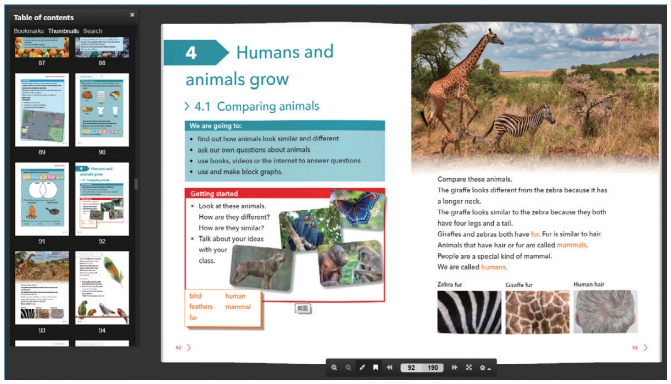
Thinking and Working like a Scientist

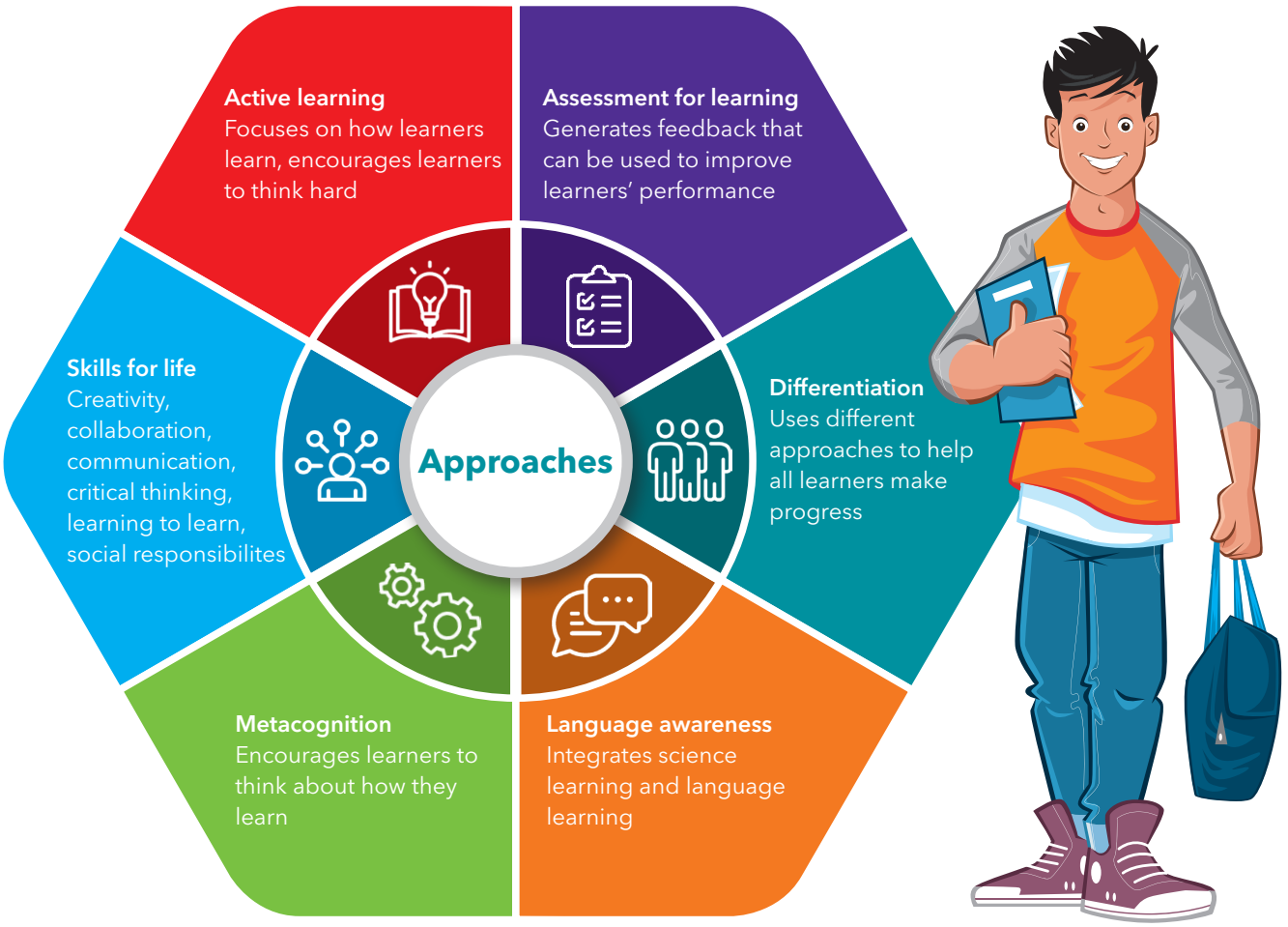
SCIENCE
新思维科学

For learners aged 6-18
Content and language integrated learning
Scientific and global thinking

FLTRP *Science* is an international course for learners aged 6-18. The course integrates content learning and language learning, covers the four main areas of biology, chemistry, physics, and earth & space, encourages the learners to think and work like scientists. FLTRP *Science* offers full support for learners and teachers through various materials including Learner's Book, Workbook and Teacher's Resources.

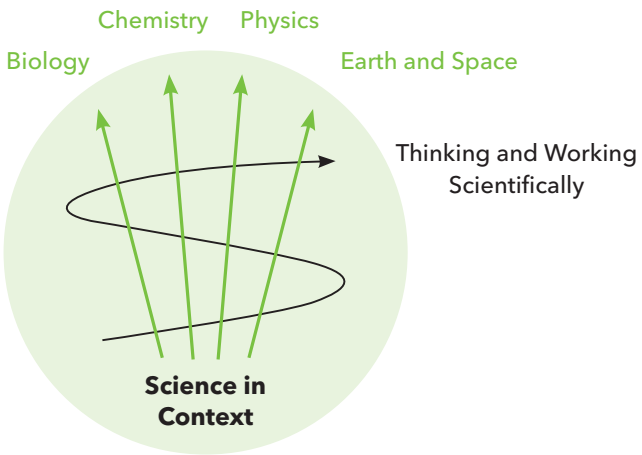
Components

Paper	 Learner's book	 Workbook	 Teacher's book (2023)
Digital	Digital versions can be accessed via FLTRP's website and APP of Unistudy 		• Diagnostic, end-of-unit, mid-point, end-of-year tests and answers • Answers to learner's book and workbook questions • Language worksheet ...



