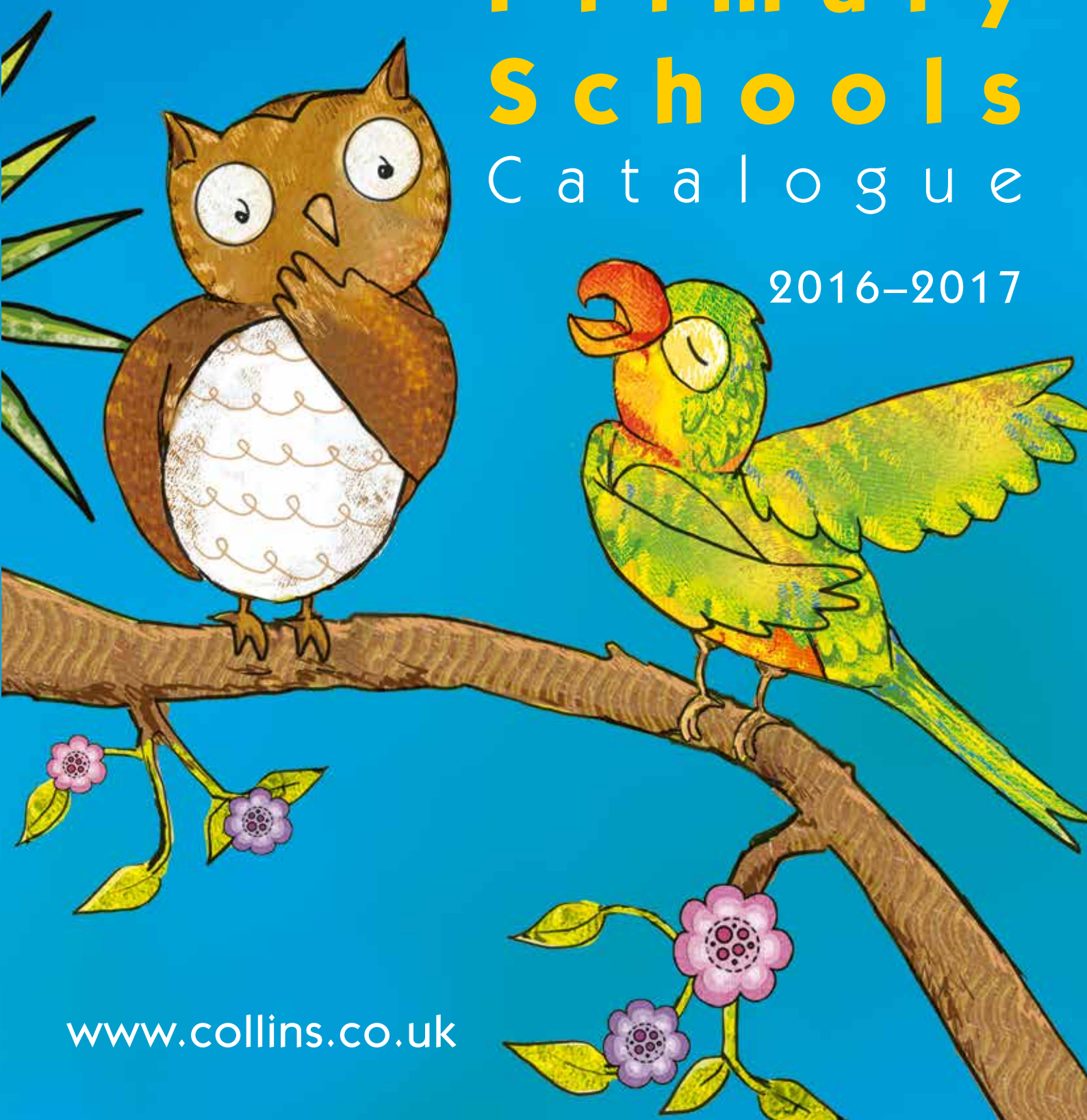


Collins

International
P r i m a r y
S c h o o l s
C a t a l o g u e

2016–2017



www.collins.co.uk

2016–2017 International Primary Schools Catalogue

Welcome to our 2016–2017 International Primary Schools catalogue. Inside you will find resources and books for 2–11 year olds, as well as a wide range of teacher resources, packed full of inspiring ideas to help children learn.

Please contact the International Sales Team if you have any questions about our resources, or if you want to know more about any of the titles included in the catalogue – details are on the back cover. We are always happy to hear from you.

You'll also find a list of some key distributors. You can buy our resources locally in over 100 countries as well as from international school suppliers. Let us know if you need more details.

Below are some key brands published by Collins – we hope you enjoy browsing.



Rob Thompson
International Sales Director

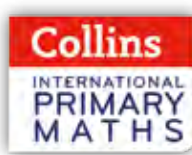
PS: Don't miss out – free resources, special offers and invaluable teaching tips can be found on our Freedom to Teach blog!
You can find it all at www.collins.co.uk

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Your pupils will love reading with **Collins Big Cat** – the reading programme that is supporting children to learn to read in thousands of schools.

Request your Big Cat Catalogue at
collins.international@harpercollins.co.uk for more information.

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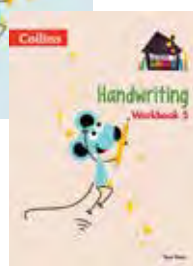
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Key Symbols used in the catalogue

- AS** Assessment Support
- CP** For Cambridge Primary
- IPC** For International Primary Curriculum
- PYP** Matches the International Baccalaureate Primary Years Programme
- Age 3-11** Age range
- NEW** New titles



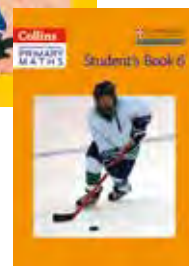
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Collins
BIG CAT



This resource is endorsed by Cambridge International Examinations to provide support for the reading strand of the Cambridge Primary English curriculum framework from 2018.

WHAT IS COLLINS BIG CAT?

Your pupils will love reading with **COLLINS BIG CAT** – the reading programme that is supporting children to learn to read in thousands of schools. Discover fantastic fiction and non-fiction created by the biggest authors and illustrators – with hundreds of books and ebooks across a wide variety of genres, illustrative styles and engaging formats there is something for every reader. Every book is unique – the wide range of exciting fiction includes well-loved classics and traditional tales, poetry and plays, while the exciting range of non-fiction encourages your pupils to explore topics from sport to science.

USE BIG CAT FOR GUIDED READING...

- ✓ Every Big Cat Book features a bespoke guided reading session plan in the back of the book, written by a literacy expert.
- ✓ The level of detail and interest on each page gives plenty of material for discussion, leading to a dynamic guided reading session.
- ✓ Plus, each Big Cat book contains a reader response page, giving the child ways back into the text so you can assess comprehension.

HOW CAN COLLINS BIG CAT HELP YOU?

- It is ideal for guided reading – each book is levelled to match the Institute of Education's Book Bands for Guided Reading plus a bespoke guided reading session plan features in every book
- It promotes cross-curricular learning with books that match the Programmes of Study for English, history, science and geography in the national curriculum for England
- It gets your pupils off to a secure start with reading using 72 decodable phonic readers and a unique phonics programme **Song of Sounds**

For more information and our full Collins Big Cat International Catalogue, please go to www.collins.co.uk/intcatalogues

ASSESSMENT IN COLLINS BIG CAT

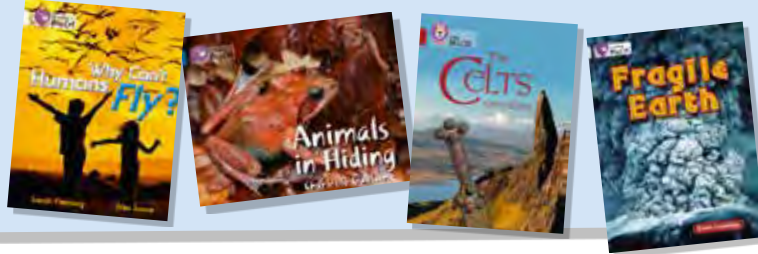
Formative assessment opportunities are available in every book – reader response pages and teacher notes support you in encouraging children to infer, predict and make links with other books thereby demonstrating their depth of knowledge and understanding.

COLLINS BIG CAT COLLECTIONS NEW



Collins
BIG CAT
Inform

Collins Big Cat Inform is a NEW collection of all our Collins Big Cat non-fiction books. With over 200 books Collins Big Cat Inform will help you cover science, history, and geography. Collins Big Cat Inform is great for crosscurricular work



Collins
BIG CAT
Tales

Collins Big Cat Tales is the NEW home for our Traditional Tales. This collection helps your students learn about traditions and culture around the world with traditional stories, fairy tales, myths and legends from across the continents.



