Oxford International Primary for enquiring minds

Suites to major international curricula

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Oxford excellence for

As a department of the University of Oxford, creating resources that support learning lies at the very heart of Oxford University Press’s educational mission. Our expertise in international curricula means we can provide resources and professional development that truly support your school’s aims.

Oxford International Primary gives the complete offer for the modern classroom, with enhanced digital content, assessment support and a variety of professional development options.
When your school chooses Oxford primary resources you invest in:

**Trust**
Resources and services from Oxford are backed by a long and expert history – we have led educational publishing for over 500 years. Our resources are extensively researched and tested with educators across the globe. You can rely on support that equips your school and your young learners to achieve.

**Expertise & progress**
Our authors and trainers are leaders in their fields. We can help your teachers discover and deliver today’s recognised strategies for teaching and learning, helping you strengthen performance and ensure your primary students are building strong foundations for their future learning.

**Support**
Our global network supports schools in all corners of the globe, and our offices across every continent enable us to provide local service to many teachers and learners.
An easy-to-implement unified approach that seamlessly integrates core subjects.

Your questions answered

How do I ensure successful learning outcomes?
This approach taps into your students’ natural curiosity – the child-friendly learning objectives, and review exercises ensure motivation to fulfil learning outcomes.

How do I manage the class?
Make sure your learners understand how they are expected to behave and how they are supposed to interact with the material. Once practiced across all subjects it will become second nature.

How do I prepare for assessment?
Oxford International Primary has built-in assessment which you can rely on to track and measure progress. Support for assessment options can be found in the Teacher’s Guides.

How do I help second language learners?
Oxford International Primary has embedded language support to help EAL learners. With clear activities and development as well as extension activities within the workbooks or e-books, you can cater for all different levels.

How long will it take me to plan?
The Teacher Guides for each course include lesson notes and guidance to ensure successful planning and implementation. These rich resources ensure that an enquiry-based lesson shouldn’t take you longer to plan than a direct instruction lesson.
The enquiry-based learning cycle

**ASK**

Critical thinking skills are developed from the very start. Through questioning students establish the central theme for study and use their own ideas to drive learning.

**REFLECT**

Reflecting on the activity allows students to check their understanding and test their initial hypothesis.

**INVESTIGATE**

Students identify key questions, drawing on their own experience to support their enquiry. Independent thinking skills are fine-tuned.

**DISCUSS**

Through analysing and interpreting what they have learnt, students begin to take responsibility for their own learning.

**CREATE**

Students explore the concept using creative hands-on activities, active collaboration and ultimately deepen their understanding of a topic.
Look at the photographs of different plants below. Write the name and
cross out the incorrect words. The first one has been done for you.
The life cycle/circle of a flowering plant...

A computer program is a set of instructions. Computer programs control the way that a computer works. Different programs make the computer do different things. In this unit you will use Scratch to create simple computer programs. Your programs will control a small image called a sprite. Your program will make the sprite move about on the screen.

By the end of this unit you will:

- know what Scratch is
- know how to use Scratch to control the computer
- understand the different commands that make up a Scratch program
- understand how to use loops to make your programs more powerful
- know how to get input from the user.

In this unit you will make a little bug that draws on the screen using Scratch.

Activity: Design a sprite

1. Look at the Scratch sprites on these pages. You will pick one of these later. You can also use images that you have made yourself.
2. On pages, draw a design for a sprite. You can make it as colourful as you like.

Computer games are programs that let you control objects on the screen. The objects can be anything: people or pieces in a game, or something else.

Fascinating fact

The first computers were huge! One computer could fill a large room, with hardly any space for people to fit in too!

Differentiation

- Lots of support for less able students
- Extension activities throughout so that your most capable students are fully stretched

The Life Cycle of a Flowering Plant

Flowering plants reproduce. They start as a seed and grow into adult plants.

The Big Idea

Flowering plants reproduce. They start as a seed and grow into adult plants. The life cycle (or circle) is repeated each time a new plant is made. There are four main stages in the life cycle of a flowering plant.

1. Seeds
   - Seeds are the first stage in the life cycle of flowering plants. Seeds need the right conditions, such as water and warmth, to start to grow. Once a seed starts to grow we say it has germinated.

2. Seedlings
   - Seedlings are the second stage in the life cycle. We start to see the first roots and shoots at this stage.

3. Small plants
   - Small plants are the third stage in the life cycle. At this stage the plant is fully grown.

4. Adult plants
   - Adult plants are the fourth stage in the life cycle. At this stage the plant is ready to reproduce.

Talk about...

