

Collins

PRIMARY CATALOGUE 2016



Collins
BIG CAT



Collins  Connect

The Shanghai
Maths Project
一课一练

Collins
PRIMARY
GEOGRAPHY



Collins



Love Reading with Collins Big Cat.
Books and ebooks that support delivery and
assessment of the new curriculum.

See page 4



Everything you need for English,
under one roof.

See page 16



Help your pupils master maths with
Busy Ant Maths.

See page 32



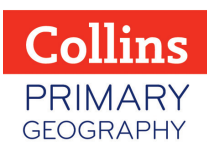
Practice books using the Shanghai method
that cover the maths curriculum for England.

See page 46



Deliver outstanding science throughout your
school with this dynamic comprehensive
programme!

See page 52



Discover our range of geography
resources and atlases.

See page 61



Revision and practice for KS1 and 2,
from the experts!

See page 72

plus,
more English
resources – GPaS
for Year 6 and
dictionaries.
from page 22

Primary Catalogue 2016

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For Early Years



For Key Stage 1



For Key Stage 2



Assessment Support



For Cambridge Primary



For International Primary Curriculum



Matches the International Baccalaureate Primary Years Programme

Collins

FREEDOM TO TEACH

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and follow our blog – articles and
information by teachers for teachers.
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Collins Connect

Collins Connect is an innovative online learning platform designed to support teachers and pupils by providing a wealth of content and interactive activities – ideal as a front-of-class teaching and learning tool and to support independent learning and home/school links.

Collins Connect has been designed to . . .

- ✓ Enable you to teach flexibly
- ✓ Be simple to use
- ✓ Be straightforward to set-up
- ✓ Make testing and reporting easy
- ✓ Work beautifully across all devices
- ✓ Provide ongoing support

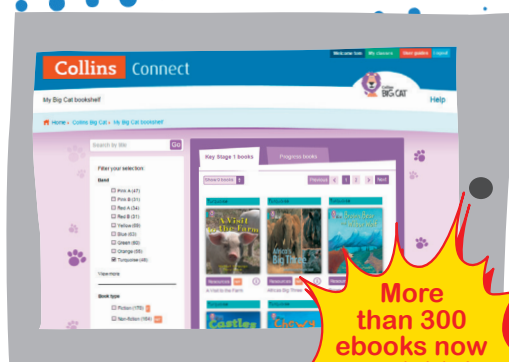
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Read and interact with Collins Big Cat Progress and KS1 ebooks on any device. Whether your class are at school, at home or on the move, they can practise and enjoy reading.

For more information see page 15



Features an easy to use planning, assessment and record-keeping tool to track pupil progress.

For more information see page 32



A comprehensive skills-based, flexible bank of digital resources designed to match the new English curriculum. It houses literacy and language resources, all under one roof while the Record Keeping Tool tracks and stores children's progress against curriculum objectives.

For more information see page 16



An online toolkit for teaching science, including support for planning, teaching and tracking progression. It also includes videos to enable you to make real-world links, animations to help explain abstract concepts, and slideshows with high quality images and text.

For more information see page 52





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COLLINS BIG CAT contains over 600 books and more than 300 ebooks, levelled to match the Institute of Education's book bands for guided reading. From Lilac band containing wordless books for emerging readers; through to Pearl band – extended books for your gifted readers.

USE BIG CAT FOR GUIDED READING...

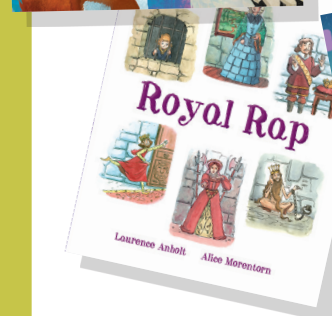
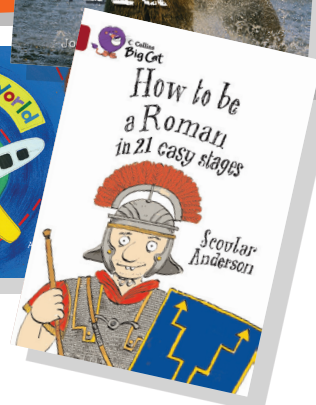
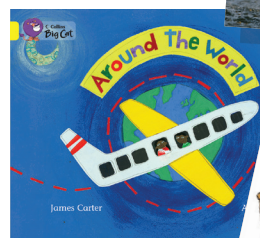
Every Big Cat Book features a bespoke guided reading session plan in the back of the book, written by a literacy expert.

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.



Collins Big Cat is the reading programme with a **WIDE VARIETY OF GENRES, TOP AUTHORS, RELEVANT TOPICS** and a range of engaging formats and illustrative styles.



It helps you to deliver the 2014 English Programme of Study and **INSPIRE** your pupils with a wide range of text types **INCLUDING TRADITIONAL TALES, LITERARY CLASSICS, POETRY AND DRAMA.**

It also supports reading to learn with **OVER 600 BOOKS FOR 3-11 YEAR OLDS**, and an equal **MIX OF FICTION AND NON-FICTION, COVERING TOPICS AND THEMES FROM THE 2014 CURRICULUM.**



so the children who prefer to explore facts have just as much to read as the ones who love a good story

And it features **THE BEST AUTHORS AND ILLUSTRATORS** who are known for creating brilliant books and engaging **STORIES LOVED BY CHILDREN.**



COLLINS BIG CAT ALSO ENSURES COMPREHENSION with title-specific practical classroom activities included in every book and is matched to Reading Recovery and quizzed for Accelerated Reader.

they all
look different,
just like 'real'
books

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Collins Big Cat Sets are the best-value way to buy, with a discount on every pack.

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THE IDEAL WAY TO BOOST YOUR READING RESOURCES, PLUG GAPS, OR TRY OUT THE SERIES – plus they are quick and easy to order!


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AND NOW AVAILABLE AS EBOOKS

300 readers available to use in school and at home, on any device.

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BIG CAT**OVERVIEW**

Age	3-4	4-5	5-6	6-7		7-8	8-9	9-10	10-11												
Year Group	Reception / P1			Year 1 / P2		Year 2/ P3	Year 2-3/ P3-4	Year 3/P4	Year 4 /P5	Year 5/ P6	Year 6+/ P7+										
Phonic Readers		8 Books	14 Books	14 Books	14 Books	72 fully decodable readers containing high quality writing and illustrations. Levelled across six book bands with an equal mix of fiction and non-fiction at every level.															
Phonics Programme					A lively approach to teaching phonics with engaging, interactive activities that reinforce learning.																
Phonics Progress		4 Books	4 Books	4 Books	4 Books	For children in Year 2 who need to retake the phonics screening check – develop decoding skills at an interest level appropriate to their age. The books are levelled with Pink A to Blue (4-5 years) reading age and Purple to White interest age (6 to 7 years).															
Band	0 Lilac	1A Pink A	1B Pink B	2A Red A	2B Red B	3 Yellow	4 Blue	5 Green	6 Orange	7 Turquoise	8 Purple	9 Gold	10 White	11 Lime	12 Copper	13 Topaz	14 Ruby	15 Emerald	16 Sapphire	17 Diamond	18 Pearl
Readers	22 Books	22 Books	22 Books	22 Books	29 Books	30 Books	22 Books	22 Books	22 Books	22 Books	22 Books	22 Books	18 Books	18 Books	27 Books	28 Books	28 Books	24 Books	23 Books	28 Books	
Progress					8 Books	8 Books	8 Books	8 Books	8 Books	8 Books	8 Books	8 Books	8 Books	8 Books	Plus more KS2 readers coming in May and September 2016			For KS2 children who are catching up and need KS1 levelled readers at an interest level appropriate to their age. The books are levelled with Yellow to Lime (4-7 years) reading age and Copper to Diamond interest age (7 to 11 years).			
ebooks		22 ebooks	22 ebooks	22 ebooks	37 ebooks	38 ebooks	30 ebooks	30 ebooks	30 ebooks	30 ebooks	30 ebooks	26 ebooks	26 ebooks	26 ebooks	Over 300 ebooks available on Collins Connect Includes all of the KS1 and Progress readers.						

Complete support for phonics with a range of readers and a hands-on programme that meets the learning needs of your whole class – and puts the fun back into phonics.



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RECEPTION PACK 978-0-00-753737-2 £190.00 + VAT
YEAR 1 PACK 978-0-00-753738-9 £175.00 + VAT

BIG CAT PHONICS READERS are real books written by real children's authors – developing phonic skills but also a love of reading.

Progression is easy as the books are levelled across books bands, with guidance notes in each reader so they are suitable for send-home, making phonics straightforward for parents too.



Lots of variety in topics and stories with different characters and designs that make learning phonics genuinely fun

To find out more go to
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Sample pages from *Catching the Moon*

The **BIG CAT PHONICS PROGRESS** readers are perfect for 6-7 year olds who have not yet mastered phonics, ensuring that children develop decoding skills at an interest level appropriate to their age.

To find out more go to collins.co.uk/collinsbigcatphonicsprogress

COLLINS BIG CAT FOR KEY STAGE 1

14 levelled bands – from wordless books in Lilac to Lime books for developing readers.

LILAC to RED B

Supporting emergent readers in Reception and Year 1 with the very simplest of texts and providing support through illustrations.



YELLOW to ORANGE

Supporting early readers in Year 1 – starting to bring in more complex, less strongly patterned narratives with less repetition. Non-fiction books use diagrams, labels and captions. Orange band uses more literary language and complex sentence structures with less support from illustrations.

TURQUOISE to LIME

Ideal for developing readers in Years 2 and 3. Increasingly longer texts that feature more rounded and distinctive characters and introduce the expression of feelings. Use is made of more complex sentences and a wider vocabulary, with White and Lime readers for children who are becoming fluent readers making use of subordinate clauses and more figurative language.



COLLINS BIG CAT FOR KEY STAGE 2

COPPER to DIAMOND

Suitable for fluent readers in Years 3 to 6, Copper through to Diamond bands use an increasingly challenging range of vocabulary and cross-curricular topics, themes and genres to provide access to the whole of the KS2 curriculum. They feature a range of text types – narrative fiction, poetry, plays, and a wealth of non-fiction to keep everyone in the class interested.

NEW KS2 TITLES

supporting the curriculum
are available in January, May and
September 2016, keep up to date at
collins.co.uk/collinsbigcat



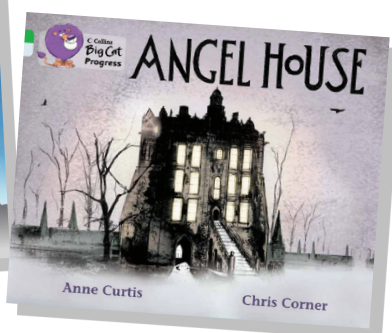
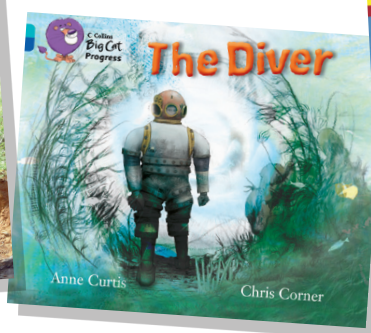
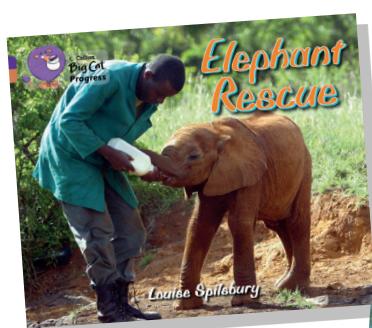
BIG CAT SETS are the best value way
to buy – 1 of each title in a band in each set,
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PROGRESS FOR STRUGGLING READERS



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Progress

Support struggling readers with books tailor-made for them.
Help to develop accurate, fluent readers whilst also inspiring a new love of reading and confidence.



- Progress offers 72 Key Stage 1 levelled readers with illustrations and themes suitable for Key Stage 2 learning – inspiring and helping struggling readers to catch up
- Reach every boy – 70% of struggling readers are boys, so Progress is designed to reach every boy with male protagonists and topics and themes that appeal to boys
- Systematic progression to ensure every child achieves confidence, comprehension and fluency



Each Big Cat Progress title has its own flavour and format from manga and graphic novels to gripping non-fiction, enabling you to find something to appeal to every type of struggling reader!

View the full Collins Big Cat Catalogue to find out more at www.collins.co.uk

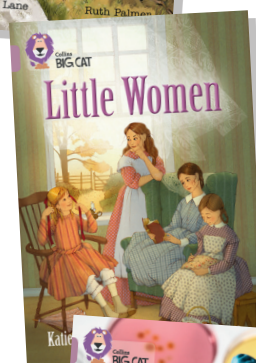
PEARL FOR HIGH ACHIEVERS



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Challenge your gifted readers with **Collins Big Cat Pearl**, ideal for bridging the gap between levelled and free readers.

- Extended reading which is guaranteed to be age appropriate
- Develops analytical skills with complex themes and thought-provoking activities, perfect for comprehension practice
- Practice comprehension with free accompanying worksheets
- High quality fiction with a wide range of genres, including retellings of Shakespeare to support the English Programme of Study
- Non-fiction that delivers factual and technical content to support the new curriculum for History, Geography and Science



RISE OF THE MAYA

Central America stretches out like a rope, tying together the two large continents to the north and south. People have lived here for over 20,000 years.



2

The people who would become the Maya travelled down from the north 9,000 years ago. They settled in the land between the Caribbean and the Pacific coasts. Some made their homes in the mountains of the south, and along the Pacific shore. Here the climate was cool and wet. Volcanoes produced the glass-like rock that the Maya used for tools.

Just north of the mountains, there was lower, gently-sloping country covered with thick tropical forests. This region was warmer and damper than the mountains, and criss-crossed by rivers. Many beasts, fish and birds darted through the water and jungle, providing lots of food for the Maya who lived here.

Farther north still were hot lowlands that were mostly drier, with no rivers. The Maya who lived here drew water from vast, deep water holes called "cenotes". Because of the heat and dryness, rough, low jungle trees grew, rather than dripping rainforest.

Today, Maya lands are mostly within Guatemala, Belize and southern Mexico.



3

Sample page from *The Maya*

or request a copy at education@harpercollins.co.uk

COLLINS BIG CAT SUPPORTS THE CURRICULUM

Collins Big Cat books not only match the English Programme of Study but also provide cross-curricular links with books that relate directly to the science, history and geography Programmes of Study, as shown in these curriculum statements.

CURRICULUM STATEMENT: “Pupils should be taught to increase their familiarity with... fiction from our Literary Heritage.”

Collins Big Cat Classics 19 books £107 £86
Collins Big Cat Shakespeare 5 books £29 £24



CURRICULUM STATEMENT: “Pupils should be taught to increase their familiarity with ... fairy stories, myths and legends.”

Collins Big Cat Tales
59 books £270 £216



CURRICULUM STATEMENT: “Pupils should be taught to... Learn a wider range of poetry by heart.”

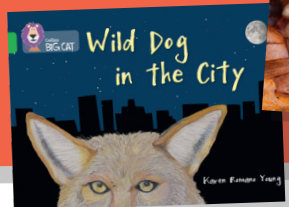
Collins Big Cat Perform
55 books £262 £213



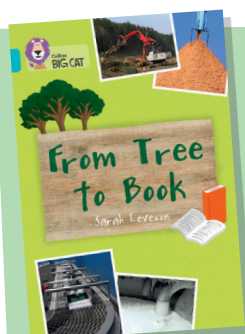
View the full Collins Big Cat Catalogue to find out more at www.collins.co.uk

CURRICULUM STATEMENT: “Pupils should be taught to identify and name a variety of common animals.”

Collins Big Cat Inform Animals
28 books £116 £93



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CURRICULUM STATEMENT:
“Pupils should identify and discuss the uses of different everyday materials”

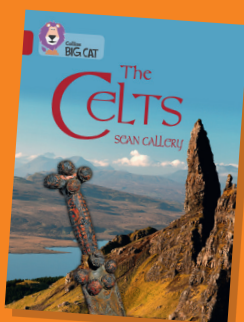


CURRICULUM STATEMENT:
“Pupils should talk about... living things and their habitats: Similarities and differences of micro-organisms.”

Collins Big Cat Inform Science 49 books £217 £174

CURRICULUM STATEMENT:
“Pupils should be taught about... Britain’s settlement by Anglo-Saxons and Scots.”

Collins Big Cat Inform History
35 books £176 £141



CURRICULUM STATEMENT:
“A non-European society that provides contrasts with British history, e.g. Benin (West Africa) c. AD 900-1300”

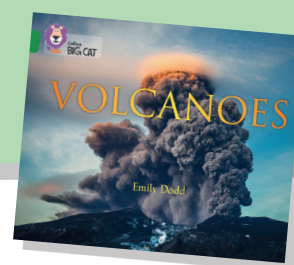


CURRICULUM STATEMENT:
“Pupils should be taught to interpret a range of sources of geographical information, including ... aerial photographs.”

Collins Big Cat Inform Geography 35 books £156 £125



CURRICULUM STATEMENT:
“Pupils should be taught about: Human and physical geography, including... volcanoes.”



COLLINS BIG CAT READING ASSESSMENT TOOL

The most thorough and accurate way of assessing reading using online miscue tests.

- Efficient and time-saving – assess your whole class in an hour, with instant access to the results and a clear plan for next steps
- Easy to view instant diagnostics and analytics
- Create individual targeted progression plans
- Simple to use on any tablet
- Compile reports for parents, Ofsted, and for child profiles

Supports in-school summative assessment and enables you to ensure children are on track to meet end of KS1 age-related expectations.

The books used in the Tool are available to purchase in a set with a built-in **20% DISCOUNT**:
The **READING ASSESSMENT SET**
36 books, 4 at each of 9 levels from Yellow to Lime, see order form for details



contains 4 text extracts at each level, from a range of Collins Big Cat fiction and non-fiction



compile reports for parents, Ofsted and for child profiles

To sample the tool, just download the free app from the app store



View the full Collins Big Cat Catalogue to find out more at www.collins.co.uk

COLLINS BIG CAT eBOOKS

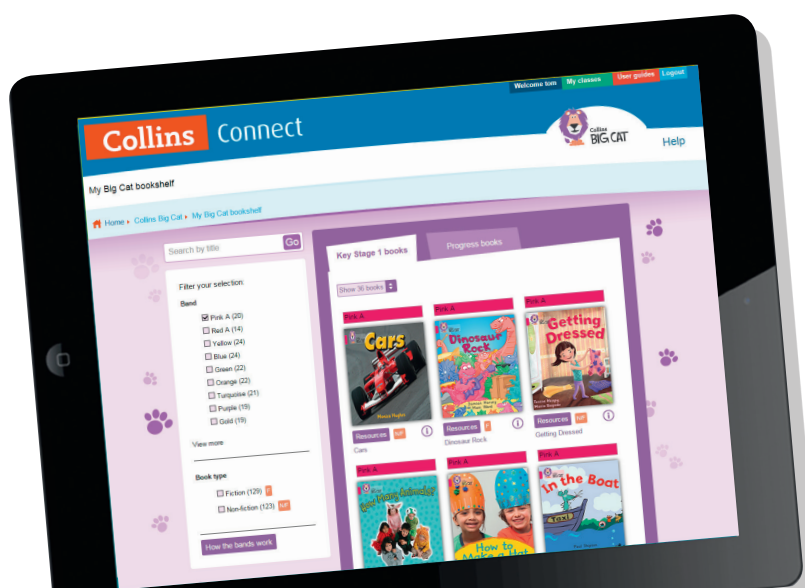
Available
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to see samples and register
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Our new **Collins Big Cat ebooks** offer an enhanced reading experience to engage every child including bespoke interactive, animated illustrations and sound effects.

All 72 **COLLINS BIG CAT PROGRESS** books and 260+ **KEY STAGE 1** books are now available to read on any digital device via Collins Connect.

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each word as it is
read aloud.

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Treasure House

Everything you need for
English, under one roof

Age
5-11

KS1

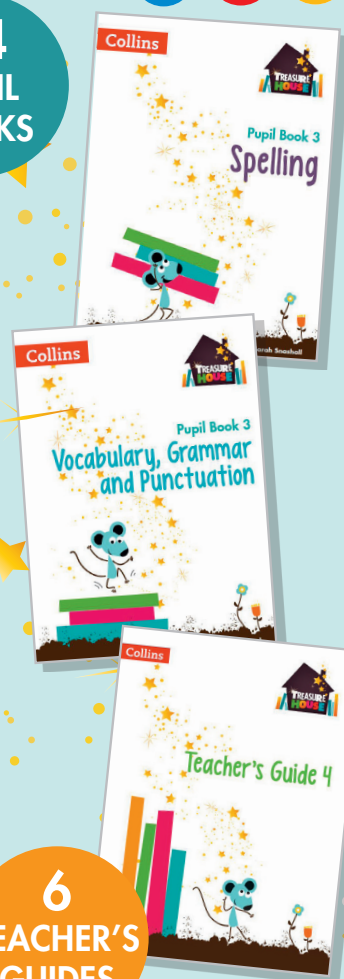
KS2

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



24
PUPIL
BOOKS

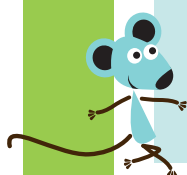
- Boost all of the core language skills embedded across the new rigorous English Programme of Study including comprehension, composition, vocabulary, punctuation and grammar plus spelling
- A Teacher's Guide for each year group covers all of the requisite attainment targets woven into 15 genre-based teaching sequences
- With complete coverage of all four strands from the new Programme of Study, Treasure House provides a comprehensive assessment solution enabling you to track, monitor and report at an individual and whole-class level
- Explore immersive literature and encourage reading for pleasure in The Reading Attic with the most exciting children's authors
- Each strand includes engaging and motivating pupil-facing activities delivered online via Collins Connect and in the pupil books



6
TEACHER'S
GUIDES

How is Treasure House structured?

