Module 1 Ourselves

Same but different

Class activity We are all different
Page 8

Home learning Family survey
Page 9

Class activity Parts of the face
Page 10

Home learning Faces
Page 11

Home learning Favourite colours survey
Page 12

Students’ answers will vary depending on the family.

Our body

Class activity Body parts
Page 13

Going further

Home learning Hands
Page 14

Example answer:

<table>
<thead>
<tr>
<th>Furniture</th>
<th>Height in hands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table</td>
<td>8</td>
</tr>
<tr>
<td>Chair</td>
<td>6</td>
</tr>
<tr>
<td>Bookcase</td>
<td>16</td>
</tr>
</tbody>
</table>

Students should get the idea that measuring in hands is not accurate as hands are different sizes.

Going further

Students’ measurements will vary. There should not be a relationship between the length of the arm and the length of the leg. The idea is...
that students find this out for themselves as the measurements and comparisons vary between individuals.

**Home learning  Body part game**  
Page 15

No student answers as this is a game.

**The five senses**

**Class activity  Name the senses**  
Page 16

Top left: smell; top right: sight; middle left: touch; middle right: hearing; bottom left: taste.

**Home learning  Sense trail**  
Page 17

Students’ answers will vary. Possible answers:

- Something colourful: picture, toys, books, fabrics, clothing, soft furnishings.
- Something that makes a noise: TV, radio, toys, people, machinery.
- Something with a nice smell: flowers, perfume, air freshener, clean washing.
- Something that tastes good: chocolate, fruit, cake, candy.
- Something that feels smooth and shiny: glass table, mirror, plastic chair, glass vase, window.

**Home learning  Animal senses**  
Page 18

Animal good at hearing: B (because it has large ears).

Animal good at seeing: A (because it has large eyes).

**Going further**

- Cats can pick up sounds better when they move their ears to face towards the sound.

**What we have learned about ourselves**

**Home activity  What I have learned...**  
Page 19

Possible answers:

- Same: 1 eyes, 2 nose, 3 mouth.
- Different: 1 length of arms, 2 size of hands, 3 length of legs.

Six parts of the body: 1 ears, 2 eyes, 3 mouth, 4 hands, 5 nose, 6 legs.

<table>
<thead>
<tr>
<th>Sense</th>
<th>Body part</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Hear</td>
<td>Ears</td>
</tr>
<tr>
<td>2 Touch</td>
<td>Skin/hands/fingers</td>
</tr>
<tr>
<td>3 Smell</td>
<td>Nose</td>
</tr>
<tr>
<td>4 Sight</td>
<td>Eyes</td>
</tr>
<tr>
<td>5 Taste</td>
<td>Mouth</td>
</tr>
</tbody>
</table>

**Module 2 What Is It Made Of?**

**Different materials**

**Home learning  Soft or hard?**  
Page 22

Students may say that:

- soft means squishy and that the material can be shaped and moulded
- hard means it can’t be squashed or moulded.

Possible soft objects in the room: cuddly toys, cushions, blankets and clothing.

Possible hard objects in the room: the floor, worktops, tables and walls.

No student answers as this is a game.
Possible findings:

<table>
<thead>
<tr>
<th>Name: Lucy</th>
<th>Name: Matt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object</td>
<td>Material</td>
</tr>
<tr>
<td>Blanket</td>
<td>Fabric</td>
</tr>
<tr>
<td>Windows</td>
<td>Glass</td>
</tr>
<tr>
<td>Coat</td>
<td>Fabric</td>
</tr>
<tr>
<td>Drinking vessel</td>
<td>Glass</td>
</tr>
<tr>
<td>Cutlery</td>
<td>Metal</td>
</tr>
<tr>
<td>Door handle</td>
<td>Metal</td>
</tr>
<tr>
<td>Total 6</td>
<td>Total 6</td>
</tr>
</tbody>
</table>

What are materials like?

Class activity  Label properties

Students’ answers will vary. Possible answers:

<table>
<thead>
<tr>
<th>Name of the object</th>
<th>Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table</td>
<td>Hard</td>
</tr>
<tr>
<td>Wall</td>
<td>Hard</td>
</tr>
<tr>
<td>Teddy bear/blanket</td>
<td>Soft</td>
</tr>
<tr>
<td>Carpet/nail file</td>
<td>Rough</td>
</tr>
<tr>
<td>Worktop/mirror</td>
<td>Smooth</td>
</tr>
<tr>
<td>Metal spoon/mirror</td>
<td>Shiny</td>
</tr>
<tr>
<td>Carrier bag/jumper</td>
<td>Dull</td>
</tr>
<tr>
<td>Window/glass vase</td>
<td>See-through</td>
</tr>
<tr>
<td>Wall/bookshelf</td>
<td>Strong</td>
</tr>
</tbody>
</table>

What can materials do?

