Pre-Primary Science

Ages 5-7

Get ready for Primary 1
Pre-Primary Science

Name: ____________________________________________

Class: ____________________________________________
My body

Colour the boxes with the correct answers.

We have...

1 2 head
2 4 hands
2 6 legs
5 10 fingers
2 5 feet
5 10 toes

Skill: Identifying parts of our body.
Which items are related to the body parts shown? Circle.

1. [Hand and related items: gloves, ring, cap]

2. [Leg and related items: watch, slippers, socks]

3. [Eye and related items: glasses, binoculars, hat]

4. [Lips and related items: toothbrush, toothpaste, comb]

Skill: Identifying objects related to parts of our body.
Parts of my head

Match the words to the correct parts.

hair
forehead

eye
nose

chin
cheek

mouth
ear

Skill: Identifying the parts of our head.
My friend’s face

Tooty is my friend.
Read the sentences and draw the missing parts on his face.

Tooty

Tooty has...

- 2 big eyes
- 1 small nose
- 1 big mouth
- 2 small ears

Skill: Identifying the parts of our head, and learning adjectives used to describe them.
My five senses

Match to complete the sentences.

- We use our nose to hear
- We use our eyes to see
- We use our ears to smell
- We use our tongue to feel
- We use our hands to taste

Skill: Identifying the parts of our body related to our five senses.
Sense of sight

Look at the picture below. What numbers can you see? Write them in the boxes.

Skill: Learning about perception or how our mind makes sense of what we see.
What do they see? Match.

2. Write the correct word to complete the sentence. Then tick the correct picture.

I use my \[\underline{\quad}\] to see.

Skills: Identifying our facial expressions when we react to seeing certain things. Identifying the parts of our body related to our sense of sight.
Who is not doing the right thing? Put a cross [X].

Skill: Identifying the right ways to use and take care of our eyes.
1. Draw "😊" for the sound that is nice to hear. Draw "🚫" for the sound that is not nice to hear.

2. Which sound is loud? Put "L". Which sound is soft? Put "S".
1. How are these instruments played? Match and write. Trace the words and read.

- blow
- beat
- pluck
- shake

2. Which of these informs us of danger? Put “✓”.

a

b

Skills: Learning about musical instruments and ways that sounds are made. Identifying the functions of sounds.
1. We smell with our nose. Draw the boy’s nose.

2. Do you know which smells can warn us of danger? Circle.

Skills: Identifying the part of our body related to our sense of smell.
Identifying different types of smells.
Which things smell nice? Draw 😊.
Which things smell bad? Draw 😞.

a. 🌸🌸🌸
b. 🍳ipsis

c. 🐀
d. 🍗

Skills: Learning about different types of smells.
Sense of taste

Different parts of the tongue tell us different tastes. What is the taste of each food item? Colour the correct word and match it to the correct part of the tongue.

Skills: Identifying the parts of our tongue related to different tastes. Identifying the tastes of common food items.
Look at the things in each row. Circle the one that has a different taste. Trace the word that describes its taste.

<table>
<thead>
<tr>
<th>Sweet</th>
<th>Sour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sugar</td>
<td>Vinegar</td>
</tr>
<tr>
<td>Lemon</td>
<td>Candy</td>
</tr>
<tr>
<td>Honey</td>
<td>Sour</td>
</tr>
<tr>
<td>Coffee</td>
<td>Bitter</td>
</tr>
<tr>
<td>Salt</td>
<td>Bitter</td>
</tr>
<tr>
<td>Potato Chips</td>
<td></td>
</tr>
</tbody>
</table>

Skill: Identifying and comparing the tastes of common food items.
Sense of touch

1. Fill in the blank.

I use my ___________ to touch and feel.

2. Match each picture to the two words that describe it.

- rough
- smooth
- hard
- soft

3. Colour the things that are hot.

kills: Identifying the parts of our body related to our sense of touch.
Learning words used to describe how things feel.
Who is not doing the right thing? Put a cross \( \times \).

