in the Solar System and how the movements of the Earth create day and night as well as the four seasons. They will learn about how clouds are formed, the several types of precipitation produced by the water cycle and the types and states of water. Your child will explore Spain's different landforms, autonomous communities, provinces and how local governments are set up within each province. On a smaller scale, your child will then have a look at the roles of the people in towns and neighbourhoods who provide public services. They will be introduced to the different job sectors and how raw materials can be transformed into manufactured products and the people involved in each step of the process. Your child will compare and discover how people, places and customs change over time, highlighting the value of cultural heritage and advances in technology. Throughout the course, an emphasis on ways to save energy and water as well as how to understand various facets of society will be reinforced with engaging activities.

Your child will be able to put new grammatical structures and vocabulary into use throughout this course during the group projects in each unit, developing communication and listening skills as well as patience and problem solving.

Both you and your child will find the lessons learnt from this course to be invaluable. Being aware of the planet, its vast differences and ways to conserve it all whilst gaining more comfort in spoken English will be beneficial to your child's everyday life.

Thank you in advance for your support and collaboration. Here's to a great year of growth and learning!

Best wishes,

Science teacher

THE SOLAR SYSTEM

THE SOLAR SYSTEM

CONTENTS	EVALUATION CRITERIA Pupils will be able to:
The Solar System	Locate the Earth and the Moon in the Solar System and explain their movements.
Movement of the Earth and Moon	Explain the movements of the Earth and Moon and understand their consequences.
Introduction to scientific knowledge and its application in the Social Sciences. Collect relevant information using different sources (direct and indirect)	Obtain specific and relevant information, using different sources.
With help, plan and manage simple projects, showing independence and initiative in order to achieve objectives	Develop creativity and initiative improving their capacity to acquire information and ideas and present innovative conclusions.

OPENING PAGES

Song: *Planets*

STORY

Which planet?

WORK TOGETHER

The Sun, the Earth and the Moon

CONTENT PAGES

- Eight planets
- The planets move around the Sun
- The four seasons
- Day and night
- Movement of the Moon

OUR CHOICES

Look after your planet

REVIEW

UNIT SUMMARY

In this unit pupils will learn about:

- the Earth, the Sun and the Moon
- the Solar System (eight planets)
- the rotation and revolution of the Earth (day / night, seasons)
- the movement of the Moon (four phases)
- how to look after our planet

LANGUAGE FOCUS

- Sun, Moon, stars, planet, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune
- Revolution, rotation, axis
- Telescope, spaceship, astronaut
- Rings, rocks, satellite
- Ordinal numbers: first, second, third, etc.
- Months, seasons, day, night
- Phases of the Moon

KEY STRUCTURES

- There is ... / There are ...
- Can
- Question words
- Prepositions
- Comparatives and superlatives
- Time and cause clauses

	LEARNING STANDARDS Pupils are able to:	KEY COMPETENCES						
		LIN	MST	DIG	LTL	SOC	AUT	CUL
	Locate the Earth and Moon in the Solar System.		●		●			
	Explain the Moon's orbit around the Earth and distinguish the different forms according to its phases.	●	●					
	Explain the Earth's rotation and describe how it causes day and night.	●	●					
	Explain the Earth's orbit and how it causes the seasons.	●	●					
	Look for, select and organise information, analysing it and drawing conclusions.				●			
	Reflect on the process followed and reports on it orally.				●			
	Show self-confidence, personal initiative, curiosity, interest and creativity in the learning process.	●			●	●	●	●
	Show independence in the planning and carrying out of simple actions and shows initiative when taking decisions.				●	●		

LIN Competence in linguistic communication

MST Competence in mathematics, science and technology

DIG Competence in the use of new technologies

LTL Competence in learning to learn

SOC Competence in social awareness and citizenship

AUT Competence in autonomous learning and personal initiative

CUL Competence in artistic and cultural awareness

► DIGITAL RESOURCES

PUPIL'S IWB

LEARNING KIT

- Interactive activities
- Flashcards
- Presentation
- Song
- Multimedia

TEACHER'S KIT

- Test generator
- Wordlist
- Worksheets and templates
- Lyrics
- Multimedia
- 360° evaluation tests

FAMILY CORNER

- Presentations
- Wordlist
- Family guide

► UNIT TRACK LIST

- 1.01 Introduction
- 1.02 Page 7, Activity 4 (*Planets song*)
- 1.03 Page 7, Activity 5 (*Planets song*)
- 1.04 Page 8, Story (*Which planet?*)
- 1.05 Page 8, Activity 1
- 1.06 Page 10, Eight planets
- 1.07 Page 10, Activity 1
- 1.08 Page 11, The planets move around the Sun
- 1.09 Page 12, The four seasons
- 1.10 Page 12, Activity 1
- 1.11 Page 13, Day and night
- 1.12 Page 13, Activity 2 (*Day and night chant*)
- 1.13 Page 14, Movement of the Moon
- 1.14 Page 14, Activity 1
- 1.15 Page 15, Activity 1

6 OPENING PAGES

SUMMARY

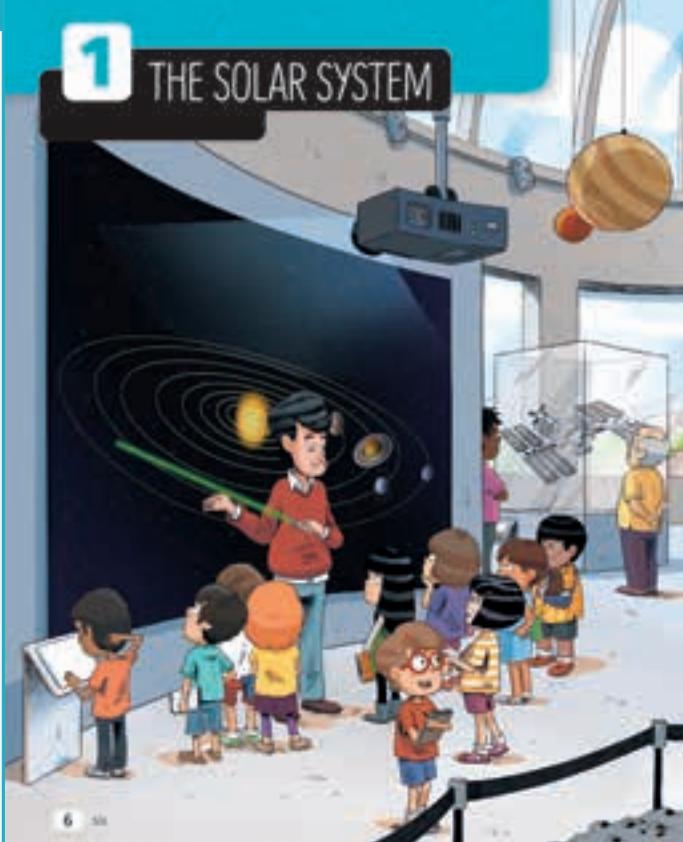
The aim of the unit opener is to encourage pupils' observation skills and find out what they already know about the topic of the unit. Find out what your pupils can already tell you about the Solar System to help you build on that knowledge. Pupils answer the questions in groups then learn the actions to the songs

LANGUAGE

- Sun, Moon, stars, planets (Earth, etc.)
- Telescope, rocket, satellite, astronaut
- ... is wearing / looking at ...

