

Collins

Busy Ant Maths



CONFIDENCE FROM THE START



THE WHOLE-SCHOOL PRIMARY
MATHS PROGRAMME THAT
ENSURES CONFIDENCE FROM
THE START OF RECEPTION TO
THE END OF YEAR 6

WRITTEN BY MATHS EXPERT
PETER CLARKE AND HIS TEAM



DEVELOPED FOR THE
2014 CURRICULUM



SUPPORTS A
'MASTERY' APPROACH
TO THE TEACHING OF
MATHEMATICS



WHAT IS BUSY ANT MATHS?

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 Maths and a 'mastery' approach to the teaching of mathematics

- ✓ The National Centre for Excellence in Teaching Mathematics (NCEM) 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



Busy Ant Maths...

- Provides a cohesive programme of study that ensures progression and mastery while supporting you in delivering the curriculum objectives
- Has assessment at the heart and 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 and interactive tools and activities on Collins Connect and with the Planning Tool it is easy to tailor the content to suit the needs of your class
- Offers you adaptability - the Busy Ant Maths programme can be tailored to suit the needs of your class
- Has been written specifically for the 2014 curriculum by leading maths expert Peter Clarke and his team of experienced authors - rigorously tested and developed in schools

WHAT DO SCHOOLS THINK OF BUSY ANT MATHS?

"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



"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

"Assessment is at the heart of this resource and Busy Ant Maths, in my opinion, has created an approach which is manageable and meaningful..."

Hazel Pritchard, Teach Primary



WRITTEN BY TEACHERS FOR TEACHERS

With over 50 years' teaching experience across the world, our expert team of authors really know what works and what doesn't when teaching maths.

MEET PETER AND HIS COLONY OF EXPERTS...



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.

JEANETTE MUMFORD

Jeanette is a highly experienced teacher and lecturer of primary maths. She taught in Glasgow primary schools for over 15 years before becoming a lecturer at St Andrew's College for PGCE students specialising in Maths. Jeanette was also part of the team that brought you Collins New Primary Maths.

SANDRA ROBERTS

Sandra has been teaching in inner London schools for over 25 years and within that time has taught every year group in the primary phase. On top of that Sandra has worked for 6 years as a Primary Maths Consultant in the London borough of Tower Hamlets.



JO POWER

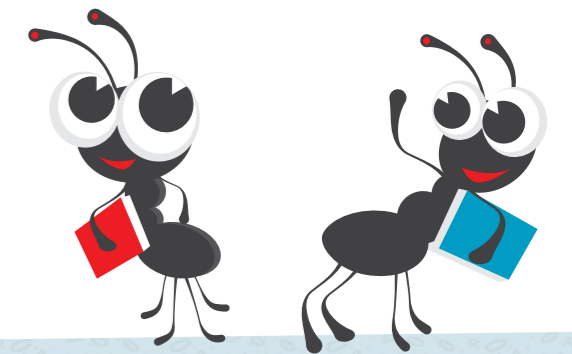
Jo has over 12 years' teaching experience across the whole primary phase, specialising in Key Stage 1 and Early Years. She is an experienced trainer and has co-ordinated and run many INSET training days as well as being part of the team that brought you Collins New Primary Maths.

ELIZABETH JURGENSEN

Elizabeth is currently teaching mathematics in China. She has worked predominantly in primary schools in the UK but has taught for a number of years internationally in Australia, South East Asia and the United States. Her experience covers all year groups from Year 1 to Year 6. She has been a class teacher, a Maths Co-ordinator, a Deputy Head and Maths Advisor in a London borough and the Director of Learning in the US.

CONTRIBUTING ANTS:

Caroline Fawcus, Nicola Morgan, Cherri Moseley, Linda Glithro, Caroline Clissold, Louise Carr, Rachel Axten-Higgs and Janet Rees



