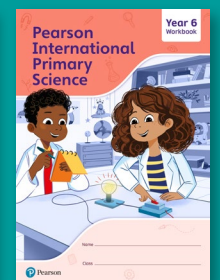
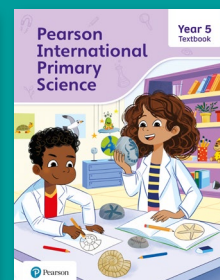
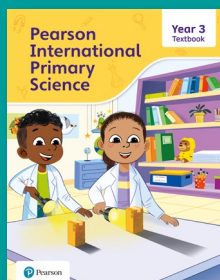
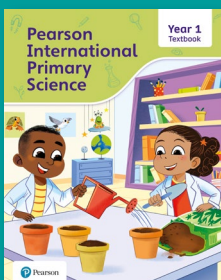


NEW



Pearson International Primary Science

Course Guide



Create enthusiastic and capable young scientists ready for Lower Secondary and International GCSE Science.

pearsoninternational-schools.com/iprimaryscience

Full
Pearson
Edexcel
iPrimary
coverage!

Introducing Pearson International Primary Science

Designed for international learners aged 5 to 11 years, Pearson's brand-new interactive International Primary Science programme is fully matched to the Pearson Edexcel iPrimary Science Curriculum – and closely aligned to the skills of the National English Curriculum (NEC).



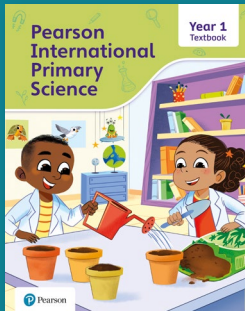
Why choose Pearson International Primary Science?

This modern and exciting new science programme with an investigative approach at its heart:

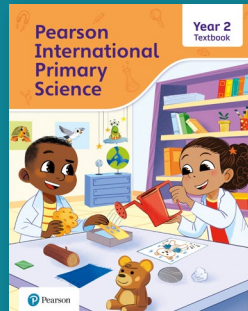
- ✓ **Provides you with everything you need to teach science with confidence** with detailed lesson plans and structured, guided assessment helping you to support learning and ensure progression - whether you are a specialist teacher or not.
- ✓ **Ensures smooth progression to Lower Secondary and International GCSE Science** with a detailed learning journey covering Years 1- 6 that continuously builds upon previous learning - and prepares learners for their Year 6 examinations too.
- ✓ **Gives you access to all the support you need** for planning, teaching, tracking and assessing your students' progress - including interactive activities, assessment, data insight and more on our popular ActiveLearn Primary digital platform.

What is in Pearson International Primary Science?

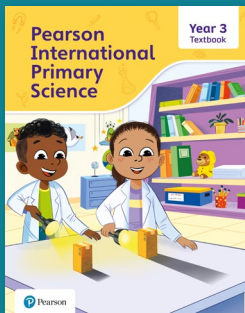
► Student Books



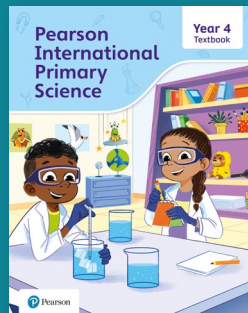
Student Book Year 1
9781292433424 • £20.00



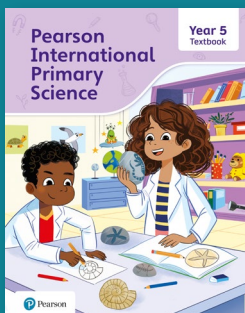
Student Book Year 2
9781292433318 • £20.00



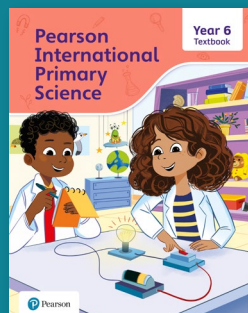
Student Book Year 3
9781292433325 • £20.00



