

Natural  
Science

Cambridge  
**Natural  
Science**

1

Second  
Edition

 **CAMBRIDGE**

Teacher's Book  
with Digital Pack





# NATURAL SCIENCE 1



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# WELCOME TO CAMBRIDGE NATURAL SCIENCE

**Cambridge Natural Science Second Edition** follows the new Primary Natural Science curricula with complete coverage of the Science competencies.

- An **enquiry-based approach** with Big Questions promotes critical thinking around relevant Science topics.
- **Hands-on experiments and manual activities** engage students with the content in a child-friendly, memorable way.
- Three **competency-based projects with posters and assessments** encourage pupils to deepen their exploration of new concepts while strengthening their collaboration and presentation skills.
- A **new content review section** on every spread ensures that students have enough practice with new concepts to effectively consolidate their knowledge.
- **English speaking, listening, reading and writing skills** are developed while **grammar structures** presented in Cambridge Primary courses are systematically reinforced.
- **Exam vocabulary and practice for Cambridge English Qualifications** for young learners are featured in every level:
  - Level 1: Pre A1 Starters**
  - Level 2: A1 Movers**
  - Level 3: A1 Movers and A2 Flyers**
  - Level 4: A2 Flyers**
  - Level 5: A2 for Schools and B1 Preliminary for Schools**
  - Level 6: B1 Preliminary for Schools**

**Cambridge Natural Science Second Edition** has been developed around the key Science competencies stipulated in the new curriculum. For every lesson you teach, the competencies covered by the content are listed on the corresponding Teacher's Book spread. In addition, the three level projects are supported by competency-based assessments.



## C1 Digital competency

Use digital devices and resources in a safe, responsible and efficient way.



## C4 Competency in self-awareness and empathy

Develop awareness of one's own and others' physical, emotional and social well-being.



## C7 Competency in historical awareness

Understand continuity and change in society and culture.



## C2 Scientific thinking competency

Use different techniques, instruments and modes of scientific thought to interpret and explain facts and phenomena occurring in their own natural, social and cultural environment.



## C5 Competency in preservation of natural and cultural heritage

Identify and understand relationships between systems in the natural, social and cultural environment to appreciate the value of cultural and natural heritage and preserve it.



## C8 Competency in cultural and social awareness and empathy

Value plurality and respect other cultures to build a more harmonious society that integrates EU values.



## C3 Problem-solving competency

Use design projects and computational thinking to cooperatively solve problems in interdisciplinary projects.



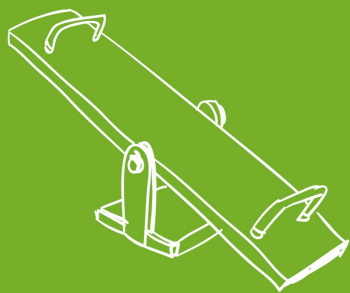
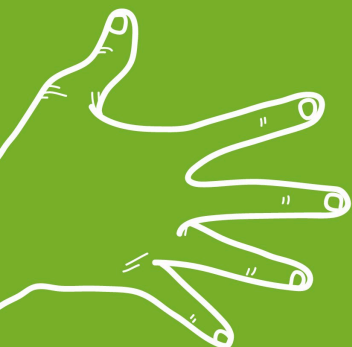
## C6 Competency in environmental sustainability

Develop awareness of human impact on the environment, including sustainable practices.



## C9 Citizenship competency

Recognise democratic values, human and child rights and the principles of the Spanish Constitution and the EU.





## Course Components

**Pupil's Book with eBook:** Each unit includes hands-on experiments, manual activities, mixed-ability assessment and practice of the Cambridge English Qualifications for young learners. There are three competency-based projects per level: each **Our Project** includes an accompanying **Project Poster**, **Project Worksheet** and **Project Assessment Grid**. Pupils can find their eBook access code on the inside front cover of their Pupil's Book.