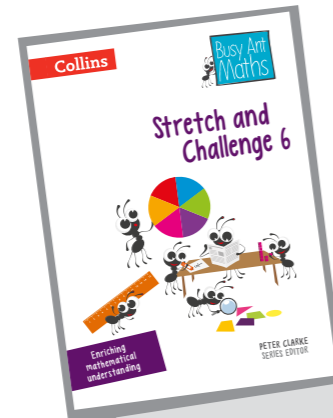
NEW FOR 2016

BUSY ANT MATHS STRETCH AND CHALLENGE

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

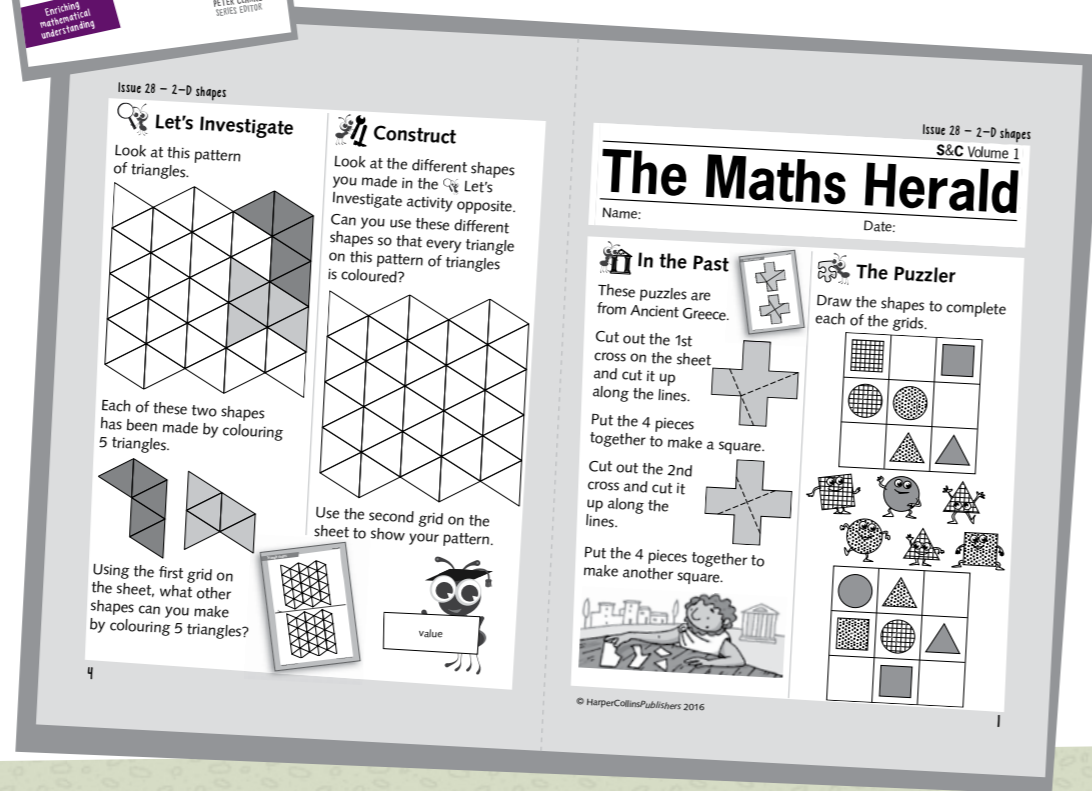
Busy Ant Maths Stretch and Challenge resources will support you in delivering structured guidance and support for gifted children who are exceeding age-related expectations in mathematics. This problem-solving, cross-curricular programme for children working above end-of-year expectations is ideal if you are looking for a ready-made solution to deliver to the high achievers in your cohort.

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.



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



NEW FOR 2016

BUSY ANT MATHS TEST PACKS 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.

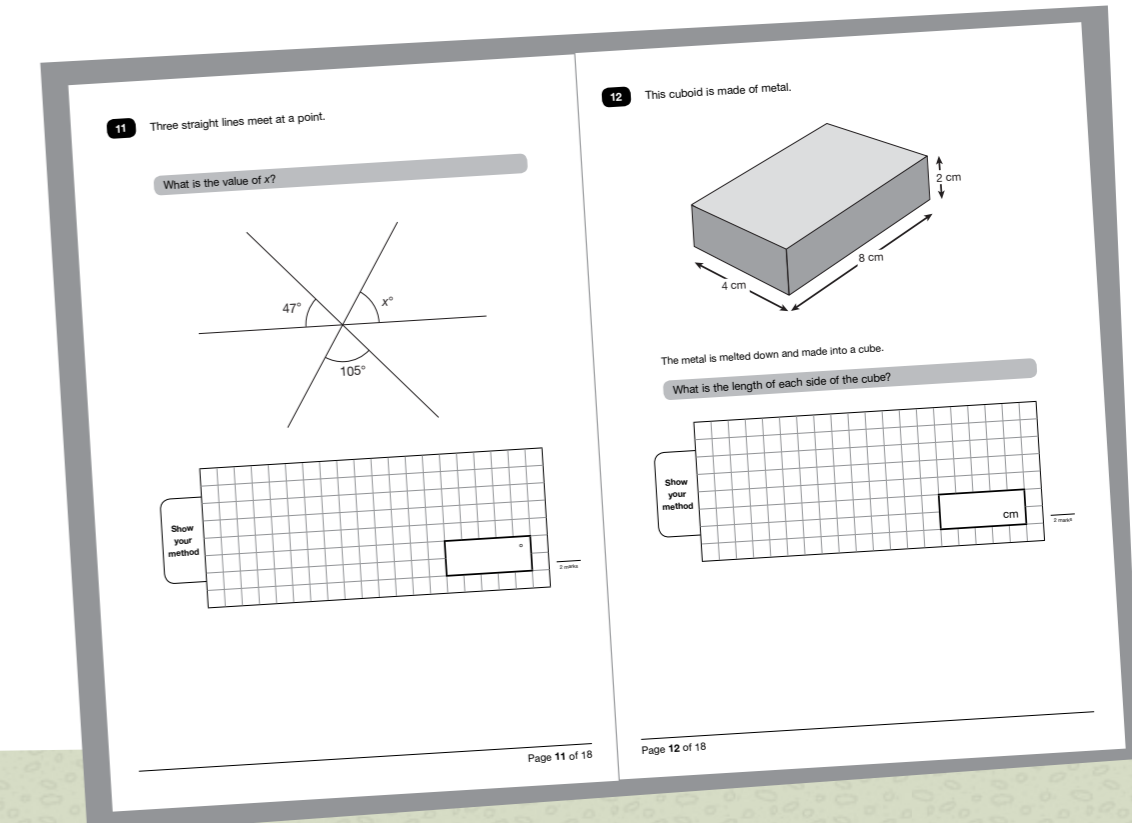
For KS1, there will be 2 papers for each year:

- 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.