Student Book Year 4
9781292433417 • £20.00

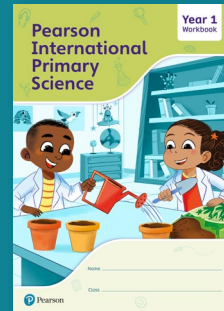


Student Book Year 5
9781292433301 • £20.00



Student Book Year 6
9781292433271 • £20.00

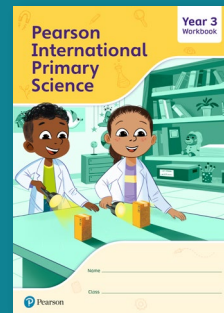
► Workbooks



Workbook Year 1
9781292433288 • £10.00



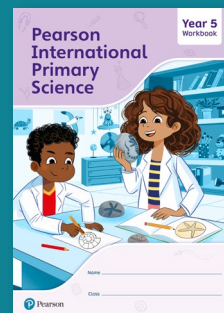
Workbook Year 2
9781292433295 • £10.00



Workbook Year 3
9781292433257 • £10.00



Workbook Year 4
9781292433264 • £10.00



Workbook Year 5
9781292433394 • £10.00



Workbook Year 6
9781292433400 • £10.00

► ActiveLearn Primary Digital Subscriptions

It contains everything you need for planning, teaching, tracking and assessing your students progress in one place.

Active
Learn

Teacher Subscriptions

KS1 9781292729251 • £250 / **Lower KS2** 9781292729244 • £250 / **Upper KS2** 9781292461045 • £250

For information on eBook subscriptions, please visit pearsoninternational-schools.com/iprimaryscience

What you can expect to find in the programme:

A modern and exciting science programme with scientific enquiry at its core, designed to help you nurture enthusiastic and capable young scientists ready for Lower Secondary – and International GCSE Science too!



5 Sorting and grouping materials

The objects around us are made from materials. Let us find out more about what some materials are like.



Which materials can you see in the classroom?

Fun and engaging textbooks and workbooks (available in print and digital), with interactive activities.

Using a key for materials

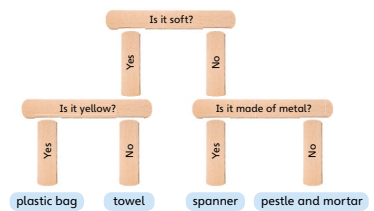
Objects can be... Humans can... Our clothes are... Humans have... of years.

We can use a key to identify animals. We can also use a key to identify materials.



Here are some objects. Can you identify them using the key?

You may know what all these objects are. Still work through the key to check you know how to use it.



Object A is soft and blue and made of fabric.

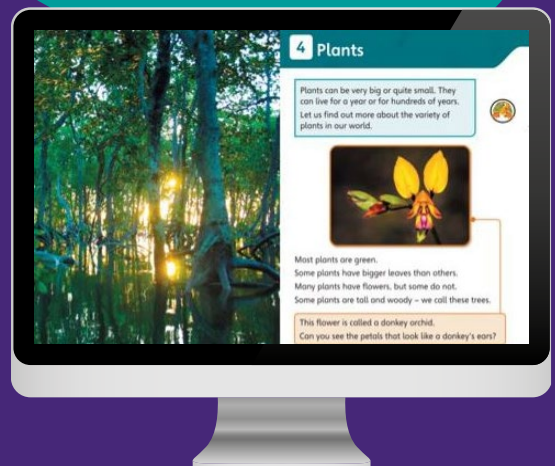
Can you describe objects B, C and D like this?

Try making your own key for the objects in the table on page 116 of your workbook.

Comprehensive coverage of international primary science curriculum written by curriculum experts.

Year	Topic No.	Topic Name	Lesson No.	Lesson Name
1	4	Plants	25	Trees
Curriculum objectives				
B1.4D – Recognise and name plant parts on familiar local examples				
ESE1.2 – Investigating: Recognise and use simple equipment				
ESE1.2 – Investigating: Make simple observations to compare objects and/or living things				
Learning focus				
How are trees the same and how do they differ?				
Key vocabulary				
woody; trunk; branches; bark; palm; taller; wider				
Book references				
Textbook pages 86–87 Workbook pages 86–87				
Resources supplied				
Trees More trees				
Other resources needed				
Access to a place where you can walk to observe and measure the girth of different trees				
Measuring tapes – one per group of learners				
Metre ruler – one per group of learners				
Clipboard or similar, with suitable paper to record measurements and do bark rubbings – one each or one per group of learners, as you prefer				
Pencil(s) and unwrapped wax crayon(s)				
Optional: Camera/smartphone (see 'extension' activity)				
Lesson Outline				
Before you teach:				
Plan for time outside looking at trees and measuring their girth (distance around their trunks). If possible, plan to look at different types of trees so that you can compare one or more from palm/banana/yucca with other types of tree. If none of the latter is native to your region, observe trees that are and use pictures (see Resource sheet 'Trees' and Resource sheet 'More trees') for the others.				
Here is some background information, in case it is needed (note: do not use these botanical terms with learners): Most trees are dicots (dicotyledonous) with a trunk that becomes very woody and widens significantly over time. It divides into branches and twigs from which leaves grow. In many regions where this text is being read, there will be significant numbers of monocot (monocotyledonous) trees, such as varieties of palm, yucca and banana trees. There is no need for learners to know this distinction; just the terms 'trunk', 'branches' and 'twigs' for dicot trees. However, during their observations, learners may well notice that leaves on some local trees are not growing this way – they are all growing from the trunk – and that the surface of the trunk is quite different too. The trunk will also differ when cut open from the one pictured on workbook page 87.				

