



Welcome to our 2020 – 2021 Catalogue!

This last year has been a challenging time for everyone as we all have had to learn how to live and work in a world without its normal rhythm and patterns of certainty. But in the true spirit of human nature we have adapted and in so doing found new ways of working together. We applaud the educators the world over who continue to support the next generation through their commitment, ingenuity and creativity. We thank our educational experts who have inspired us with a diverse and engaging set of webinars. We appreciate our authors who have added their wealth of experience to the excellent range of international resources by supporting teachers to deliver blended learning through enhancing our digital portfolio. See pages 59 – 60 where we highlight our 'Best for Blended Learning' range of resources.

A core part of the offering from International Curriculum is our support for professional training and development. This year we have had to move to a virtual environment which has included online training for specific webinars and groups of schools. Whilst we hope that we will be back to face-to-face training at some point during 2021, we are always happy to consider any requests for online training, so do please contact us with any specific requirements.

Following many requests, I am delighted that we have enhanced our Max Maths primary, A Singapore Approach, with the addition of some outstanding resources for end-of-unit and end-of-year assessments. You can read about these on page 49.

Please do follow us on our social media or sign up on the website to receive our newsletter which will give you information on the up-and-coming webinars. You can find all of our past webinars at www.macmillanic.com/teacher-training/videos/

We all wish you a safe and successful year.

Kind regards,

A handwritten signature in black ink that reads 'Mel Everett'. The signature is written in a cursive style with a long horizontal stroke at the end.

Mel Everett

Sales Director, English Medium and International Schools
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CONTENT

Welcome	1
Content page	2
About International Curriculum	3
Unpacking Blended Learning	4 – 6
Teacher Training	7 – 8

PRIMARY

LITERACY PROGRAMMES

Reading levels	11
Snappy Sounds	12 – 19
Talk About Texts	20 – 27
Connect	28 – 34
Learn-Abouts	35 – 37
Global Stage	38

ENGLISH LANGUAGE

Spelling Rules!	40
Grammar Rules!	40
Handwriting Rules!	41
Writing Prompt Activities	63

MATHS

Max Maths – A Singapore Approach	43 – 47
Bar Modelling Resources	48
Assessments	49
Max Maths Adaptive Practice	50
Problem Solving Activities	64

SCIENCE

Max Science – Discovering through Enquiry	52 – 57
Max Science Enquiry Boxes	58

TEACHER RESOURCES

Best for Blended Learning	59 – 60
Webinars	61
Parent support	62



ABOUT MACMILLAN EDUCATION

We have been advancing learning for over 175 years. Across all our businesses we strive to provide the highest quality content and resources for schools around the world that will continue to inspire learners to achieve more. We are part of the Springer Nature Group.



MACMILLAN EDUCATION INTERNATIONAL CURRICULUM

INSPIRING A LOVE OF READING, FUN IN SCIENCE, ENJOYMENT IN MATHS

Each series is based on proven teaching methodologies and pedagogies from around the world plus our unique expertise which transforms our resources to fit the needs of teaching and learning through English medium.

ENHANCING OUR OFFER

We work with and continually seek out world class partners to enhance our offering, taking expertise from the very best to ensure we are always at the forefront of education. Together we commit to share and inspire others.

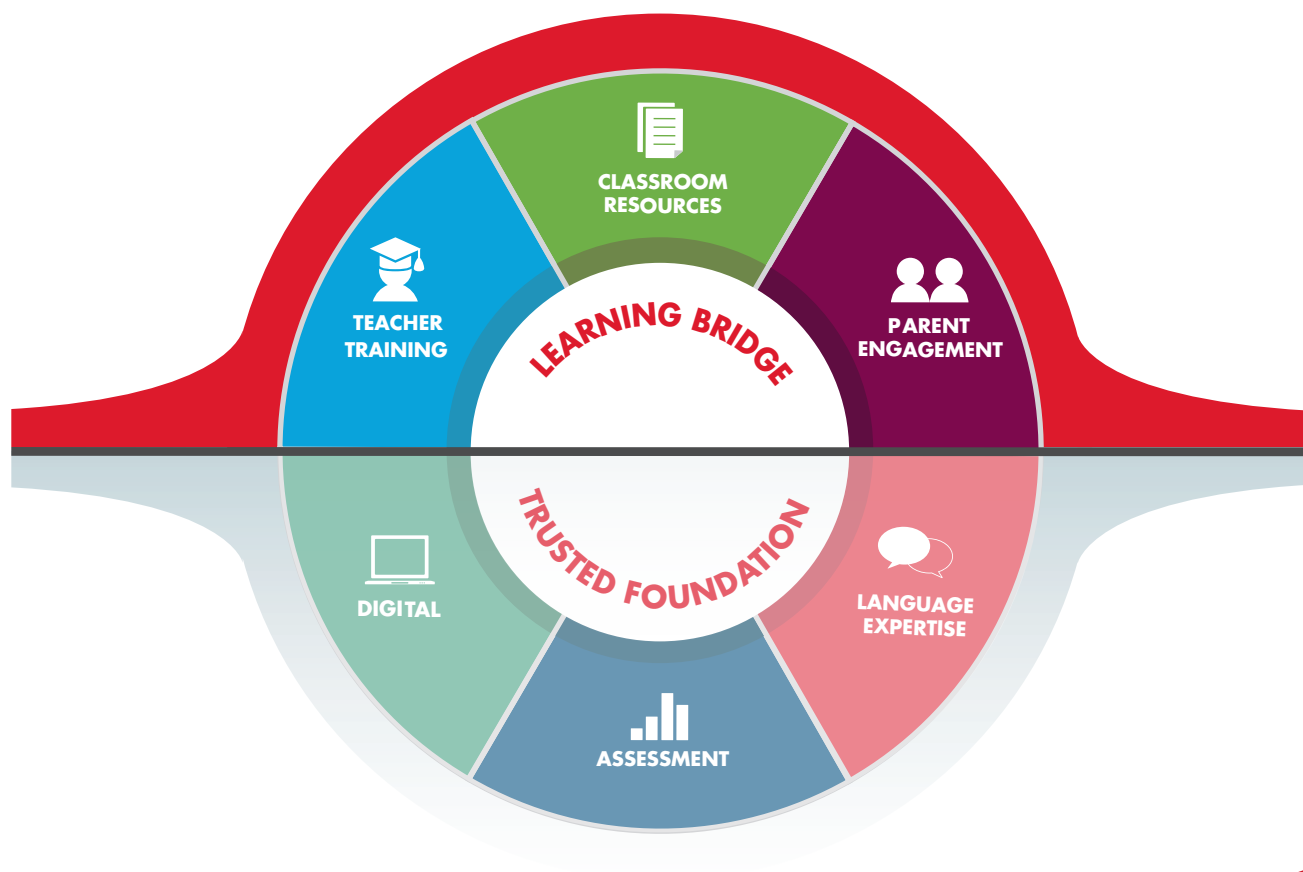
LOCAL EVERYWHERE

We are a global publisher with a strong local presence which enables us to listen to and understand the needs of students, teachers, institutions and educational authorities who use our resources and with whom we've developed real and lasting relationships.

OUR LEARNING BRIDGE

Our Learning Bridge gives you confidence that our resources:

- match the syllabuses of the leading international curriculum providers
- have been created by experts, using the very best methodologies and pedagogies in maths, science and English
- are designed with full English language support for teachers, students and parents whose first language may not English
- provide guidance and support for parents so they can help their children at home
- offer professional development and training for teachers
- integrate assessment as a support for both teaching and learning



UNPACKING BLENDED LEARNING

We asked our experts to give us their views on blended learning and hints and tips on how to implement this way of teaching. Thank you to Andrew Jeffrey, Bob Kibble, Debbie Roberts and Charlotte Rance for their views.



What is Blended Learning?

At its simplest, blended learning simply means studying in more than one way.

Traditionally, students have *either* studied independently, or they have studied in classrooms with a teacher present. Blended learning challenges this approach, by inviting learners to use two or more different methodologies as part of the same course. In this way, it is more representative of a university model rather than a typical school-based model of learning.

Wherever you are in the world, the chances are that this academic year will look very different to those you have taught before. With many countries introducing a more blended approach to learning, this may well mean less face-to-face time in physical classrooms, and more time online: either in live sessions or working asynchronously.

Most of us are still adjusting to these changes, and understandably, many of us have logistical and pedagogical concerns about how we will get through the next school year. However, it is important to remember the many educational benefits that blended learning can bring. Teaching online gives us a window into our students' lives, allowing us to get to know them in a more personal way. It is also shown to build learner independence and autonomy, even in our youngest students. Here are a few more benefits:

What are the benefits of Blended Learning?

1. The online components of blended learning allow students the flexibility to study at a time and location that suits them. The same is true of teachers of course; they can record sessions at a time that is most convenient for them.
2. A teacher presenting and recording information once and putting it online can reach an unlimited number of people, an unlimited number of times. This level of scalability is not possible in the standard typical classroom 'live transmission' model.
3. Children make sense of things at different rates. Blended learning means that children can review material at home, as often as they need, without judgement by their peers, while time in the classroom or one-to-one over a video conference can be used to address individual concerns.
4. Practical tasks can easily be carried out at home using simple everyday materials with the benefit of the learner being at the centre of the hands-on task, not passively waiting while others take centre stage. In this sense, blended learning in a home environment can benefit the more timid learner.
5. Planned blended learning lessons promote many of the enquiry-based learning skills valued by all educators as being key to future employment.
6. In a true blended learning environment, students take responsibility for their own learning developing time management and independent learning skills.

Are there any pitfalls?

Inevitably. It is easier to monitor and respond to student behaviour, performance or needs in a classroom. If children are working alone this is more challenging. For this reason, it is important to have a clear structure for what's expected during working time spent at home, and pupils, or their parents if appropriate, know exactly where and how to log on to be able to access the learning materials. It is frustrating for all involved if expectations are not explicit.

Secondly, wherever there is technology, there will inevitably be technology issues. This is a fact of modern life – different devices and browsers respond differently, different homes have different levels of internet access, and so on. Therefore, it is vital that when planning a blended approach, such issues are taken into account by schools.



Five ways for effective blending learning lessons

1. Understand your students' set up

Getting a full picture of the access your students have to online education is a necessary first step. It is possible that they may have limited or intermittent access to the internet or devices, or a need to share access with parents or siblings on a competing schedule. Talk to parents and get a clear understanding of the set up in each home. This will help you to make choices that benefit all your students.

2. Get to grips with digital content

Blended learning is not new, and because of this many of the materials you typically use in class already offer much of the support you need to teach online. Take some time to get to know what tools you have to hand. Snappy Sounds (page 12) and Talk about Texts (page 20), for example, offer a range of digital support including audio and video content for introducing new phonemes and graphemes, and audio book versions of the Decodable Readers. Spend some time exploring your materials and getting an idea of how they can be used for independent learning and online classes.

3. Set a Routine

Students need routines, whether inside the classroom or online. Set an online routine and follow it. Allow time at the beginning and end of lessons for set up and shut down, allocate space in the lessons for social interaction, and clearly signpost when activities change. Using a lesson framework, such as the unique 'I do, we do, you do' sequence used in Snappy Sounds lessons, can help students make sense of their learning in online sessions.

4. Encourage independent reading time

While you may not have the same number of classroom contact hours as you are used to, you can maximise literacy exposure through independent reading. Why not try allocating reading time as homework, then using live sessions to conduct follow up activities? With the Decodable Readers from Snappy Sounds independent reading can begin even from the very first week of term, and then use the discussion questions at the end of each reader during your online classes.

5. Be patient

Finally, don't expect instant success. As with any new school year, it will take time to get into a rhythm with your classes. Remember to keep your expectations realistic, and reflect on each lesson. By reviewing your lessons and materials regularly, you are more likely to notice areas you can improve and techniques that work well.

How might a blended approach look in practice for Max Maths primary, A Singapore Approach?

(see page 43)

Let's take an example of how Max Maths could be taught using a blended learning approach. First, the teacher needs to decide what learning outcomes they require. This is covered in the **Teacher's Guide**.

The **Let's Learn Together** section should be delivered face-to-face. Even this, however, *could* be delivered by a whole-class or group video meeting. The important thing is, these sections are designed to be a conversation with questions and answers. They are not suitable for independent learning.

Let's Try It, however, *could* be done away from this meeting and then children could report back. **Let's practice** questions can easily be posted online. Even if in its simplest form this is just a photo of the relevant textbook page, it means that children could access and download the image once, and then not need to rely on wi-fi connections remaining strong.

Children can then submit their answers via whatever platform the school has chosen or via the built-in LMS within the Digital Teacher Guide. If when reviewing the class's work, a child appears to be struggling, the teacher can then post worked examples online for the children to follow at their own pace or with an adult.

Max Maths workbooks are an ideal fit for a blended approach – children can complete assigned pages, then send in a photo of their work for the teacher to mark.

Max Maths Journals are a great way of encouraging children to practice at home with an adult or older sibling.

How might a blended approach look in practice for Max Science primary, Discovering through Enquiry (page 52)

In the Max Science series the **Journal** provides a valuable bridge between home and school learning. The concept of the Journal supporting blended learning today is now far more significant than we could have guessed. The Journal can provide parents and guardians with a summary of the key learning outcomes and ideas for any particular science topic. If a parent wants to sit down and join in the process of learning with a learner, then the Journal would be their first focus.

The Max Science **Student Book** and **Workbook** provide an entire course content covering six levels of Primary schooling. The materials are learner focused, meaning that the language used, the activities and images are all designed to allow a learner to progress through key science ideas, often revisiting and building on earlier ideas as key concepts are developed.

Some schools might want to use the electronic version of the student book, part of the digital **Teacher Presentation Kit** (TPK), during their online teaching. The TPK materials allows for key words and key science skills to become the focus of attention. Diagrams can be annotated or highlighted by the teacher to direct attention at the critical elements for a particular topic.

At home, the **workbook** builds day-by-day into a record of achievement and progress for individual learners and can be shown to parents as evidence of achievement and act as a source of discussion about the learning ideas.

Practical Science within blended learning approach

Learning has never been confined to school. Learning happens throughout the day and can happen in any environment, in a shop or market, in a park or garden, in a living room or a kitchen. All such environments can allow for exploratory practical science. Observing, recording and sorting objects are key science skills. Such objects might be leaves or twigs. They might be shells on a beach or litter in a park. They might be kitchen utensils or tins of food. All can provide rich material for observation skills. Armed with a simple ruler, learners can record dimensions and measure changes – as a plant grows or a candle burns for example. They can observe their own bodies, feeling and counting bones, studying hairs, tasting and smelling, touching and listening. All these tasks can be done at home. The Max Science Student Book is rich source of ideas for such home explorations and investigations ranging from watching as seeds grow in a jar (level 1) to designing an 'environmental' leaflet (level 6).



TEACHER TRAINING

A key component of our Learning Bridge is our commitment to support you with professional development and product training. We recognise that people like to learn in different ways and of course, as a global community, often accessing training needs to be in different time zones. Therefore we have created a range of options to suit individual needs. We also partner with training experts to ensure that all of our training solutions are effective and add tangible benefits to you, your pupils and your schools.

To ensure you continue to receive support and teaching inspiration wherever you are in the world and whenever you are free to, we regularly upload webinars to our YouTube channel [youtube.com/MacmillanEducationInternationalCurriculum](https://www.youtube.com/MacmillanEducationInternationalCurriculum)



WEBINARS

- Delivered by subject experts with extensive global experience who demonstrate how to deliver the pedagogy of the course through practical teaching tips
- Introduction on how to get the best from our resources in the classroom and the methodology behind each course
- Question and answer time with the experts and interaction with a global audience
- Certificate of participation
- Webinars are stored at www.macmillanic.com/teacher-training/videos/

VIDEO

- Short overviews of the products and how to use them effectively in the classroom
- Short overviews of the methodology behind the resources
- Hints and tips on how to get the best from the resources in the classroom
- Detailed and specific training - note these are available as part of the Teacher Guides and are chargeable

REGIONAL EVENTS AND TRAINING

- Local to your area - see macmillanic.com/teacher-training for up-and-coming events
- Run by experts and regional trainers aimed at helping you successfully implement new courses
- Overview of the methodology
- Detailed examples of differentiation and assessment
- Hands-on activities and practical ways to implement our resources
- Certificate of attendance

Our Regional Trainer team

We work with local trainers and are always looking to expand this team of experts. If you are interested in getting involved with this please contact us to discuss any current opportunities. Email - international.curriculum@macmillaneducation.com

GLOBAL INSPIRING TEACHERS' CONFERENCES

- Opportunity for Senior Management and Subject Leaders to hear global experts
- Hands-on participative sessions aimed at creating inspiration in the classroom
- Samples of resources to take away
- Representatives from the global International Curriculum Team to discuss your needs
- Certificate of attendance

ONLINE

- MOOC – Developed in conjunction with the University of Southampton, two online courses which provide insight into why Asian maths has been so successful. (Please see page 8 for more details).

You can find all the details on our training and teacher development on macmillanic.com/teacher-training or follow us on  [macmillanic](https://www.facebook.com/macmillanic)

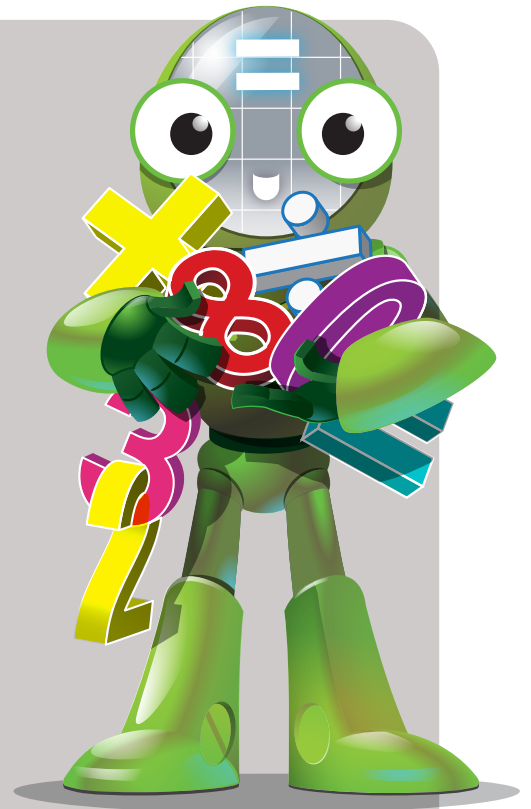


UNIVERSITY OF Southampton

WORLD CLASS MATHS: ASIAN MATHS PEDAGOGY

PRIMARY LEVEL MATHS TEACHERS

We have created, in partnership with the University of Southampton, two free online courses to support teachers who are interested in finding out more about why Asian Maths is so successful and how to implement this methodology within the classroom.