Print and digital pupil resources are organised into the skills laid out in the curriculum: Comprehension; Composition; Vocabulary, Grammar and Punctuation; and Spelling. All these skills are brought together in Treasure House, which is ideal as a whole programme or for practice in a specific curriculum area.



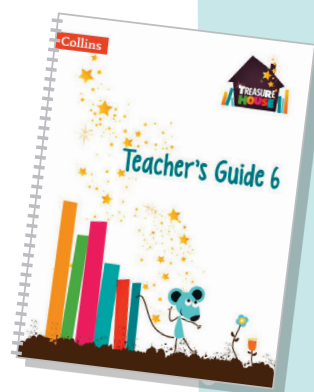
Teacher resources

Treasure House offers teacher support for each year group

The curriculum for each year group is brought together into a coherent framework, which you can use as a complete plan for your whole year's literacy lessons, or as a flexible starting point. The Teacher's Guides support you in delivering a more demanding skills-based curriculum and in progressing children's core language skills.

The 15 structured teaching sequences for each year group follow the same four phases:

- **Enjoy and immerse** engages children with a source text through discussion and comprehension activities
- **Capture and organise** uses discussion, drama and writing to help children analyse the text in more depth and record ideas for written work
- **Collaborative composition** supports group and classwork exploring the process of writing
- **Independent writing** provides opportunities for children to construct their own texts independently



Spelling, vocabulary, grammar and punctuation are taught in context, making learning meaningful.

Speaking and listening are at the heart of every sequence, as they are vital for developing reading, writing and thinking skills.

Year 3, Sequence 5: Fiction (traditional story)

Sequence 5: Fiction (traditional story) Thunder and Lightning

Approximate duration: Three weeks

Big Picture

To enable the children to keep focused on the overall unit aim, keep referring back to the 'Big Picture' throughout the unit, for example, before and at the end of a unit phase. After going through the three questions at the beginning of the unit, you may want to write them down for easy future reference.

Start the unit by introducing the 'Big Picture' to the children at the beginning of the first lesson of 'Look through the window: Enjoy and immerse'. With the children, go through the three Big Picture focus questions for this unit.

1. What will children be learning from the unit? 'We will be exploring a traditional Nigerian tale that tries to explain a natural phenomenon.' Check that the children understand what a 'natural phenomenon' is and briefly discuss examples.
2. Why are the children going to explore the traditional tale? 'We are exploring the tale's characters and story structure to help us write our own traditional tale about a natural phenomenon.'
3. Why should the children care about exploring the traditional tale? Encourage the children. To focus on gaining a familiarity with traditional tales and develop new skills to write and perform their own traditional tale about a natural phenomenon.

Main source text

Thunder and Lightning, traditional tale, available on the free digital Treasure House sample on connect.collins.co.uk

Extra source text

Greedy Anasi and his Three Cunning Plans, Beverly Birch, 978-0007465354.

Background knowledge

A natural phenomenon is a unique natural event or process. Natural phenomena could include regular events, such as the sunrise and sunset, as well as extreme weather, including thunder, rain or snow storms, and natural disasters, such as earthquakes, hurricanes, tsunamis, and volcanic eruptions. In the

Spoken outcome

Oral story to an audience of peers or parents.

Writing outcome

A traditional tale to explain a natural phenomenon.

Prior knowledge

Ask children:

- what they know about thunder and lightning
- what they know about traditional tales
- what they know about Nigeria.

Rooted in high-quality reading, every sequence begins with a source text.

Year 3, Sequence 5: Fiction (traditional story)

Phase 1: Enjoy and immerse

In section 1, the children are introduced to a traditional tale from Nigeria that tries to explain the natural phenomenon of thunder and lightning. Over several lessons they are offered the opportunity to immerse themselves fully in the story through analysis of the text.

Section 1 also looks at ways that the traditional tale can be used to investigate the use of past and present tense within a text. The children also use the vocabulary to explore the spelling rule for adding the suffix '-dy' to the end of adjectives.

- Programmes of study: Year 3**
- Comprehension: increasing their familiarity with a wide range of books, including fairy stories, myths and legends.
 - Comprehension: identifying themes and conventions in a wide range of books.
 - Comprehension: drawing inferences.
 - Composition: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
 - Vocabulary, grammar and punctuation: use the present perfect form of verbs in contrast to the past tense.
 - Spelling: use further prefixes and suffixes and understand how to add them.

Sparking interest

Introduce the unit by highlighting the overall 'Big Picture' to the children and the three main focus questions. Have a map or globe available, so that the children can locate Nigeria and understand that it is an African country. If needed, show images of Nigeria.

Read and discuss

Introduce the text, read with the class and check understanding (appears in every unit). Discuss children's understanding of what it's about. Use digital screens from Comprehension Unit 5 to guide discussion.

Discuss with the children:

- What are traditional tales?
- Why do you think many tales try to explain natural phenomena?
- How do we know the tale is from an African country?
- Why do you think the tale chose goats to be thunder and lightning? (villages, countryside, main animals in the village)
- Why do you think this traditional tale is quite short?
- How do you think this traditional tale helped people who were scared of thunder?

- Why have traditional tales stood the test of time? (They have been passed down orally from person to person; they have proved easy to remember; and they have been fun to listen to.)

Drama and storytelling reinforcement ideas

Use drama and storytelling activities to reinforce the children's understanding of the traditional tale. Select the activities that would suit your class or fit in with your lesson timing. Encourage mixed-ability grouping for the chosen activities.

- Hot-seating the two sheeps: This activity can be done in two pairs, small groups or as a class situation with different children representing the two sheeps. Questions from the villagers could include: 'Why are you making so much noise?'; 'Why are you keeping everyone awake?'; 'Why are you so grumpy?'; 'What makes you grumpy in the sky?'
- Freeze-framing key moments: Put the children into different scenes in the right story order. Use thought-tracking by asking each child in the freeze frame what they're thinking at a particular moment.

Every sequence ends with a piece of independent writing.

Teacher's Guides

Year 1	978-0-00-813360-3	£100
Year 2	978-0-00-813359-7	£100
Year 3	978-0-00-813358-0	£100
Year 4	978-0-00-813357-3	£100
Year 5	978-0-00-813356-6	£100
Year 6	978-0-00-813355-9	£100



Pupil resources

Engaging and motivating pupil-facing activities are delivered online via Collins Connect and in each pupil book!

Anthologies

Treasure House Anthologies for each year provide:

- Classic texts to showcase our rich and varied literary heritage
- Fiction from leading modern authors to capture the imagination
- A wide variety of poetry to promote wonder and joy
- High quality non-fiction to engage and inform curious young minds

Anthologies

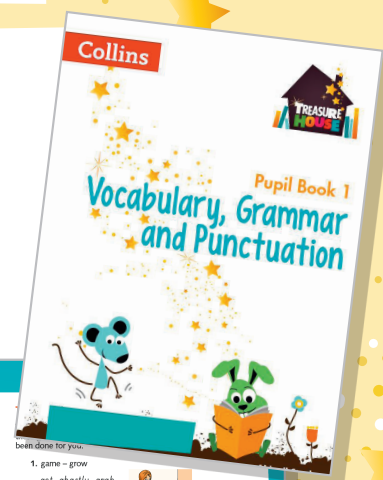
Year 1	978-0-00-816044-9	£8
Year 2	978-0-00-816045-6	£8
Year 3	978-0-00-816046-3	£10
Year 4	978-0-00-816047-0	£10
Year 5	978-0-00-816048-7	£10
Year 6	978-0-00-816049-4	£10

Vocabulary, Grammar and Punctuation

Boost dictionary skills and enable an effective use of vocabulary with fun and practical activities, and develop children's knowledge and understanding of grammar and punctuation skills.

Vocabulary, Grammar and Punctuation Pupil Books

Year 1	978-0-00-813336-8	£6
Year 2	978-0-00-813335-1	£6
Year 3	978-0-00-813334-4	£8
Year 4	978-0-00-813333-7	£8
Year 5	978-0-00-813332-0	£8
Year 6	978-0-00-813331-3	£8

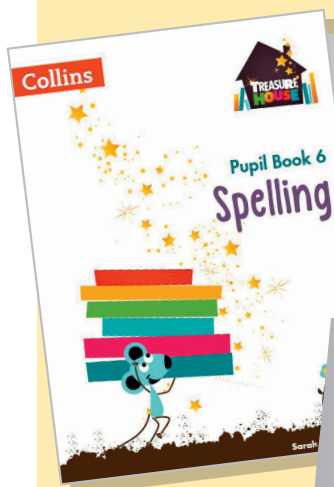


Spelling

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. Nearly all activities are auto-marked, saving you time.

Spelling Pupil Books

Year 1	978-0-00-813342-9	£6
Year 2	978-0-00-813341-2	£6
Year 3	978-0-00-813340-5	£8
Year 4	978-0-00-813339-9	£8
Year 5	978-0-00-813338-2	£8
Year 6	978-0-00-813337-5	£8



Comprehension

Includes high quality, annotated text extracts covering poetry, prose, traditional tales, playscripts and non-fiction. Pupils will retrieve and record information, learn to draw inferences from texts and increase their familiarity with a wide range of literary genres.

Comprehension Unit 5

Fiction (traditional story): 'Thunder and Lightning'


'Thunder and Lightning' – a Nigerian folk story

Thunder and Lightning were two grumpy old sheep. Lightning would lose his temper and knock down trees and burn the crops. Thunder, his mother, who had an extremely loud voice, would shout at him.

The villagers became really fed up with them. The villagers kept complaining about the damage – and the noise!

In the end, the village chief said he couldn't stand it any longer. He said they would have to go far away. He sent them to live in the sky!

But things didn't work out as the chief intended. To this day, Lightning still enjoys getting his own back on the villagers, and Thunder still shouts at the top of her voice and keeps the villagers awake at night.



Get started

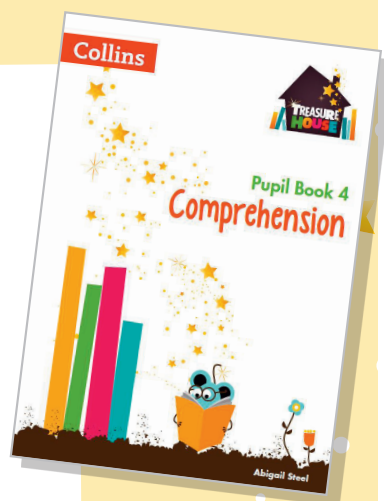
Copy these sentences carefully and complete them by filling in the gaps using words from the text.

- _____ and _____ were two grumpy old sheep.
- Thunder had an extremely _____ voice.
- The villagers complained about the _____ and the _____.
- The village chief sent the sheep to live in the _____.
- Thunder still keeps the _____ awake at night.

Try these

Write a sentence to answer each question. One has been done for you.

- What did Lightning do to annoy everyone in the story?
Answer: Lightning lost his temper, knocked down trees and burnt crops.
- What is lightning in real life? What damage can it do?
Use a dictionary for help if necessary.
- How did the villagers feel before the chief sent the sheep away?
- What do you think they wanted to happen?
- Do you think they were happy in the end? Why do you think this?

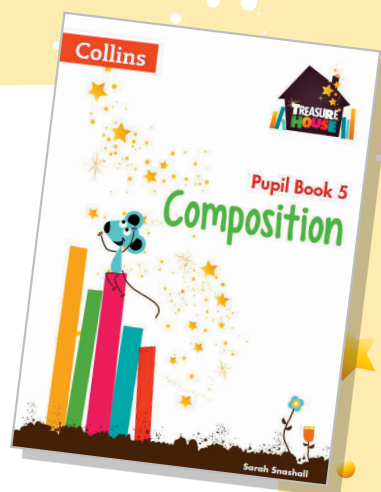


Comprehension Pupil Books

Year 1	978-0-00-813348-1	£6
Year 2	978-0-00-813347-4	£6
Year 3	978-0-00-813346-7	£8
Year 4	978-0-00-813345-0	£8
Year 5	978-0-00-813344-3	£8
Year 6	978-0-00-813343-6	£8

Composition

Children will learn how to write effectively and for a purpose. Non-fiction units cover organising and summarising ideas, and using different structural devices. Fiction units include planning creative writing, discussing and recording ideas, as well as building more sophisticated sentence structures.



Composition Pupil Books

Year 1	978-0-00-813354-2	£6
Year 2	978-0-00-813353-5	£6
Year 3	978-0-00-813352-8	£8
Year 4	978-0-00-813351-1	£8
Year 5	978-0-00-813350-4	£8
Year 6	978-0-00-813349-8	£8



Treasure House Assessment



- Developed with diagnostic assessment at the start of each sequence, and featuring drama, storytelling and performance, incidental writing and independent composition within each sequence – all of which offer opportunities for assessment.
- Ongoing formative assessment opportunities are built into every teaching sequence, along with guidance to enable teachers to use what a child has said or written in a lesson to confidently assess their learning.
- The Record Keeping tool in Collins Connect helps you to track children's progress on an ongoing basis against all curriculum objectives, so you have all the data you need to make your final teacher assessment judgements at the end of the key stage.



The Reading Attic

Discover a bank of texts from much-loved children's authors for your pupils to explore! Lesson sequences accompany the texts, with drama opportunities and creative strategies for engaging children with key themes, characters and plots.

You can access five extracts from each of the books, with an accompanying lesson for each extract. Enough to get even your reluctant readers enthralled!



Collins Connect

Digital pupil resources for Treasure House are available on Collins Connect, an innovative learning platform designed to support teachers and pupils by providing a wealth of interactive activities.

Just go to connect.collins.co.uk/primary-teaching-resources to find out more and view sample material.

For full Connect pricing information please see the order form.



English Grammar, Punctuation and Spelling Test Revision and Practice

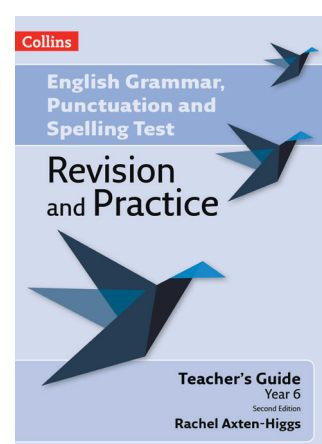
Collins


Boost your pupils' core language skills with these comprehensive diagnostic resources that allow you to identify key areas of weakness in your pupils' literacy skills and remedy any misconceptions to ensure your pupils reach their potential in the national tests.

Year 6 Teacher's Guide

Boost children's core language skills in preparation for the Year 6 test.

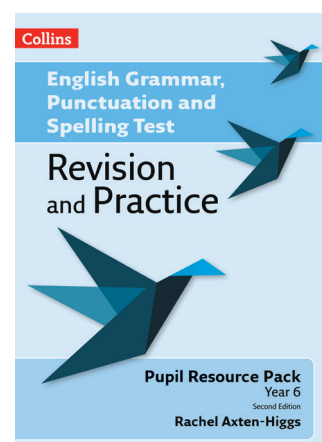
- Diagnostic questions and advice help to analyse children's strengths and weaknesses, enabling targeted intervention work with individuals or groups
- Structured lesson plans and guided teaching activities for every curriculum objective assessed in the English Grammar, Punctuation and Spelling test
- Differentiated activities supports progression for all children



Year 6 Pupil Resource Pack

Resources to develop children's skills for every curriculum objective assessed in the English Grammar, Punctuation and Spelling test at Year 6.

- Follow up tasks to help consolidate learning independently, as well as 'Further Practice' sheets to embed core skills
- Differentiated activities to support progression for all children
- Includes practice papers for ongoing assessment



English Grammar, Punctuation and Spelling Test Teacher's Guide	978-0-00-817327-2	£100.00
English Grammar, Punctuation and Spelling Test Pupil Resource Pack	978-0-00-817328-9	£100.00

Diagnostic tests

The diagnostic tests identify children's strengths and weaknesses. You can then target your revision sessions, by adapting the order in which you complete the units of work according to the needs of your class.

The tests are organised by subject: grammar, punctuation, vocabulary and spelling. Give children a diagnostic test for the area you wish to focus on and identify strengths and weaknesses in.

At the beginning of the year, give children a diagnostic test to help you identify the key areas you need to revise with them.

Level 4 Grammar

Name _____ Date _____

1. Write this sentence in an informal way.

Do you wish to attend the birthday party of Rachel on Saturday?

1 mark

2. Put a tick next to the scenarios that would require you to write a formal piece of writing.

A letter to a company complaining about a service. ☐

An email to a friend to organise a weekend. ☐

A note to your parents to explain where you are. ☐

A recount of a school visit. ☐

1 mark

3. Write this sentence in a formal way.

My teacher is brill, she is so cool and teaches us kids really well!

1 mark

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Children complete the diagnostic tests individually and in test conditions.

Target and group children with a similar learning need based on the results of the diagnostic tests.

Children gain experience of the kinds of short answer questions they will encounter in the real test.

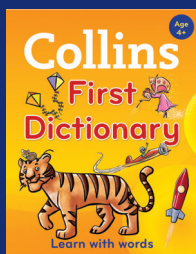
The tests are photocopiable so you can use them as many times as you need to.

Sample page from *English Grammar, Punctuation and Spelling Test Teacher's Guide*

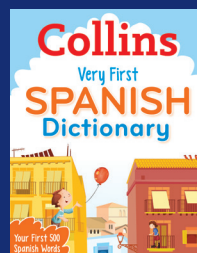
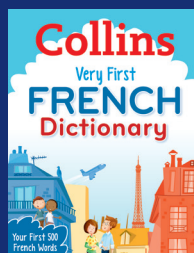
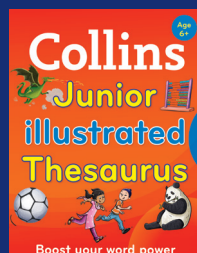
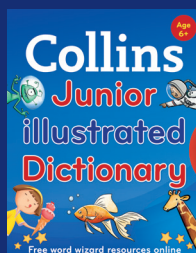
Collins Primary Dictionaries

are practical, everyday tools that help children understand and use language. Updated for the new curriculum, our complete range of dictionaries and thesauruses meet the needs of all children aged 4–11.

