

Choose It!

Ready-mades

SCIENCE

KEY STAGE 1

LIVING THINGS



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Introduction

Science: Key Stage 1 Living Things is a set of **Chooselt! Maker** activities, supplied with the **Chooselt! Ready-mades** program. This user guide presumes you also have the general user guide for **Chooselt! Ready-mades**.

This Activity Set has 38 activities designed to give pupils revision in the knowledge learnt in practical lessons about animals and plants at KS1 and 2. Each activity consists of up to 25 multiple choice questions, focusing on each topic. A 'Monkey' activity is also included as a fun round-up.

This program should be considered initially as a revision of facts learnt during science lessons, but also as a resource which can be used as either a teaching aid or for an assessment of the pupil's knowledge in that area. It is not a linear scheme of work. Because the topics have been broken down into very small steps, they are easily linked to SEN pupils' Individual Education Plans. Some activities are suitable for the pupil to do independently, but to get the most out of each activity a one-to-one situation is advisable. This way the language of the subject can be developed alongside the concept being practised.

All activities are self-correcting so the pupil does not experience failure. A simple scoring scheme allows you to track progress.

Note regarding children with learning difficulties:

The most important aspect in the life of a special needs child is routine, because with a good routine comes security, and hence confidence. Once the child has confidence and is relaxed with the surroundings, learning can then take place. This ideal has been used when planning the activities in **Chooselt! Maker 2** by utilising repetition and simple language.

Installation

This manual is accompanied by a general user guide for **Chooselt! Ready-mades**. The **Chooselt! Ready-mades** user guide gives you help with installing and running this Activity Set. It also shows you how to use the options and how to set up switch access.

Getting Started

This Activity Set consists of 38 activities covering:

- Human anatomy
- Senses
- Human food
- Animals
- Plants

To see the activities, start the **Chooselt! Ready-mades** program and click on **Science: Key Stage 1 Living Things**. You can scroll down using the scroll bar on the right-hand side of the screen to see all of the activities.



To play an activity, tick the white box next to it and then click the **Play** button at the bottom of the screen.



Quick Hints and Tips



Use the left and right arrow keys on the keyboard to skip forward or back through an activity. They can be used for:

- Reviewing the content of an activity.
- Skipping to a page more suitable for the learner.
- Going back and trying some pages again.



Remember that learners do not need to read to play these activities, as all text is spoken. Learners can click on the loudspeaker button to hear the question again.

To make an activity easier, you can use the **Prompt** options to display the answer at the bottom of the screen.

The Activities

1 Living and non-living

2 - 6 Human anatomy

2 Parts of the body

3 Body functions

4 Teeth

5 The skeleton

6 Growing and changing

7 - 10 Senses

7 Senses

8 Sound and vision

9 Taste

10 Touch

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18 Camouflaged animals

19 Animal silhouettes

20 What do animals eat?

21 Animal homes

22 Zoo, farm or pet

23 Animal families - odd one out

24 Types of animals

25 How animals move

26 Guess the animal

27 Pond life

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29 Extinct animals

30 Movement

31 - 37 Plants

31 Plant or animal

32 Plants

33 Plant groups

34 Plant growth

35 Plant reproduction

36 Plant quiz

37 Food chains

38 Monkey in the zoo

The Activities

1) Living and non-living - 20 pages



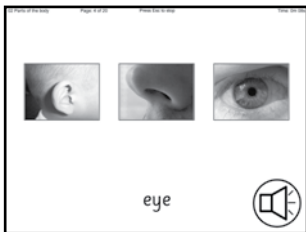
This activity helps develop discussion on the definition of what is living, what is dead and what never lived at all. The pupil selects the picture of the living object, either plant or animal, on the odd pages and the non-living object on the even pages. At first they are presented with two choice boxes, then progress to three.

2 - 6 Human anatomy

Songs that can be used to introduce these activities include:

- One finger, one thumb.
- Heads, shoulders, knees and toes.
- Hokey Cokey.
- Dem bones.