WORLD CLASS MATHS:

ASIAN TEACHING PRACTICE features:

- An introduction to Asian maths teaching methods for primary education
- An examination of the key features of Asian maths teaching
- Guidance on creating effective lesson plans based on Asian maths teaching methods
- Tips to develop mathematical tasks to support your maths teaching.

WORLD CLASS MATHS:

ASIAN TEACHING METHODS features:

- An introduction into the highly effective method of teaching maths
- An indepth appreciation of the teaching principles from Singapore and Shanghai and how to apply them in your own practice
- Performance evaluation of maths education in your own country
- An appreciation of the importance of teacher professional development and its impact in Asian countries.

Both courses are led by Dr Christian Bokhove who is a world leading expert in mathematics education, with a particular focus on curriculum, classroom instruction, assessment, teacher professional development and comparison of East and West.

Both MOOCs include:

- Course content that has been developed and is delivered by a world leading expert in maths education
- Coverage of both theory and classroom application
- Options to follow a set timetable or to learn at a flexible pace
- A forum for exchanging ideas and asking questions
- Optional certificate of completion (fee applicable).

Further details about this development programme and information on how to register can be found on macmillanic.com/teacher-training

PRIMARY LITERACY PROGRAMMES

Unlock the power
of learning English



READING OUTCOMES BY READING LEVEL AND AGE

READING LEVEL AND AGE	READING OUTCOMES
<p>READING LEVELS* 1–15: READING AGE (YEARS) 4.5–7</p>	<p>READING LEVELS 1–8: READING AGE (YEARS) 4.5–6 Students can:</p> <ul style="list-style-type: none"> • enjoy listening to stories • make personal text choices and share reasons for the choice • recall significant events from a shared story • recognise common words in print • engage actively in shared reading experiences • make connections between characters, situations and life experiences • read short, predictable texts with known language and supporting illustrations • apply an emerging knowledge of print, sounds and letters to begin to read independently • identify rhyme, sounds and patterns in texts. <p>READING LEVELS 9–15: READING AGE (YEARS) 6–7 Students can:</p> <ul style="list-style-type: none"> • maintain engagement during read aloud sessions and respond to closed questions • read aloud with developing fluency • apply knowledge of sounds, sentences, common words and punctuation when reading aloud • make predictions and surmise consequences • understand that choice of reading matter is influenced by personal interests • self correct when reading out loud • draw on background knowledge to make inferences and predictions • choose and re-read favourite texts • understand language conventions in written texts • discuss characters and settings of texts, explore how language is used to present these • differentiate between literal and implied meaning.
<p>READING LEVELS 16–25: READING AGE (YEARS) 7–8</p>	<p>Students can:</p> <ul style="list-style-type: none"> • sustain listening during read-aloud sessions, making predictions and responding to questions • understand sound/symbol connections and apply this knowledge to decode unfamiliar words • develop and apply contextual knowledge • with guidance, discuss different texts on a topic and identify similarities and differences between the texts • identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances • engage in wide reading of self-selected and teacher-selected texts • identify features of texts from different cultures, using cues such as language patterns, vocabulary and illustrations • participate in guided reading activities, observing and applying reading mannerisms and interacting with the group • develop personal reading preferences that include fiction and nonfiction choices • identify and explain the structure of a story • inquire and wonder about the intent of a text.
<p>READING LEVELS 26–30+: READING AGE (YEARS) 8–9</p>	<p>Students can:</p> <ul style="list-style-type: none"> • engage in a variety of texts for enjoyment • draw on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics • access texts that describe increasingly complex sets of events spanning multiple pages and connect unknown experiences to prior understandings • access appropriate informative texts to develop new understandings • read appropriate level texts independently and with clear understanding • identify the elements of a story: beginning, middle and end • engage in character analysis and identify reasons for personalities, actions and interactions • inquire and wonder about texts and what the author may be conveying • acknowledge that different texts create different personal responses • develop early research skills such as skimming a text for the broad message and seeking specific information from headings, illustrations and key words • engage with a range of texts including poems and plays.

* Reading levels aligned to Reading Recovery criteria

Snappy Sounds



NEW

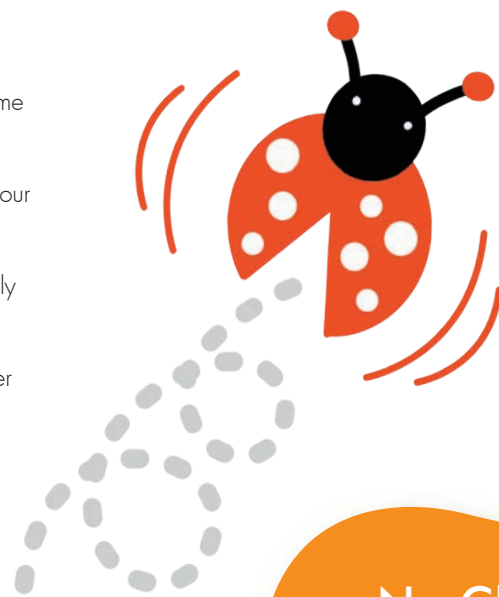
Snappy Sounds is a systematic, synthetic phonics programme, built by world leading educators, authors and speech pathologists, designed to make teaching phonics as simple and as speedy as possible for you and your class. Using Snappy Sounds will have pupils reading and enjoying their first book by the end of week 1.



A fun, fast and reliable synthetic phonics programme for Foundation and Year 1

AT A GLANCE

- An explicit and snappy teaching routine that reduces preparation time
- A mastery teaching sequence that dedicates a quarter of lessons to consolidation and catch up, so that you can set the right pace for your students
- Engaging and modern decodable books that allow students to apply and practise their learning from week 1
- An assessment check that reveals exactly where students need further support
- Snappy Sounds is organised into eight levels: Levels 1-4 cover Foundation and Levels 5-8 cover Year 1.



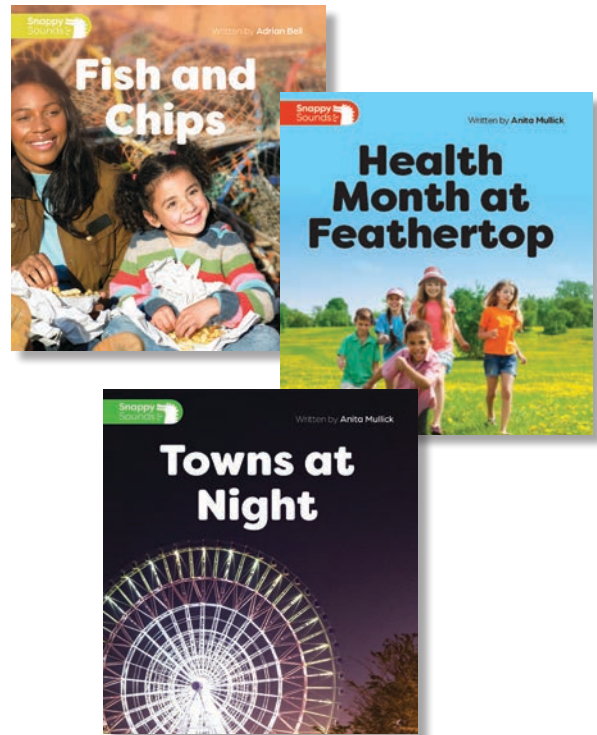
No Child Left Behind

DECODABLE BOOKS

Fully decodable books, for use from the end of Week 1.

Decodable books support students to learn to read by 'decoding' words: sounding out and blending the sounds to read the word. They are a tool for application, practice and consolidation of phonics knowledge and skills.

Each Snappy Sounds decodable book practises sounds and letters taught during the week of teaching, so that students have the knowledge and skills to read every book they are given.



Front cover, The Pyramids of Egypt



Back cover, The Pyramids of Egypt

The Snappy Sounds decodable books include:

- Systematic introduction and revision of the letter-sounds correspondences, introduced by the series' teaching sequence
- A wide variety of fiction and nonfiction text types, which have meaning and are designed to engage all students' tastes
- Age appropriate vocabulary and text that is not highly predictable, so students are not encouraged to guess
- Guided reading notes that include before and after reading activities. These activities provide robust practise of decodable and high frequency words, as well as comprehension and vocabulary checks, and fluency activities
- Consolidation & revision books, allowing all students to practise what they have learnt to date, whilst providing teachers with time to support students who have not yet mastered the letters and sounds in that level.
- Each book is available in print or as an ebook to support blended learning

'Fast Phonics' practice to preteach the new phonics content in the book, before you begin to read.

Practise decodable words

Practise tricky high frequency words

Practise letters and sounds

Fast phonics

Before reading this book, ask the student to practise saying the sounds (phonemes) and reading the new words used in the book. Try to make it as speedy and as fun as possible.

Read the tricky high frequency words
The student can't sound out these words at the moment, but they need to know them because they are commonly used.

do friend Mr Mrs

Tip: Encourage the student to sound out any sounds they know in these words, and you can provide them with the irregular or tricky part.

Say the sounds

-ed -ed -ed
(sounds like t) (sounds like d) (sounds like ud)

ure air ear er ur

Tip: Remember to say the pure sounds. For example, 'sssss' and 'nnnnn'. If you need a reminder, watch the *Snappy Sounds* videos.

Snappy words

Point at a word randomly and have the student read the word. The student will need to sound out the word and blend the sounds to read the word. For example: 'h-e-ll-p-t, helped'.

helped	joined	started
finished	smelled	waited
flapped	banged	painted
cooked	pulled	pointed
jumped	juggled	
tapped		

Quick vocabulary check
The underlined words may not be familiar to the student. Check their understanding before you start to read the book.

Page 2, We All Joined In (*Snappy Sounds* Book 38)

Vocabulary check

Fast phonics

Read the tricky high frequency words
their who today thought move

Say the sounds

o	ea	a	y	ve	are	ear
oven	bread	watch	gym	dive	square	pear
ere	ar	ore	ph	mb	-el	-al
where	wardrobe	score	photo	thumb	camel	pedal

Snappy words
For each word, ask the student to sound out and blend the sounds to read the word. For example: 'sss-o-ll-ve, solve'.

heavy	instead	royal	carefully
massive	lived	mystery	solve
animals	Egypt	washed	pyramids
explore	covered	photos	comb

Quick vocabulary check
The underlined words may not be familiar to the student. Check their understanding before you start to read the book.

Contents

What's all the fuss about the pyramids? 4

Who made the pyramids? 6

The Nile River 8

Workers 10

Kings and queens 12

After death 14

Inside the pyramids 16

Solving the mystery 18

Massive blocks 20

More to solve 22

Glossary 23

Page 2, The Pyramids of Egypt



The dog had a big fright in the night.

"Is that a hump?" said the dog.

"You might be right. It is so high," said the frog.

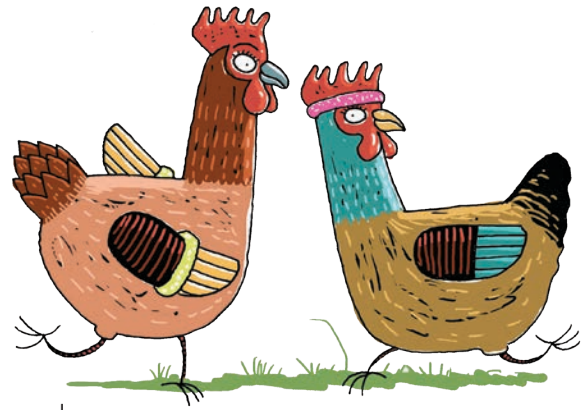
"We need a big, bright light," said the cat.

Tricky, high frequency word practise

Lots of repetition of the new letters and sounds

Pages 8-9, Such a Fright (*Snappy Sounds* Book 23)

TEACHING RESOURCES



Deliver the phonics section of your literacy curriculum in an effective way with Snappy Sounds explicit and snappy teaching routine that involves minimal preparation. Your Teaching Kit includes:

- Teaching Cards
- Teacher Resource Books
- Flashcards
- Placemats & Posters
- Assessment

Pre-prepared decodable word lists and captions to write on your board

TEACHING CARDS

These large-format cards for introducing new letters and sounds (and revising previously learnt ones) are cleverly designed to include teacher tips on the reverse side, including the lesson objective, say, hear, write, read and spell directions, and word lists.

Condensed steps of the lesson routine

Reminder of how to say the sound

Introduce the new grapheme (letter/s)

Introduce the new phoneme (sound) using key word / picture

Lesson 12
/h/ as in hat

Revision
Do snappy sounds using Teaching Cards: i, o, d, a, c. Students say the sound quickly when you show the card.
Do snappy words using flashcards: gap, rig, on, cat, cap, can. Students say the sounds and blend them to read the word.

Lesson objective
Share and check understanding of the lesson objective: 'We are learning a new phoneme and grapheme to read and spell new words. Our new phoneme is /h/.'

Say
Model saying the sound: '/h/ is short, quiet sound. I open my mouth and puff air out of my mouth to say it. I do not use my voice.'
Point to the picture on this card. This is a hat. The first sound you can hear in 'hat' is /h/.

Point to the grapheme 'h' on this card. This is how we write the sound /h/.

Say it together: 'h/.' Point to the picture and then the grapheme: 'hat, /h/ hat, /h/...'. Ask: 'What is the new sound?'

Hear
Practise phonemic awareness. Show 4-6 items or pictures, starting with the sound /h/ (e.g. hat, house, hand, hair, hawk). Show 1-2 non-examples (e.g. cat). Say the name of each item. Tell students whether or item begins with the /h/ sound or not.
Say the name of each item together. Ask students to select one of the items: 'Does this begin with our new sound /h/? Do thumbs up or thumbs down. Show your partner! Now show me!'

Write
Write the grapheme 'h' on the board and say the sound /h/. Repeat.
When I point here (to 'h') you say /h/. Repeat.
Next, practise skywriting 'h'. Now write it on your mini whiteboard and 'chin it!'

Read
Write some words on the board using the word list on this card. Model sounding out and blending to read the word, while tracing your finger below the word.
Students read words on the board, tracing with their fingers as they sound out and blend to read the word. Try with some captions listed on this card.

Spell
Say a word from the word list. Model segmenting to spell the word using fingers and dashes.
Dictate words and captions for students to write on mini whiteboards. Ask them to 'chin it' to check for understanding. Play 'Sound swap', if time allows.

Review
Today we learnt the phoneme /h/. What did we learn, everyone?
Ask students to read words from the list you wrote on the board earlier. We can also read and write these words. Let's read them together. What words can we read?
Complete the application activities.

Word list
had him hot hat
hit hut hop hid
Extension
Han hip hats
Captions
Hop on the cog.
The hut is hot.
A hat hit him.
I hid the hat.
Extension
Han and Dad
had hats on.
Han hops to the hut.

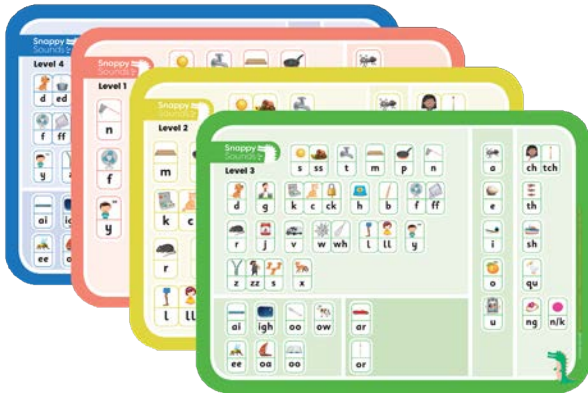
i n d g o c h b e k

FLASHCARDS

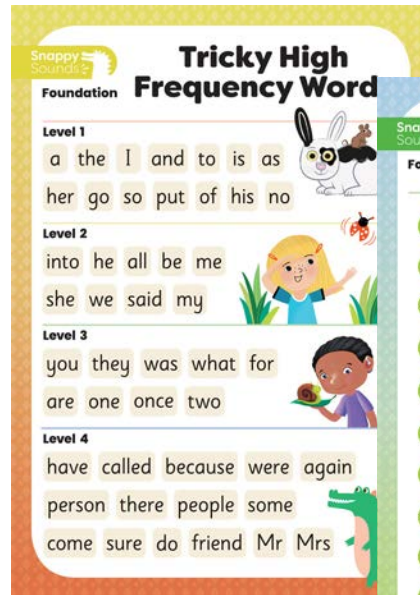
Perfect for Snappy Words revision in your phonics lesson, use these cards to develop proficiency in sounding out and blending. Included with the 200 flashcards cards are instructions for card games for independent practice and small group work, making these a great value, flexible resource.

PLACEMATS & POSTERS

These bright and colourful reference tools will continue your students' letter-sound correspondences exposure during their school day.



Foundation Placemats



Tricky High Frequency Words Poster



Lesson Sequence Poster

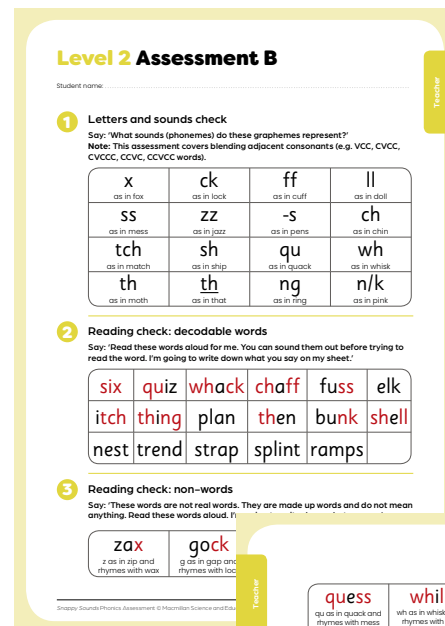
PHONICS ASSESSMENT

Snappy Sounds Assessment supports a regular check on students' phonics knowledge and skills. It is specifically designed to inform phonics teaching by:

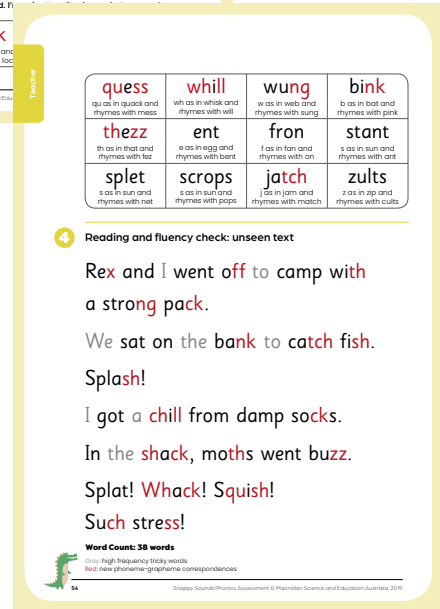
- checking mastery of the phonics knowledge and skills taught during a **Snappy Sounds** level
- revealing gaps in student knowledge and identifying precise areas for extra support or intervention
- providing data to support the teacher's decision to move on to the next level of the Snappy Sounds program.

