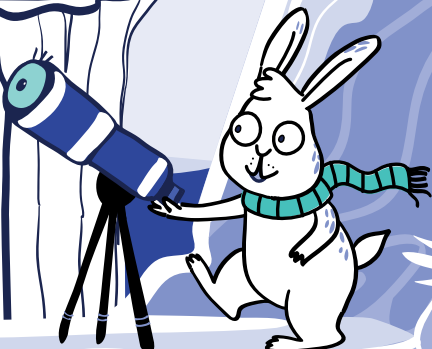


'THE MORE THAT YOU **READ,**
THE MORE THINGS YOU WILL **KNOW.**
THE MORE THAT YOU **LEARN,**
THE MORE **PLACES YOU'LL GO.'**
-DR. SEUSS.



CATALOGUE
2023-2024

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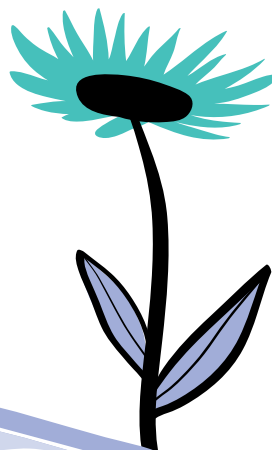
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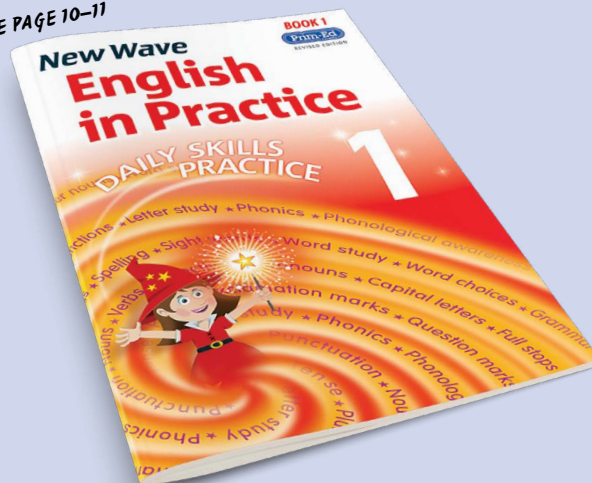
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2023–2024 CATALOGUE



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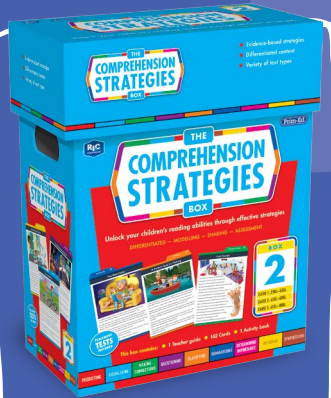
WHICH EDITION SHOULD I GET?



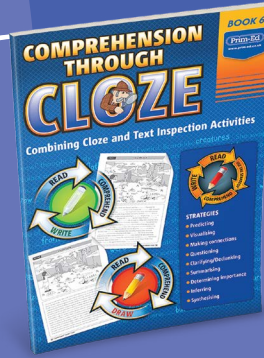
OUR EXTENSIVE RANGE OF EDUCATIONAL RESOURCES CATER FOR THE DIFFERENT CURRICULA OF ENGLAND, IRELAND, NORTHERN IRELAND, SCOTLAND, AND WALES. WITH EACH PRODUCT, WE HAVE SET THE SUGGESTED AGE LEVEL THAT WOULD BE APPROPRIATE FOR YOUR PUPILS.

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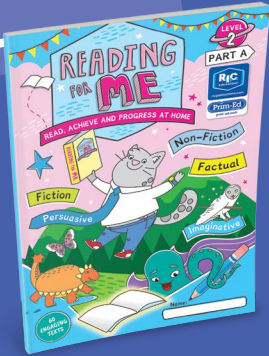
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AGES 5-6	YEAR 1	SENIOR INFANTS	YEAR 2	P2	YEAR 1
AGES 6-7	YEAR 2	1ST CLASS	YEAR 3	P3	YEAR 2
AGES 7-8	YEAR 3	2ND CLASS	YEAR 4	P4	YEAR 3
AGES 8-9	YEAR 4	3RD CLASS	YEAR 5	P5	YEAR 4
AGES 9-10	YEAR 5	4TH CLASS	YEAR 6	P6	YEAR 5
AGES 10-11	YEAR 6	5TH CLASS	YEAR 7	P7	YEAR 6
AGES 11+	EXTENSION	6TH CLASS	EXTENSION	EXTENSION	EXTENSION



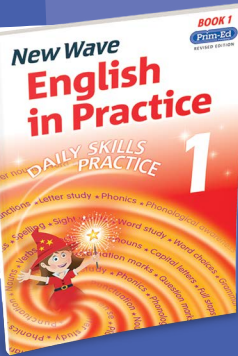
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ENGLISH

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Grammar and Word Study	36-37
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EVEN BEFORE THE DISRUPTIONS WE FACED DUE TO THE PANDEMIC, IT WAS ALWAYS A CHALLENGE TO IMPLEMENT A ROBUST PROGRAMME THAT TEACHES ESSENTIAL ENGLISH SKILLS. WE ARE NOW ACUTELY AWARE THAT LEARNING ENVIRONMENTS CAN BE DISRUPTED AT A MOMENT'S NOTICE, AND OUR ENGLISH PROGRAMMES AND TEACHING APPROACHES HAVE TO BE FLEXIBLE ENOUGH TO ADAPT.



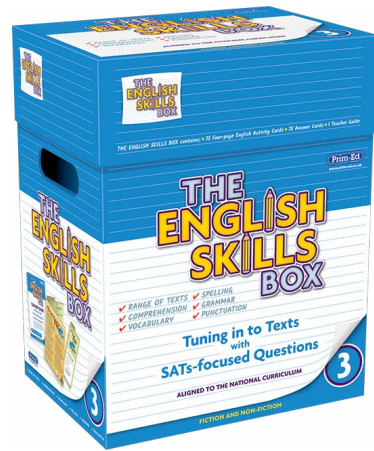
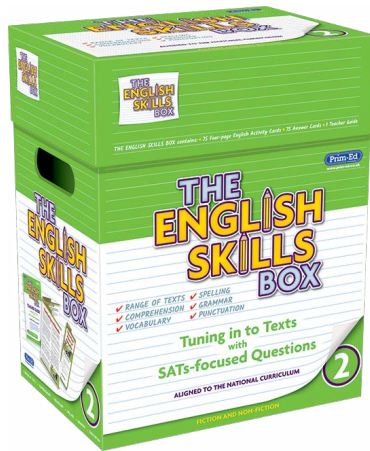
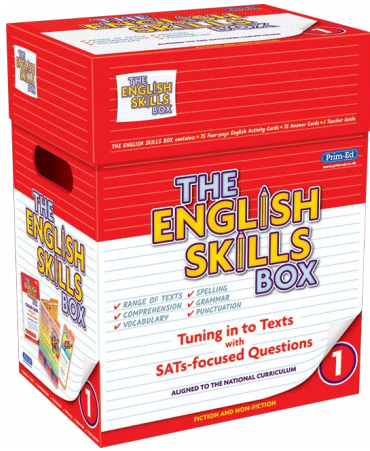
OUR FOCUS HAS ALWAYS BEEN ON UNDERSTANDING REAL CLASSROOM CHALLENGES AND CREATING SOLUTIONS TO MEET THEM. THIS PAST YEAR, WE HAVE PLACED MORE FOCUS ON OUR ENGLISH PUPIL WORKBOOKS, PROVIDING OPPORTUNITIES FOR PRACTICE AND CONSOLIDATION. WE HAVE ALSO WORKED HARD ON IMPROVING AND EXPANDING OUR DIGITAL OFFERING TO HELP TEACHERS AND PUPILS.



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Sample card from Box 3

Comprehension

What is the poem From a Railway Carriage about?

(a) The poem compares travelling by train with travelling by car.
(b) The poem describes what can be seen out of the windows of a moving train.
(c) The poem warns of the dangers of travelling by train.

Who do you think is talking in The Light Keeper?

(a) a sailor
(b) the lighthouse
(c) the lighthouse keeper

In From a Railway Carriage, what does the phrase Each a glimpse and gone forever tell you about how the poet feels about railway journeys?

(a) You shouldn't travel by train more than once.
(b) You see each view for a moment as you pass it by.
(c) The journey is long and uncomfortable.

In The Light Keeper, where are the waves crashing?

(a) on the coast
(b) on the lighthouse
(c) on rocks out to sea

Vocabulary

Which phrase is closest in meaning to glimpse?

(a) a ray of sunlight
(b) a quick look
(c) a stare

What does the word repainted mean?

(a) painted later
(b) painted badly
(c) painted again

Which is the relative clause in the sentence?

Here is a tramp, who is hungry and tired, gazing into the coffee shop.

(a) who is hungry and tired
(b) Here is a tramp
(c) gazing into the coffee shop

Which sentence is written in standard English?

(a) The stations was painted in bright colours.
(b) Today the children done blackberry picking.
(c) The waves come crashing down on the shore.

Spelling

Choose the correct spelling of the missing word.

Faster than fairies, faster than _____.

(a) whiches (b) witches (c) wiches

Choose the correct spelling to match the meaning.

All of the sights of the hill and the _____.

(a) plain (b) plane (c) plaine

Which letter string completes the word?

All the _____ meadows the horses and cattle:

(a) ew (b) ue (c) ough

Adding a suffix to a noun can change the meaning of the word. Spell the adjective created when a suffix is added to the noun flame.

(a) flammible (b) flammable (c) flammable

Choose the correct spelling of the missing word.

The _____ sea crashes up into the _____.

Magenta 3 **Grammar** **Magenta 3**

1 What is the grammatical term for the underlined word?

And charging along like troops in a battle,
All through the meadows the horses and cattle:

(a) conjunction (b) verb (c) preposition

2 Which noun does the possessive pronoun its refer back to?

Where through the tides the tumbling wave
Falls in an avalanche of foam
And drives its churned waters home
Up many an undercliff and cave.

(a) the wave (b) the tides (c) foam

3 Identify the relative pronoun.

Here is a child who clammers and scrambles,
All by himself and gathering brambles;

(a) who (b) himself (c) All

4 The prefix re- can be added to the root word painted to make the word repainted. What does the word repainted mean?

(a) painted later
(b) painted badly
(c) painted again

5 Which is the relative clause in the sentence?

Here is a tramp, who is hungry and tired, gazing into the coffee shop.

(a) who is hungry and tired
(b) Here is a tramp
(c) gazing into the coffee shop

6 Which sentence is written in standard English?

(a) The stations was painted in bright colours.
(b) Today the children done blackberry picking.
(c) The waves come crashing down on the shore.

Punctuation

1 Which is the correct use of an apostrophe to show plural possession?

like troops in a battle

(a) the troop's battle
(b) the troops' battle
(c) the troops battle

2 Which sentence uses brackets for parenthesis correctly?

(a) Up many an undercliff (a lower cliff formed by a landslip) and cave).
(b) Up many an undercliff a lower cliff formed by a landslip (and cave).
(c) Up many an undercliff (a lower cliff formed by a landslip) and cave.

Challenge

* Children list the rhyming couplets in both poems.
* Bonus Task
List the similes used in From a Railway Carriage and explain their meanings.