Interactive activities, videos, planning and assessment support on our ActiveLearn Primary digital platform.



Teach science with confidence with detailed lesson plans and structured, guided assessment to support learning and ensure progression - whether you are a specialist teacher or not.

A closer look at the Student Books



Sign up to your free slice

Inspire young scientists from the start of Year 1 with Pearson International Primary Science Student Books. Take a closer look...

Topic 1 | Living things

Animals are living things

Animals are **living things**.
Living things are **alive**. Living things **grow**.
Living things need **food** to eat.
Living things can **move**. Living things **breathe**.

What is this cat doing?

What is this animal doing?

What happens to **baby** animals that shows they are alive?

The cat is watching a mouse.
The cat uses its **senses**.
Think about what the cat will do.
Predict what the cat will do next.

This toy elephant can move.

Is it alive?

Can the elephant move by itself?

Key words
living things alive grow food eat
move breathe baby senses predict

4 5

Each unit opens with an 'overview box' explaining what the lesson is about.

Mascots provide helpful tips and pose questions designed to aid understanding and encourage children to develop their scientific skills.

Real-world science, that young learners can relate to, sparks curiosity and inspire the next generation of scientists.

Highlighted key words through the book support the development of scientific language.

Matching page numbers in the textbooks and workbooks help learners navigate their way around the resources easily.

Questions challenge learners' thinking and encourage them to scientifically explore topics.

Plastic

Plastic is a **human made** material.

Most plastic is made from **oil**.
Some plastics are now made in other ways.

Many people are now trying to use less plastic. Suggest why.

What sort of bottle do you get milk in?
Which bottle do you think is better?
Why?

glass milk bottle plastic milk bottle

110

The course embeds a scientific-enquiry based approach to learning and follows all six components of an investigative approach.

Topic 2 | Growing plants

Transport in plants

Making observations

Transport means to move things. Plants need to move things from one part of the plant to another.

Can you think of things that a plant needs to move?

What do roots need to send to the leaves?

Asking a scientific question

Suggest what leaves may need to send to other parts of the plant.

Forming an hypothesis

We cannot see things moving **inside** plants but we can look for **evidence** that it is happening.

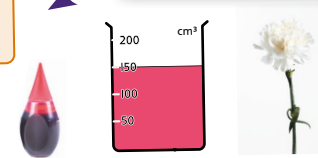
Scientists look for evidence to show them whether something is **correct**.

Let's look for some evidence that things move inside plants.

Testing the hypothesis

You will need:

- white flowers
- food **colouring**
- a small **beaker** of water.



Put a few drops of food colouring into the water.

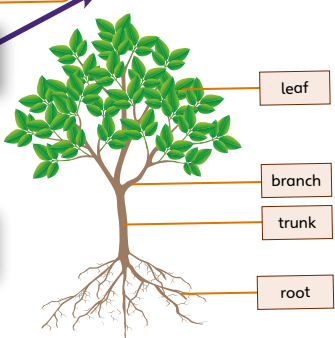
Put the stem of the flower into the coloured water.

Look at the flower regularly for a day or two.

What evidence do you have that water moves inside the plant?

Which part is it moving **through**?

Analysing results and drawing conclusions



34



End-of-topic questions help learners check their understanding of the content and develop skills of application and analysis.

Presenting those results

End of topic questions

Animals

1 To which animal groups do the animals on this page belong?

- 2 a) Can you name the animals in the picture?
b) Try to find out what group they belong to.



Topic 5 | Earth and space

b) (i) What are you changing?

(ii) What are you measuring?

Record your results in this table.

Other observations include the relative position of the Sun at that time of day.