1. [Image of child touching a hot iron]
2. [Image of child playing with a toy]
3. [Image of child hugging a pillow]
4. [Image of child lighting a box on fire]
5. [Image of child playing near an electrical socket]
6. [Image of child preparing food]

Skills: Knowing what we should not touch. Learning to avoid danger.
My brain

Trace the dotted lines and words.

My brain controls how I...

think

and

move

@: Learning the location, shape, and function of our brain.
1. My heart pumps blood around my body. Trace the word and the picture of the heart.

2. Colour the instrument that we can use to listen to our heartbeat.

- earphones
- stethoscope

Skill: Learning the location, shape, and function of our heart.
1. When we breathe, air goes inside these organs. Trace the dotted lines to complete the picture.

2. Do you know the name of the above organs? Write the first letter of each object to find out.

Skills: Learning the location, shape, and function of our lungs.
Learning the passage through which air flows into our lungs.
1. The food that we eat goes into our stomach and is digested. Trace the word and match the food items to the stomach.

2. Read and trace the answer.

My stomach rumbles when I am...

- hungry
- full

Skill: Learning the location, shape, and function of our stomach.
Growing up

Can you guess how old they are?
Write the numbers in the correct circles.

1. 14 years old
2. 6 years old
3. 60 years old
4. 9 months old

Skill: Learning about physical growth and age.
1. Colour the shapes. What colour do you see in spaces A, B and C?
Colour the correct answer.

- A: yellow
- B: blue
- C: blue

2. What is the colour of each item below? Write the correct words in the blanks.

- Strawberry: red
- Orange: orange
- Lemon: yellow

Skills: Learning about primary colours and how they are combined to produce other colours. Identifying the colours of common food items.
Trace the shapes and match to the correct names.

- diamond
- circle
- oval
- triangle
- crescent
- rectangle

What is the shape of each item below? Write the correct letter in each of the shapes above.

A B C D E F

Skill: Identifying different shapes.
Healthy food

Colour the food that is good for you.
Cross out the food that is not good for you.

- Cabbage
- Cola cans
- Lollipop
- Milk carton
- Bread
- Fish
- Candy
We need different kinds of food to stay healthy. Help Ann decide what to eat! Choose and colour one thing from each group.

- **Fruits protect us from diseases**
- **Food that helps us grow**
- **Vegetables protect us from diseases.**
- **Food that gives us energy**

*skill: Learning the importance of eating a balanced meal and the different food groups.*
Mealtimes

We have different meals at different times.
Trace the words and colour the correct clocks.

breakfast  lunch

tea  dinner
Colour the food items that people usually take for each of the following meals.

**breakfast**
- ice-cream
- bread
- milk
- cereal

**lunch**
- rice
- vegetable
- chocolate
- chicken

**tea**
- muffin
- biscuits
- soup
- fish

Skill: Identifying the types of food taken for different meals.
Good habits

Fill in the blanks with the correct words.

breakfast  teeth  hair  bath

I comb my ________ every day.

I take my ________ every day.

I take my ________ every day.

I brush my ________ every day.

Skill: Learning good habits to keep clear and healthy.
1. Tick the pictures that show good habits.
2. Before having a meal, what should you do? Colour the picture.

Skill: Learning good habits to keep clean and healthy.
Living and non-living things

1. Which are living things? Colour.
2. Which are non-living things? Circle.

- a. Tree
- b. Tricycle
- c. Dog
- d. Table
- e. Boy
- f. Pen
- g. Cactus
- h. Rabbit
- i. Ball
- j. Bat

Skill: Identifying living and non-living things.
Can you group the following living things into two groups? Write the correct numbers in the table below.

<table>
<thead>
<tr>
<th>plants</th>
<th>animals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

kill: Classifying living things as plants or animals.
Name these animals.

Across
1. 
2. 
3. 
4. 
5. 