1.02 Activity 4 (*Planets song*)

1.03 Activity 5 (*Planets song*)



GETTING STARTED

- Draw a big circle on the board and ask pupils what it might be. When they suggest *(the) Sun*, say: Yes! Draw eight smaller circles of various sizes around the Sun, adding a ring around two of them. Ask again for suggestions. When they suggest *planets*, say: Yes! See if they can name any of them. The order is not important here. Write the names in a list to one side of the illustration. Read the names of the planets and make them repeat.
- Explain they are going to look at a science museum in their books and ask them what they expect to see in the opening illustration. Ask: *Have you ever been to a science museum?*
- Then play 'See, think, say' with the opening illustration. Ask them what they can see and what they think. Model this by saying: *I think this is the Solar System* (point to the illustration). *I think this man is talking about a planet. What do you think?* Then ask them to say the sentences, for example: *The teacher is explaining. A boy is looking at the screen. The girl is listening to the teacher.*

STEP BY STEP

PAGES 6–7

Activity 1

Review what Sam looks like by using phrases such as: *Sam's got ... / Sam's wearing ...* Tell pupils to point where Sam is and ask what he is looking at. Refer to the Language tips box to help them answer the question. Repeat the procedure for Amy.

Activity 2

Ask pupils to find the Solar System in the illustration. Ask them: *What is at the centre of the Solar System? (the Sun)*. Help them by pointing at your drawing on the board. Explain the Sun is not a planet but a star. Refer to your drawing on the board and ask the pupils: *What planets on the board can you see in your book? (Saturn)*.

Activity 3

Say: *Look at the boy with brown hair. He is reading information about the Solar System. He is not touching it. This is good behaviour. Who is not being a good pupil?* Encourage pupils to work in groups to find the pupil who is not being a good pupil (*the boy with blond hair*). Tell the pupils to circle him and talk about why this is not good behaviour (*He is climbing on the display.*).



1.02–1.03 PLANETS



Eight planets in the Solar System. (show eight fingers)

At the centre is the Sun. (make a circle with both hands)

Telescopes can help us see them. (mime looking through a telescope)

Here they are, one by one. (open fingers as if counting)

Mercury and Venus, (point up to the sky)

Our planet Earth and Mars, (hug yourself)

Then Jupiter and Saturn, (point up to the sky)

The biggest planets by far. (stretch out arms)

After Saturn comes Uranus, (hands on hips and tilt to the side)

Which orbits on its side. (turn around once)

Then number eight is Neptune, (hold up eight fingers)

And that's the end of our guide. (make 'time out' gesture with hands)

Eight planets in the Solar System, (show eight fingers)

At the centre is the Sun. (make a circle with both hands)

Telescopes can help us see them. (mime looking through a telescope)

There they are, one by one. (open fingers as if counting)

Make them think about how they should behave in a museum. Ask them: *Can you run in a museum? Can you touch things here? Can you make a lot of noise?*

Activity 4 1.02

Ask the pupils to look at the photos. Say the words and ask them to point to the correct photo and repeat the words with you. Focus their attention on the musical note. Say: *Let's listen to a song.* Tell them they are going to listen to the song twice and to circle the photos they hear. Pause after each verse to give them time to circle.

Activity 5 1.03

Say: Now let's listen and do the actions. Pupils have to stand up in order to do the activity. Play the song, teach the actions and encourage pupils to copy. Repeat the song a couple of times and do the actions together.

TARGETED QUESTIONS

◎ Point to the opening illustration. Ask: **What are Sam and Amy wearing? What are you wearing?**

◎ Point to the photo of the astronaut. Ask: **What is this? (astronaut) Would you like to be an astronaut?**

◎◎◎ Is there a telescope in your classroom? What is it used for?

◎◎◎◎ Which is your favourite museum? What can you see there? Tell pupils to close their eyes and imagine they are there.

WRAP IT UP

Tell the pupils to look at the opening illustration again. Play 'Stand up if'. Stand up if there is an astronaut / a plane / a telescope, etc.

FAST FINISHERS

Tell fast finishers to copy the drawing of the board in their notebooks. Have them label the Sun and Saturn.

360° EVALUATION

Download, print and distribute the Diagnostic test and Self-evaluation test for the pupils to complete.

8 STORY

SUMMARY

Use the story to make pupils talk about some planets and their features.

LANGUAGE

- Planets and their characteristics
- Superlatives (the closest to / furthest from)

MATERIALS

Flashcards: planet, Sun.

Pictures of each of the planets and the Sun, one set per group.

① 1.02 Planets song. [Lyrics, page 37](#)

① 1.04 Story (Which planet?). [Script, page 226](#)

① 1.05 Activity 1. [Script, page 226](#)

The image shows a digital interface for a storybook. At the top, it says "Story" and "Which planet?". Below that, there's a button with a speaker icon and the text "Listen, look and act out." There are four numbered frames showing scenes from the story: 1. A teacher pointing at a planet in a window. 2. Children looking at the teacher. 3. The teacher pointing again. 4. A green alien floating near a planet. Below the frames, there's another button with a speaker icon and the text "Listen and tick the correct photo." Underneath are three planet photos: Jupiter (marked with a checkmark), Earth (marked with a checkmark), and Saturn. At the bottom left, there's a small note: "B eight".

GETTING STARTED

Play the *Planets* song and invite pupils to sing along and do the actions. Then write the names of the eight planets on the board, but only give the first and final letters (*M* _ _ _ _ *y*, *V* _ _ _ *s*, *N* _ _ _ _ *e*). Invite volunteers to come to the board and complete the spelling of each planet.

STEP BY STEP

PAGE 8

Which planet? ① 1.04

Say: *Let's look at a story.* Point to frame 1 and say: *Look at the picture.* Ask: *Who can you see?* (*Sam and Amy, a teacher, children*). Ask: *What is the teacher doing?* (*He's pointing at a planet.*). Try to elicit what the teacher is telling Amy and Sam. Ask: *What does the teacher say?* (*What planet is this?*).

Tell them to listen and find out. Play the recording and encourage them to follow along with their fingers.