Features

- Content and language integrated learning
- Coverage of four main areas of science
- Thinking and working scientifically
- Materials to support learning, teaching and assessment



Number of learning hours

Stage 1-6: 1-2 hour per week

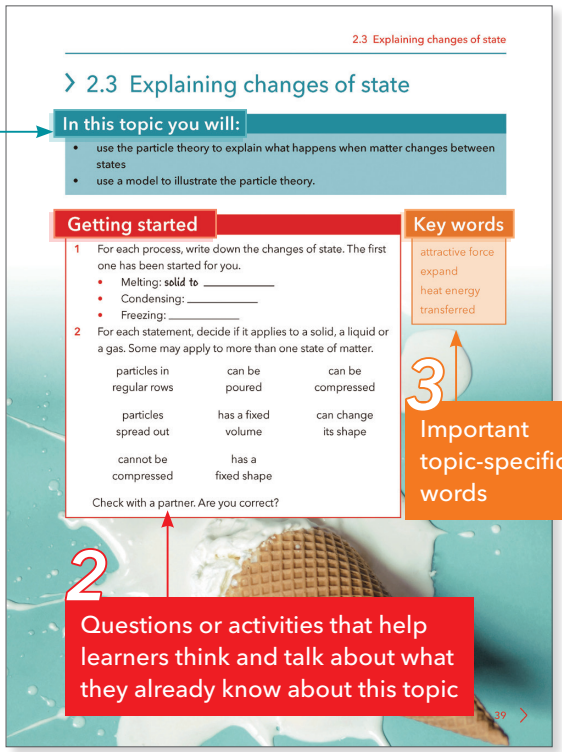
Stage 7-9: 3-5 hours per week

Learner's resources

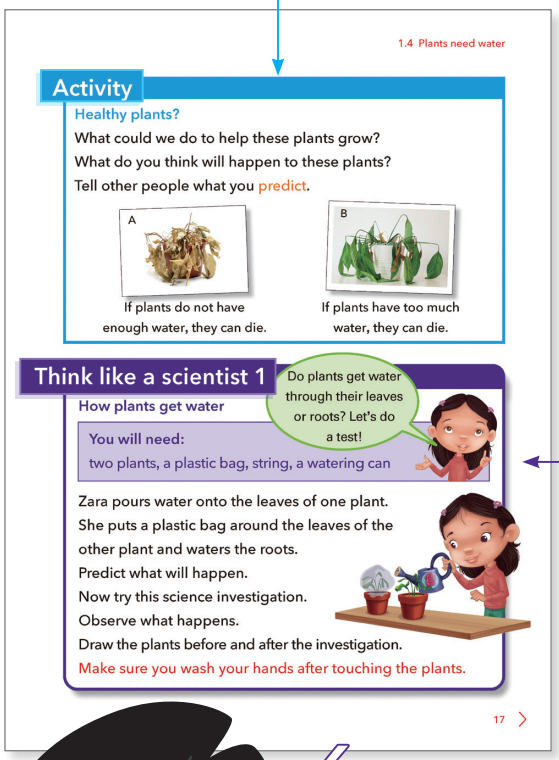
Learner's book

A variety of investigations, activities and questions to help learners develop scientific skills.

1 What learners will learn in each topic



4 Opportunity to practice and develop the new skills and knowledge that learners learn in each topic

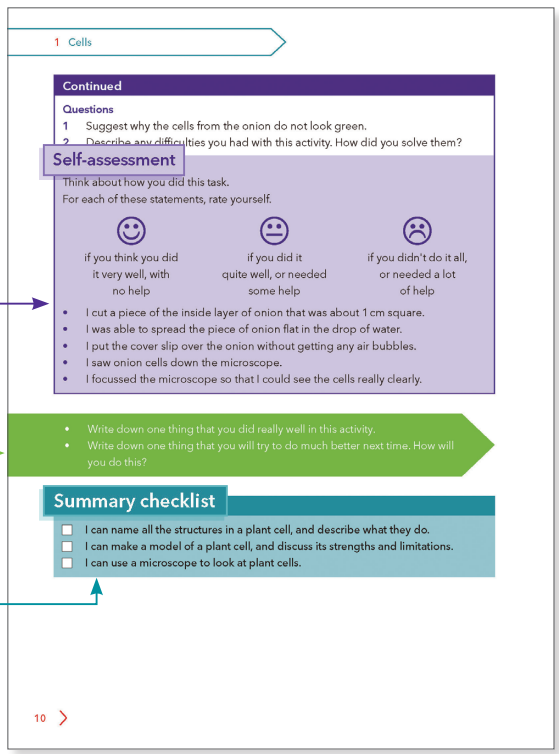


5 Investigations for learners to practice and develop practical skills, to promote active learning and deep understanding

6 Opportunity to either assess learners' own work or another learner's work

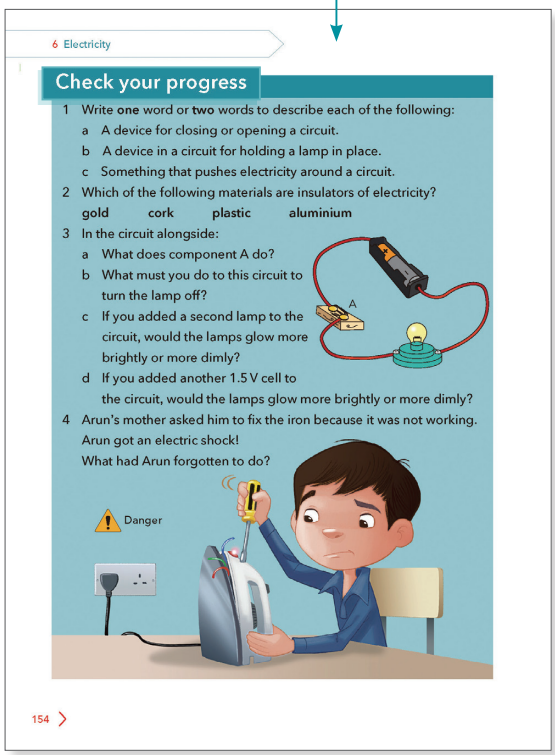
7 Questions asking learners to think about their learning

