

## **EARLY SCIENCE:**

Early Science is a collection of colourful interactive screens, together with associated worksheets and 'write about' screens, on aspects of Life Processes and Living Things, Physical Processes and Homes and Materials to support Key Stage 1 Science. Early Science is © Clicsoft 2004.

### **EARLY SCIENCE HAS:**

Colourful screens with a high curricular content.

Self correcting exercises with a choice of levels where appropriate.

Printable screens to record achievement.

Adaptable worksheets and 'write about' screens that can be printed or used electronically.

Real speech is used throughout. Children should be encouraged to hold the mouse over any text / graphic or hot spot with associated speech until the word or sentence has been spoken.

### **THE PACK AND THE CURRICULUM:**

**Life Processes and Living Things** includes activities on alive and not alive, animals and plants, parts of the body, food and diet, alike and not alike, flowering plants and grouping living things.

The Life Processes and living things section of the title covers the following objectives of the National Curriculum for Science:

#### **SC2 Life Processes and Living Things:**

1a: differences between things that are living and things that have never been alive.

1b: that animals use their senses.

2a: recognise and compare the main external parts of the bodies of humans:

2b: that eating the right types and amounts of food help humans keep healthy.

2f: that humans and other animals can produce offspring and that these offspring grow into adults.

2g: about the senses that enable humans and other animals to be aware of the world around them.

3a: plants need light and water to grow.

3b: recognise and name the leaf, flower, stem and root of flowering plants..

3c: that seeds grow into flowering plants.

4a: recognise similarities and differences between themselves and others.

4b: group living things according to observable similarities and differences.

4b: group things according to observable similarities and differences.

**Homes and Materials** includes activities on building a house, types of houses, animal homes and grouping common materials.

The Homes and Materials section of the title covers the following objectives of the National Curriculum for Science:

**SC3 Materials and their properties:**

- 1a: to explore and recognise the similarities and differences between materials.
- 1b: to sort objects into groups on the basis of simple material properties.
- 1c: recognise and name common types of material.
- 1d: find out about the uses of a variety of materials.

**Physical Processes** includes activities on pushing and pulling, changing shape, changing direction, things that use electricity, simple circuits, light and sound.

The Physical Processes section of the title covers the following objectives of the National Curriculum for Science:

**SC4 Physical processes:**

- 1a: about everyday appliances that use electricity.
- 1b: about simple circuits involving batteries, bulbs and wires.
- 2a: to find out and describe going faster, going slower, changing direction.
- 2b: that both pushes and pulls are examples of forces.
- 2c: to recognise that when things slow down or change direction there is a cause.
- 3a: to identify different light sources.
- 3b: that darkness is the absence of light.
- 3c: there are many kinds of sound and sources of sound.
- 3d: that sounds travel from sources getting fainter as they do so and they are heard when they enter the ear.

**THE MAIN MENU SCREEN:**



The opening screen provides the user with a choice of three topics.

Click on an image or the corresponding text to open the option panels (below) for the topic of your choice, then proceed to the sub-menu.

Click on the open door to exit the program.



The option panels allow the user to select the normal, continuous or numbers options before entering the selected sub-menu.

Click on the question marks for descriptions of the options. Click on 'Instructions' for more information on how to use this title.

## LIFE PROCESSES AND LIVING THINGS - SUB-MENU:

The opening screen provides a choice of buttons that link to the main topic areas. These may be opened in any order.



- Click on the tree for an activity on alive and not alive.
- Click on the eggs for an activity on the life cycle of a frog.
- Click on the body for an activity on the parts of the body.
- Click on the face for an activity on facial features.
- Click on the lion for an activity on alike and not alike.
- Click on the hand for an activity on the senses.
- Click on the plant for a labelling activity.
- Click on the rabbit for an activity on grouping living things.