**Activity Book with Digital Pack:** Each unit features activities that consolidate the concepts introduced in the Pupil's Book and practise the Cambridge English Qualifications for young learners. Self- or peer-assessments are included on the Activity Book project pages. The Digital Pack access code is on the inside front cover of the Activity Book.



**Teacher's Book with Digital Pack:** Teaching ideas are offered at each stage of the lesson and competencies are flagged. Each unit highlights Cambridge English Qualifications vocabulary and practice activities, as well as links to digital components. Teachers can access digital content using a unique code found on the inside front cover of the Teacher's Book.



**Flashcards:** Full-colour printed flashcards (Levels 1–4) bring Science topics to life. Digital flashcards are available for all levels.



## Digital components on Cambridge One platform

The digital components for **Cambridge Natural Science Second Edition** are available on our new **Cambridge One** online learning platform.



**Presentation Plus:** Digital front-of-class presentation with interactive versions of the Pupil's Book and Activity Book and a variety of features to help pupils cement their understanding of key concepts.

- **interactive Pupil's Book and Activity Book activities**
- **documentary videos** for every Pupil's Book unit
- **animations** to support the meaning of core concepts
- **digital flashcards**
- **class audio with scripts**

**Test Generator:** Features downloadable ready-made mixed-ability tests and allows teachers to build their own exams.

**Teacher's Resource Bank:** Includes teacher training videos; *Our Project* assessment grids, worksheets, posters, and self- and peer-evaluations; revision worksheets; concept maps; letters to parents; and downloadable class audios and videos.

**Practice Extra:** Teachers can set homework and track each pupil's progress. Provides extra practice in a way that rewards and motivates young learners.

# MEET OUR SCIENTISTS

PAGES 4–5

## Objective:

Pupils will meet the characters that represent each unit of the book. Through them they will become familiar with the main topics and skills that they will study. By discussing the images and text on these pages, they will become curious and engaged with the study of natural science. They will see how they too become scientists as they predict and experiment their way through the book and record their journey with their 'passport'.

## Key vocabulary

animals, family, food, friends, living things, plants, scientist, sport, the human body, X-ray

C2



## Warm up

Write on the board: animals, friends and family, plants, sport, the human body, in different colours. Ask pupils to give you some examples of each – for the human body, elicit parts of the body. Then say, e.g. *I like animals.* What do you like? Tell a partner.



## Main concepts

- Look at the page and ask pupils *What is a scientist?* Elicit that scientists like to discover new things and solve problems by doing experiments. (This is a broad, general description!)
- Point to each character in turn and ask pupils to point too. Say *What's the name of the character? What does he / she like?* Ask *Which words tell you what he / she likes?*
- Ask pupils to look at the boy with the flower. *What is he doing?* Elicit the process from pupils and highlight the *Scientific method*.
- Ask pupils to circle the topics they like.
- Explain that as they finish a unit, they will put their fingerprint in the passport.

## Learn more

- Write on the board, *I'm \_\_\_\_\_. I like ...* Give an example and encourage pupils to write and draw their own sentence and picture in their notebook or on a piece of paper.
- Encourage pupils to practise saying their sentence and to show and tell a classmate.

**Scientific method:**  
 1 Predict  
 2 Experiment  
 3 Observe and conclude

Scientist card

Put your fingerprint here when you complete a unit.

**Name:**  
  
**Age:**

Welcome Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
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What do you like? Circle.

bones and skeletons

plants

healthy food

sport

family

friends

# 1

## WHAT PARTS HAS OUR BODY GOT?

### Learning objectives

By the end of this unit, your pupils will have achieved a greater understanding of the following concepts:

- the three main parts of the human body and the external parts of the human body
- the main parts of the face
- what muscles, bones and joints are
- the five senses and their corresponding organs

### Competencies

This unit covers the following competencies:

- Sci C1: Digital competency 
- Sci C2: Scientific thinking competency 
- Sci C3: Problem-solving competency 
- Sci C4: Competency in self-awareness and empathy 
- Sci C7: Competency in historical awareness 