Activity 1 ① 1.05

- Say: *Take a look at the photos in your book. What are they? (planets).*

- Point to the third photo and ask: *What planet is this?* (*Saturn*). Ask: *How do you know this planet is Saturn?* (*It has rings around it.*). Ask: *Do you remember what the rings around Saturn are made of?* (*rocks and ice*).
- Point to the first photo and ask the same questions for Jupiter.
- Finally, point to the Earth. Ask them if Mars is the Red Planet, if they can guess which colour best describes the Earth (*blue*). Make them guess why it is sometimes called the Blue Planet. (*Most of the Earth's surface is water. From space the Earth looks blue.*)
- Play the recording as many times as necessary. The pupils should listen and tick the planet.

WRAP IT UP

Put the pupils in groups. Give each group cut out pictures of the eight planets and the Sun. Tell the groups to line up the planets in order, starting with the Sun, then the first planet, etc. Play the *Planets* song again and encourage each group to point to their planet as it is named.

WORK TOGETHER 9

Work together

The Sun, the Earth and the Moon

Make a model of the Sun, the Earth and the Moon.

Materials:

1 Make your hypothesis.
Draw a picture of the Sun, the Earth and the Moon. Draw arrows to show how they move.

2 Make a plan.

- Colour and cut out the Sun, the Earth and the Moon.
- Cut out the two strips of paper on your template.
- Connect your Sun, Earth and Moon to show how they move.

3 Develop conclusions.
The Earth moves around the Moon / Sun.

4 Test your hypothesis.
Read the sentences and tick.

- My picture and model show the same movements.
- My model shows how the Earth moves.
- My model shows how the Moon moves.

Hand in cooperative learning

SUMMARY

Pupils will use the *Cooperative investigation* technique applied to an enquiry-based activity to encourage their curiosity about the world around them. First, the pupils will discuss their ideas with a partner, then share them with the class, in order to form a class hypothesis. Next, they will agree on a plan and work in pairs to carry it out. With their partner, they will develop their conclusions and share them with the class. Finally, the pupils will test their hypothesis by comparing their conclusion to their original hypothesis.

LANGUAGE

- Sun, Earth, Moon
- Colour, cut out, connect, show
- The ... moves around the ...

MATERIALS

Coloured pencils, A4 paper, scissors, split pins, Unit 1 template.

GETTING STARTED

Play 'Guess the word'. Say: *You can see it at night. It is sometimes round. It moves around the Earth (the Moon).* Then say: *You can see it during the day. It gives us light. (the Sun).* Finish with: *We live on it. It has a lot of water. It moves around the Sun. (the Earth).*

STEP BY STEP

PAGE 9

- **Step 1.** Put the pupils in pairs and hand out a sheet of A4 to each group. Ask them to draw a picture to show how the Sun, Earth and Moon move.
- **Step 2.** Hand out the template to each pair. They should colour and cut out the shapes and strips. Once all is cut out, allow them to play and to try to find out how they will need to fit them together. Then ask a group to show the class how they have put the model together. Before handing out the split pins, make sure pupils have understood.
- **Step 3.** Now form groups of four. Tell each group they should show the other pair their model. They have to choose the correct word in the sentence of Step 3 and come to their conclusion.

- **Step 4.** Finally, ask volunteers to come out in front of the class to show their model and explain. Then, working with the same partner, the pupils should compare the picture they drew in Step 1 to their model and check their hypothesis reading the sentences of Step 4.

WRAP IT UP

Find a big, open space, such as the playground. Make a 3D Solar System using the pupils as celestial bodies; the Sun, the eight planets, the Moon. Encourage the pupils who are not participating in the 3D model to 'look at' the planets through a telescope made from their hands. Repeat so each pupil has the chance to be part of the 3D model at least once.

360° EVALUATION

Download, print and distribute the Cooperative learning evaluation for the pupils to complete.

10 EIGHT PLANETS

SUMMARY

Pupils will learn the order of the planets from the Sun outwards and about their movement around the Sun.

LANGUAGE

- Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune
- Sun, star, Solar System, planet
- Ordinal numbers: first, second, third, fourth, etc.

MATERIALS

A3 white paper, coloured pencils or felt-tip pens.

1.06 Eight planets

1.07 Activity 1. Script, page 226

GETTING STARTED

Play ‘Guess the word’. Ask pupils to guess the planet you are spelling before you finish writing it.

STEP BY STEP

PAGE 10

- Ask pupils to look at the reading box. Say: *Let's listen and read.* Play the audio and encourage pupils to follow in their books.
- Then ask: *Is the Sun a planet? (no).* Say: *Tell me about the Sun. (The Sun is a star and it is in the centre of the Solar System.).* Ask: *What is Lucas pointing at? (the Sun).*

Activity 1 1.07

- Draw the pupils' attention to the picture. Ask: *What is this? (the Solar System), How do you know? (You can see the Sun and the eight planets.), Can you name any of the planets?* Point at the Sun and ask: *What is this? (the Sun).* Point at the third planet and ask: *What is the name of this planet? (Earth).*
- Play the audio. Pause after each sentence so they can label each planet. Play the audio again to complete the activity and check their answers.

Eight planets

The Sun is a star and it is at the centre of the Solar System. There are eight planets in the Solar System. All the planets move around the Sun. This movement is called revolution.

[Watch & Listen](#) [Answers](#)

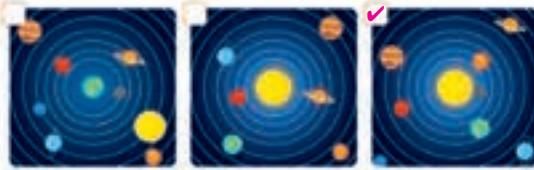


1 Listen and label the planets.

Mars Jupiter Neptune Venus Earth Uranus Mercury Saturn



2 Tick the correct picture.



10 ten

Activity 2

- Point to the first picture and ask: *What is at the centre of the Solar System? (Earth). Is that right? (no). Why not?* Encourage pupils to tell you that it's the Sun which is at the centre of the Solar System, not the Earth. Ask: *Tick or cross? (cross).*
- Point to the other two pictures and say: *One picture is correct and one picture is not correct.* Give pupils one minute to study both pictures and decide which of the two pictures is correct. (*picture 3*). Ask: *Why is picture 3 correct? (There are eight planets in the Solar System, the third planet is Earth, the third planet is not Saturn, etc.).* Ask: *Tick or cross picture 2? (cross) Tick or cross picture 3? (tick).*

WRAP IT UP

Ask pupils to read out the names of the planets in order and write them on the board. Now rub them out, leaving just the first letter of each planet. Next to each letter write the following mnemonic: *My Very Educated Mother Just Served Us Nachos.* Tell pupils this memory sentence will help them remember the correct order of the planets.