Down
6. 
7. 
8. 
9. 
10. 

Skill: Identifying different animals.
1. Which are wild animals? Tick ✓.

2. Circle the animals that are active at night.

3. Colour the biggest animal on land.

Tips: Learning about wild and tame animals. Identifying nocturnal animals.
Guess what they are. Match.

![Various animal parts]

**goat**  **giraffe**  **elephant**  **zebra**

Circle the tallest animal on land. Among the three animals below, which is the lightest? Colour.

![Animals]
Animals have young

Look at the animals in each row. Do you know how they have young? Write B if they give birth to their young and E if they lay eggs. Colour the odd one.

1

[Images of different animals]

2

[Images of different animals]

3

[Images of different animals]

4

[Images of different animals]

Skill: Learning about animals and how they have young.
Animals and their young

Match the animals to their young. Trace the words.

- k""itten""   -  f""oal""   -  o""ld""
- d""u""ckling""   -  k""e""n""   -  p""u""p""y""
Animal sounds

Different animals make different sounds. Fill in the blanks with the correct letters.

I b_______.
I ____o.
I q____c__.
I h______.
I tr_______.
I ______z.

moo trumpet hiss bark quack buzz

Skill: Learning about the sounds that animals make.
Circle the following words in the puzzle. Then match the words to the pictures.

buzz  roar  bleat  miaow  croak  tweet

<table>
<thead>
<tr>
<th>e</th>
<th>b</th>
<th>u</th>
<th>z</th>
<th>z</th>
<th>i</th>
<th>b</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>c</td>
<td>r</td>
<td>o</td>
<td>a</td>
<td>k</td>
<td>d</td>
<td>t</td>
<td>b</td>
</tr>
<tr>
<td>a</td>
<td>f</td>
<td>m</td>
<td>i</td>
<td>a</td>
<td>o</td>
<td>w</td>
<td>l</td>
</tr>
<tr>
<td>l</td>
<td>p</td>
<td>l</td>
<td>c</td>
<td>b</td>
<td>o</td>
<td>e</td>
<td>e</td>
</tr>
<tr>
<td>e</td>
<td>f</td>
<td>h</td>
<td>g</td>
<td>d</td>
<td>k</td>
<td>e</td>
<td>a</td>
</tr>
</tbody>
</table>

Skill: Learning about the sounds that animals make.
**How animals move**

How does each animal move? Colour the correct answer. Then circle the parts of the body they use to move.

<table>
<thead>
<tr>
<th>Number</th>
<th>Animal</th>
<th>Move 1</th>
<th>Move 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Snake</td>
<td>glide</td>
<td>fly</td>
</tr>
<tr>
<td>2</td>
<td>Horse</td>
<td>run</td>
<td>crawl</td>
</tr>
<tr>
<td>3</td>
<td>Frog</td>
<td>walk</td>
<td>jump</td>
</tr>
<tr>
<td>4</td>
<td>Turtle</td>
<td>crawl</td>
<td>run</td>
</tr>
<tr>
<td>5</td>
<td>Fish</td>
<td>fly</td>
<td>swim</td>
</tr>
</tbody>
</table>

Skill: Learning about how animals move.
Fill in the blanks with the correct words.

1. This is a ___________.
   It can ___________.
   - kangaroo

2. These are ___________.
   They can ___________.
   - giraffes

3. These are ___________.
   They can ___________.
   - eagles

4. This is a ___________.
   It can ___________.
   - snake

Skills: Identifying different animals.
Learning about how animals move.
Parts of animals

Label the parts of each animal’s body.

mouth wing eye tail leg beak fin scales

1____________________

2____________________

3____________________

4____________________

5____________________

6____________________

7____________________

8____________________

9____________________

10___________________

11___________________

12___________________

13___________________

Skill: Learning the different parts of an animal’s body.
Draw the missing parts of the animals. Circle the body parts that they use to move.
Which animals live on land? Write the letter “L” in the boxes.
Which animals live in water? Write the letter “W” in the boxes. Then match the animals to their homes.