The Assessment file includes:

- two assessments for every Snappy Sounds level
- lists of decodable words and non-words to check student knowledge of phoneme-grapheme correspondences
- unseen texts to check reading fluency and accuracy in context
- answers and tips in the teacher card
- a tricky high frequency word check
- tracking sheets and marking guidance.



Student card, Level 2 Assessment B



Student card, Level 2 Assessment B

SNAPPY SOUNDS DIGITAL RESOURCES

Digital Teacher Resource Guides and ebooks

The Digital Teacher Resource Guides (one for Foundation – Level 4 and one for Level 5 – 8), provide a comprehensive range of digital support for teachers, to enable them to teach effective synthetic phonics.

The resource guides include:

- Video background information from the series authors into why and how synthetic phonics works
- Audio and video demonstrations of focus sounds
- Lesson planning and implementation support
- Full step-by-step lesson plans including lesson starters, Let's say the word, Let's read the word, Let's write the word
- Downloadable and shareable digitally activity sheets
- A code which gives access to all the online resources including real classroom videos
- Access to all 80 decodable readers as digital ebooks.

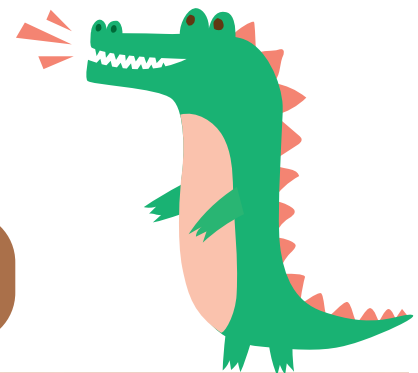
Use in a blended approach

Each pupil could have a physical copy of the book to take home and be supported in an online environment by their teacher using the same book in an e-version. This also enables pupils to share their reading progression with their parents.

Accessing the Digital content within the Teacher Resource Book enables teachers to conduct lessons online with their students using the video support to teach the sounds and letter combinations to build up phonics knowledge. Accessing the digital e-books enables a teacher to conduct a virtual lesson to a group of students. The best result would be a blended approach where the students take a physical copy of the book home and then are supported in an online environment by their teacher.



Each book is also available as an ebook.



Use the QR code to download the Book Sam and follow this lesson plan on the Teacher Card.



The collage contains the following elements:

- A large, bold black letter 'S' on a white background.
- A bright yellow sun with rays.
- A lesson plan titled 'Lesson 1 /s/ as in sun' with sections for Lesson objective, Write, Say, Hear, and Independent practice.
- A book cover for 'Sam' by Kristin Arshon, illustrated by Lily Trotter, showing a white rabbit with a brown mouse on its back.
- A small '1' in a circle at the bottom right of the collage.
- The letters 's a t m' in a row at the bottom of the collage.

Decodable Readers

Snappy Sounds Level 1										
Focus Letters and Sounds	s a i m	p i n	d g o	c h b	e k f	r u l	j v	w y z	Revision & Consolidation	Revision & Consolidation
Level 2										
Focus Letters and Sounds	x c k	f f l l s s z z	VCC and CVCC words; Suffix: -s	CCVC words	CCCVC and CVCCC words	ch tch sh	qu wh	th ng nk	Revision & Consolidation	Revision & Consolidation
Level 3										
Focus Letters and Sounds	a i	e e	igh	oa	ar	Long oo Short oo	or	ow	Revision & Consolidation	Revision & Consolidation
Level 4										
Focus Letters and Sounds	Suffixes: -le -ing	oi	ur	er -er	ear	air	ure	Suffix: -ed	Revision & Consolidation	Revision & Consolidation
Level 5										
Focus Letters and Sounds	/ee/: e ea	/ee/: e-e y	/ai/: a ay	/ai/: a-e ea	/igh/: i ie	/igh/: i-e y	/oa/: o ow	/oa/: o-e oe	Revision & Consolidation	Revision & Consolidation
Level 6										
Focus Letters and Sounds	/y/+oo/: ew ue	/y/ + /oo/: u u-e	long /oo/: ew ue	long /oo/: u-e ui	Split vowel digraphs	/ow/: ou	/oi/: oy	/r/: wr; /n/: kn	Revision & Consolidation	Revision & Consolidation
Level 7										
Focus Letters and Sounds	/s/: c ce se st	/j/: g dge ge	/z/: s ze se	/er/: ir or	/ar/: a al	/or/: a al	/or/: aw au	short /oo/: u ou	Revision & Consolidation	Revision & Consolidation
Level 8										
Focus Letters and Sounds	/u/: o; /e/: ea	/o/: a; /i/: y	/v/: ve	/ear/: are ear ere	/or/: oar ore	/f/: ph; /m/: mb	/uh/+/l/: -el -il -al	/k/: ch	Revision & Consolidation	Revision & Consolidation

GETTING STARTED WITH SNAPPY SOUNDS

How you use and what you need to start teaching effective synthetic phonics depends very much on your classroom set up. We've given you a few options below to help, but please contact your local representative who will be able to guide your decision making.

Whole class teaching on a limited budget

One printed copy of each decodable reader for each child in the classroom. This means each child has a book to take home to read to a parent or guardian.

The Teacher Kit for Foundation and Level 1 – this gives you the key framework for teaching as the Teacher Kit includes digital access to professional development videos that will show all your teachers how to sound out, and teach synthetic phonics. You will also have access to the ebook versions of the decodable readers – great if you need to do any virtual teaching. The Teacher Kit also includes all the teaching cards for each new sound and letter - and a complete lesson plan – saving teachers time and giving confidence to deliver truly effective lessons. Note that the high quality of the books and the teaching cards mean that they can easily be cleaned for re-use.

Teaching in small groups or sets on a limited budget

One printed copy of each decodable reader for each child in your set. This means each child in your set has a book to take home to read to a parent or guardian. By teaching in sets rather than whole class you may be able to have fewer copies of each book and you can rotate them provided you start each set on consecutive weeks as they need to learn each sound and letter in the correct order.

The Teacher Kit for Foundation and Level 1 – this gives you the key framework for teaching as the Teacher Kit includes digital access to professional development videos that will show all your teachers how to sound out, and teach synthetic phonics. You will also have access to the ebook versions of the decodable readers – great if you need to do any virtual teaching. The Teacher Kit also includes all the teaching cards for each new sound and letter - and a complete lesson plan – saving teachers time and giving confidence to deliver truly effective lessons. Note that the high quality of the books and the teaching cards mean that they can easily be cleaned for re-use.

Assessment Pack – essential tool where a school needs to show progression

If you want to be sure that each child is progressing and identify where they might need more support, the Assessment Pack is a great tool to help with this. The Assessment Pack contains a handholding script so that teachers can be sure each child is building up their knowledge in a sequential way and thus developing their reading skills. This is ideal for any head of department who needs to be able to show progression.

Teacher Resource Packs – include resources that add interest and depth to lessons

This pack, one for Foundation and one for Level 1, includes the Teacher Lesson Kit – as above - access to the digital resources, access to the ebooks and online cpd, and the essential teaching cards which provide the lesson plans and the Assessment Pack. In addition there are classroom posters for quick and easy reminders of the explicit lesson plan, extensive flashcards which can be used in the classroom to aid effective lessons, and placemats. The placemats are a great way to support children learning phonics as they can use them every day as an aid to remember the letters and sounds they have learnt. There are 8 placemats, one for each level so they build as a child develops their knowledge and confidence.

ISBN	PRODUCT
9781420247404	Snappy Sounds Foundation Lesson Kit
9781420247596	Snappy Sounds Year 1 Lesson Kit
9781420247435	Snappy Sounds Foundation Teacher Resource Pack
9781420247626	Snappy Sounds Year 1 Teacher Resource Pack
9781420247640	Snappy Sounds Phonics Assessment Kit

Reader Packs

Each pack contains 1 copy of all 10 titles in the Level.

ISBN	PRODUCT
9781420247114	Foundation Level 1 Pack
9781420247121	Foundation Level 2 Pack
9781420247138	Foundation Level 3 Pack
9781420247145	Foundation Level 4 Pack
9781420247152	Year 1 Level 5 Pack
9781420246667	Year 1 Level 6 Pack
9781420246674	Year 1 Level 7 Pack
9781420246681	Year 1 Level 8 Pack

Teacher Resources

PRODUCT	DESCRIPTION
Snappy Sounds Foundation Lesson Kit	Teaching Cards and Teacher Resource Book + digital code
Snappy Sounds Year 1 Lesson Kit	Teaching Cards and Teacher Resource Book + digital code
Snappy Sounds Foundation Teacher Pack	Foundation Poster Pack Foundation Placemat Pack Foundation Flashcards Foundation Teacher Resource Book + digital code Teaching Cards Snappy Sounds Assessment Kit
Snappy Sounds Year 1 Teacher Pack	Year 1 Poster Pack Year 1 Placemat Pack Year 1 Flashcards Year 1 Teacher Resource Book + digital code Teaching Cards Snappy Sounds Assessment Kit
Snappy Sounds Phonics Assessment	File containing assessment cards and tracking sheets + digital code



Talk About Texts

A talk and vocabulary-focused approach to enhance and develop literacy skills through reading

FOUNDATION-YEAR 3

***Talk About Texts* integrates the teaching of reading, vocabulary and oral language into one rich and effective reading programme to help you to achieve more!**

Research shows that robust vocabulary and oral language instruction is essential for positive reading comprehension outcomes. With that in mind, *Talk About Texts* seamlessly embeds a range of strategies to teach students four elements of oral language:

- listening and responding
- building vocabulary
- having conversations
- questioning

The Teacher's Editions and Teacher Guides save you preparation time and free you up to concentrate on your students and their next steps. The focused questions, answer frameworks, vocabulary flashcards and assessments have been carefully created by teaching professionals to provide everything you need to get started with this exciting and interactive approach!

The series includes:

- 160 Student Books
- 160 Student eBooks
- 160 Teacher's Editions corresponding to each Student Book
- Teacher Resource Guide gives you access to ebook versions of each of the books in each level.



At a glance

NOW ADDED!

TALK ABOUT TEXTS COMPONENTS	STUDENT BOOKS	STUDENT eBooks	TEACHER'S EDITIONS	TEACHER GUIDES + DIGITAL TEACHER RESOURCES + FLASHCARDS
FOUNDATION READING LEVELS 1-8	 <p>45 titles</p>	 <p>45 eBooks</p>	 <p>45 titles</p>	 <p>1 Teacher Guide</p>
YEAR 1 READING LEVELS 9-16	 <p>40 titles</p>	 <p>40 eBooks</p>	 <p>40 titles</p>	 <p>1 Teacher Guide</p>
YEAR 2 READING LEVELS 17-23	 <p>40 titles</p>	 <p>40 eBooks</p>	 <p>40 titles</p>	 <p>1 Teacher Guide</p>
YEAR 3 READING LEVELS 24-30+	 <p>35 titles</p>	 <p>35 eBooks</p>	 <p>35 titles</p>	 <p>1 Teacher Guide</p>

TEACHER GUIDES

These focused support resources include sample lesson plans, reading strategies and talk strategies.

- Quality professional development is integrated in quick and easy to digest formats to save you time
- Each book comes with access to Digital Teacher Resources, including videos of best practice classroom footage and advice
- Neat Flashcards containing Vocabulary for Talking and key sentence frames to teach and embed the academic vocabulary which is systematically introduced in the Teacher's Editions
- Practical assessment resources including rubrics, tracking grids and student activity sheets.
- Available as eBooks with audio, accessible with the Teacher Guide codes

Levels 1-8 • 9781420242003
 Levels 9-16 • 9781420242416
 Levels 17-23 • 9781420242829
 Levels 24-30+ • 9781420241181

Each Teacher Guide comes with Digital Teacher Resources and Flashcards



STUDENT BOOKS AND eBooks

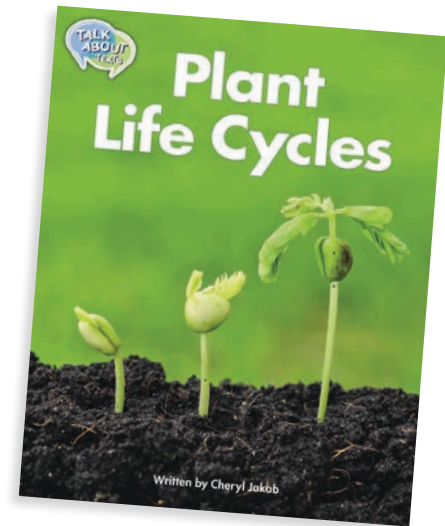


Each Student Book is finely levelled to systematically build students' reading skills and confidence.

The **Talk About Texts** Student Books include:

- full coverage of text types, enabling students to build robust comprehension skills across a broad range of texts
- links to other learning areas of the Curriculum, including Science, Humanities and Social Sciences, and The Arts, allowing you to match texts to your teaching topics and students' interests
- post-reading activities at the end of every book, providing opportunities for students to develop personal responses to the text by thinking, talking and writing.

eBook versions of the Student Books are available online for independent reading on a tablet device or computer, or for shared reading on an interactive whiteboard. Optional audio supports development of fluency and expression during independent reading.



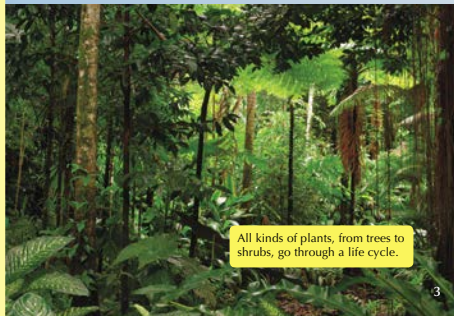
Contents

What is a Life Cycle?	3
Flowering Plants	5
Non-Flowering Plants	14
Plants that Produce Clones	18
Threats to Plant Life Cycles	20
Glossary	22
Index	23

What is a Life Cycle?

A life cycle is a series of stages a living thing goes through in its life. For example, the life cycle of a frog has four stages – egg, tadpole, froglet and adult frog. The stages form a cycle. The cycle repeats when the living thing **reproduces**.

Plants are living things with life cycles. There are nearly 400 000 plant **species** on Earth. Some species live for just a few weeks. Others live for hundreds of years. During their lives, plants go through the various stages of their life cycles.



All kinds of plants, from trees to shrubs, go through a life cycle.

Student Book, Plant Life Cycles

Seeds, Spores, Cones and Clones

Most plants start their life cycles as **seeds** or **spores** that have fallen to the ground. Plants that start as seeds belong to one of two groups – plants with flowers and plants that produce cones. Other types of plants produce seed-like cells called spores. Some plants even create **clones** of themselves!



A tiny speck-like seed floating in the air can land on the ground and eventually become a plant.

Flowering Plants

Plants that produce flowers at some stage in their life cycle are known as flowering plants. Some examples of flowering plants are roses, apples and zucchinis.

Flowers on a flowering plant produce one or more seeds. In many flowering plants, a part of the flower grows into fruit. The fruit protects the seeds inside.



Flowering plants are found in many different habitats, such as forests, grasslands and deserts.

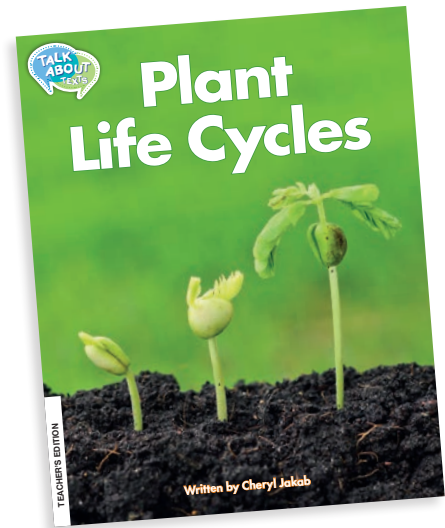
Student Book, Plant Life Cycles

TEACHER'S EDITIONS



Teacher's Editions accompany each of the 160 Student Books.

From the outside, the Teacher's Edition looks just like the Student Book, allowing you to discreetly access your teaching notes whilst leading the guided reading group. The notes embed the oral language approach and vocabulary instruction throughout, providing everything you need for an effective lesson in one place. The wrap-around format will also save you valuable preparation time, freeing you up to bring the lesson to life and to focus on individual differentiation.



Say
Let's read pages 4 and 5 together. Then read them again to yourself.


Read
Read pages 4-5 with the students and then allow time for them to read these pages again by themselves.

Check Understanding

- Which two groups can plants that start as seeds belong to?
- Where are flowering plants found?
- What do the fruits of flowering plants do?
- What is another word the author could have used instead of 'produce'?
- What does the word 'cells' mean?

Seeds, Spores, Cones and Clones

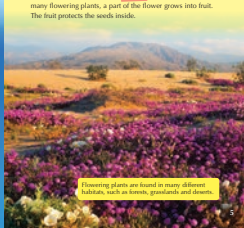
Most plants start their life cycles as seeds or spores that have fallen to the ground. Plants that start as seeds belong to one of two groups – plants with flowers and plants that produce cones. Other types of plants produce seed-like cells called spores. Some plants even create clones of themselves!



Flowering Plants

Plants that produce flowers at some stage in their life cycle are known as flowering plants. Some examples of flowering plants are roses, apples and zucchinis.

Flowers on a flowering plant produce one or more seeds. In many flowering plants, a part of the flower grows into fruit. The fruit protects the seeds inside.



Talk

Can you retell what you have read in the order in which you read it? What was the first idea you read on these pages? What was the next idea?

First, I read about _____

Next, I read about _____

What was the last thing you read about on these pages?

Finally, I read about _____

Teacher's Edition, Plant Life Cycles

Say
Read pages 14 and 15 silently then aloud.

Read
Ask the students to read pages 14-15 silently and then aloud.

Check Understanding


- What are three non-flowering plants?
- What are two plants that produce cones?
- Which cone produces the seeds?
- What does the word 'structures' mean?


Non-Flowering Plants

Non-flowering plants do not produce flowers during their life cycle. Conifers, mosses and ferns are examples of non-flowering plants.

Plants that Produce Cones

The seeds of some non-flowering plants grow in hard structures called cones. Conifers such as pine and spruce trees are examples of plants that produce cones.





Some cones are male and others are female. The wind carries pollen from the male cones to the female cones. The female cones produce seeds. The seeds usually get carried away from the adult plant by the wind.

Conifer seeds are called naked seeds because they do not have a seed coat. They are very light, so they are able to float in the air. When they reach the ground, they can germinate and grow into new plants.

Talk

How might very light seeds be spread around?

Very light seeds _____

What has the author told you about non-flowering plants on these two pages? Retell what you learnt in the order you read about them.