Time	Length of shadow in cm	Other observations

d) Do your results show a pattern? Describe the pattern.

e) Your partner started with their back to the Sun and stood in the same position each time.
What did you observe about the Sun's relative position each time?

123



A closer look at the Workbooks



Sign up to your **free slice**


These write-in workbooks help capture learners' progress in one place. Additional activities help to consolidate learning and further develop students' scientific thinking and skills.

Questions build from simpler to more challenging ones to support progression.


Animals are living things Topic 1 | Living things

1 Circle the correct answers.


a) Which is the **living** lizard?




b) Which **two** of these are living animals?



c) Which picture shows **two** living things?




2 The pictures show three different animals.



What are all the animals doing that shows they are alive?

3 a) This toy is **not** a living thing. The girl blows on the toy. What can the toy do now? Circle the correct answer.



toy — girl

breathe eat grow sense move

b) Write a list of things that the girl can do.

Investigating streamlining

- 1 Investigate how fast different shapes move through liquid.
- a) Write your scientific question.

- b) What will you change?

- c) Describe what you will measure.

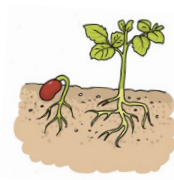
- d) (i) How much modelling clay will you use to keep each shape the same mass?

Questions are written in the style of end-of-term, end-of-year, and external Edexcel assessment to help students become familiar with exam style questions.

- e) Write **two** ways to make this a **fair** comparison.
1. _____
2. _____

92

Watching plants grow and change

- 1 The picture shows a bean growing.
- 
- a) Label the bean seed.
- b) Label the soil.
- 2 Joel plants some seeds in pots of soil.
- Write **three other** things the seeds need to grow into big plants.



1. _____
2. _____
3. _____

Practical activities support the development of those skills needed for future progression in science.

A closer look at the teacher's resources

All the support you need to teach science with confidence - whether you are a specialist teacher or not.

Underpinned by our International Primary Science curriculum, the course provides a detailed and structured journey throughout primary with explicit progression to Lower Secondary and onto Pearson Edexcel International GCSE.

Clear, adaptable support for teaching with Schemes of work and detailed lesson plans.

Curriculum objectives are clearly outlined, and key knowledge and skills are clearly explained through the lesson planning.



PEARSON INTERNATIONAL PRIMARY SCIENCE
LESSON PLAN

iPrimary Pearson

Year	Topic No.	Topic Name	Lesson No.	Lesson Name
1	4	Plants	22	Parts of a plant
Curriculum objectives	B1.4A – Recognise examples of plants in the local and wider environment B1.4B – Know that plants have leaves, stems and roots ESE1.2 – Investigating: Make simple observations to compare objects and/or living things			
Learning focus	What are the parts of a plant?			
Key vocabulary	leaves; stem; roots; describe; thorn			
Book references	Textbook pages 78–79		Workbook pages 78–79	
Resources supplied	Pre-prepared, labelled diagram of a simple plant on whiteboard or similar (for example, a simplified version of the one on textbook page 78, a typical plant) Pre-prepared, unlabelled diagram of a simple leaf on whiteboard or similar (for example, a simplified version of the one on workbook page 80, a typical leaf) ip_pips_ip_y1_tp4_rs1.doc A typical plant, A typical leaf			
Other resources needed	Variety of local plants showing roots, stems and leaves. Include at least one with thorns on the stem, which you can show learners yourself. Include dandelions (<i>Taraxacum</i> sp.) if you wish to do the extension activity Optional vocabulary cards for support Optional pots of soil for the extension activity			
Lesson Outline				
Before you teach: This lesson is best done practically, either by going outdoors or by bringing living specimens into the classroom. Include examples of plants with their roots on – many weeds have good root systems and so can be dug up outdoors if soil conditions permit. Alternatively, stand uprooted weeds in a clear jar of water so that learners can see their roots easily. The specimens should be organised in a way that learners can easily access and study them. Ensure that you check in advance for hazardous local plants that you wish to avoid and for insect sting or pollen allergies. If using vocabulary cards for support, prepare these in advance. Set good foundations with scientific vocabulary: when referring to the function of leaves, use the word 'trap' (or 'absorb') not active words like 'catch', 'try to find' or 'look for'. Likewise, refer to sunlight or light and not Sun or sunshine. Whenever you can, focus on the use of words ending in '-er' and the word 'more' when				

Page-to-page mapping, direct links to resources and key vocabulary save planning time while helping you to deliver great lessons.