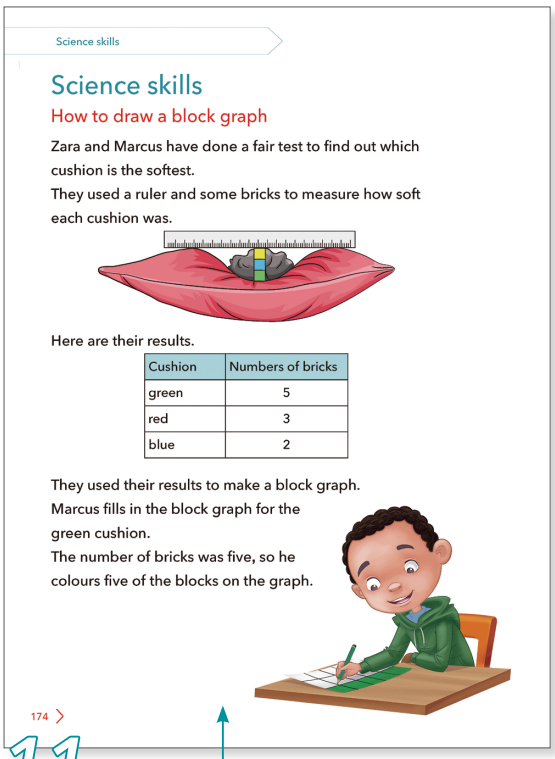
8 List summarizing the important ideas that learners have learned in the topic



9 End-of-unit group project involving producing something or solving a problem

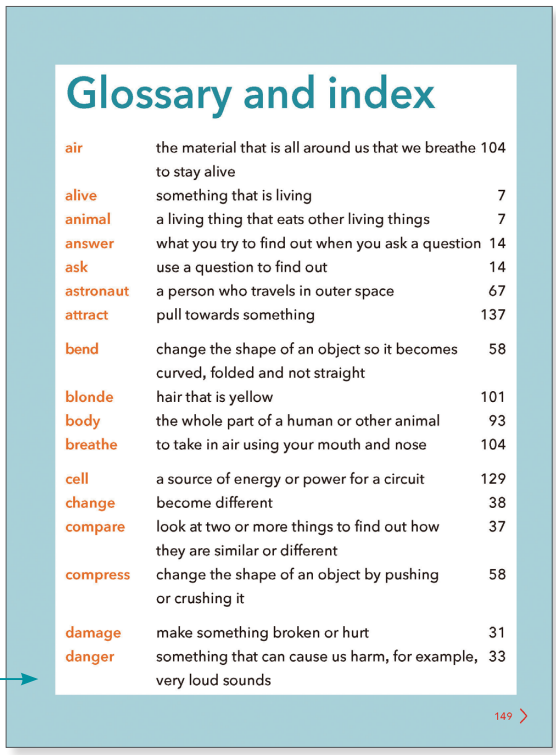
10 Questions looking back at some of the content learners learnt in this unit, helping teachers check their learners' progress





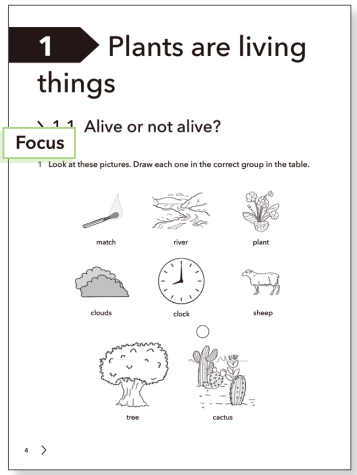
11 Summary of important science skills in this book

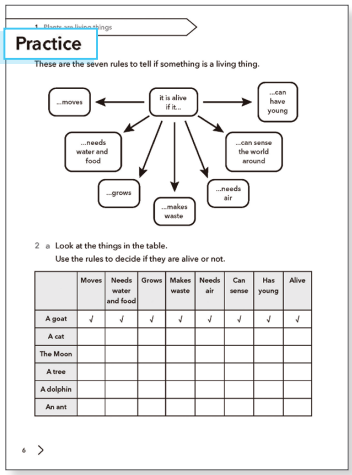
12 Definitions and index of key words for language support

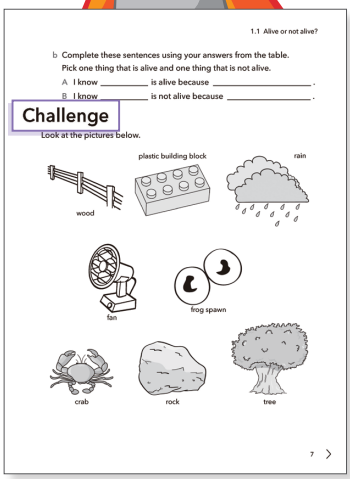


Workbook

Questions for learners to practice what they have learnt in class. 3 tiered sections for each topic.



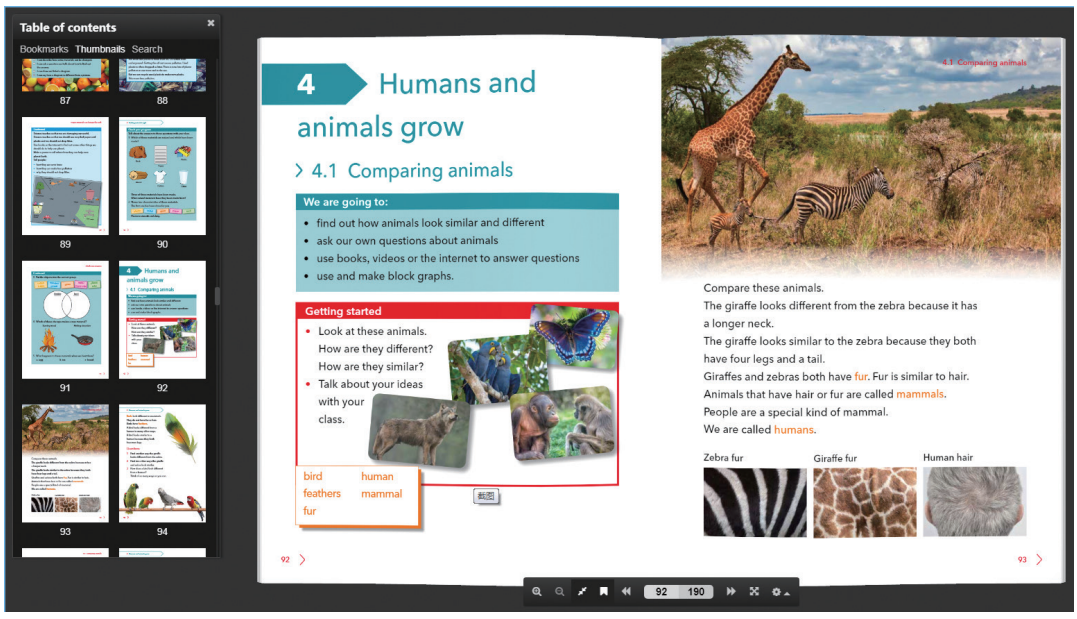




Tier 1: Focus	Tier 2: Practice	Tier 3: Challenge
For extra support; helps learners to master the basics	For all learners; helps learners to become more confident in using that they have learnt	For more confident learners; encourages further learning and extensionbasics

Digital

Digital versions of Learner's book and Workbook can be accessed via FLTRP's website and APP of Unistudy.