First, I found out that non-flowering plants _____

Then, I found out _____

Teacher's Edition, Plant Life Cycles

TALK ABOUT TEXTS FOUNDATION

READING LEVELS 1–8

45 Books

READING LEVEL						
1	<td> N</td> <td> IR</td> <td> FD</td> <td> N</td> <td></td>	N	IR	FD	N	
2	N	FD	FR	IR	N	N
3	FD	N	P	N	N	FD
4	IR	N	IR	N	N	IR
5	N	IR	N	FD	N	
6	P	N	N	FD	N	FD
7	IR	N	N	IR	FD	
8	IR	FD	IR	N	N	P

Available as: Level Packs

- Talk About Texts Level 1 Pack (Student Books Only) • 9781420243819
- Talk About Texts Level 2 Pack (Student Books Only) • 9781420243826
- Talk About Texts Level 3 Pack (Student Books Only) • 9781420243833
- Talk About Texts Level 4 Pack (Student Books Only) • 9781420243840
- Talk About Texts Level 5 Pack (Student Books Only) • 9781420243857
- Talk About Texts Level 6 Pack (Student Books Only) • 9781420243864
- Talk About Texts Level 7 Pack (Student Books Only) • 9781420243871
- Talk About Texts Level 8 Pack (Student Books Only) • 9781420243888

KEY

- | | |
|------------------------------|---------------------------------|
| Imaginative | Informative |
| N • Narrative | E • Explanation |
| LR • Literary Recount | FD • Factual Description |
| PS • Playscript | FR • Factual Recount |
| Persuasive | IR • Information Report |
| D • Discussion | P • Procedure |
| EX • Exposition | |
| R • Response | |

TALK ABOUT TEXTS 1

READING LEVELS 9–16

40 Books

READING LEVEL					
9	 FD	 N	 N	 N	 IR
10	 N	 N	 N	 FD	 FD
11	 N	 P	 N	 N	 IR
12	 IR	 N	 N	 FD	 IR
13	 FD	 N	 N	 IR	 N
14	 N	 N	 FD	 IR	 IR
15	 N	 D	 LR	 IR	 N
16	 IR	 FD	 N	 N	 IR

Available as: Level Packs

- Talk About Texts Level 9 Pack (Student Books Only) • 9781420244304
- Talk About Texts Level 10 Pack (Student Books Only) • 9781420244311
- Talk About Texts Level 11 Pack (Student Books Only) • 9781420244328
- Talk About Texts Level 12 Pack (Student Books Only) • 9781420244335
- Talk About Texts Level 13 Pack (Student Books Only) • 9781420244342
- Talk About Texts Level 14 Pack (Student Books Only) • 9781420244359
- Talk About Texts Level 15 Pack (Student Books Only) • 9781420244366
- Talk About Texts Level 16 Pack (Student Books Only) • 9781420244373

KEY

Imaginative

- N** • Narrative
- LR** • Literary Recount
- PS** • Playscript

Persuasive

- D** • Discussion
- EX** • Exposition
- R** • Response

Informative

- E** • Explanation
- FD** • Factual Description
- FR** • Factual Recount
- IR** • Information Report
- P** • Procedure

TALK ABOUT TEXTS 2

READING LEVELS 17-23

40 Books

READING LEVEL						
17	 N	 N	 N	 FR	 IR	 E
18	 N	 N	 IR	 N	 FR	 IR
19	 E	 N	 N	 N	 EX	 IR
20	 N	 N	 IR	 FD	 EX	 IR
21	 D	 IR	 FR	 N	 N	
22	 LR	 N	 IR	 FR	 P	
23	 IR	 E	 FD	 PS	 LR	 N

Available as: Level Packs

- Talk About Texts Level 17 Pack (Student Books Only) • 9781420244786
- Talk About Texts Level 18 Pack (Student Books Only) • 9781420244793
- Talk About Texts Level 19 Pack (Student Books Only) • 9781420244809
- Talk About Texts Level 20 Pack (Student Books Only) • 9781420244816
- Talk About Texts Level 21 Pack (Student Books Only) • 9781420244823
- Talk About Texts Level 22 Pack (Student Books Only) • 9781420244830
- Talk About Texts Level 23 Pack (Student Books Only) • 9781420244847

KEY

Imaginative

- N** • Narrative
- LR** • Literary Recount
- PS** • Playscript

Persuasive

- D** • Discussion
- EX** • Exposition
- R** • Response

Informative

- E** • Explanation
- FD** • Factual Description
- FR** • Factual Recount
- IR** • Information Report
- P** • Procedure

TALK ABOUT TEXTS 3

READING LEVELS 24–30+

35 Books

READING LEVEL						
24	 FD	 N	 IR	 D	 N	 N
25	 E	 FD	 N	 N	 N	
26	 N	 FR	 R	 N		
27	 IR	 LR	 P	 N		
28	 FD	 E	 N	 N		
29	 EX	 IR	 N	 LR		
30	 IR	 EX	 N	 PS		
30+	 FR	 E	 EX	 N		

Available as: Level Packs

- Talk About Texts Level 24 Pack (Student Books Only) • 9781420245219
- Talk About Texts Level 25 Pack (Student Books Only) • 9781420245226
- Talk About Texts Level 26 Pack (Student Books Only) • 9781420245233
- Talk About Texts Level 27 Pack (Student Books Only) • 9781420245240
- Talk About Texts Level 28 Pack (Student Books Only) • 9781420245257
- Talk About Texts Level 29 Pack (Student Books Only) • 9781420245264
- Talk About Texts Level 30 Pack (Student Books Only) • 9781420245271
- Talk About Texts Level 30+ Pack (Student Books Only) • 9781420245288

KEY

Imaginative

- N • Narrative
- LR • Literary Recount
- PS • Playscript

Persuasive

- D • Discussion
- EX • Exposition
- R • Response

Informative

- E • Explanation
- FD • Factual Description
- FR • Factual Recount
- IR • Information Report
- P • Procedure



PRIMARY • READING AGES: 4.5 – 9 • READING LEVELS: 1 – 30+

This outstanding series meets the ever-changing needs of students from 4.5 – 9 years of age.

The Programme helps teachers guide students to develop their literacy skills by encouraging them to listen to read, view, speak about, write, create and reflect on a variety of types of text.

It provides features such as:

- print and eBooks across reading levels 1 – 30
- strong phonics and comprehension focus including literal, inferential and evaluative questions
- tightly levelled texts within each reading level
- controlled high-frequency words
- engaging fiction and nonfiction texts
- striking illustrations and vivid photos that bring the content to life
- simple structure for ease of planning.

The Teacher's Guide provides full support for teachers on scope and sequence, word counts, text-types, vocabulary and phonics, as well as tools for assessment.

AT A GLANCE

CONNECT COMPONENTS	STUDENT BOOKS	INTERACTIVE STUDENT eBooks	TEACHER GUIDES	LISTENING POSTS	ORAL LITERACY FOR READING AND WRITING
FOUNDATION READING LEVELS 1–8	 40 titles	 24 eBooks	 1 Teacher Guide	 1 Listening Post Audio Disc	 While stocks lasts
CONNECT 1 READING LEVELS 9–16	 40 titles	 24 eBooks	 1 Teacher Guide	 1 Listening Post Audio Disc	 1 Nursery Rhymes and Chants Big Book + Disc 1 Instructional Strategies Cards Box 1 Interactive eBooks on disc
CONNECT 2 READING LEVELS 17–23	 35 titles	 21 eBooks	 1 Teacher Guide	 1 Listening Post Audio Disc	 While stocks lasts
CONNECT 3 READING LEVELS 24–30	 35 titles	 21 eBooks	 1 Teacher Guide	 1 Listening Post Audio Disc	 1 Poetry Big Book + Disc 1 Instructional Strategies Cards Box 1 Interactive eBooks on disc



CONNECT: INTERACTIVE eBooks

PRIMARY • READING AGES: 4.5 – 9 • READING LEVELS: 1 – 30+

These powerful interactive eBook versions of both fiction and non-fiction titles will stimulate young minds and enliven your lessons.

Ideal for use on IWBs or computers, the eBooks provide:

- multiple opportunities to model and practise reading and comprehension skills
- literal, inferential and evaluative comprehension questions
- phonics and vocabulary reinforcement for every spread in the text
- downloadable worksheets addressing phonics/vocabulary, comprehension and writing focus for each book
- video footage in factual texts
- read-to/read-along audio feature
- self-record and playback feature.

Each DVD provides a 'local version' for downloading the eBooks onto a school server.

A full site licence is included.

All eBooks are also available in print.



- Levels 1–8 (24 titles) • 9781458641250
- Levels 9–16 (24 titles) • 9781458641267
- Levels 17–23 (21 titles) • 9781458641274
- Levels 24–30 (21 titles) • 9781458648976



*The online access period is valid for a maximum of four years from the date of purchase. Please note that upgrades or changes to the platform may impact accessibility.

LISTENING POST AUDIO DISCS Audio

PRIMARY • READING AGES: 4.5 – 9 • READING LEVELS: 1-30+

The audio versions of these levelled books can be used by students to develop their aural comprehension and language skills.

An accompanying worksheet for each text provides relevant activities to further support the listening experience.



- Levels 1–8 Disc (40 titles) • 9781458642943
- Levels 9–16 Disc (40 titles) • 9781458642950
- Levels 17–23 Disc (35 titles) • 9781458642967
- Levels 24–30 Disc (35 titles) • 9781458649003

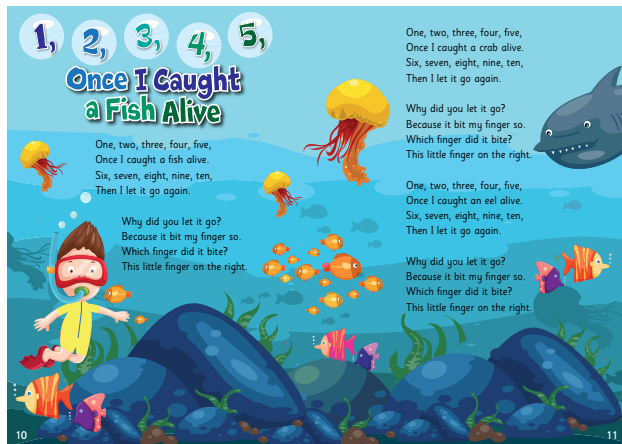


CONNECT: ORAL LITERACY FOR READING & WRITING

PRIMARY • READING AGES: 4.5 – 9 • READING LEVELS: 1 – 30+

Oral literacy skills provide the crucial foundation for developing reading and writing skills.

Springboard Connect Oral Literacy for Reading and Writing provides rich resources to build students' oral literacy skills in meaningful and engaging ways. The components help create a rich language-learning environment with multiple opportunities for the development of oral interaction.



2 BIG BOOKS



- Nursery Rhymes and Chants Big Book 1
– Foundation and Year 1
- Poetry Big Book 2 – Years 2 and 3

Nursery rhymes and poetry help familiarise students with the sounds and nuances of spoken language. The inside front cover 'at-a-glance' Teacher Notes provide an explicit focus on oral literacy and vocabulary.

Each book comes with a disc that contains an eBook (PDF) edition of the book and the Teacher Notes.

Nursery Rhymes and Chants Big Book 1 (F-Year 1) • 9781458650177
Poetry Big Book 2 (Years 2-3) • 9781458650184



2 INSTRUCTIONAL STRATEGIES CARDS BOXES

Forty cards per box provide a wealth of strategies for teaching different aspects of oral literacy in three broad areas: everyday interactions, speaking and listening, and vocabulary. The card format allows for quick and easy classroom use.

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Instructional Strategies Cards Box 2 (Years 2-3) • 9781458650160



Oral Literacy Interactive eBook Disc 1 (F-Year 1) • 9781458650191
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CONNECT FOUNDATION

READING LEVELS 1 – 8

40 Student Books

Also available as an eBook:

Interactive eBook

Oral Literacy Interactive eBook

READING LEVEL	A	B	C	D	E
1	N	FD	LR	N	LR
2	N	L	N	IR	FR
3	FD	LR	LR	N	FD
4	FD	LR	FD	N	N
5	FD	N	N	LR	FD
6	FR	LR	N	IR	N
7	LR	LR	FD	LR	IR
8	N	LR	LR	IR	P

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KEY

- FD • Factual Description
- FR • Factual Recount
- IR • Information Report
- LR • Literary Recount
- N • Narrative
- N(L) • Narrative (Legend)
- P • Procedure

CONNECT 1

READING LEVELS 9 – 16

40 Student Books

Available as: Level Packs (each pack contains one each of 5 titles)





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 Connect Level Pack 12 • 9781458641816 Connect Level Pack 16 • 9781458641854

READING LEVEL	A	B	C	D	E
9	eb N	eb N	eb IR	eb FD	eb N
10	eb LR	eb N	eb N	eb IR	eb IR
11	eb N	eb N	eb P	eb N	eb IR
12	eb N	eb LR	eb N	eb FD	eb IR
13	eb N	eb N	eb IR	eb N	eb IR
14	eb N	eb N	eb IR	eb N(L)	eb IR
15	eb N	eb N	eb N	eb IR	eb FD
16	eb N	eb IR	eb IR	eb N	eb LR

CONNECT 2

READING LEVELS 17 – 23
35 Student Books

Also available as an eBook:

-  Interactive eBook 
-  Oral Literacy Interactive eBook 

READING LEVEL	A	B	C	D	E
17	  N	  IR	  E	  IR •	  N(M)
18	  N	  N	  FD	  IR	  E
19	  N	  N •	  IR	  N(M)	  E
20	  N	  FD	  N	  FD	  E
21	  N	  N	  N	  FD	  FD
22	  N	  E	  N	  IR	  E
23	  LR	  N	  FD	  IR	  P

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- Connect Level Pack 20 • 9781458641908
- Connect Level Pack 21 • 9781458641915
- Connect Level Pack 22 • 9781458641922
- Connect Level Pack 23 • 9781458641939



KEY

- FD • Factual Description
- FR • Factual Recount
- IR • Information Report
- LR • Literary Recount
- N • Narrative
- N(L) • Narrative (Legend)
- P • Procedure

CONNECT 3

READING LEVELS 24 – 30
35 Student Books

Also available as an eBook:

-  Interactive eBook
-  Oral Literacy Interactive eBook

READING LEVEL	A	B	C	D	E
24	  N	  N	  IR	  D	  IR
25	  LR	  N	  D	  IR	  IR
26	  N	  RC	  IR	  D	  N
27	  N	  E	  P	  D	  N
28	  N	  DI	  RC	  IR	  N
29	  N	  N	  EX	  D	  E
30	  N	  IR	  N	  IR	  IR

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 Connect Level Pack 25 • 9781458649614 Connect Level Pack 29 • 9781458649652
 Connect Level Pack 26 • 9781458649621 Connect Level Pack 30 • 9781458649669
 Connect Level Pack 27 • 9781458649638

KEY

D • Description	LR • Literary Recount
DI • Discussion	N • Narrative
E • Explanation	N(M) • Narrative (Myth)
EX • Exposition	P • Procedure
FD • Factual Description	RC • Recount
IR • Information Report	

LEARN-ABOUTS

LOWER PRIMARY • READING AGES: 4.5 – 7 • READING LEVELS: 1 – 16



There's no better way to teach nonfiction skills in lower primary classrooms.

Written from a child's perspective, *Learn-Abouts* uses informative topics, engaging photos and interesting visual literacy features to captivate young students' minds.

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The supporting Teacher Notes provide:

- vocabulary activities
- comprehension activities
- reading and writing skills
- photocopiable sheets.

Free Teacher Notes available from:
www.macmillanic.com



Bugs and Beetles BLM 2

Name: _____

Sort the insects from smallest to biggest.
Use the table on page 15 to help you.

praying mantis	ladybird	flea
June bug	elephant beetle	dung beetle

What am I? Write and draw your answer.

I am a black beetle.
I get rid of dung.
I lay eggs in dung.
My babies eat the dung.

I am a _____

Reproducible page

Bugs and Beetles Science Level 11

Strand: Life Science Theme: Animals

Purpose for Reading: To build knowledge of different types of bugs and beetles.

Comprehension Strategies: Making connections to text, recognizing factual text features, asking and answering questions, extracting information, comparing and contrasting.

Vocabulary:
Dictionary Words: dung beetle, flea, ladybird, June bug, praying mantis
Illustration Words: antennae, enlarged photo, ladybird, pincer-like front leg, stripes, stomp, small flight-pronging wings, on, be, big, do, down, from, get, has, have, it, like, make, one, see, of, some, their, they, there, was, very, what, will, with, your

Before Reading:
• Invite students to share what they know about bugs and beetles. What kind of creature is a bug or a beetle? What is an insect? How big are insects? How many legs do they have? What do they eat?
• Read the title and invite students to share their observations of the cover photos.
• Read the title page together and discuss what these beetles are doing.
• Tell students that this book will give us information about some kinds of bugs and beetles.

Introduce the Picture Dictionary:
• Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask students to describe the insect in each photo. Use questions such as, What color and shape is this insect?

Take a Photo Walk:
• Pages 4-5 Invite students to look at these pages and share what they observe about the bugs. Read the label and caption. What do you notice about the antennae? What else do you know about this bug?
• Pages 6-7 Ask students to look at these pages and describe this insect. Read the captions. What is a pincer? Why might this creature need this? What did this creature get its name? What do you notice about the praying mantis?
• Pages 8-9 Have students look at these pages and describe what these beetles are doing. Read the label and caption and discuss what the beetles are doing with the dung. What do you notice about the hole of the dung? Why does the dung beetle need 'strong legs'? What do you notice about the shape of the dung? Why might it be called 'cow dung'? What might they do with the dung?
• Pages 10-11 Invite students to look at these pages and discuss what they notice. Read the label and caption. What do the words 'stomp' and 'stomp-stomp' tell us about the beetle's feet?
• Pages 12-13 Have students look at these pages and describe what they notice about the flea. Read the label and caption. In what ways does this creature look interesting or unusual? What does it do with its wings?
• Pages 14-15 Invite students to share what they notice about these pages. Read the title of the table and discuss what sort of information it shows.

Praying Mantises

It is a praying mantis.
Mantises
arm places.
Mantises eat other insects.
With the other insects
strong legs.
praying mantises
lizards, and mice, too.