Poems by Robert Louis Stevenson

From a Railway Carriage

Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;
And charging along like troops in a battle,
All through the meadows the horses and cattle:
All of the sights of the hill and the plain
Fly as thick as driving rain;
And ever again, in the wink of an eye,
Painted stations whistle by.
Here is a child who clammers and scrambles,
All by himself and gathering brambles;
Here is a tramp who stands and gazes;
And there is the green for stringing the daisies!
Here is a cart run away in the road
Lumping along with man and load;
And here is a mill and there is a river;
Each a glimpse and gone for ever!
Robert Louis Stevenson

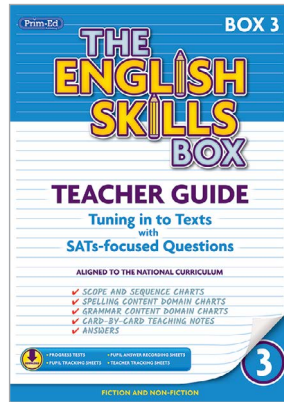
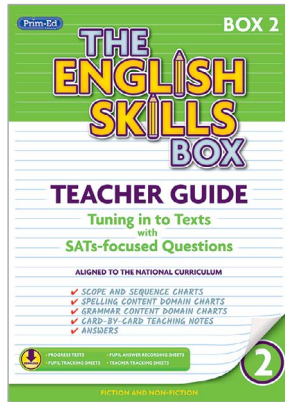
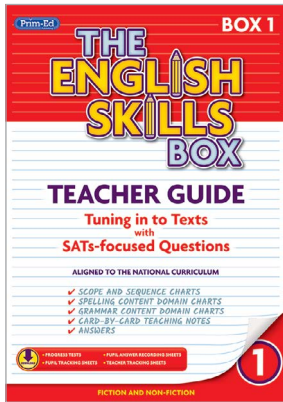
The Light Keeper

The brilliant kernel of the night,
The flaming lightroom circles me:
I sit within a blaze of light
Held high above the dusky sea.
Far off the surf doth break and roar
Along bleak miles of moonlit shore,
Where through the tides the tumbling wave
Falls in an avalanche of foam
And drives its churned waters home
Up many an undercliff and cave.
Robert Louis Stevenson

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ENGLISH

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REVIEW *"We like the colourful pictures and the way they are levelled so that we have a challenge. We really like the challenge section at the end because it gives us more things to do and it makes us think. We like marking it ourselves because we can see our own mistakes and learn from them."*

Pupils at Trinity School, Jersey

Features

- Careful grading and steady skill progression means the cards may be used in whole-class teaching, small, guided reading groups, or independently by the pupils.
- Allows pupils to apply their English language skills across a wide range of fiction and non-fiction text types.
- Follow-up, skills-focused activities link to the statutory English national curriculum requirements and the content domains for reading, spelling, punctuation, and grammar, as featured in national tests (SATs).



Samples from Box 3

Answer Card

Teacher Guide

Progress Test

Magenta 3

Poems by Robert Louis Stevenson

Comprehension

- (b) The poem describes what can be seen out of the windows of a moving train.
- (c) the lighthouse keeper
- (b) You see each view for a moment as you pass it by.
- (a) on the coast
- (b) a horse ploughing a field
- (b) during the Victorian era
- (b) The train is travelling fast.
- (c) snow crashing down a mountainside

Vocabulary

- (b) a quick look
- (a) carrying a heavy load with difficulty

The English Skills Box 3 Prim-Ed Publishing

Poems by Robert Louis Stevenson

Year 5/Magenta 3 Independent reading within Dark Blue

Text: These two poems by Robert Louis Stevenson have strong rhythms and imagery. In the first poem, a passenger looks out of the window of a speeding train in the second, a lighthouse keeper watches the sea crashing below.

Reading - Comprehension: Content domain link: **2b, 2c, 2d, 2e, 2f, 2g, 2h**
 Checks children's understanding of the text and tunes them in to NC Y5/6 reading:

1. Summarise: (a) The poem describes what can be seen out of the windows of a moving train.
2. Infer: (a) the lighthouse keeper
3. Infer: (a) You see each view for a moment as you pass it by.
4. Retell: (a) on the coast
5. Predict: (a) a horse ploughing a field
6. Retell: (a) during the Victorian era
7. Explain: (a) The train is travelling fast.
8. Compare: (a) snow crashing down a mountainside

Spelling: Content domain link: **Y5/6 word list, 55A, 55B, 55R, 56I**
 Provides linked spelling practice for Y5/6 word lists and spelling requirements:

1. Homophones: (a) witness
2. Homophones: (a) again
3. on: (a) brilliant
4. Year 5/6 word list: (a) address
5. -able (invariable): (a) cable
6. ough (through): (a) cough
7. -able: (a) formable
8. ough: (a) rough
9. Year 5/6 word list: (a) rhyme
10. Year 5/6 word list: (a) vehicle

Grammar: Content domain link: **G1 (b), G1, G1(c), G3, G4, G7(b)**
 Tunes the children in to NC Y5/6 grammar requirements:

1. Prepositions: (a) preparation
2. Possessive pronouns: (a) the wove
3. Relative pronouns: (a) who
4. Reflex: (a) crashed again
5. -able (invariable): (a) cable
6. Standard English: (a) the waves come crashing down on the shore
7. Subordinating conjunctions: (a) while
8. Prepositions: (a) across/along

Punctuation: Content domain link: **G2(b), G5**
 Tunes the children in to NC Y5/6 punctuation requirements:

1. Apostrophes: (a) the soap's battle
2. Parentheses: (a) Up many an unscarf (a) down hill formed by a landslide) and cave.

Challenge: Use the rhyming couplets in both poems.
 (Answer: witness/witness, battle/cable, plan/plan, ever/ly, scramble/stramble, gaze/delays, road/road, river/river, night/light, me/tee, oar/shore, wave/cave, boat/home)

Bonus Questions: Use the similes used in 'From a Railway Carriage' and explain their meanings.
 (Example: Chasing along like tea leaves in a gully. The things seen from the window are compared to seedlings making a charge. This suggests that they are moving fast.)

Suggestions for Additional Activities:
Spelling and Listening: Children choose one of the poems to rehearse and perform. Note the rhythm of 'From a Railway Carriage'. Children discuss why the poet chose this rhythm for the poem.
Writing: Children write a poem about a means of transport today, such as a sailing car, an airplane or a helicopter.
English: Children research facts about Robert Louis Stevenson and read more of his poems.

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Progress Test 2

You have finished 15 cards.
 Practise your skills before you go on to the next set.
 You can score 20 points on this test.

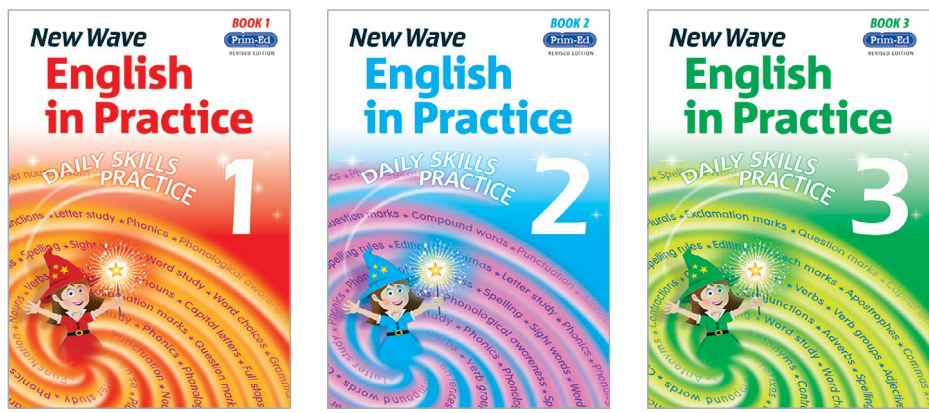
Pupil's name

- In the text *The Turnspit Dog*, the author describes the sad history of a dog that was bred to turn a wheel used to bake meat. Number the following statements 1-5 to explain how the turnspit wheel worked.

A small dog was placed inside the wheel.	
Hundreds of years ago, rich households would pay a young boy to turn the spit that roasted meat over an open fire. This job was boring and expensive.	
When the dog's shift was finished, it would be relieved by a second dog.	
An invention called the turnspit wheel solved these problems.	
As the dog ran, the meat on the spit turned.	
- In the poem, *From a Railway Carriage*, Robert Louis Stevenson used the phrase, *Each a glimpse and gone forever!* What does this suggest about the speed of the train?

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New Wave English in Practice

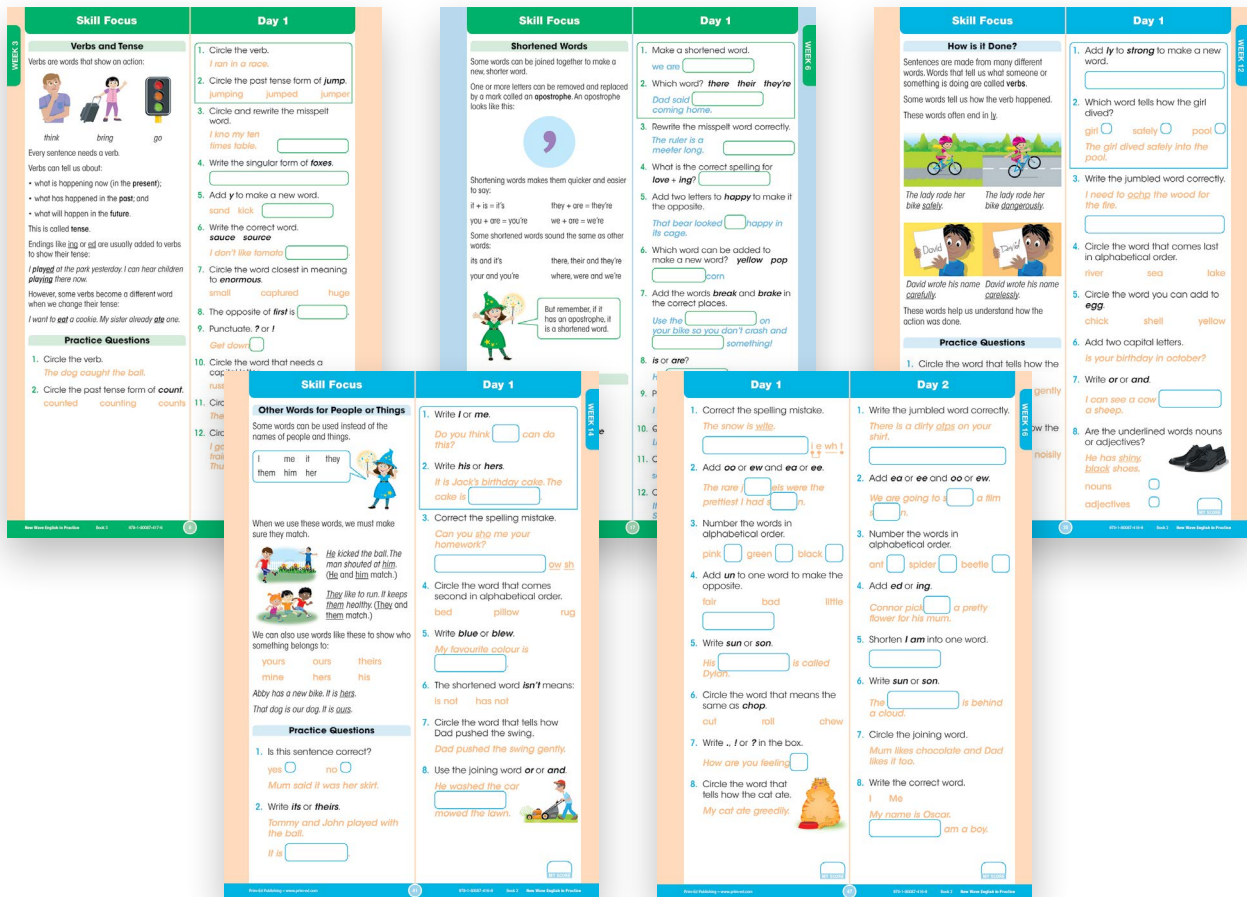


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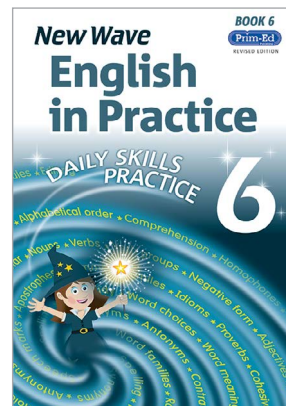
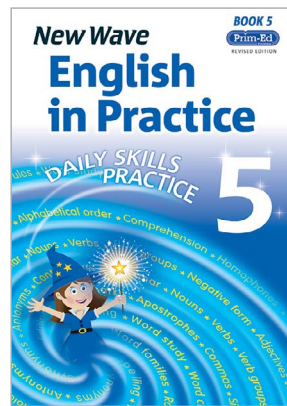
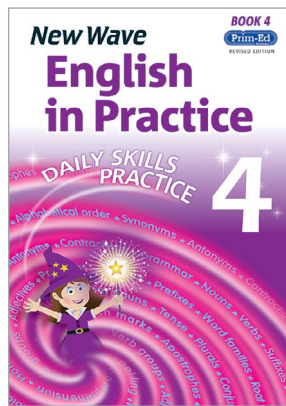
Sample pages from Book 3