THE PLANETS MOVE AROUND THE SUN 11

The planets move around the Sun

Planet Earth takes 365 days, or one year, to complete one revolution around the Sun. A planet takes less time to go around the Sun if it is closer and more time if it is farther.

How long does it take the Earth to complete one revolution?

365 days / one year

Language tips

If takes the Earth ... to complete one revolution.

1 Complete the chart.

Planet	Time to go around the Sun
Mercury	88 days
Venus	226 days
Earth	365 days
Mars	2 years
Jupiter	12 years
Saturn	29 years
Uranus	84 years
Neptune	165 years

Lesson 11

SUMMARY

Pupils will be introduced to the idea that all planets move around the Sun. Pupils will review the fact that the Earth moves around the Sun and that this takes a year. Pupils will learn that it takes each planet a different amount of time to complete one revolution around the Sun. They will also learn to interpret the information in a chart.

LANGUAGE

- Planets
- Revolution
- The ... takes ... (days / years) to complete one revolution around the Sun.
- How long does it take ... to revolve around the Sun?

MATERIALS

Pictures of the planets.
Calendar, A3 paper, markers.

1.08 The planets move around the Sun

GETTING STARTED

Show the pupils pictures of the planets and ask them to name the ones they recognise. Start with Saturn. Encourage them to justify their answers if possible. (*Saturn has got rings.*) Put each picture with its corresponding word on the board.

STEP BY STEP

PAGE 11

- Ask pupils to look at the reading box. Say: *Let's read and listen to more information about the Sun and the Earth.* Play the audio and encourage them to follow in their books.
- Show pupils a calendar with the 12 months. As you turn the pages, elicit the names of the months. Ask: *How many months are there in one year? (12), How many days are there in one year? (365).*
- Use the models of the Sun, Earth and Moon of (the Work together page). Ask: *How long does it take the Earth to complete one revolution around the Sun? (365 days / one year).* Refer the pupils to the Language tips box to answer.

Activity 1

- Now refer the pupils to the chart in the activity. Ask: *How long does it take the Earth to go round the Sun?, Do you remember?* Elicit the answer and tell the pupils to complete the box next to the Earth.
- Draw their attention to Mercury in the chart and ask: *How long does it take Mercury to complete one revolution around the Sun?* Pupils look at the chart for the answer (88 days). Repeat with Venus and the Earth. Then ask: *What is the name of the next planet? (Mars).* Elicit the names of the planets orally.
- Then give the pupils one minute to write the names of the planets on the chart.

WRAP IT UP

Hand out a sheet of A3 paper to each pair. Tell them to draw the planets and the Sun in order from the Sun on the left to Neptune on the right. Then, using the table, the pairs should label each planet by writing how long it takes to complete one revolution of the Sun in the centre of the planet.

12 THE FOUR SEASONS

SUMMARY

Pupils will review that there are twelve months in a year and that the year is divided into four seasons.

LANGUAGE

- Earth, Sun
- Revolution
- Months, seasons: autumn, spring, winter, summer
- In + (season)
- When it's hot ... / cold ...

MATERIALS

Flashcards: autumn, Earth, spring, summer, Sun, winter.

1.09 The four seasons

1.10 Activity 1. Script, page 226

GETTING STARTED

- Ask the pupils if they know what season it is (*autumn*). Look out of the classroom window or go outside. Play 'I spy'. If you are outside, give them three minutes to find something connected to autumn (a *leaf*, an *acorn*, etc.). If you are inside, ask the pupils to draw an autumn picture.
- Choose two pupils to demonstrate the Earth (Pupil one) moving around the Sun (Pupil two). Ask the Earth to walk around the Sun very slowly. As the Earth is moving around the Sun, the class chants the twelve months of the year. Illustrate that it takes twelve months for the Earth to make one revolution around the Sun.

STEP BY STEP

PAGE 12

- Ask pupils to look at the reading box. Say: *Let's listen and read*. Play the audio and have pupils follow in their books.

Activity 1 1.10

- Ask: *What's the date today?* Choose one pupil to write the date on the board. Underline the month

The four seasons

The Earth takes one year to complete one revolution around the Sun. There are twelve months in a year and four seasons: spring, summer, autumn and winter.

[In which season do flowers grow? - Spring](#)

spring

Language tips

Flowers grow on plants in ...

1 Listen and write the seasons.



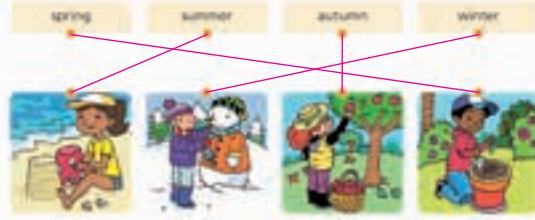
autumn

spring

winter

summer

2 Match.



12 Teacher

and ask: *Which season is it now? (autumn)*. Elicit some of the characteristics of autumn by saying: *It's autumn. What's the weather like? (It's windy.)*, *What can you see in autumn? (The leaves are brown.)*

- Then focus their attention on the photos. Point to each one in turn and ask: *Which season do you think it is? Why?* Elicit some of the characteristics of each season. Say: *Let's listen and check*. Play the audio pausing after each part so they can write the seasons under each photo.

Activity 2

Focus their attention on the pictures. Ask: *What can you see in the first picture? (a girl)*, *Where is she? (on the beach)*, *What's she doing? (She's making a sandcastle.)*, *Which season do you think it is? (summer)* Tell pupils to match the pictures to the seasons.

WRAP IT UP

Write the four seasons in columns on the board. Have the pupils think of what months there are in each season. Ask: *What months are there in spring? (April, May and June)*. Do the same for the other seasons.

DAY AND NIGHT 13

Day and night

The Earth is always turning on its axis. This movement is called rotation and takes 24 hours. It produces day and night. It is day when Earth is facing the Sun and night on the other side.

Project
What is solar energy?
Find out more when
you do the Project!

- 1 Write day and night. Colour the Earth light and dark.



- 2 Listen to the Day and night chant and number.



The Sun is above us at midday.

The Sun rises in the east.

At night, we can see the North Star.

Picture 13

SUMMARY

Pupils will review why we have day and night and learn that the Earth turns on its axis.

LANGUAGE

- Earth, Sun, axis, rotation
- Day, night, light, dark

MATERIALS

Flashcards: Earth, Sun.
Pictures of day and night.

1.11 Day and night

1.12 Activity 2 (Day and night chant)

1.12 DAY AND NIGHT

The Sun rises in the east. / The Sun is above us at midday.
The Sun sets in the west. / At night, we can see the North Star.

GETTING STARTED

Put two pictures on the board, illustrating day and night. Tell pupils that you are going to say some things about day and night, and they have to guess which one you are talking about by saying: *It's day* or *It's night*. For example: *The sky is black (night)*. After a few turns, pupils take over for the rest to guess.