Class activity  Which material is best for keeping cotton wool dry?

I think that...

Students will probably predict that a plastic bag or foil will keep the cotton wool dry.
They may suggest that this is because we use them to keep things dry and they can hold liquids.

I am going to...

Students may suggest folding the material around the cotton wool.
They will make this a fair test by using the same amount and type of cotton wool.

I am looking for...

It is likely that the plastic bag and foil kept the cotton wool dry.
Students may have used paper, card or fabric and these types of material would have allowed the cotton wool to become wet.

I have found that...

The results should be recorded in a table with the materials listed in the first column and the observations recorded in the second column.

The means that...

Students will probably have found that plastic and foil were the best materials.

Going further

Students could make the investigation better by using more than one material and securing the covering correctly.

Home learning  Make a waterproof cover

Students may suggest making a waterproof cover.

Possible waterproof objects: plastic bag, lunchbox, foil tray, rubber glove, plastic document wallet, raincoat.

Students might suggest using sticky tape, staples, elastic bands or paperclips to hold the cover together.

Students may suggest leaving one end folded and secured to allow them to open the cover at the other end to get the object in and out.

No, students would not buy a paper coat because paper is not waterproof.

Students should realise that a sponge would absorb lots of water and so would not keep their head dry or protected from the rain.

Home learning  Which materials can stretch?

The elastic band stretched the most and the piece of paper and metal ruler the least.
Students will find a variety of materials. For example, plastic bags, magazines, fabric, cleaning cloths and elastic bands.

Example answers:

<table>
<thead>
<tr>
<th>Material tested</th>
<th>Length (cm)</th>
<th>Length (cm) after 20 g mass added</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plastic bag</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>Piece of string</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>Piece of fabric</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Elastic band</td>
<td>20</td>
<td>38</td>
</tr>
</tbody>
</table>

Class activity Is metal best?  
Page 28

Students may find metal objects such as door handles, hinges, cutlery and scissors. The objects would be less useful if they were made of glass, paper or rubber. This will vary depending on the objects found.

Possible answers:

<table>
<thead>
<tr>
<th>Metal object</th>
<th>If it was made of glass</th>
<th>If it was made of paper</th>
<th>If it was made of rubber</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pan</td>
<td>orange</td>
<td>red</td>
<td>red</td>
</tr>
<tr>
<td>Door handle</td>
<td>orange</td>
<td>red</td>
<td>red</td>
</tr>
<tr>
<td>Hinges</td>
<td>red</td>
<td>red</td>
<td>red</td>
</tr>
<tr>
<td>Knife</td>
<td>red</td>
<td>red</td>
<td>red</td>
</tr>
<tr>
<td>Fork</td>
<td>red</td>
<td>red</td>
<td>red</td>
</tr>
<tr>
<td>Cup</td>
<td>orange</td>
<td>red</td>
<td>red</td>
</tr>
<tr>
<td>Metal in-tray</td>
<td>red</td>
<td>orange</td>
<td>orange</td>
</tr>
</tbody>
</table>

Home learning Useful metal objects  
Page 29

Students’ answers will vary. Possible answers:

<table>
<thead>
<tr>
<th>Name of the person I asked</th>
<th>The metal object they use the most</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethan</td>
<td>Fork</td>
</tr>
<tr>
<td>Elliott</td>
<td>Wallpaper scraper</td>
</tr>
<tr>
<td>Rochelle</td>
<td>Earrings</td>
</tr>
<tr>
<td>Alex</td>
<td>Keys</td>
</tr>
<tr>
<td>Ruth</td>
<td>Scissors</td>
</tr>
<tr>
<td>Tim</td>
<td>Screwdriver</td>
</tr>
</tbody>
</table>

The most popular objects could be scissors, cutlery or keys.

Objects will vary, but if students choose a knife, it would bend and not be sharp if it was made of paper or rubber. Plastic might work better, but may not be as sharp. A glass knife would shatter and be dangerous to use if it broke.

Metals and non-metals

Home learning Metal or non-metal?  
Page 30

Students may draw a rubber or plastic ball, clothes, carpet, blinds, curtains and various toys.