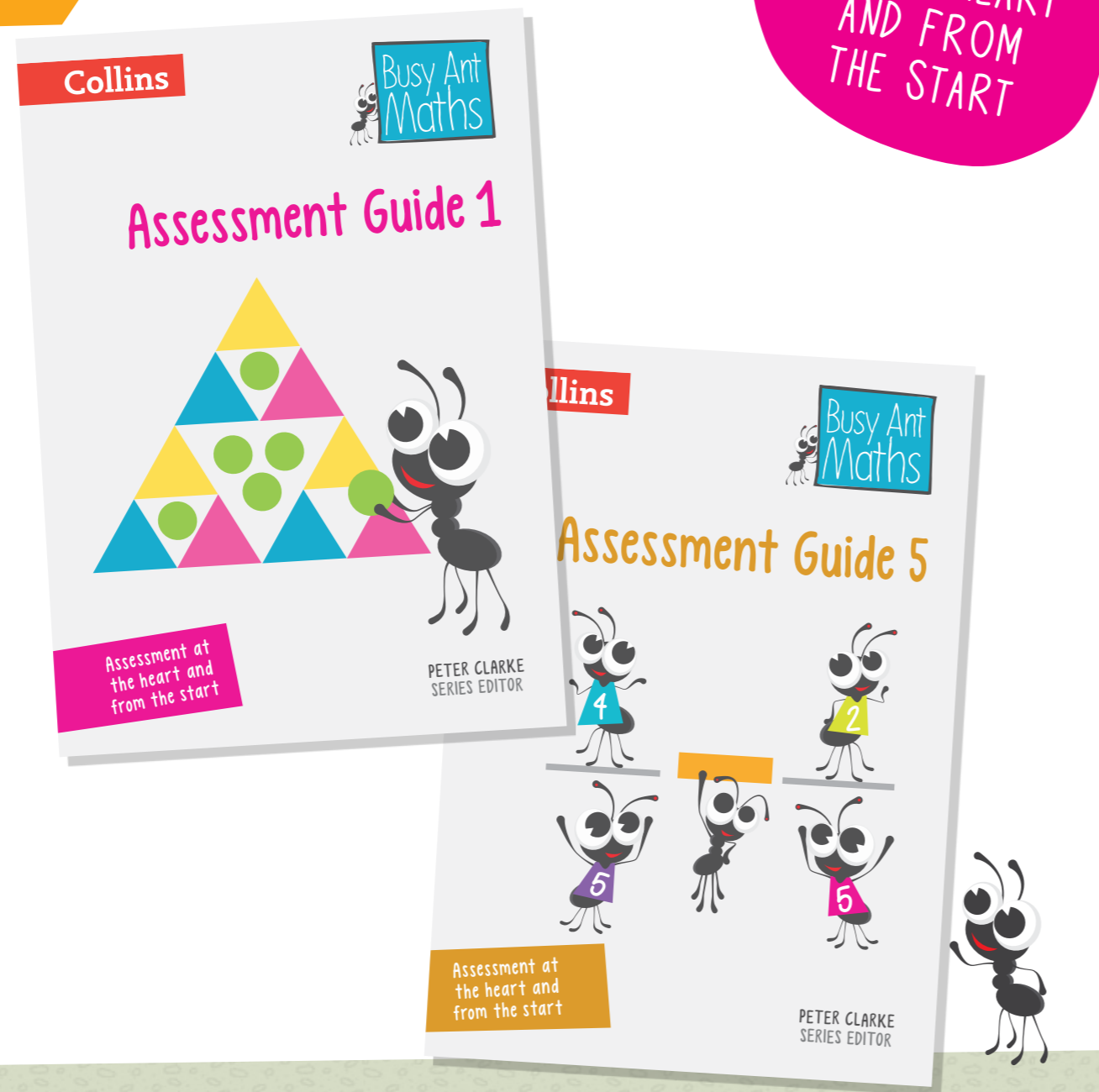
ASSESSMENT GUIDES

Busy Ant Maths provides comprehensive assessment support. 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 assessing, recording, tracking and sharing children's progress.

The *Busy Ant Maths Assessment Guides* consist of seven key components:

- Assessment Tasks
- Assessment Exercises
- End-of-unit Tests
- Pupil Self-assessments
- Record keeping formats
- Resources to accompany the Assessment Tasks
- Tracking grids which track back and forward through the Mathematics National Curriculum attainment targets

The content of the *Assessment Guides* is available in Word and PDF format on *Collins Connect*. Also available online is our *Record-Keeping Tool* which can be used to record judgements as well as track progress and attainment throughout the year. Assessment data can be stored online and presented digitally for class and whole-school analysis. The Assessment Guide can be used as a self-standing assessment resource and tracking system where schools already have a scheme of work in place.



ASSESSMENT AT THE HEART AND FROM THE START

BUSY ANT MATHS FOUNDATION STAGE

The *Busy Ant Maths Foundation Stage* has been designed to ensure mathematical confidence from the start. 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.