STEP BY STEP

PAGE 13

- Ask pupils how the Earth moves. Elicit that the Earth turns on its axis.
- Refer the pupils to the reading box. Say: *Let's listen and read*. Play the audio. Pupils follow in their books.
- Refer to the Project box as this content page will be useful for their project.

Activity 1

- Draw a circle on the board and write *Earth* in the centre. On the left, a little away from the Earth, draw a circle and write *Sun* in the centre. Draw rays from the Sun to the nearest half of the Earth. Explain how one half of the Earth receives light from

the Sun whilst the other half does not (shade this other half in black).

- Tell them to colour the left half of the Earth yellow. *Is it day or night in this part of the Earth? (day)*. Pupils write *day* in the space provided. Tell them to colour the right half of the Earth dark blue and write *night* in the space.

Activity 2 1.12

Refer the pupils to the pictures. Say: *Which picture is morning? (picture 2) How do you know? (It's eight am.) Where is the Sun? (behind the hill)*. Tell the pupils this is the East. Repeat for the other pictures. Play the audio and pause to ask them to point to the correct picture. Then in pairs, the pupils should number the pictures from 1 to 4.

WRAP IT UP

Draw a circle on the board and see if they can remember where the cardinal points are. Have them copy in their notebooks and play the chant again. They should follow in their notebooks.

14 MOVEMENT OF THE MOON

SUMMARY

Pupils will review the fact that the Moon moves around the Earth and that the Sun lights up the Moon. Pupils will learn that the Moon is a satellite and that it has different phases depending on how much of it we can see.

LANGUAGE

- Moon, satellite, planet, Earth, Sun
- Phases, new moon, first quarter, full moon, third quarter
- The Earth's satellite is called the ...

MATERIALS

Flashcards: Earth, Moon, Sun.

A4 white paper, coloured pencils or felt-tip pens.

1.13 Movement of the Moon

1.14 Activity 1. Script, page 226

GETTING STARTED

- Give all pupils a blank piece of paper and ask them to draw the Moon and write the title *The Moon* and their names. Choose a selection of the drawings, display and discuss them collectively. Ask them why the Moon is not round in all of their drawings. Ask: *Can we see the Moon every night?* (no).

STEP BY STEP

PAGE 14

- Play 'Disappearing cards' with pictures from the unit. Include *satellite*. Put the pictures on the board in two rows of three and drill the vocabulary. Turn over one of the cards and drill again, including the card turned over. Continue until pupils can say the whole sequence.
- Say: *Look at the box, listen and read.* Play the audio and have pupils follow in their books. Ask the question and focus them on the Language tips to answer with full sentences. (*The Earth's satellite is the called the Moon.*)

Activity 1 **1.14**

- Tell the pupils that the Moon moves around the Earth. Explain there are four different phases of the Moon. They are going to listen to the description of

Movement of the Moon

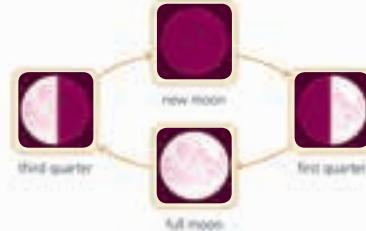
A satellite is an object which moves around a planet. The Moon is a satellite because it moves around the Earth. The Sun lights up the Moon, which looks like it changes shape. These different shapes are called the phases of the Moon.

What is the Earth's satellite called? Moon

Language tip

The Earth's satellite is called the ...

- 1 Listen and find the stickers.



- 2 Match these phases of the Moon. Which phase is missing?



14 fourteen

the different phases. Tell them to listen to each description and find the correct sticker of the Moon. Play the audio and pause after each frame so they can stick each one in the correct box.

Activity 2

- Tell them to look back at the pictures of the Moon on their stickers. Invent hand gestures for each phase, for example, pupils put their hands behind their backs for the new moon. For the first quarter moon, pupils cup their right hand and join it to their straight left hand (forming a 'D' shape). For the full moon, cup both hands and form a circle. Finally, for the third quarter moon, pupils cup their left hand in a 'C' shape and put it against their straight right hand.
- Now tell them to look in their books and match the phases to the photos. Ask: *Which one is missing?* (new moon). Call out the names of the phases and they should respond by making the correct hand gesture.

WRAP IT UP

Play the listening of Activity 1 again. As the pupils hear the name of each phase, they should point to it.

OUR CHOICES 15

Our choices

Look after your planet

1 Listen and colour. Use the code.

green good for the planet
red bad for the planet

2 Talk to your partner about how you look after the planet.

- Do you use the bus?
- Do you dry your clothes outside?
- Do you leave rubbish in public places?
- Do you use plastic bags?
- Do you plant trees?

Language tips

Yes, I do.
No, I don't.

3 What else can you do to look after the planet?

15

SUMMARY

The Our choices page allows pupils to take a closer look at the environment around them and observe people's actions. Pupils will be encouraged to comment on how certain actions affect the environment positively or negatively. Finally, they will be encouraged to reflect on and draw conclusions about their own actions.

LANGUAGE

- Do you ...?
- Yes, I do. / No, I don't.
- Look after the planet
- Good / bad for the planet

MATERIALS

A4 paper, coloured pencils.

1.15 Activity 1. Script, page 226

GETTING STARTED

Ask pupils to work in small groups and tell each other different ways that they know of looking after the environment.

STEP BY STEP

PAGE 15

Ask pupils to decide whether the photos show something which is good or something which is bad for the environment.

Activity 1 1.15

- Focus the pupils' attention on the six photos in the activity. Ask: *Do the photos show things that are good for the environment or bad for the environment?* Elicit pupils' ideas but do not confirm any answers yet.
- Say: *Let's listen and check your ideas.* Play the audio. The pupils should listen and colour each square red or green.
- Then point to the photos and ask the class to call out red or green.

Activity 2

Tell the pupils to work with a partner. The pairs should take turns to ask and answer the questions. Focus their attention on the Language tips box to help them answer. Tell them to tick the questions their partner says yes to, and cross the ones they say no to.

Activity 3

In pairs tell them to come up with other ideas of what they do to look after our planet. Write the new ideas on the board (*Use a lunch box instead of plastic bags.*).

WRAP IT UP

Ask the class what they think you can do as a whole class to help the environment. Choose a suggestion that seems to be something you can achieve, for example recycling waste paper or using less plastic in class.

FAST FINISHERS

Hand out sheets of A4 paper and ask fast finishers to make posters for the classroom to help the class remember how to look after the environment.

16 REVIEW

SUMMARY

Pupils review unit content and undertake a simple self-assessment on the unit content.