Class activity Making a model bridge and testing it  
Page 31

Students may be given paper, card or wood. They may join them together with tape, string or elastic bands. Students may roll or fold the material to make it stronger.

Going further

The strongest bridges will be made of folded paper or card and cardboard.
Home learning  Made of metal
Page 32

Students will probably have seen all of the objects.

Going further

Students may say: coins are useful because we can use them to buy things; pans are useful to cook food with; the can is useful as it holds soda and stops it from spilling; and the earrings and bangles look nice.

What we have learned about materials

Home activity  What I have learned...
Page 33

Four properties of materials:

<table>
<thead>
<tr>
<th>Strong</th>
<th>Bendy</th>
<th>Hard</th>
<th>Shiny</th>
</tr>
</thead>
</table>

Reasons why a pan is made of metal: metal is strong, hard, does not melt easily, can be moulded and shaped, conducts heat and is waterproof.

Reasons why a pan is not made of paper: paper is flammable, neither strong nor waterproof.

Any four uses of metals: cutlery, soda cans, coins, cars, vehicles, toys, jewellery, keys.

Four non-metals:

<table>
<thead>
<tr>
<th>Paper</th>
<th>Rubber</th>
<th>Fabric</th>
<th>Wood</th>
</tr>
</thead>
</table>

Module 3 Living and Growing

Living or non-living?

Home learning  Alive or not?
Page 36

Living things move, breathe, reproduce, have senses, grow, respire and eat food.

Non-living things do none of the things that living things do.

Students’ answers will vary. Possible answers:

<table>
<thead>
<tr>
<th>Examples of living things</th>
<th>Examples of non-living things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pets</td>
<td>Furniture</td>
</tr>
<tr>
<td>People</td>
<td>Buildings</td>
</tr>
<tr>
<td>Plants</td>
<td>Toys</td>
</tr>
<tr>
<td>Insects</td>
<td>Vehicles</td>
</tr>
</tbody>
</table>

Possible objects:

1  Table
2  Chair
3  Wooden bowl/spoon

Class activity  What can living things do?
Page 37

Grow  Move  Eat  Breathe

Students’ own answers.

Living things > Can breathe, grow, move and eat.

Non-living things > Have never been able to breathe, grow, move and eat.

Once-living things > Were living but are not now.

Home learning Grouping
Page 38

Living: plants, animals, birds, insects, humans.
Non-living: furniture, toys, buildings, books, stationery.
Once-living: wooden spoons, toys, table, chair.

Students’ own answers.

**Where do animals and plants live?**

**Class activity** Small creature investigation

**Page 39**

The following predictions are correct:
Creature A: Damp and dark.
Creature B: Damp and light.
Creature C: Dry and dark.

Students’ own answers.

**Home learning** Odd one out

**Page 40**

The odd ones out are the lion, the goat and the cactus plant.
This is because the goat and lion are mammals and live on dry land. The goat eats plants, for example, grass that grows on land. The cactus plant grows on land as it needs soil to live.

**Going further**

Students’ own answers.

**Eating and drinking**

**Class activity** What did you eat yesterday?

**Page 41**

Answers will vary considerably. The idea is that people eat and drink a wide variety of things.

**Home learning** Which foods are healthy?

**Page 42**

<table>
<thead>
<tr>
<th>Food</th>
<th>We need to eat this</th>
<th>We should not eat too much of this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruits</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Chocolate</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

![Cheese](answers/cheese.png) ![Vegetables](answers/vegetables.png) ![Milk](answers/milk.png) ![Fish](answers/fish.png) ![Meat](answers/meat.png) ![Bread](answers/bread.png) ![Rice](answers/rice.png) ![Cereals](answers/cereals.png) ![Butter](answers/butter.png) ![Cake](answers/cake.png) ![Nuts](answers/nuts.png) ![Couscous](answers/couscous.png) ![Fizzy drinks](answers/fizzy_drinks.png) ![Sugary sweets](answers/sugary_sweets.png)

**Families**

**Class activity** Measuring height accurately

**Page 43**

Students’ answers will vary, but will probably be comparable with the information in the table in the Workbook.

**Home learning** Family tree

**Page 44**

Students’ family trees will vary.

**Home learning** How big are adults and their babies?

**Page 45**

<table>
<thead>
<tr>
<th>Animal</th>
<th>Height of adult (m)</th>
<th>Height of offspring (m)</th>
<th>Difference in height (m)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giraffe</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Elephant</td>
<td>1.5</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Polar bear</td>
<td>1</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Human</td>
<td>Varied answer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Animal that grows the most in height: giraffe.