Collins
BIG CAT
Classics



Collins Big Cat Classics introduces students to famous stories, poems and authors with retellings of well-known classics.



Collins
BIG CAT
Shakespeare

A perfect introduction to Shakespeare, the **Collins Big Cat Shakespeare** collection helps build students' knowledge of the bard's famous stories with retellings offering simplified versions of the well-known plays.



Collins
BIG CAT
Perform



Collins Big Cat Perform is the NEW home for our large selection of poetry and plays. With over 50 books the collection helps inspire pupils to learn poetry by heart featuring poets Michael Rosen, Roger McGough and more.



Collins International Primary English



Series Editor: **Karen Morrison**

Authors: **Catherine Baker, Jan Gallow, Lois Lubbe, Fiona Macgregor, Jennifer Martin, Daphne Paizee, Joyce Vallar**

CP

Age
5–11

Inspire primary students worldwide with a wide range of stimulating texts to build literacy and language skills.



This series is endorsed by Cambridge International Examinations to support the full curriculum framework from 2018.

Collins International Primary English is a six-level, multi-component course for primary students worldwide, which has been carefully developed to meet the needs of teachers and students internationally.

It is a self-contained, cohesive course which develops reading, writing, speaking and listening skills at primary level.

- **Deliver the requirements of the Cambridge Primary English curriculum framework** with confidence
- **Follow a clearly structured progression** through six levels
- **Support every child** with clearly defined skills and different levels of ability within each unit

Student's Books:

- Inspire your students with a wide range of stimulating texts to build literacy and language skills
- Cater for different interests with inspiring fiction and non-fiction texts, including extracts from the highly successful **Collins Big Cat** series

Workbooks:

- Provide additional material for practice and reinforcement
- Exercises and activities are linked to each unit of the corresponding Student's Book, offering further practice in the key skills

Teacher's Books:

- Save time with comprehensive, clear and easy-to-use resources and step-by-step lesson plans
- Benefit from suggestions for classroom activities

Online Resource:

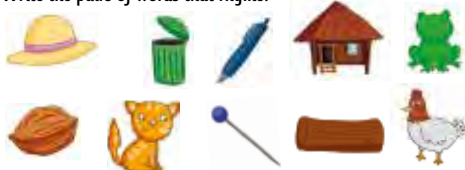
Collins Connect

The digital component, via our online interactive platform Collins Connect, provides:

- Additional resources for teachers, including warm-up activities and printable worksheets
- Audio and visual files of the reading texts
- Interactive exercises to provide further practice and reinforcement for students

Sounds and spelling

Look at the pictures and say what they show.
Write the pairs of words that rhyme.



Writing



1 Write a list of names of six people in your class.

2 Write a list of six cities or countries you know.

Capital letters

Remember to use capital letters at the beginning of names of people and places.

Ahmed Fatima Maria Luis Sara Wendy
China Singapore Egypt Paris Lagos Rio de Janeiro

18 Consonant-vowel-consonant words. Use capital letters for proper nouns.

Reading and writing

1 Read the story *Max Can Do It!* again.

- Draw a picture of Max and a picture of Bee.
- Write the name of each character under their picture.
- Choose the correct words from the box to describe each character.
- Write the words under their names.

big quiet kind loud small slow quick

2 Read the sentences about Bee from the story.

Bee likes crashing into trees.
Bee likes swinging in the trees.
Bee is loud.



3 Write three sentences about Max.

4 Complete and write the sentences that Max said.

Bee had fun swinging in the trees.
Max said, "_____." (pages 3 and 4)

Bee got stuck up a tall tree.
Bee said, "Help me, Max!"
Max said, "I _____." (pages 9 and 10)

Describe characters. Direct speech. 19

Sample pages from
Student's Book 1

Did you know?

Volcanoes also erupt on planets in outer space. Recently, the Voyager-2 spacecraft captured images of volcanoes actually erupting on Io, a moon of Jupiter.

Comprehension

1 Skim the text again and work with a partner to answer these questions.

- How does the structure of this text differ to the two other texts in this unit?
- Why do you think the text on volcanoes has been structured differently?
- How has the use of language changed in the text on volcanoes? Why do you think this has been done?
- Which writing style do you prefer? Why?

2 Write the answers to the following questions in your notebook.

- Where are volcanoes found?
- What is 'the ring of fire'?
- What is the difference between lava and magma?
- Why do you think some eruptions are more violent than others?
- How do volcanoes positively affect people?
- If you could ask a volcanologist one question, what would it be?
- Write down any two interesting facts from this article on volcanoes.
- Write two opinions about volcanoes.
- Why do volcanoes need to be monitored?
- Do you think volcanoes could cause the end of life on Earth as we know it today? Why?

Grammar

1 Add dashes to the following sentences.

- Watch out. The aliens have landed!
- The images, captured by Voyager-2, show that there are volcanoes on Jupiter's moon.
- I looked up. A ball of flames was rushing towards me!

2 Rewrite the following sentences. Fill in the missing punctuation marks.

- Have you ever seen an alien
- The astronaut on a mission to Mars was doing experiments for NASA
- Space travel is exciting it is also dangerous

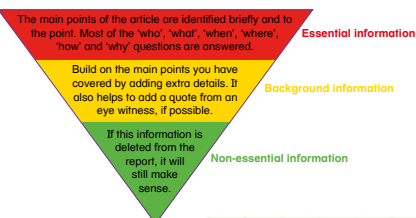
Punctuation: dashes

Dashes add emphasis to your thoughts and often make sentences stronger or more interesting than conjunctions or other punctuation marks.

Pompeii was destroyed – the warning signs had been ignored.
The dash can be used to show extra information in a sentence.
Active volcanoes are monitored by experts – known as volcanologists – who try to predict whether or not they are about to erupt.

Reading and writing

1 A newspaper report has a specific structure. Study the diagram below to help you understand the structure. Why do you think the non-essential information is written at the end of a news article?



Grammar: dashes. Structure of news reports. 13

Sample pages from
Student's Book 6

Student's Book 1	978-0-00-814760-0	£7.99
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Treasure House

Everything you need for English,
under one roof.



Collins Connect

Age
5-11

Why choose Treasure House?

Treasure House is organised into the 5 skills laid out in the national curriculum for England. Resources for each strand can be purchased separately, which allows you to mix and match **Treasure House** resources to perfectly suit your needs!



Treasure House is a comprehensive and flexible bank of print and digital literacy resources providing complete coverage of the 2014 Primary English Programme of Study.

- Boost all of the core language skills embedded across the new rigorous English Programme of Study including handwriting, comprehension, composition, spelling, plus vocabulary, grammar and punctuation
- Explore immersive literature and encourage reading for pleasure in the Reading Attic with the most exciting children's authors
- Benefit from extensive **Treasure House** teacher support through Teacher's Guides and Anthologies in print and digital

Treasure House supports your pupils in mastering the core literacy skills



How is Treasure House Structured?

Print and digital pupil resources are organised into the skills laid out in the national curriculum for England: Comprehension; Composition; Vocabulary, Grammar and Punctuation; Spelling; and Handwriting. There are 5 printed Pupil Books for each year group, each covering a different core skill. Digital resources are also available on Collins Connect.

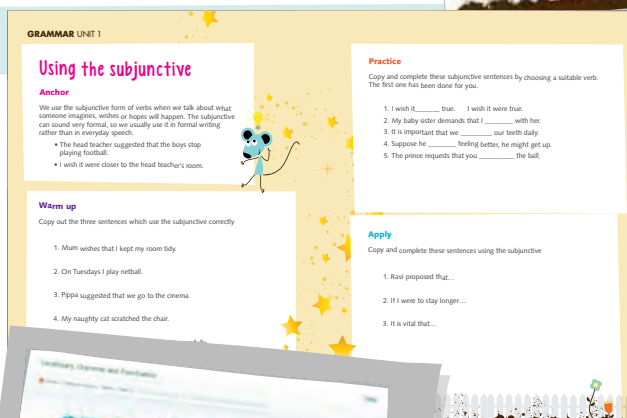
Spelling

Covers all the objectives for spelling in the national curriculum for England through activities suggested in discrete and flexible teaching sessions. Reinforce each spelling rule with a huge, varied bank of practice questions and help children to remember key spelling rules by investigating how they work.