LANGUAGE

- Sun, Earth, satellite, stars, Moon, planet
- Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune
- Movements: rotation and revolution
- Phases of the Moon: new moon, first quarter, full moon, third quarter

MATERIALS

Markers, paper towels, Oreo cookies, A4 card, glue stick, plastic knife.

GETTING STARTED

Tell pupils to open their Pupil's Books on pages 6 and 7 and look at the opening illustration again. Tell them to describe the picture in pairs or small groups. Ask: *What have you learnt? What do you know now?*

STEP BY STEP

PAGES 16–17

Activity 1

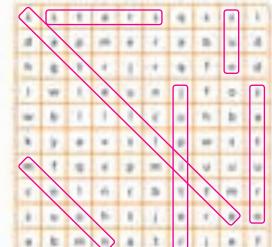
Focus the pupils' attention on the photos around the wordsearch. Point to each photo and ask: *What is it?* Encourage pupils to find and circle in different colours the six words in the word search.

Activity 2

- Write the letters *M E J U M N S V* on the board. Ask: *What are these letters? (The first letters of the eight planets.)* Elicit the names of the planets: *Mars, Earth, Jupiter, etc.* Draw the Sun to the left of the letters and ask: *Are these planets in the correct order? (no).*
- Ask pupils to work in pairs and remember the mnemonic (or memory sentence) and then write down the names of the eight planets in order in their notebooks.

REVIEW

- 1 Look and find the words.



- 2 Label the planets.



16 sixteen

- Rub out the eight letters and elicit the correct order: *M V E M J S U N*. Write them on the board and elicit the mnemonic: *My Very Educated Mother Just Served Us Nachos*. Pupils should then label the planets.

Activity 3

- Write the words from on the board with the vowels missing: *M _ _ n, n _ ght, _ _ rth, d _ y, S _ n*. Encourage pupils to work in pairs and spell the words in full in their notebooks.
- Refer the pupils to the picture and point to the Moon. Ask: *What's this? (the Moon)*. Then say: *So the Moon is number one. Write the number next to the word*. Check they have done this correctly, then tell them to work in pairs to write the other numbers.
- Then focus their attention on the questions. Go through each question one by one to elicit the answers. Demonstrate any concepts the pupils are struggling with by asking volunteers to come to the front to be the Moon, the Sun, etc.
- Tell the pupils to look back through the unit to find the information.

3 Write the numbers. Answer the questions.

day 4 night 2 Moon 1 Earth 3 Sun 5

What do you call the movement of the Earth around the Sun?

revolution

What do you call the movement which causes day and night?

rotation

How many days does one revolution of the Earth take?

365 days

How many hours does one rotation of the Earth take?

24 hours



4 Draw the phases of the Moon.



What did you learn? Clear

Answers: 17

- Write each answer on the board as you elicit it and ask them to copy it into their books.
- Finally, put the pupils in pairs and tell them to ask and answer the questions, taking turns to ask and answer.

Activity 4

- Draw a big circle on the board and ask pupils to guess what it is (*the Moon*). Write *Moon* inside the circle and ask pupils to tell you what they have learnt about the Moon. For every piece of information they give you, write it on the board and draw a crater on the Moon. Ask: *Does the Moon always look the same? (no)*, *Why not? (Because of the light of the Sun - sometimes there are parts of the Moon that we cannot see.)*
- Walk around the classroom while pupils draw the four phases of the Moon. Then call out the moon phases and ask the pupils to do the hand gestures they invented for on page 44 of the Teacher's Book.

WRAP IT UP

- Give one Oreo cookie to each pupil. Pupils work in groups of four to create the four phases of the

Moon with their cookies. Show how to slowly twist one side of the cookie separate it from the other half, leaving the cream intact on one half.

- Give each group a plastic knife. Pupils have to scrape the cream off the cookie according to which phase of the Moon they are making. To make a new moon, all the cream needs to be scraped off. To make a first quarter moon, half of the cream needs to be scraped off, etc. Pupils can stick the four Oreo moons on a piece of card and label them.
- Play 'Seasons charades'. Choose a characteristic of one of the seasons and mime it. Encourage pupils to guess which season you are miming. Possible mimes: spring: smelling flowers, summer: fanning your face, autumn: falling leaves, winter: having a snowball fight.