Students’ own answers.

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Home learning  Young animals
Page 46
- Camel > Calf, Goat > Kid, Bear > Cub, Duck > Duckling, Hen > Chick, Human > Baby.

What we have learned about living and growing

Home activity What I have learned...
Page 47
- The place where an animal or plants lives gives it **food** and **water**.
- Plants need these and space to **grow**.
- Living things can...
  - **Breathe**
  - **Move**
  - **Eat**
  - **Grow**
- Baby animals are called **offspring**.
- A young bear is called a **cub**.
- A young goat is called a **kid**.

Module 4 Pushes and Pulls

Explore how things move

Home learning  Pushes and pulls
Page 50
- The toy moves when we **pull** it.
- The pushchair moves when we **push** it.
- The light switch cord moves when we **pull** it.
- The bricks fall over when we **pull** them.

- **Pulls**: opening a door, drawer or window; pulling toys and a swing; opening curtains and pulling light cords.
- **Pushes**: pushing a swing, pram, shopping cart; pushing a switch.

Class activity  Moving a ball
Page 51
- Push or pull it.

Students started the ball moving by pushing or pulling it.
The ball moved towards them when they pulled it.
The ball stopped moving when they did not touch it.

Possible answers:

<table>
<thead>
<tr>
<th>Object moving</th>
<th>Describe the movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person on a swing</td>
<td>Pushes forward and pulls back</td>
</tr>
<tr>
<td>Football</td>
<td>Pushes away when kicked</td>
</tr>
<tr>
<td>Writing</td>
<td>Pushes and pulls the pen or pencil</td>
</tr>
<tr>
<td>Opening a window</td>
<td>Pushing open or pulling down</td>
</tr>
<tr>
<td>Opening a drawer</td>
<td>Pulling the drawer towards you</td>
</tr>
<tr>
<td>Picking up a book</td>
<td>Pulling up the book</td>
</tr>
</tbody>
</table>

Home learning  Looking at flags
Page 52
- Students may have seen flags at school, at a public building, park or fayre.
The wind makes flags move.
If the force of the wind stops, the flags would be hanging down and not blowing in the wind.

Possible answers:

<table>
<thead>
<tr>
<th>Example</th>
<th>Where I saw it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothes drying</td>
<td>Garden</td>
</tr>
<tr>
<td>Flags</td>
<td>Important building</td>
</tr>
<tr>
<td>Bunting</td>
<td>Fayre or party</td>
</tr>
<tr>
<td>Paper moving</td>
<td>School</td>
</tr>
<tr>
<td>Leaves moving</td>
<td>Park</td>
</tr>
</tbody>
</table>

Class activity  Using your body
Page 53
- When I moved my arms slowly I walked **slower**.
- When I moved my arms faster I walked **faster**.
- Students may suggest football, cricket, tennis, skipping or playing on a swing. These could be both pushes and pulls, but they may describe kicking the ball away as a push or swinging the skipping rope up and over their head as a pull.
Home learning  Examples of pushing and pulling
Page 54
Students may draw a pin, tack or nail being pushed into a board.
Examples of pulls could include picking up a heavy weight, dragging a heavy sack or lifting a piece of furniture.
Examples of pushes could include driving pins or nails into a wall, opening a stuck or stiff window or pushing a trolley or wheelbarrow.
It would be impossible to play games such as tennis, basketball and football if there were no push and pull forces.

Making things go faster and slower

Home learning  Fast and slow
Page 55
Students’ own answers.
Bike: fast; aeroplane: stopped; F1 car: fast; person: slowly.

Class activity  Toy car
Page 56
Students could put their hand in front of the car. They might suggest stopping pushing or pulling the car.
Students might predict that the best way to stop a car is to stop it with their hands.
Students might be surprised to see the car changing direction or slowing down.
Students may have crashed their car into another car or wall.

Home learning  Swing
Page 57
If the mother pushes the swing harder, it will move faster.
If the mother stops pushing the swing, it will stop.
If the mother pushes the swing more gently, it will move slower.