Misconception and pre-requisites are highlighted in the 'Before you teach' sections to provide further teaching support.

Structured, guided assessment helps you to support learning and ensures progression for all learners.

End of topic questions

The pictures show different foods we get from plants. Look at both sets of pictures.



Accurate and timely formative and summative assessments are provided throughout the resources, to help you track progress.

What have I learned?

- 1 I know which living things are plants when I go outside or when I see pictures.

I know this because I can draw three different plants.

- 2 I know the names of some parts of a plant.

I know this because I can list six different plant parts.

1. _____ 2. _____
 3. _____ 4. _____
 5. _____ 6. _____

100

Feeding relationships

Revision topic 1

Here are some key points for this topic.

- All living things need food.
- The availability of food affects the size of animal populations and where they can live.
- Plants make their own food.
- Animals depend on plants, other animals or both for their food.

Here are some important definitions.

producer	a living thing in a food chain that can make its own food. For example, plants are producers. They are at the start of food chains.
consumer	a living thing in a food chain that eats another living thing
predator	an animal that hunts other animals to eat
prey	an animal that is hunted by other animals
herbivore	an animal that eats plants
carnivore	an animal that eats other animals

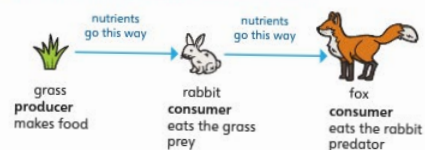
Year 6 Revision sections help learners prepare for their end-of-year exams

112

Topic 7 | Revision

Here are some key things to understand and to be able to do.

- Draw and answer questions about food chains

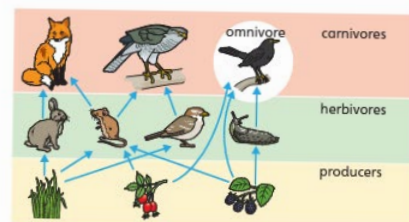


The fox is a predator of the rabbit. The rabbit is the fox's prey.

grass → rabbit → fox → eagle

The eagle is a predator of the fox. The fox is the eagle's prey.

- Identify producers, consumers, herbivores, carnivores, predators and prey in food chains and food webs



The blackbird is an omnivore. It eats plants and animals. The blackbird is a predator of the slug. The slug is its prey.

Can you see two more predators? Which animals are their prey?

113

A closer look at the online resources

The digital subscriptions within this programme contain everything you need for planning, teaching, tracking and assessing your students progress in one place.

Active Learn

What's in Pearson International Primary Science ActiveLearn?

- ▶ 6 front-of-class Student Books allocatable to students
- ▶ 6 front-of-class Workbooks allocatable to students
- ▶ Over 200 lesson plans
- ▶ Over 100 resource sheets

Plus, videos, interactive experiments, quizzes plus allocatable and self-marking games.

The image shows a laptop and a tablet displaying the Pearson International Primary Science ActiveLearn interface. The laptop screen shows the resource selection page with filters for Year, Type, and Topics. The tablet screen shows a sample lesson page titled "Welcome to Pearson International Primary Science!" with sections for Key words, Mascots, Introduction, Information, Questions, and Page numbers.

ActiveLearn Home Resources Assessment Planning Resource search

Resources | Pearson International Primary Science

Year

- Yr 1/P2 (10)
- Yr 2/P3 (10)
- Yr 3/P4 (12)
- Yr 4/P5 (10)
- Yr 5/P6 (10)
- Yr 6/P7 (10)

Type

- Answers (6)
- Lesson plan (38)
- Textbook (6)
- Workbook (6)
- Worksheet (6)

Topics

- Later Scientific Enquiry (6)
- Biology (24)
- Chemistry (14)

Select All Allocate Add to My Files

Welcome to Pearson International Primary Science!

This book is a key part of your journey to becoming a young scientist. Let's take a look at some of the features.

Key words
These are important words to know. They are highlighted in green in the lesson.

Mascots
There are helpful hints and questions from our mascots.

Introduction
This introduces you to what the lesson is about.

Information
These are some of the important things you will learn in the lesson.

Animals are living things

Questions
There are lots of questions within the lesson to challenge your thinking.

Page numbers
The page numbers for each lesson exactly match the page numbers in your workbook. This means you can easily find the workbook page for every textbook lesson.

Year 1 Intro

Contents

Professional Development

Designed for both specialist and non-specialist teachers, Pearson International Primary Science Professional Development course will show you how to use our brand-new programme to deliver great science lessons and help learners grow into enthusiastic and competent young scientists, ready for Lower Secondary and International GCSE.