Bugs and Beetles

LEARN-ABOUTS

READING LEVELS 1 – 8

64 Books

Available as: Level Packs (each pack contains one each of 8 titles)

Learn-Abouts Level Pack 1 • 9780732994136

Learn-Abouts Level Pack 2 • 9780732994143

Learn-Abouts Level Pack 3 • 9780732994150



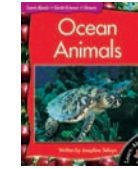

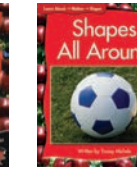





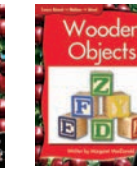


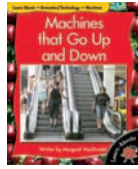

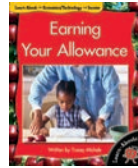




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Learn-Abouts Level Pack 6 • 9780732994181

Learn-Abouts Level Pack 7 • 9780732994198

Learn-Abouts Level Pack 8 • 9780732994204

READING LEVEL	HISTORY / CULTURE	GEOGRAPHY	ECONOMICS / TECHNOLOGY	GOVERNMENT / AUTHORITY	EARTH / SPACE	ENERGY	LIFE SCIENCE	MATTER
1								
2								
3								
4								
5								
6								
7								
8								

LEARN-ABOUTS

READING LEVELS 9 – 16

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Learn-Abouts Level Pack 10 • 9781420206975

Learn-Abouts Level Pack 11 • 9781420207088

Learn-Abouts Level Pack 12 • 9781420207200

Learn-Abouts Level Pack 13 • 9781420207316

Learn-Abouts Level Pack 14 • 9781420207422

Learn-Abouts Level Pack 15 • 9781420207538

Learn-Abouts Level Pack 16 • 9781420207651

READING LEVEL	HISTORY/CULTURE	GEOGRAPHY	ECONOMICS/TECHNOLOGY	GOVERNMENT/AUTHORITY	EARTH/SPACE	ENERGY	LIFE SCIENCE	MATTER
9								
10								
11								
12								
13								
14								
15								
16								

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PRIMARY LANGUAGE



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of learning English



SPELLING RULES!

BEST SELLERS

eSamples IWB

PRIMARY • YEARS K – 6

Spelling Rules! is based on sound learning theory and pedagogy using strategies that successfully embed spelling in the long term memory.

Spelling Rules! systematically develops:

- phonological (the sound of spelling)
- visual (the patterns of spelling)
- morphemic (the function of words)
- etymological (the history of words)
- kinaesthetic (physical writing).

In a fun, engaging and proven to be effective way:

- The student books and Teacher Resource Books work together as a ready-made, whole school spelling programme and can be used independently as stand-alone resources for students and teachers
- Helpful advice on developing a whole school approach, classroom organisation, integrating spelling into curriculum and strategies for teaching spelling
- Includes high frequency words to help increase fluency
- Each unit contains a scope and sequence chart and units of work for students to complete.

- | | |
|---------------------------|-----------------|
| Student Book F | • 9781420236484 |
| Student Book 1 | • 9781420236491 |
| Student Book 2 | • 9781420236507 |
| Student Book 3 | • 9781420236514 |
| Student Book 4 | • 9781420236521 |
| Student Book 5 | • 9781420236538 |
| Student Book 6 | • 9781420236545 |
| Teacher Resource Book F-2 | • 9781420236552 |
| Teacher Resource Book 3-6 | • 9781420236569 |



GRAMMAR RULES!

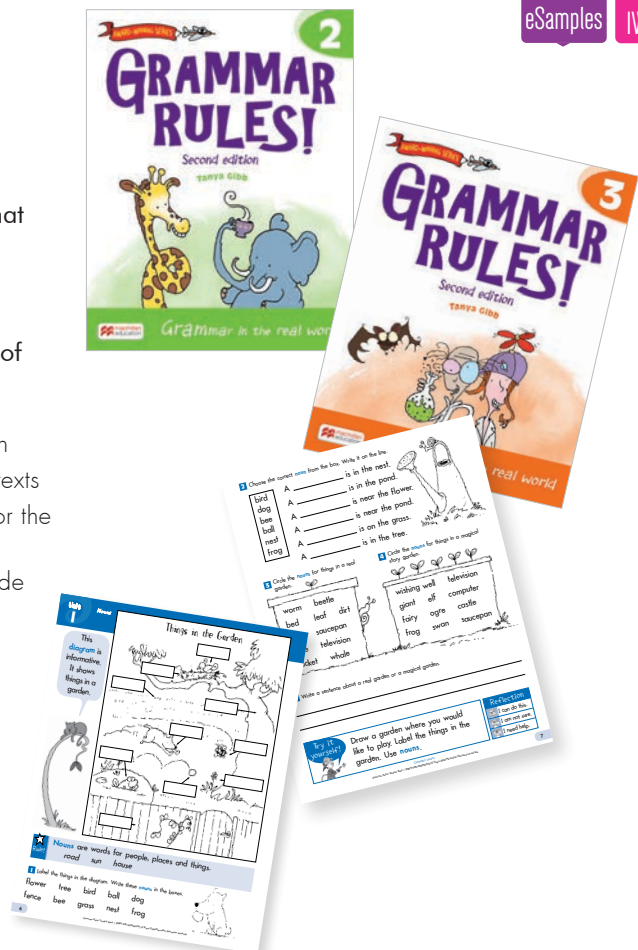
PRIMARY • YEARS 1 – 6

The *Grammar Rules!* provides a context-based approach so that students understand how to use grammar when constructing their own texts and responding to the texts of others.

Students' achieve meaning, from the contextual level of the whole text down to sentence and clause level and to the level of word groups, individual words and word parts.

- Sequential, systematic approach for the whole school — and fun
- Units cover a range of informative, imaginative and persuasive texts
- Each unit is based on a model text that establishes the context for the grammar focus
- Each unit focuses on one or more aspects of grammar and include extension or enrichment to suit the needs of the student.

- | | |
|---------------------------|-----------------|
| Student Book 1 | • 9781420236576 |
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| Student Book 6 | • 9781420236620 |
| Teacher Resource Book 1-2 | • 9781420236637 |
| Teacher Resource Book 3-6 | • 9781420236644 |





HANDWRITING RULES!

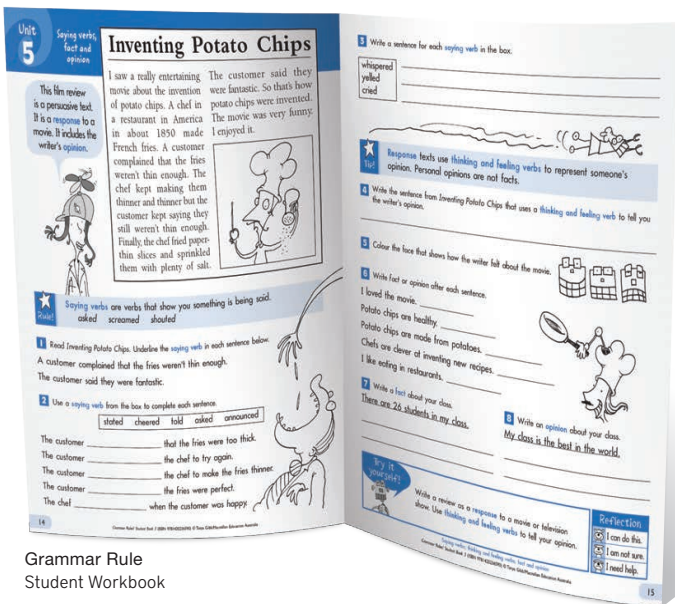
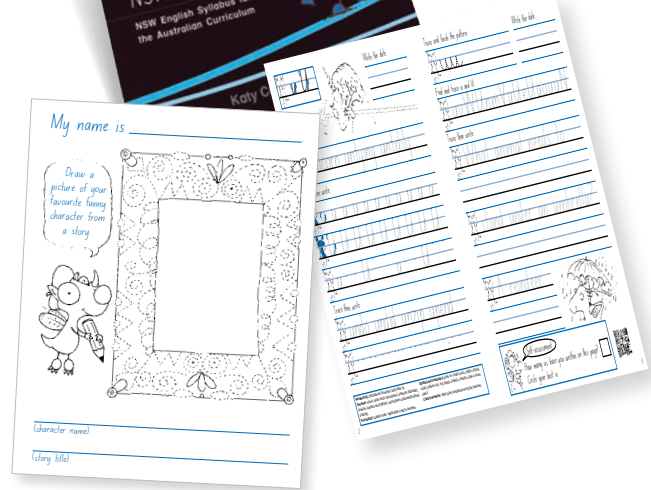
LOWER TO MIDDLE PRIMARY • YEARS K – 4

Handwriting Rules! is designed to support the development of legible, fluent handwriting. It combines a multi-sensory approach with carefully structured layout and humorous illustrations to engage students' interest.

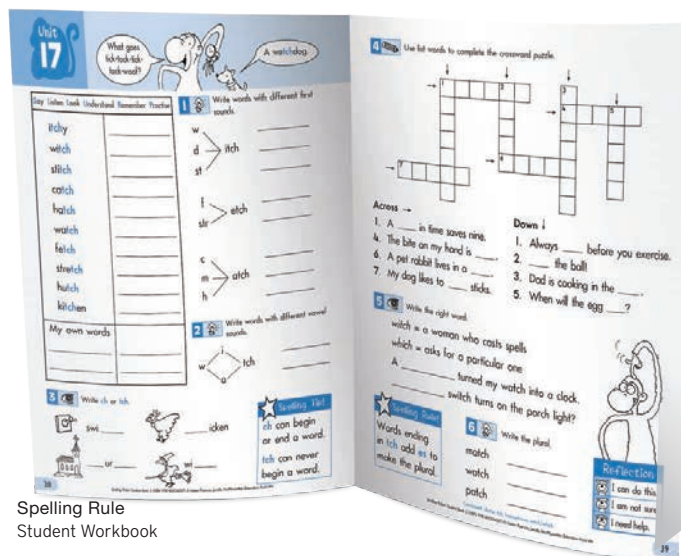
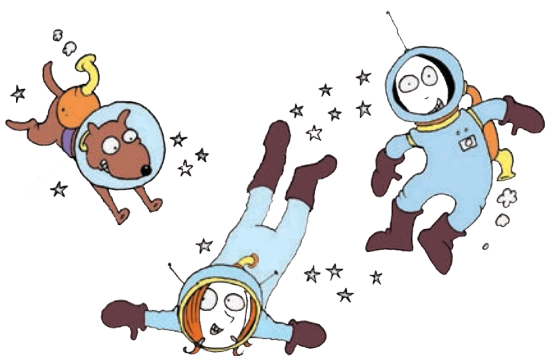
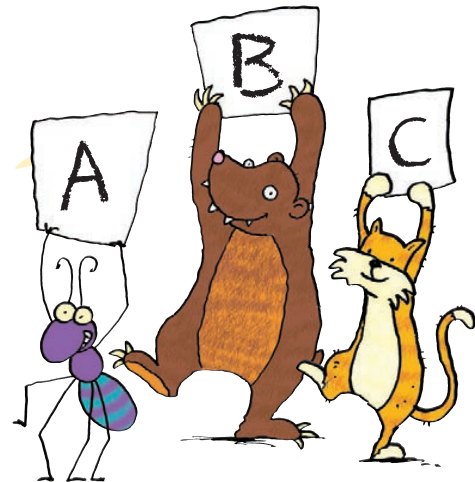
It combines handwriting skills with spelling and vocabulary, grammar and punctuation making it a very effective series for the classroom.

- Fun picture and chant activities provide a multi-sensory context as well as a link to phonics. Rhythmic handwriting patterns and a variety of engaging activities help students develop fine motor control and fluency
- Helpful information for teachers include words to find in the text adding depth and challenge
- QR codes link to animations showing correct letter formation.

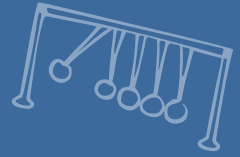
- Handwriting Rules K • 9781458644596
- Handwriting Rules 1 • 9781458644602
- Handwriting Rules 2 • 9781458644619
- Handwriting Rules 3 • 9781458644626
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Grammar Rule Student Workbook



Spelling Rule Student Workbook



PRIMARY MATHS



Unlock the power
of learning maths
in English



max maths primary

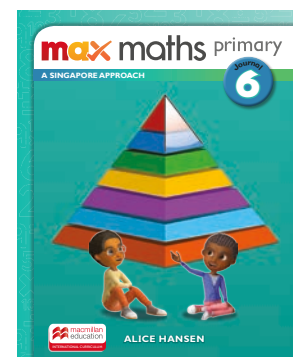
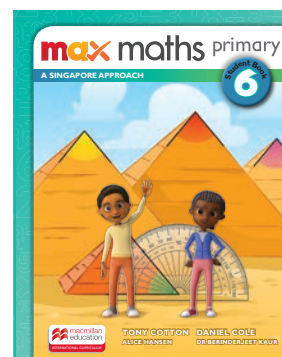
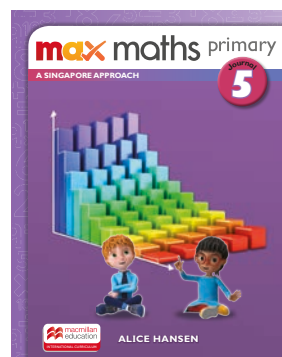
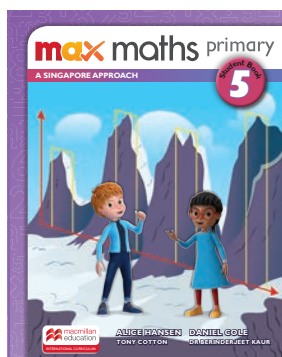
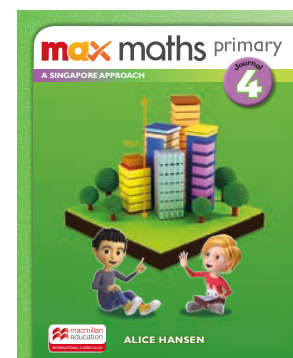
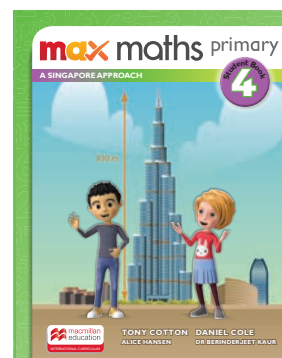
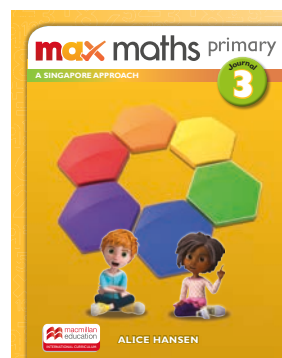
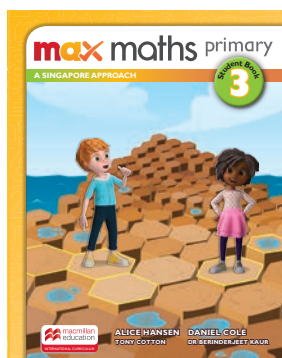
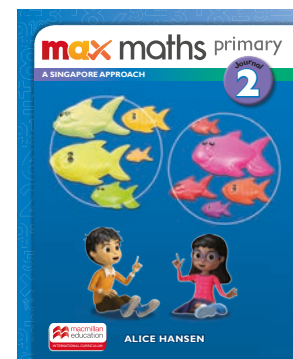
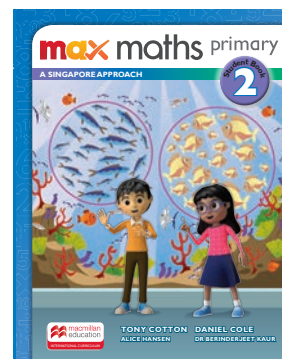
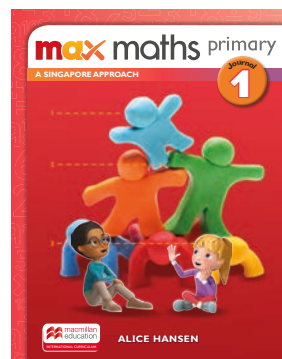
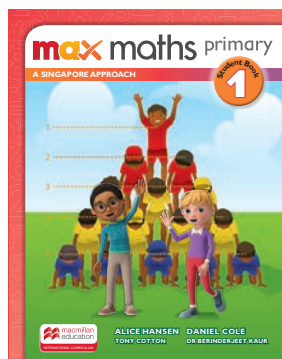
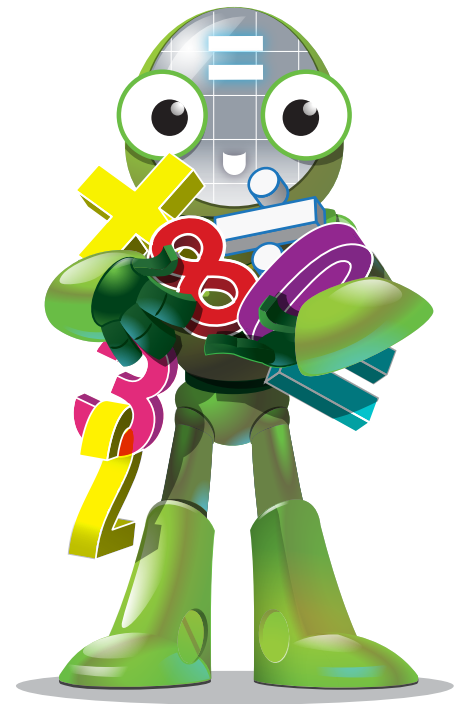
A Singapore Approach

eSamples Tablet Interactive Online IWB Audio Video

PRIMARY • YEARS 1 – 6

Max Maths primary: A Singapore Approach is a highly effective approach to teaching maths, based on research and substantial evidence, where ALL pupils succeed. Each core mathematics concept is taught through a method called Concrete, Pictorial and Abstract.

This methodology ensures students learn to think mathematically as opposed to learning by rote topics and concepts they just don't understand. Max Maths primary, A Singapore Approach will help them develop higher level cognitive skills which will support deeper learning and enable greater progression. The materials take the form of engaging Student Books, Workbooks, Journals and Teacher Guides. The Student Books and Teacher Presentation Kits are available as digital resources.



max maths primary

A Singapore Approach

PRIMARY • YEARS 1 – 6

HOW MAX MATHS PRIMARY ADDS UP

- A consistent approach is used throughout the resources to develop thinking and problem solving skills through both independent and collaborative learning.
- Each resource uses real-world contexts to teach mathematical concepts and activities that support the Concrete-Pictorial-Abstract (CPA) approach. This approach has been proven to develop highly skilled young mathematicians.
- There are clear explanations of new mathematical terms, with colour illustrations to support students whose first language is not English.
- The Teacher Guide also supports teachers by highlighting the language that needs to be learnt in each unit, giving both learner and teacher the tools they need to succeed.
- It is a 100% match to the Cambridge Primary Maths Curriculum Framework (stages 1-6)
- It is an accessible and effective approach with carefully scaffolded activities throughout, ensuring all pupils understand each concept and are confident to move to the next stage.
- To support the Teacher Guide, there are two additional resources which provide step-by-step guidance to help embed the Bar Modelling Method. Written by Singapore Maths expert, Andrew Jeffery, it is an essential tool for using this highly effective method to support pupil attainment.
- It is supported by two specially designed professional development courses. These courses are designed to explain the concepts of Asian Maths pedagogy and how to use them to teach in the classroom.
- The characters in the books are a key way of involving pupils and they form a narrative from Years 1 to 6 as they progress through the content.