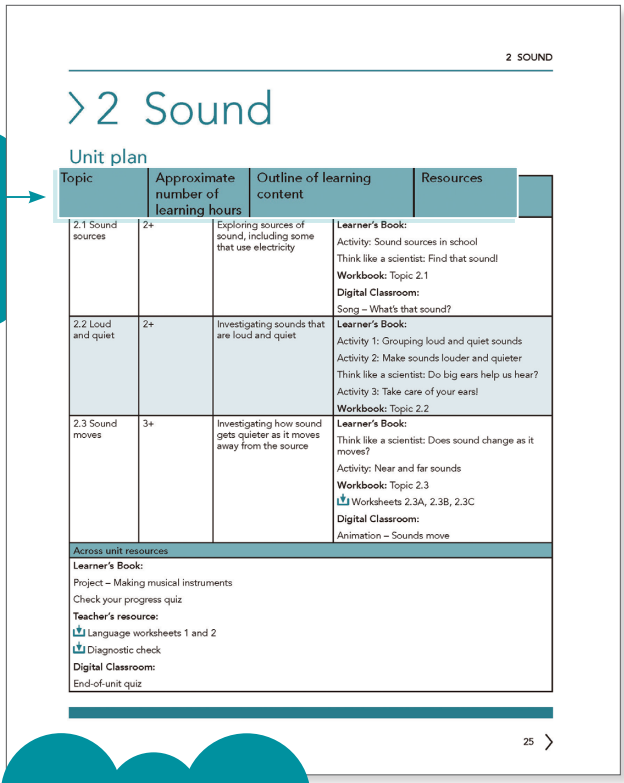


Teacher's resources
(2023)

Teacher's book

Everything teachers need to deliver the course, including Teacher's Book and digital resources.

Unit plan:
topics in the unit
- learning hours
- learning content
- available resources



2 SOUND

2 Sound

Unit plan

Topic	Approximate number of learning hours	Outline of learning content	Resources
2.1 Sound sources	2+	Exploring sources of sound, including some that use electricity	**Learner's Book:** Activity: Sound sources in school; Think like a scientist: Find that sound! **Workbook:** Topic 2.1 **Digital Classroom:** Song – What's that sound?
2.2 Loud and quiet	2+	Investigating sounds that are loud and quiet	**Learner's Book:** Activity 1: Grouping loud and quiet sounds; Activity 2: Make sounds louder and quieter; Think like a scientist: Do big ears help us hear?; Activity 3: Take care of your ears! **Workbook:** Topic 2.2
2.3 Sound moves	3+	Investigating how sound gets quieter as it moves away from the source	**Learner's Book:** Think like a scientist: Does sound change as it moves?; Activity: Near and far sounds **Workbook:** Topic 2.3 Worksheets 2.3A, 2.3B, 2.3C **Digital Classroom:** Animation – Sounds move
Across unit resources			
Learner's Book: Project – Making musical instruments; Check your progress quiz **Teacher's resource:** Language worksheets 1 and 2; Diagnostic check **Digital Classroom:** End-of-unit quiz			

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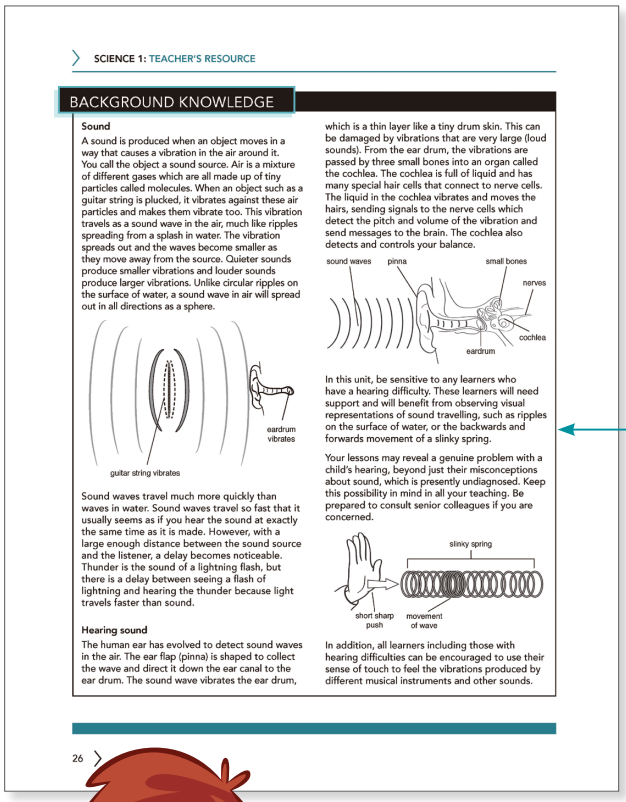

SCIENCE 1: TEACHER'S RESOURCE

BACKGROUND KNOWLEDGE

Sound

A sound is produced when an object moves in a way that causes a vibration in the air around it. You call the object a sound source. Air is a mixture of different gases which are all made up of tiny particles called molecules. When an object such as a guitar string is plucked, it vibrates against these air particles and makes them vibrate too. This vibration travels as a sound wave in the air, much like ripples spreading from a splash in water. The vibration spreads out and the waves become smaller as they move away from the source. Quieter sounds produce smaller vibrations and louder sounds produce larger vibrations. Unlike circular ripples on the surface of water, a sound wave in air will spread out in all directions as a sphere.

Sound waves travel much more quickly than waves in water. Sound waves travel so fast that it usually seems as if you hear the sound at exactly the same time as it is made. However, with a large enough distance between the sound source and the listener, a delay becomes noticeable. Thunder is the sound of a lightning flash, but there is a delay between seeing a flash of lightning and hearing the thunder because light travels faster than sound.