2) Parts of the body - 25 pages

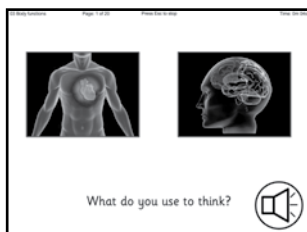


In this activity there are pictures of the following external parts of the body for the pupil to recognise:

- Head, ear, nose, mouth, eye.
- Finger, thumb, elbow, arm, wrist, hand.
- Chest, back, shoulder, neck.
- Knee, foot, toes, ankle, leg.

The activity is introduced with three easy pages of only two choices using ear, nose and mouth. The remainder of the pages have a choice of three body parts.

3) Body functions - 20 pages



This activity can be used as a follow-up reinforcement to a class lesson on body functions. The pupil matches the internal parts of the body plus eyes and ears to their functions. These include respiration, excretion, digestion, circulation, movement, vision, breathing, hearing, seeing and lifting.

4) Teeth - 15 pages

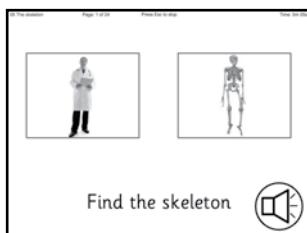


This is an introduction to the topic on teeth. The aim is to develop discussions on the types of food that help to keep teeth healthy.

The three types of teeth and their function are also included:

- Canine - tearing food.
- Incisor - cutting food.
- Molar - chewing food.

5) The skeleton - 24 pages



The following vocabulary is used in this activity: skeleton, rib cage, skull, spine, foot bones, hand bones, scapula, patella, pelvis. The activity is introduced by matching these bones to the following parts of the body: head, hips, back, shoulder, chest, knee. In addition, the last five pages compare the human skeleton

to a cat skeleton, and the human skull to a dog skull and cat skull.

6) Growing and changing - 20 pages



This activity compares the youngest to oldest from baby, toddler, child, teenager, man and old man, using two to six choices of answers. The activity can be used as an introduction to discussions and investigations, e.g. do we grow more quickly from 0 years to 5 years or from 5 years to 10 years?

7 - 10 Senses

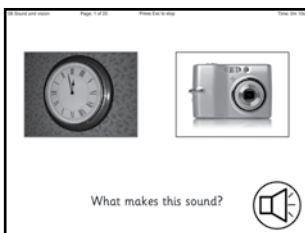
7) Senses - 20 pages



Although we tend to use a number of senses at the same time, this activity can be used as an introduction to understanding the differentiation between the five senses and the different parts of the body used for the senses. It introduces the correct vocabulary for all the senses.

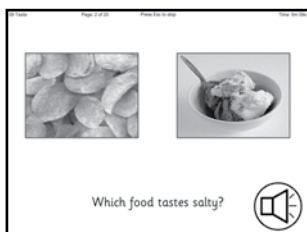
A picture of a mouth is used for the sense of taste because it is the part of the face that deals with taste. Discussion with the pupil about the structures in the mouth, i.e. the tongue with its taste receptors and the teeth for chewing, could take place during this activity.

8) Sound and vision - 20 pages



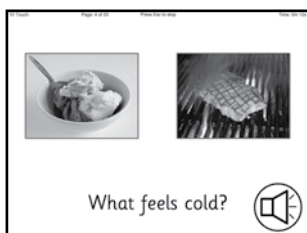
Sound and vision are linked together in this activity because the pupil must match the sound heard with the picture on the screen.

9) Taste - 20 pages



This is an assessment activity to be attempted after a tasting session. The vocabulary targeted includes sweet, sour, salty, bitter, crunchy, juicy, hot and cold.

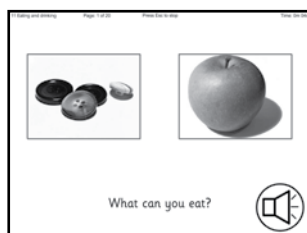
10) Touch - 20 pages



This activity concentrates on the following vocabulary: hot, cold, smooth, rough, soft, hard, wet, dry. Again this activity should be linked to a practical session, e.g. a 'feely bag' game.