Vocabulary, Grammar and Punctuation

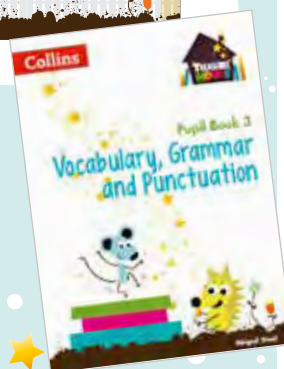
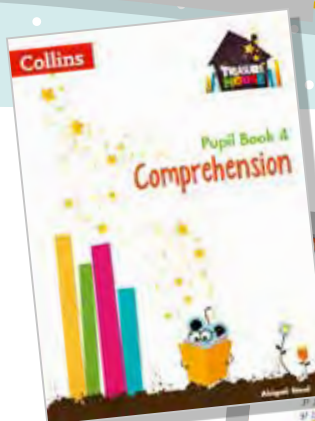
Treasure House focuses on the applied use of grammar, enabling pupils to understand and master the skills in context. Boost dictionary skills and enable an effective use of vocabulary with fun and practical activities.



Please see the order form at www.collins.co.uk/intcatalogues for the full list of titles available

Comprehension

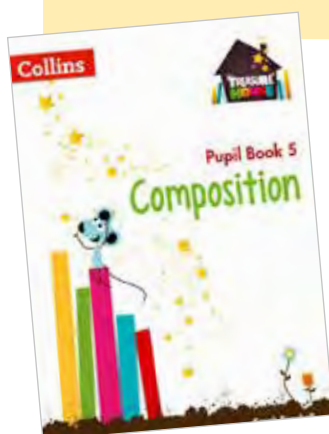
The comprehension teaching in **Treasure House** is built on questions that will stimulate pupils' ability to think more deeply, and explore meaning in both broader context and closer detail. Teaching sequences include high quality, annotated text extracts covering poetry, prose, traditional tales, playscripts and nonfiction.



Handwriting

Teach children to write in a fluent, legible style of handwriting starting with fine motor movements at Foundation, moving through to pre-cursive and then cursive writing. The practice sheets facilitate a smooth progression from early mark-making to fluent handwriting.

Write-in Word Books allow extra handwriting practise as children can build up their own dictionary for each letter of the alphabet.



Composition

Treasure House enables your pupils to become competent writers. Teaching sequences provide pupils with the inspiration and model for their writing and support them in the generation and organisation of ideas.

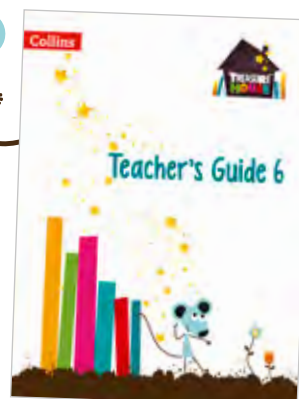


Teacher's Guides

Treasure House provides extensive teacher support through Teacher's Guides and Anthologies in print and digital.

Each Teacher's Guide contains 15 teaching sequences which follow the same four phases:

- Enjoy and Immerse engages children with a source text through discussion and comprehension
- Capture and Organise uses discussion, drama and writing to help pupils analyse text in more detail
- Collaborative Composition supports group and class work exploring the process of writing
- Independent Writing provides opportunities for pupils to construct texts independently



Anthologies

Treasure House Anthologies are packed with fully illustrated, extended extracts from all text types specified in the national curriculum for England from classic to contemporary fiction and non-fiction.



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www.collins.co.uk/intcatalogues for the full list of titles available

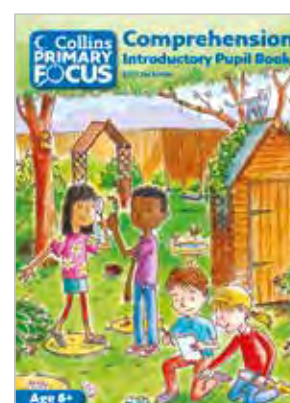
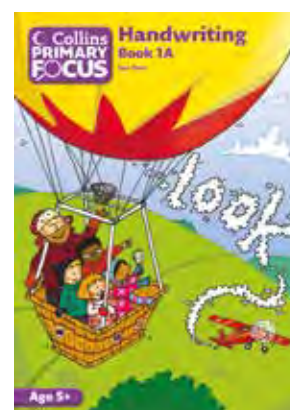
Collins Primary Focus



Authors: Rachel Axten-Higgs, John Jackman, Wendy Wren, Sarah Lindsay, Louis Fidge, Joyce Vallar, Carol Doncaster and Sue Peet

Collins Primary Focus offers a rigorous and enjoyable set of resources that support children in developing key language and literacy skills. The series covers Comprehension, Writing, Grammar and Punctuation, Spelling, Vocabulary and Handwriting.

- Flexible, affordable, pick-up-and-teach resources that can be used to develop core technical English skills alongside any reading programme
- Learning aims are clearly stated at the start of each unit, followed by a clear explanation of the subject, and activities that allow children to practise, develop and extend their understanding
- Three clear levels of differentiation throughout make it easy to provide the right material to support the individual needs of each child
- Integrated assessment helps you to identify the learning needs of your pupils and check progress easily



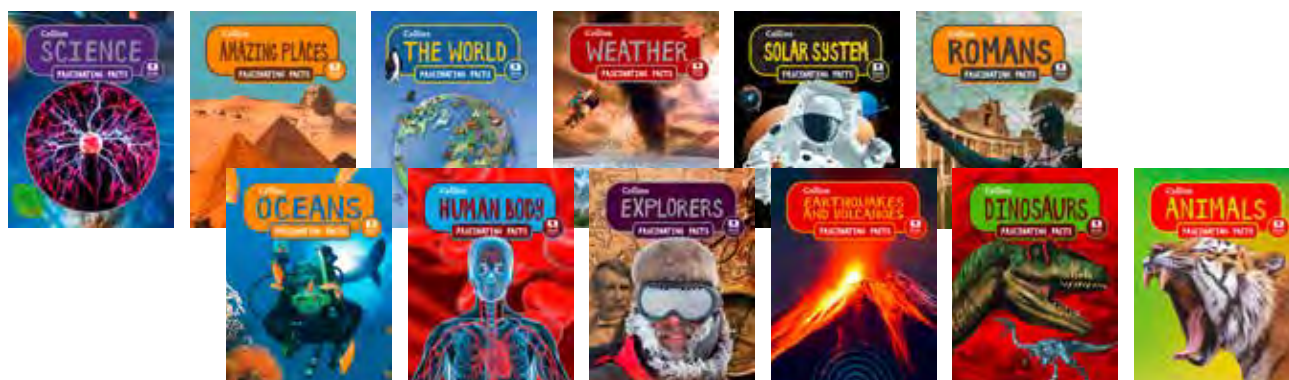
Also available as
photocopiable
teacher resources

Please see the order form at
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for the full list of titles available

Fascinating Facts

Age
5-11

Interesting, informative and fun, the **Fascinating Facts** series will amaze and entertain children, and help them understand the world around them.



Science	978-0-00-816918-3	£6.99
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Primary English as a Second Language

Authors: **Daphne Paizee, Jennifer Martin, Sandy Gibbs, Kathryn Gibbs, Robert Kellas**

Written with a range of international contexts in mind, this highly flexible, 6-level course provides coverage of the Cambridge Primary English as a Second Language curriculum framework. Consisting of an appealing, magazine-style Student Book, extensive Workbook and supportive Teacher's Guide, the course offers progression within and across levels.



Student's Books:

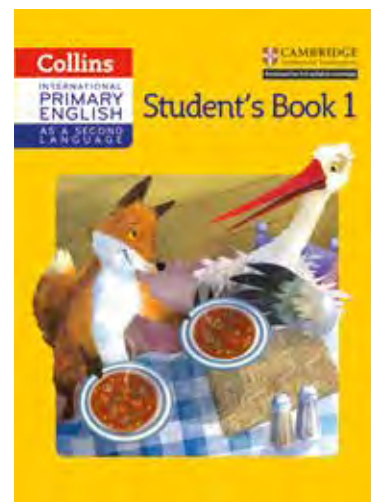
- **Engage learners** with the colourful and appealing Student's Books, audio materials and songs
- **Inspire thought and conversation** with a range of carefully selected fiction and non-fiction reading texts covering interesting and enjoyable topics for the age group
- **Activate learners' imagination** and provide opportunities for them to contribute their own knowledge and experiences to the lessons, whatever their level of English, through the stimulating texts and the appealing illustrations and photographs
- **Help learners gain confidence** by providing challenges to think deeply and communicate their ideas and opinions

Workbooks:

- **Provide additional activities** and opportunities for further practice related to the key topics presented in the Student's Books
- **Build confidence and understanding** of key vocabulary and language structures
- **Challenge learners to stretch themselves** by spending longer thinking about a topic and investigating it further with the 'Thinking Deeper' tasks

Teacher's Books:

- **Benefit from a clear, but differentiated path** through the Student's Books
- **Be ready to teach** with comprehensive, easy-to-use teacher and classroom resources, including step-by-step lesson plans, and a varied and extensive Activity Bank



We are working with Cambridge International Examinations towards endorsement of these forthcoming titles.