Hearing sound

The human ear has evolved to detect sound waves in the air. The ear flap (pinna) is shaped to collect the wave and direct it down the ear canal to the ear drum. The sound wave vibrates the ear drum, which is a thin layer like a tiny drum skin. This can be damaged by vibrations that are very large (loud sounds). From the ear drum, the vibrations are passed by three small bones into an organ called the cochlea. The cochlea is full of liquid and has many special hair cells that connect to nerve cells. The liquid in the cochlea vibrates and moves the hairs, sending signals to the nerve cells which detect the pitch and volume of the vibration and send messages to the brain. The cochlea also detects and controls your balance.

In this unit, be sensitive to any learners who have a hearing difficulty. These learners will need support and will benefit from observing visual representations of sound travelling, such as ripples on the surface of water, or the backwards and forwards movement of a slinky spring.

Your lessons may reveal a genuine problem with a child's hearing, beyond just their misconceptions about sound, which is presently undiagnosed. Keep this possibility in mind in all your teaching. Be prepared to consult senior colleagues if you are concerned.

In addition, all learners including those with hearing difficulties can be encouraged to use their sense of touch to feel the vibrations produced by different musical instruments and other sounds.

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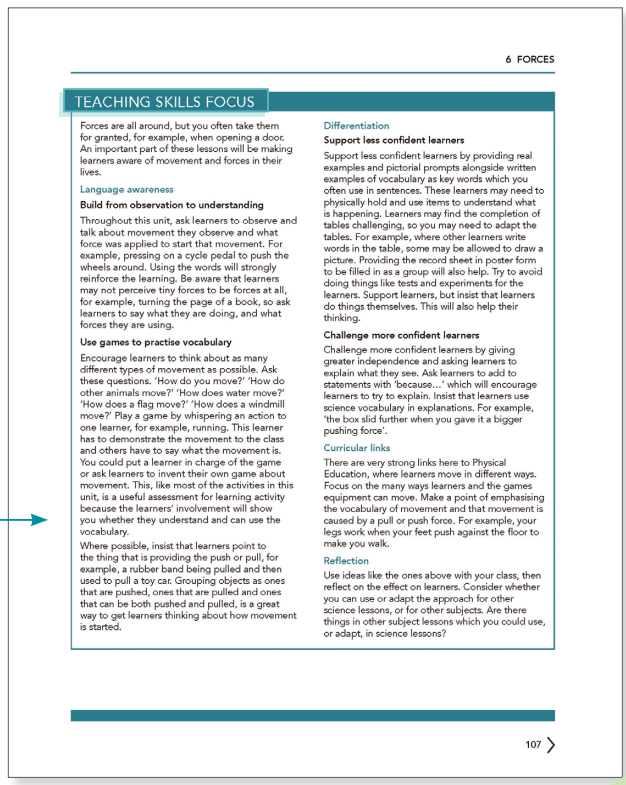
Background knowledge
Prior knowledge required to access the unit



6 FORCES

TEACHING SKILLS FOCUS

Forces are all around, but you often take them for granted, for example, when opening a door. An important part of these lessons will be making learners aware of movement and forces in their lives.

Language awareness

Build from observation to understanding

Throughout this unit, ask learners to observe and talk about movement they observe and what force was applied to start that movement. For example, pressing on a cycle pedal to push the wheels around. Using the words will strongly reinforce the learning. Be aware that learners may not perceive tiny forces to be forces at all, for example, turning the page of a book, so ask learners to say what they are doing, and what forces they are using.

Use games to practise vocabulary

Encourage learners to think about as many different types of movement as possible. Ask these questions. 'How do you move?' 'How do other animals move?' 'How does water move?' 'How does a flag move?' 'How does a windmill move?' Play a game by whispering an action to one learner, for example, running. This learner has to demonstrate the movement to the class and others have to say what the movement is. You could put a learner in charge of the game or ask learners to invent their own game about movement. This, like most of the activities in this unit, is a useful assessment for learning activity because the learners' involvement will show you whether they understand and can use the vocabulary.

Where possible, insist that learners point to the thing that is providing the push or pull, for example, a rubber band being pulled and then used to pull a toy car. Grouping objects as ones that are pushed, ones that are pulled and ones that can be both pushed and pulled, is a great way to get learners thinking about how movement is started.

Differentiation

Support less confident learners

Support less confident learners by providing real examples and pictorial prompts alongside written examples of vocabulary as key words which you often use in sentences. These learners may need to physically hold and use items to understand what is happening. Learners may find the completion of tables challenging, so you may need to adapt the tables. For example, where other learners write words in the table, some may be allowed to draw a picture. Providing the record sheet in poster form to be filled in as a group will also help. Try to avoid doing things like tests and experiments for the learners. Support learners, but insist that learners do things themselves. This will also help their thinking.

Challenge more confident learners

Challenge more confident learners by giving greater independence and asking learners to explain what they see. Ask learners to add to statements with 'because…' which will encourage learners to try to explain. Insist that learners use science vocabulary in explanations. For example, 'the box slid further when you gave it a bigger pushing force'.

Curricular links

There are very strong links here to Physical Education, where learners move in different ways. Focus on the many ways learners and the games equipment can move. Make a point of emphasising the vocabulary of movement and that movement is caused by a pull or push force. For example, your legs work when your feet push against the floor to make you walk.

Reflection

Use ideas like the ones above with your class, then reflect on the effect on learners. Consider whether you can use or adapt the approach for other science lessons, or for other subjects. Are there things in other subject lessons which you could use, or adapt, in science lessons?