New Wave English in Practice

ENGLISH

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REVIEW "We really like them. We will be using them as registration books and begin each day with 15 minutes to complete one unit of work. We will be asking the teachers to use them also as a diagnostic tool to assess children's learning."

Laurence Keel, Head Teacher, Kilburn Park School

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- A reduction in the number of daily questions enables pupils to practise and consolidate a more contained range of language concepts.



Sample pages from Book 5

Skill Focus **Day 1**

How Do Suffixes Change Words?
 Suffixes are letters joined to the end of words to make new words. They can also change how words are used in a sentence. Look at some of these examples:

clever (adjective)	clever + ly	cleverly (adverb)
teach (verb)	teach + er	teacher (noun)
poison (noun)	poison + ous	poisonous (adjective)
enjoy (verb)	enjoy + able	enjoyable (adjective)
soft (adjective)	soft + en	softer (verb)
happy (adjective)	happy + ness	happiness (noun)

Knowing how a suffix changes the meaning of a word is important. It helps make your writing clearer and allows you to explain things in many different ways.

Practice Questions

- The suffix *ly* changes the *adj.* _____ to an *adv.* _____
clever _____ *poison* _____ *wise* _____
- The suffix *er* changes the *v.* _____ to a *n.* _____
garden _____ *paint* _____ *sing* _____

Skill Focus **Day 1**

Plural Nouns from Other Languages
 English borrows many words from other languages such as Latin, French and Greek.
 Often this means that there are different rules for making them plural.
 Let's explore two of these irregular plurals below.

Words ending with 'us'

One cactus Two cacti

One hippopotamus Two hippopotami

When words end with 'us' a plural can be made by changing 'us' to 'i'.

Words ending with 'is'

One oasis Two oases

When words end with 'is' a plural can be made by changing 'is' to 'es'.

Practice Questions

- Circle the plural of *oasis*. *oasises* *oases*
- Write the singular of *oasis*. _____
- Correct the spelling mistake.
The most majestic building stands in case of fire.
- Write the homophone for *place*. _____
- The underlined word is the synonym or antonym for *serene*?
genuinely _____ *entirely* _____ *hysterical* _____
- Expand the conclusion in context.
It's been caught in the vein so near death!
- Adding the suffix *er* changes *base* to *v.* _____ to *n.* _____
inspire _____ *grumble* _____ *open* _____
- Paraphrase the sentence.
The adventure camp was visited by the school children each year.
- Circle the word that tells who the underlined noun belongs to.
Can you help me unplug when you have finished creating your leaf?
- Circle the word that does not belong.
I was looking forward to abetting and laudably being on that team that other better.
- Circle the verb groups.
The instructor couldn't praise the children's movement enough, and he believed they should all be involved on their return to school.
- Circle the proper noun.
On Thursday evening there was a special dinner and a disco.
- Add *that* or *those*.
The activity _____ with the assistant was the best.
- Circle the adverbs.
Some children were incredibly frightened of the _____ and nervously approached the edge. _____ the children can across the field and climbed over the gate.

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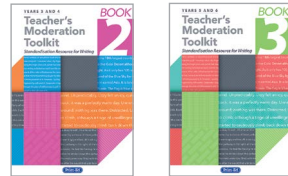
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The essential teacher support tool for writing.



- » Three-book series
- » Suitable for Year R-Year 6
- » Judgement criteria based on the national curriculum

The *Teacher's Moderation Toolkit* is designed to support teachers' accurate assessment of writing for Years R-6. Use it to standardise and benchmark pupils' writing at three termly intervals, as a CPD resource to support teachers working together to make judgments, or as a classroom resource to share the expected standards of writing with pupils. Developed in consultation with the lead author, Maddy Barnes (Teacher, Literacy Consultant, and Blogger), and The Three Saints Academy Trust and St Helens TSA.

Features

- Can be used in a variety of ways to support accurate teacher assessment of writing.
- Provides teachers with collections of pupils' writing to assess together as a staff. Staff can then benchmark and standardise their own pupils' writing using this toolkit.
- Will be a valued benchmark for teachers, and will also assist in developing their skills for analysing writing.

Sample pages from Years 5 and 6

Sample of annotated piece of writing

Sample of unannotated piece of writing

Sample of children's writing

5 ANNOTATED
Autumn Term E - Narrative

On a beautiful autumn day, round about 1:30pm there in the distance was a little girl named Lizzie, who loved to climb trees. At 2pm, After she had eaten her dinner, She had spotted not so far away stood a towering, soaring, lofty tree. She thought to herself "perfect". As she got as close as she could to the tree, it was the She started to climb.

Composition

- Opening sets the scene with the use of an expanded noun phrase; e.g. On a beautiful autumn day.
- Expanded noun phrase used to describe and specify; e.g. towering, soaring, lofty tree.
- Relative clause adding information; e.g. who loved to climb trees.
- This piece is punctuated with commas to clarify meaning, inverted commas for direct speech, ellipsis and apostrophes for contractions.
- There are a range of multi-clause sentences with the occasional single-clause sentence.
- A range of simple devices to build cohesion are present; e.g. At 3:30 p.m., Suddenly, Not long after, After.

Transcription

- Spellings are mostly correct with a few errors; e.g. eminent, these.

5 UNANNOTATED
Autumn Term E - Narrative

On a beautiful autumn day, round about 1:30pm there in the distance was a little girl named Lizzie, who loved to climb trees. At 2pm, After she had eaten her dinner, She had spotted not so far away stood a towering, soaring, lofty tree. She thought to herself "perfect". As she got as close as she could to the tree, it was the She started to climb. Not long after, as she was half way up the tree, she could hear the undelated sound of birds singing. Suddenly, the birds stopped. "Who are you" they asked Lizzie froze in eximint, who knew birds could talk...

"I'm Lizzie" she said. "Well Lizzie it's a pleasure to meet you, I'm Marvin Muscles, this is Rainbow bird and here is rob the builder."

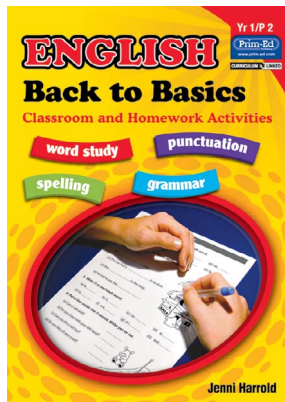
They all of a sudden became friends. The tree was really, great, overwhelming, exiting, Worried, terrified, shocked, Rob the builder fell out of the tree. "Are you ok" asked Lizzie. "Yes don't worry it happens all of the time." Confused, mystified, puzzled Lizzie didn't understand why all stay in one tree when it is breaking and they always fall down.

At 3:30pm, Little Rainbow bird went looking for food so they could have their tea. Spm she still hasn't come back yet. I don't understand where she could be.

Appendix B Year 5 - Original Work Samples

	AGE	CODE	PRICE
Book 1	5-7	6656	£29.95
Book 2	7-9	6657	£29.95
Book 3	9-11+	6658	£29.95

English Back to Basics



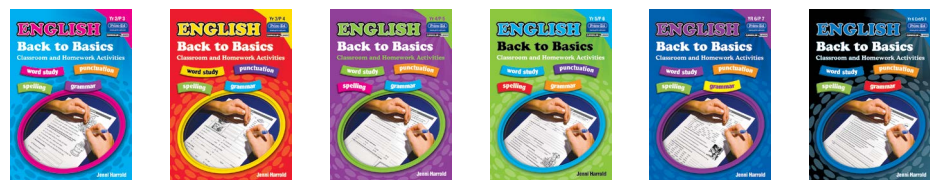
An English activity for every week of the school year.

This photocopiable series provides an activity for every week of the academic year. A variety of activities each focus on one area of essential skills: spelling, word study, punctuation, and grammar.

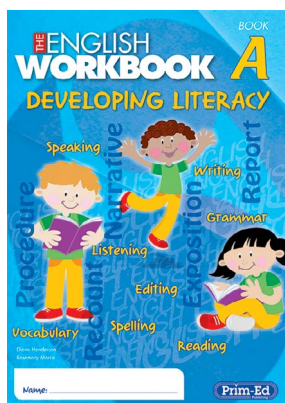
Features

- Saves time and stress—can be used for homework, classwork, teaching a new concept, revision, and assessment.
- Encourages independent learning through simple and easy-to-understand instructions.
- Teacher notes include curriculum links, answers, glossary, spelling rules, word origins, and spelling lists.

	AGE	CODE	PRICE
Book A	5–6	6311UK	£19.95
Book B	6–7	6312UK	£19.95
Book C	7–8	6313UK	£19.95
Book D	8–9	6314UK	£19.95
Book E	9–10	6315UK	£19.95
Book F	10–11	6316UK	£19.95
Book G	11+	6317UK	£19.95



The English Workbook



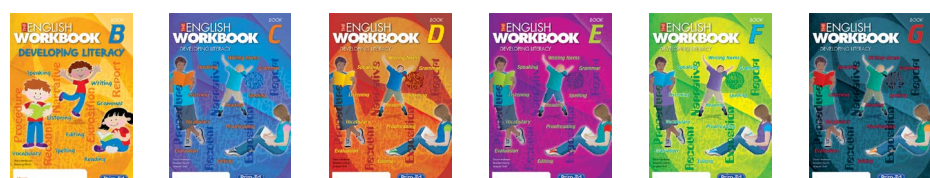
Develop your pupils' literacy skills.

The English Workbook series features seven pupil workbooks that look at writing formats such as procedures, recounts, expositions, narratives, and reports. The series is the ideal skills-based resource to accompany your writing programme. By taking a step-by-step approach, it guides pupils through each of the five different writing genres, providing sample texts for each that they can use to analyse and understand how to structure their own writing.

Features

- All aspects of English literacy are thoroughly covered in the series.
- Procedural learning profiles for each specific writing skill being taught.
- Language-specific features of each text covered, showing when to use certain forms of language and text.