COLLINS INTERNATIONAL PRIMARY ENGLISH AS A SECOND LANGUAGE STUDENT'S BOOKS

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Student's Book Stage 5 (May 17)	978-0-00-821370-1	£5.99
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COLLINS INTERNATIONAL PRIMARY ENGLISH AS A SECOND LANGUAGE TEACHER'S BOOKS

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Teacher's Book Stage 4 (May 17)	978-0-00-821369-5	£100.00
Teacher's Book Stage 5 (May 17)	978-0-00-821372-5	£100.00
Teacher's Book Stage 6 (May 17)	978-0-00-821375-6	£100.00

COLLINS INTERNATIONAL PRIMARY ENGLISH AS A SECOND LANGUAGE WORKBOOKS

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Workbook Stage 6 (May 17)	978-0-00-821374-9	£7.99

First English Words

Age up
to 7

Authors: **Karen Jamieson, Niki Joseph, Hans Mol**

Encourage a love of learning English through fun, engaging activities and beautiful illustrations.

Activity Pack

The **First English Words** pack provides an inspirational pre-school vocabulary acquisition programme.

Includes:

- **First English Words:** This beautifully illustrated award-winning picture dictionary is packed full of fun and useful everyday vocabulary and comes with a CD with 36 songs

“A book that will be read over and over again”

ESU judging panel

- **First English Words Activity Books 1 and 2:** Contain simple but engaging activities with pre-reading and pre-writing tasks
- **First English Words Teacher's Book:** An essential guide including audio CD for teachers using the **First English Words** picture dictionary and **Activity Books** in their classroom
- **4 posters**
- **35 A4 story cards**
- **100 A5 flashcards**
- **Audio CD**

First English Words Activity Pack	978-0-00-753658-0	£90.00
First English Words (picture dictionary with songs)	978-0-00-743157-1	£11.99
First English Words Activity Book 1	978-0-00-752313-9	£4.99
First English Words Activity Book 2	978-0-00-752312-2	£4.99
First English Words Teacher's Book	978-0-00-753600-9	£30.00



Introducing English to Young Children

Author: **Opal Dunn**

Two practical and quick-to-read teacher guide books looking at how young children begin to acquire English as a second language.

- Introduce lesson plans and a wide selection of activities
- Help teachers to plan, manage and assess lessons with young learners
- Contain meaningful projects, games and ideas on enjoying and making picture books

Spoken Language	978-0-00-752255-2	£15.99
Reading and Writing	978-0-00-752254-5	£15.99

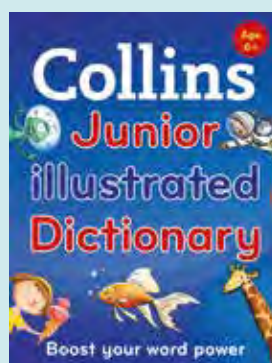
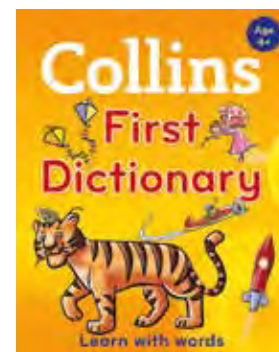


Collins Primary Dictionaries

Collins First Dictionary

Age 4+

- Support the language and literacy skills of children starting school
- Build understanding with simple definitions and illustrations on every page



Collins Junior Illustrated Dictionary

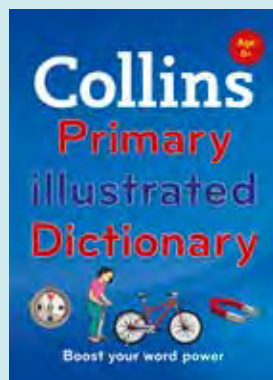
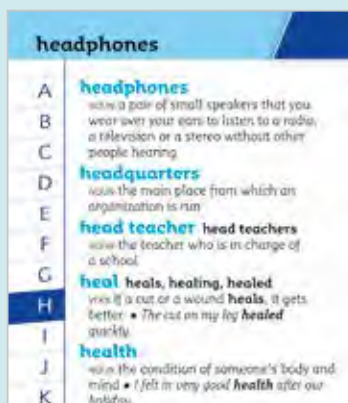
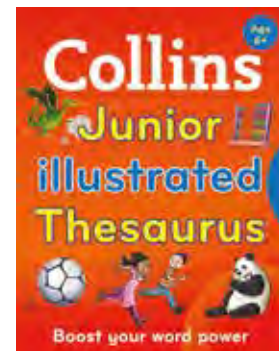
Age 6+

- Boost vocabulary with full sentence definitions and colourful illustrations and photographs
- Introduce key dictionary features such as noun, verb, adjective or adverb, as well as plurals and past tenses

Collins Junior Illustrated Thesaurus

Age 6+

- Build confidence and writing skills with full definitions for every entry
- Antonyms and picture pages help to improve vocabulary even further



Collins Primary Illustrated Dictionary, second edition

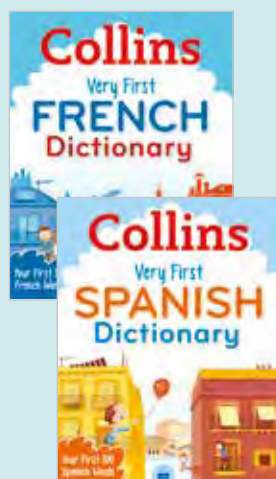
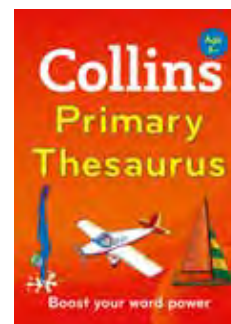
Age 8+

- Full sentence definitions and examples teach pupils how to use words correctly
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Collins Primary Thesaurus, second edition

Age 7+

- Full definitions for every entry and sample sentences for each synonym to help improve your pupils' vocabulary
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Collins Very First French Dictionary and Collins Very First Spanish Dictionary

Age 8+

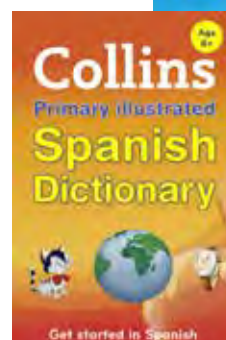
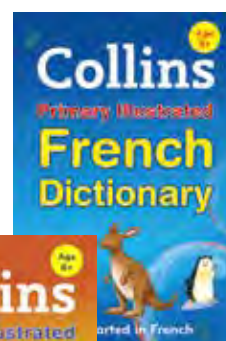
- Introduces children to their first 500 French/Spanish words with colourful illustrations and example sentences
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Collins Primary Illustrated French Dictionary and Collins Primary Illustrated Spanish Dictionary

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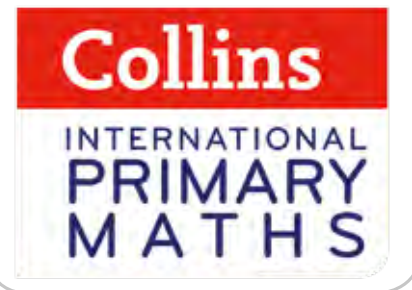
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Collins International Primary Maths



Series Editor: **Peter Clarke**

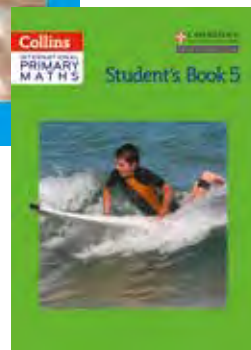
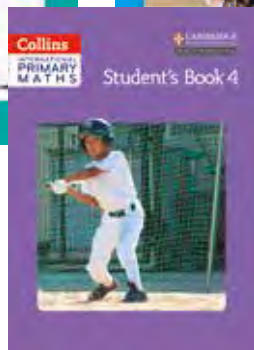
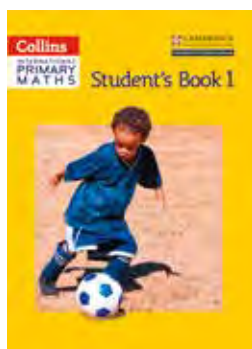
Authors: **Caroline Clissold, Paul Hodge, Lisa Jarmin, Ngaire Orsborn, Paul Wrangles**

NEW

CP

Age 5-11

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This series is endorsed by Cambridge International Examinations to support the full curriculum framework from 2011.