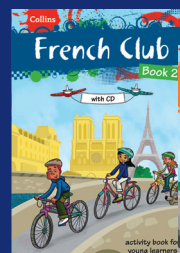
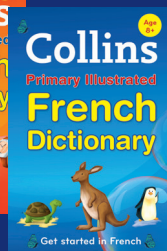
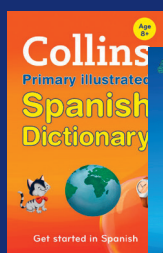
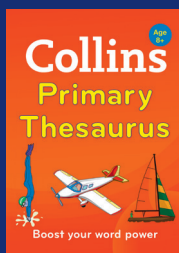
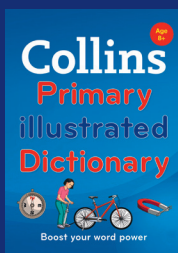
Age 4+



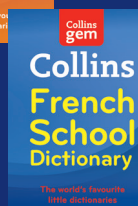
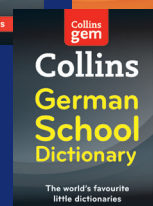
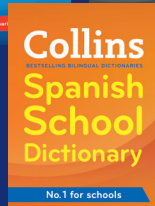
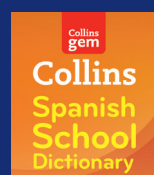
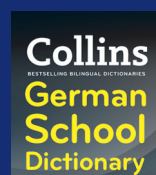
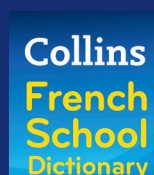
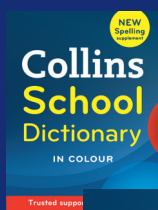
Age 6+



Age 7+



Age 11+



Collins

Age
4+

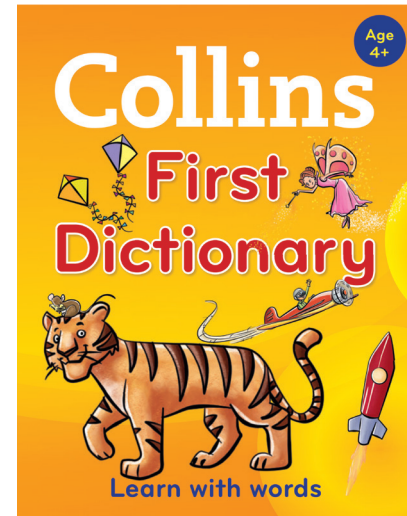
KS1

EY

Dictionaries for Early Years

Collins First Dictionary

- Support the language and literacy skills of children starting school with colour headwords and the alphabet on every page to help find the right word
- Make dictionaries fun with brainteaser quizzes and help with spelling, grammar and writing to build language skills
- Improve understanding with simple definitions and inviting illustrations



ate - axe		baby - ballet	
<p>A</p> <p>ate <i>verb</i> Look at eat. He ate three apples.</p> <p>atlas <i>noun</i> atlases An atlas is a book of maps.</p> <p>attack <i>verb</i> attacks, attacking, attacked If someone attacks another person, they try to hurt them.</p> <p>attention <i>noun</i> If you pay attention, you watch and listen. He always pays attention in class.</p> <p>attract <i>verb</i> attracts, attracting, attracted If something attracts things to it, it makes them move towards it. Magnets attract anything made of iron.</p> <p>audience <i>noun</i> audiences An audience is all of the people who watch or listen to something, for example a film or a play.</p> <p>August <i>noun</i> August is the month after July and before September. It has 31 days. We went on holiday in August.</p> <p>aunt <i>noun</i> aunts Your aunt is the sister of your mother or father, or the wife of your uncle.</p>	<p>author <i>noun</i> authors An author is a person who writes books.</p> <p>autumn <i>noun</i> autumns Autumn is the season after summer and before winter. In the autumn the weather usually becomes cooler and the leaves fall off the trees.</p> <p>awake <i>adjective</i> Someone who is awake is not sleeping. I stayed awake until midnight.</p> <p>away 1 If someone moves away from a place, they move so that they are not there any more. He walked away from the house. 2 If you put something away, you put it where it should be. Put your books away before you go.</p> <p>awful <i>adjective</i> If something is awful, it is very bad. There was an awful smell.</p> <p>axe <i>noun</i> axes An axe is a tool with a handle and a big, sharp blade. It is used to chop wood.</p>	<p>Bb</p> <p>baby <i>noun</i> babies A baby is a very young child.</p> <p>back <i>noun</i> backs 1 Your back is the part of your body from your neck to your bottom. He was lying on his back in the grass. 2 The back of something is the side or part of it that is farthest from the front. She was in a room at the back of the shop.</p> <p>backwards 1 If you move backwards, you move in the direction behind you. She walked backwards. 2 If you do something backwards, you do it the opposite of the usual way. He had his jumper on backwards.</p> <p>bad <i>adjective</i> worse, worst 1 Something that is bad is not nice or good. The weather is bad today. 2 Someone who is bad does things they should not do. Some bad boys stole the money.</p> <p>badge <i>noun</i> badges A badge is a small piece of metal or plastic with words or a picture on it that you wear on your clothes.</p>	<p>badger <i>noun</i> badgers A badger is an animal that has a white head with two black stripes on it. Badgers live beneath the ground and come out at night.</p> <p>bag <i>noun</i> bags A bag is a container that you use to hold or carry things. He put his shoes in his bag.</p> <p>bake <i>verb</i> bakes, baking, baked When you bake food, you cook it in an oven.</p> <p>baker <i>noun</i> bakers A baker is a person who makes and sells bread and cakes.</p> <p>balance <i>verb</i> balances, balancing, balanced When you balance something, you keep it steady and do not let it fall. She balanced a book on her head.</p> <p>ball <i>noun</i> balls A ball is a round thing that you kick, throw or catch in games.</p>

Collins First Dictionary 978-0-00-757872-6 £8.99

Help develop your pupils' language skills with the Collins Dictionary Skills for ages 3+ free downloadable pack. Find it under the free resources tab at www.collins.co.uk



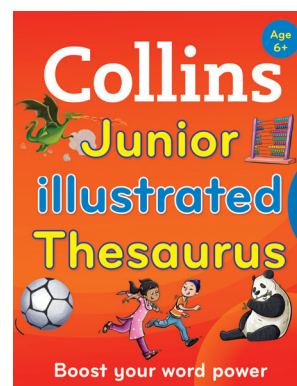
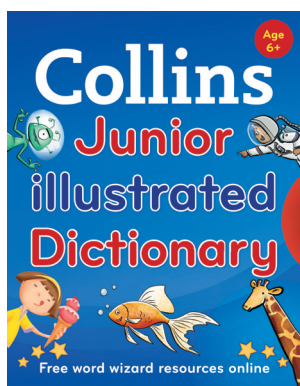
Dictionaries for Key Stage 1

Collins

Age
6+

KS1

Junior Illustrated Dictionary and Thesaurus



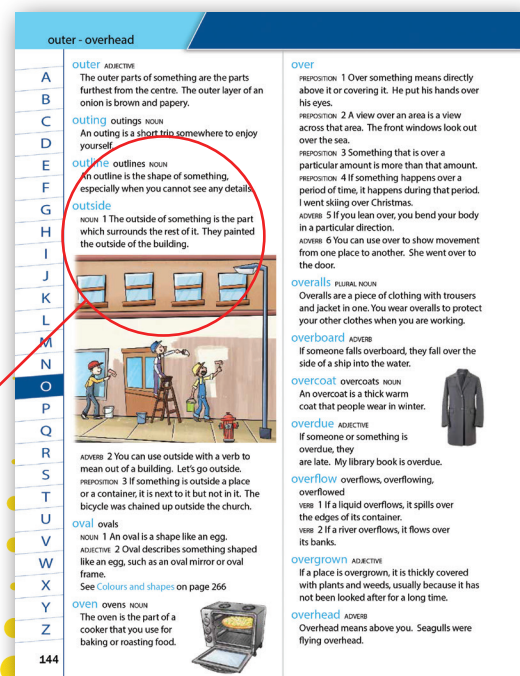
- Assist children in choosing the right word with clear definitions of each headword and synonyms shown in context
- Build vocabulary with full sentence definitions, examples of word use, colourful illustrations and photographs
- Help develop your pupils' language skills with the *Collins Dictionary Skills for ages 5–7* free downloadable pack. Find it under the free resources tab at www.collins.co.uk
- Build confidence and writing skills with example sentences and full definition for every synonym
- Improve vocabulary with antonyms, picture pages and word lists

Collins Junior Illustrated Dictionary 978-0-00-755305-1 £10.99
Collins Junior Illustrated Thesaurus 978-0-00-757873-3 £9.99

Examples
of word use
help develop
understanding

outline outlines NOUN
An outline is the shape of something, especially when you cannot see any details

outside
NOUN 1 The outside of something is the part which surrounds the rest of it. They painted the outside of the building.



Zoom!

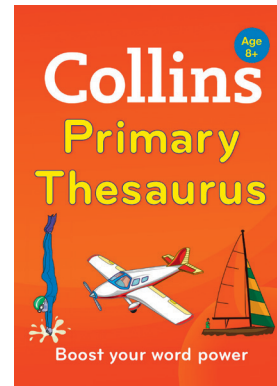
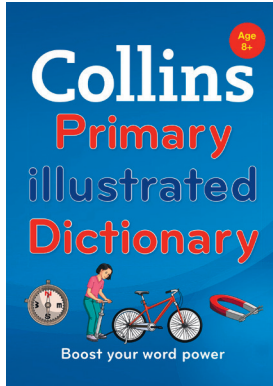
English Dictionaries for Key Stage 2

Collins

Age 7+

KS2

Primary Illustrated Dictionary and Primary Thesaurus

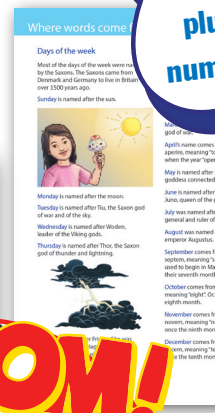
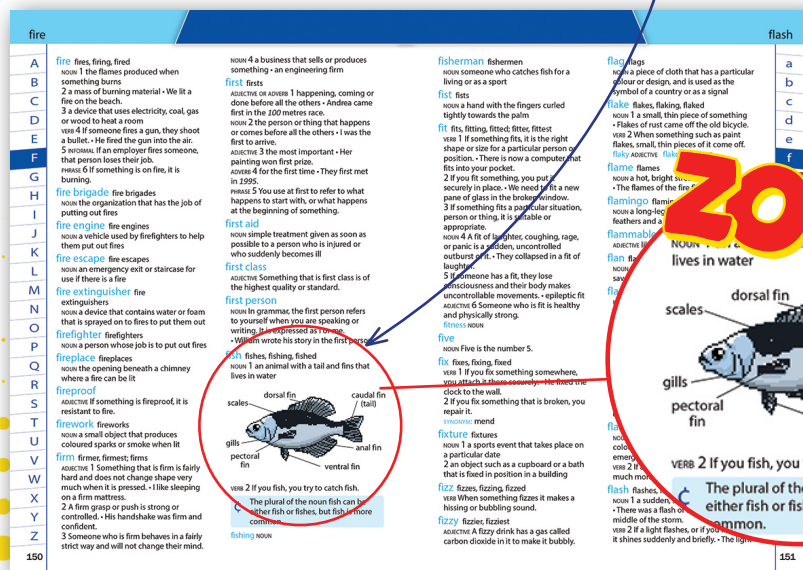


- Boost confidence with clear definitions, example sentences, and tips on grammar and spelling to help children to understand words
- Support grammar, writing and spelling with Collins Word Wizard – providing additional language learning support
- A new supplement on the Earth and Space invites children to explore our world and beyond
- Provides extra help with word list boxes, antonyms and word usage tips to help further develop language skills, and word power entries that give alternatives to overused words
- Full definitions for every entry and example sentences for each synonym help improve your child's vocabulary
- Refreshed to cover the latest curriculum for English

Collins Primary Illustrated Dictionary	978-0-00-757875-7	£10.99
Collins Primary Thesaurus	978-0-00-757876-4	£9.99

Parts of speech and illustrations help provide a thorough meaning

The Word Wizard section provides tips on grammar, spelling and writing plus information on shapes, numbers, fractions and angles.



The Solar System

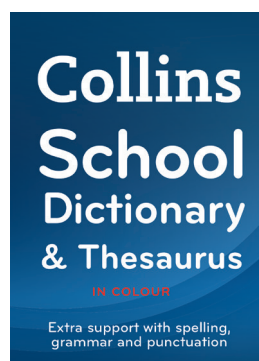
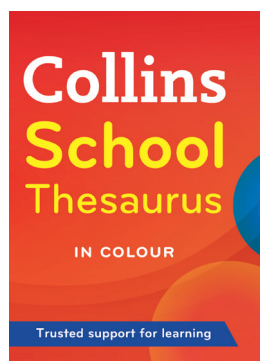
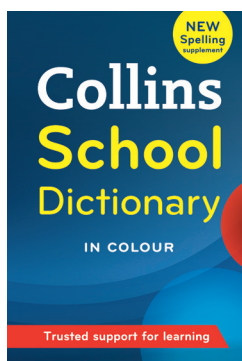
An Earth and Space section helps pupils to explore the world beyond.



English Dictionaries for beyond Key Stage 2

Age 11+ KS2 KS3

Collins School Dictionary and School Thesaurus

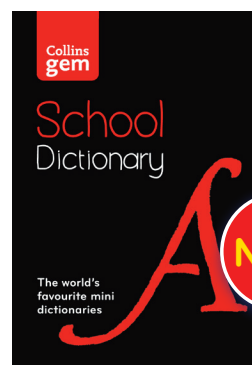


Flexible, accessible and durable, they are ideal for preparing children for Secondary School.

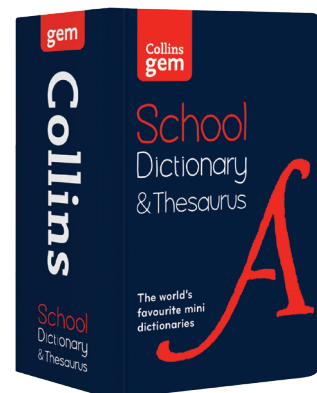
- Developed in association with teachers to ensure they include all the vocabulary your pupils need
- Additional supplement outlines key spelling rules and lists words that are commonly confused or misspelled, helping pupils to identify and master the trickiest spelling problems
- Includes thousands of synonyms and antonyms as well as short definitions for all main entry words
- The 'more synonyms' feature and 'types of' panels help to extend students' vocabulary and extra help is given to help avoid over-use of very common words

Collins Gem Schools Dictionary and Thesaurus

- Collins Gem editions of the Collins School Dictionary and Thesaurus are the perfect reference for both school and homework. Small and portable with durable flexibind covers, they are designed to survive schoolbags
- An ideal gift for Year 6 pupils moving to Secondary School



Collins School Dictionary PB	978-0-00-753506-4	£6.99
Collins School Dictionary PLC	978-0-00-753504-0	£11.99
Collins School Thesaurus	978-0-00-753509-5	£6.99
Collins School Dictionary and Thesaurus	978-0-00-811195-3	£8.99
Collins School Gem Dictionary	978-0-00-745625-3	£4.99
Collins School Gem Thesaurus	978-0-00-745622-2	£4.99
Collins School Gem Dictionary and Thesaurus	978-0-00-810286-9	£5.99
NEW Collins School Gem Dictionary – April 2016	978-0-00-814646-7	£4.99
NEW Collins School Gem Thesaurus – April 2016	978-0-00-814645-0	£4.99



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Collins

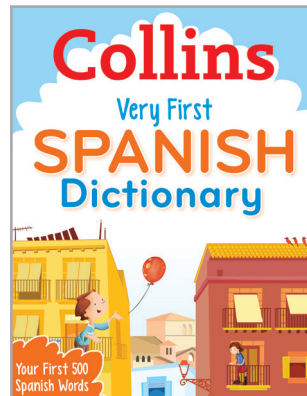
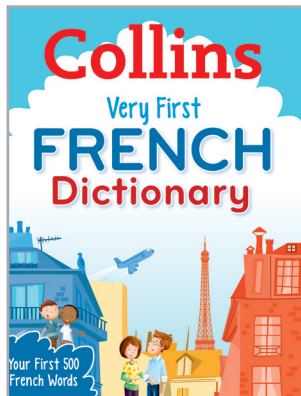
Bilingual Dictionaries for Early Years and Key Stage 1

Age
4+

EY

KS1

Very First French Dictionary and Spanish Dictionary



- Engage pupils in learning French and Spanish with this fun introduction for ages 6 and above
- Packed full of useful vocabulary, illustrations and example sentences to show how the language is used

Visit www.collins.co.uk/homeworkhelp to hear each headword read aloud

Illustrations and
example sentences
to show how the
language is used



Very First French Dictionary
978-0-00-758354-6 £5.99

Very First Spanish Dictionary
978-0-00-758355-3 £5.99

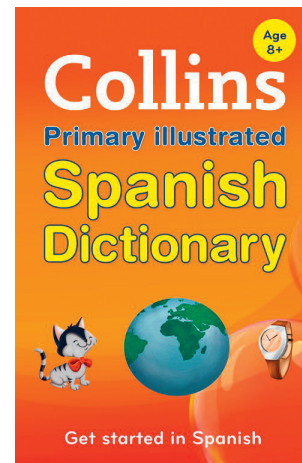
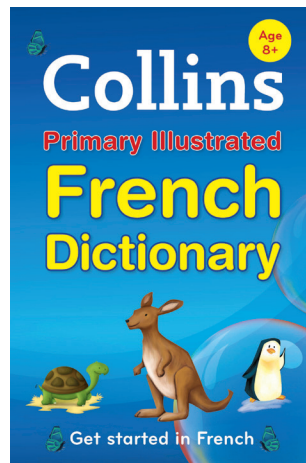


Bilingual Dictionaries for Key Stage 2

Age 7+

KS2

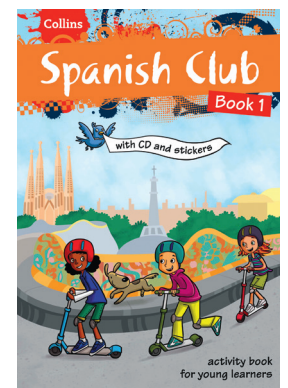
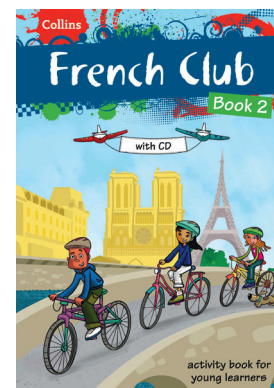
Collins Primary Illustrated French and Spanish Dictionary



- Nurture young language learners with these dictionaries, which include approximately 20 headwords and 3 illustrations per spread
- Be sure learners are grasping the vital vocabulary they need with the highlighted key words and extra language tips to ensure they learn the correct word for the correct context

Collins French and Spanish Clubs

- Activity books packed full of exciting games, puzzles and stickers
- An audio CD with songs, rhymes and stories is included to help children learn the correct pronunciation of words



Primary Illustrated French Dictionary	978-0-00-757874-0	£8.99
Primary Illustrated Spanish Dictionary	978-0-00-811196-0	£8.99
French Club Book 1 (with CD)	978-0-00-750447-3	£6.99
French Club Book 2 (with CD)	978-0-00-750448-0	£6.99
Spanish Club Book 1 (with CD)	978-0-00-750449-7	£6.99
Spanish Club Book 2 (with CD)	978-0-00-728759-8	£9.99

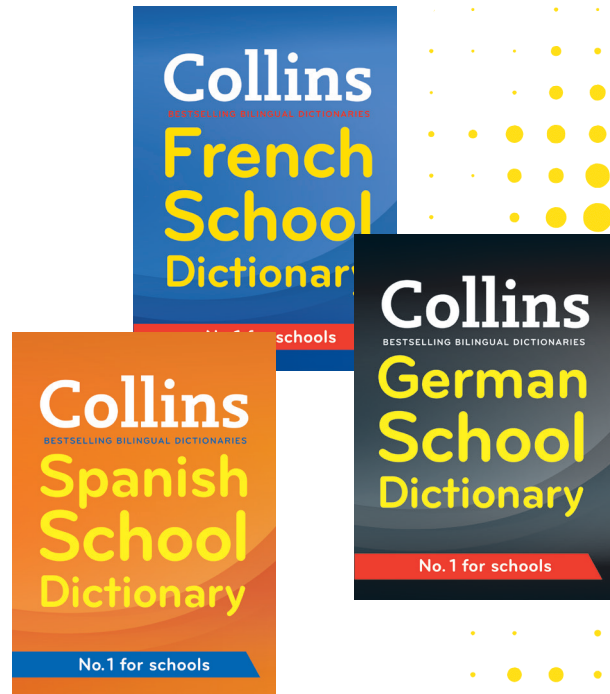
Collins

Bilingual Dictionaries for beyond Key Stage 2

Age 11+

Collins School Dictionaries

- Help confident learners prepare for Secondary School
- Clear colour layout and alphabet tabs down the side of each page lead students to the information they need quickly and without fuss
- All main translations are underlined to help learners go straight to the answers they are looking for
- Language tips and culture notes are included throughout
- Includes a verb guide, with full conjugations and example phrases showing verbs used in context



Collins Gem School Dictionaries

Collins Gem editions of the Collins School Dictionaries are the perfect reference for both school and homework. Small and portable, they are designed to survive schoolbags.



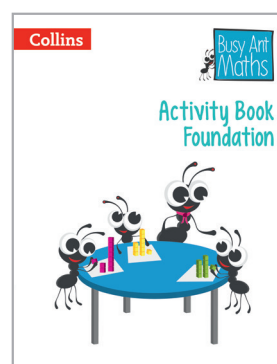
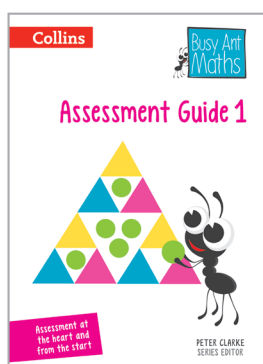
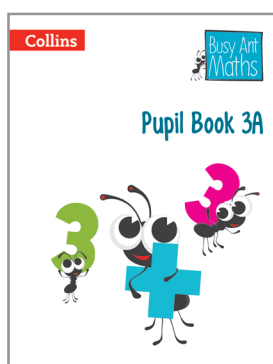
French School Dictionary	978-0-00-756935-9	£6.99
Spanish School Dictionary	978-0-00-756933-5	£6.99
German School Dictionary	978-0-00-756934-2	£6.99
French School Gem	978-0-00-756931-1	£4.99
Spanish School Gem	978-0-00-756930-4	£4.99
German School Gem	978-0-00-756932-8	£4.99

Busy Ant Maths



Series Editor: Peter Clarke

Authors: Rachel Axten-Higgs, Caroline Clissold, Caroline Fawcus, Linda Glithro, Elizabeth Jurgensen, Steph King, Martin Marsh, Nicola Morgan, Cherri Moseley, Jeanette Mumford, Jo Power, Janet Rees, Sandra Roberts, Louise Wallace



Busy Ant Maths is a whole-school primary maths programme that ensures confidence from the start of Reception to the end of Year 6. We know how challenging implementing a new curriculum can be, but with **Busy Ant Maths** you can rest assured that our expert ants have it covered!