Discuss the computer games you have played. What objects can you control when you play these games?

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1 Tens and Ones

Introduction

Students need to understand the decimal nature of the number system. This unit introduces them to the idea that the number system is based on tens. Students will begin to understand that in a number such as 57:

- the 5 stands for 5 tens.
- the 7 stands for 7 ones.

Ways to help

At this stage it is still very helpful to count as often as possible. Starting at different numbers and counting forwards and backwards up to 100 will allow students to hear the patterns and become secure with the names of the numbers. Looking for numbers in the environment and saying them aloud is also very helpful.

Key Words

count forwards; count backwards; how many tens?; how many ones?; ten; hundred

Ways to reinforce

- Repeat the order of the numbers up the side.
- Write the number in expanded form e.g. 57 = 50 + 7.

Ways to help

- Ask the question: “How many tens and how many ones are there in 57?”
- Have students write numbers up to 100 in expanded form e.g. 57 = 50 + 7.
- Ask students to write numbers up to 100 in expanded form and number in words e.g. 57 = fifty-seven.
- Each student can be given a number card with a number between 10 and 100 and be asked to count forwards and backwards by tens from that number.

For example:

- Write the number 57, identify the tens and ones.
- Write the number in expanded form e.g. 57 = 50 + 7.
- Write the number in words e.g. 57 is fifty-seven.
- Ask the question: “How many tens and how many ones are there in 57?”
- Write the number in words e.g. 57 is fifty-seven.
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An enhanced learning experience

Enhanced e-books create an interactive learning experience that engages and motivates learners.

Download Oxford Learner’s Bookshelf from your app store

• Self-marking activities
• Pen and highlighter tool
• Use alongside Student Book
• E-mail exercises to teachers or parents
• Access e-books and completed work anywhere
• Embedded videos
• Audio glossary for extra language support

Use alongside the Student Books for in class or for homework tasks

Use the front of class Digital Resource Pack to introduce new units with videos and interactive exercises.

• Unit videos to introduce new topics
• Extension and homework activities
• Interactive games for the whole class!
• Assessment and progress checking exercises
The Life Cycle of a Flowering Plant

In the next unit, students will learn more about how flowering plants can be represented as a circle which is the seedling, which is the adult flowering plant, and the shoots.

Ask students to look at the picture above. It shows a simple life cycle of one of the stages of the life cycle to determine what do you think might happen to the adult flowering plant.

Review and reflect over time and is uninterrupted.

Stage 1: Making a class book
- Science: Investigating the materials toys are made of.
- PSHE: Working together to create a book.
- Literacy: Writing and using initial uppercase letters.
- Music: Teddy Bears’ Picnic, bears of three sizes, looking at high, medium and low sounds, or loud and quiet sounds.

Stage 2: Making a travel brochure
- Geography: Weather in different places.
- History: Comparing places now and in the past.
- Maths: Looking at distances between places.
- Literacy: Imagining what it would be like to be a tiny person, travelling through a garden.

Specific Learning Foci
- Find factors of 2-digit numbers.
- Find some common multiples, e.g. for 4 and 5.
- Recognise prime numbers up to 20 and find all prime numbers less than 100.

Problem Solving Foci
- Explain why they chose a particular method to perform a calculation and show working.
- Use logical reasoning to explore and solve number problems and mathematical puzzles.
- Use ordered lists or tables to help solve number problems systematically.

Resources
- At least 48 cubes for each group

Cross-curricular links

Here are some ideas for activities linked to these projects that you could run during other lessons.

<table>
<thead>
<tr>
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</tr>
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Differentiation by project outcome

Most students will be able to create a document, use a keyboard to enter words, and select and use basic functions such as caps lock. They will be able to save their document and find it again and understand how to sit with correct posture when using a keyboard.

Students needing support will be able to create a document, use a keyboard to enter words and save their document. They will understand how to sit with correct posture when using a keyboard.

More-able students will also understand that it is possible to fulfil basic functions in more than one way.

Differentiation
- Clear description of learning outcomes, differentiated by student ability
- Built in differentiation means all courses can be used with students at varying stages of their learning

Formative assessment

Decide whether the following statements are true or false.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True/False</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are two stages in the life cycle of a flowering plant.</td>
<td>False</td>
</tr>
<tr>
<td>The life cycle is a continuous process.</td>
<td>True</td>
</tr>
<tr>
<td>Some flowering plants produce fruit with seeds in them.</td>
<td>True</td>
</tr>
</tbody>
</table>

Learning Review
- Answers to review questions and guidance on project-based outcomes
- Learning outcomes
- Guidance on whole-class activities suited to differing abilities
- Non-specialist teacher tips
- Downloadable resources and worksheets
Which English solution is best for you?