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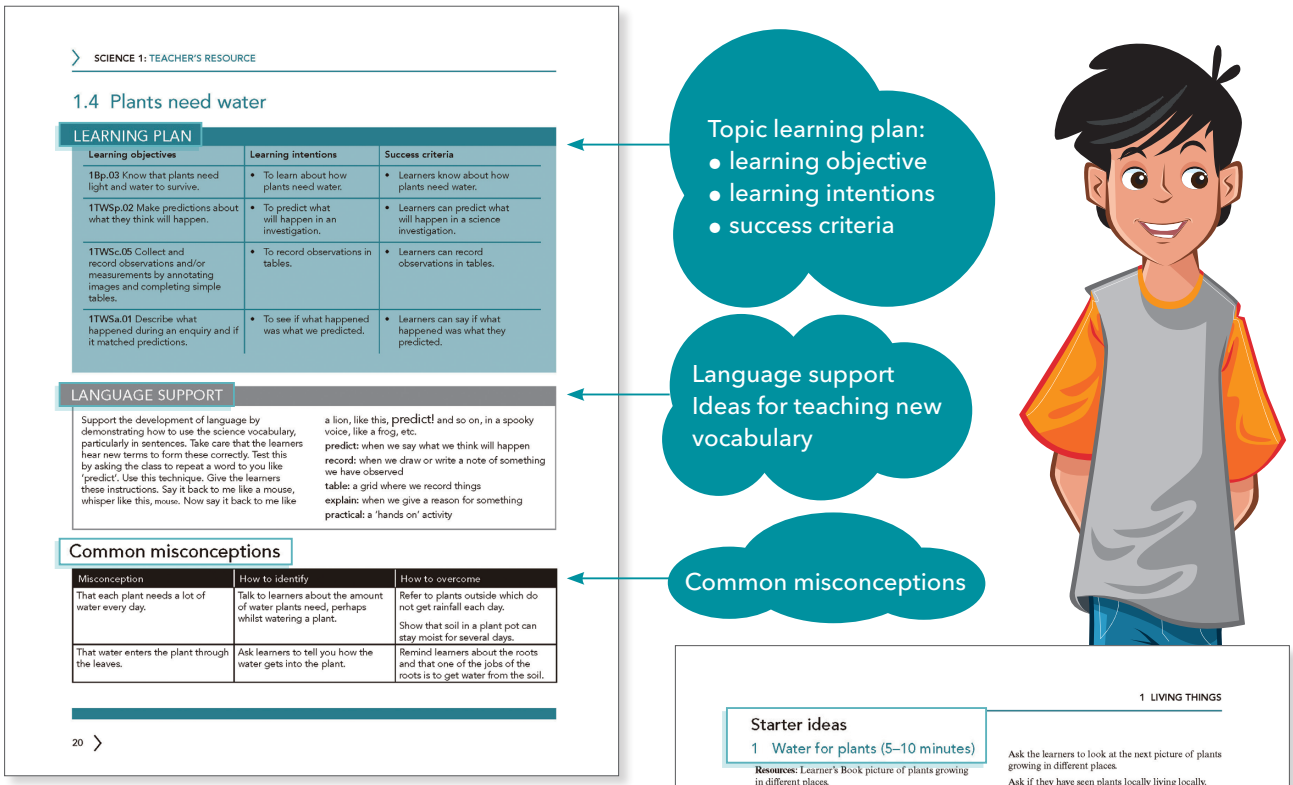
Teaching skills
Practical support, guidance and examples



SCIENCE 1: TEACHER'S RESOURCE

1.4 Plants need water

LEARNING PLAN

Learning objectives	Learning intentions	Success criteria
1Bp.03 Know that plants need light and water to survive.	• To learn about how plants need water.	• Learners know about how plants need water.
1TWSp.02 Make predictions about what they think will happen.	• To predict what will happen in an investigation.	• Learners can predict what will happen in a science investigation.
1TWSc.05 Collect and record observations and/or measurements by annotating images and completing simple tables.	• To record observations in tables.	• Learners can record observations in tables.
1TWSa.01 Describe what happened during an enquiry and if it matched predictions.	• To see if what happened was what we predicted.	• Learners can say if what happened was what they predicted.

LANGUAGE SUPPORT

Support the development of language by demonstrating how to use the science vocabulary, particularly in sentences. Take care that the learners hear new terms to form these correctly. Test this by asking the class to repeat a word to you like 'predict'. Use this technique. Give the learners these instructions. Say it back to me like a mouse, whisper like this, mouse. Now say it back to me like a lion, like this, predict! and so on, in a spooky voice, like a frog, etc.

predict: when we say what we think will happen

record: when we draw or write a note of something we have observed

table: a grid where we record things

explain: when we give a reason for something

practical: a 'hands on' activity

Common misconceptions

Misconception	How to identify	How to overcome
That each plant needs a lot of water every day.	Talk to learners about the amount of water plants need, perhaps whilst watering a plant.	Refer to plants outside which do not get rainfall each day. Show that soil in a plant pot can stay moist for several days.
That water enters the plant through the leaves.	Ask learners to tell you how the water gets into the plant.	Remind learners about the roots and that one of the jobs of the roots is to get water from the soil.

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Topic learning plan:
- learning objective
- learning intentions
- success criteria

Language support
Ideas for teaching new vocabulary

Common misconceptions

Clear section structure
Selection of teaching ideas

1 LIVING THINGS

Starter ideas

1 Water for plants (5–10 minutes)

Resources: Learner's Book picture of plants growing in different places.

Description: Ask the learners about what they can observe on the picture. Can they say why there are few plants in the dry looking area? Ask them to talk in pairs about where the water for these plants comes from.

Learners may think that no plants can live in a dry area. Show them pictures of plants that are adapted to live in very dry conditions. You do not need to go into detail about how these adaptations work at this stage.

2 Planting seeds (15 minutes)

Resources: Two flower pots, compost, water, large seeds, for example, sunflower, beans, labels.

Description: Ask learners to assist you planting seeds by taking two pots and adding compost. Get learners to talk about what they are doing. Explain that you'll ask them to put seeds in both but only water one pot. Ask learners to complete this and then label the pots, water one and make predictions about what will happen in the coming days.

Safety: Always wash hands after handling either compost or seeds.

Main teaching ideas

1 All plants need water (10 minutes)

Learning intention: To learn about how plants need water.

Resources: Learner's Book, if possible, a wilted plant.

Description: This is a class discussion activity. Try to ensure that all learners contribute to the discussion. Try to find out if learners understand what has happened to the wilted plant, and why it has happened. Use questions like these. 'What has happened to this plant?' 'What do you observe about the plant?'

Ask the learners to look at the picture of the wilted plant in the Learner's Book and a real one if you have it. Can they describe what they observe and explain what has happened to the plant? Ask them to read what the children are saying on the page. Do they agree? Can they explain?

Ask the learners to look at the next picture of plants growing in different places.

Ask if they have seen plants locally living locally. Where?

Ask five learners to make a drama. One child is a plant in a dry place, another one is in a cooler place that gets rain. The three others are rain clouds who visit the cooler place, they hold hands high and wriggle fingers to 'rain ' on the plant. This plant is happy and grows strongly. Only one 'cloud' visits the dry area with a little rain, this plant looks a little sad and only grows slowly.

Differentiation ideas: Listen to the responses and contributions of different learners, and identify learners who are quiet, lack confidence or make errors and need more support, and ones who use language accurately, make suggestions, ask questions, and so need more challenge.