TEACHER TRAINING

**WORLD CLASS MATHS :
ASIAN MATHS PEDAGOGY**

PRIMARY LEVEL MATHS TEACHERS

UNIVERSITY OF
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Discover how to use world-class maths teaching methods in your own lessons through this **FREE** online course which will help you apply techniques to your own teaching.

find out more on:
www.macmillanic.com/teacher-training

STUDENT BOOKS (Print and Digital formats available)

The Student Book forms the basis for classroom learning and is in full colour throughout. They guide learners through each mathematical concept. Each new topic has a clear introduction followed by whole class activities to embed the learning. Also included are group and consolidation activities that enable cooperative learning, critical thinking, communication and creativity. Additional practice is clearly linked to the workbooks. End of topic activities test language comprehension as well as topic knowledge.

Counting to 10
Let's Learn Together
 1 Count to 10.

1 one

2 two

3 three

4 four

5 five

Student Book 1

Counting up to 1000
Let's Learn Together
 1 Recall that 10 ones make 1 ten.

I can show how 10 ones make 1 ten using blocks.

I can show how 10 ones make 1 ten using beads.

Also recall that 10 tens make 1 hundred.

I can show how 10 tens make 1 hundred using blocks.

I can show how 10 tens make 1 hundred using beads.

Student Book 3

WORKBOOKS

These are designed for extended practice and consolidation in class, with plenty of additional activities that enable self-guided problem solving. Each topic is clearly cross-referenced through the Student Book. At the end of each Stage, students have a workbook which they can refer back to and shows their progression.

Practice 2: Classifying shapes
 1 The shapes below can be grouped in 2 ways. Put a tick in the box for each correct classification.

(a) Groups of squares and triangles

(b) Groups of triangles, squares and circles

(c) Groups of squares, triangles and rectangles

(d) Groups of grey and red shapes

(e) Groups of green and red shapes

(f) Groups of grey and green shapes

Workbook 4

Practice 2: Expressing one quantity as a percentage of another quantity
 1 Toby bought some eggs. Express the number of white eggs as a percentage of the total number of eggs.

There are white eggs.
 There are eggs altogether.
 Fraction of white eggs = $\frac{\text{input}}{\text{input}}$

Method 1
 Find an equivalent fraction that has a denominator of 100.

$$\frac{\text{input}}{\text{input}} = \frac{\text{input}}{100}$$

So, % of the eggs are white.

Method 2
 $\frac{\text{input}}{\text{input}} \times 100\% = \text{input}\%$
 So, % of the eggs are white.

Workbook 6

JOURNALS

The Journals provide a way to involve parents in the learning process and are designed to be taken home to build upon the work in the classroom and develop students' maths vocabulary skills. Reinforcing the Singaporean Approach they provide a framework for students to reflect on their learning.

I understand I understand a bit I need more time to understand this

4 How well do you understand this topic now? Circle one face for each statement.

- I can explain why changing the order of addition does not change the total.
- I can use the signs +, -, = in number sentences.
- I can write number sentence families.

5 Ask an adult at home to read and sign this.
I have checked learning on this topic.
We have shared some understanding at home.

Signed _____
Date _____
Teacher comment _____
Date _____

80 3 Subtraction within 20

Journal Book 1

Estimating

We have been grouping objects in tens to make a sensible estimate of a number as a range.

I think there are between 50 and 70 buttons.
Hmmm, I think there are between 40 and 60 buttons.

Samir Padma

Do you agree with Samir's or Padma's estimate?
Tell an adult and explain how you worked out your estimate. Now count how many buttons there are. Are you surprised by who was correct?

1 Numbers up to 1 000 11

Journal Book 2

Check your maths!

1 Insert the correct percentage and fraction shown in these grids. The first one has been done as an example.

1% $\frac{1}{100}$

a b

2 Complete the following.

a 25% b 6%

c d

72 10 Percentages

Journal Book 5

Practising my maths language

1 Look at the diagram below showing the children's favourite sports.

$\frac{12}{24}$ of the children prefer athletics. $\frac{4}{24}$ of the children prefer tennis.
 $\frac{8}{24}$ of the children prefer football.

athletics tennis football

Write each fraction using its simplest form.

a of the children prefer athletics.
b of the children prefer tennis.
c of the children prefer football.

2 Read the sentences below about finding the simplest form. Place a tick next to those you agree with and a cross beside those you don't agree with. If you disagree, write why.

a Using the simplest form helps me to understand more difficult fractions easily. For example, $\frac{3}{4}$ is easier to read and use than $\frac{54}{72}$.

b Reducing a fraction involves dividing the numerator and the denominator by the same whole number.

c It is possible to reduce all fractions.

d Reducing a fraction is just the same as finding an equivalent fraction.

e You need a good knowledge of factors, multiples and division to find the simplest form of fractions.

78 8 Fractions

Journal Book 6

TEACHER'S GUIDE

The Teachers' Guide provides help and guidance for managing a class in English with significant subject language support including how to scaffold learning tasks. A suggested instructional approach including Let's try, and Let's learn together activities as well as ideas for practise and challenge.

Teacher's Guide features

Suggested Instructional Approach
These suggested approaches involve whole-class interactive discussion that focuses on the key mathematical concepts involved in the chapter.

Suggested Class Activities
Class activities are practical tasks that learners are encouraged to participate in. The activities are often games or a practical application of the key mathematical concepts being explored within the chapter.

Student book and workbook references
References to student book and workbook pages provide easy access to the correct pages in each document when you are planning and teaching.

Answers
Answers are provided for all student book and workbook questions.

vii

Chapter 1: Numbers up to 20

Counting to 10

Let's Learn Together

Page	Suggested Instructional Approach
4-5	(1) Counting to 10 Count each of the items one by one with the learners on pages 4 and 5. Explain to learners different forms can be used to represent a number. Example pictorial, numeric, symbolic or in words.
6-7	(2) Concept of zero A simple story could be used to relate the concept of 'nothing' to the number 'zero'. Example: There were 2 apples on a tree branch. A boy plucked 1 apple. 1 apple was left. A girl plucked 1 apple. No apple was left, that is, 0 apples were left. Provide simple pictures of objects such as balls or cats in numbers from 1 to 10. Ask learners to count by pointing with their fingers and write the numeral down on the worksheet provided or exercise book. Note: Learners need to count using the orientation from left to right. For learners who are left-handers, take extra care in guiding them to do so. Suggested Class Activity 1 Concrete objects can be introduced. Give each learner a box of 10 buttons. Tell a number within 10 and get the learners to pick them out one by one, counting from 1 to 10. Do WB Practice 1 pages 2 to 6 Suggested Class Activity 2 Organise the learners in small groups. Provide the 'Number and word cards' (RS 1-1.1) to each group. Ask them to cut out the numbers and words and match.

Let's Try It

Page	Answers	Pointers
8-9	<p>(a) 2</p> <p>(b) 3</p> <p>(c) 5</p> <p>(d) 8</p> <p>(e) 7</p> <p>(f) 6</p>	Ask learners to point to the picture of the object as they count to avoid missing a count.

1

NOW INCLUDE
BAR MODELLING BOOKS
ESSENTIAL TEACHER
TRAINING VIDEO
CONTENT

NOW INCLUDE
END-OF-UNIT AND
END-OF-YEAR ASSESS-
MENT



DIGITAL TEACHER PRESENTATION KIT

The Teacher's Presentation Kit is an easy-to-use set of additional resources and support for the teacher.

- **Flashcards** show images that help illustrate the key mathematical concepts covered in the Students Books. You can use the flashcards to support a variety of class games and activities to reinforce students' concept acquisition.
- The **scope and sequence** provides an accurate mapping of all components of Max Maths Primary to the Cambridge International Primary Curriculum. This will help when it comes to short and medium term planning and getting the most out of the Max Maths Primary series.
- Through each stage there are downloadable and printable skills sheets, focusing on problem-solving skills. Each skills sheet will supplement a student book topic.
- Accompanying **Teacher Notes** offer full teacher support for each skills sheet.
- You will also be provided with **word cards** showing images of vocabulary and sentence structures. Teachers can use the flashcards to support a variety of class games and activities to reinforce students' language learning.
- **Bar Modelling Books** – highly effective resources with explicit instruction to support teaching via this method.
- **Teacher Professional Development** videos to show how to implement Max Maths primary, A Singapore Approach.

BAR MODELLING RESOURCES

These practical and highly effective resources have been written by Singapore Maths expert, Andrew Jeffrey, to give confidence to teachers to deliver maths lessons using this highly effective method which is proven to improve pupil attainment.

Book 1 – stages 1 – 2

This book provides

- An introduction to bar modelling - what it is, what it can be used for, and why it is so effective.
- Step-by-step instruction on how to implement bar modelling
- Effective worked examples to give confidence
- Examples of how to add challenge and greater depth questions
- Explicit support to show you how to use Bar Modelling in Stages 1 and 2 and how to put into practice in the classroom

Book 2 – stages 3 – 6

This book provides

- The role of the proven CPA approach in Mathematics
- What pupils should know by the start of Stage 3
- How bar modelling works for Stages 3 – 6
- Step-by-step worked examples
- Practice questions to help you get started quickly with your pupils

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Student Book	9781380008749	9781380012647	9781380012654	9781380012661	9781380012678	9781380012692
Student Book + Digital Student Book	9781380022196	9781380022257	9781380022318	9781380022370	9781380022431	9781380022493
Digital Student Book	9781380022172	9781380022233	9781380022295	9781380022356	9781380022417	9781380022479
Workbook	9781380017741	9781380017789	9781380017826	9781380017864	9781380017901	9781380017949
Digital Teacher Presentation Kit	9781380022189	9781380022240	9781380022301	9781380022363	9781380022424	9781380022486
Teacher Guide	9781380017758	9781380017796	9781380017833	9781380017871	9781380017918	9781380017956
Journal	9781380024800	9781380024817	9781380024824	9781380024831	9781380024848	9781380024855
Max Maths Primary Assessment Book 1				9781380055118		
Max Maths Primary Assessment Book 2				9781380055125		
Max Maths Primary Assessment Book 3				9781380055132		
Max Maths Primary Assessment Book 4				9781380055149		
Max Maths Primary Assessment Book 5				9781380055156		
Max Maths Primary Assessment Book 6				9781380055163		
Max Maths Primary Teacher's Presentation Kit 1				9781380022189		
Max Maths Primary Teacher's Presentation Kit 2				9781380022240		
Max Maths Primary Teacher's Presentation Kit 3				9781380022301		
Max Maths Primary Teacher's Presentation Kit 4				9781380022363		
Max Maths Primary Teacher's Presentation Kit 5				9781380022424		
Max Maths Primary Teacher's Presentation Kit 6				9781380022486		
Bar Modelling Book 1	9781380050229					
Bar Modelling Book 2			9781380050212			

Max Maths primary, A Singapore Approach

max maths primary

A Singapore Approach

ASSESSMENTS

NEW



PRIMARY: MATHS

What's inside the books?

- Guidance on how to successfully implement summative assessment
- End-of-unit assessments that typically cover three chapters' worth of material
- End-of-year assessments
- Mark scheme guidance in line with the Cambridge Assessment International Examinations' standards
- Benchmarked to the standards of the Cambridge Progression Tests
- Available in print to photocopy or as a downloadable resource within the digital Teachers' Presentation Kit (separate purchase).

Assessing maths in your classroom

Assessment in the Primary maths classroom is a tool to evaluate and understand pupils' progress and allow teachers to effectively plan for future learning.

Teachers can use a variety of approaches to assess learning from assessment for learning strategies to summative assessment.

Formative and summative assessment

Formative assessment plays a large part in the day-to-day teaching and planning. Its aim is to develop knowledge and understanding. Because formative assessment is built into the learning process and is dynamic, it allows teachers to progress through units of work without interruption. The key feature of formative assessment is that it allows dynamic decision making and planning for teachers in response to pupils' understanding.

End-of-unit assessments

Max Maths Primary Assessments have unit tests that typically cover three chapters' worth of material. These can be used at the end of a unit or they can be combined and used as end-of-term or semester tests.

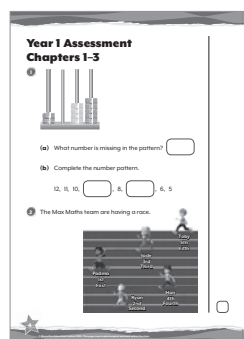
End-of-unit assessments should be used to identify learning and knowledge gained in the unit. It should also be used to set targets as the assessment will identify areas where understanding is not secure. The unit assessments will also allow teachers to effectively plan for future topics that have certain unit objectives as pre-requisites. For example, if a pupil struggled in multiplication and division then they may face issues with areas that require pupils to multiply and divide in the future.

End-of-year assessments

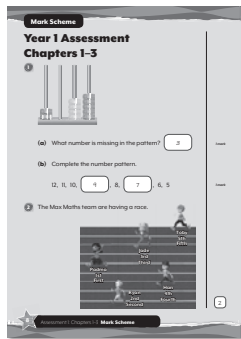
These give teachers an opportunity to assess pupils' understanding of the whole year's work. Key concepts from each chapter will be covered and there will be problem-solving questions to challenge pupils and prepare them for the next stage in their learning. A pupil may have exceeded expectations in the unit assessments but may not have done particularly well in the end-of-year assessment, for example. In this case, a teacher's professional judgement, based on previous assessments and informal assessments, is key to determining the true progress this pupil has made.

Mark scheme guidance

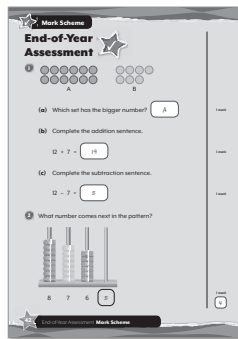
Each assessment comes with its own mark scheme where we provide guidance on how to evaluate pupils' responses. All our mark schemes are in line with the Cambridge Assessment International Examinations' standards.



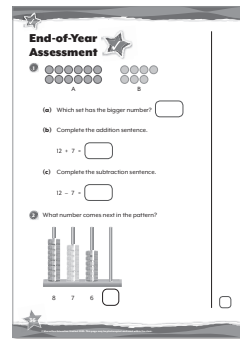
End-of-Unit Assessment



End-of-Unit Mark Scheme



End-of-Year Assessment



End-of-Year Mark Scheme

max maths

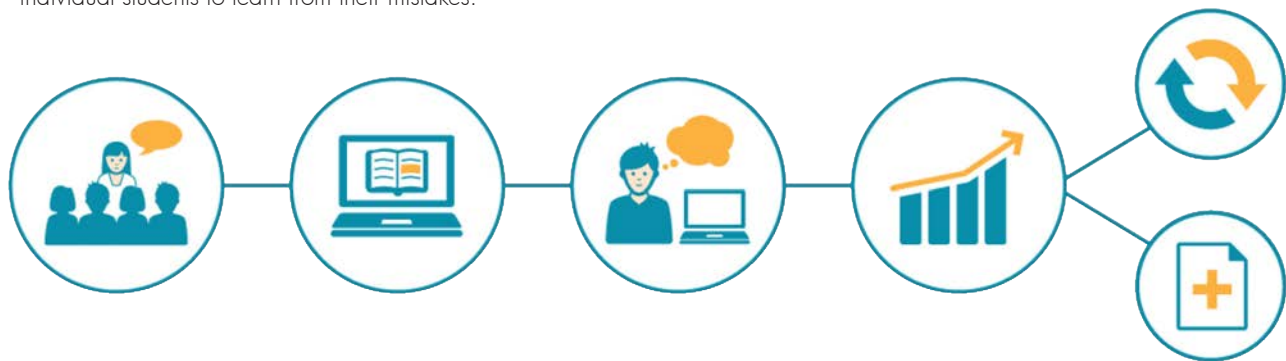
adaptive practice



UPPER PRIMARY — SECONDARY • YEARS 6 – 11

This unique and powerful digital learning platform will help improve your students' ability, and results in mathematics.

Built on the award-winning technology created by bettermarks GmbH, Max Maths Adaptive Practice is an online system that enables individual students to learn from their mistakes.



Teach

Introduce the topic in the lesson as you usually would.

Assign

Give exercises to your students.

Work

The students work through the exercises on the computer.

Evaluate

Evaluate the results with the click of a button.

Follow up

Repeat material or move on to the next topic.

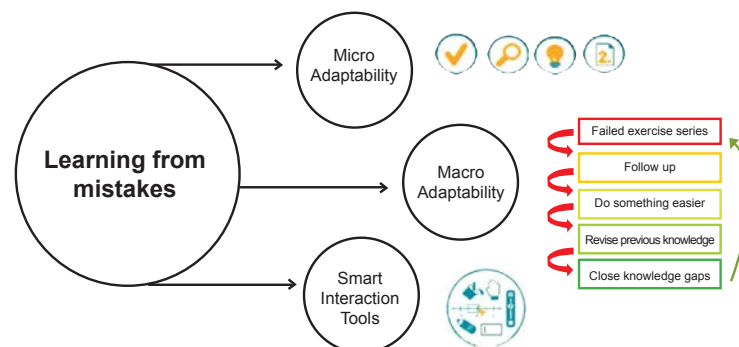
The Max Maths Adaptive Practice system has the following characteristics:

- Micro Adaptivity
- Macro Adaptivity
- Smart Interaction Tools

Micro Adaptivity: Max Maths Adaptive Practice offers interaction tools that enable every possible mistake to be made. It recognises the student input and gives feedback. Additional explanations for every exercise step ensure students fully grasp the concept.

Macro Adaptivity: Students who miss a lesson or forget something will fall behind. Max Maths Adaptive Practice detects the kind of knowledge gaps from the patterns of mistakes made, and gives students a series of exercises that teach the missing skill.

Smart Interaction Tools: It's not only the variety of exercises, but the variety of interaction tools that inspire that 'aha effect' – enabling students to grasp concepts. Other platforms may only use text input or multiple choice questions, whereas Max Maths Adaptive Practice uses over 100 interaction tools such as formula input, drag and drop, sorting, colouring shapes, constructing charts and tree diagrams, plotting functions, drawing points, lines, angles, circles and more.