	AGE	CODE	PRICE
Book A	5–6	6353	£13.99
Book B	6–7	6354	£13.99
Book C	7–8	6278	£13.99
Book D	8–9	6279	£13.99
Book E	9–10	6280	£13.99
Book F	10–11	6281	£13.99
Book G	11+	6282	£13.99



The Literacy Box



For a free sample, go to:
www.prim-ed.co.uk/litboxsample



Take your pupils on a literary adventure!

- » Three-box series
- » Suitable for ages 5–11+
- » 75 four-page literacy cards in each box

The Literacy Box covers all your teaching needs! With these colourfully illustrated cards, featuring texts covering a variety of genres and text types, literacy will become less of a chore and more of a fun learning adventure for pupils. The Literacy Box series provides supplementary materials to support the reading programme of teachers, catering for the needs of all readers at each level in the classroom.

Features

- Incorporates three levels of comprehension, word study, and grammar questions in a multiple-choice format.
- Comprehensive teacher notes for each card include suggested speaking, listening, writing, and viewing activities.
- Provides separate answer cards to allow pupils to work and progress at their own rate.

Sample cards from Box 1

Pupil card—inside

Red 4

Grammar

1. Which one should not have a capital letter when it is in the middle of a sentence?
 (a) Children
 (b) Pang-tao
 (c) Mum

2. Is an exclamation mark?
 (a) pictures
 (b) one
 (c) funny

3. Which word is a noun, like story? (He tells the story.)
 The pictures are funny too.
 (a) pictures
 (b) one
 (c) funny

4. Which adjectives tell more about the book?
 I think this is a clever, funny book.
 (a) I think this is a clever, funny book.
 (b) I think this is a clever, funny book.
 (c) I think this is a clever, funny book.

5. Which word is a verb, like brings?
 (The cat brings two friends.)
 The pictures make it easy.
 (a) pictures
 (b) make
 (c) easy

Something extra

Read the cat in the hat or another book written by Dr. Seuss.
 Draw a character from the cat in the hat. Write his or her name on the picture.

THE CAT IN THE HAT

1. The cat in the hat is the best book! It is great fun to read. You should read it!

2. Lots of children learn to read with this book. The lines are short. The words are easy. The same words are used over and over. They make a good story.

3. Many words have the same sounds of the end. The whole book is like a very long poem. It is very clever.

4. The pictures are funny too. There are not many colours on them. It makes it easy to see the pictures.

5. The story is about two children. One is called Sally. Her mother tells the story. Mum has gone out. They are home alone. It is boring and they have nothing to do. A cat wearing a big hat comes in. He does tricks for the children. He makes a big mess in the house. The family pet fish does not like the cat.

6. The cat brings two friends—Thing One and Thing Two. They fly a kite in the house. They make a mess. The children catch Thing One and Thing Two with a net. Then they make the cat clean up the mess. He leaves just before Mum comes home.

7. Dr. Seuss made up some of the words for this book. He made up words for his other books too. You should read them all! You will love them as well!

Pupil card—outside

Comprehension

1. The word whole in Paragraph 3 means:
 (a) all of it
 (b) an opening in the ground
 (c) large

2. Which two characters come to the house after the cat in the hat?
 (a) Sally and her brother
 (b) Thing One and Thing Two
 (c) their pet fish

3. Who is the author of the book?
 (a) Sally
 (b) The cat in the hat
 (c) Dr. Seuss

4. Which paragraph is mainly about the pictures in the book?
 (a) Paragraph 4
 (b) Paragraph 2
 (c) Paragraph 2

5. The word He in Paragraph 7 means:
 (a) Dr. Seuss
 (b) the books
 (c) the words

6. This writer wants you to:
 (a) read the book.
 (b) learn about words.
 (c) smile.

All about words

7. Which word means clever or funny things a person does?
 (a) tricks
 (b) words
 (c) colours

8. A word that rhymes with cat and hat is:
 (a) great
 (b) net
 (c) lists

9. Which word has the same sound as read, clean and leaves?
 (a) great
 (b) learn
 (c) easy

10. Say the words. Which do not belong with these words?
 funny funny story
 (a) easy, Sally
 (b) by, they
 (c) very, family

11. The words fo, two and too have different meanings. Which sentence has the right words?
 (a) Thing One and Thing Two came to the house.
 (b) Thing One and Thing Two came to the house.
 (c) Thing One and Thing Two came to the house.

12. Which word is spell correctly?
 (a) make
 (b) make
 (c) make

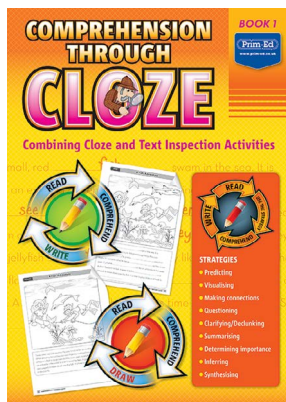
EACH BOX INCLUDES A TEACHER GUIDE.



	AGE	CODE	PRICE
Box 1	5–7	6930	£225.00
Box 2	7–9	6931	£225.00
Box 3	9–11+	6932	£225.00

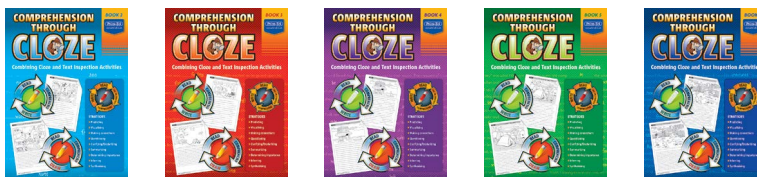
Comprehension Through Cloze

For a free sample, go to:
www.prim-ed.co.uk/compthroughclozeshample



Develop comprehension skills through imagination and illustration.

- » Six-book series
- » Suitable for ages 5–11+
- » Covers the nine comprehension strategies



Comprehension Through Cloze aims to develop pupils' comprehension using high-interest, engaging, and challenging activities. Each unit develops comprehension through three approaches: a reading passage with an incomplete illustration; a cloze passage based on the illustration; and two focus pages on a specific comprehension strategy.

Features

- Activities encourage greater sensitivity to detail as pupils must identify missing pieces in illustration and text.
- Original stories from a variety of genres.
- Assists in extending vocabulary by encouraging pupils to choose new and different words to complete a story.

Sample pages from Book 4

Pictorial Moonbase One

Moonbase One was damaged. A meteorite from deep space had smashed through one of the two radio dishes on top of the habitation dome. The radio dish now looked like a broken plate, not functioning well, but well enough to send a distress call for help, and help had been dispatched. Astronaut Murphy stood on the edge of a ledge of a low plateau beside Moonbase. From there, he could see a gash in the ground beyond the dome where the meteorite had come to rest. Damaged dish and another crater in the moon, Murphy thought, 'but we were lucky. His eyes turned to Moonbase itself. To Murphy, Moonbase's dome (the 'Hab'; they called it) always seemed a half-buried helmet. Here live giants; he mused fancifully. To his right, he could see the base's three storage cylinders, each pointed a different primary colour. They held gases needed in the Hab. From his lookout, Murphy had a good view of the arrival of the supply rocketship. Its six landing legs made it look like a one-eyed octopus, hanging in nothingness. Moon dust billowed under it, blasted away by the flaming exhaust.

Cloze Moonbase One

Moonbase One was damaged. A meteorite from deep space _____ of the habitation dome. The _____ dish now looked like a broken plate; not functioning well, but well enough to send a distress call for help, and _____ had been dispatched. Astronaut Murphy stood on the edge of a _____ of a low plateau beside Moonbase. From there, he could see a gash in the ground _____ the dome where the meteorite had _____ to rest. 'Damaged dish and another crater in the moon,' Murphy thought, 'but we were lucky.' His eyes _____ to Moonbase itself. To Murphy, Moonbase's dome (the 'Hab'; they called it) always seemed a half-buried helmet. Here live giants; he _____ fancifully. To his right, _____

Making connections Moonbase One - 2

Text to text

4. Does this text make you think of other texts or films you have seen? List them below.

5. Choose one text or a film from Question 4 and tell how it is like the text.

6. Think of another story you have read about space or the moon. Write sentences to tell how this text is different from the story you read.

Text to world

7. How is this story the same as something that happened in the real world? (It may be something you saw on the news.) Write a sentence.

8. How is this story different to things that happen in the real world? Are there bases on the moon? Do people live there? Write a sentence.

Teacher Notes

Cloze

Cloze is a reading comprehension activity in which words are deleted from a text. Readers are required to complete the blanks on they need to construct meaning.

When completing a cloze test, readers have to search on either side of the missing word in the sentence to complete the blank. Readers must consider context as well as vocabulary. Cloze is commonly used as an assessment method because of its many advantages.

Advantages of cloze:

- helps identify reader knowledge and understanding of the reading process;
- helps teachers work out the reading systems readers use to construct meaning;
- can assess reader vocabulary and topic knowledge (and can also promote vocabulary production);
- can assess reader fluency and speed of reading;
- helps readers monitor their understanding of a text as they read;
- encourages readers to think critically about, and analyse, a text;
- reinforces grammatical knowledge because readers need to work out what part of speech is required to fit the gap; and
- reinforces syntactical knowledge (the arrangement of words and phrases in a sentence).

Other Comprehension Strategies

Predicting

Predicting is thinking about what might happen in the story, using information gathered so far. Predicting links prior knowledge and new information.

Predicting encourages readers to look for evidence or clues in the text and make initial predictions if necessary. Predictions are not wild guesses, but well thought out, logical ideas based on the information provided and some prior knowledge. Predictions are not always correct.

Predicting can occur at word, sentence or text levels. Pupils may predict what the next word, sentence or paragraph might say.

Predicting can occur before, during or after reading a text.

Visualizing

Visualizing involves using prior knowledge and experiences to create a mental image from what is happening in a text (read, viewed or heard).

Visualizing brings a text to life, engages the imagination and uses all of the senses – sight (colour and shape), touch, smell, sound and taste.

Visualizing to life involves the same mental image for the same text.

Two key points to visualize the same mental image for the same text. The text is the script and the reader is the director.

Visualizing to life involves an image on a blank screen.

Making connections

Making connections involves linking to the text, background information (prior knowledge) and personal experiences.

Making connections involves linking to the text, background information (prior knowledge) and personal experiences. It involves text to self, text to text and text to world connections.

Text to self links the text to the reader's own life and personal experiences; for example, 'That reminds me of when ...'.

Text to text links the text to other texts to which the reader has read, for example, 'This text is like ...'.

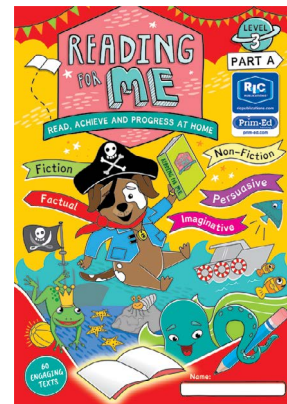
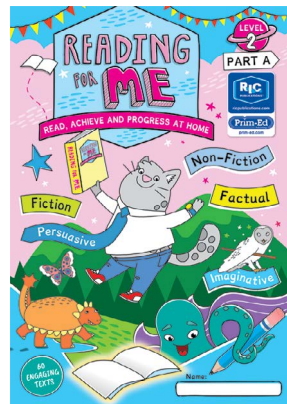
Text to world connects the text to what the reader knows about the world to the text; for example, 'This text is like ...'.

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	AGE	CODE	PRICE
Book 1	5–6	8482UK	£22.95
Book 2	6–7	8483UK	£22.95
Book 3	7–8	8484UK	£22.95
Book 4	8–9	8485UK	£22.95
Book 5	9–10	8486UK	£22.95
Book 6	10–11+	8487UK	£22.95

Reading for Me



Support children to become independent readers.