11 - 16 Human food

11) Eating and drinking - 20 pages

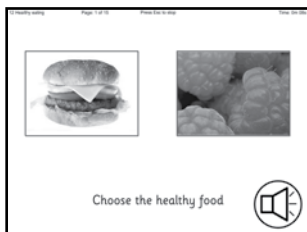


This is an assessment activity to be used once the topic of eating and drinking has been discussed and practical activities have been experienced. It is a general overview of the topics relating to eating and drinking. It begins with the pupil choosing the picture of things that you can eat or drink from a choice of

two. It then touches on the following subjects:

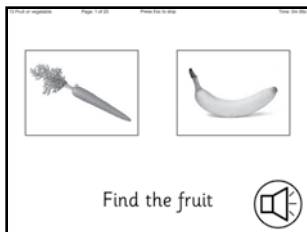
- Fruit or vegetable.
- Breakfast, dinner, snack and treat.
- Meat - food from animals.
- Hot or cold food and drink.

12) Healthy eating - 20 pages



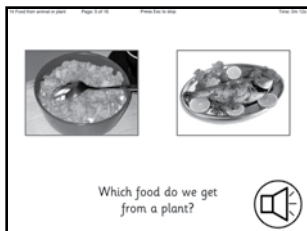
Again this activity should be preceded by discussions about healthy eating and looking after your teeth, as well as practical activities. As such it can be used as an assessment of the pupils' understanding.

13) Fruit or vegetable - 20 pages



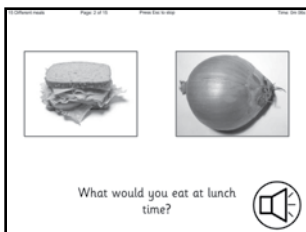
This activity simply checks if the pupil can distinguish between fruit or vegetable.

14) Food from animal or plant - 16 pages



This activity checks if the pupil can distinguish between the food we get from a plant and the food we get from animals.

15) Different meals - 15 pages



This activity looks at the different food we eat at different times in the day and the vocabulary needed to discuss those times.

16) Safety with medicines - 20 pages



This activity should be used in conjunction with a discussion on the dangers of taking drugs for the wrong reasons and being able to distinguish between sweets and tablets and dangerous fluid and safe drinks in bottles.

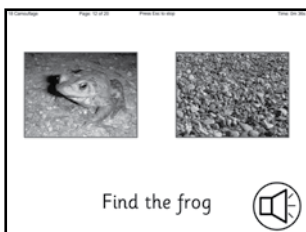
17 - 30 Animals

17) Matching adult to baby - 20 pages



For the first thirteen pages of this activity, the pupil chooses the picture of the baby animal when given a choice of baby or adult. In the following seven pages the pupil must choose the baby from a choice of three. There are no prompts on the choice boxes, but the correct answer is given in the reward.

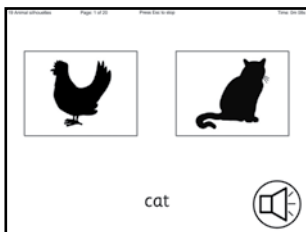
18) Camouflaged animals - 20 pages



The pupil must look very carefully at the choice box pictures to see some of these animals. There are no prompts on the choice boxes, although it has been made a little easier by having only two choices throughout. The reward names the correct animal.

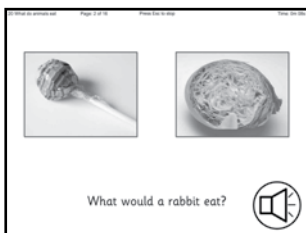
Working with an adult on this activity should produce a good discussion about the reasons for camouflage.

19) Animal silhouettes - 20 pages



This is an easier, fun activity using two, then three choice boxes. The animal is named in the question then again in the reward.