The **Teach** section on *Collins Connect* 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
- The teaching assets for the unit, including tools, slideshows and interactive activities

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

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

The **Games, Tools and Songs** section contains:

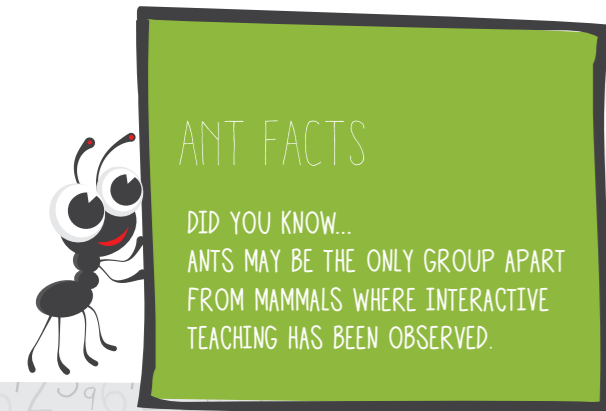
- Sing-along animated songs for children to learn and join in with
- Teacher-led interactive tools, which can be used for front of class teaching
- 8 games with 3 levels, which can be played on an iPad, computer or whiteboard

THE BUSY ANT MATHS TEACHER'S GUIDES

The **Teacher's Guides** provide you with progressive, step-by-step programmes designed to ensure key concepts are reviewed and practised regularly. Each term is organised into four 3-week units. Each unit has 4 lessons per week plus a 5th session to be used for consolidation and extension activities, on whichever day of the week your class needs them.

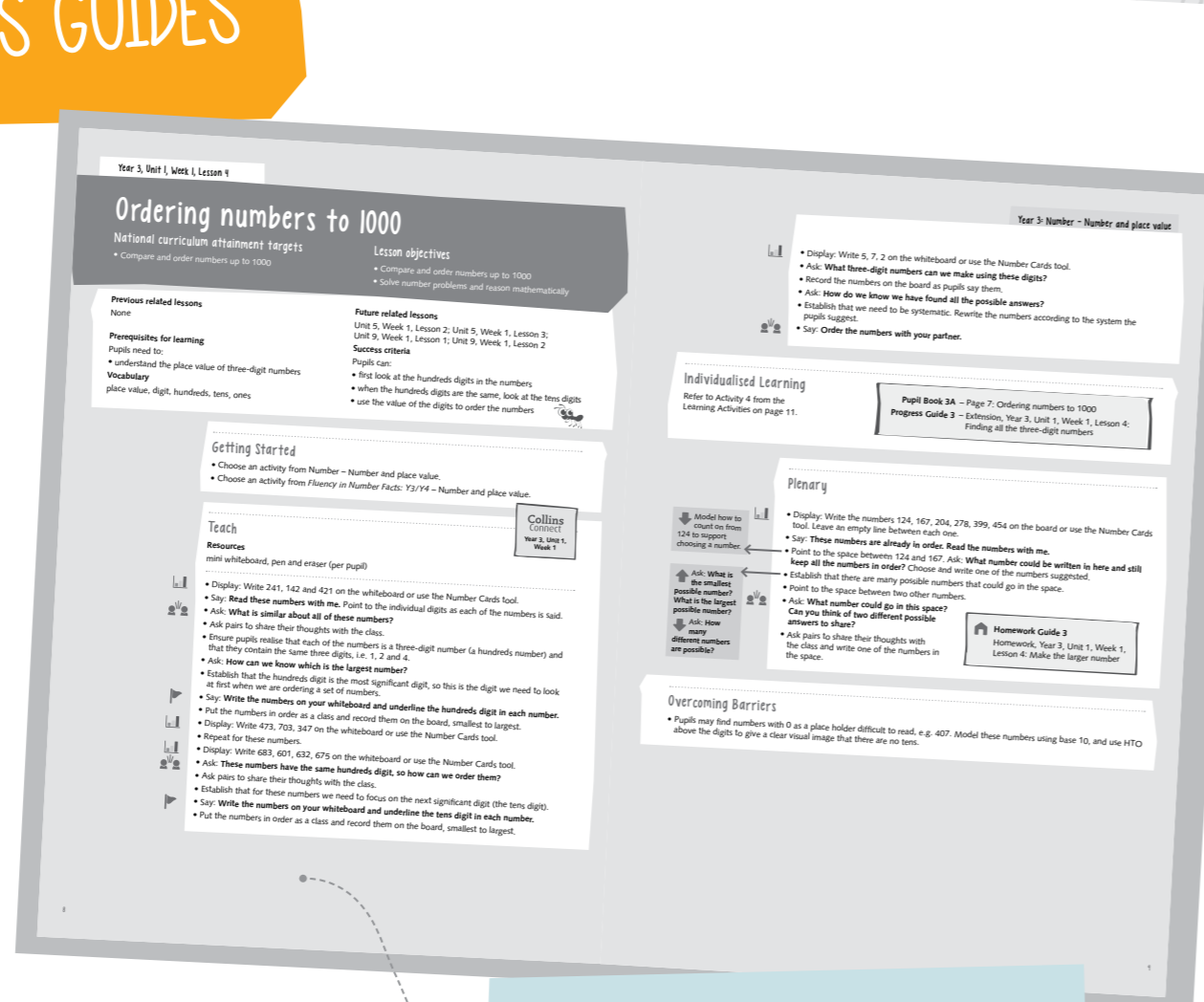
To support your weekly planning, **Collins Connect** displays all the content for that week's teaching on one page. The weekly planning grid gives you an overview of the week's work; the Getting Started section suggests warm up activities and the main section contains lesson plans, slideshows, links to tools, and all of the relevant resources for that week's teaching.

Each lesson plan is provided in both PDF and Word form, giving you the freedom to edit where necessary and arrange as you wish.



ANT FACTS

DID YOU KNOW... ANTS MAY BE THE ONLY GROUP APART FROM MAMMALS WHERE INTERACTIVE TEACHING HAS BEEN OBSERVED.