» Six-book series

» Suitable for ages 5–11+

» A dyslexia-friendly font is used throughout

Reading for Me allows pupils to take control of their reading journey, with or without teacher or parent assistance. Pupils' reading skills will develop as they progress through the wide range of high-interest texts in the series. The accompanying questions consolidate reading, comprehension, and vocabulary, allowing teachers and parents to check that children actually read and comprehend the texts.

Why choose *Reading for Me*?

- A dyslexia-friendly font is used throughout the books.
- The reading difficulty of the texts increases gradually, so teachers and parents can be assured that children's reading skills are developed as they progress through the series.
- Six questions follow each text to help teachers monitor children's progression with reading and comprehending the texts.
- Answers are provided for teachers and parents to check progress, or for children to self-assess.

Sample pages from Level 2

The Gingerbread Man

There was once an old woman and an old man. The old woman made a gingerbread man. She put him in the oven to bake. She waited.

The old woman opened the oven door. The gingerbread man jumped out. He ran out the door. The old woman chased him. The old man chased him. The gingerbread man laughed. "Run, run as fast as you can. You can't catch me! I'm the gingerbread man!" He ran faster. They ran after him.

He ran past some farm workers. They saw him. They saw the old woman and the old man chasing him. They ran after him too.

The gingerbread man laughed. "Run, run as fast as you can. You can't catch me! I'm the gingerbread man!" He ran faster. They ran after him.

He ran past some farm animals. They saw him. They saw the old woman and the old man chasing him. They ran after him too.

The gingerbread man laughed. "Run, run as fast as you can. You can't catch me! I'm the gingerbread man!" He ran faster. They ran after him.

He ran to the river. He could not cross. The fox saw him. "I will take you across," he said. "You're too heavy for my back so jump onto my nose." So the gingerbread man did. They got to the middle of the river. The fox tossed the gingerbread man into the air. "Snap! Crunch! Munch!" The fox ate the gingerbread man. And that's exactly what should happen to all gingerbread men.

A Life-changing Gift

Dear wheelchair company
My mum helps me write this letter.

I want to thank you so much for my wheelchair. It has changed Mum's life.

When I was born, my legs were different. They were very fragile.

As I grew, Mum tried to help me do things. She wanted me to have as much help as I could. She carried me to school. She carried me home. It was hot and dry. It was dirty. It was hard for her. We could not afford a wheelchair.

I was so happy when my wheelchair came. I can move around on my own now. I have a tray on my wheelchair to write on. My handwriting is getting better. I don't have to eat sitting on the floor. I can play with my friends. I can go around the neighbourhood. I can go around the community. My life is so much better.

I know I am different but everyone is different. I am happy with myself.

Thank you for my wheelchair.
From Balinda.

What Is a Good Friend?

A good friend is always there for you. You can depend on them. They don't judge what you do. They are a real gem.

A good friend doesn't belittle you. They only build you up. They never hurt your feelings. They're there through every hiccup.

A good friend is kind. They respect you. A good friend is loyal. They stay true. They're someone you like being with. They're someone who understands you.

A good friend is someone that you can trust. They tell you the truth. It may not always feel good. They are always there when things get tough. They comfort you as good friends should.

A friend makes you smile. A friend makes you laugh. They listen. They hear you out. It makes me wonder How many good friends I have about.

For a free sample, go to:
www.prim-ed.co.uk/rfm-sample-form/



	AGE	CODE	PRICE
Level 1	5-6	8538	£9.99
Level 2	6-7	8539	£9.99
Level 3	7-8	8540	£9.99
Level 4	8-9	8541	£9.99
Level 5	9-10	8542	£9.99
Level 6	10-11	8543	£9.99

REVIEW *This is a great resource for independent comprehension practice—the texts are accessible, varied and engaging, and the questions test a range of comprehension skills.*

Mrs Cross, Teacher

Features

- Each year level has two books, each book containing 15 weeks of texts (four texts per week). Part A is a physical book and Part B is an online portal.
- Different text types (imaginative, factual, and persuasive) are included to provide variety and interest.
- Each text is followed by six questions that focus on both vocabulary and comprehension (literal, inferential, and evaluative). These questions help teachers to monitor reading progress and success.



Sample pages from Level 4

Interesting Facts You Probably Didn't Know About Your Body

Our bodies are one of the most incredible life forms on Earth. Check out 15 weird and wonderful facts about the human body below.

1. Your ears and nose never stop growing.
2. Babies are born with 300 bones in their bodies. As they grow older, some of the bones fuse together and they end up with 206 bones.
3. Earwax is a type of sweat. Ironically, its job is to keep the ear clean.
4. You are about 1 cm taller in the morning than in the evening. This is due to the soft cartilage between your bones squashing during the day.
5. You can't breathe and swallow at the same time. Try it!
6. If you smooth out all the wrinkles in your brain, it will be roughly the size of a pillowcase.
7. Just as you have a unique set of fingerprints, you also have a unique tongue print.
8. The jaw is the strongest muscle in the body.
9. Humans produce about two swimming pools of spit in an average lifetime.
10. About 50% of your hand strength comes from your little finger!
11. Humans are the only animals with chins.
12. The sound of cracking knuckles comes from gas in your joints.
13. A person will die quicker from a total lack of sleep than from hunger.
14. You lose about 4 kg of skin cells every year, which often end up as dust in your home. The entire surface of your skin is replaced every month.
15. The average lifespan of an eyelash is 150 days.

Make Your Own Dessert

Wouldn't it be great if you made the dessert for the next family dinner? Follow the recipe below to make chocolate brownies.

Chocolate Brownies
 Preparation time: 15 minutes Baking time: 40 minutes Servings: 20

Ingredients

- 200 g butter or margarine
- 3 extra large eggs
- 1/2 cup plain flour
- pinch of salt
- 300 g dark or milk chocolate
- 1 cup sugar
- 1 teaspoon baking powder

Method

Step 1
 Preheat the oven to 180 °C. Grease a baking pan of about 18 x 27 cm with a non-stick spray, then lightly flour.

Step 2
 Melt the chocolate and butter in the microwave. Check the bowl every 20 seconds and remove when completely melted and smooth.

Step 3
 Mix the eggs and sugar with an electric mixer until light and creamy. Fold the chocolate mixture into the egg mixture.

Step 4
 Sieve the flour, baking powder and salt in a bowl.

Step 5
 Add the dry ingredients (flour, baking powder and salt) to the chocolate mixture and stir to mix.

Step 6
 Bake for 40 minutes. Allow to cool for 15 minutes and cut into squares.

Variations: Add 100 g chopped marshmallows or 60 g chocolate chips to the batter.

How Animals See the World

Have you ever wondered how the world looks through your pet's eyes? Scientific research has made it possible to study animals' eyes. You might be surprised to find out that animals and humans don't see the world in the same way at all.

Colour is detected by cones in the eye. If an eye has cones, it will be able to see some colour. Scientists can study an animal's eye and find out if it contains any cones. They can find out what colours these cones can detect. Cones function best in daytime, when there is bright light.

Other cells in eyes, called rods, help us see in low light. Humans can only see shades of grey at night time.

The human eye has three cones. A dog's eye has two cones. This means that dogs can see various shades of blue, yellow and green. Dogs can't see red or orange. To a dog, red looks grey.

Cats' eyes also have two cones. They are also unable to see red. They can see three times more rod cells than humans. This means that they can see extremely well in the dark.

The magnificent Bengal tiger in India likes to hunt chital deer. You would think that the chital would spot a huge, bright orange Bengal tiger immediately. Interestingly, the chital also has only two cones. It can't see red or orange. Can you see how this makes it easy for the Bengal to hunt the chital?

Bumblebees' eyes also have three cones, but, unlike humans, their eyes can detect ultraviolet. This guides them to nectar stores on plants like lights on an airport runway. This is very handy for their survival.

Birds have four cones. They can see what we see, but they can also see ultraviolet. Birds can see many colours that are invisible to the human eye. A study has shown that some bird species actually have different coloured males and females. To the human eye, they look the same.

It is difficult to imagine that the different species that live on Earth don't see it in the same way. Luckily, science helps us understand our differences!

The Comprehension Strategies Box



Unlock pupils' reading comprehension abilities.

- » Six-box series
- » Suitable for Year 1–Year 6
- » Downloadable, full-colour posters available

The *Comprehension Strategies Box* series is a set of six boxes suitable for children aged 5–11+. Each box contains a set of full-colour, differentiated literacy cards designed to support the teaching and learning of nine different comprehension strategies. These well-researched and proven strategies—predicting, visualising, making connections, questioning, clarifying, summarising, determining importance, inferring, and synthesising—are compiled to help teachers unlock their pupils' reading abilities.

Features

- Each box contains 162 cards, colour-coded by strategy, with six copies of each unique card, perfect for small group or independent work.
- Cater for all abilities while learning the same strategies, with three differentiated reading levels chosen by suggested Lexile® ranges for each strategy, and two original texts for each level.
- Extensive support through a comprehensive teacher guide and an additional activity book with resource sheets for all texts on the cards.

EACH BOX INCLUDES AN ACTIVITY BOOK AND A TEACHER GUIDE.

Sample card from Box 1

Predicting (1A)

Things That Fly

Birds fly. Wings grew.
Bats fly. Night is new.
Planes fly. They have a crew.
Bees fly. They see the dew.
Brooms fly. Witches do too.
Ducks fly. They quack at you.
Seeds fly. Flowers are few.
Clouds fly. The sky is grey and blue.
Butterflies fly. Caterpillars chew.
Balloons fly. What a view!
Jets fly. They are fast and true.
Flags fly. The wind blew.
Rockets fly. Smoke grew.
Ghosts fly. They say 'boo'!
Pigeons fly. They coo.
Kites fly. The string needs glue.
Mum is mad. The shoes flew.
Why did she throw them? I do not

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Front of card

Predicting (1B)

The Wolf and the Crane

Wolf was greedy. Wolf ate his food. He ate it very fast. A bone stuck in his throat. It would not move. He could not eat.
Wolf saw Crane. Crane had a long bill. Crane had a long neck. Crane could get the bone out.
'Get the bone out!' said Wolf.
'I will give you a gift!' said Wolf.
Crane did not want to. Wolf had a big mouth. Wolf had sharp teeth. Crane was greedy. Wolf opened his mouth. Crane put her head in. She got the bone out. Wolf walked away.
'I want my gift!' said Crane.
'I did not bite you. That is your gift,' said Wolf.
Crane was not happy. Wolf was.

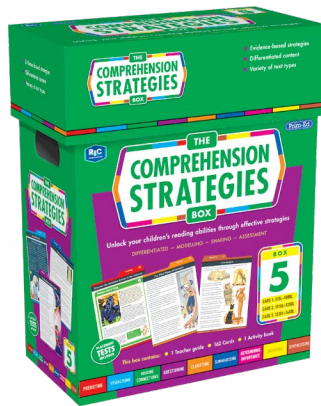
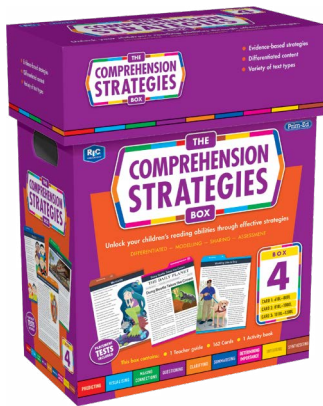
Back of card



The Comprehension Strategies Box

ENGLISH

For a free sample, go to:
www.prim-ed.co.uk/compstrategyboxsample



Sample pages from Box 1 Teacher Guide

Modelling Text

Summarising **Modelling Text**

Dear Mr Colour Wheel

SPEAKER: Welcome, dear Mr Colour Wheel. We're pleased to speak to you today. People want to know all about you.