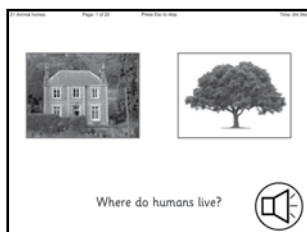
20) What do animals eat? - 16 pages



In this activity the pupil must choose which food is most appropriate for the animal in the question. Some of the pictures are a little ambiguous, to encourage discussion and research. There are verbal prompts in the choice boxes and the reward reinforces the correct answer. For the first five pages there are two

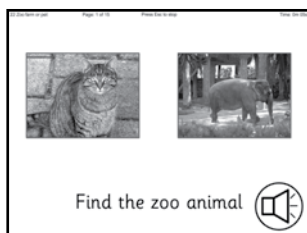
choices, then three choices for the rest of this activity.

21) Animal homes - 20 pages



The pupil must choose the most appropriate home for the animal in the question. There are verbal prompts in the choice boxes and the reward reinforces the correct answer. For the first five pages there are two choices, then three choices for the rest of this activity.

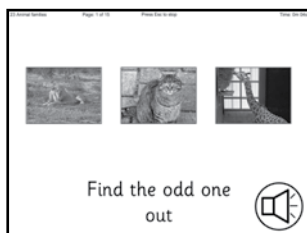
22) Zoo, farm or pet - 15 pages



This activity looks at three different environments where animals can be found in this country. There are verbal prompts in the choice boxes and the reward reinforces the correct answer. For the first five pages there are two choices, then three choices for the rest of this activity.

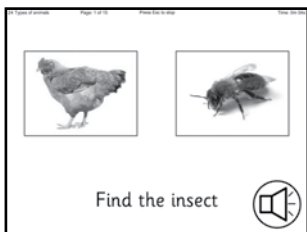
Discussions on animals native and imported to this country could arise from this activity.

23) Animal families - odd one out - 15 pages



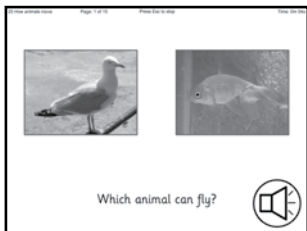
Two animals come from the same family and the third does not - the pupil must find the odd one out. This is an easier introduction to the following activity, where species names are used. In this activity the shape of the two similar animals is all that is needed to find the different one. The last two pages are harder and need some discussion with an adult.

24) Types of animals - 15 pages



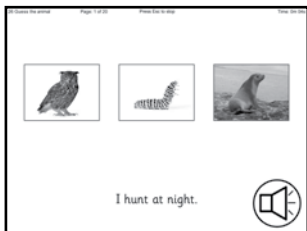
This activity introduces the vocabulary of insect, bird, mammal, amphibian and reptile. The pupil is given a choice of two animals, with prompts, for the first five pages, then three for the rest of the activity.

25) How animals move - 15 pages



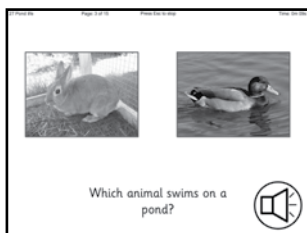
The pupil chooses the animal that can fly, swim, trot, waddle, slither, walk, jump or crawl on either two or four legs, wings or in water. There are verbal prompts in the choice boxes and the reward reinforces the correct answer. There are two choices for the first five pages and three choices for the rest of this activity.

26) Guess the animal - 20 pages



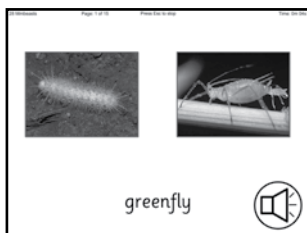
Here is a quiz about different animals. Each page has a statement about an animal, with a choice of three animals on each page.