Year 3, Unit 1, Lesson 1
Ordering numbers to 1000
 National curriculum attainment target
 • Compare and order numbers up to 1000

Lesson objectives
 • Compare and order numbers up to 1000
 • Solve number problems and reason mathematically

Previous related lessons
 None

Prerequisites for learning
 Pupils need to:
 • understand the place value of three-digit numbers

Vocabulary
 place value, digit, hundreds, tens, ones

Future related lessons
 Unit 5, Week 1, Lesson 2; Unit 5, Week 1, Lesson 3; Unit 9, Week 1, Lesson 1; Unit 9, Week 1, Lesson 2

Success criteria
 Pupils can:
 • first look at the hundreds digits in the numbers
 • when the hundreds digits are the same, look at the tens digits
 • use the value of the digits to order the numbers

Getting Started
 • Choose an activity from *Number – Number and place value*.
 • Choose an activity from *Fluency in Number Facts: Y3/Y4 – Number and place value*.

Teach
Resources
 mini whiteboard, pen and eraser (per pupil)

• Display: Write 241, 142 and 421 on the whiteboard or use the Number Cards tool.
 • Say: **Read these numbers with me.** Point to the individual digits as each of the numbers is said.
 • Ask: **What is similar about all of these numbers?**
 • Ask pairs to share their thoughts with the class.
 • Ask: **How can we know which is the largest number?**
 • Establish that the hundreds digit is the most significant digit, so this is the digit we need to look at first when we are ordering a set of numbers.
 • Say: **Write the numbers on your whiteboard and underline the hundreds digit in each number.**
 • Put the numbers in order as a class and record them on the board, smallest to largest.
 • Display: Write 473, 703, 347 on the whiteboard or use the Number Cards tool.
 • Repeat for these numbers.
 • Display: Write 683, 601, 632, 675 on the whiteboard or use the Number Cards tool.
 • Ask: **These numbers have the same hundreds digit, so how can we order them?**
 • Ask pairs to share their thoughts with the class.
 • Establish that for these numbers we need to focus on the next significant digit (the tens digit).
 • Say: **Write the numbers on your whiteboard and underline the tens digit in each number.**
 • Put the numbers in order as a class and record them on the board, smallest to largest.

Collins Connect
 Year 3, Unit 1, Week 1

Individualised Learning
 Refer to Activity 4 from the Learning Activities on page 11.

Pupil Book 3A – Page 7: Ordering numbers to 1000
Progress Guide 3 – Extension, Year 3, Unit 1, Week 1, Lesson 4: Finding all the three-digit numbers

Plenary
 • Display: Write the numbers 124, 167, 204, 278, 399, 454 on the board or use the Number Cards tool. Leave an empty line between each one.
 • Say: **These numbers are already in order. Read the numbers with me. Keep all the numbers in order? Choose and write one of the numbers suggested.**
 • Point to the space between 124 and 167. Ask: **What number could be written in here and still keep all the numbers in order?** Choose and write one of the numbers suggested.
 • Point to the space between 204 and 278. Ask: **What number could go in this space? Can you think of two different possible answers to share?**
 • Ask pairs to share their thoughts with the class and write one of the numbers in the space.

Homework Guide 3
 Homework, Year 3, Unit 1, Week 1, Lesson 4: Make the larger number

Overcoming Barriers
 • Pupils may find numbers with 0 as a place holder difficult to read, e.g. 407. Model these numbers using base 10, and use HFO above the digits to give a clear visual image that there are no tens.