Oxford supports all levels of learners, with the right fit for your curriculum. Use alongside the complete primary enquiry-based approach for success in all primary subjects.

**Cambridge International Examinations curriculum framework**
- For mixed ability, intermediate or native English learners
- Follows the scheme of work and features new syllabus codes for the 2018 Cambridge Primary framework
- Includes extra assessment support for Cambridge Primary

**Suits major international curricula**
- For mixed ability, intermediate or native English learners
- Suits Primary Years Programme, International Primary Curriculum and Cambridge International Examinations
- Flexible language and literacy course with a thematic approach

**21st Century Skills**
- For mixed ability and beginner English learners
- Suitable for major international, national and English language curricula

**Nelson Skills for Grammar, Spelling, Handwriting and Comprehension support**
- Use alongside your English course for further practice of discrete skills.

**Encourage reading for pleasure**
Introduce breadth and variety to your guided or independent reading sessions with Oxford Reading Tree, Project X or TreeTops. Works best alongside either Oxford English for Cambridge Primary or Oxford International English.

Ask your local Oxford Educational Consultant for more advice on the right English and reading scheme for your school.
Enquiry Based Teaching and Learning
Training is available to schools using Oxford International Primary resources in three different formats:

- Online
- Webinar
- Face-to-Face

Great schools are always improving
The Oxford University Press International Professional Development team are committed to supporting teachers and schools around the world.

Tailored to suit your needs
Focus includes

- What is enquiry-based teaching and learning?
- Why is the enquiry-based approach so important in 21st century teaching?
- How to teach with this approach – planning your first enquiry-based lesson

For details of Professional Development or events happening near you, or to discuss your needs, please contact training.international@oup.com
The way to school

How long does it take you to get to school?

How do these children travel to school?

1. Do you travel by car?
2. Do you walk or cycle?
3. How do you go to school?
4. Do you travel by bus?
5. How long does it take you to get from home to school?
6. Her map shows the places she passes.

Section 1: Grammar, punctuation and writing skills

Primary Checkpoint Test.

Get Ready for Cambridge Primary Checkpoint English facilitates effective revision practice for the Cambridge Primary Checkpoint Test.

- Revise & Check Tests evaluate progress and pinpoint weaknesses
- Checkpoint style tests prepare for formal testing
- Over to you! exercises put knowledge learnt into practice

Reading and writing

Reading comprehension

- What is the plot of the story?
- Does the story take place in the past or in the present?
- Whose point of view is the story told from?
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Progress and Summative Assessment

- Comprehensive mark schemes that cover all questions.
- Progress and Checkpoint-style tests to prepare students for examinations.
- Encourage students to explore and practice. This pack is ideal to check their progress in preparation for exams or future study.

End of unit assessments
- Games, puzzles and diagrams make consolidating learning at the end of a topic fun
- Review & Reflect sections to test their understanding of learning objectives
- Downloadable Achievement Records and Teacher’s Record Charts for Geography and Computing

Teacher support
The Assessment Pack for Oxford International Primary Maths and Science –
- Printable practice tests to prepare for formal assessment
- End of unit tests to monitor progress
- Mark schemes to assess stages 3-6 of the Cambridge International Examinations Maths or Science curriculum frameworks

What we have learned about what is it made of

- Different materials
  - I can describe materials by looking at them and touching them.
  - What are materials like?
    - What words do you use to complete the sentences?
    - Some things look hard, soft
    - I can describe materials by looking at them and touching them.

- Metals and non-metals
  - I know which materials are metals and which are non-metals.
  - Some things look hard, soft
  - I can describe materials by looking at them and touching them.

- Sorting objects
  - Can you sort these things into the correct group?
  - I know which materials are metals and which are non-metals.
  - Some things look hard, soft
  - I can describe materials by looking at them and touching them.

- What can materials do?
  - What did you use to describe the correct picture?
  - I can describe materials by looking at them and touching them.

- What is the material? I use the correct term.
  - I can describe materials by looking at them and touching them.

- End of unit test
  - I can describe materials by looking at them and touching them.

- Review & Reflect
  - I can describe materials by looking at them and touching them.

- End of unit test
  - I can describe materials by looking at them and touching them.

- Mark scheme
  - I can describe materials by looking at them and touching them.

- End of unit test
  - I can describe materials by looking at them and touching them.

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- End of unit test
  - I can describe materials by looking at them and touching them.

- Review & Reflect
  - I can describe materials by looking at them and touching them.
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