27) Pond life - 15 pages



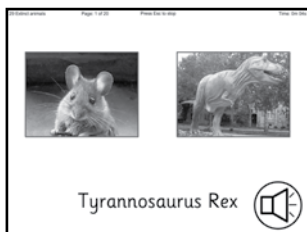
The pupil chooses the animal that lives in, on or by a pond. Verbal prompts are given in the choice boxes and the reward reinforces the correct answer. For the first five pages there are two choices, then three choices for the rest of this activity.

28) Mini beasts - 15 pages



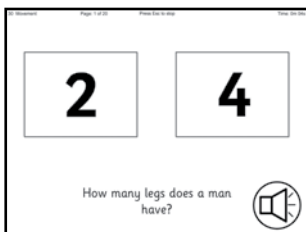
In this activity the pupil recognises a selection of mini beasts. A choice of two mini beasts is given on each page throughout this activity: greenfly, centipede, spider, millipede, worm, snail, caterpillar, ladybird, butterfly, beetle, ant, fly, woodlouse, slug and bee.

29) Extinct animals - 20 pages



Two choices are given in the first 15 pages of this activity, one an extinct animal and the other a modern day animal, not necessarily related to the extinct animal. The final five pages have a choice of three extinct animals with the most well known animals as the answers. The correct answer is given in the reward.

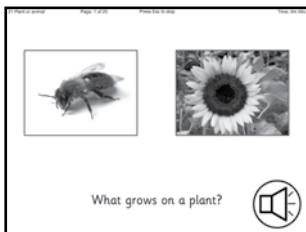
30) Movement - 20 pages



This is a follow-up to activity 25 - How animals move. The question “How many legs?” is asked on the first eleven pages; the rest of the activity looks at types of movement. Animals are shown in drawings rather than photographs to give experience of representations of animal shapes.

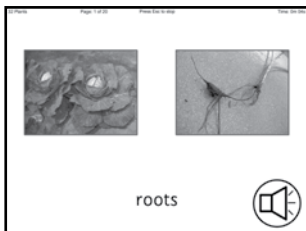
31 - 37 Plants

31) Plant or animal - 20 pages



“What grows on a plant?” or “Find the animal.” are the two questions used throughout this activity. All the choices have verbal prompts and the correct answer is in the reward.

32) Plants 20 pages

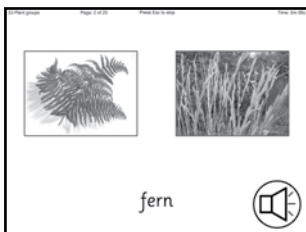


The following plant vocabulary is used in this activity:

- Roots, stem, leaf, flower, petal, fruit, seeds, berries.
- Tree, bush, tree trunk, branches, field.
- Daffodil, dandelions, tulips, sunflower, rose, cactus, Venus flytrap.

This activity can be used as an assessment as there are no prompts on the choice boxes.

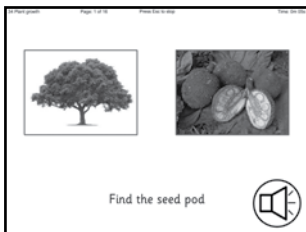
33) Plant groups - 20 pages



This activity is a basic introduction to the different plant groups:

- Flowering and non-flowering plants.
- Cactus, ferns, fungus, grasses, lichen, algae and moss.
- Trees.
- Broadleaf plants.

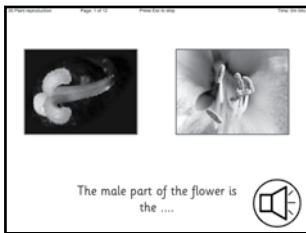
34) Plant growth - 16 pages



This activity looks at the changing plant. Again it can be used as an assessment activity after this topic has been studied during group practical lessons. The following vocabulary is used:

- Seed, pod, bud, shoot.
- Old tree, young tree.
- Fresh banana, rotting banana, fresh pear, rotting pear.
- What does a plant need? Rain, sun, soil.
- Trees in spring, summer, autumn, winter.