Possible answers:

<table>
<thead>
<tr>
<th>Fast objects</th>
<th>Slow objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aeroplane</td>
<td>Slug</td>
</tr>
<tr>
<td>F1 car</td>
<td>Lorry</td>
</tr>
<tr>
<td>Racing cyclist</td>
<td>Ball in a game of bowls</td>
</tr>
<tr>
<td>Sprinter</td>
<td>Sailing boat</td>
</tr>
<tr>
<td>Golf/ cricket ball</td>
<td>Hot-air balloon</td>
</tr>
</tbody>
</table>

Home learning  Making a sailing boat
Page 58
The materials students can use to make their boat include paper, a lunchbox, plastic or card.
The materials students can use to make the mast include straws or wooden dowelling.
The materials students can use to make the sail include fabric or paper.

Going further
The wind is making the boat move.

Look at things moving

Home learning  Windmill
Page 59
Blow harder onto the windmill sails.
Moving air
Students may predict any of the three answers.
The drawing will be similar to the diagram on the Workbook page but bigger.
If the wind blows more strongly, the speed of the windmill might change.

Class activity  Race!
Page 60
‘No card’ will take the least time in seconds.
The time in seconds will then increase in order from ‘Very small card,’ ‘A4 card’ to ‘Very large card’ taking the longest time.
Fastest time > No card. Slowest time > Very large card
Going further
The larger card resisted the air more.
It caused the person to slow down.
What we have learned about pushes and pulls

Home activity  What I have learned...
Page 61

Forces can make things move. Forces can also stop things moving.

Pushes and pulls are forces.

If we push a swing harder it will move faster.
If we push a swing more gently it will move slower.

We can move our bodies using pushes and pulls.

Wind and water can make things move.

A windmill is an example.
A waterwheel is another example.

Flags can be moved by the wind.

Module 5 Making Sounds

Talking and listening

Class activity  Your voice
Page 64

Sound  Voice

Students should tick the boxes alongside the snake and the Sun.

Students may make the following sounds: shh, hum, shout, high and low singing, loud and soft whisper and screaming.

Students may suggest any animal sounds, sirens, whoosh, shhh or whispering.

Students may select any of the sounds listed above.

Students will select a variety of sounds as their favourite, but most likely one from the answers listed above.

Home learning  Sing!
Page 65

Students’ answers will vary for this home learning, but singers can hold notes from 20 seconds to a minute.

Students’ own answers.

Home learning  Listen carefully
Page 66

Students’ answers will vary, but examples might include a dog barking or other animal noises (loud), a refrigerator humming (quiet), a TV (loud or quiet) or voices (loud or quiet).

Students may choose any one of their answers to describe what made the sound and draw it. It is likely that they will choose an animal noise.

Students’ own answers.

Class activity  Clap your hands
Page 67

Students clap their hands together gently to make a quiet sound and together harder for a loud sound.

When I clap my hands together hard, the sound is louder.

When I clap my hands together gently, the sound is quieter.

Students might suggest they have used a clapping sound at a concert or party.

Students’ own answers.

Home learning  Sound-level meters
Page 68

Answers will vary, but students should recognise that the lawn mower, live music and jet engine will have a greater reading than the road drill. The train whistle will have a similar reading to the road drill, while whispering and talking will be lower.

Going further

Jet engine (loudest sound) = red. Whispering (quietest sound) = green. Students should draw crosses next to lawn mower, live music and jet engine.
Class activity  Measuring sounds
Page 69
Answers will vary, but students are likely to hear: people talking (loud or quiet), music (loud or quiet), singing (loud or quiet), children shouting or screaming while playing (loud), a whistle (loud) or a bell (loud).
Students should tick the aeroplane and circle the feather.

Sounds and moving about

Class activity  Sounds near and far
Page 70
Students’ answers will vary.
Sounds get quieter when we get further away.
Students’ answers will vary for the investigation.

Home learning  Surprise your family!
Page 71
No answers as this is a game.

Home learning  Moving quietly
Page 72
A leopard’s feet are padded, large, flat and furry.
Students’ designs should incorporate some of the features in the leopard’s foot description.
Students’ own answers.

Home learning  Useful loud noises
Page 73
Students will probably draw one of the following: police car, fire engine, emergency rescue, ambulance or paramedic.
Any description, for example: sirens let people know that there could be danger. They also let people know that help is coming. On busy roads other drivers hear the siren and can move out of the way.

Comparing sounds

Home learning  Hearing
Page 74
Use my ears to hear.

1 Possible answers: dog or other animal, TV, radio, talking, traffic, music, sirens.
2 Students’ answers may vary.
3 Students will hear sounds on the right more clearly.
4 Students will hear sounds on the left more clearly.