Skills: Learning about the habitats of different animals. Differentiating animals that live on land from those that live in water.
Colour the animals that can live on land as well as in water. Then write their names in the boxes.

Skill: Learning about animals that can live on land and in water.
What animals eat

Herbivores are animals that eat plants.
Carnivores are animals that eat meat.
Which are herbivores? Write “H” in the boxes.
Which are carnivores? Write “C” in the boxes.

a
b
c
d
e
f
g
h

Skill: Learning about types of animals and what they feed on.
Match these animals with their food. Fill in the correct numbers.

Skill: Learning about what different animals eat.
Animals and their uses

Match the animals with their uses.

- Sheep
- Milk
- Monkey
- Cheese
- Chicken
- Wool
- Cow
- Eggs
- Cat
- Palm Tree

Note: Identifying the different ways that animals are useful to us.
Does each pair of pictures show the animal and its use?
Write ‘Yes’ or ‘No’.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Skill: Identifying the different ways that animals are useful to us.
1. Trace the dotted lines and fill in the blank.

Insects have ___________ legs and a pair of feelers.

2. Which are insects? Circle.

- a
- b
- c
- d
- e
- f
1. Which insects are not useful to us? Colour.


Skill: Identifying common insects and where they live.
Life cycle

How does a butterfly grow? Write the correct words in the boxes. Then, colour the pictures.

- caterpillar
- egg
- pupa
- butterfly

skill: Learning about life cycles and stages of growth.
Write the letters in the correct boxes to show how a frog and a fly grow.

1. Life Cycle of a Frog

   A

   B

   C

2. Life Cycle of a Fly

   A

   B

   C

Skill: Learning about life cycles and stages of growth.
Plants

Name all the plants. Then colour the pictures.

hibiscus  cactus  rose
orchid  sunflower  corn

Skill: Learning the names of different plants.
Have you seen these fruit trees? Match them to their fruits. Colour and write the name of each fruit.

Skill: Learning about trees and their fruits.
Write the names of the fruits in the correct columns.

<table>
<thead>
<tr>
<th>Fruits with one seed</th>
<th>Fruits with many seeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>cherry</td>
<td>plum</td>
</tr>
<tr>
<td>lychee</td>
<td>kiwi fruit</td>
</tr>
<tr>
<td>pomegranate</td>
<td>honey melon</td>
</tr>
<tr>
<td>peach</td>
<td></td>
</tr>
</tbody>
</table>
Fruits and vegetables

Guess what the shadows are and match correctly.

fruits

vegetables

Skill: Differentiating fruits from vegetables.
Parts of plants

Label the parts of the plants. Write the correct numbers in the boxes.

1 leaf  2 fruit  3 flower
4 stem  5 roots

sunflower plant

tomato plant

cocoanut tree

lime plant

Skill: Learning the parts of plants.
Join the dots from 1 to 26 and trace the words.

This is a rafflesia.

It is the biggest flower in the world.
1. What do plants need to live and grow well? Fill in the blanks to complete the words.

s ___ nl ___ gh ___

 ___ r

w ___ t ___ r

2. Will the plants grow well? Circle the correct pictures.

a

b

Skill: Learning what plants need to live and grow: sunlight, air, and water.
Where plants grow

Where do these plants grow? On land or in water? Write their names in the correct columns. Colour the ones that grow in water.

<table>
<thead>
<tr>
<th>Plants that grow</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>on land</td>
<td></td>
</tr>
<tr>
<td>in water</td>
<td></td>
</tr>
</tbody>
</table>

orchid

hibiscus

water lettuce

water lily

Skill: Learning where plants grow.
How plants grow

Show how the plants grow by numbering the pictures in the correct order.

a

b

c

d

Skills: Learning how plants grow.
Seeing the physical changes that take place from one stage of growth to another.
Plants and their uses

Some plants give us food.
Match the food with the plant it comes from.