Begin and support with questions about what they observe. Here are some examples. 'What do you observe?' 'What has happened?' Move onto to questions to elicit explanations. Here are some examples. 'Why is that?' 'What has affected this plant?' Move to questions about the future like these. ' What should we do?' 'If we do this, what will happen?'

2 Activity: Healthy plants? (10–15 minutes)

Learning intention: To learn about how plants need water.

Resources: Learner's Book, a potted plant, a plastic bottle of fresh water.

Description: Ask learners to look at the healthy plant you have brought to the class and picture B (the over-watered plant) in the Learner's Book. Ask learners to talk with a friend about the difference and what may be wrong with the plant in picture B.

Explain that the sick plant has had too much water. Ask learners to describe what it looks like and predict what will happen if still has too much water.

Agree that plants need 'the right amount' of water and that as carers of plants we should test the soil to check it is moist and only water as a plant gets dry.

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6 THE EARTH AND THE MOON

Plenary ideas

1 Reflection (5 minutes)

Description: Ask learners to name the five types of scientific enquiry: research, pattern seeking, observing changes over time, fair testing and identification and classification. Then ask learners to think about Think like a scientist 2: Making a Moon diary. Ask 'Which types of scientific enquiry did you use to make your Moon diary?' Explain, if necessary, that observing changes over time was the method used.

2 Phases of the Earth (10 minutes)

Resources: Search the internet for photos of 'The Earth from the Moon', 'crescent Earth' and 'gibbous Earth'

Description: Explain to learners that if they were standing on the Moon looking at the Earth, they would be able to see that the Earth also has changing phases. Show photographs taken from the moon of a gibbous and crescent Earth.

Assessment ideas: Ask learners to name the phases shown in the photographs of the Earth from the Moon.

CROSS CURRICULAR LINKS

This topic has links with geometry in maths. You could use this topic to teach the difference between clockwise and anticlockwise and to introduce that a right angle is a quarter turn. The first quarter phase of the Moon happens when it is one quarter of the way around its orbit. The last quarter happens when the Moon is three quarters of the way around.

Homework ideas

1 Ask learners to observe the Moon and record their observations in a table. See Think like a scientist 2: Making a Moon diary above.

2 Use photos from the internet to show learners how the phases of the Moon can be modelled using card, modelling clay, biscuits and even grains of rice. Ask learners to make their own model and bring it in to school to show the class.

Topic worksheets

Worksheets 6.3A, 6.3B and 6.3C

Learners who need support could use Worksheet 6.3A, which gives the name of each Moon phase in the correct position.

Most learners can use Worksheet 6.3B to cut and stick the phases of the moon into the correct order.

Some learners could be challenged to use Worksheet 6.3C to explain why the Moon appears to change shape.

PROJECT GUIDANCE: RESEARCH AN ASTRONAUT

3SIC.03 Know that everyone uses science and identify people who use science professionally.

Read with learners the project in the Learner's Book. This explains the science that different astronauts have done in space.

Show learners the picture of the astronaut poster in the Learner's Book.

Ask learners to make their own posters of a chosen astronaut. Learners could use books, the internet or videos to research facts about their astronaut or to research astronauts that are not included in the Learner's Book.

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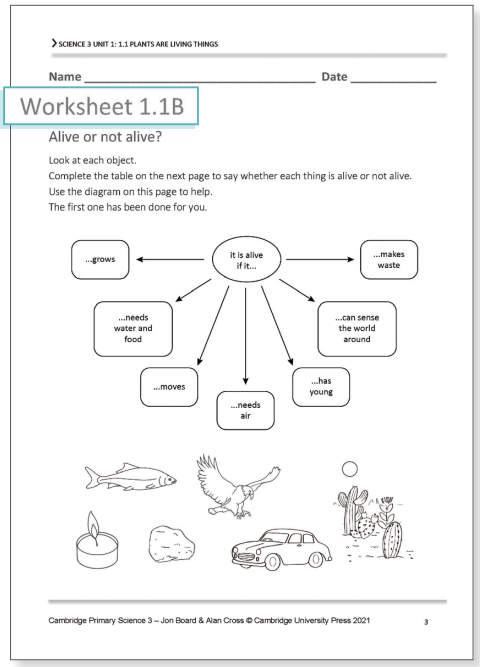
Homework ideas

Topic worksheets ideas

Project guidance

Digital

- Introductory material
- Approaches to learning and teaching
- Worksheet
- Language worksheet
- Diagnostic, end-of-unit, mid-point, end-of-year tests and answers
- Answers to learner's book and workbook questions


SCIENCE 3 UNIT 1: 1.1 PLANTS ARE LIVING THINGS

Name _____ Date _____

Worksheet 1.1B

Alive or not alive?

Look at each object.
Complete the table on the next page to say whether each thing is alive or not alive.
Use the diagram on this page to help.
The first one has been done for you.

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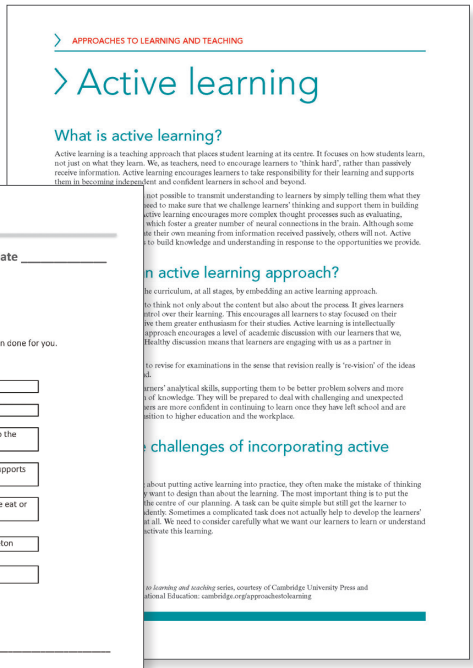

APPROACHES TO LEARNING AND TEACHING

Active learning

What is active learning?