Max Maths Adaptive Practice works on an annual subscription model with an unlimited number of students per school and location. For further details visit macmillanic.com

Cambridge Assessment International Education	
Cambridge Primary	Years 6
International Baccalaureate	
PYP	Years 6



PRIMARY SCIENCE



Unlock the power
of learning science
in English



max science primary

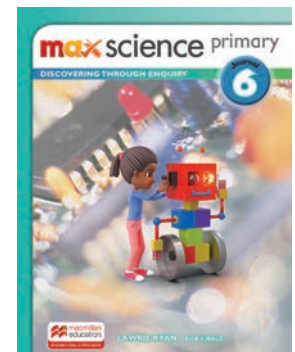
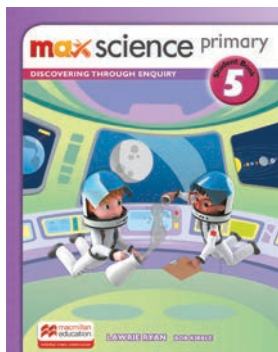
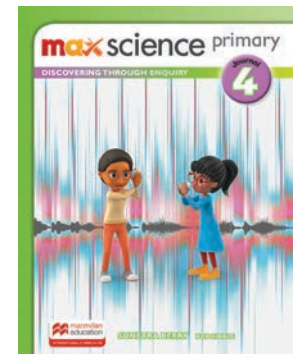
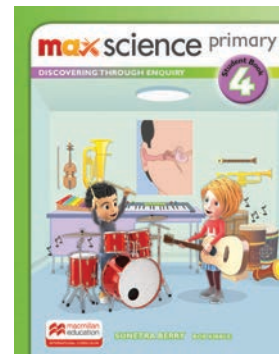
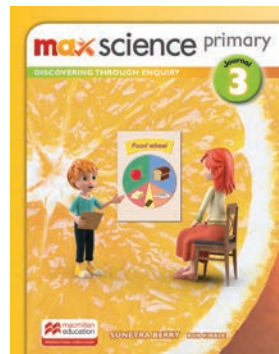
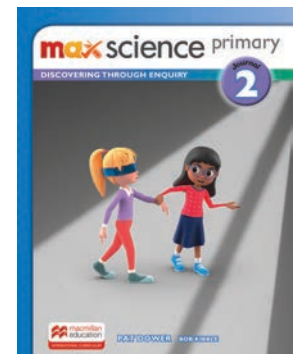
DISCOVERING THROUGH ENQUIRY



PRIMARY • YEARS 1 – 6

Max Science primary: Discovering through Enquiry is a highly engaging and effective print and digital scheme based on the most successful teaching methodologies used in world science today.

Over 6 stages (Years 1 – 6) Max Science primary introduces pupils to the key concepts and topics of primary Biology, Chemistry and Physics with carefully scaffolded resources that build knowledge and confidence throughout the course. The materials take the form of engaging Student Books, Workbooks, Journals and Teacher's Guides. The aim? To encourage curiosity, critical thinking and discussion through a vibrant and stimulating approach to science.



PRIMARY • YEARS 1 – 6

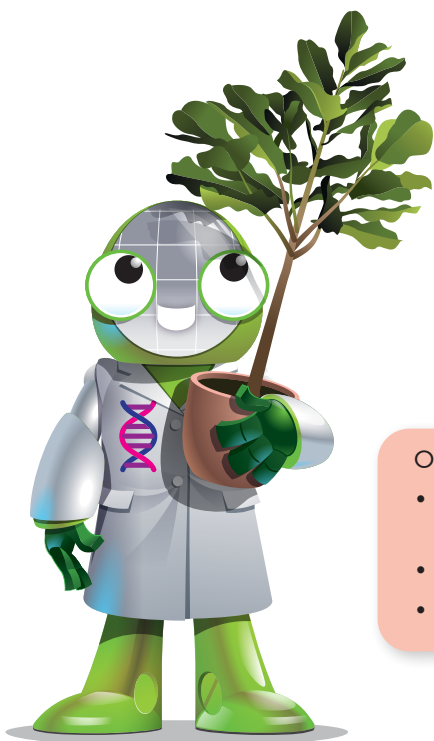
All the content has been written by a highly experienced and knowledgeable author team who share a philosophy of learning grounded in science education research and best practice.



- Based on world leading methodology and pedagogy proven to deliver effective primary science teaching and learning
- Supports the development of key scientific skills such as enquiry based learning and critical thinking
- Explicit language support for teachers and learners whose first language may not be English
- Is part of the Macmillan Education International Curriculum 'Learning Bridge', meaning that the course includes ongoing assessment, school-home journals, digital resources, tools for independent learning and professional development support for teachers
- 100% match to the Cambridge Primary Science Curriculum Framework
- Written to cover the key learning objectives for primary science and can be taught flexibly using the digital Teacher presentation kit which enables topics to be taught in any order to suit your curriculum.

Lessons are structured around three main components – orientation, exploration and accommodation - to ensure that the time in the classroom is one that is inspiring, accessible and engaging.

- For Years 1-6, divided into six units of work per year/two units per term
- Orientation: The 'why' behind activities. This phase gives direction to our learning journey by activating and then building on prior knowledge. What is being found out? Why is it important?
- Exploration: The 'hands-on' aspect of the lesson. Exploring, experimenting, investigating and finding out.
- Accommodation: The review. A consolidation of the lesson through the acts of explaining and discussing, writing of notes and a questioning of what has been learnt.



ORIENTATION

- What sort of learning does this orientation task encourage?
- What will learners be doing?
- What might they be saying?

6.2 Where do plants come from?

In this section, I am learning:

- what seeds and plants need to grow
- to make a prediction

Key words

grow
predict
seed
water

Look at Picture A. Talk about what is happening in your group.

Now look at Picture B. Can you predict how the plant got there? Why did it grow? Why are there no other plants there?

Picture A


Picture B

6 Growing Plants 85

3 Investigating reflection
Work in small groups.

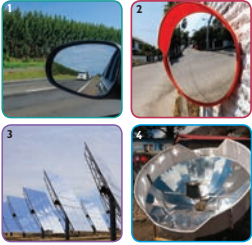
- You will need a ray box and a mirror. With the room lights dimmed, learn how to make a single beam of light using the ray box.
- Direct the single beam to a mirror standing in a holder. The mirror should be vertical. Observe what happens to the beam.

WB



Hint
Don't forget to put arrows on the light rays you draw to show their direction.

Some uses of mirrors



4 How we can use mirrors

- Talk with a partner about how the mirrors in each of these photos above are used.
- Write a sentence explaining how we use each of these mirrors or draw a diagram showing light rays to help explain each use.

WB

16 1 Sources of light and seeing

EXPLORATION

- Guided group activity
- Clear structure
- Short, simple task

SCAFFOLDING

Illustration and hint to support learning.

DISCURSIVE ACTIVITY

- Clear images
- Shared ideas
- Formative assessment to close.

ACCOMMODATION

Directs learners to workbook task for this activity.

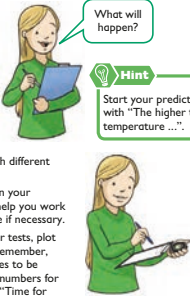
Investigating the effect of temperature

5 How does temperature affect how quickly sugar dissolves?

In your Workbook, record each stage in your investigation as you work through it. Look back to the diagram on the previous page to help you make decisions yourself.

- Predicting**
Predict the pattern you expect to find.
- Carrying out and recording**
Now start your tests. Repeat them three times with each different temperature if you have time.
 - Record your results in a table in your Workbook. Your teacher will help you work out the average (or mean) time if necessary.
 - When you have finished all your tests, plot your results on a line graph. (Remember, a line graph needs both variables to be measured – and here we have numbers for both "Temperature in °C" and "Time for sugar to dissolve (in seconds)".)

WB



Hint
Start your prediction with "The higher the temperature ...".

Hint
What will happen?

INVESTIGATING

- Planning
- Predicting
- Measuring
- Interpreting

STUDENT BOOKS (Print and Digital formats available)

STUDENT BOOKS 1 — 6

Written and designed by leading science educators, these books form the basis for active, enquiry-based classroom learning. They are in full colour throughout and match the requirements for the Cambridge Primary Science curriculum framework. Each topic is introduced through engaging activities designed to stimulate creative scientific thinking. Whole class teaching is focused on firmly embedding the concepts through active individual, pair and group activities and carefully scaffolded learning. Units end with checklists and consolidation sections to ensure learners understand the key concepts.

1 Skeleton and muscles

In this unit, I am learning:

- that our skeleton is made up of bones
- about the main jobs of the skeleton
- how the skeleton grows and moves
- how muscles and bones work together for movement
- about the role of drugs as medicines
- that there are different types of skeleton.

Key-words
animal
contract
fracture
invertebrate
muscles
relax
skeleton
vertebrae
X-ray



What are the children doing? What helps them to move their bodies? How do they keep their bodies upright?

6

Student Book 4

1.1 Skeletons

In this section, I am learning:

- that bones form our skeleton
- about X-ray images.

Key-words
bones
fingers
human
skeleton
vertebrate
X-ray

What can the children find out from looking at these old bones?

I wonder what this animal looked like when it was alive.


Skeletons can tell us secrets
Many animals have bones inside their bodies. Animals with bones inside their bodies are called **vertebrates**.
The **bones** form a **skeleton**.
Bones are hard. They exist for a long time after an animal has died.
Dinosaurs lived millions of years ago. No one has ever seen a living dinosaur. Scientists called **palaeontologists** look at dinosaur bones to get an idea of what these animals looked like.

Maybe we can join all the bones together to make a skeleton.

1 Drawing the dinosaurs

- Look at the picture of a dinosaur skeleton. Imagine what the dinosaur looked like in real life. **Discuss** your ideas with your partner.
- Draw a picture in your Workbook.

Hint
Think about how dinosaurs moved. What do you think they ate? How did they fight?



WB

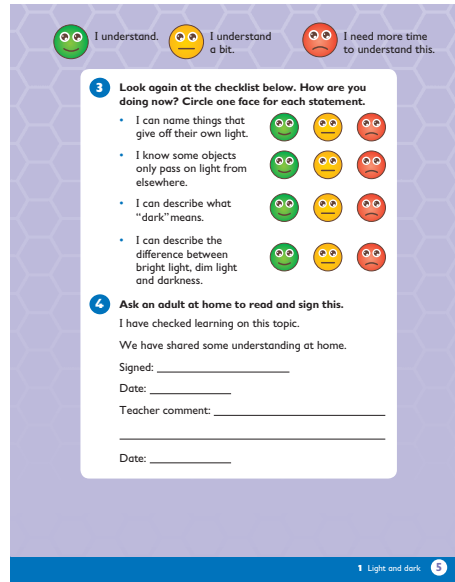
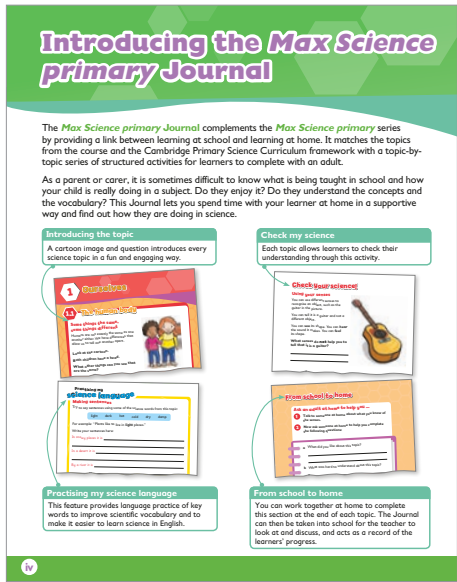
1 Skeleton and muscles 7

Student Book 4

JOURNALS

JOURNALS 1 — 6

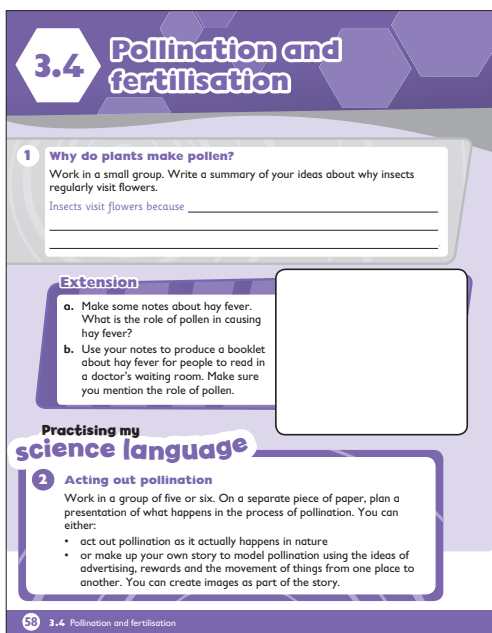
The Journals provide a unique way to engage parents in their child's learning as well as providing the opportunity to consolidate their classroom learning at home through reflective practice. They are packed full of engaging practical activities that not only back up the scientific concepts introduced in the classroom but also show how science is all around us all the time.



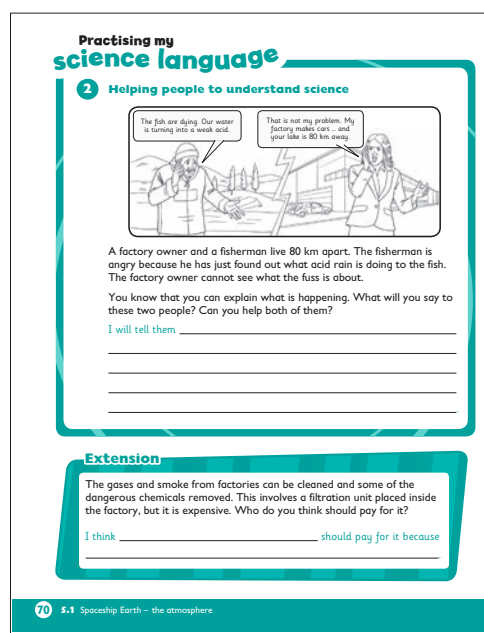
WORKBOOKS

WORKBOOKS 1 — 6

Workbooks are designed for extended practice and consolidation in class or at home, where the learners are able to express and record the development of their scientific thinking through carefully thought out games, quizzes, questions and activities. The workbook pages are clearly cross-referenced with the corresponding stage in the student books.



Workbook 5

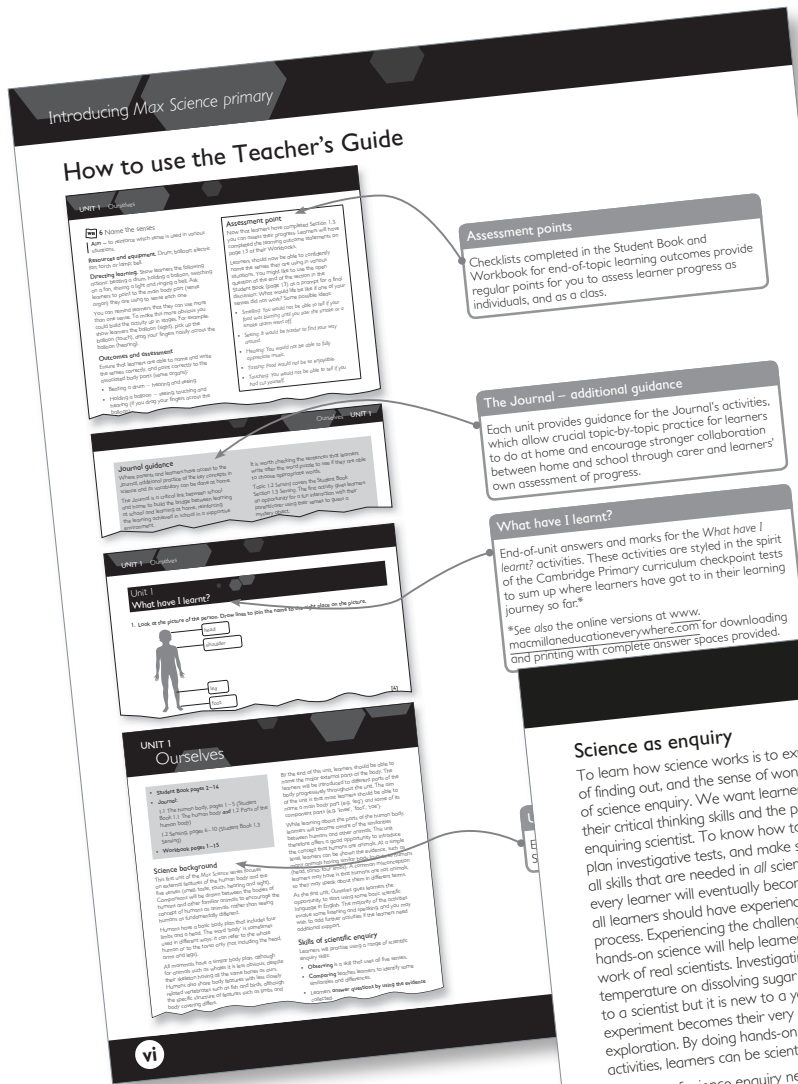


Workbook 6

TEACHER'S GUIDE

TEACHER'S GUIDE 1 — 6

The Teacher's Guide comes with full support to help teachers plan and deliver active, engaging and productive lessons giving guidance on assessment and differentiation. Each topic includes a section on potential scientific language challenges students may face. Full answers to all activities are also provided.



Assessment points
Checklists completed in the Student Book and Workbook for end-of-topic learning outcomes provide regular points for you to assess learner progress as individuals, and as a class.

The Journal - additional guidance
Each unit provides guidance for the Journal's activities, which allow crucial topic-by-topic practice for learners to do at home and school through carer and learners' own assessment of progress.

What have I learnt?
End-of-unit answers and marks for the What have I learnt? activities. These activities are styled in the spirit of the Cambridge Primary curriculum checkpoint tests to sum up where learners have got to in their learning journey so far.*
*See also the online versions at www.macmillaneducationeverywhere.com for downloading and printing with complete answer spaces provided.

The pedagogy of Max Science primary

Science as enquiry

To learn how science works is to experience the joys of finding out, and the sense of wonder in the process of science enquiry. We want learners to develop their critical thinking skills and the practical skills of an enquiring scientist. To know how to measure, record, plan investigative tests, and make sense of data are all skills that are needed in all scientific work. Not every learner will eventually become a scientist but all learners should have experience of the enquiry process. Experiencing the challenges of practical, hands-on science will help learners appreciate the work of real scientists. Investigating the effect of temperature on dissolving sugar is not new science to a scientist but it is new to a young learner, and the experiment becomes their very own science research activities. learners can be scientists for a day.

The skills of science enquiry need to be introduced at an early stage, then practised and developed. Using simple measuring instruments and recording values will lead on to gathering data and interpreting patterns. These skills can then be used as part of a planned experiment revealing particular results. Eventually learners will be confident in planning and carrying out their own investigations, controlling variables and evaluating data. We have suggested enquiry and skills tasks suitable to the age and stage of learners throughout Max Science primary. Science enquiry doesn't need expensive resources: the activities in this course use simple everyday materials to explore most concepts.