The course will specifically help you to:

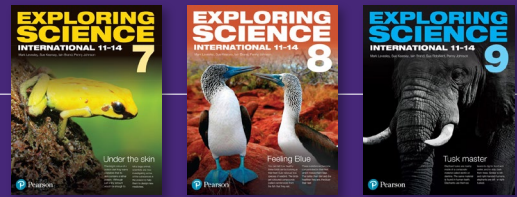
- Understand the structure and resources available in our brand-new programme
- Explore its main features and how to use the resource to enhance teaching and learning
- Enhance lesson delivery by engaging and participating in learning activities
- Understand how to assess your learners' progress.

Find out more at: pdacademy.pearson.com

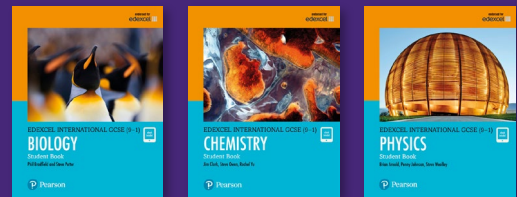
Foundations for success

Pearson International Primary Science ensures seamless progression to Lower Secondary and International GCSE. We have a range of resources available to help you prepare your students for success in Pearson Edexcel's world class qualifications.

For more information about resources from Pearson visit pearsoninternational-schools.com



11-14 Exploring Science International

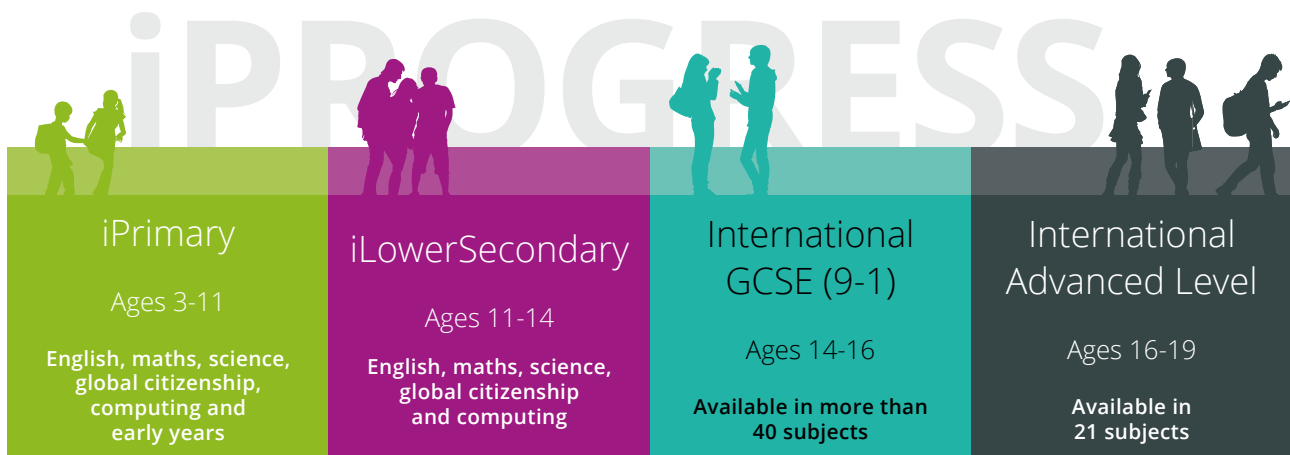


14-16 Pearson Edexcel International GCSE (9-1) Science

iProgress

Pearson International Primary Science is part of the 5-11 suite of resources from Pearson Edexcel's iProgress family, our complete series for 3-19 year-olds in international schools.

The iProgress family includes iPrimary, iLowerSecondary, International GCSE (IG), GCSE, International Advanced level (IAL) and GCE A level, and delivers a consistent learning journey for students and teachers, everywhere in the world.



For more information about iProgress with Pearson Edexcel visit qualifications.pearson.com/iprogress



Pearson International Primary Science

Next steps:

- ▶ Sign up to a 60-day free trial or download your free samples at:
pearsoninternational-schools.com/iprimaryscience
- ▶ Contact your local educational consultant at:
pearsoninternational-schools.com/contact



Stay updated

Sign up for our eNewsletters and eAlerts to keep fully up to date with the latest news, features and offers. Go to pearsoninternational-schools.com/emailsign-up