Active learning is a teaching approach that places student learning at its centre. It focuses on how students learn, not just on what they learn. We, as teachers, need to encourage learners to 'think hard', rather than passively receive information. Active learning encourages learners to take responsibility for their learning and supports them in becoming independent and confident learners in school and beyond.

not possible to transmit understanding to learners by simply telling them what they need to make sure that we challenge learners' thinking and support them in building active learning encourages more complex thought processes such as evaluating, which foster a greater number of neural connections in the brain. Although some ate their own meaning from information received passively, others will not. Active to build knowledge and understanding in response to the opportunities we provide.

n active learning approach?

he curriculum, at all stages, by embedding an active learning approach.

to think not only about the content but also about the process. It gives learners ntrol over their learning. This encourages all learners to stay focused on their ive them greater enthusiasm for their studies. Active learning is intellectually approach encourages a level of academic discussion with our learners that we, Healthy discussion means that learners are engaging with us as a partner in

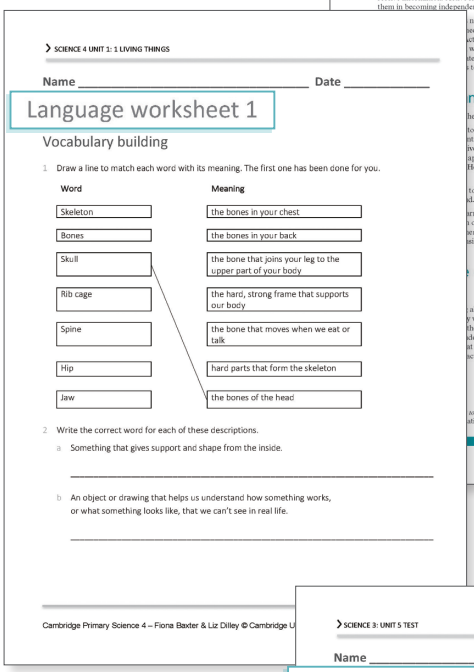
to revise for examinations in the sense that revision really is 're-vision' of the ideas ld.

rners' analytical skills, supporting them to be better problem solvers and more of knowledge. They will be prepared to deal with challenging and unexpected ers are more confident in continuing to learn once they have left school and are sition to higher education and the workplace.

challenges of incorporating active

about putting active learning into practice, they often make the mistake of thinking want to design than about the learning. The most important thing is to put the the centre of our planning. A task can be quite simple but still get the learner to dently. Sometimes a complicated task does not actually help to develop the learners' at all. We need to consider carefully what we want our learners to learn or understand activate this learning.

to learning and teaching series, courtesy of Cambridge University Press and ational Education: cambridge.org/approachestolearning


SCIENCE 4 UNIT 1: 1 LIVING THINGS

Name _____ Date _____

Language worksheet 1

Vocabulary building

1 Draw a line to match each word with its meaning. The first one has been done for you.

Word	Meaning
Skeleton	the bones in your chest
Bones	the bones in your back
Skull	the bone that joins your leg to the upper part of your body
Rib cage	the hard, strong frame that supports our body
Spine	the bone that moves when we eat or talk
Hip	hard parts that form the skeleton
Jaw	the bones of the head

2 Write the correct word for each of these descriptions.

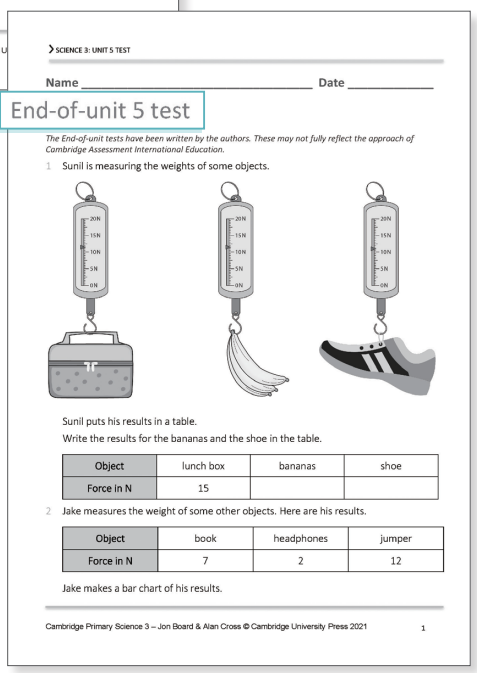
a Something that gives support and shape from the inside.

_____

b An object or drawing that helps us understand how something works, or what something looks like, that we can't see in real life.

_____

Cambridge Primary Science 4 – Fiona Baxter & Liz Dilley © Cambridge U


SCIENCE 3: UNIT 5 TEST

Name _____ Date _____

End-of-unit 5 test

The End-of-unit tests have been written by the authors. These may not fully reflect the approach of Cambridge Assessment International Education.

1 Sunil is measuring the weights of some objects.

Sunil puts his results in a table.
Write the results for the bananas and the shoe in the table.

Object	lunch box	bananas	shoe
Force in N	15		

2 Jake measures the weight of some other objects. Here are his results.

Object	book	headphones	jumper
Force in N	7	2	12

Jake makes a bar chart of his results.

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Supporting

Unit framework

63 units in four areas

Stage	Biology	Chemistry	Physics	Earth and Space
1	1 Living things 5 Humans	3 Materials in my world	2 Sound 6 Forces	4 The Earth
2	1 Environments and habitats 4 Humans and animals grow	3 Getting materials right	2 Forces and movement 5 Light 6 Electricity	
3	1 Plants are living things 4 Staying alive	2 Mixing materials	3 Light and shadows 5 Forces and magnets	6 The Earth and the Moon
4	1 Living things 2 Energy 4 Earth and its habitats	3 Materials	2 Energy 5 Light 6 Electricity	4 Earth and its habitats 5 Light
5	1 Life cycles of flowering plants 4 The digestive system 6 Seasons and adaptations of plants and animals	3 States and properties of matter	2 Sound 5 Forces and magnetism	6 Seasons and adaptations of plants and animals
6	1 The human body 4 Food chains and food webs	2 Materials: properties and changes	5 Forces and electricity 6 Light and the solar system	3 Rocks, the rock cycle and soil 6 Light and the solar system
7	1 Cells 4 Grouping and identifying organisms 7 Microorganisms in the environment	2 Materials and their structure 5 Properties of materials 8 Changes to materials	3 Forces and energy 6 Earth physics 9 Electricity	2 Materials and their structure 6 Earth physics
8	1 Respiration 4 Ecosystems 7 Diet and growth	2 Properties of materials 5 Materials and cycles on Earth 8 Chemical reactions	3 Forces and energy 6 Light 9 Magnetism	5 Materials and cycles on Earth 6 Light 9 Magnetism
9	1 Photosynthesis and the carbon cycle 4 Maintaining life 7 Genes and inheritance	2 Properties of materials 3 Forces and energy 5 Reactivity 8 Rates of reaction	3 Forces and energy 6 Sound and space 9 Electricity	1 Photosynthesis and the carbon cycle 6 Sound and space

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