Collins International Primary Maths offers full coverage of the Cambridge Primary Mathematics curriculum framework with a problem-solving and discovery approach to the learning of mathematics.

- **Deliver the requirements of the Cambridge Primary Mathematics curriculum framework** with confidence
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- **Support every child** with clearly defined skills and different levels of ability within each unit

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- Motivate your students with a problem-solving and discovery approach to the learning of mathematics
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- Provide the rigour of a full teaching scope and sequence for each stage with flexibility of delivery
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- Contain a bank of practical hands-on learning activities

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The DVDs contain:

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- Slideshows and images to support lessons
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- Full audio glossary

Online Resource:

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The digital component, via our online interactive platform Collins Connect, provides:

- All teaching resources included on the DVDs, plus
- Planning and teaching functionality via the adaptable planning tool and weekly planning grids
- Record keeping and reporting functionality
- 16 games to aid mathematical fluency

Lesson 6: Missing number calculations: subtraction

Unit 7

Key words

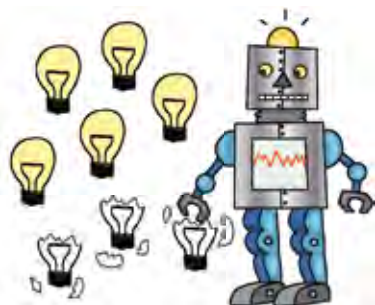
- subtract
- take away
- count on

Discover

Find the missing number in a subtraction

Discover

How many bulbs did the robot break?



Learn

$\square - 4 = 1$

Add 4 and 1 to find the missing number.

$5 - 4 = 1$

$5 - \square = 3$

Count back from 5 until you reach 3.

$5 - 2 = 3$

Lesson 7: Adding single- and 2-digit numbers (1)

Unit 7

Key words


- add
- plus
- more

Discover

Add single- and 2-digit numbers

Discover

It is easier to add these groups of people if you start with the larger number.




Learn

Start with the 2-digit number, then count on.


$24 + 4 =$

24, 25, 26, 27, 28



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

$24 + 4 = 28$



Sample pages from *Student's Book 1*

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Busy Ant Maths

Series Editor: **Peter Clarke**

Authors: **Rachel Axten-Higgs, Caroline Clissold, Linda Glithro, Elizabeth Jurgensen, Nicola Morgan, Cherri Moseley, Jeanette Mumford, Jo Power, Janet Rees, Sandra Roberts and Louise Wallace**



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KS1 KS2 AS Age 4-11

SUPPORTS A 'MASTERY' APPROACH TO THE TEACHING OF MATHEMATICS



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- Has been written by teachers for teachers – with over 50 years in the classroom between them, our author team really know what works

Peter Clarke, series editor

Peter is a highly respected mathematics consultant and lecturer working throughout the UK and abroad. A former maths subject leader, deputy headteacher and LEA advisor, he has extensive experience in teaching and writing for primary mathematics education.



WRITTEN BY
TEACHERS
FOR TEACHERS

HOW IS BUSY ANT MATHS STRUCTURED?



COMPONENT / YEAR LEVEL	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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PUPIL BOOKS & ACTIVITY BOOKS	AB	AB AB AB	AB AB AB	AB AB AB	AB AB AB	AB AB AB	AB AB AB
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Unit 1, Week 3, Lesson 1

Naming 3-D shapes

Recognise and name 3-D shapes lying in any position

Challenge 1 Match each picture to its 3-D shape. Copy and complete the table.

Picture	3-D shape
1	cube
2	
3	
4	
5	
6	
7	
8	
9	
10	

Challenge 2

1 Name the six 3-D shapes that are lying in the sand.

2 Use the clues to name the three shapes below.

Shape A

- 6 rectangular faces
- 8 vertices
- 12 edges

Shape B

- 6 rectangular faces
- 2 triangular faces
- 9 edges

Shape C

- flat circular face
- curved sides that come to a point

Unit 1, Week 3, Lesson 2

Making models of 3-D shapes

Make models of 3-D shapes using straws and 2-D shapes

Challenge 1 Work with a partner. Make models of these 3-D shapes with the interlocking 2-D shapes.

Challenge 2 Work with a partner. Make skeletal models of these 3-D shapes with straws and sticky putty. Name each shape you make.

3-D shape	Long straws	Short straws	Sticky putty blobs
cube	12	0	8
a	8	4	8
b	3	6	6
c	3	3	4
d	5	10	10
e	4	4	5

Challenge 3 Work with a partner. Using interlocking triangles and squares only:

- explore the different 3-D shapes you can make
- find a way to make a hexagonal prism.

Sample pages from *Pupil Book 3A*



Stretch and Challenge

NEW

Challenge your more able pupils with resources for each year designed to broaden and deepen their mathematical understanding.

Busy Ant Maths Stretch and Challenge resources will support you in delivering structured guidance and support for gifted children who are exceeding age-related expectations in mathematics.

Each **Stretch and Challenge** resource contains:

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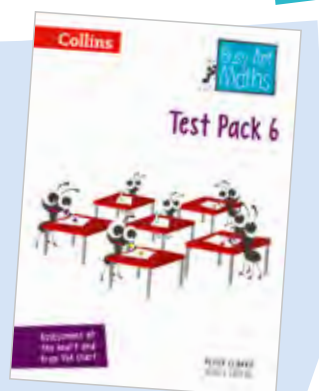


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These photocopiable packs, one for each year, each contain a practice test that will support you in making a decision as to whether or not an individual child has achieved mastery of the programme of study for each year group.

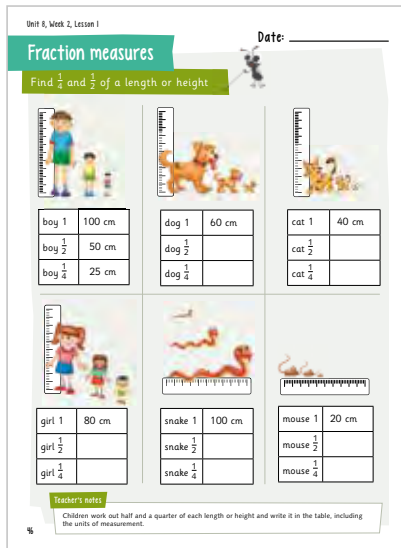


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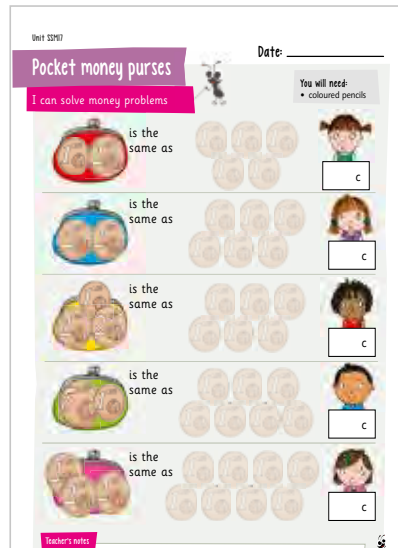


Busy Ant Maths Euro Edition NEW

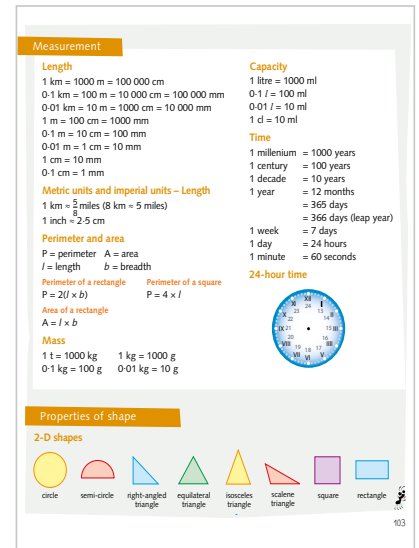
Busy Ant Maths Activity Books, Pupil Books and Teacher Guide Packs are now available in an edition specifically designed for European users. This edition includes metric measurements and the currency used throughout is €.