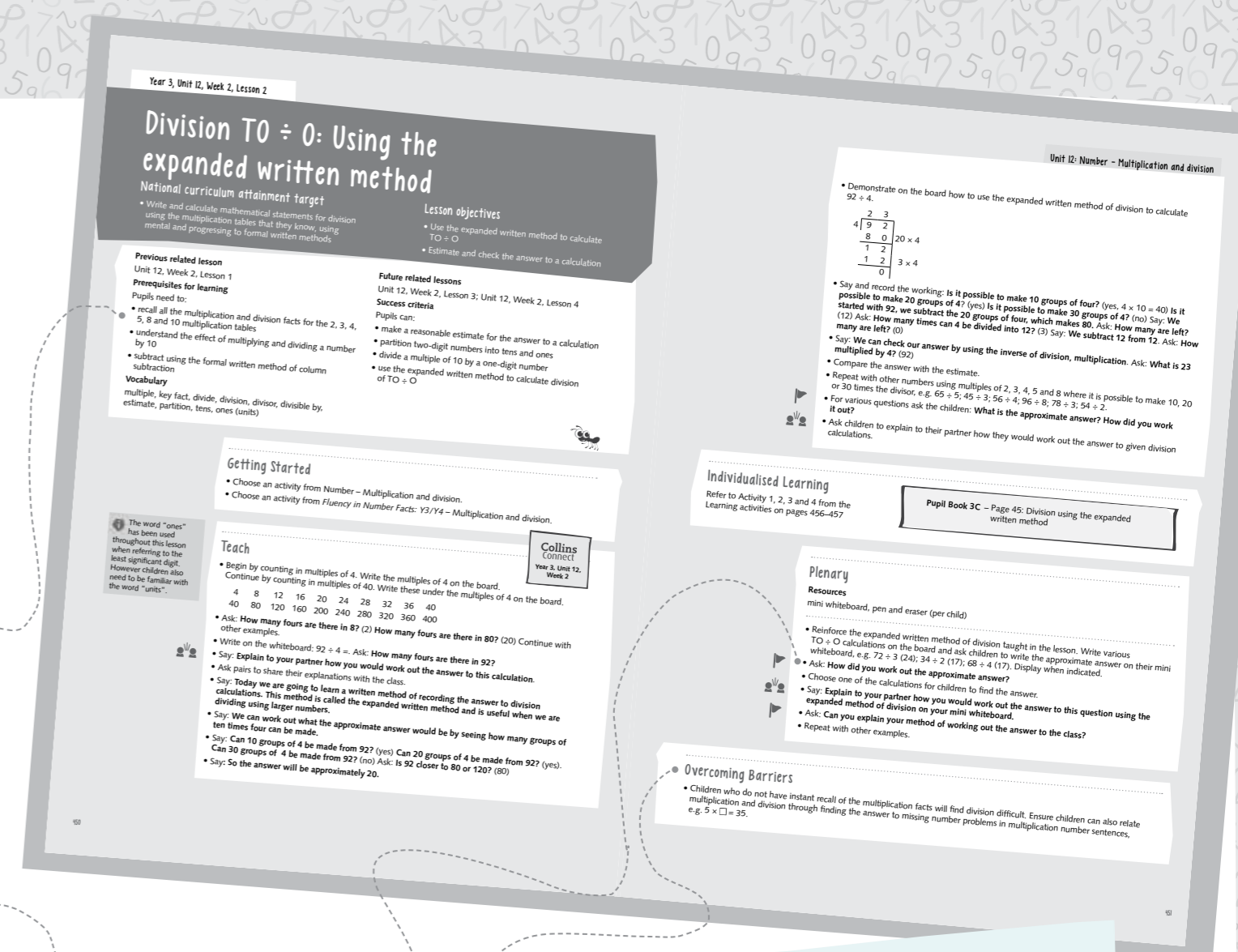
Each lesson is delivered through a consistent, 4-part structure: Getting Started, Teach, Individualised Learning, and Plenary.

ASSESSMENT IN THE TEACHER'S GUIDES

Formative assessment opportunities are built-in throughout each lesson in the **Busy Ant Maths Teacher's Guides**. Pre-requisites 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**.

Keep track of your pupils' understanding throughout the lesson with helpful **progress check questions**.

Year 3, Unit 12, Lesson 2
Division 10 ÷ 0: Using the expanded written method
 National curriculum attainment target
 • Write and calculate mathematical statements for division using the multiplication tables that they know, using mental and progressing to formal written methods

Lesson objectives
 • Use the expanded written method to calculate $10 \div 0$
 • Estimate and check the answer to a calculation

Previous related lesson
 Unit 12, Week 2, Lesson 1

Prerequisites for learning
 Pupils need to:
 • recall all the multiplication and division facts for the 2, 3, 4, 5, 8 and 10 multiplication tables
 • understand the effect of multiplying and dividing a number by 10
 • subtract using the formal written method of column subtraction

Vocabulary
 multiple, key fact, divide, division, divisor, divisible by, estimate, partition, tens, ones (units)

Future related lessons
 Unit 12, Week 2, Lesson 3; Unit 12, Week 2, Lesson 4

Success criteria
 Pupils can:
 • make a reasonable estimate for the answer to a calculation
 • partition two-digit numbers into tens and ones
 • divide a multiple of 10 by a one-digit number
 • use the expanded written method to calculate division of $10 \div 0$

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 pupil)

• Begin by counting in multiples of 4. Write the multiples of 4 on the board. Continue by counting in multiples of 40. Write these under the multiples of 4 on the board.
 4 8 12 16 20 24 28 32 36 40
 40 80 120 160 200 240 280 320 360 400
 • Ask: **How many fours are there in 8? (2) How many fours are there in 80? (20)** Continue with other examples.
 • Write on the whiteboard: $92 \div 4 =$. Ask: **How many fours are there in 92?**
 • Say: **Explain to your partner how you would work out the answer to this calculation.**
 • Ask pairs to share their explanations with the class.
 • Say: **Today we are going to learn a written method of recording the answer to division calculations. This method is called the expanded written method and is useful when we are dividing using larger numbers.**
 • Say: **We can work out what the approximate answer would be by seeing how many groups of ten times four can be made.**
 • Say: **Can 10 groups of 4 be made from 92? (yes) Can 20 groups of 4 be made from 92? (yes) Can 30 groups of 4 be made from 92? (no) Ask: Is 92 closer to 80 or 120? (80)**
 • Say: **So the answer will be approximately 20.**

Collins Connect
 Year 3, Unit 12, Week 2

Individualised Learning
 Refer to Activity 1, 2, 3 and 4 from the Learning Activities on pages 456–457.

Pupil Book 3C – Page 45: Division using the expanded written method

Plenary
Resources
 mini whiteboard, pen and eraser (per child)

• Reinforce the expanded written method of division taught in the lesson. Write various $10 \div 0$ calculations on the board and ask children to write the approximate answer on their mini whiteboard, e.g. $72 \div 3$ (24); $34 \div 2$ (17); $68 \div 4$ (17). Display when indicated.
 • 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 of division on your mini whiteboard.**
 • Ask: **Can you explain your method of working out the answer to the class?**
 • Repeat with other examples.