Busy Ant Basics:

- Provides a cohesive programme of study that ensures progression and mastery while supporting you to deliver the curriculum objectives
- Has assessment at the heart and from the start – with integrated and effective diagnostic, formative and summative assessment which helps to inform your planning and teaching
- Gives you full digital support in measuring attainment and progress with the online Record Keeping Tool on Collins Connect – an adaptable tracking and reporting system
- Engages pupils and helps you to deliver inspiring lessons with slideshows, games, interactive tools and activities all on Collins Connect – and with the Planning Tool it is easy to tailor the content to suit the needs of your class
- Written specifically for the 2014 curriculum by leading maths expert Peter Clarke and his team of experienced authors, and rigorously tested and developed in schools





BUSY ANT MATHS AND A 'MASTERY' APPROACH TO THE TEACHING OF MATHEMATICS

The National Centre for Excellence in Teaching Mathematics (NCETM) has identified certain principles and features that characterise the 'mastery' approach to the teaching of mathematics. These characteristics are embedded throughout the entire Busy Ant Maths scheme – from Foundation to Year 6.

Busy Ant Maths is written with the primary intention of helping teachers to help pupils develop 'mastery of mathematics', and raise levels of attainment for all.

Every component of Busy Ant Maths emphasises, and provides guidance on, the importance of the cyclical nature of teaching – planning, teaching and assessment – in order to best promote 'teaching for mastery'.

You can read more detail on how Busy Ant Maths can help you deliver a mastery curriculum here: collins.co.uk/BusyAntMaths

WRITTEN BY TEACHERS FOR TEACHERS



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.

Peter has an expert team of authors with over 50 years of teaching experience between them. The main authors, Jeanette Mumford, Sandra Roberts, Jo Power and Elizabeth Jurgensen have all worked in primary schools across the UK (and the world) so they know exactly what works and what doesn't when it comes to teaching maths.



























































HOW IS BUSY ANT MATHS STRUCTURED?



Busy Ant
Maths

CONFIDENCE FROM THE START

COMPONENT / YEAR LEVEL	Foundation	Year 1	Year 2	Year 3
COLLINS CONNECT ONLINE PLATFORM				
TEACHER'S GUIDE				
PUPIL BOOKS & ACTIVITY BOOKS		  	  	  
ASSESSMENT GUIDE		  	  	  
PROGRESS GUIDE		  	  	  
HOMEWORK GUIDE	  	  	  	  
TEST PACK 				
STRETCH & CHALLENGE 				



KEY:



COLLINS CONNECT
ONLINE PLATFORM



RING BINDER



A4 SPIRAL BOUND A4



PB PUPIL BOOK



TABLET




























































AB ACTIVITY BOOK



A4 TEST PACK



A4 STRETCH &
CHALLENGE

Year 4	Year 5	Year 6	COMPONENT / YEAR LEVEL
 	 	 	COLLINS CONNECT ONLINE PLATFORM
  	  	  	TEACHER'S GUIDE
  	  	  	PUPIL BOOKS & ACTIVITY BOOKS
  	  	  	ASSESSMENT GUIDE
  	  	  	PROGRESS GUIDE
  	  	  	HOMEWORK GUIDE
			TEST PACK
			STRETCH & CHALLENGE

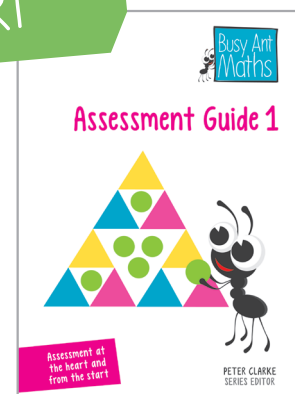
Busy Ant Maths is also
available in Euro editions,
to find out more go to
collins.co.uk/BusyAntMaths



Assessment in Busy Ant Maths

ASSESSMENT AT THE HEART AND FROM THE START

Busy Ant Maths provides comprehensive assessment support with integrated and effective diagnostic, formative and summative assessment which helps to inform your planning and teaching. Whether you are looking at an individual child's progress, at a class, or at a whole year group, **Busy Ant Maths** offers a simple and robust way of recording, tracking and sharing children's progress.



FORMATIVE ASSESSMENT Assessment Guides

Containing a wealth of tasks, exercises, tests, self-assessments, supporting resources and record-keeping formats, these guides can be used to review and record the progress of both individual pupils and the class as a whole, in relation to the National Curriculum Attainment Targets. The formative Assessment Tasks and Exercises provide individual and/or group opportunities to identify those pupils who are not yet reaching, or who are exceeding, national expectations. They can also be used to set individual targets for pupils.

IN-SCHOOL SUMMATIVE ASSESSMENT

An **End-of-unit Test** is provided within the Assessment Guides for each of the 12 Busy Ant Maths units. Each test is designed to assess the mathematics covered during the three-week unit.

Plus, End-of-Year Tests are designed to show individual pupils' level of mastery against national standards at the end of each year. See page 34 for details of the new Test Packs available February 2016.

Record Keeping

The various record-keeping formats found in the Assessment Guides and on Collins Connect are designed to show individual pupils' level of mastery against national standards.

They draw on the data gathered throughout the year, including results from Assessment Tasks, Exercises and Tests, performance in whole-class discussions, participation in group work, written evidence and any other supplementary notes.

These documents form the basis for reporting to parents and guardians and informing the next year's teacher plus help you identify whether pupils are on track to meet end of key stage expectations.

Name	Mastery	Comments	Date
Peter Clarke	●	Covered in Year 3, Unit 4, Week 1	25/10/14
	●	Covered in Year 3, Unit 4, Week 1	10/10/14
	●	Cannot tell the time from an analogue clock. Support activity set	02/10/14
	●	Click Mastery Indicator to add entry	
Lee Newman	●	Covered in Year 3, Unit 4, Week 1	25/10/14
Fiona McGlade	●	Covered in Year 3, Unit 4, Week 1	25/10/14
Tom Jackson	●	Having trouble measuring the perimeter of shapes	25/10/14
Mike Murphy	●	Covered in Year 3, Unit 4, Week 1	25/10/14

Year 1 Assessment Guide	978-0-00-756815-4	£75.00
Year 2 Assessment Guide	978-0-00-756816-1	£75.00
Year 3 Assessment Guide	978-0-00-756233-6	£75.00

Year 4 Assessment Guide	978-0-00-756234-3	£75.00
Year 5 Assessment Guide	978-0-00-756829-1	£75.00
Year 6 Assessment Guide	978-0-00-756830-7	£75.00



Assessment in Busy Ant Maths



CONFIDENCE FROM THE START

FORMATIVE ASSESSMENT Teacher's Guides

Formative assessment opportunities are built-in throughout each lesson in the **Busy Ant Maths Teacher's Guides**. Prerequisites for learning are highlighted and links to the relevant assessment content and materials are included.

Quickly check that children have the knowledge they need for the lesson with **prerequisites for learning**.

Shared success criteria are provided in each lesson to assist pupils in identifying the steps required to achieve the learning objective.

Year 3, Unit 12, Week 1, Lesson 1

Multiplication 10×0 : Using the expanded written method (2)

National curriculum attainment target

- Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

Lesson objectives

- Use expanded written method to calculate multiplication of 10×0
- Estimate and check the answer to a calculation

Previous related lessons

Unit 10, Week 1, Lesson 1; Unit 10, Week 1, Lesson 2; Unit 10, Week 1, Lesson 3

Prerequisites for learning

Pupils need to:

- recall the 2, 3, 4, 5, 8 and 10 multiplication tables
- understand the effect of multiplying a number by 10
- add mentally a two-digit number to a two- or three-digit multiple of 10
- add using the formal written method of column addition

Vocabulary

multiple, key fact, multiplied by, multiplication, estimate, approximate, partition, hundreds, tens, ones (units)

Future related lessons

None

Success criteria

Pupils can:

- make a reasonable estimate for the answer to a calculation
- partition two-digit numbers into tens and ones
- multiply 2, 3, 4, 5 and 8 by a multiple of 10
- use the expanded written method to calculate multiplication of 10×0

Getting Started

- Choose an activity from Number – Multiplication and division.
- Choose an activity from Fluency in Number Facts: Y3/Y4 – Multiplication and division.

Teach

Resources

mini whiteboard, pen and eraser (per child)

- Write the numbers 2, 3, 4, 5 and 8 on the board. Invite a child to suggest a two-digit number. Write this on the board.
- Ask another child to choose a number from the list of one-digit numbers. Create a multiplication number sentence from the chosen numbers and write on the board, e.g. $79 \times 8 =$.
- Ask: **What would the approximate answer to this calculation be?** (640)
- Ask: **How did you work out the approximate answer?** (round 79 to the nearest ten and multiply by 8, i.e. $80 \times 8 = 640$)
- Say: **When we calculate the answer we must check that it is close to our approximate answer, 640.**
- Refer children back to the calculation.
- Say: **Explain to your partner how you would work out the answer to this question.**
- Ask children to share their explanations with the class.
- Review how to multiply these numbers using the expanded method, i.e.

H	T	O
7	9	
×	8	
5	6	0
6	3	2
1		

Unit 12: Number – Multiplication and division

- Ask: **What is 9 multiplied by 8?** (72) Write 72 in the correct place value columns.
- Ask: **What is 70 multiplied by 8?** (560) Write 560 underneath 72 in the correct place value columns.
- Say: **Now we need to add both 72 and 560 together using the written method of addition.** Add the ones column, then the tens column, then the hundreds column being sure to add any numbers that have been carried over.
- Compare the answers with the estimate.
- Continue with other examples using the expanded method until you feel the majority of the children have understood the method.
- Say: **Using your mini whiteboard, explain to your partner how you would work out the answer to this question.**
- Ask children to share their explanations with the class.

Individualised Learning

Refer to Activity 1, 2, 3 and 4 from the Learning activities on pages 446–447.

Pupil Book 3C – Page 40: Multiplication using the expanded written method

Progress Guide 3 – Support, Year 3: Unit 12, Week 1, Lesson 1: Multiplication using the expanded written method

Plenary

Resources

mini whiteboard, pen and eraser (per child)

- Reinforce the expanded method of multiplication taught in the lesson.
- Write various 10×0 calculations on the board and ask children to write the approximate answer on their mini whiteboard, e.g. 87×3 (270); 56×5 (300); 77×4 (320). Children display their answers when asked.
- Ask: **How did you work out the approximate answer?**
- Choose one of the calculations for children to find the answer.
- Say: **Explain to your partner how you would work out the answer to this question using the expanded method on your mini whiteboard.**
- Ask: **Can you explain your method of working out the answer to the class?**
- Say: **Share and explain your method with your partner.**
- Choose individuals to share their methods with the class.
- Repeat with other examples.

Overcoming Barriers

- Some children may become confused with the number of different methods there are to work out the answer to 10×0 calculations. You may prefer to teach one method only or allow children to choose the method they find the most effective and efficient. Although children are taught informal and formal methods of calculating 10×0 in readiness for calculations involving larger numbers they should also be working towards being able to carry out 10×0 calculations mentally.

Sample from Year 3 Teacher's Guide

Keep track of your pupils' understanding throughout the lesson with helpful **progress check questions** which are linked to specific learning objectives and designed to provide immediate feedback to pupils.

To help you ascertain where any misunderstandings may have occurred, an **overcoming barriers** section is provided.



Busy Ant Maths Tests Packs

NEW FOR 2016

Boost the performance of your pupils in the new SATs!

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.

In June 2016, children will sit the new KS1 and KS2 Maths SATs for the first time. **Busy Ant Maths Test Packs** provide tests that you can easily deliver and mark, using the provided completed test. The test results will support you in being confident that your pupils are on track to meet age-related expectations, as they move between years and key stages.

You can use the tests alongside **Busy Ant Maths Assessment Guides**, or by themselves.

For KS1, there will be 2 papers for each year:

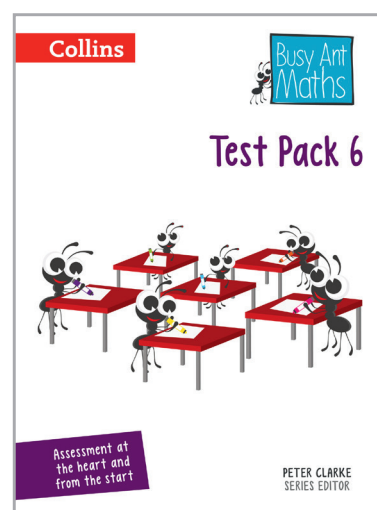
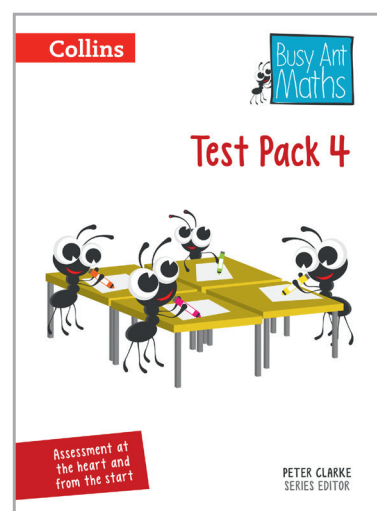
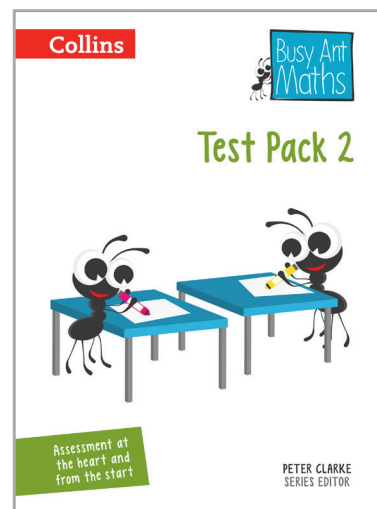
- Paper 1 – Arithmetic
- Paper 2 – Mathematical reasoning

At KS2, there will be 3 papers per year:

- Paper 1 – Arithmetic
- Paper 2 – Mathematical reasoning
- Paper 3 – Mathematical reasoning

Each test is also provided complete with the correct answers in place, to assist in marking plus a full marking scheme and rationale, with any additional information required. You will also be able to record and report results using a raw score and a scaled score, based on the new performance descriptors.

Year 1 Test Pack – February 2016	978-0-00-816736-3	£59.99
Year 2 Test Pack – February 2016	978-0-00-816737-0	£59.99
Year 3 Test Pack – February 2016	978-0-00-816738-7	£59.99
Year 4 Test Pack – February 2016	978-0-00-816739-4	£59.99
Year 5 Test Pack – February 2016	978-0-00-816740-0	£59.99
Year 6 Test Pack – February 2016	978-0-00-816741-7	£59.99



Busy Ant Maths Stretch and Challenge

NEW FOR 2016

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. This problem-solving, cross-curricular programme for children working above end-of-year expectations is ideal if you are looking for a ready-made solution to deliver to the high achievers in your cohort.

Each Stretch and Challenge resource will contain:

- An introduction and matching charts
- 36 sets of pupil activities – one per week, consisting of between 5 and 8 different activities, all related to the same mathematical topic
- 36 sets of teaching notes, to correspond to the activities
- Resource sheets, records of completion, self-assessment and notes – all photocopiable



Issue 1 – Number

Let's Investigate

This abacus shows the number 24 using 6 beads. Write all the numbers you can make on an abacus using 6 beads.

Looking for Patterns

This shape is made from interlocking cubes. Each side is 3 cubes long. How many cubes are there altogether? Make a shape like this with sides 4 cubes long. How many cubes are there altogether? What about for shapes with sides 5, 6, 7, ... cubes long. What patterns do you notice?

place value

2

Issue 1 – Number

Looking for Patterns

Use the numbers above to complete each number pattern.

14 61 13 27 11
41 9 17 37 31 32
7 51 8 42 11

23 20 5 2
2 7 12 17 22
91 81 71 21 11 1
15 17 19 21 23

The Language of Maths

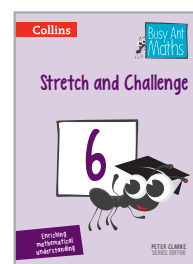
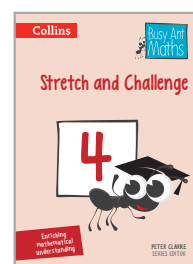
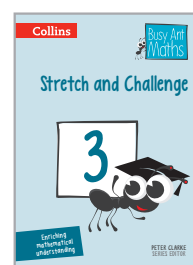
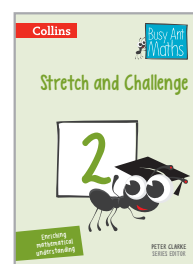
Think of a number between 0 and 50. Make up 3 clues about your number. Can a friend guess your number?

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3

Self-contained activity booklets (issues) promote interdependent thinking and develop children's problem-solving skills. Accompanying teacher's notes for each issue provide guidance, support and next steps.

Year 1 Stretch and Challenge	978-0-00-816730-1	£75.00
Year 2 Stretch and Challenge	978-0-00-816731-8	£75.00
Year 3 Stretch and Challenge	978-0-00-816732-5	£75.00
Year 4 Stretch and Challenge	978-0-00-816733-2	£75.00
Year 5 Stretch and Challenge	978-0-00-816734-9	£75.00
Year 6 Stretch and Challenge	978-0-00-816735-6	£75.00

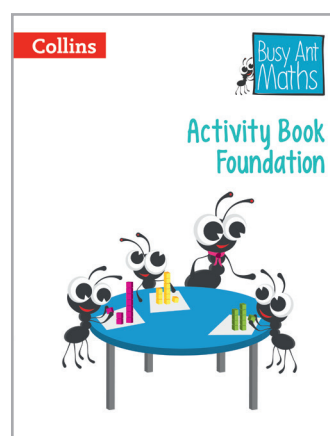
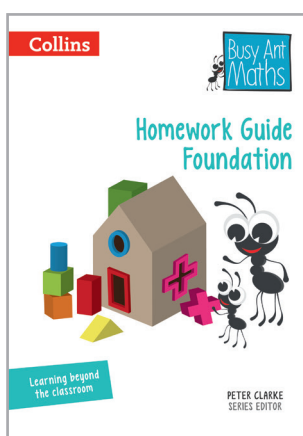
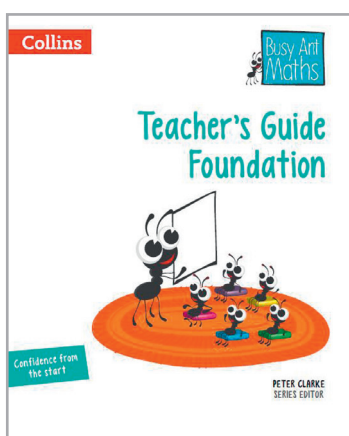


AN EXCITING, WHOLE-SCHOOL
PRIMARY MATHS PROGRAMME

Busy Ant Maths Foundation Stage



The **Busy Ant Maths Foundation Stage** has been designed to raise the attainment for every child to prepare them for Year 1. The new resources fully support the statutory standards of the Early Years Foundation Stage (EYFS) and extend the scope of the **Busy Ant Maths** scheme into the Reception year – providing full continuity for your school.



Foundation Stage on Collins Connect

Collins Connect is an online planning tool where Foundation teachers can customise **Busy Ant Maths** content to suit the needs of their class.

The **Teach** section contains all of the teaching content organised into units. Each unit section contains:

- Word and PDF versions of the unit introductions, teacher-led activities and explore and play activities
- Links to the teaching assets referenced in the activities in the **Games, Tools and Songs** section

The current digital **Record Keeping tool** on Collins Connect supports the Foundation Stage.

In the **Support** section, you will find the calculations policy and the suggested Medium Term Plan.