Eyes closed
Two ears

What we have learned about making sounds

Home activity  What I have learned...
Page 75
To warn of danger.
To pass on information.
To frighten other animals.
We hear sounds through our ears.
When sounds move further away they become quieter.
When sounds move nearer they become louder.
Ambulances, fire engines and police cars have loud sirens.
Module 6 Growing Plants

Parts of a plant

Home learning Fruits and vegetables

Page 78

Banana  Pear  Cabbage  Broccoli  Avocado  Grapes  Carrot  Turnip/Sweet potato

Class activity Draw and label a plant

Page 79

Flower  Stem  Leaf  Roots

Possible answers: roots, book, look.

Students’ own answers.

Home learning Make a plant display

Page 80

Students’ displays will vary according to available resources.

Growing plants

Class activity Sunflowers

Page 81

Labels from top to bottom: flower, leaf, stem, root.

Students’ predictions will vary.

7–10 days

Going further

Students may suggest giving the sunflower seedling water, sunlight and warmth.

Home learning Practise measuring

Page 82

Object  Measurement (cm)

9 cm
10 cm
5 cm
15 cm

Students will record results in a table like the example below:

Class activity Seeds

Page 83

16

Students’ own answers.

Students will probably say that, yes, big seeds make big plants.

Going further

The investigation should show that big seeds do produce the biggest plants.

Home learning Tall and small plants

Page 84

In order of size from tallest to smallest: Giant redwood, Oak tree, Date palm, Begonia, Small cactus, Moss.

Some trees are taller than homes, for example, the Giant redwood.

Going further

The tallest plant in the area will vary, but is likely to be a tree.

Home learning Using measurements

Page 85

<table>
<thead>
<tr>
<th>Name of the object</th>
<th>Length or height of the object (cm) or (m)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pencil</td>
<td>10 cm</td>
</tr>
<tr>
<td>Football pitch</td>
<td>100 m</td>
</tr>
<tr>
<td>Car</td>
<td>2 m</td>
</tr>
<tr>
<td>Tree</td>
<td>20 m</td>
</tr>
<tr>
<td>Child</td>
<td>1 m</td>
</tr>
</tbody>
</table>
Home learning  Plants for food
Page 86

Students' favourite fruits and vegetables will vary.

Ideas could include: to eat, for example fruit and vegetables; to feed other animals; for shade or shelter; for construction materials, for example wood and bamboo.

Students' answers to the survey will vary.

What plants need to grow

Class activity  Do plants need light to grow?
Page 87

Light is used to see and grow plants.

Light comes from the Sun or some students may say a lamp.

Yes, plants need light to grow.

To make an investigation a fair test, students should recognise that everything except the amount of light must stay the same. They will always use the same amount of water, same amount of seeds, water the seeds at the same time and all the seeds should be left for the same amount of time.

I found out that the plants in the dark were yellow.
I found out that the plants in the light were green.
I found out that plants need light.

Home learning  Water the plants
Page 88

A plant that needs water might wilt and the soil will be dry.

When plants do not have enough water they wilt.

If a plant is given too much water, it will die but students' predictions will vary.

Going further

Students may suggest having three plants that are the same and in the same amount of light and heat. One will not be watered; one will be watered with small amounts; one will be over watered. Students will observe the plants over a couple of weeks.

What we have learned about growing plants

Home activity  What I have learned...
Page 89

Flower, Stem, Leaf, Root

Many plants grow from a small seed. We can plant seeds in a pot full of compost. The main things that plants need to grow are: water, light.

A plant that does not have enough light will look yellow.
A plant that does not have enough water will wilt.

Quiz yourself

1 Ourselves
Page 90

1

Hearing

Taste

Smell

Sight

2

Head

Arms

Hands

Feet

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2 What Is It Made Of?
4 Labels from top to bottom: soft, shiny, bendy, hard.

3 Living and Growing
Page 93
7 a Running
   b Living things can breathe, eat, move and grow.
8 plant and rat

4 Pushes and Pulls
Page 94
9

10 Numbers from left to right: 1, 3, 2, 4.

5 Making Sounds
Page 95
11

12 Elephant because it has the largest ears.

6 Growing Plants
Page 96
13 Labels from top to bottom: flower, leaf, stem, root.
Carrots – R; Celery – S; Cabbage – L; Lemon – F

Page 97
14 A – green and healthy; B – wilted and yellow; C – wilted.

Just for fun

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