Overcoming Barriers
 • Children who do not have instant recall of the multiplication facts will find division difficult. Ensure children can also relate multiplication and division through finding the answer to missing number problems in multiplication number sentences, e.g. $5 \times \square = 35$.

The **overcoming barriers** section will help you to ascertain where any misunderstandings may have occurred, and suggest ways to deal with any confusions the pupils have.

COLLINS CONNECT

Collins Connect

Collins Connect is an innovative online learning platform that supports both teachers and pupils by providing a wealth of content and digital resources. Ideal as a front-of-class teaching and learning tool. Collins Connect also facilitates independent learning and supports you in keeping parents up-to-date with current teaching.

On Collins Connect you will find the easy-to-use Busy Ant Maths planning tool which is simple to implement across schools and offers teachers the freedom to customise their maths programme of study to suit their own needs.



SIGN UP FOR A FREE 14 DAY TRIAL OF COLLINS CONNECT TODAY - VISIT CONNECT.COLLINS.CO.UK FOR MORE INFORMATION

RECORD-KEEPING ON COLLINS CONNECT

Class Records can be accessed from the home screen of Busy Ant Maths on Collins Connect. The system will automatically remember your class, and will take you through to the class summary. Records can also be accessed directly from the relevant week within the 'Teach' section of Busy Ant Maths on Collins Connect.

Gain a visual overview of your class' performance through the year



Automatic date stamping keeps each pupil's records of achievement and teacher comments up-to-date



Built in mechanism for recording the class results for each Attainment Target



Collins Connect supports teachers when it comes to assessment with an easy-to-use online Record-Keeping Tool. Simply drag-and-drop pupils into the relevant mastery level:

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

REACH EVERY CHILD

THE BUSY ANT MATHS PUPIL BOOK

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

"The children really enjoy the books and the colours. The word "challenge"...is really the vocabulary that extends their learning... Having it in the book itself takes them to want to become independent..."

Laura Reynolds, Year 3 Co-ordinator,
South Farnham School



Unit 8, Week 1, Lesson 2

Multiplication HTO x O using partitioning and the grid method

Use the grid method to calculate HTO x O

Example
 $300 \leftarrow 386 \rightarrow 400$

Challenge 1
Write the multiples of 100 that each of these numbers is between. Circle the multiple of 100 it is closest to.

a 476 b 753 c 138 d 832 e 216
 f 911 g 694 h 374 i 585 j 647

Challenge 2
Choose a flower pot and a flower and multiply the numbers together. Estimate your answer first, then use the grid method to work out the answer. Make six calculations. Choose different numbers each time.

Example
 $625 \times 8 \rightarrow 600 \times 8 = 4800$
 $\begin{array}{r} X \ 600 \ 20 \ 5 \\ 8 \ 4800 \ 160 \ 40 \\ \hline 5000 \end{array}$

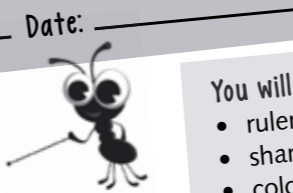
453 675 486 759
 637 598 477 368

Challenge 3
One of these calculations is different to the others. Can you find out why?

468 x 4 624 x 3 234 x 8 732 x 2

Rangoli patterns

Make patterns by repeatedly reflecting shapes in lines of symmetry



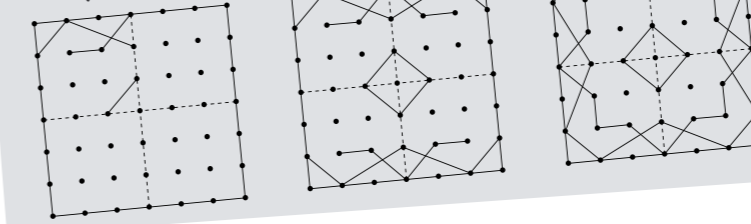
You will need:

- ruler
- sharp pencil
- coloured pencils

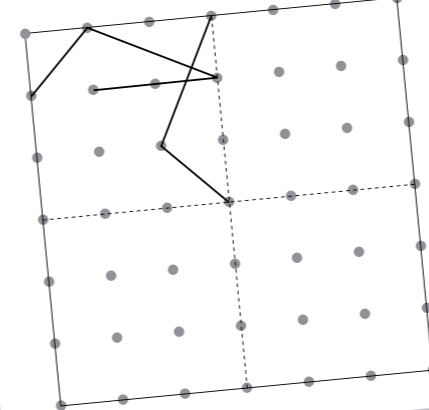
Rangoli is a decorative design made in living rooms and on courtyard floors during Hindu festivals. Follow these steps to make your Rangoli pattern.

- Draw 5 lines in the top left-hand square.
- Reflect the lines in the horizontal and then in the vertical lines of symmetry.
- Now reflect the lines in the diagonal lines of symmetry. You might want to draw the diagonal lines of symmetry first.
- Work out a symmetrical colouring plan and colour your design.

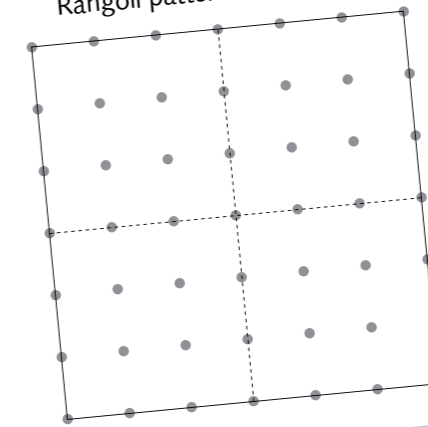
Example



1 Complete and colour this Rangoli pattern.



2 Design your own Rangoli pattern.



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SUPPORT PUPIL PROGRESSION

THE BUSY ANT MATHS PROGRESS GUIDE

The *Progress Guide* provides support resources for those children who need extra practice to gain mastery of lesson objectives, while also offering extension resources for children who need an extra level of challenge.