The **Games, Tools and Songs** section will contain:

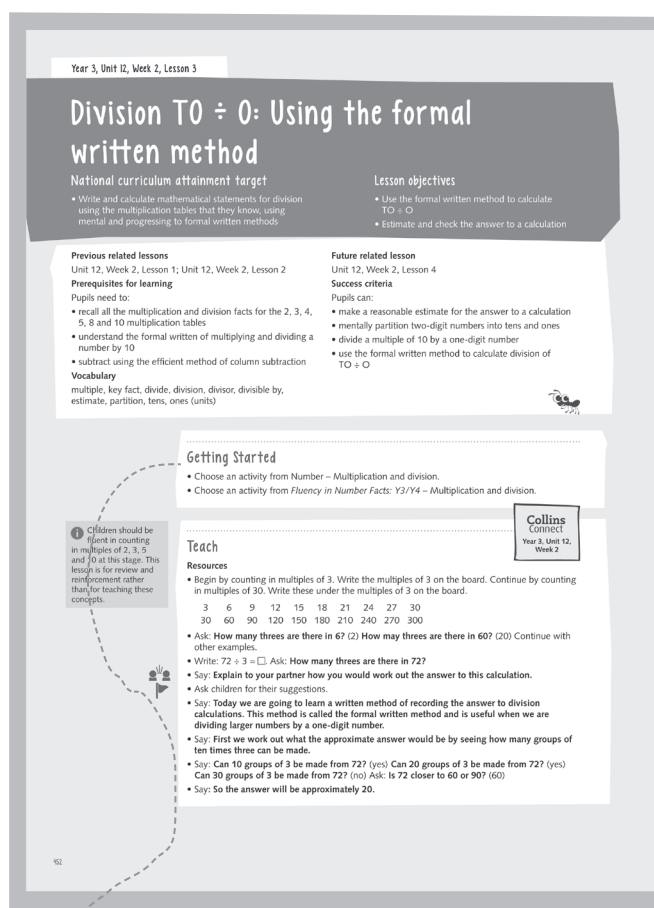
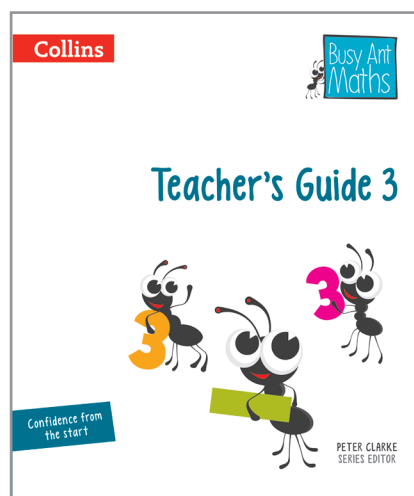
- Sing-along animated songs for children to learn and join in with
- Teacher-led interactive tools for use on the whiteboard
- Games focusing on number sense and place value. These can be used at the front of class or as play time for children



Foundation Teacher's Guide	978-0-00-812462-5	£100.00
Foundation Homework Guide	978-0-00-812463-2	£40.00
Foundation Activity Book	978-0-00-812464-9	£3.00
12 month subscription for Foundation on Collins Connect	978-0-00-812465-6	£200.00 + VAT
36 month subscription for Foundation on Collins Connect	978-0-00-812521-9	£500.00 + VAT

Busy Ant Maths Teacher's Guides

The **Teacher's Guides** provide lesson plans and a clear week by week overview, with expected learning objectives and outcomes for pupils. Pre-requisites for learning are highlighted and links to the relevant assessment resources are included. Each lesson has a consistent structure: Getting Started, Teach, Individualised Learning, and Plenary.



Sample from Year 3 Teacher's Guide

Foundation: Teacher's Guide	978-0-00-812462-5	£100.00
Year 1: Teacher's Guide	978-0-00-756817-8	£100.00
Year 2: Teacher's Guide	978-0-00-756818-5	£100.00
Year 3: Teacher's Guide	978-0-00-756235-0	£100.00
Year 4: Teacher's Guide	978-0-00-756236-7	£100.00
Year 5: Teacher's Guide	978-0-00-756831-4	£100.00
Year 6: Teacher's Guide	978-0-00-756832-1	£100.00

WHAT DO TEACHERS THINK OF BUSY ANT MATHS?

"Busy Ant Maths gives you very clear objectives and success criteria but the way that you deliver it using your kinaesthetic activity or perhaps a visual on the board can really be adapted for the children within your class."

For the full video interview with Laura Reynolds, Year 3 Co-ordinator at South Farnham School, visit our website: www.collins.co.uk/busyantmaths

Each lesson is delivered through a consistent, 4-part structure: Getting Started, Teach, Individualised Learning, and Plenary.

"After doing my research, I found out that Collins were preparing to launch their new maths scheme, having previously been impressed and amazed by the quality of the schemes, I had high hopes! ... The lessons have opportunities to be differentiated in 5 ways and the units are flexible and give teachers the opportunities to be creative. I am extremely impressed with the online planning tool and am really looking forward to implementing this scheme of work across years 3 and 4 and then into years 1 and 5 next year."

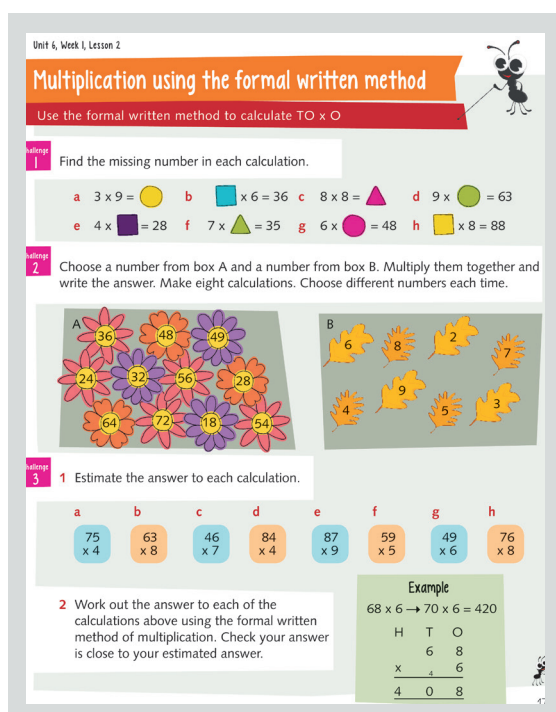
Charlotte Angeli, Senior Leader, Chigwell Primary



REACH EVERY CHILD

Busy Ant Maths Pupil Books

With three levels of differentiated challenge built-in to each lesson as well as extra consolidation and extension activities within the **Pupil Books** and the **Progress Guides**, **Busy Ant Maths** ensures rapid progression for every child.

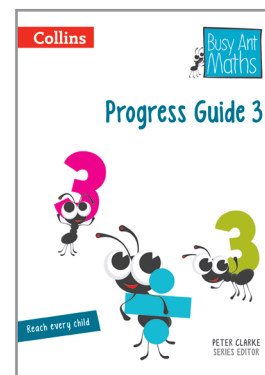
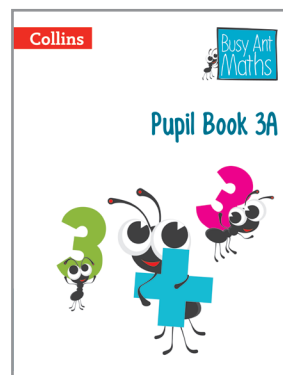


Sample from *Pupil Book 6c*

Busy Ant Maths Progress Guides

The **Progress Guides** contains extension and support resources for those children who need extra practice to master the lesson objective and for those who need an extra level of challenge.

Year 1 Progress Guide	978-0-00-756825-3	£50.00
Year 2 Progress Guide	978-0-00-756826-0	£50.00
Year 3 Progress Guide	978-0-00-756243-5	£50.00
Year 4 Progress Guide	978-0-00-756244-2	£50.00
Year 5 Progress Guide	978-0-00-755825-4	£50.00
Year 6 Progress Guide	978-0-00-756839-0	£50.00



Year 1:

Activity Book 1a	978-0-00-756819-2	£3.15
Activity Book 1b	978-0-00-756820-8	£3.15
Activity Book 1c	978-0-00-756821-5	£3.15

Year 2:

Activity Book 2a	978-0-00-756822-2	£3.15
Activity Book 2b	978-0-00-756823-9	£3.15
Activity Book 2c	978-0-00-756824-6	£3.15

Year 3:

Pupil Book 3a	978-0-00-756237-4	£7.15
Pupil Book 3b	978-0-00-756238-1	£7.15
Pupil Book 3c	978-0-00-756239-8	£7.15

Year 4:

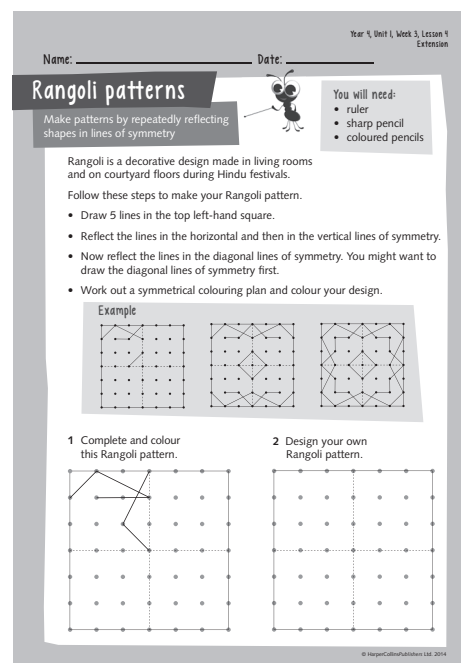
Pupil Book 4a	978-0-00-756240-4	£7.15
Pupil Book 4b	978-0-00-756241-1	£7.15
Pupil Book 4c	978-0-00-756242-8	£7.15

Year 5:

Pupil Book 5a	978-0-00-756833-8	£8.15
Pupil Book 5b	978-0-00-756834-5	£8.15
Pupil Book 5c	978-0-00-756835-2	£8.15

Year 6:

Pupil Book 6a	978-0-00-756836-9	£8.15
Pupil Book 6b	978-0-00-756837-6	£8.15
Pupil Book 6c	978-0-00-756838-3	£8.15



Sample from *Year 4 Progress Guide*



ENSURE PROGRESSION AND
MASTERY FOR EVERY CHILD



Busy Ant Maths Homework Guides

Provide a great way to check children's understanding of the lesson objective as well as providing practice and consolidation opportunities.

Year 3, Unit 4, Week 3, Lesson 1 Homework

Name: _____ Date: _____


Right on time


Tell and write the time to the minute on a 12-hour clock with hands

Example


43 minutes past 2
17 minutes to 3


Challenge 1 Write these times in two ways.

1  _____ minutes past _____ _____ minutes to _____


2  _____ minutes past _____ _____ minutes to _____


Challenge 2 Each clock is either fast or slow. Write what time each clock should show in two ways.


1  20 minutes slow _____ minutes past _____ _____ minutes to _____


2  10 minutes fast _____ minutes past _____ _____ minutes to _____

Challenge 3 These clock faces have been reflected in a mirror. Write the correct time for each clock.

1  _____

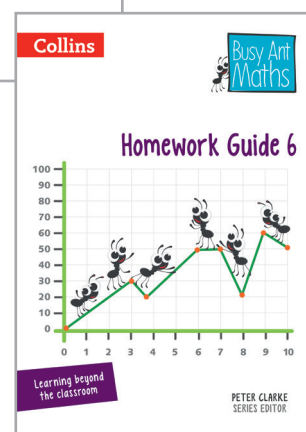
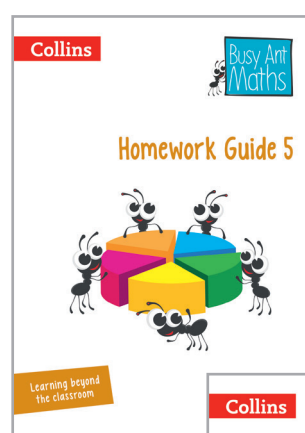
2  _____

3  _____

 Working together, look at the TV listings and on the back of this sheet write down the times that 6 different programmes start. Write the times for each programme in two different ways.

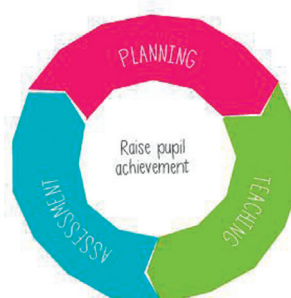
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Sample from Year 3 Homework Pack



Shared activities provide opportunities for parents to support their child's learning.

Foundation: Homework Guide	978-0-00-812463-2	£45.00
Year 1: Homework Guide	978-0-00-756827-7	£45.00
Year 2: Homework Guide	978-0-00-756828-4	£45.00
Year 3: Homework Guide	978-0-00-756245-9	£45.00
Year 4: Homework Guide	978-0-00-756246-6	£45.00
Year 5: Homework Guide	978-0-00-756868-0	£45.00
Year 6: Homework Guide	978-0-00-756840-6	£45.00

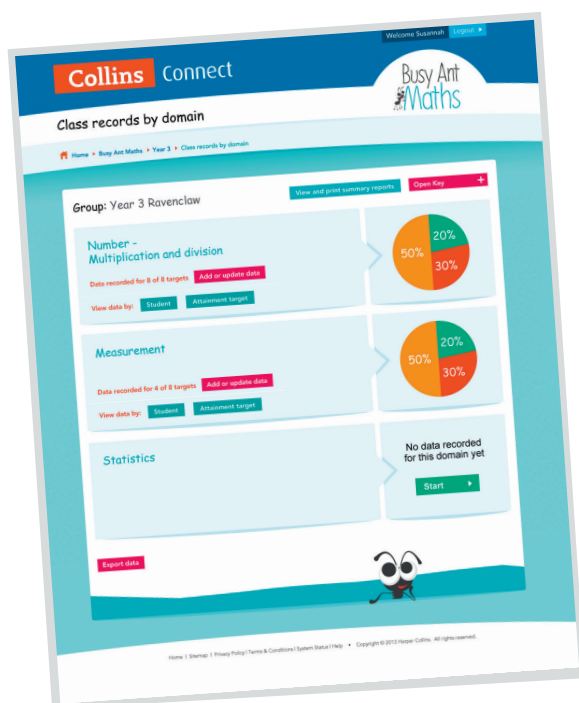


Engage pupils and deliver inspiring lessons with slideshows, games and interactive tools on Collins Connect

With an easy-to-use online planning tool at the heart of the resource, **Busy Ant Maths** is simple to implement across your school and gives you the freedom to customise the maths programme of study to suit your own school's needs.

Collins Connect supports teachers when it comes to assessment with a simple online Record Keeping Tool. Teachers can drag-and-drop pupils into the relevant mastery level:

green = mastery achieved and exceeded
amber = mastery achieved
red = mastery not yet achieved.



For full Connect pricing information please see the order form

HELP CHILDREN GAIN CONFIDENCE
AND UNDERSTANDING EARLY ON



Busy Ant Maths Games

As part of the **Collins Connect** package, **Busy Ant Maths** includes games to help children develop their mathematical fluency in a fun way. Each game has three levels of difficulty and the option to have a timed or an un-timed game. At the end of each session, the child gets a certificate of achievement with the statistics of their session. This really adds to children's enjoyment of maths as they start to 'get it'!

Includes games that test times tables up to 12×12 - ideal practice for the new on-screen test!



Sample screenshot from the *Busy Ant Maths Kung Food Fighting* online game

Busy Ant Maths Tools

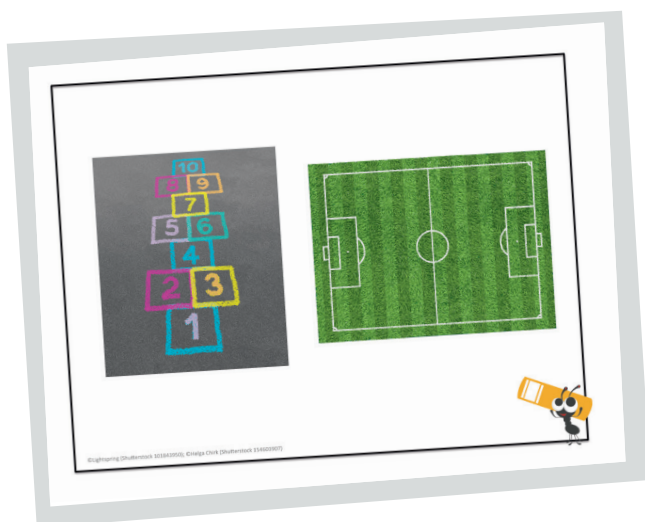
Flexible interactive whiteboard (IWB) teaching tools have been developed to support the teaching of maths in your classroom. Accessible on **Collins Connect**, the **Busy Ant Maths Tools** ensure pupil engagement and support you in the development of interactive maths lessons.



Sample screenshot from the *Busy Ant Maths weight measurement* online tool

Busy Ant Maths Slideshows

Fully editable slideshows are available on **Collins Connect**. Colourful, engaging and specific to the **Busy Ant Maths** lesson you are teaching, these slideshows save you time and effort and help keep children engaged during the lesson.



Sample from *Busy Ant Maths Year 1, Unit 1 Slideshow*

The Shanghai Maths Project

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NEW

Age
5-16

KS1

KS2

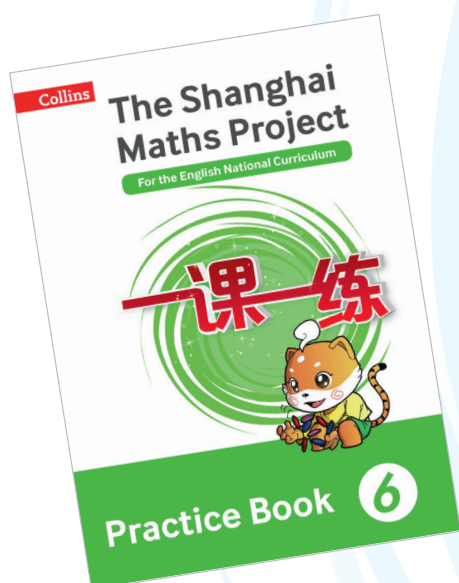
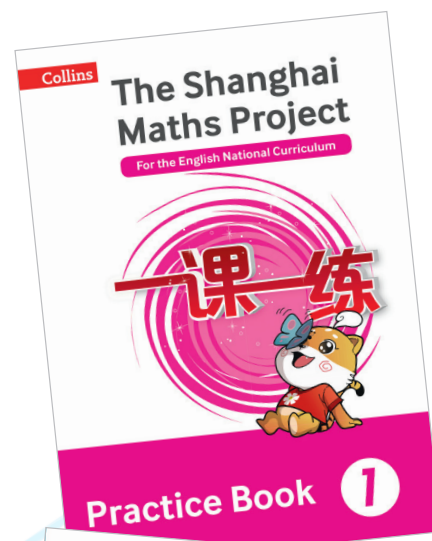
Series Editor: Professor Lianghuo Fan

UK curriculum consultant: Paul Broadbent

Based on maths teaching in Shanghai, this series of practice books for years 1–11 will provide complete coverage of the maths curriculum for England.

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



We have created the **Shanghai Maths Project** using an experienced team of authors and reviewers who have taken the original books and correlated them to the English National Curriculum. Attainment targets are covered within the key stages and new material has been written but the structure of the original resource has been preserved and as much original material retained as possible.



Find out more about the Practice Books at
collins.co.uk/shanghaimaths
 To order sample material contact
education.marketing@harpercollins.co.uk

collins.co.uk/shanghaimaths

The Practice Books contain 8–10 chapters made up of exercises and include end of unit tests and an end of year test.

- Carefully crafted practice materials refined over last **24 years**
- Small steps of **progression**, with practice at each stage
- Enough questions to thoroughly **practise and embed** understanding, and no more
- Supplementary **practice material** that is not tied to a restrictive programme
- Full coverage of the curriculum objectives for England

Numbers up to 10

1.13 Let's compare (2)

Learning objective
Compare sets using greater than or less than

Basic questions

1 Look at the pictures. Fill in the \bigcirc with ">" (greater than), "<" (less than) or "=" (equal to).

2 Look at the pictures and fill in with your answers.

Challenge and extension question

3 Link the animals to the circles.
(a) Animals with four legs are in Circle A.
(b) Animals that can climb trees are in Circle B.

(c) Think: Which animal(s) should be in both Circle A and Circle B?

Sample pages from *Practice Book 1*

Practice Book 1	978-0-00-814462-3	£7.99
Practice Book 2	978-0-00-814463-0	£7.99
Practice Book 3	978-0-00-814464-7	£7.99
Practice Book 4	978-0-00-814465-4	£7.99 Available spring 2016
Practice Book 5	978-0-00-814466-1	£7.99 Available spring 2016
Practice Book 6	978-0-00-814467-8	£7.99 Available spring 2016
Practice Book 7	978-0-00-814468-5	£7.99 Available autumn 2016
Practice Book 8	978-0-00-814469-2	£7.99 Available autumn 2016
Practice Book 9	978-0-00-814470-8	£7.99 Available autumn 2016
Practice Book 10	978-0-00-814471-5	£7.99 Available spring 2017
Practice Book 11	978-0-00-814472-2	£7.99 Available spring 2017

1.3 Let's sort (2)

Learning objective
Sort objects in different ways

Basic questions

1 Sort and circle.

(a) (b) (c) (d) (e) (f) (g) (h)

Numbers up to 10

3 Compare, draw and then fill in the boxes below.

4 Fill in the \bigcirc with ">", "<" or "=".

5 Fill in the boxes with suitable numbers.

Challenge and extension question

6 Which glass of water tastes the sweetest after the cube of sugar is put in? Put a "✓" in the bracket.

Fluency in Number Facts

Author: **Peter Clarke**

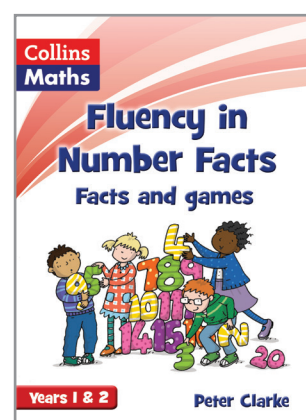
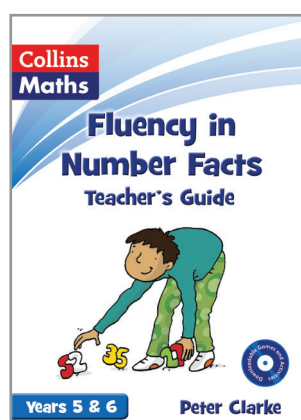
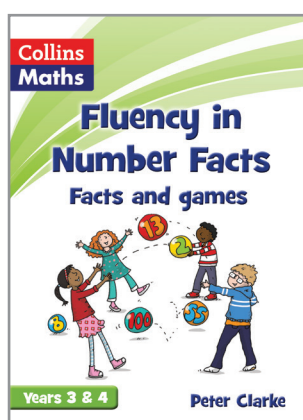
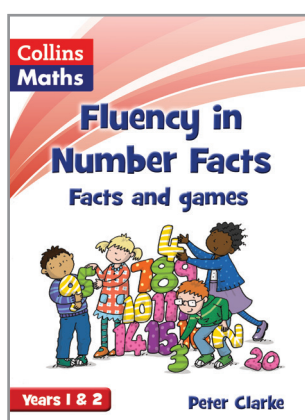
Easy steps to maths confidence

Age
5-11

KS1

KS2

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.