MR COLOUR WHEEL: Thank you. I'm very glad to answer your questions. I don't know what people want to know. I'm a very simple fellow.

SPEAKER: Please tell us what you do.

MR COLOUR WHEEL: I'm the circle that shows the important colours people need. The colours are yellow, blue and red. We use them to make all other colours.

SPEAKER: What do you mean?

MR COLOUR WHEEL: Mix yellow and blue and you get green. Mix blue and red and you get purple. Mix red and yellow and you get orange.

SPEAKER: Very clever! People can't use colours without you.

MR COLOUR WHEEL: Of course not! But don't ask about black or white! They're real impostors! No colour at all!

© E.C. Publications

Sharing Text

Summarising **Sharing Text**

The Blue Flamingo

The Blue Flamingo is a good book. Les Drake wrote it. Tim Clares drew the pictures.

The book is about Bluey. Bluey is a flamingo. Most flamingos are pink. They are pink because they eat pink shrimps. Bluey is not pink. Bluey is blue. He is very sad. He does not want to be blue. Bluey tries to find out why he is not like the other flamingos. He does some funny things. He meets some funny characters. Then he finds out it is okay to be different. It is okay to be who you are.

The writer makes funny things happen. He writes about funny animals. He teaches about some good things.

The pictures are funny and colourful. They are like a cartoon.

I liked *The Blue Flamingo*. I think you will like it too.

© E.C. Publications

Assessment Text

Summarising **Assessment Text**

Not a Great Colour!

Yesterday, we went to the beach. Mum carried the towels. Dad carried the food. Joey carried the beach umbrella. Seb carried the ball. I carried the buckets and spades.

We found a good spot. It was close to the water. There weren't too many other people to crowd us.

We swam and built sandcastles. We played games with the ball and ate the food. We stayed all day.

When we got home, we were really tired. We washed our buckets, spades and ball. Then we put them in the garden to dry.

Soon it was my turn to shower. When I was dry, I spied my face and shoulders in the mirror. What a shock! Red is not a great colour! It was starting to hurt.

That's when I realised that no-one had carried the sunscreen.

© E.C. Publications

Sample card from Box 1

Summarising **2A**

The Ballad of Brown Cow

Brown Cow was a fussy sort. He loved his hide. He truly did. 'I must keep it brown!' he thought. He had some ideas jumbled in his head.

Brown Cow was a fussy sort. He loved his hide. He truly did.

He drank chocolate milk when he went to town. He painted his hide brown. He let it dry. He ate hay all day. It was always brown. He rolled in mud when rain fell from the sky.

Brown Cow was a fussy sort. He loved his hide. He truly did.

The others thought him very strange. They didn't do things that were odd or weird. You are what you are. You cannot change. 'We're glad to be what we are!' they cheered.

BUT ...

Brown Cow was a fussy sort. He loved his hide. He truly did.

© E.C. Publications

Summarising **3A**

Colour-changing Chameleons

Chameleons are lizards. Chameleons have clever skin that can change colour. Their skin can make patterns of many colours. They can change the colour of their skin to hide from enemies. They show dark colours when they are angry or trying to scare other animals. Male chameleons show colours to attract females. Desert chameleons change to black to help them stay warm. They also change to light colours to keep cool.

They have large, bulging eyes that can rotate. This allows them to look in one direction with one eye while the other eye looks in another direction. They can use insects metres away. They use their long tongues that they can use very quickly to catch insects.

Colour-changing chameleons are very interesting!

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Differentiated Cards

	AGE	CODE	PRICE
Box 1	5-6	8494	£199.00
Box 2	6-7	8495	£199.00
Box 3	7-8	8496	£199.00
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The Comprehension Box



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- » Three-box series
- » Suitable for ages 5-11+
- » Great for independent learning and guided reading

The *Comprehension Box* is a series of three boxes that provides supplementary materials to support the reading programme of educators, catering for the needs of capable, independent readers at each level in the classroom. Each box incorporates three levels of comprehension question cards in a multiple-choice format and assesses the 12 different comprehension strategies. They are easy to use for any level, so jump right in and make a difference with your pupils today.

Samples from Box 2

Questions

Back of card

2. In Paragraph 2, it means enjoys hurting others?
(a) bad-tempered (b) malicious (c) fearsome

3. In Paragraph 3, it means:
(a) waste (b) his temper (c) Nightfire.

4. Which word in Paragraph 7 tells us Florian's whip crumbled into tiny bits?
(a) fireball (b) disintegrated (c) shot

5. The 'huge piles of steaming waste' would be made of:
(a) leftovers (b) droppings (c) fresh meat

6. Nightfire shot a fireball at Florian:
(a) before (b) after (c) just as

7. Which paragraph describes the way Florian treated Nightfire?
(a) Paragraph 6 (b) Paragraph 2 (c) Paragraph 3

8. Becoming a dragonrider is:
(a) popular (b) hard work (c) great fun.

9. Nightfire attacked Florian to protect Ryan because:
(a) Ryan was going to be a gold rider (b) Nightfire liked kind and respectful Ryan more than cruel Florian (c) Florian ran away.

10. Ryan and Nightfire both:
(a) wore gold (b) disliked Florian (c) liked flying.

11. What is the moral of the story?
(a) Kindness is more powerful than cruelty (b) Nasty people get burnt (c) The best way to control dragons is to be kind.

Sapphire 10

Dragonrider

1. Ryan had wanted to be a dragonrider since he'd first seen a magnificent red dragon flying over his village when he was just one year old. Back then, he hadn't known how hard it was to become one of these legendary riders. Now, as he entered his second year of ten years of training, he knew exactly how hard it was.

2. Each trainee rider was assigned to work for one rider and dragon. Trainees woke early and worked hard until dusk. Ryan had been assigned to Florian, a fearsome gold rider with a bad-tempered gold dragon named Nightfire. It was hard working for Florian, a malicious man who enjoyed using his whip to control trainees and dragons.

3. Ryan dragged the bucket of small animals he'd caught yesterday to Nightfire's pen. Nightfire had a big appetite, which meant Ryan had to catch a lot of animals ... and clean up huge piles of steaming waste. Ryan didn't mind. Despite Nightfire's temper, Ryan respected the majestic dragon and treated it with kindness.

4. 'Greetings, Nightfire', said Ryan as he entered the pen. Instead of tipping the meat on the floor like other trainees, Ryan threw each piece for Nightfire to catch. Nightfire seemed to enjoy this game as it snapped the meat in its strong jaws. Ryan chatted away as he started cleaning the pen, hoping Nightfire wouldn't send any fireballs his way.

5. He was still chatting when Florian burst into the pen, scowling.

6. 'Why isn't Nightfire saddled?' he yelled, whip in his hand. 'I told you I was flying today! It seems my whip needs to teach you yet another lesson!' Florian raised his whip to strike Ryan.

7. A burst of fire shot across the pen. Florian screamed as the fireball disintegrated his whip and burnt his hand. Nightfire roared and shot another fireball towards Florian, who ran from the pen. He knew what this meant. Nightfire had chosen a new master.

8. Nightfire lowered its head in front of Ryan and snorted softly. Ryan touched the golden head, then climbed up onto the strong neck. Nightfire leapt into the air, and Ryan realised that kindness and respect were far more powerful than cruelty.

Sapphire 10

Dragonrider

Answers

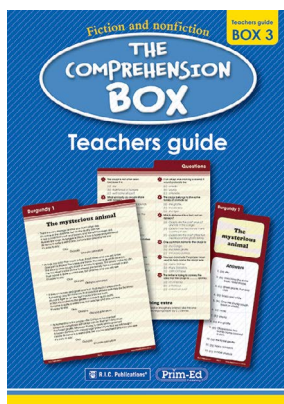
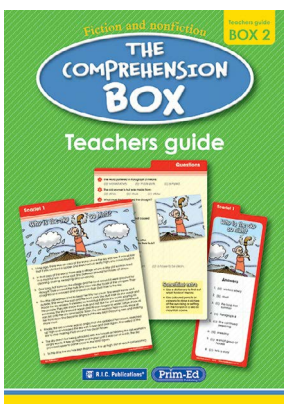
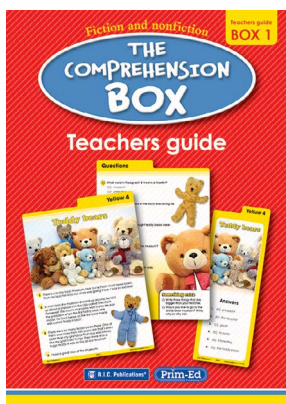
1. (b) malicious
2. (c) Nightfire
3. (b) disintegrated
4. (b) droppings
5. (a) before
6. (b) Paragraph 2
7. (b) hard work
8. (b) Nightfire liked kind and respectful Ryan more than cruel Florian.
9. (b) disliked Florian
10. (a) Kindness is more powerful than cruelty.

Answer card

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ENGLISH

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Samples from Box 2

Card explanation

Front

The coloured tab at the top of the card indicates the different sections. There are ten cards the same colour in each section. This ensures that all cards can be returned to the box in the correct section.

The cards are numbered from 1 to 10 in each section. All cards should be returned to the correct coloured section and placed in the correct numerical order.

Each card has an interesting or fun title which may or may not tell exactly what the card is about. It motivates the pupils to read on to find out more.

Each text is written in numbered paragraphs and/or steps so information can be readily located when answering the questions. Texts which are procedures will have numbered steps or instructions.

Colourful artwork supports the text. The artwork may be diagrams, drawings, cartoons or photographs to motivate pupils, add interest to the topic or comprehension.

Scarlet 1

Why is the sky so high?

1. Long ago, there was an area of the world where the sky was low. It was so low that if you climbed a ladder and stretched up really high, you could touch it.
2. In that area of the world, there was a village where a little old woman lived in a mud hut with a straw roof. She polished around her house all day—cleaning, dusting, sweeping and scrubbing.
3. One long, hot summer, the village and the land around it were affected by drought. Dust covered the huts and blew into the faces of the villagers. They coughed and sneezed and choked on dust. Dust rose to the sky.
4. The little old woman tried to keep her tiny hut clean. She swept inside and outside. She swept the roof and the front yard. The dust rose as she swept and made the sky sweeter. It sweated so hard that it shook the world, scaring all the people. They ran inside their huts and hid. But the old woman continued sweeping. The sky sneezed again and its eyes began to water. Large drops of rain fell onto the dry land below. Soon, the old woman had muddy steps at her front door. She became angry, but the sky kept dropping rain and making more mud.
5. Finally, the old woman was so angry that she grabbed her broom, stretched up high and whacked the sky with it over and over again. She yelled at the sky to stop making mud around her clean house.
6. The sky didn't like being whacked with the broom or hearing the old woman's angry words. It flew up higher and higher until it was out of reach. The sky promised never to come close to the land again.
7. To this day, the sky has kept its promise. It is up high, out of reach (of brooms!).

Teacher Guide

Pupil answer recording sheet (see page 38)

Pupils record:

- their name
- the card colour
- the card number
- and write the appropriate answer: (a), (b) or (c) for each question. Both the short and full answers are provided on the answer cards.

Pupils indicate in the right-hand column, using a cross or a tick, whether the answer is correct or incorrect.

At the bottom of the recording sheet, pupils write the number of correct answers they scored.