Sample page from *Pupil Book 2B*



Sample page from *Foundation Activity Book*



Sample page from *Pupil Book 5A*



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English for Mathematics

NEW

Age 7-10

Maths

Series editor: **Mary Wood**

Authors: **Karen Greenway, Linda Glithro and Emma Low**

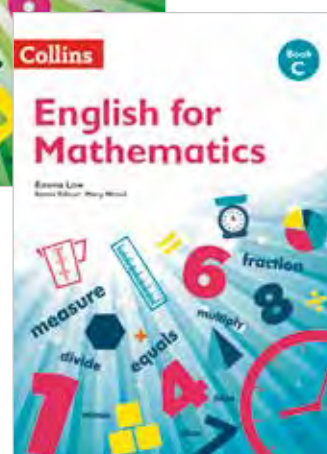
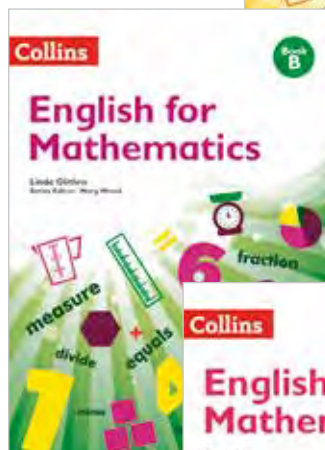
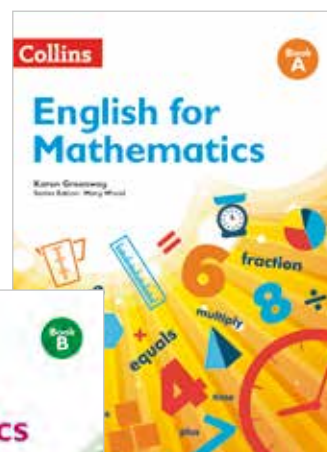
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Unit 16 Perimeter and area

Perimeter and area

Read it!

Key words: perimeter, length, width, area, centimetre squared

Perimeter is the distance all the way around a shape.
Area is the amount of surface covered in a shape.

The **perimeter** of a rectangle is double the (length + width)
 The perimeter of the rectangle is $2 \times (2 + 3) = 10$ cm

To find the **area** of a shape, count the number of centimetre squares that it covers.
 The area of the rectangle is 6 cm^2 because it covers 6 centimetres squared.

Language focus!

perimeter	
distance	centimetre (cm) metre (m)

area

area	
surface	centimetre squared (cm^2) metre squared (m^2)

To remember area and perimeter, think of a rectangular table top. The perimeter is the length around the edge of the table. The area is the surface of the table.

Practise it!

1. Measure the sides of the rectangle.

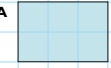
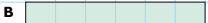
length _____
width _____

What is the perimeter of the rectangle? _____

2. A shape is drawn on a centimetre grid. Find the area by counting the squares.

Area = _____

3. Shape A and shape B have the same area.

A  B 

Complete the table

	Area	Perimeter
A		
B		

Teachers and parents note

Students often confuse area and perimeter. Move your finger around the outside of the shape when you talk about perimeter. Use your whole hand to move across the surface when you talk about area. Encourage the students to use the correct units when saying or writing answers.

Sample pages from 'English for Mathematics' Book B



Fluency in Number Facts

Age 5-11

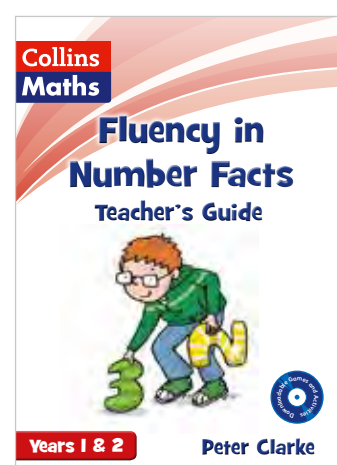
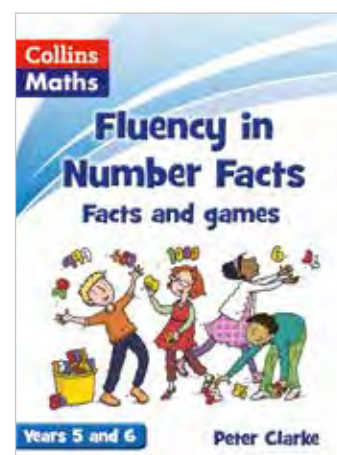
Author: **Peter Clarke**

Easy steps to maths confidence

Fluency in Number Facts is packed with exciting games and activities to improve children's recall of number facts and mental maths skills. These activities help to develop children's conceptual understanding and their ability to recall and apply knowledge accurately.

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- Assess children's progress with mental maths tests, including audio support, and self-assessment opportunities
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Age 5-11

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The Shanghai Maths Project

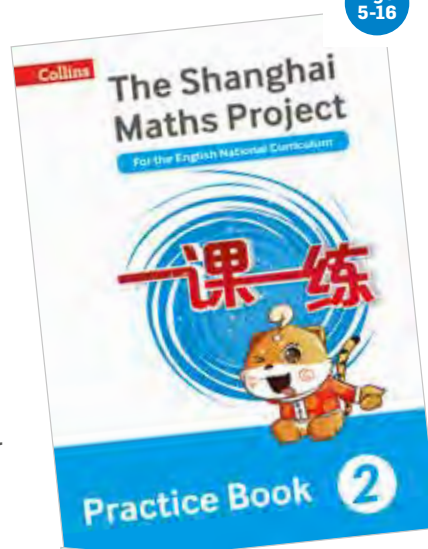
一课一练

Age
5-16

Based on maths teaching in Shanghai and developed in partnership with East China Normal University Press, this series of workbooks provides maths practice for 5–16 year olds.

Maths teaching in Shanghai is built around the following principles:

- A reinforcement from teachers that everyone can achieve high standards in maths, leading to pupil engagement and excitement about maths
- A methodical curriculum design that helps pupils to progress at the same pace
- A step-by-step teaching approach that builds procedural fluency and understanding of underlying mathematical concepts in tandem
- Immediate feedback where misconceptions are addressed as they occur. Pupils get help and support directly as they work through each lesson



The **Shanghai Maths Project** workbooks:

- Provide full coverage of English National Curriculum objectives for maths
- Have 8–10 chapters made up of exercises
- Include end of unit tests and an end of year test



Find out more at www.collins.co.uk/shanghaimaths

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Collins International Primary Science

Collins

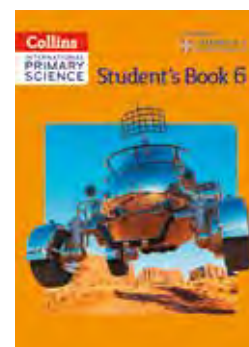
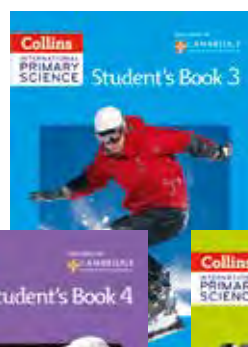
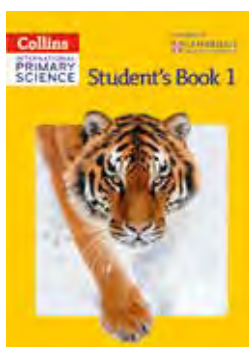
 INTERNATIONAL
**PRIMARY
 SCIENCE**

Authors: Karen Morrison, Fiona MacGregor, Daphne Paizee, Phillipa Skillicorn, Tracey Baxter, Sunetra Berry, Pat Dower, Helen Harden, Pauline Hannigan, Anita Loughrey, Emily Miller, Jonathan Mille, Anne Pilling and Pete Robinson

CP

 Age
 5–11

Motivate pupils aged 5–11 with a student-centred course that develops scientific enquiry skills.



This series is endorsed by
**Cambridge International
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Collins International Primary Science provides a progressive and student-centred scheme for primary pupils worldwide. Inspiring visuals and activity-based investigative tasks stimulate children's interest and promote independent learning.

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Student's Books:

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- Discussion points for each lesson help check comprehension

Workbooks:

- Help students record observations, investigation results and key learning
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Teacher's Guides:

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- Include information on scientific background
- Help support mixed abilities
- Contain copymasters for the accompanying Student's Book

DVDs:



The DVDs are fully integrated with the course materials and provide stimulating electronic resources to support learning and assessment, including:

- Slideshows
- Video clips
- Additional photographs
- Interactive classroom activities

3.5 Heating materials

When materials are **heated** they become hot. Some materials change when they are heated. Clay pots and bricks get hard when they are heated.





1 Why do we need to heat clay pots and bricks before we can use them?

Bread dough gets bigger when it is left in a warm place. When the dough is heated in an oven, it changes into bread and gets a hard crust.