- Improve children's recall of number facts and embed mental maths skills with paired and whole-class activities as well as quick mental maths tests
- Assess children's progress with mental maths tests, including audio support, and self-assessment opportunities
- Cultivate skills with games and activities that can be used within the maths lesson or throughout the day for practise and consolidation



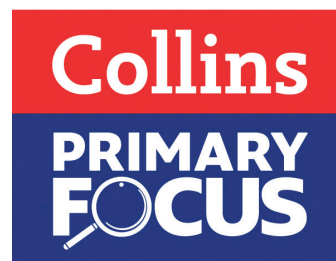
Teacher's Guide Y1/Y2	978-0-00-753127-1	£75.00 + VAT
Teacher's Guide Y3/Y4	978-0-00-753128-8	£75.00 + VAT
Teacher's Guide Y5/Y6	978-0-00-753129-5	£75.00 + VAT
Facts and Games Y1/Y2	978-0-00-753130-1	£5.50
Facts and Games Y3/Y4	978-0-00-753131-8	£5.50
Facts and Games Y5/Y6	978-0-00-753132-5	£5.50

Level 6 Maths

Author: Rachel Axten-Higgs

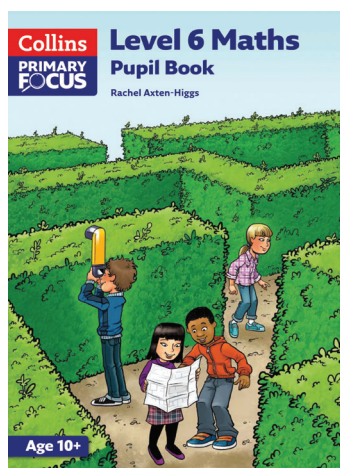
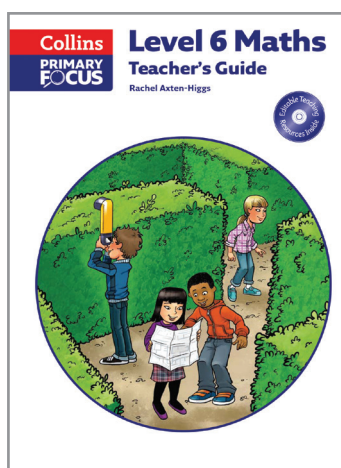
Age
10-11

L6



Written for the previous curriculum, but still a great resource for stretching your high fliers!

Collins Primary Focus Level 6 Maths is a complete solution that boosts success with easy-to-use teaching and practice activities.



- Ensure all 35 objectives from the KS3 programme of study are covered
- Assess children's progress and identify strengths and weaknesses with diagnostic tests and SATs-style practice papers
- Consolidate existing knowledge before moving on
- Save time with plans for group sessions including teaching activities, question prompts, demonstration material and worked examples – ideal for the non-specialist

Slide 1 Recap **LEVEL 5**

What are equivalent fractions?

Equivalent fractions refer to fractions that are the same proportion of a whole, but are written in different ways.

Collins PRIMARY FOCUS **Level 6 Maths** Use equivalence between fractions. Number: Fractions of quantities. Unit 01

Slide 4 Discuss **LEVEL 6**

What does this mean?

*You are given a total amount, e.g. the number of children in a school.
You are then told that a certain number are girls.
You can express this number as a fraction of the total.*

Collins PRIMARY FOCUS **Level 6 Maths** Calculate fractions of quantities (fraction answers). Number: Fractions of quantities. Unit 01

Level 6 Maths: Teacher's Guide	978-0-00-753115-8	£128.00 + VAT
Level 6 Maths: Pupil Book	978-0-00-753116-5	£5.95

Improving Key Skills in Maths

Age
4-11

KS1

KS2

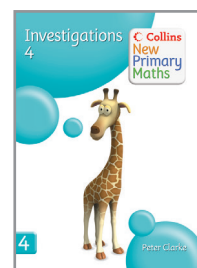
Collins
New
Primary
Maths

Collins New Primary Maths books were written for the previous curriculum but still offer great support and extension for struggling and confident pupils.

Investigations

- A set of open-ended real-life mathematical investigations aimed at stimulating the interest of your pupils whilst improving and sharpening their maths skills
- More than 60 investigations for each year group that include support for assessing the children as they progress

Investigations 1	978-0-00-732291-6	£35.00	Investigations 4	978-0-00-732294-7	£35.00
Investigations 2	978-0-00-732292-3	£35.00	Investigations 5	978-0-00-732298-5	£35.00
Investigations 3	978-0-00-732293-0	£35.00	Investigations 6	978-0-00-732299-2	£35.00

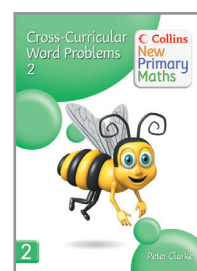
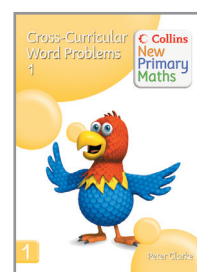


Cross-Curricular Word Problems

- Using scenarios and topics from other curriculum areas, these differentiated word problems will get children using and applying their maths skills in real-life, everyday situations
- Each resource has 40 activities to help children practise and consolidate their maths skills

Cross-Curricular Word Problems

Cross-Curricular Word Problems 1	978-0-00-732285-5	£35.00
Cross-Curricular Word Problems 2	978-0-00-732286-2	£35.00
Cross-Curricular Word Problems 3	978-0-00-732287-9	£35.00
Cross-Curricular Word Problems 4	978-0-00-732288-6	£35.00
Cross-Curricular Word Problems 5	978-0-00-732289-3	£35.00
Cross-Curricular Word Problems 6	978-0-00-732290-9	£35.00

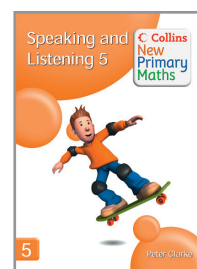


Speaking and Listening

- A set of 20-minute activities to develop your pupils' speaking, listening and memory skills
- Focusing on questions you can ask the class, with a record sheet for the children to use and then further questions for whole-class discussion

Speaking and Listening

Speaking and Listening Foundation	978-0-00-732278-7	£35.00
Speaking and Listening 1	978-0-00-732279-4	£35.00
Speaking and Listening 2	978-0-00-732280-0	£35.00
Speaking and Listening 3	978-0-00-732281-7	£35.00
Speaking and Listening 4	978-0-00-732282-4	£35.00
Speaking and Listening 5	978-0-00-732283-1	£35.00
Speaking and Listening 6	978-0-00-732284-8	£35.00



Assisting Maths

Author: **Peter Clarke**

Age
5-11

KS1

KS2

AS

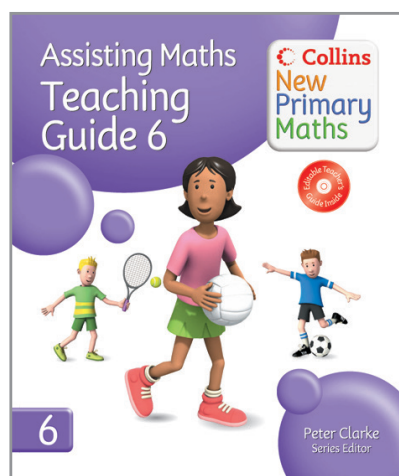
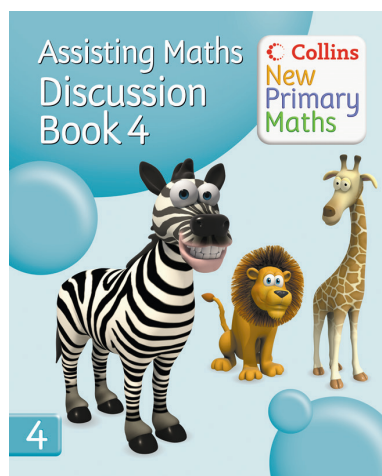
Collins
New
Primary
Maths

Collins New Primary Maths books were written for the previous curriculum but still offer great support and extension for struggling and confident pupils.

Deliver a personalised programme of support and intervention for those children working below age-related expectations.

For each year group, there is a Teaching Guide and Pupil Discussion Book.

- The Teaching Guide provides detailed lesson plans with a consistent teaching approach of: Assess, Teach, Practise, Apply, Review and Assess. Assisting Maths helps children who are struggling to understand mathematical concepts
- The Pupil Discussion Book provides a highly visual approach with practical games and lots of models and images so children can easily follow the maths



Assisting Maths

Discussion Book 1	978-0-00-722118-9	£9.50	Teaching Guide 1	978-0-00-722123-3	£58.00
Discussion Book 2	978-0-00-722119-6	£9.50	Teaching Guide 2	978-0-00-734514-4	£58.00
Discussion Book 3	978-0-00-722120-2	£9.50	Teaching Guide 3	978-0-00-722125-7	£58.00
Discussion Book 4	978-0-00-722121-9	£9.50	Teaching Guide 4	978-0-00-734515-1	£58.00
Discussion Book 5	978-0-00-722122-6	£9.50	Teaching Guide 5	978-0-00-722126-4	£58.00
Discussion Book 6	978-0-00-722124-0	£9.50	Teaching Guide 6	978-0-00-734516-8	£58.00

For a full listing of all Collins New Primary Maths products, please see the enclosed order form.



Snap Science

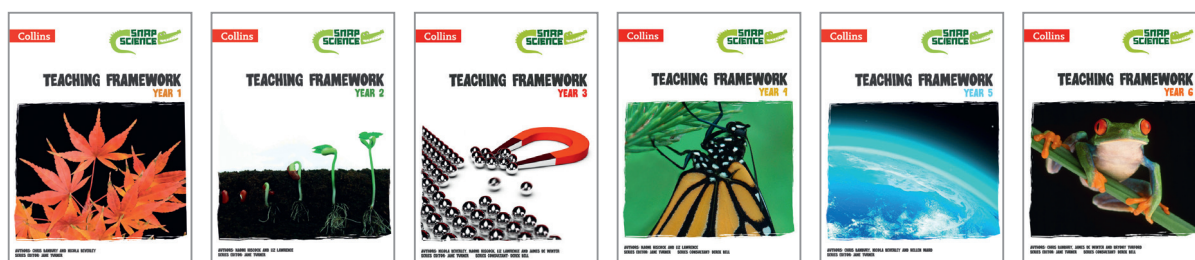


Series Editor: Jane Turner

Authors: Chris Banbury, Nicola Beverley, Naomi Hiscock, Liz Lawrence, Christine Moorcroft, Bryony Turford, Hellen Ward and James de Winter



Snap Science is a dynamic, comprehensive programme, packed with inspirational resources, designed to help you deliver outstanding science throughout your school.



- **Cultivate a spirit of enquiry** in your pupils with practical exploration and investigation activities to inspire the whole class
- Access **clear progression** within the “big ideas in science” which is clearly visible within each topic and each module
- **Review, track and record every child's progress** – with complete coverage of all concepts and skills from the new Teacher Assessment Framework providing a comprehensive assessment solution, written by the experts.
- **Make challenging concepts meaningful for pupils** with guidance and support for you
- Utilise **simple science solutions** which support you in delivering engaging lessons and extending your subject knowledge
- **Help every child achieve** – with three levels of differentiated challenge in every lesson
- Trust Snap Science to support you – written by **a team of curriculum, and science experts** led by the Primary Science Quality Mark (PSQM) National Director Jane Turner

What one school had to say about Snap Science...

"To support planning and delivering the new science curriculum, we purchased Snap Science. Each lesson starts with an opportunity to explore, before going into fun activities for the children to complete . . . The teachers in my school are enjoying using the Snap Science planning, and delivering the lessons. The resources are well matched to the New Curriculum and each unit ensures progression. The modules within Snap Science also cover a range of enquiry types which is an essential aspect of the New Curriculum." Chris Dorey, Year 3 Teaching Team Leader, Crosshall Junior School

MEET THE BRAINS BEHIND SNAP SCIENCE...

Series Editor: Jane Turner



Jane Turner has been a primary school teacher, science outreach leader manager, LA consultant, CPD leader, and curriculum developer. Jane co-founded and is currently National Director of the Primary Science Quality Mark award scheme as well as working as Science Curriculum Advisor to the DfE Standards and Testing Agency.

Jane's team of Snap Science authors, Chris Banbury, Nicola Beverley, Naomi Hiscock, Liz Lawrence, Christine Moorcroft, Bryony Turford, Hellen Ward and James de Winter are all highly experienced teachers who now work as consultants, LA advisers and in Initial Teacher Education.

You can try Snap Science with your class for FREE. Visit www.collins.co.uk/snapscience to sign up today!





Effective assessment

- Developed with in-depth formative and summative assessment at its core, Snap Science offers simple, yet robust tools for judging and recording whether a child is working at, towards or exceeding the expected standard
- Ongoing formative assessment opportunities are built into every lesson plan, along with guidance to enable teachers to use what a child has said, written, made or drawn in a lesson to confidently assess their learning
- For every concept and skill in the Teacher Assessment Framework a Snapshot assessment task will help you to review a child's learning and whether they are working at the expected standard
- Access full digital support in measuring attainment and progress against each curriculum objective with the online Record Keeping Tool on Collins Connect – an adaptable tracking and reporting system containing all the data you need to make your final teacher assessment judgements at the end of key stage



Sample of a Snapshot Assessment



Within the progress tracker you can view class results by module and see these in chart form

"I am delighted to endorse SNAP SCIENCE as an excellent, enquiry-based approach to primary science within the new curriculum. The innovative 'beyond levels' assessment tools are designed to ensure that every child accesses learning in a manner that is meaningful, engaging and challenging."

Alison Peacock, Headteacher of The Wroxham School.

For full pricing information please refer to the enclosed order form

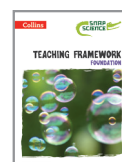
How is Snap Science structured?

YEAR GROUP/
COMPONENT

**TEACHING AND
ASSESSMENT
TOOLKIT**
Delivered online
via Collins Connect
Platform

**TEACHING
FRAMEWORK**
Black and white,
spiral bound, A4

Foundation



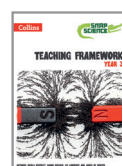
Year 1



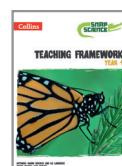
Year 2



Year 3



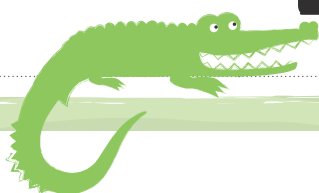
Year 4



Year 5



Year 6

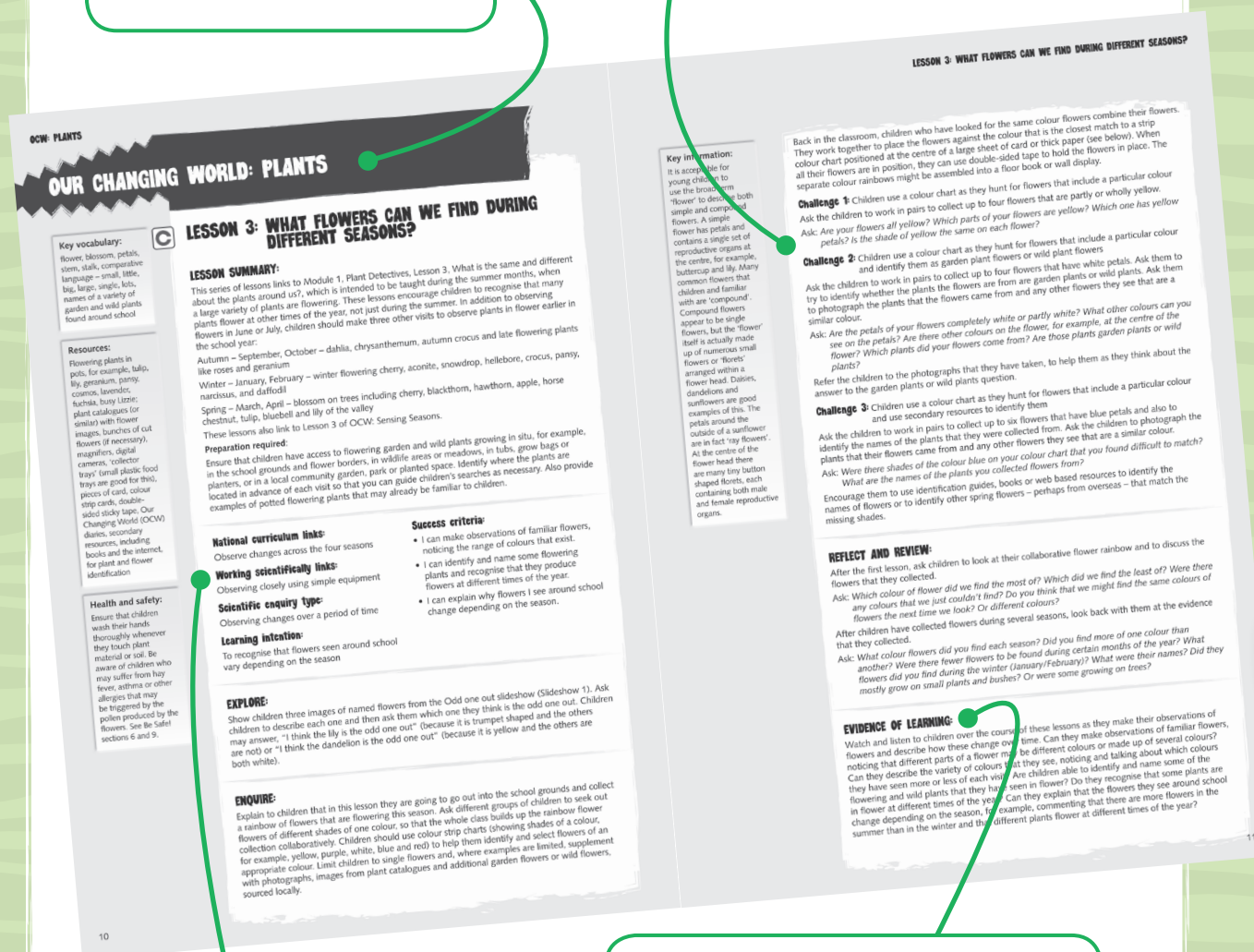


Easy to implement

With an easy-to-use planning tool at the heart of the resource, **Snap Science** is easy to implement across your school. Flexible lesson plans allow you to plan effectively for the needs of your class whilst having everything you need for an outstanding science lesson at your fingertips. Each lesson is teeming with enquiry based, hands-on activities incorporating a range of digital resources to ensure every lesson is rich, lively and engaging.

Every lesson begins with a question – providing a focus for children to explore and think about

Each lesson contains three levels of differentiated challenge to ensure all children can access and master the lesson's learning intention



OCW PLANTS

OUR CHANGING WORLD: PLANTS

LESSON 3: WHAT FLOWERS CAN WE FIND DURING DIFFERENT SEASONS?

Key vocabulary: flower, blossom, petals, stem, stalk, comparative language – small, little, big, large, single, lots, names of a variety of garden and wild plants found around school

Resources: Flowering plants in pots, for example: tulip, lily, geranium, pansy, cornus, lavender, fuchsia, busy Lizzie, plant catalogues (or similar) with flower images, bunches of cut flowers (if necessary), magnifiers, digital cameras, 'collector trays' (small plastic food trays are good for this), pieces of card, colour strip cash, double-sided sticky tape, Our Changing World (OCW) diaries, secondary resources, including books and the internet, for plant and flower identification

Health and safety: Ensure that children wash their hands thoroughly whenever they touch plant material or soil. Be aware of children who may suffer from hay fever, asthma or other allergies that may be triggered by the pollen produced by the flowers. See Be Safe! sections 6 and 9.

LESSON SUMMARY: This series of lessons link to Module 1, Plant Detectives, Lesson 3. What is the same and different about the plants around us?, which is intended to be taught during the summer months, when about the plants around us? These lessons encourage children to recognise that many a large variety of plants are flowering. These lessons encourage children to recognise that many plants flower at other times of the year, not just during the summer. In addition to observing plants flower in June or July, children should make three other visits to observe plants in flower earlier in the school year:

Autumn – September, October – dahlia, chrysanthemum, autumn crocus and late flowering plants like roses and geranium

Winter – January, February – winter flowering cherry, blackthorn, hawthorn, apple, horse chestnut, tulip, bluebell and lily of the valley

Spring – March, April – blossom on trees including cherry, blackthorn, hawthorn, apple, horse chestnut, tulip, bluebell and lily of the valley

These lessons also link to Lesson 3 of OCW: Sensing Seasons.