### Key vocabulary

**Parts of the body:** ankle, bone, elbow, hip, joint, knee, muscle, neck, shoulder, wrist

**Main body sections:** head, limbs (arm, bottom, fingers, foot, leg, toes) torso (tummy)

**Parts of the face:** cheeks, chin, ears, eyebrows, eyelashes, eyes, mouth, nose, tongue

**Five senses:** hear, see, smell, taste, touch

### Cambridge English Qualifications practice

You will find **Pre A1 Starters** activity types in the following exercises:

Pupil's Book, Page 85, Activity 2 – Reading and Writing Part 3

Activity Book, Page 4, Activity 6 – Reading and Writing Part 3

Activity Book, Page 6, Activity 9 – Reading and Writing Part 1

Throughout this unit, you will find the following **Pre A1 Starters** vocabulary:

arm, body, ear, eye, face, foot / feet, hair, hand, head, leg, mouth, nose, person / people, see





## Digital Resources on Cambridge One

- Song: *Body parts*
- Chant: *Five senses*
- Video documentary: *Incredible bodies*
- Presentation Plus with interactive activities
- Practice Extra with interactive activities
- Test Generator
- Resource Bank:
  - Flashcards: 1–15
  - Worksheets for *Hands On* and revision
  - Concept map
  - Letter to parents
  - Practice Extra answer keys
  - Oracy talking points worksheet and cue cards
  - Programaciones
  - Downloadable class audios and videos

### Materials needed for *Hands on*

- skeleton worksheet (download from Resource Bank), a shoe box, split pins
- mini-book worksheet (download from Resource Bank), photos of pupils' faces

### Materials needed for *Experiment*

- lemon peel, mint leaves, an onion, an orange, liquid soap, vinegar

### Materials needed for other activities

- pieces of fruit (1 per pupil), items for Senses corner (books, rattles, scents, salt, fabrics, etc.), a large cardboard box

## Experiment

The Experiment provides your pupils with the opportunity to explore their sense of smell by mixing together different items. Pupils will use the scientific methods of prediction, experimentation and conclusion. In addition, they will get creative by mixing different products to create their own potions.

## Mindful time

Each unit has a Mindful time feature that encourages pupils to relate learning to their feelings and emotions, their relationships with classmates, and their well-being.

In this unit, pupils focus on their breathing and connection to the world around them. An audio track (*track 03*) is available to introduce the breathing activities.

## Objective:

Pupils will talk about parts of the body, the five senses, and identify feelings using a birthday party as a backdrop. They will connect previous knowledge with new concepts.

## Key vocabulary

birthday party, body, dance, happy, sad



## Warm up

- Ask pupils to think about their last birthday party and tell another pupil.
- Ask pupils to look at the scene and describe what they can see. Encourage them to use the structure *I can see ...*

## Main concepts

- Ask *What do you think we are going to learn about in this unit?*
- Ask individual pupils to read out the questions on the page and elicit answers. Then, ask pupils to read out *Hello! I'm Little Franklin. I'm six today.* Ask them to raise their hands if they are six.
- Ask *Who is looking at the presents?* – *Little Aristotle (is looking at the presents).* Ask pupils if they would like a piece of the cake and what they think it tastes like.



### Mindful time

Ask pupils to pay attention to how they breathe in and out, and how the air travels to their tummies. Ask pupils to sit or stand with a straight back, shoulders down and to breathe in through their noses and out through their mouths, deeply, into their tummies, three times. The audio (*track 03*) can be used to help create a feeling of calm.

## Song

Body parts



## Learn more

- Sing the song *Body parts* with actions.
- Ask pupils to point to different objects in the scene: *Point to the ...* table, lamp, presents, sofa, pizza, balloons, window, cake, rug, etc.

### Song

The song focuses on different parts of the body and their movement.

### Documentary

The documentary focuses on internal and external parts of the body including bones, muscles and joints. It also covers the five senses.

The audio (track 03) can be used throughout the course to achieve moments of calm, in which pupils focus on their breathing and connect with the world around them.