2 Describe the dough in each picture. Say what has happened to make it change.

3 What will happen to the bread in picture D if the oven is too hot?

Topic 3 Material changes

Some materials get softer or **melt** when they are heated.

4 Name two other materials that get soft or melt when they are heated.

Activities

1 Investigate what happens to a slice of bread when you heat it in a toaster or over a candle flame.

2 Compare a slice of bread with a slice of toast. How are they similar? How are they different?

3 Does the type of bread affect how long it takes to toast? Design an experiment to answer this question.

I have learned

- Some materials change when they are heated.
- Materials may get harder or softer when they are heated.
- Some materials melt when they are heated.

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Series Editor: **Jane Turner**

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Age 5-11

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Age
5–11

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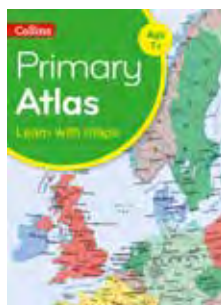
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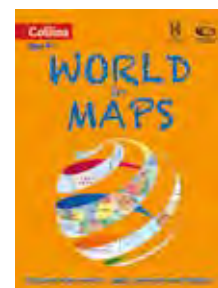


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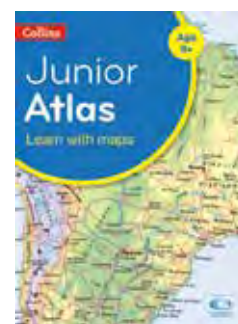
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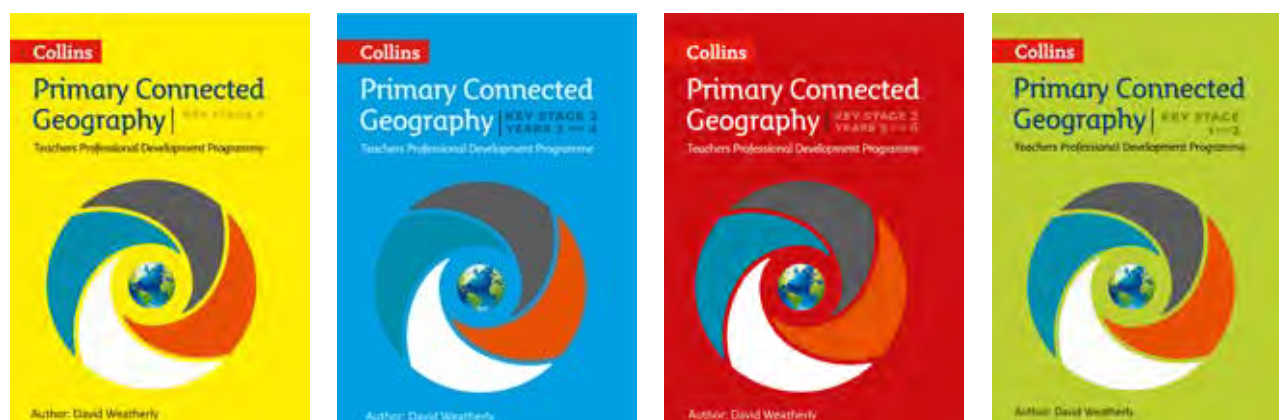
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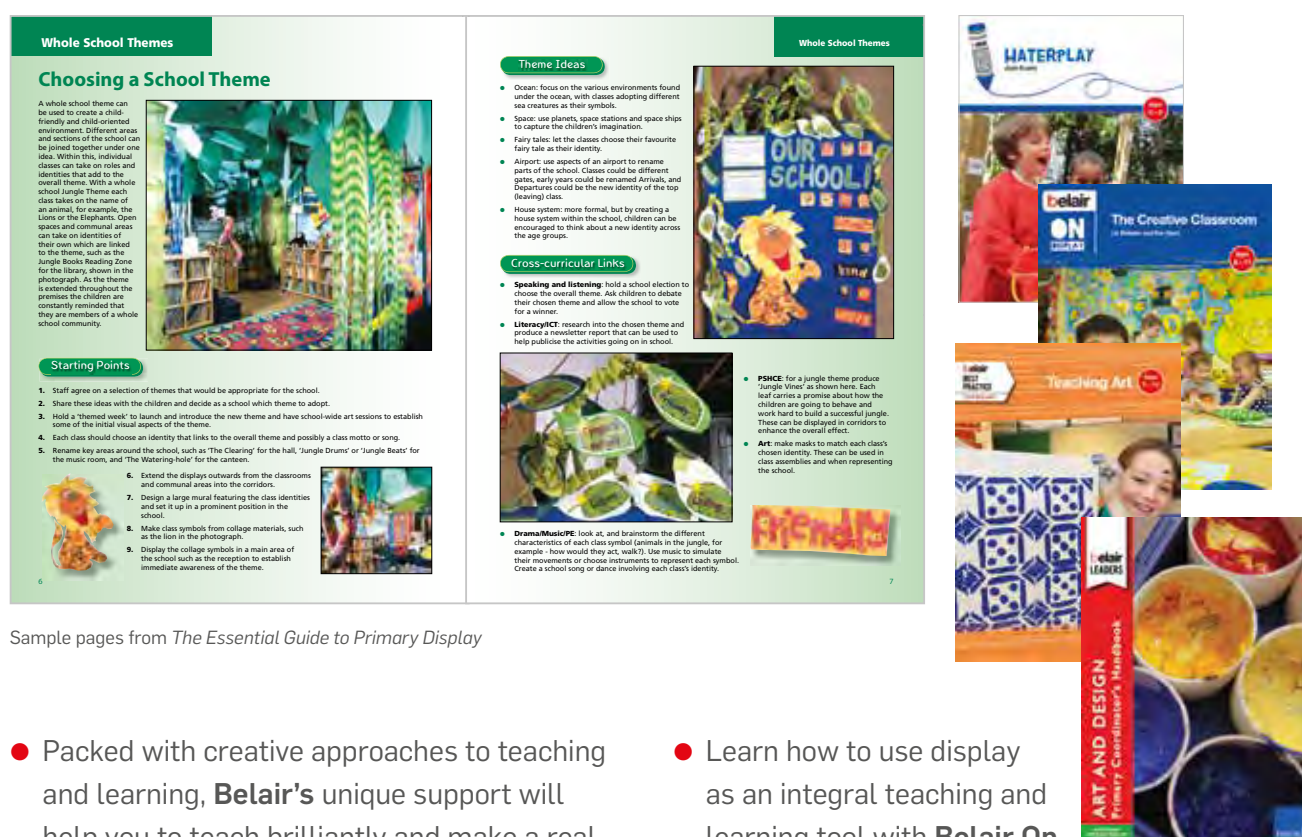
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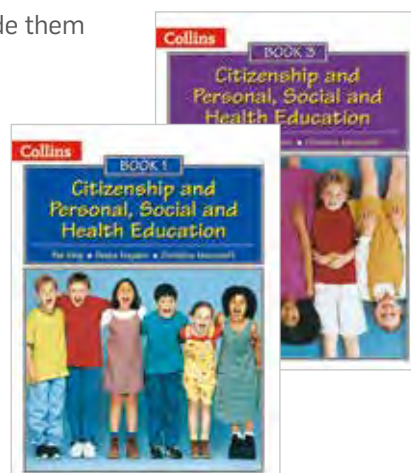
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Problem solving

Calculations

Checking answers

You can use subtraction to check addition sums.

26 + 35 = 61
To check the answer is correct, you can work out:
61 - 35 = 26
or
61 - 26 = 35

You can also use addition to check subtraction questions.

72 - 48 = 24
To check the answer is correct, you can work out:
24 + 48 = 72

Missing number problems

You might be asked to find a missing number in a question. Think carefully about the order in which to write the two numbers. Do you need to add or subtract them?

Example question: Find the missing numbers:
45 + ___ = 87 73 - 27 = 46 ___ × 5 = 35 20 ÷ ___ = 10

Answers:
87 - 45 = 42 73 - 27 = 46 35 ÷ 5 = 7 20 ÷ 10 = 2

Now check your answers.
45 + 42 = 87 73 - 46 = 27 7 × 5 = 35 20 ÷ 2 = 10

Encourage your child to check their answers using another kind of calculation, e.g. subtraction for addition sums.

Different ways of showing questions

Here are some different ways of showing multiplication and division questions.