Skill: Learning the use of plants for food.
Are the things below made of wood or rubber?
Write the names of the things in the correct columns.

<table>
<thead>
<tr>
<th>Things that are made of</th>
</tr>
</thead>
<tbody>
<tr>
<td>wood</td>
</tr>
<tr>
<td>rubber</td>
</tr>
</tbody>
</table>

- tyre
- table
- balloon
- eraser
- rocking horse
- cupboard
- stool

Dils: Learning that plants give us materials to make things.
Learning the uses of wood and rubber.
Energy

Read and trace the word.

We need energy to do things.

Does each activity below need lots of energy? Write ‘Yes’ or ‘No’.

a. Girl drinking water
b. Boy lifting a box
c. Girl eating a lollipop
d. Boy carrying a large box
e. Boy running
f. Boy reading a book

Skill: Learning that we need energy to do things.
Push and pull

1. Which trolley is easier to push? Colour.

2. Who is pulling? Write ‘p’.

3. Who is pushing? Write ‘s’.

Skill: Learning that the energy needed to push something also depends on its weight and the slope of the surface. Differentiating pushing from pulling.
Float and sink

Some things float on water. Others sink in water. Cross out (×) three things that are wrong with this picture.

<table>
<thead>
<tr>
<th>Draw one thing that floats on water.</th>
<th>Draw one thing that sinks in water.</th>
</tr>
</thead>
</table>

Skill: To differentiate things that float from those that sink.
Do these things float or sink?
Draw them in the tank to show your answers.

Skills: Distinguishing things that float from those that sink.
Carrying out simple experiments to find out the characteristics of objects.
Light

1. Read the questions and trace the answers.

a. What gives us light during the day?

- sun
- moon

b. What can we use to give us light at night?

- torch
- pen

2. Can you draw two other things that give out light?
Which things allow light to pass through them?
Trace the words and colour the pictures.

rock
flower
glass
book
window

Skill: Learning about the characteristics of light and things that it can penetrate.
Shadows

1. Complete the sentence. Write the first letter of each thing to find the answer.

Things that block light make

2. Look at each object and its shadow. Do they match? Write ‘Yes’ or ‘No’.

Skill: Learning about objects that block light and the shadows they make.
Look at shadow A. Which torch is shining at the ball? Write the answer in the box.

Skill: Determining the position of a light source.
Tick (✓) the picture that shows the correct shadow.

Skill: Learning about the position of a source of light and where an object's shadow falls.
Mirror and image

Answer the questions. Tick the correct answer.

1. We can see our image in the __________.
   a. mirror  b. sunlight  c. cup

2. Place a mirror on the dotted line. What is the complete shape you see? Put a tick.

3. Whose image is in the mirror?
   a.  b.  c.

4. Whose image is in the mirror?
   a.  b.  c.
Magnet

Colour the objects that are attracted to the magnet.

a. [Image of a nail]
b. [Image of boots]
c. [Image of a padlock]
d. [Image of a 50-cent coin]
e. [Image of a safety pin]
f. [Image of a shirt]
g. [Image of a pair of scissors]
h. [Image of a camera]
i. [Image of a needle]
1. Which things need electricity to work? Colour them.
   - washing machine
   - fan
   - television
   - hair dryer
   - refrigerator

2. What electrical appliances do these girls need? Write the answers in the boxes.
   a. 
   b. 

Skill: Learning about things that need electricity to work and their uses.
Clouds and rain

Put the pictures in the correct order to show how rain is formed. Number the pictures from 1 to 4.