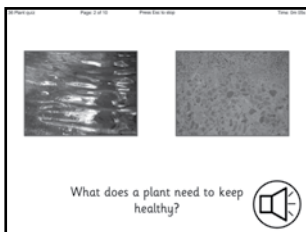
35) Plant reproduction - 12 pages



This activity looks at plant reproduction. Again it can be used as an assessment activity after this topic has been studied during group practical lessons. The following vocabulary is used:

- Stamen, pollen, stigma, ovary, sepal, petals, carpels.
- Pollination, fertilisation, germination.

36) Plant quiz - 10 pages



This is a short revision quiz on the function of the structures of a plant. There are verbal prompts on all the choice boxes and the reward gives the correct answer.

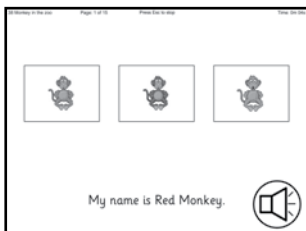
37) Food chains - 18 pages



This activity looks at food chains. Again it can be used as an assessment activity after this topic has been studied during group practical lessons. The following vocabulary is used:

- Producer, consumer, predator.
- Carnivore, herbivore, omnivore.

38) Monkey in the zoo - 15 pages



If you were a monkey, where would you prefer to live? In a zoo or in the jungle?

Worksheets

Choose 10 Party masks

What makes a sound?

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Choose 10 Party masks

Food chains - Cut and stick the pictures into the correct food chain.

Producer	Consumer	Predator

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Picture	Author
Lizard	Alex Rouvin
Millipede	Randal J Ferret
Beetle	Danny Steaven
Woodlouse	Alvesgaspar
Slug	Guttorm Flatabø
Aphid	Sanjay Acharya
Cactus	Dragonglow
Fungus	Noah Elhardt
Grass	Fenàs
Lichen	Ed Vebel
Conifer	Vladimir Menkov
Apple tree	Reinhold Tripp
Moss	P. Smith
Rhododendron	Kurt Stueber
Nasturtium	Armon
Dragonfly	Kinori
Pond skater	Bruce J Marlin
Water boatman	Piet Spaans
Heron	Daniel Plazanet
Amoeba	Dr. Ralf Wagner
Cat	Alvesgaspar
Rain	Kris Miller
Rabbit	Larry D. Moore
Thunder	Gburiola
Lettuce	Yorvik
Wind	Mierzeja Helska
Octopus	Albert Kok
Rock	Siim Sepp
Squirrel	William Sutherland
Spring tree	Betty
Worm	Luis Mignel Bugallo Sánchez
Parrot	Tropical birdland Leicestershire
Snail	CJ Samson
Cheetah	Marion Schneider +Chris Aistleitner
Roots	Rickjpelleg
Stem	Martin Olsson

Tree trunk	Derek Ramsey
Seed pod	Wie 146
Shoot	Thue
Tree	Galli
Cactus	Jabowman 78
Venus fly trap	Kai Martin
Turtle	Wouter hagens
Budgie	Amos T Fairchild
Branches	Piotrus
Chameleon	Ales Kocourek
Tiger	Detroit zoo
Polar bear	Alan D Wilson
Lizard	Wing - Chi Pooni
Shade	SB Johnny
Sand dune	Daniel Schwen
Flounder	Moondigger
Pebbles	Lupin
Camouflaged owl	C Coverdale
Squid	Richard Ling
Butterfly	Bruce Martin
Bushland	Felix Andrews
Cobra	Sujit Kumar
Deer	Mila Zinkova
Autumn leaves	Guido Gerding
Tadpole	Wing-Chi Poon



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Choose It!

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SCIENCE

FOUNDATION LIVING THINGS

A set of 32 activities designed to give pupils revision in the area of Knowledge and Understanding about animals and plants during their time in a Nursery or Reception class.

This program is ideal for supporting learning and assessment, with clear, consistent presentation and simple performance recording. Includes additional audio support for visual impairment and switch access support for those with physical disabilities.