10 + 10 + 10 + 10 + 10 = 10 × 5 = 50
★★★★★★★★★ = 2 × 10 = 20

Shareen and Sam have 12 sweets. They share the sweets. How many do they each get? 12 ÷ 2 = 6
What if they have 14 sweets? 14 ÷ 2 = 7

Nia has six 10p coins. How much money does she have? 10 × 6 = 60p

Remember:

- All even numbers can be divided by 2.
- Numbers ending in 5 or 0 can be divided by 5.
- Numbers ending in 0 can be divided by 10.

Playing games and doing puzzles are a good way to learn. Try this puzzle. Pick four one-digit numbers. How many even numbers can you make?

1 a. 56 + ___ = 83
b. 70 - ___ = 82
c. 4 + ___ + 9 = 15

2 Sort these numbers into odd numbers and even numbers.
15 28 93 36
70 81 52

3 Write a calculation for these drawings:
a. ★ ★ ★ ★ b. ★ ★ ★ ★ ★ ★

Make sure you know which numbers are even and which are odd.

- Check to see which unit digits make a number odd and which make a number even.
- When you are in the supermarket, have a look at the numbers on the aisles. Are they even or odd?

Sample pages from Letts KS1 Success Revision Guide

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Prefixes *dis* and *mis*

The prefixes **dis** and **mis** usually give the root word a **negative** or **opposite** meaning.

obey → **disobey**
interpret → **misinterpret**

There are no rules about these prefixes: you just have to learn them!

WILD FACT
When naturalists first saw pictures of the platypus, they thought it was a hoax because it looked so odd!

FAST FILE
Animal: Platypus
Habitat: Freshwater lakes and streams; burrowed above water level
Weight: Up to 1.4kg
Lifespan: Up to 17 years
Diet: Insects, tadpoles, shrimps and worms

Task 1 Add either the prefix **dis** or **mis** to these words.

a appoint _____
b understand _____
c honest _____
d connect _____
e fortune _____

Task 2 Add either **dis** or **mis** to the following words to complete the sentences below.

agree similar advantage heard

a The platypus's bill is not _____ to a duck's.
b I wouldn't _____ that the platypus is an unusual-looking mammal.
c When the platypus gave a low-pitched growl, I thought it'd _____
d On land, the platypus is at a _____ due to its short, heavy legs.

WILD FACT
The platypus has a bill like a beaver, a tail like a duck, feet like an otter and it lays eggs! The male even has a venomous spur on its back foot. If disturbed, they will utter a low growl.

Task 3 Write down the words that start with the prefix **dis** or **mis** that these definitions are describing.

a Not faithful or loyal: _____
b Spell incorrectly: _____
c Not honourable: _____
d Not connected: _____
e Bad luck: _____

Exploring Further ...
Circle eight words in the word-search that start with the prefixes **mis** or **dis**.

R	A	N	C	D	B	X	N	D	E
D	A	L	W	W	Q	E	Y	I	V
A	I	E	W	A	K	F	D	S	A
E	U	V	P	A	C	I	E	C	H
L	P	T	P	S	Q	Y	O	E	
S	H	S	S	T	A	W	D	V	B
I	T	I	R	G	U	S	A	E	S
M	U	U	Q	I	O	I	R	I	
M	S	Y	E	B	O	S	I	D	M
T	M	M	I	S	P	L	A	C	E

Now burrow to pages 44-45 to record what you have learned in your explorer's logbook.

Sample pages from *Wild About Spelling* Age 7-9

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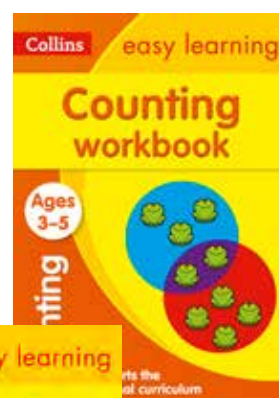
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Age
3-11

Counting quarters

We know that quarters are **one whole** shared into **four equal parts**. One of these equal parts is one-quarter.
If you start with more than one whole, you can have more than four-quarters. For example, 2 pizzas cut into quarters give 8 quarters.

1 Write how many quarters of sandwich there are in each picture.

2 These glasses of orange juice are marked in quarters. Write as a fraction how much juice is in each glass.

3 These jellies will be cut into quarters. Each quarter of a jelly needs one bowl to go in. How many bowls are needed?

4 We can use a number sequence to count in quarters. We add or take away a quarter to get the next number in the sequence. Like this:

$$1 \frac{1}{4} \quad 1 \frac{2}{4} \quad 1 \frac{3}{4} \quad 2 \frac{1}{4}$$

Complete these number sequences.

$$3 \quad 3 \frac{1}{4} \quad 3 \frac{2}{4} \quad \square \quad \square \quad \square \quad \square$$

$$8 \frac{1}{4} \quad 8 \frac{2}{4} \quad 8 \frac{3}{4} \quad \square \quad \square \quad \square \quad \square$$

$$6 \quad 5 \frac{3}{4} \quad 5 \frac{2}{4} \quad \square \quad \square \quad \square \quad \square$$

To see how your child understands fractions, you can draw a line, with 0 at one end and 1 at the other. Ask them to mark on where $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ would be. They should be the same distance apart.

Sample pages from *Fractions Ages 5–7*



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What is a Pictogram?
A pictogram is a way of showing information using pictures.

Example
Look at this pictogram. It shows information about snacks brought into school. The pictogram shows that three children brought an apple, because there are three apples.

How many children brought grapes?
If you count the bunches of grapes, there are four. So four children brought grapes.

Key Point
The category with the biggest number is the most popular. The category with the smallest number is the least popular.

Tally Charts
A tally chart is used to show data. A tally chart counts in lots of five.

Example
There are two tallies of four and two tallies of one, so the total is 10.
There is one tally of five and one tally of one, so the total is 6.
There are two tallies of five, so the total is 10.

Key Point
A tally chart counts in lots of five.

Block Graphs
Block graphs show information using a number scale. They are better at showing larger amounts.

Example
Look at the graph about snails. If you use the number scale at the side, you can see how many snails were found. The scale counts in lots of five.

The scale tells you that 20 grey snails, 15 white snails, 10 orange snails and 25 brown snails were found.

Quick Test
1. Use the block graph above.
a) What was the most popular colour?
b) What was the total number of snails?
c) Fill in this tally chart shown in the block.

Coloured snail
Grey
White
Orange
Brown

Test Your Skills
Mixed Questions

4 Complete this number pattern:
1, 2, 3, 3, 1, 2

5 Look at the circle. Imagine you are standing on X.

a) Face letter a and make an anti-clockwise quarter turn. Which letter do you see?
b) Face letter c and make a half turn clockwise. Which letter are you now facing?
c) What fraction of the circle is shaded?

Tick the 3-D shape that does not belong to the group.

A B C D

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Test Your Skills
Mixed Questions

7 Fill in the missing numbers.

a) 15 25 35 40
b) 99 89 79 29
c) 6 12 14 18

8 Use the symbol <, > or = to compare the value of these numbers.

a) 19 56
b) 27 27
c) 35 14
d) 99 143

9 Look at the pictogram. It shows the snacks that some children brought to school.

Key Point
1 child brought an apple

a) How many children brought strawberries?
b) There are more oranges than apples.
c) What was the favourite snack?
d) How many snacks were brought altogether?

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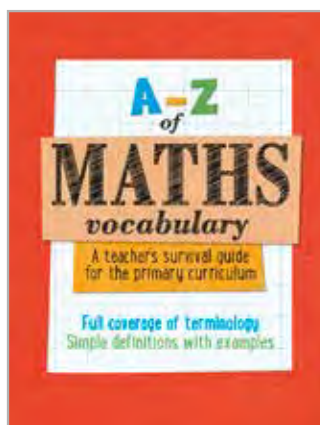
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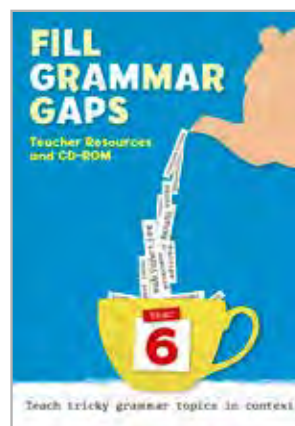
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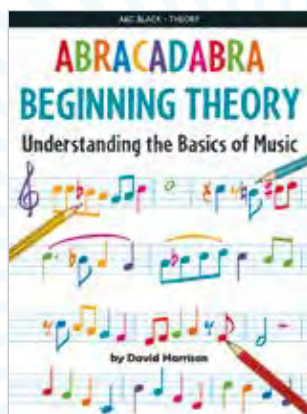
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