## PHYSICAL PROCESSES - SUB-MENU:



- Click on the train for an activity on pushing and pulling.
- Click on the baker for an activity on changing shape.
- Click on the road sign for an activity on moving.
- Click on the torch for an activity on the parts of a torch.
- Click on the circuit for an activity on circuits.
- Click on the hen for an activity on animal sounds.
- Click on the lamp for an activity on sources of light.
- Click on the house for an activity on the position of the sun.

## HOMES AND MATERIALS - SUB-MENU:



- Click on the walls for an activity on parts of a house.
- Click on the first house for an activity on building a house.
- Click on the second house for an activity on homes.
- Click on the sofa for an activity on the contents of a house.
- Click on the stable for an activity on farm buildings.
- Click on the nest for a nest labelling activity.
- Click on the window for an activity on materials.
- Click on the sheep for an ordering activity on materials.

Some of the buttons are common to all three sub-menu's. Click on 'Menu' to open the teacher's menu. Click on 'Worksheets' to open the worksheets menu. Click on the open door to exit the program. Click on the arrows to navigate between screens.

## THE SCREENS:

The screens provide a variety of activities including dragging, labelling, sorting and ordering activities. Many may lead to related classroom activities such as 'hands on' practical work.

Below is a typical screen involving a drag and drop activity from the 'numbers' option. Children may choose the number of boxes to complete by clicking on the appropriate number. All the boxes must be completed in the 'normal' option.



Click on a number to choose the number of boxes to fill.

Click on the house to return to the main menu.

Click on the printer to print the screen.

Click on the pencil to access the worksheet or 'write about' screen.



The screen records the child's name, score and the time taken to complete the activity.

The print-out records the date of the activity.

The correct response earns a 'well done' reward.

Click on the curved arrow to repeat the exercise in reverse.



The activities self correct. The hen was dragged into the wrong box in this attempt. It appears in the correct position, but as a shaded image within a box.

'Try again!' prompts the user to repeat the exercise.

## **WORKSHEETS AND ‘WRITE ABOUT’ SCREENS:**

Many of the screens have associated worksheets and ‘write about’ screens. These may be used electronically or printed to provide assessment exercises. Left click on the pencil icon to open a worksheet. Right click on the pencil icon to open a ‘write about’ screen. The pencil icon is faded on screens without associated worksheets.

## **TEACHER CONTROL:**

The teacher may choose the normal, continuous or numbers options. Each of the three topic areas has a teacher’s menu.

## **INTERACTIVE WHITEBOARDS:**

The screens are suitable for use with interactive whiteboards. The simplicity of many of the screens lend themselves to further annotation using the board tools.

## **TECHNICAL SUPPORT:**

Please contact us on 01248 671093 or e-mail us at [info@clisoft.co.uk](mailto:info@clisoft.co.uk) if you have any problems with this software.

## **PRICE AND LICENCE:**

Prices and licences are subject to change without warning. Please check the details on our website before ordering.

## **RELATED PRODUCTS:**

**Starting Science in My World** and **Textease** formats covers most of the same areas of the National Curriculum as **Early Science**.

**Starting Science** is a collection of three titles – **Life Processes and Living Things**, **Physical Processes** and **Homes and Houses**.

Starting Science does not have self-correcting activities. However, any moveable object on a screen, be it text or graphic may be deleted or enlarged, and new graphics / text may be added from the popups. The customised screen may be renamed and saved for future use.

See our online catalogue at [www.clisoft.co.uk](http://www.clisoft.co.uk) for more details of Starting Science and its component titles. Click on the images in the on-line catalogue for sample screen shots. Click on the titles for the documentation.

EARLY SCIENCE SCREENS WERE DESIGNED BY THOMAS PERRY; THE GRAPHICS WERE CREATED BY GAYNOR PERRY

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SOURCE OF INFORMATION, GAYNOR PERRY. (from over 30 years teaching Secondary School Science in most of its subject areas and Biology to A level, including 20 years as a Biology A level Examiner).

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