Preparation required: Ensure that children have access to flowering garden and wild plants growing in situ, for example, in the school grounds and flower borders, in wildlife areas or meadows, in tubs, grow bags or planters, or in a local community garden, park or planted space. Identify where the plants are located in advance of each visit so that you can guide children's searches as necessary. Also provide examples of potted flowering plants that may already be familiar to children.

National curriculum links: Observe changes across the four seasons

Working scientifically links: Observing closely using simple equipment

Scientific enquiry type: Observing changes over a period of time

Learning intention: To recognise that flowers seen around school vary depending on the season

EXPLORE: Show children three images of named flowers from the Odd one out slideshow (Slideshow 1). Ask children to describe each one and then ask them which one they think is the odd one out. Children may answer, "I think the lily is the odd one out" (because it is trumpet shaped and the others are not) or "I think the dandelion is the odd one out" (because it is yellow and the others are both white).

ENQUIRE: Explain to children that in this lesson they are going to go out into the school grounds and collect a rainbow of flowers that are flowering this season. Ask different groups of children to seek out a rainbow of flowers that are flowering this season. Ask the whole class to build up the rainbow flower collection collaboratively. Children should use colour strip charts (showing shades of a colour, for example, yellow, purple, purple, white, blue and red) to help them identify and select flowers of an appropriate colour. Limit children to single flowers and, where examples are limited, supplement with photographs. Images from plant catalogues and additional garden flowers or wild flowers, sourced locally.

Key information: It is acceptable for young children to use the brown stem 'flower' to describe both simple and compound flowers. A simple flower has petals and contains a single set of reproductive organs at the centre, for example, buttercup and lily. Many common flowers that children and familiar with are 'compound'. Compound flowers appear to be single flowers, but the 'flower' itself is actually made up of numerous small flowers or 'florets' arranged within a flower head. Daisies, dandelions and sunflowers are good examples of this. The petals around the outside of a sunflower are in fact 'ray flowers'. At the centre of the flower head there are many tiny tubular shaped florets, each containing both male and female reproductive organs.

LESSON 3: WHAT FLOWERS CAN WE FIND DURING DIFFERENT SEASONS?

Back in the classroom, children who have looked for the same colour flowers combine their flowers. They work together to place the flowers against the colour that is the closest match to a strip colour chart positioned at the centre of a large sheet of card or thick paper (see below). When all their flowers are in position, they can use double-sided tape to hold the flowers in place. The separate colour rainbows might be assembled into a floor book or wall display.

Challenge 1: Children use a colour chart as they hunt for flowers that include a particular colour and identify them as garden plant flowers or wild plant flowers

Ask the children to work in pairs to collect up to four flowers that have white petals. Ask them to identify whether the plants the flowers are from are garden plants or wild plants. Ask them to photograph the plants that the flowers came from and any other flowers they see that are a similar colour.

Challenge 2: Children use a colour chart as they hunt for flowers that include a particular colour and use secondary resources to identify them

Ask the children to work in pairs to collect up to six flowers that have blue petals and also to identify the names of the plants that they were collected from. Ask the children to photograph the plants that their flowers came from and any other flowers they see that are a similar colour.

Ask: Were there shades of the colour blue on your colour chart that you found difficult to match?

What are the names of the plants you collected flowers from?

Encourage them to use identification guides, books or web based resources to identify the names of flowers or to identify other spring flowers – perhaps from overseas – that match the missing shades.

REFLECT AND REVIEW:

After the first lesson, ask children to look at their collaborative flower rainbow and to discuss the flowers that they collected.

Ask: Which colour of flower did we find the most of? Which did we find the least of? Were there any colours that we just couldn't find? Do you think that we might find the same colours of flowers the next time we look? Or different colours?

After children have collected flowers during several seasons, look back with them at the evidence that they collected.

Ask: What colour flowers did you find each season? Did you find more of one colour than another? Were there fewer flowers to be found during certain months of the year? What flowers did you find during the winter (January/February)? What were their names? Did they mostly grow on small plants and bushes? Or were some growing on trees?

EVIDENCE OF LEARNING:

Watch and listen to children over the course of these lessons as they make their observations of flowers and describe how these change over time. Can they make observations of familiar flowers, noticing that different parts of a flower may be different colours or made up of several colours? Can they describe the variety of colours that they see, noticing and talking about which colours they have seen more or less of each visit? Are children able to identify and name some of the flowering and wild plants that they have seen in flower? Do they recognise that some plants are in flower at different times of the year? Can they explain that there are more flowers in the change depending on the season, for example, commenting that there are more flowers in the summer than in the winter and that different plants flower at different times of the year?

Sample from Y1 Teaching Framework

Prompt questions are included throughout to develop and assess children's understanding

Each lesson links directly to the Programme of Study and the Working Scientifically criteria

Snap Science online toolkit

Collins **Connect**

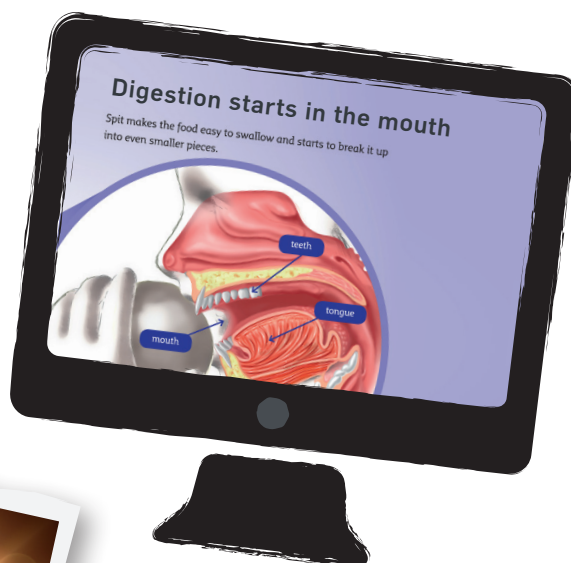
Snap Science is delivered via **Collins Connect** – our innovative online learning platform. Providing a wealth of content and interactive activities, **Collins Connect** is an ideal front-of class teaching and learning tool. See what **Snap Science** has to offer via **Collins Connect** below...

Access all of the lesson sequences, lesson plans and related assets with a discrete area for each year group, including support for: planning, teaching and tracking progression

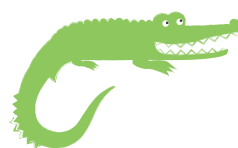


Videos enable you to make real-world links and to show children environments and activities that cannot be easily accessed from the classroom

Illustrations and animations help to model and explain abstract concepts



Samples from the image bank





Snap Science Foundation

Snap Science Foundation provides a solid grounding into the introductory principles of science. It covers the requirements of the 2014 Early Years Foundation Stage, delivered through 24 flexible activity plans that ensure comprehensive coverage of common scientific topics including:

Biology

What do worms do?
Who has stripes?
What is in an egg?
What am I made of?

Chemistry

Who made this home?
Who lives here?
Which hat is best? (weather-dependent)
What melts?

Physics

What is night?
What is in the sky?
What is the moon?
What makes it move?

Our Changing World

What is happening to the trees? (autumn)
What is happening to the trees? (spring)
What is happening to the trees? (summer)
What's the weather like today? (winter)

Each activity plan is accompanied by a slideshow of a short fictional story based on meaningful science that leads to a problem or question at the end for pupils to answer. Accompanying the activity plans are downloadable resource sheets and photo banks, saving you time and effort.

Each activity plan is available as a downloadable MS Word file making it easily adaptable to your school.

Assessment for learning is embedded throughout the Foundation year, building on the core strength of **Snap Science**.



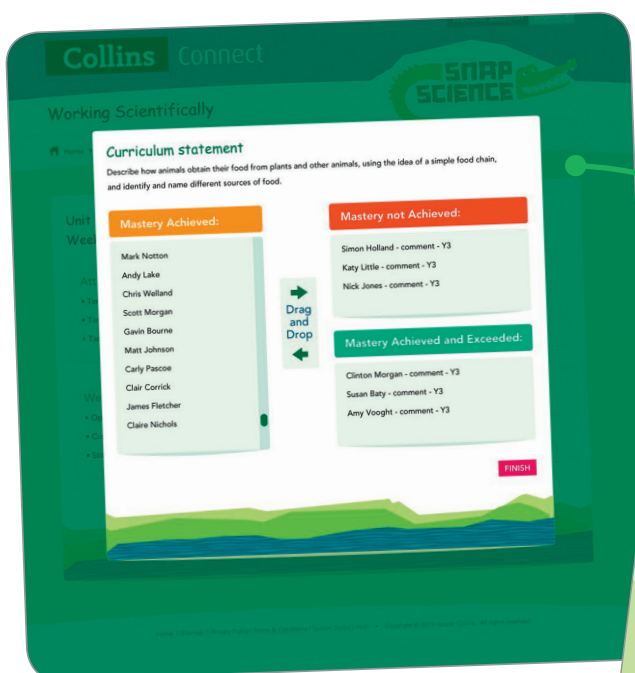
Sample from Story slideshow – Activity plan 1



Record Keeping for Snap Science

The Record Keeping section for **Snap Science** allows you to select a traffic light for each child for each curriculum statement (green = mastery achieved and exceeded, amber = mastery achieved, and red = mastery not yet achieved).

At any time you can easily view and export the data by pupil, by module or by curriculum statement in grid or pie chart form – ideal to take to parents' evening or show Ofsted.



Easily drag-and-drop pupils into the relevant mastery section and add comments to those not achieving and those exceeding



Within the progress tracker you can view class results by module and see these in chart form

Samples of Record Keeping



Collins International Primary Science



Endorsed by Cambridge
International Examinations

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**

Meets the needs of primary science students and teachers worldwide



- Deliver the requirements of the Cambridge International Examinations Primary Science curriculum framework
- Excite students with stunning visuals in the photograph rich, full-colour Pupil Books and on the DVD-ROMs
- Help every child to progress with activities designed to develop their scientific enquiry skills
- Save planning and preparation time with the comprehensive Teacher's Guide including clear suggestions for using the materials and the electronic components of the course

Student's Book 1	978-0-00-758609-7	£7.99
Student's Book 2	978-0-00-758613-4	£7.99
Student's Book 3	978-0-00-758616-5	£7.99
Student's Book 4	978-0-00-758620-2	£7.99
Student's Book 5	978-0-00-758623-3	£7.99
Student's Book 6	978-0-00-758627-1	£7.99
Workbook 1	978-0-00-755148-4	£3.99
Workbook 2	978-0-00-758611-0	£3.99
Workbook 3	978-0-00-758618-9	£3.99
Workbook 4	978-0-00-758864-0	£3.99
Workbook 5	978-0-00-758625-7	£3.99
Workbook 6	978-0-00-758629-5	£3.99

DVD 1	978-0-00-758612-7	£65.00
DVD 2	978-0-00-758615-8	£65.00
DVD 3	978-0-00-758619-6	£65.00
DVD 4	978-0-00-758622-6	£65.00
DVD 5	978-0-00-758626-4	£65.00
DVD 6	978-0-00-758630-1	£65.00
Teacher's Guide 1	978-0-00-758610-3	£36.00
Teacher's Guide 2	978-0-00-758614-1	£36.00
Teacher's Guide 3	978-0-00-758617-2	£36.00
Teacher's Guide 4	978-0-00-758621-9	£36.00
Teacher's Guide 5	978-0-00-758624-0	£36.00
Teacher's Guide 6	978-0-00-758628-8	£36.00

Connected Geography



Connecting the curriculum through enquiry based learning

Connected Geography provides a fully documented and resourced cross-curricular geography programme that **meets the requirements of the National Curriculum**.

This curriculum programme has been carefully designed to increase the confidence and extend the professional expertise of colleagues teaching geography in a primary school.

The Connected Geography programme is made up of 18 enquiries – 6 for Key Stage 1, 6 for Lower Key Stage 2 and 6 for Upper Key Stage 2. Careful consideration has been given to ensuring continuity and progression through the programme Years 1 – 6 in terms of knowledge and understanding, geographical skills and conceptual development.

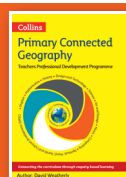
As well as providing a complete geography curriculum *Connected Geography* also makes meaningful links with other subject disciplines and SMSC – **it is a truly geography focused cross-curricular programme**. In so doing it supports children in understanding the world as it really is – connected and interdependent.



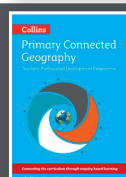
About the author

David Weatherly is a School Improvement Adviser and Curriculum Consultant 4-18.

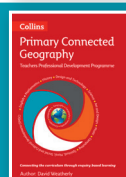
He works with schools, teachers and trainee teachers nationally and internationally to design engaging and challenging curricula and to develop learning and teaching strategies which both motivate and improve the performance of children and young people. He teaches regularly at all stages of learning.



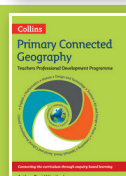
Level: Key Stage 1
ISBN: 978-0-00-816787-5
PRICE: £95.00 (downloadable file)



Level: Key Stage 2 (years 3 and 4)
ISBN: 978-0-00-816785-1
PRICE: £95.00 (downloadable file)



Level: Key Stage 2 (years 5 and 6)
ISBN: 978-0-00-816788-2
PRICE: £95.00 (downloadable file)



Level: Key Stage 1 to year 6
ISBN: 978-0-00-816786-8
PRICE: £250.00 (downloadable file)

Within each enquiry teachers are provided with:

The context of the investigation

Clear learning objectives

The key subject vocabulary

Background subject content knowledge about each topic

Comprehensive learning and teaching activities

Suggested opportunities for assessment

A wealth of wide ranging and multimedia resources

Homework possibilities

Download Connected Geography at
collins.co.uk/primarygeo

Primary Geography

Collins
PRIMARY
GEOGRAPHY

Age
5-11

EY

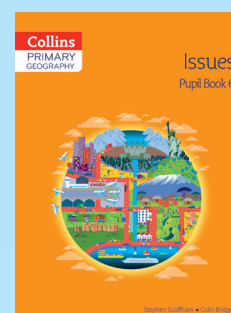
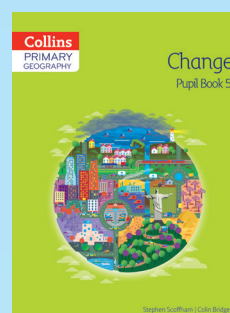
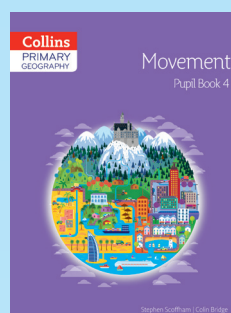
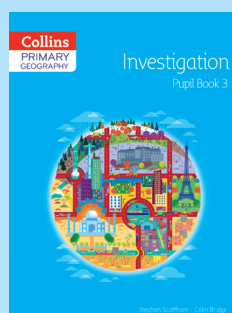
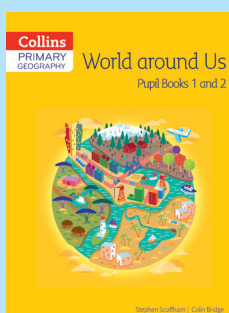
KS1

KS2

CP

Authors: **Stephen Scoffham and Colin Bridge**

Engage pupils aged 5–11 with a skill-based course covering key aspects of physical and human geography



Collins Primary Geography provides a progressive, skills based scheme for primary school pupils. Detailed case studies, as well as an extensive range of evidence, are used to stimulate children's interest and develop investigative skills.

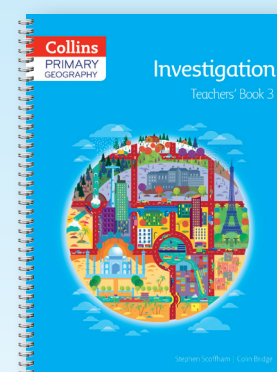
How does Primary Geography fit in with the new curriculum?

- *More focus on Locational Knowledge* – there's emphasis on up-to-date case studies, a range of maps and atlases, individual sections on the UK countries and comparisons with the UK to the wider world.
- *More focus on local enquiry* – Teacher Guides provide advice and tips on how to incorporate local area study into your lesson plans.
- *Emphasis on extended writing to tie in with literacy* – investigation points for each lesson offer varied writing exercises to improve literacy skills with both descriptive and comparative exercises.

Teacher Guides

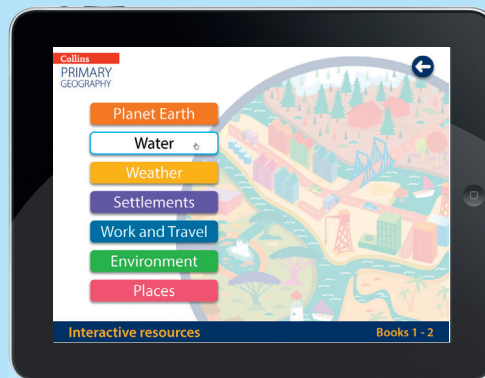
Each accompanying Teacher Guide supports the Pupil book with:

- Planning support for each lesson with clear links on how to develop pupils' map and investigative skills
- Advice on progression, differentiation and assessment within the scheme
- Extension activity copymasters for every Unit included



Pupil Books

- Each book is divided into units covering physical, human and environmental geography



Subject specific language introduced throughout

Advice on how to study your local area



Unit 1 • Landscapes

Lesson 3: Investigating landscapes

What is the landscape like in the British Isles?

The British Isles are made up of mountains, hills and lowlands. Most of the mountains are in the north and west. There are lowlands in the south and east. The rocks which make up the landscape date back as much as 700 million years.

Look at the map carefully. Can you find where you live? Do you live in the mountains, hills or lowlands?

Data Bank

- The British Isles consists of Great Britain, the whole of Ireland and offshore islands.
- Great Britain is the eighth largest island in the world.

Discussion

- Are the British Isles mostly hilly or flat?
- Which colour on the map shows where most people live?
- Which sea is closest to where you live?

Mapwork

Working from the map make a list of (a) mountain ranges (b) rivers.

Key words

- British Isles
- Grampian mountains
- Ireland
- River Thames
- Snowdonia

A local enquiry

At St Mary's School the children did a project about their local landscape. They began by imagining there were no buildings. Then they made a big plan of the area around their school naming the features that they knew.

Working from their plan, the children made a list of landscape words. They drew lines linking these to a list of describing words. Finally they wrote a report about their area to describe their local landscape. You could do a similar project where you live.



The children made a large plan.



They linked a list of landscape words with a list of descriptions.



They wrote a report about the area.



▲ Aerial view over Liverpool city

Investigation

Download some pictures of different landscapes or cut them out from magazines. Write some sentences about each landscape for a class wall display.

Summary

- In this unit you have learnt:
- the surface of the Earth.
- different landscape features.
- how to study the landscape.

KS1

Pupil Book 1 & 2	978-0-00-756358-6	£8.99
Teacher Guide 1 & 2	978-0-00-756363-0	£19.99
DVD 1-2	978-0-00-756368-5	£50.00 + VAT

KS2

Pupil Book 3	978-0-00-756359-3	£8.99
Pupil Book 4	978-0-00-756360-9	£8.99
Pupil Book 5	978-0-00-756361-6	£8.99
Pupil Book 6	978-0-00-756362-3	£8.99
Teacher Guide 3	978-0-00-756364-7	£19.99
Teacher Guide 4	978-0-00-756365-4	£19.99
Teacher Guide 5	978-0-00-756366-1	£19.99
Teacher Guide 6	978-0-00-756367-8	£19.99
DVD 3-6	978-0-00-756369-2	£75.00 + VAT

Resources CDs

Accompanying DVDs for both Key Stages provide excellent support for pupils.

Resource DVDs include:

- Maps
- Videos
- Photo slideshows
- Lesson plans
- Interactive classroom activities
- Editable Teacher Guides



Collins Primary Atlases

Collins

Collins First Atlas

Age 4+

EY

KS1

- Collins First Atlas introduces maps with geographical features to help children understand concepts such as shapes and symbols
- Simple, colourful maps with clear labelling gently introduces children to geographical vocabulary

Collins First Atlas Interactive edition

- Digital editions of the maps featured in the atlas include pop-up fact boxes and interactive activities
- Teacher notes are included for each map

Available on DVD and via Collins Connect



Collins Primary Atlas

NEW

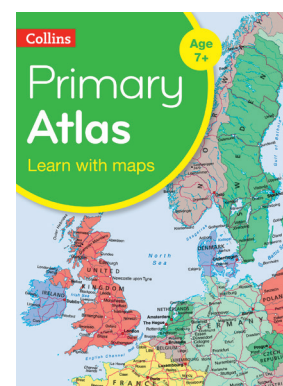
Age 7+

KS2

A curriculum-supportive World Atlas for children aged 7-11 years. Designed for use in the classroom or at home, this revised edition includes informative politically coloured reference mapping of all major world regions.