Assessment

How can we tell if a lesson has been successful? How can we tell if learners have progressed and if they have understood the key learning outcomes?
Teachers who listen to learners, and adapt their teaching according to what they hear and see happening in the lesson are using formative assessment. Learners should also be encouraged to share their thinking, ask their own questions and think about their own learning. This allows both the teacher and learner to use formative assessment to respond to the process of learning and improve the progress of learners as the learning is happening. Formative assessment can happen at any time during a lesson. It is often informal

and the results do not always need to be recorded. The effect is to build an ongoing conversation about learning between the teacher and learner, and between the learners themselves.

In Max Science primary, the Cambridge objectives for learning are clearly displayed in the Student Book at the start of each unit, and section by section. The learning outcomes for those objectives are given as checklists for the learner to complete in their Workbook after they have done the activities. These checklists provide a record of learner achievement and learners can work together to make sure learning outcomes have been completed. The Workbook's structured activities can also easily be used to record and assess progress.

Teaching and learning in the classroom

All sections in the Student Book involve learners in a number of activities that give a shape and structure to each unit's learning outcomes. However, learning key scientific concepts is not limited by the start and end of one activity or lesson but develops over time. Six activities, for example, do not result in six learning outcomes. We see the learning as a journey that extends across the activities and can take one or more lessons.

You might wish to adapt our materials and create some engaging tasks of your own. To encourage this, we have designed a light structure into our learning journeys, section by section, that will help you plan, assess and adapt to teaching and learning progresses.

We can think of the science learning journey as having three phases: Orientation, Exploration and Accommodation. Each phase overlaps with the next.

Orientation. The arrival of learners into a classroom is a lively, busy and exciting time. Everything that happened during break time and in previous lessons will be on your learner's minds. One of the first tasks of a teacher is to help learners settle and focus. Being prepared for this phase is important. In Max Science primary each section offers an opening task during this orientation phase designed to stimulate and learner thinking. The purpose is to establish the focus for the lesson and to help learners consider what they already know.



DIGITAL TEACHER PRESENTATION KIT 1 – 6

The Teacher's Presentation Kit is an easy-to-use set of additional resources and support for the teacher.

- **Flashcards** show images that help illustrate the key scientific concepts covered in the Students Books. You can use the flashcards to support a variety of class games and activities to reinforce students' concept acquisition.
- The **scope and sequence** provides an accurate mapping of all components of Max Science Primary to the Cambridge International Primary Science Curriculum. This will help when it comes to short and medium term planning and getting the most out of the Max Science Primary series.
- Through each stage there are downloadable and printable skills sheets, focusing on problem-solving skills. Each skills sheet will supplement a student book topic.
- Accompanying **Teacher Notes** offer full teacher support for each skills sheet.
- You will also be provided with **word cards** showing images of vocabulary and sentence structures. Teachers can use the flashcards to support a variety of class games and activities to reinforce students' language learning.
- There is a **'what have I learnt?'** folder which supports assessment and allows students to reflect on their learning.



	Book 1	Book 2	Book 3
Student Book	9781380010155	9781380021557	9781380021595
Student Book + Digital Student Book	9781380024046	9781380024121	9781380024206
Digital Student Book	9781380024022	9781380024107	9781380024183
Workbook	9781380021526	9781380021564	9781380021601
Digital Teacher Presentation Kit	9781380024039	9781380024114	9781380024190
Teacher Guide	9781380021540	9781380021588	9781380021625
Journal	9781380021533	9781380021571	9781380021618

	Book 4	Book 5	Book 6
Student Book	9781380021632	9781380021670	9781380021717
Student Book + Digital Student Book	9781380024282	9781380024367	9781380024442
Digital Student Book	9781380024268	9781380024343	9781380024428
Workbook	9781380021649	9781380021687	9781380021724
Digital Teacher Presentation Kit	9781380024275	9781380024350	9781380024435
Teacher Guide	9781380021663	9781380021700	9781380021748
Journal	9781380021656	9781380021694	9781380021731

Max Science primary: Discovering through Enquiry

max science enquiry boxes



PRIMARY • YEARS 1 – 6

The Max Science Enquiry Box series is a flexible resource that supports the development of scientific skills and follows the Cambridge Primary Science curriculum framework.

Over 6 stages, each Enquiry Box contains a range of activity cards to facilitate enquiry-based learning across the subjects of Chemistry, Biology and Physics.

Activities throughout the series support a student-centred, hands-on approach, and guide learners through the stages of collecting ideas, planning work, presenting evidence and drawing conclusions. The Max Science Enquiry Box series helps students develop their understanding of concepts through practical application, while teachers are supported in delivering a modern and relevant science class.

A 'Scientific Enquiry' strand is also included to support teachers and students who need to focus on the development of enquiry-based learning skills, and raise confidence with the approach.



The Max Science Enquiry Box series features:

- four strands to support the Cambridge international primary curriculum: Biology, Chemistry, Physics and 'Scientific Enquiry'
- support for teachers who are focusing on the development of enquiry-based learning skills with their students
- embedded language support for learners and teachers whose first language may not be English
- over 100 free, downloadable online resources for each stage which includes Worksheets, Teacher's Notes (with language support) and Answer Keys
- step-by-step guidance for teachers on how to approach and scaffold lessons appropriately to encourage students to work both independently and collaboratively on key tasks.

Endorsed by Cambridge Assessment International Education for classroom support.



- Max Science Enquiry Box 1 • 9781380019912
- Max Science Enquiry Box 2 • 9781380019929
- Max Science Enquiry Box 3 • 9781380019936
- Max Science Enquiry Box 4 • 9781380019943
- Max Science Enquiry Box 5 • 9781380019950
- Max Science Enquiry Box 6 • 9781380019967

Sample material from Max Science Enquiry Box 1

BEST FOR BLENDED LEARNING

Snappy Sounds Digital Resources

Teacher Resource Books and ebooks

Snappy Sounds is built around 80 fully decodable fiction and non-fiction readers which teach pupils the sounds and letters they need to read, write and speak in English. The Teacher Resource Books (one for Foundation – Level 4 and one for Level 5 – 8), provide a comprehensive range of digital support for teachers to enable them to teach effective synthetic phonics.



The Teacher Resource Books include a code to access:

- Video background information into why and how synthetic phonics works from the series authors
- Audio and video demonstrations of focus sounds
- Lesson planning and implementation support
- Full step-by-step lesson plans including lesson starters, Let's say the word, Let's read the word, Let's write the word
- Downloadable and shareable digitally activity sheets
- Real classroom videos that show how to teach synthetic phonics
- Access to all 80 decodable readers as digital, electronic books with audio

Talk About Texts Digital Resources

Teacher Resource Books and ebooks

Talk About Texts consists of 160 levelled high quality, modern, fiction and non-fiction readers including many readers that support cross-curricular learning. (All readers have been mapped to the **PYP Interdisciplinary themes** – please ask your consultant if you would like to see this). Every reader has a copy for the student and a copy for the teacher. The teacher version includes an explicit lesson plan starting with pre-reading activities, during reading and post reading activities incorporating extension and differentiation.

The Teacher Resource Books include a code to access:

- Professional development videos including real classroom footage to help teachers deliver effective lessons
- Digital codes to access all 160 ebooks for sharing during online lessons
- Printable and shareable worksheets, activity sheets and flashcards

Max Maths primary, A Singapore Approach Digital Resources

Digital Student Books

Enhance students' experience by using the digital student books where all the content contains interactive tests, questions and activities which help improve understanding and engagement. The digital books are effective when used in conjunction with the print books as pupils can access these from home to continue learning outside the classroom. If the digital books are used in conjunction with the Digital Teacher Presentation, the teacher can assign activities and see results.



Digital Teacher Presentation Kits

These essential resources provide extensive resources to support the teacher to deliver online lessons. The Digital Teacher Presentation kit includes:

- Digital student book – where online activities can be used by the teacher to demonstrate key concepts and practice
- Use the inbuilt management system to allocate work to individual students, sets or classes and see results
- Watch professional development videos to help embed the concrete, pictorial, abstract approach of Max Maths primary
- View the content of the workbook and journal and post into google docs or other communication drives to share digitally with students
- Download Bar Modelling books to help understand and deliver effective bar modelling lessons
- Download printable assessment tests for end-of-topic and end-of-year assessment
- Download worksheets, skills sheets, flash cards, word cards

Max Science primary, Discovering through Enquiry Digital Resources

Digital Student Books

Enhance students' experience by using the digital student books where all the content contains interactive tests, questions and activities which help improve understanding and engagement. The digital books are effective when used in conjunction with the print books as pupils can access these from home to continue learning outside the classroom. If the digital books are used in conjunction with the Digital Teacher Presentation, the teacher can assign activities and see results.



Digital Teacher Presentation Kits

These essential resources provide extensive resources to support the teacher to deliver effective lessons. The Digital Teacher Presentation kit includes:

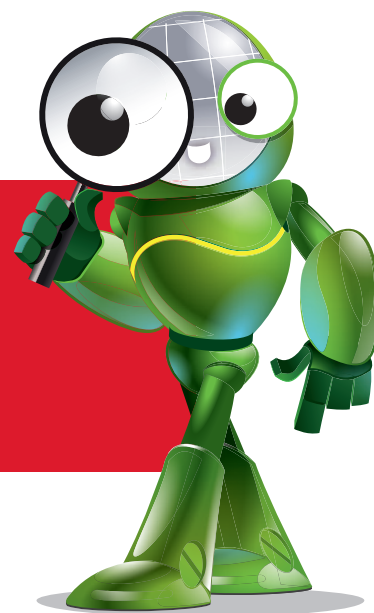
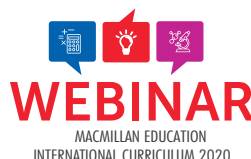
- Digital student book – where online activities can be used for front of class teaching on the whiteboard
- Digital teacher book – use the tools to highlight the points you want to make and add your own resources
- Use the management system to allocate work to individual students, sets or classes and see results
- View the content of the workbook and journal and post into google docs or other communication drives to share digitally with students
- Download worksheets, skills sheets, flash cards, word cards

Max Maths Adaptive Practice – Year 6 and up

This unique and powerful digital learning platform will help improve your students' ability, and results in mathematics.

Using award winning technology, Max Maths Adaptive Practice, supports pupils in a completely online environment, by identifying knowledge gaps and helping pupils to learn through their mistakes in a safe and supportive environment. Visit macmillanic.com to download a test environment.

WEBINARS



When teachers and students took their teaching and learning home, we wanted to support them as much as we could. We delivered regular webinars on planning and delivering engaging English, Maths and Science lessons. Below is a full list of these webinars, all of which you can catch up on by visiting www.macmillanic.com/teacher-training/videos/



- Introduction to Synthetic Phonics
- Mastering Decimals and Percentages using the Singapore Maths Approach
- Top educational tips to keep children engaged at home
- Top tips for teaching primary Maths, English and Science at home
- Synthetic Phonics: Practical Teaching Tips
- Practical Primary Science Experiments at Home
- Introduction to the Bar Modelling Method
- Planning enquiry-based lessons
- Turning Reading into Creative Writing
- Enhancing Spelling and Grammar skills for Primary students
- Bringing stories to Life for Primary Students
- Practical Primary Maths Activities at Home
- How to teach Synthetic Phonics using Snappy Sounds
- Developing Enquiry Based Cross-Curricular skills for Primary Students
- How to teach enquiry based skills using Max Science Primary
- The value and effectiveness of storytelling in the primary maths classroom
- The importance of developing critical thinking skills in young learners through reading
- Transition Back to School
- Place Value – the building blocks for addition and subtraction skills in primary maths
- Planning effective questioning in the classroom to develop and challenge inquisitive learners
- Find out all there is to know about maths assessment
- Grammatical accuracy versus fluency in the young learner classroom
- Mastering shape and space in primary maths
- Grammar Rules! Making it fun
- Implementing all aspects of STEM into science learning



HELPING YOU TO HELP YOUR PARENTS

We've picked out our best resources to engage with home.

TALK TO US
ABOUT OUR SPECIFIC
HOME MATERIALS TO
HELP INTRODUCE
NEW COURSES TO
PARENTS

WEBINARS

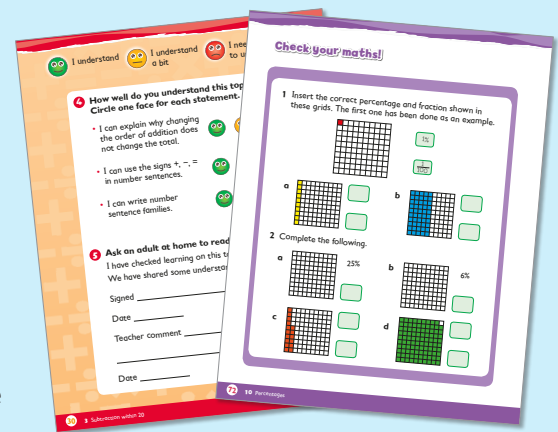
We regularly hold webinars to support parents and store these on our YouTube channel so that they are accessible all year, at any time.

JOURNALS

Stages 1 – 6

A core component of our Max Maths Primary, A Singapore Approach and Max Science Primary, Discovering through Enquiry, are our Journals.

Our Journals are a fantastic way to engage parents and other family members with the learning that is taking place in the classroom. Each book contains consolidation of what has been learnt at school, practise of key science language and a specific section called 'From school to home' which encourages pupils to talk about their learning. There is also a self-assessment checklist so that pupils can share how they are progressing, a space for a parent to sign and for the teacher to comment. This type of active learning is key for pupil progression and for parents to be able to see what progress is being made.



You can read more about Max Maths Primary, A Singapore Approach on page 43 and Max Science Primary, Discovering through Enquiry on page 52.

Snappy Sounds



This series aims to get pupils reading and understanding quickly! By the end of week 1, using this approach, pupils will be ready to take a reading book home! Parents will be impressed by this and by the progression pupils will make. Read more about Snappy Sounds on page 12.



ONLINE MATHS Learning

Help your parents learn more about why Asian maths is so effective and give them the tools to help support their children by participating in our free online course. This easily accessible MOOC is a collaboration between the University of Southampton and Macmillan Education International Curriculum. Read more about this on page 9 and visit www.macmillanic.com/teacher-training to sign up!

WHILE STOCKS LAST

High quality,
easy to clean
classroom
resources

MACMILLAN WRITING PROMPTS BOXES

PRIMARY • YEARS 2 – 6

The inspiring activities in these fantastic boxes will challenge and encourage all students to write.

Ideal for independent writing or as the basis for whole-class teaching, the writing prompt cards cover all the types of text within the curriculum.

There are 125 cards in each box divided into 4 tabbed sections:

- Imaginative
- Persuasive
- Informative
- Helping Hand.

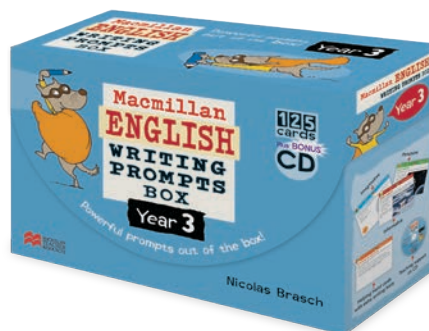
Helping Hand cards provide tips and tools for the writing process.

Each box contains a disc with:

- IWB-friendly PDFs of all cards for modelling
- fillable card templates to make your own cards
- a teaching guide with lesson plans, assessment guidelines and record sheets
- IWB-friendly/printable posters of the writing process and different types of text
- writing scaffolds for different types of text
- an index.

Ask for a free sample pack Email
international.curriculum@macmillaneducation.com

Writing Prompts Box Year 2 • 9781458641106
Writing Prompts Box Year 3 • 9781458641113
Writing Prompts Box Year 4 • 9781458641120
Writing Prompts Box Year 5 • 9781458641137
Writing Prompts Box Year 6 • 9781458641144



MACMILLAN MATHS: PROBLEM SOLVING BOXES

PRIMARY • YEARS 1 – 6

Our problem-solving boxes are designed to take learners on a creative learning journey!

Students are encouraged to use real contexts to apply the mathematics they have learned in lessons, or use their skills to pose problems for their peers. Presented in a flexible, supplementary format, they are an easy, out-of-the box resource for additional practice that will challenge students to think deeply and laterally to develop a full understanding and firm grasp of mathematical concepts.

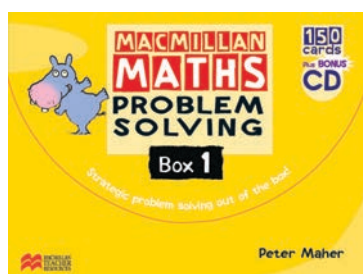
Each box contains 150 enticing cards to develop and strengthen problem-solving strategies across:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability.

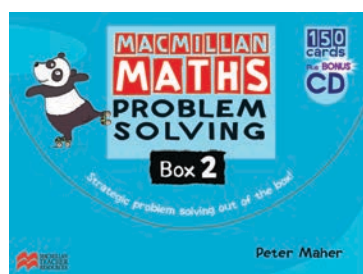
Extension activities are also included.

The digital offering provides:

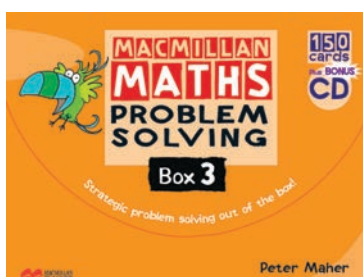
- IWB-friendly PDFs of all cards and blank card templates
- a teaching guide
- assessment guidelines and rubric
- posters
- record sheets, answers and index.



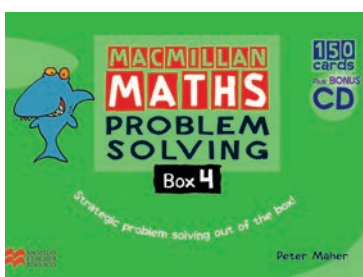
Box 1 (Year 1)
9781420293937



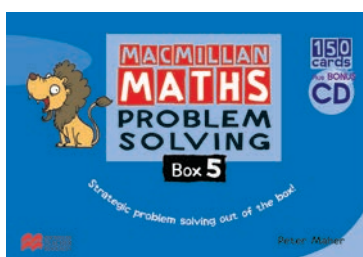
Box 2 (Year 2)
9781420293944



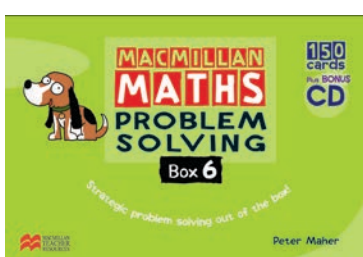
Box 3 (Year 3)
9781420293951



Box 4 (Year 4)
9781420293968



Box 5 (Year 5)
9781420293975



Box 6 (Year 6)
9781420293982