ANT FACTS

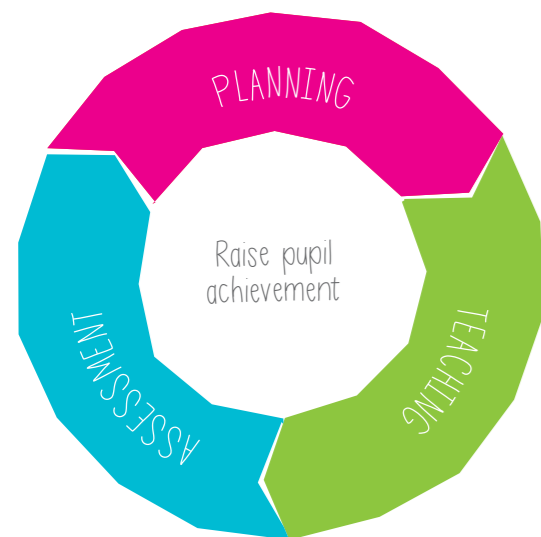
DID YOU KNOW...
AN ANT LEADER IS ACUTELY SENSITIVE TO THE PROGRESS OF THE FOLLOWER-ANT AND SLOWS DOWN WHEN THE FOLLOWER LAGS, AND SPEEDS UP WHEN THE FOLLOWER GETS TOO CLOSE.



ENSURE PROGRESSION AND MASTERY FOR EVERY CHILD

THE BUSY ANT MATHS HOMEWORK GUIDE

The *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 10, Week 3, Lesson 4 Homework

Name: _____ Date: _____

Kitchen capacities

Add and subtract capacity using mixed units

Challenges 1, 2

1 A 550 ml B 470 ml C 240 ml D 50 ml

Complete the table. Use the back of this sheet to show your working out.

Container	Measures used	Capacity in ml
a vase	2 of A + 1 of B	
b jar	1 of B + 2 of C + 1 of D	
c bowl	1 of A + 2 of B + 1 of C	
d pan	3 of A + 3 of D	

2 How many more millilitres does the pan hold than:

a the vase? b the jar? c the bowl?

Challenge 3

You have three jugs and an empty container. Use the jugs to fill the empty container to the following amounts using the least amount of steps each time.

a 750 ml b 250 ml
c 400 ml d 550 ml
e 50 ml f 1000 ml

Draw a table on the back of this sheet to record your work.

Example

Pour in	Pour out	Leaves
600 ml + $\frac{1}{10}$ l	$\frac{1}{4}$ l	450 ml

Work with someone at home to find:

- how many tea cups you can fill from the teapot in your house
- how many mugs of coffee you can make from a full kettle of water.

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

BUSY ANT MATHS GAMES

As part of the *Collins Connect* package, *Busy Ant Maths* includes 16 games designed 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'!



Visit connect.collins.co.uk to try Busy Ant Maths Games with your class!

Includes a new Times Tables Simulator - ideal practice for the new on-screen test!



BUSY ANT MATHS TOOLS

Help children to develop their mental fluency in basic numerical skills with our *Busy Ant Maths Tools*. The 32 interactive whiteboard (IWB) teaching tools have been developed to support the teaching of maths in your classroom, and cover all the strands and domains of the primary maths curriculum. Accessible on *Collins Connect*, *Busy Ant Maths Tools* ensure pupil engagement and support you in the development of interactive maths lessons.

BUSY ANT MATHS SLIDESHOWS

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

PRICING STRUCTURE

The prices shown here are for each individual component, and for subscriptions to Busy Ant Maths on Collins Connect. If you are a small school, or in a group of schools looking to resource collectively we can discuss a package and price that suits your requirements.

(Small school = 100 pupils or fewer)

Title	ISBN	Price	QTY
Foundation			
Foundation Teacher's Guide	9780008124625	£100.00	
Foundation Activity Book	9780008124649	£3.00	
Foundation Homework Guide	9780008124632	£40.00	
1 year subscription to Collins Connect - Foundation	9780008124656	£200.00 (+VAT)	
3 year subscription to Collins Connect - Foundation	9780008125219	£500.00 (+VAT)	
Year 1			
Year 1 Teacher's Guide	9780007568178	£100.00	
1 Year subscription to Collins Connect - Year 1	9780007574773	£200.00 (+VAT)	
3 year subscription to Collins Connect - Year 1	9780007574834	£500.00 (+VAT)	
Year 1 Activity Book 1A	9780007568192	£3.00	
Year 1 Activity Book 1B	9780007568208	£3.00	
Year 1 Activity Book 1C	9780007568215	£3.00	
Year 1 Progress Guide	9780007568253	£45.00	
Year 1 Homework Guide	9780007568277	£32.00	
Year 1 Assessment Guide	9780007568154	£75.00	
Year 1 Test Pack February 2016	9780008167363	£59.00	
Year 1 Stretch and Challenge February 2016	9780008167301	£75.00	
Year 2			
Year 2 Teacher's Guide	9780007568185	£100.00	
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