Teachers may photocopy a number of recording pages and staple them together to form a pad. This information can then be used to complete the teacher tracking sheets.

Pupil tracking sheet (see page 80)

The pupil tracking sheet allows the pupil to monitor his/her own progress through the cards in the box.

Pupils record each card as it is completed. Generally speaking, it will not be practicable to complete the cards in the exact order. In this case, pupils should colour or tick the card completed and go forwards or backwards to the next available card.

Level	1	2	3	4	5	6	7	8	9	10
Scarlet										
Peach										
Gold										
Apricot										
Emerald										
Violet										
Olive										
Saffron										
Light										
Sage										
Cherry										
Amber										
Indigo										
Blue										
Teal										

REVIEW 'We have purchased all the boxes to use as part of our guided reading sessions. The children love the variety of texts and the multiple-choice questions!'

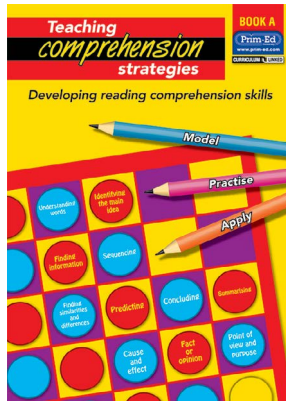
Kate Will, Teacher

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- » Test page for every strategy



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Features

- Original and varied texts, customised to suit the strategy being studied.
- Skills and strategies taught using explicitly modelled examples and activities.
- Assessment activities where pupils can apply the comprehension strategies that have been taught to answer questions.

Sample pages from Book C

Teachers notes

What is comprehension?

Comprehension is a cognitive process. It involves the capacity of the mind to understand, using logic and reasoning. It is not, as some people would believe, simply to pass the answers to formal questions, done with a pencil and paper, after reading text. Pupils need to know how to think about and make decisions about a text after reading it.

Teaching comprehension

Comprehension skills can and should be developed by teaching pupils strategies that are appropriate to a particular comprehension skill and then providing opportunities for them to discuss and practise applying these strategies to the texts they read. These strategies can be a series of clearly defined steps to follow.

Pupils need to understand that it is the process not the product that is more important. In other words, they need to understand how to show their own responses rather than demonstrate that they can do it.

Higher order comprehension skills are within the capacity of most pupils, but care needs to be taken to ensure that the text is at an appropriate level and that the language of discussion is also age-appropriate.

The text can be read with the pupils. The emphasis should be on discussion and on comprehension activities should be completed orally before moving to supported and then independent pencil and paper work.

Notes: Some pupils may not be able to complete the activities independently.

They should practise writing and reading words such as 'sequence', 'paragraph', 'sentence' etc. so they are familiar with them.

Notes: The terms **skills** and **strategies** are sometimes confused. The following explanation provides some clarification of how the two terms are used in this book. **Skills** relate to competence performance and come from knowledge, practice and repetition. **Strategies** involve planning and tactics.

In other words, we can teach strategies that will help pupils to acquire specific comprehension skills.

Metacognitive strategies

Metacognitive strategies, teaching pupils how to think about thinking, are aimed at developing the reader's comprehension skills taught in this book. Meta-cognitive strategies can be modelled and explained to pupils for each skill. As this is essentially an oral process, teachers are encouraged to elaborate on and model the explanation provided for the learning about the skill gaps and to talk about different thought processes they would use in learning each strategy. Pupils will require different levels of support before they are able to work independently to comprehend, make decisions about text and choose the best answer to multiple choice questions. This support includes modelling the metacognitive processes, as well as supported practice with some hints and cues provided.

Comprehension strategies

The objective of this book has been written on to not just to introduce and challenge pupils and to help them to develop their thinking processes through modelled metacognitive strategies, discussion and guided and independent practice. There are no model questions, but there are many that require and encourage pupils to use logic and reasoning. Particularly in the higher order comprehension skills, there may be more than one acceptable answer. The reader's prior knowledge and experience will influence some of his or her decisions about the text. There may also be more than one answer to a pupil can justify and explain his or her choice. Therefore, some answer prompts should be considered perspectives but more a guide and a basis for discussion.

There are pupils with excellent cognitive processing skills and a particular aptitude for and interest in reading who develop advanced reading comprehension skills independently. However, for the majority of pupils, the strategies they need to develop and demonstrate comprehension need to be taught explicitly and carefully taught, not just tested, the rationale behind this series of books.

Teachers notes = 1

The focus of this section is on the following skill:

Understanding words

Objectives

- Pupils will use contextual information to determine the meaning of words and phrases in text.
- Pupils will apply metacognitive strategies to reflect on how they determine the meaning of words and phrases.

Background information

The meaning of the words and phrases we use depends on how they are used in a sentence. Contextual information is a very useful tool in determining meaning.

Some pupils find the concept difficult and need explicit modelling and supported practice to understand the skill or to receive information to determine word or phrase meaning. When an answer to the question meaning is a word, consideration of the text and that there are clues there to help them.

In discussing practice to multiple choice questions, pupils should first locate the word in the text. They should then read the sentence and/or the sentence above and below it, as well as other parts of the text that may provide clues to the meaning. They should consider all answers before making a decision and choosing one.

Pupils may also need to see specific information to check that the meaning they have selected fits the answer.

Best buddies Page 1-7

Practice Page 1

1. 100
2. 100
3. This amount each other and nothing together
4. Answer will not be able to answer as having to do new thing can be very hard to answer to do if you have answer to share things with.

On your own Page 7

1. 100
2. 100
3. 100
4. 100
5. The answer was much like, about shared
6. Teacher check

Guidance Page 9-13

Full text Page 9

1. 100
2. 100
3. 100
4. 100

Answers Page 10-13

Match Answer

Practice Page 12

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On your own Page 13

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Make a party hat Page 10-15

On your own Page 15

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Understanding words = 1

We use words to communicate with other people. It is important that we understand what words mean when we read them. We also need to know some ways to work out what unfamiliar words mean.

Read the recount.

Best buddies

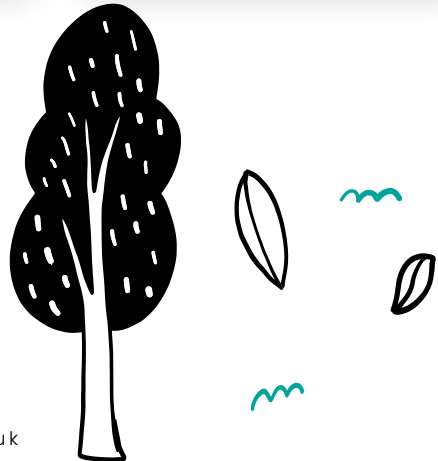
Ryan is my best buddy. I call him that because we do lots of things together. We are nearly inseparable. We sit next to each other in class and we play games together in the playground. On the weekends and after school, we hang out together.

We have done lots of new things together. When I attended school on my very first day, Ryan started too. When I was promoted from the baby pool to the big pool at the swimming club, Ryan was too. When I went on my first school excursion, Ryan went too. When I was introduced to a new teacher at the beginning of each year, Ryan met him or her too. Having someone to share scary, new experiences with made it easier to cope with them.

Some people say that we are like two peas in a pod. We both like to draw and play cricket. We both like the same television shows and books. I have a pet Labrador that chases balls and sticks—and so does he. I don't like to eat broccoli and neither does Ryan, but we both like to eat ice-cream and cheese.

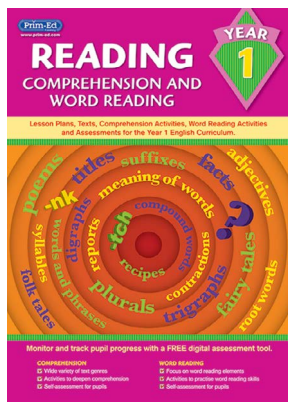
Ryan is seven and so am I. Usually, it's great to share everything with my best buddy, but Ryan's birthday is the same day as mine too, so we share a birthday as well. That's when it's not so great that your best buddy is also your twin brother! You only get to go one birthday party instead of two.

	AGE	CODE	PRICE
Book A	5–6	6296	£22.95
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Book C	7–8	6298	£22.95
Book D	8–9	6299	£22.95
Book E	9–10	6300	£22.95
Book F	10–11	6301	£22.95
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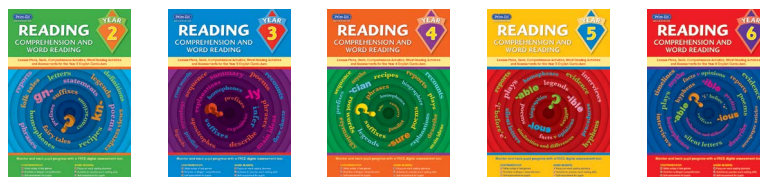


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- Support for the teacher with guidance on assessing pupil performance within the three categories of working towards, meeting, and exceeding expectations.
- Encourages pupils to reflect on their own learning and progress through self-assessment.

Sample pages from Year 2

How Lightning came to Earth

Curriculum Links	Objective	Outcome
Year 2	<ul style="list-style-type: none"> Participate in discussion and drama that are used to discuss and explore the text. Identify the main message of the text. Identify the main message of the text. Identify the main message of the text. 	<ul style="list-style-type: none"> Can identify the main message and outcome of the text. Can identify the main message and outcome of the text. Can identify the main message and outcome of the text.
Comprehension	<ul style="list-style-type: none"> Identify the main message of the text. Identify the main message of the text. Identify the main message of the text. 	<ul style="list-style-type: none"> Can explain the meanings of words. Can explain the meanings of words. Can explain the meanings of words.
Word Reading	<ul style="list-style-type: none"> Identify the main message of the text. Identify the main message of the text. Identify the main message of the text. 	<ul style="list-style-type: none"> Can distinguish the spelling of different words. Can recognise words with long 'i' sound. Can recognise words with long 'i' sound.

Additional Teacher Information

Definition of Terms

Terminology for Pupils

Links to other Curriculum Areas

Suggested Reading

Notes and Guidance (continued)

Word Reading

Assessment and Answers

Assessment

Answers

Word Reading

Answers

How Lightning came to Earth – 1

Read the fantasy.

Long ago, there were only dragons on Earth. The sun always shone and dragon flames were always hot.

There were two clans of dragons—sea dragons and land dragons. The sea dragons ruled the seas, oceans and the land where they nested. The land dragons ruled the inland and mountains. The two clans argued about who owned the nesting land.

Eard, the king of the land dragons, lived in a cave with his son, Draca. In a cave near the sea, Flot, the king of the sea dragons, lived with his son, Wym. One day, near the nesting field, Draca and Wym met. They talked and played together and became close friends. The two clans still argued about the nesting land.

Finally, the dragons decided to end the feud. They chose one champion from each clan. The winner would claim the nesting land. Draca and Wym were chosen. They were very sad. They did not want to fight each other but they had to do what the Kings said. Claws ripped. Flames flashed across the sky. Tails lashed.

From Heaven, Dryhten, the dragon god, watched sadly. The land and sea dragons were greedy and selfish. They would kill the friends. Thunder roared and the sky grew black. The champions fell to the ground. Sweat, blood and tears poured from their bodies.