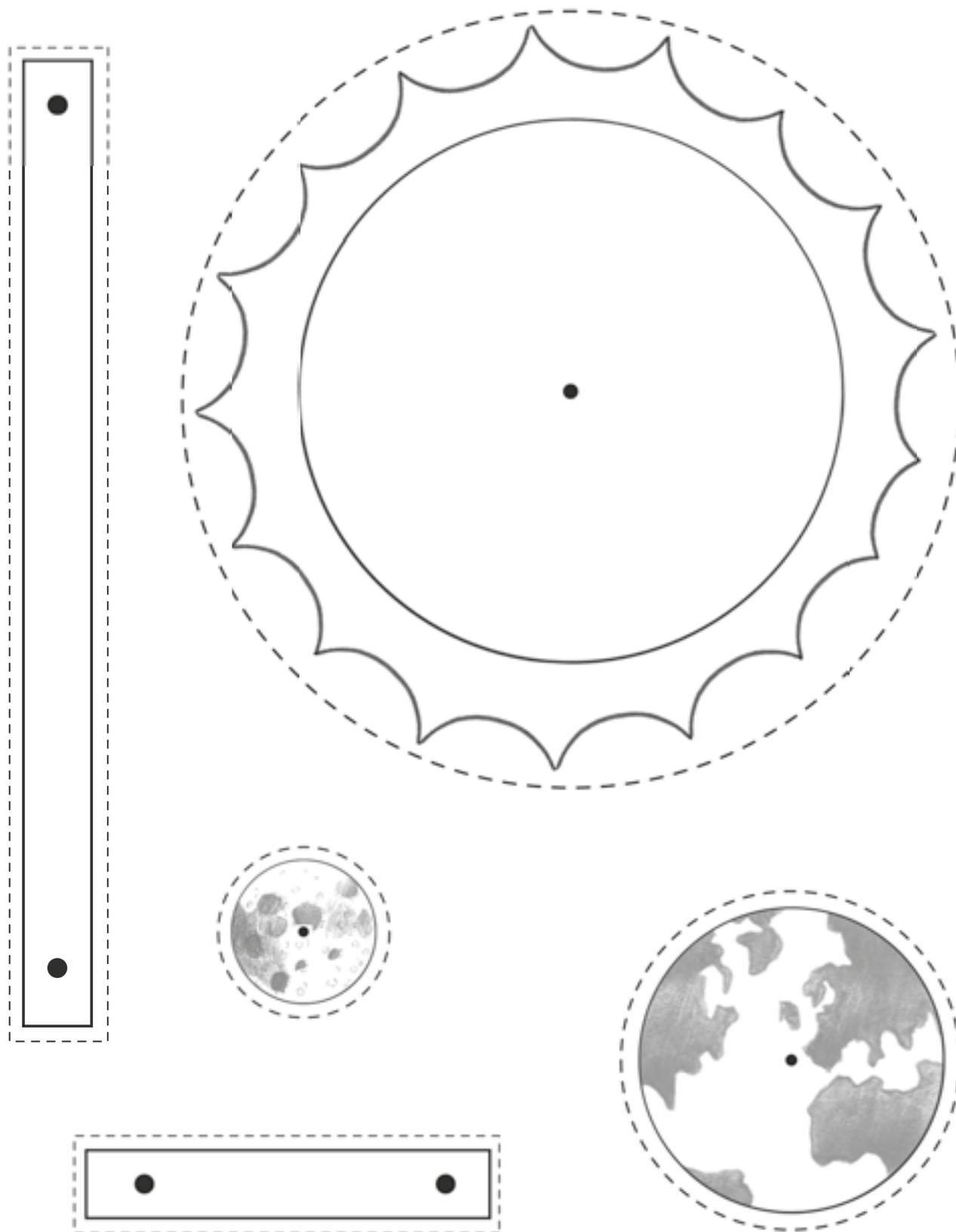
360° EVALUATION

Download, print and distribute the End-of-unit test. Compare the test at the end of the unit with the ones the pupils did at the beginning and during the unit. Ask: *What did you learn?* Elicit vocabulary and concepts for the unit.

UNIT 1**WORK TOGETHER**

Name: _____

Class: _____

The Sun, the Earth and the Moon

UNIT 1**DIAGNOSTIC TEST**

Name: _____

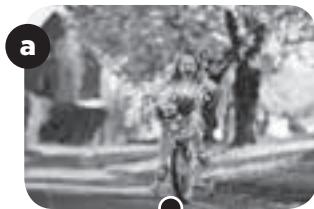
Class: _____

1 Put the planets in order.

- | | | | |
|---------------------------------|---------------------------------|----------------------------------|---|
| <input type="checkbox"/> Saturn | <input type="checkbox"/> Venus | <input type="checkbox"/> Mars | <input type="checkbox"/> Neptune |
| <input type="checkbox"/> Earth | <input type="checkbox"/> Uranus | <input type="checkbox"/> Jupiter | <input checked="" type="checkbox"/> Mercury |

2 Circle the correct words.

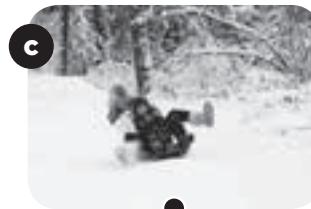
- a** The Sun is a planet /star/ satellite.
- b** All the planets move around the Moon / Earth / Sun.
- c** This movement is called rotation / revolution.
- d** One revolution of the Earth takes 365 days / 24 hours.
- e** The Moon / Sun / Earth is at the centre of the Solar System.

3 Match.

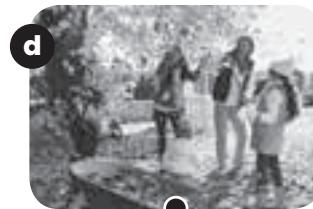
autumn



spring



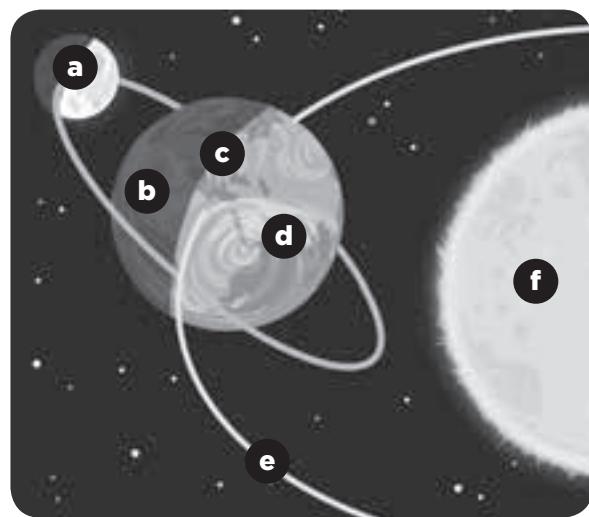
summer



winter

4 Label the picture of the Earth, the Sun and the Moon.

- d day
- night
- Moon
- Earth
- Sun
- revolution

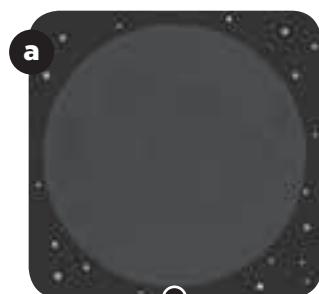


5 Complete the sentences.

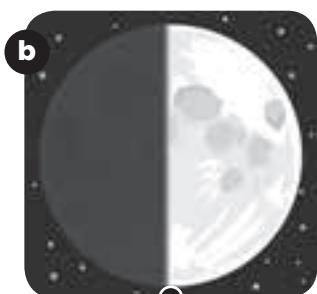
Sun Moon planet Earth

- a A satellite is an object which moves around a _____.
- b The _____ is a satellite.
- c The Moon moves around the _____.
- d The _____ lights up the Moon.

6 Match the phases of the Moon.



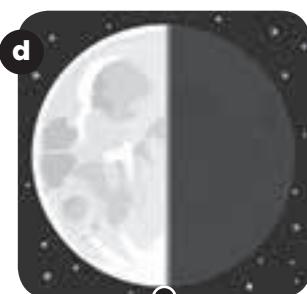
new moon



first quarter



full moon



third quarter

UNIT 1**PUPIL'S SELF-EVALUATION**

Name: _____

Class: _____

UNIT 1**What do you know about the Solar System? Tick.**

	I'm an expert!	I know some things, but I have some questions.	I have lots of questions!
The names of the eight planets			
Movement of the planets: revolution			
The four seasons			
The Earth's rotation: day and night			
Phases of the Moon			
How to look after the planet			

UNIT 1**COOPERATIVE LEARNING
EVALUATION**

Name: _____

Class: _____

Evaluate your cooperative learning. Tick.**Self-evaluation**

	Great work!	Good job!	I can do better next time!
I worked well with my group.			
I waited my turn to speak.			
I listened to the rest of the group members.			
I asked for help when I needed it.			

Group evaluation

	Great work!	Good job!	We can do better next time!
We all contributed to the project.			
We shared our ideas and listened to each other.			
We respected each other's opinions.			
We finished our task on time.			
We all helped to prepare the activity.			
We solved any problems we had effectively.			
We all enjoyed working together.			