Skill: Learning about how clouds and rain are formed.
Match the clouds to the appropriate pictures.

a

b

c

d

e

Skills: Learning about clouds and the weather.
Differentiating between activities done in wet and dry weather.
A rainbow has 7 colours.
Colour the rainbow below correctly and fill in the names of the colours in the blanks.

a ___________________  e ___________________

b ___________________  f ___________________

c ___________________  g ___________________

d ___________________
The Sun and the Moon

Look at each activity. Is it done during the day or at night? Draw ☀ in the box if it is done during the day and ☾ if it is done at night.

Skill: Learning about the different activities we do during the day and at night.
The Earth

Name the things you can see on Earth. Write the correct words next to the numbers. Then, colour the picture below.

1  2  3  4  5  6

mountain  sea  river
plants  animals  people

Skill: Learning about the Earth’s surface and inhabitants.
Look at the pictures and write the correct answers in the blanks.

1. During the day, we can see the __________ in the sky.
   (sun  moon  stars)

2. The sun gives us __________ and heat.
   (mountain  hills  light)

3. The sun rises in the __________ and sets in the __________.
   (north... south  east... west  west... east)

4. At night, we usually see the __________ and __________ in the sky.
   (moon... stars  people... plants  rain... river)

Skill: Learning about the sun and moon.
Pollution

Read the questions. Tick [✓] the correct answers.

1. Who is doing the right thing?
   
   a) [ ]
   b) [ ]
   c) [ ]

2. Which activity pollutes the air?
   
   a) [ ]
   b) [ ]
   c) [ ]

3. Who is polluting the river?
   
   a) [ ]
   b) [ ]
   c) [ ]

Skill: Learning how we can care for our environment and differentiating such activities from those that pollute it.
Recycling and reusing

How can these things be reused? Match.

Skill: Learning about how old things are reused.
Are items B recycled from items A? Draw ☺ if yes and ☹ if no.

A

B

Skill: Learning about recyclable materials and things made of recycled materials.
The things below can be recycled. Draw lines to put them into the correct bins.

Skill: Learning to collect and separate different things for recycling.
Colour the correct pictures and write the answers in the blanks.

1. I have two to walk.

2. I have two to hear.

3. My ________ is in my ________.

4. I brush my ________ with a ________.
Which is the odd one? Cross (×) it out.
Answer the questions.


2. Which animal is the heaviest? Colour it grey.


4. Name the animals. The first letter of each animal is given.

   e __________  t __________

   m __________  s __________

   f __________
Match the pictures to the words.

- flower
- leaf
- fruit
- roots
- stem
Underline the correct words. Then colour the correct pictures.

1. Dolphins live in the (forest / sea).
   a
   ![Picture A]
   b
   ![Picture B]

2. Eagles eat (snakes / roses).
   a
   ![Picture A]
   b
   ![Picture B]

3. (Buffaloes / Tigers) can help farmers in the field.
   a
   ![Picture A]
   b
   ![Picture B]

4. A spider (is / is not) an insect.
   a
   ![Picture A]
   b
   ![Picture B]
Read the clues and complete the puzzle.

Across
1. ... help us hear.
3. A ... is formed when light is blocked.
5. ... does not float on water.
7. Ice is ...

Down
2. A ... will grow into a plant.
4. The ... gives us light.
6. The sound of thunder is ...
8. Sunlight, air and ... help plants to grow well.
BRIGHT KIDS BOOKS

• HELP MAKE YOUR CHILD’S TRANSITION FROM PRESCHOOL TO PRIMARY ONE A LESS STRESSFUL EXPERIENCE

• HELP YOUR CHILD ENTER PRIMARY ONE WITH CONFIDENCE!

These BRIGHT KIDS BOOKS are specially planned to help children acquire the essential skills needed to help them enter Primary One with confidence. The activities in the BRIGHT KIDS English, Maths and Science books have been carefully written based on the latest national preschool and Primary One curriculums to help children master important language and cognitive skills that they will need to achieve success in their primary education. The varied activities make learning both fun and effective. Designed to make learning comprehensive, organized and enriching for children aged 5 to 7, these books serve as wonderful teaching and learning tools that can be used both at home and in school.