- Information is given on map reading skills, the meaning of scale and measuring distances
- The maps are informative, politically coloured, and easy to read with national capitals and major cities easily identifiable
- Mapping is supported with national flags and basic national statistics
- Continental maps are linked to the regional mapping and is supplemented by a selection of aerial and terrestrial photographs
- The index uses a simple grid reference system and a selection of web addresses is included to help with further study

A whiteboard edition is also available on CD for whole class activities

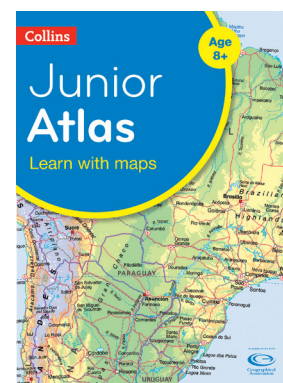


Collins Junior Atlas

Age 8+

KS2

- Strong UK Curriculum focus: topic maps, satellite imagery and photography help put mapping information into context
- Teach today's world: the latest facts and statistics are included, enabling you to teach pupils about the world today



Collins First Atlas PB	978-0-00-810101-5	£5.99
Collins First Atlas HB	978-0-00-810102-2	£7.99
Collins First Atlas DVD	978-0-00-811743-6	£50 + VAT

NEW Collins Primary World Atlas	978-0-00-814675-7	£7.99
Collins Primary World Atlas Whiteboard edition	978-0-00-748585-7	£30 + VAT
Collins Junior Atlas	978-0-00-752475-4	£8.99

Collins

United Kingdom Wall Map Countries of the World Wall Map

- Brightly coloured maps that provide a great visual aid for pupils to help develop their understanding of the world
- Maps are clearly labelled with country and city names

Collins Mapstart

Introduce pupils to using and drawing maps and plans with Mapstart, a structured map skills course, including photographs, picture maps, illustrations and satellite images.

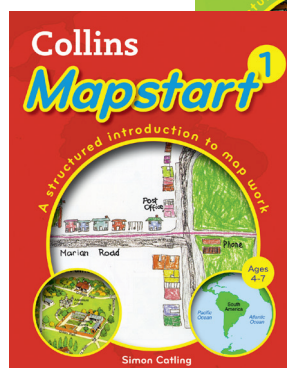
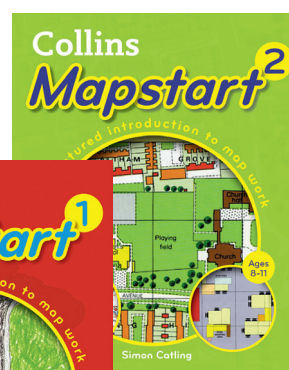
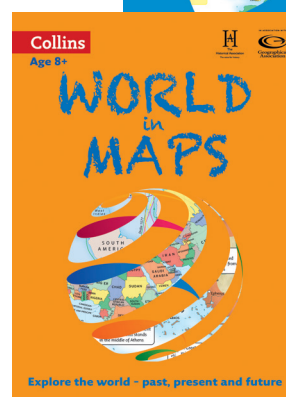
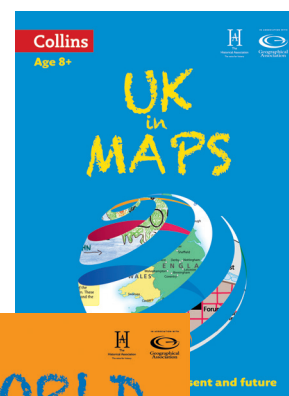
- Builds a solid foundation in spatial awareness using familiar objects, locations and vocabulary
- Ideal for non-specialists with teacher's notes, links and ideas for extension activities
- Downloadable Copymasters provide 40 pages of additional worksheets to extend learning available from collins.co.uk/primarygeo

UK in Maps World in Maps

Collins in Maps are collections of maps which investigate different themes and topics.

- Shows a story in maps, diagrams, charts, words and photographs
- Presents maps and information to compare and examine
- Provides cross-curricular links to history and environmental themes

UK Wall Map	978-0-00-753612-2	£7.99
Countries of the World Map	978-0-00-753613-9	£7.99
Mapstart 1	978-0-00-732082-0	£6.99
Mapstart 2	978-0-00-732083-7	£7.99
UK in Maps	978-0-00-752476-1	£7.99
World in Maps	978-0-00-752477-8	£7.99

Age
4+Age
6-9Age
8+

Age
7-11

KS2

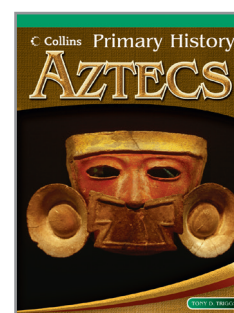
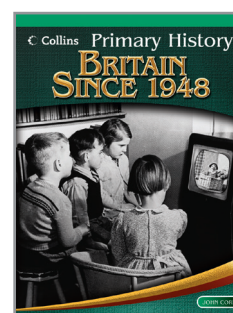
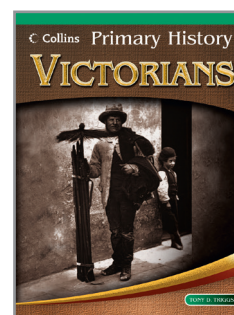
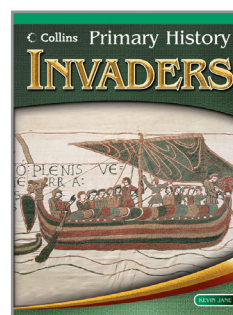
Collins

Collins Primary History

Delve into a wide range of popular historical periods and topics with resources that highlight change and development.

- Help children discover what life was really like with eye-catching illustrations of everyday life
- Aid understanding of how history influences today's society using stimulating text and illustrations

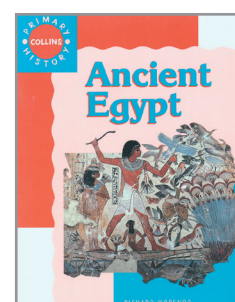
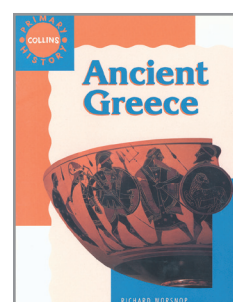
Invaders	978-0-00-746401-2	£8.99
Victorians	978-0-00-746403-6	£8.99
Britain Since 1948	978-0-00-746400-5	£8.99
Aztecs	978-0-00-746399-2	£8.99
Tudors	978-0-00-746402-9	£8.99
Ancient Greece	978-0-00-746398-5	£8.99



Primary History

- Engage your pupils with four key periods of World History with these highly illustrated full-colour resources
- Ideal for international schools

Ancient Greece	978-0-00-315451-1	£14.25
Ancient Egypt	978-0-00-315452-8	£14.25
Explorers 1450-1550	978-0-00-313812-2	£14.25
Invaders: The Anglo-Saxons and Vikings	978-0-00-313819-1	£14.50



Citizenship & PSHE

Help your pupils to become informed, active, responsible citizens and provide them with the skills they need to live confident, happy and independent lives.

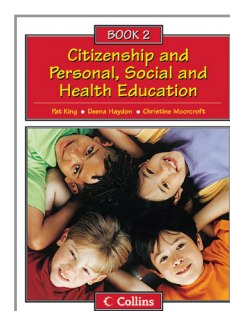
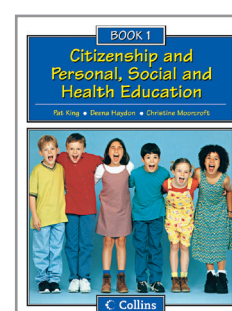
Textbook 1 (7-8)	978-0-00-743690-3	£8.99
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Textbook 3 (9-10)	978-0-00-743684-2	£8.99
Textbook 4 (10-11)	978-0-00-743685-9	£8.99

Age
4-11

EY

KS1

KS2



Rainbow Good News Bible

Age
5-11

KS1

KS2

The Rainbow Good News Bible offers a colourful, illustrated bible that will help to instil a love of Bible reading in children, with a translation that is both accessible and trustworthy.

- The first choice for primary school teachers
- Illustrated with simple, yet charming illustrations
- Beautiful colour pictures of well-known Bible stories
- Extra Supplements included aid learning



1 GENESIS

It's all about ... BEGINNINGS

The name 'Genesis' means 'origin' and that's what this book is all about. We see the creation of the universe, the earth and the human race. Genesis introduces many of the major themes of the Bible, such as sin, love, sacrifice and judgement. The book tells the stories of the ancestors of the Israelite nation – people like Adam, Noah, Abraham, Jacob and Joseph. These are known as 'the patriarchs', which means 'the fathers'.

God makes promises – known as



KEY EVENTS:

Creation (1–2); the sin
of Adam and Eve (3):

Noah and the ark (6–9); God's promises to Abraham (12–20); Jacob and Esau (25–27); Jacob's ladder (28); Jacob wrestles God (32); Joseph and his brothers (37–50)

The Story of Creation

1 In the beginning, when God created the universe,* **2** the earth was formless and desolate. The raging ocean that covered everything was engulfed in total darkness, and the Spirit of God* was moving over the water. **3** Then God commanded, "Let there be light" — and light appeared. **4** God was pleased with what he saw. Then he separated the light from the darkness, **5** and he named the light "Day."

and the darkness "Night". Evening passed and morning came — that was the first

6:7 Then God commanded, "Let there be a dome to divide the water and to keep it in two separate places" — and it was done. So God made a dome, and it separated the water under it from the water above it. 8 He named the dome "Sky." Evening passed and morning came — that was the second day.

9 Then God commanded, "Let the water below the sky come together in one place, so that the land will appear" — and it was done. 10 He named the land "Earth", and the water which had come together he

See also: 1.3: 2 Cor 6.6

See also: 1.6-ff.; 2.3at. 2.5

Let the earth produce all kinds of plants . . .
creatures that live in the water (1:11, 21)

named "Sea". And God was pleased with what he saw. ¹¹Then he commanded "Let the earth produce all kinds of plants: those that bear grain and those that bear fruit, and those that bear seed."

fruit" — and it was done. ¹² So the earth produced all kinds of plants, and God was pleased with what he saw. ¹³ Evening passed and morning came — that was the third day.

¹⁴Then God commanded, "Let lights appear in the sky to separate day from night and to show the time when days, years,

and to show the time when days, years, and religious festivals* begin; ¹⁵ they will shine in the sky to give light to the earth"—and it was done. ¹⁶ So God made the two larger lights, the sun to rule over the day and the moon to rule over the

the day and the moon to rule over the night; he also made the stars. **17** He placed the lights in the sky to shine on the earth.

The Garden of Eden

The Garden of Eden
When the LORD* God made the universe,
5 there were no plants on the earth and no
seeds had sprouted, because he had not
sent any rain, and there was no one to cul-
tivate the land; 6 but water would come up
from beneath the surface and water the
ground.

1.26 (b) the ancient transition animals, domestic and

1.26 One ancient translation animals, domestic and wild; Hebrew domestic animals and all the earth.

2.3 *by that day* he had completed his creation; or on

that day he completed his creation.

See also: 1.14 religious festival; or seasons

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Age
10-11

KS2

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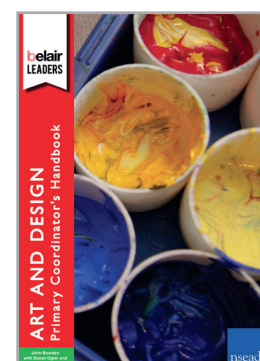
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On Display



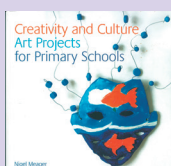
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Leaders

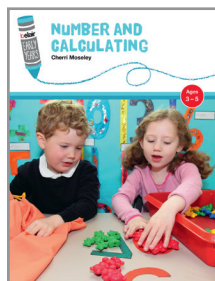


NSEAD



Early Years





Age
3-5

EY

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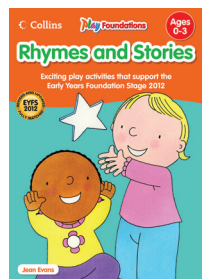
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Play Foundations

Age
0-5

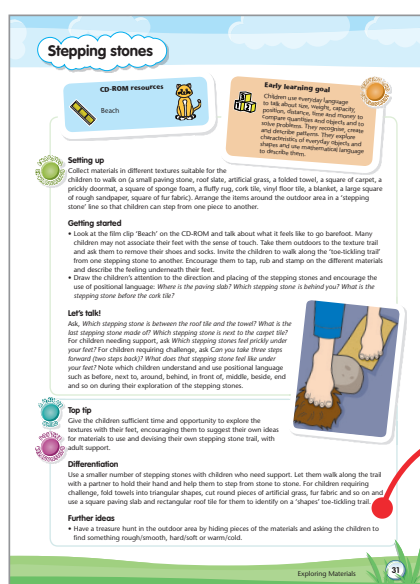
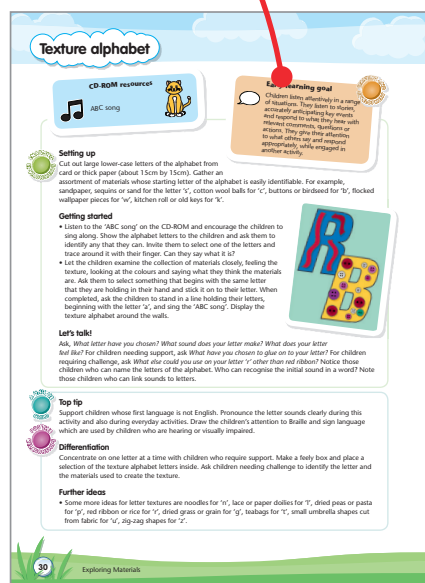
EY

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Collins

Age
5-11

KS1

KS2

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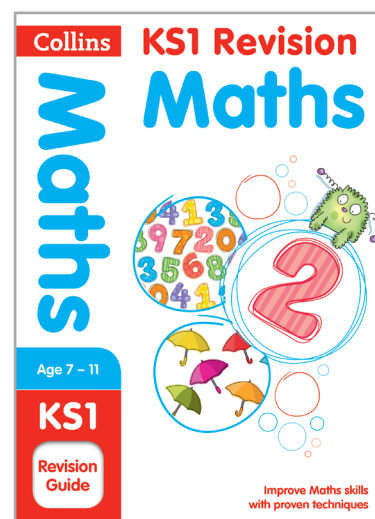
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Revise

Structure and Organisation

Understand how texts are structured and organised
Recognise the use and effects of paragraphs, sentences and word order
Recognise connectives

Ways of Structuring and Organising Texts

When you are reading texts, there are several ways that you might look at **structure** and **organisation**, for example:

- Paragraphs – Are they short or long? What effect does this have?
- Sentences and word order – What types of sentences are used? Where in the sentence are the key ideas? What effect does this have?
- Connectives – How do they make the meaning flow more easily? How do they link different parts of the writing together?
- Openings and endings – What effect are they trying to create?
- Punctuation – How does it divide the text? What effects does it create?

Key Point

Structure and organisation can refer to many features of a text.



Paragraphs, Sentences and Word Order

Different paragraph lengths can have different effects. For example, short paragraphs can be used to shock or surprise the reader. Long paragraphs can be used to add extra descriptive detail or to build up tension.

Different sentence lengths can also have different effects. Short paragraphs, shortness can be used to create shock and length can add detail. Where the main idea of a sentence can also change its importance.

The subject of the sentence (cabbage) is given straight away.
Tension is built up by changing the sentence length.

Revise: Clear examples and quick tests help pupils check their understanding

Connectives help it to flow.

Examples of connectives

Example

The boy and his parents went to the park. They got there, it was a beautiful day.

Openings and Endings

The opening of a piece of writing can be important because it has to get the reader's attention and clear what the purpose of the writing is.

The ending of a piece of writing can be important because it gives the reader a chance for a writer to make their point or they may include their most important message.

Punctuation

Punctuation is important because it makes the meaning clear.

Example

1. Let's eat Grandma.
2. Let's eat, Grandma.

KS2 English sample page

Practice Questions: questions are organised into three levels of increasing difficulty to help pupils progress

Practise

a) 1.25 kg to g _____
b) 4.126 kg to g _____

Find the area and perimeter of this rectangle:

A = _____ cm²

P = _____ cm

One side of a regular pentagon measures 8 cm.

What is the perimeter of the shape?

P = _____ cm

Chloe came back from a fortnight's holiday on 12 July.

On what date did she go on holiday? _____

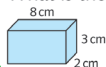
Challenge 3

1 The perimeter of the rectangle is 29 m. What is the width of the rectangle?



Width = _____ m

2 What is the volume of this cuboid?



V = _____ cm³

Convert 23 467 m to km.

Round your answer to one decimal place. _____

Find the area of this triangle? A = _____ cm²



KS2 Maths sample page

Review

Write the verbs in these sentences:

- a) The swimmer won the race.
- b) Instead of chips, they ate curry.
- c) During the meal they talked constantly.



2 In these sentences, there is an adjective in brackets. Change it into an adverb for the sentence to make sense.

Example – The singer sang the song (quiet). _____ quietly

- a) The athlete ran (quick) to the finish line. _____
- b) Robbie (clever) released 50 songs on his new album. _____
- c) Tara smiled (reluctant) before eating the carrots. _____
- d) Josh ambled (lazy) to the shed. _____
- e) (Amazing), Jennifer had done her homework. _____
- f) (Lucky), Dan had put the chicken in the oven on time. _____
- g) Kristina had (fortunate) won the lottery. _____
- h) Peter had (intelligent) found a way to solve the puzzle. _____
- i) The June snow (crazy) forced the game to be cancelled. _____
- j) Katrina walked (cautious) to the shops. _____

3 Not all words that end in 'ly' are adverbs. Read these sentences and decide whether the word ending in 'ly' is an adverb or an adjective. Tick the correct boxes.

Adverb

KS2 English sample page

Review Questions: Review questions later in the book help pupils to revisit topics

Mixed Questions: Mixed practice questions at the end of the book give pupils a chance to test their knowledge in a more real 'test' style

Mix it up

Which are prime numbers?

25 39 41

4 A person wants to hire a bike for four hours. Which price plan is cheaper?

Price Plan A – Morning or afternoon £6.50, including helmet hire

Price Plan B – £1.25 per hour. Helmet hire £2.00

62 $48.35 - 8.48 =$ _____

63 Change these mixed numbers to improper fractions:

$1\frac{4}{5}$ _____

$2\frac{3}{8}$ _____

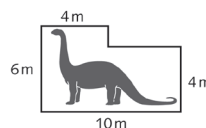
$1\frac{7}{10}$ _____

$3\frac{4}{7}$ _____

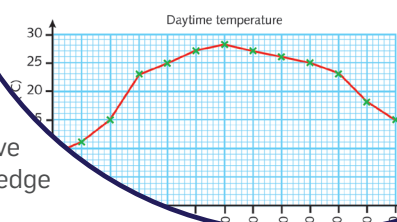
64 $\frac{3}{4} \times \frac{1}{3} =$ _____

PS 65 What is the perimeter of the dinosaur paddock?

_____ m



66 For how many hours was the temperature above 25°C?



KS2 Maths sample page



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NEW

Letts

Age
3-11

EY

KS1

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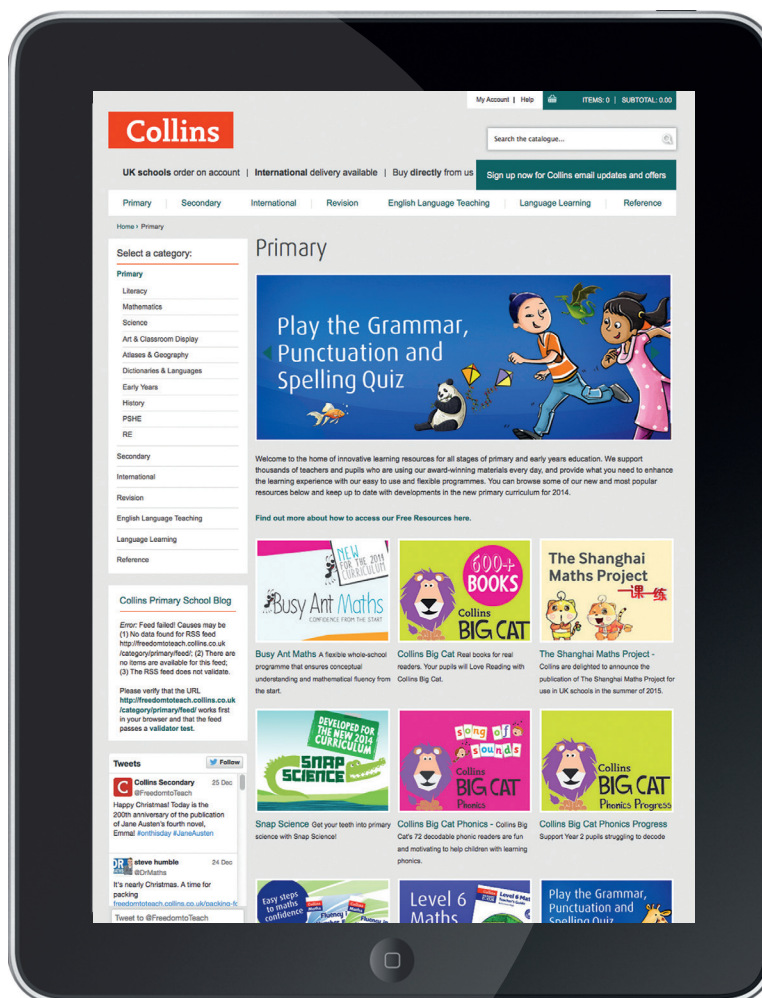
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