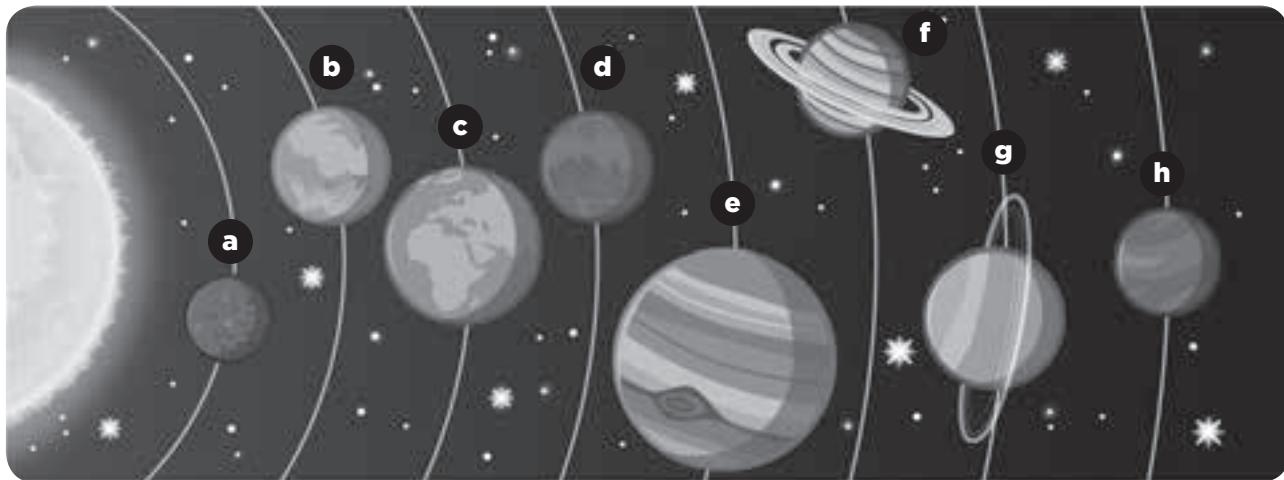
UNIT 1**END-OF-UNIT TEST**

Name: _____

Class: _____

1 Write the names of the planets.

Jupiter Mars Neptune Earth Saturn Venus Mercury Uranus



a _____

e _____

b _____

f _____

c _____

g _____

d _____

h _____

2 Complete the sentences.

revolution rotation revolution day 365 24

- a The four seasons are caused by the Earth's _____.
- b The Earth's _____ takes one year or _____ days.
- c The Earth's rotation takes _____ hours or one _____.
- d Day and night are caused by the Earth's _____.

3 Write the seasons.

summer winter spring autumn



4 What do the letters represent? Write.

day night Moon Earth Sun revolution

a Moon

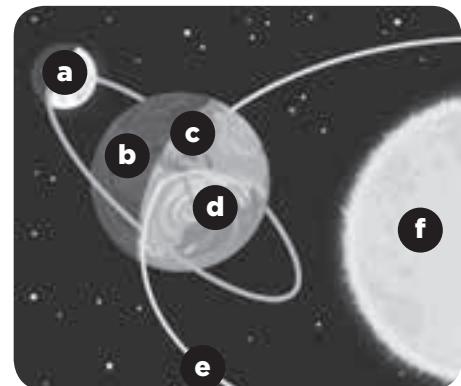
b

c

d

e

f

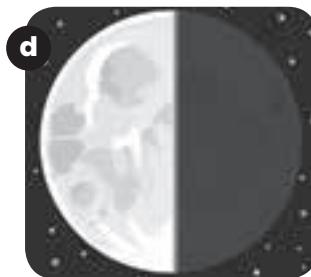
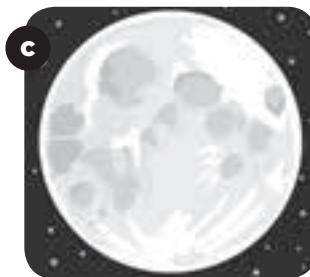
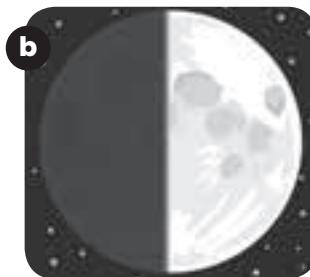
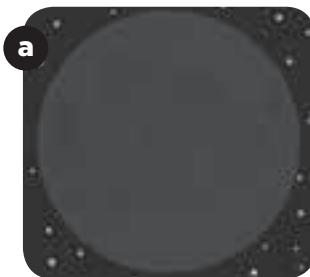


5 Circle words to make correct sentences.

- a A satellite is an object which moves around **the Sun / a planet**.
- b The **Sun / Moon** is a satellite because it moves around the Earth.
- c The **Earth / Sun** lights up the Moon.
- d The different shapes of the Moon are called the **shapes / phases** of the Moon.

6 Write.

full moon new moon third quarter first quarter

**7** Complete the sentences.west midday North east

- a** The Sun rises in the

east.

- c** The Sun sets in the

west.

- b** The Sun is above us at

midday.

- d** At night, we can see the

stars.

UNIT 1

EVALUATION GRID

Pupils

Dear Parent / Carer,

In this unit, your child will look at the vibrant illustration related to the Solar System on the first two pages. This illustration will act as a tool to help brainstorm ideas and opinions on the subject matter and to assess their previous knowledge. Your child will then listen to and read the story about the course characters, Amy and Sam, who are on a school trip to the planetarium. The story will be accompanied by audio and fun illustrations which will ease your child into the subject matter of the unit while encouraging curiosity and participation.

After the story, your child will move on to the *Work together* section in which they will use a cooperative learning technique to carry out a group project. Your child will learn about how the Sun, Earth, and Moon move while also developing important teamwork and communication skills.

This unit on the Solar System will expand on your child's previous knowledge of our closest star and planets. This will include finding out how the eight planets in the Solar System move around the Sun, finally focussing on planet Earth. Your child will discover why we have four seasons, and how the rotation of the Earth produces night and day. Your child will also study the movements of our closest satellite, the Moon, and how it can be observed from the Earth.

Finally, the *Our choices* page at the end of the unit will encourage your child to reflect on how to care for our planet and will explore ideas related to the safekeeping of the environment and sustainable living.

Useful language tips throughout the unit will provide your child with language support to help them improve their oral skills.

KEY VOCABULARY

- Planets, stars, Solar System, revolution
- Spring, summer, autumn, winter
- Axis, rotation, east, west
- Phases, quarter, full moon, new moon

MATERIALS

- Coloured pencils, scissors, pin
- Template

Have fun and happy learning!

Best wishes,

Science teacher