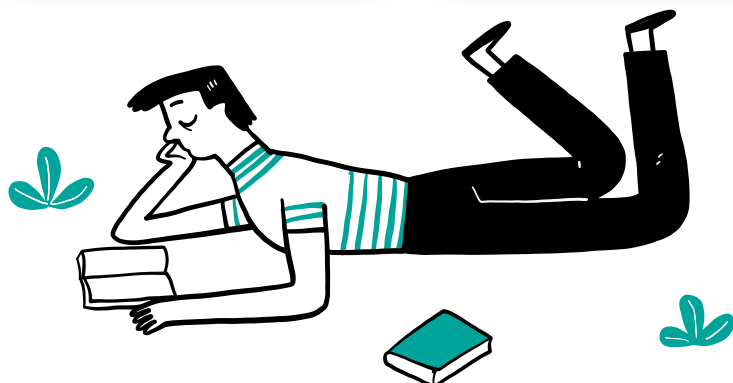
“Look what you have done!” roared Dryhten. “You almost killed something special. Draca and Wym are the only ones who know how to end the feud. Being friends and understanding each other is the way.”

The land and sea dragons felt ashamed. Dryhten was right. They had been greedy and selfish. They picked up Draca and Wym in their wings and took them home to look after them. The land and sea dragons agreed to share the nesting land.

From that day on, the sun did not shine every day. Sometimes grey clouds flashed with flames like the breath of dragons fighting. The flashes remind everyone not to be greedy and selfish. They remind us to be friends and to try to understand each other. The flashes became known as lightning.

My learning log

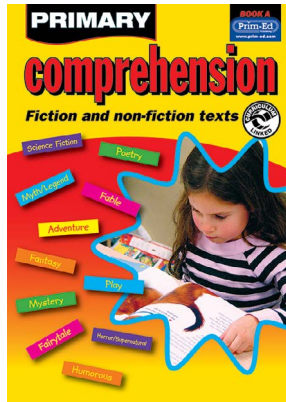
When I read this fantasy text, I could read _____ most of it, _____ parts of it.



Primary Comprehension

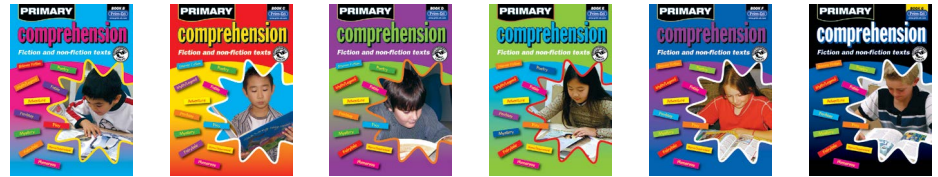


For a free sample, go to:
www.prim-ed.co.uk/primarycompsample



Comprehension practice pupils will love!

- » Seven-book series
- » Suitable for ages 5–11+
- » Includes pupil activities to practise appropriate comprehension strategies



Full of funny, suspenseful, horrifying, and exciting texts, *Primary Comprehension* is an educational adventure! With a wide array of literal, inferential, and applied comprehension questions, this seven-book series is essential for every teacher's collection.

Features

- Each book contains 20 different texts from a variety of genres including humour, fantasy, legend, adventure, myth, report, and much more.
- Three levels of questioning—literal, inferential, and applied—to assess pupils' comprehension.
- Nine specific strategies covered in each book: predicting, making connections, comparing, sensory imaging, determining importance, skimming, scanning, synthesising, and summarising.

Sample pages from Book C

THE ANT AND THE DOVE – 1

Read the fable.

One hot day, a little ant was crawling along a river bank. "How nice and cool the water looks," the ant thought to himself. "I think I'll take a drink." The thirsty ant crawled down to the edge of the river. As he began to drink, his feet slipped on a wet rock and he fell in. The water began to sweep him away. "Oh, somebody please help me," the little ant cried out, "or I will surely drown!" A dove, who was perched on a branch overhanging the river, saw that the ant was in danger. "I can help him," she thought. "If I drop a leaf into the water, the ant can climb onto it. It will be like a little boat." So the dove dropped the leaf close to the ant and called out what to do. The ant climbed onto the leaf and soon floated safely to the shore. "Thank you, kind dove," said the little ant. "You have saved my life. I hope I can help you one day." A few days later, a hunter came by looking for birds to catch. He saw the dove resting on a branch and began to get out his net. However, the little ant had seen what the hunter was up to. He raced up to the hunter and bit him on the leg. The hunter yelled in pain. The dove heard the noise and flew away to safety. The hunter picked up his net and walked on. "Thank you this time, little ant," cooed the dove. "You did help me after all."

1 Right there

(a) Circle the correct answer.

One hot day, a little ant was crawling along ...

(i) the edge of a stream (ii) a river bank (iii) on the edge of a pond

(b) Why did the ant take a drink?

THE ANT AND THE DOVE – 2

Use the text on page 11 to answer the questions.

1 Right there

(c) Why did the little ant fall in the river?

(d) Use the numbers 1 to 6 to show the order of each event in the fable.

1 A hunter got out a net to catch the dove.
 2 The dove noticed the ant was in danger.
 3 The dove flew away to safety.
 4 The ant fell in the river.
 5 The ant bit the hunter on the leg.
 6 The dove dropped a leaf in the water.

2 Think and search

Use a dictionary to help you match each word to its meaning.

(a) perched • cried out loudly
 (b) thirsty • settled or resting on something
 (c) yelled • to die from being underwater too long
 (d) drown • needing a drink

3 On my own

The story of the ant and the dove is a fable which means it teaches us a lesson. What story is? Tick the best answer.

Don't go near water if you can't swim.

Bite people if you want to scare them.

THE ANT AND THE DOVE – 3

Use the text on page 11 to complete the activities.

1 Explain how the dove helped the ant from possibly being drowned.

2 List two other ways the dove could have helped the ant.

(a) _____

(b) _____

3 Choose one of your answers to Question 2 to change part of the fable of *The ant and the dove*. Use your own words to fill in the missing lines. Draw a picture in the space below to illustrate how the dove helped the ant in your story.

... "Oh, somebody please help me," the little ant cried out, "or I will surely drown!" A dove, who was perched on a branch overhanging the river, saw that the ant was in danger.

"I can help him", she thought. "If I _____"

So the dove _____

	AGE	CODE	PRICE
Book A	5–6	6253	£19.95
Book B	6–7	6254	£19.95
Book C	7–8	6255	£19.95
Book D	8–9	6256	£19.95
Book E	9–10	6257	£19.95
Book F	10–11	6258	£19.95
Book G	11+	6259	£19.95

THE ANT AND THE DOVE

Teacher information

Genre: Fable

Question types and comprehension strategies:

- Analyse and extract information from a fable to answer short, detailed and multiple questions.
- Scan text to determine the order of events.
- Make connections between text and teacher own experience to other events in a text.

Worksheet information:

Pupils could work in pairs or their own in a class discussion to suggest other ways the dove could have helped the ant before completing the activity on page 13. After completion, pupils could read their stories to each other from the table in a small group or display for others to read.

Answers:

Pages 11–12

1. (a) (i) a river bank
 (ii) the ant took a drink because it was a hot day and he was thirsty
 (iii) The little ant fell in the river because his feet slipped on a wet rock.

(b) 1. The ant fell in the river.
 2. The dove noticed the ant was in danger.
 3. The dove dropped a leaf in the water.
 4. A hunter got out a net to catch the dove.
 5. The ant bit the hunter on the leg.

2. (i) perched – settled or resting on something
 (ii) thirsty – needing a drink
 (iii) yelled – cried out loudly
 (iv) drown – to die from being underwater too long

3. If you are good to others, they will be good to you.

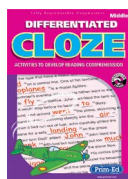
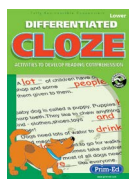
Page 13

1–3. Teacher check

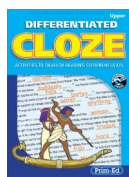
The ant and the dove is one of many of Aesop's fables. Other fables suitable for 6–8 age group include:

- The fox and the grapes
- The lion and the mouse
- The lion, the rooster and the country mouse
- The dog and the shadow
- The hare and the tortoise

Differentiated Cloze



	AGE	CODE	PRICE
Lower	5–7	2047UK	£16.95
Middle	7–9	2048UK	£16.95
Upper	9–11+	2049UK	£16.95



Effective techniques to develop reading and comprehension skills.

Differentiated Cloze helps improve reading comprehension skills. It features a variety of fiction and non-fiction passages, along with differentiated cloze activities and applications for special needs.

Features

- Wide range of cross-curricular topics covered in texts.
- Suitable for English language curricular requirements.
- Each cloze passage presented in two ways— with and without missing words listed.

THERE ARE MANY STRATEGIES THAT CAN BE TAUGHT TO HELP CHILDREN UNDERSTAND WHAT THEY READ.

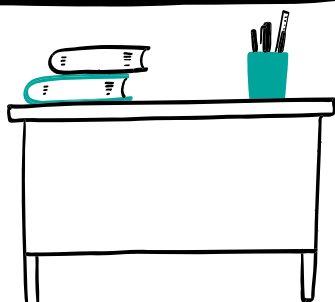
MANY CHILDREN THINK VISUALLY. USE THESE ACTIVITIES TO HELP CHILDREN VISUALISE WHAT THEY READ AND IMPROVE THEIR COMPREHENSION:

- IF THE TEXT INCLUDES A CHARACTER OR SETTING DESCRIPTION, ASK CHILDREN TO FORM A PICTURE OF IT IN THEIR MINDS. ASK THEM TO DRAW IT. CAN THEY ADD ANY DETAILS TO THE AUTHOR'S DESCRIPTION?
- DOES THE TEXT INVOLVE A JOURNEY? CHILDREN CAN DRAW A MAP TO VISUALISE WHERE THE CHARACTERS WENT AND THE PLACES THEY VISITED.

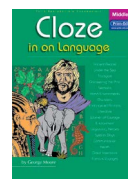
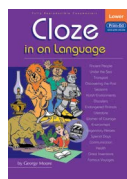
THE COMPREHENSION STRATEGIES BOX IS A NEW SERIES TO HELP CHILDREN LEARN AND PRACTISE A RANGE OF COMPREHENSION STRATEGIES—SEE PAGES 18–19.



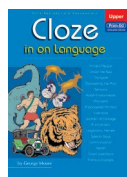
TEACHING COMPREHENSION TIPS



Cloze in on Language



	AGE	CODE	PRICE
Lower	5–7	0251	£22.95
Middle	8–10	0252	£22.95
Upper	10–11	0253	£22.95
EXT	11+	0126	£22.95

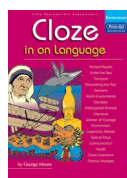


Challenging literacy package for the whole school.

Cloze in on Language is a fun, easy-to-use, and challenging English language package.

Features

- High-interest fiction and non-fiction texts.
- Suitable for pupils with a reading age of 5–12 years.
- Teacher information page and answers included.

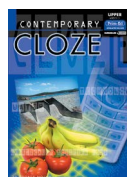


Contemporary Cloze

EBOOK AVAILABLE



	AGE	CODE	PRICE
Lower	5–7	0661UK	£17.95
Middle	7–9	0662UK	£17.95
Upper	9–11+	0663UK	£17.95



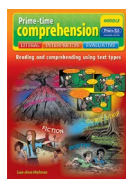
Cloze with high-interest topics.

This series covers a wide range of contemporary topics and delivers the cloze teaching strategy to help pupils develop their comprehension skills.

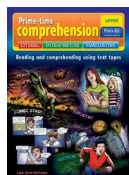
Features

- Features high-interest, contemporary topics such as mobile phones, bullying, and the Harry Potter™ phenomenon.
- Presents reading strategies that allow pupils to choose a word from a list by using context clues or provide their own words.
- Includes activities that help promote written expression and expand vocabulary.

Prime-time Comprehension



	AGE	CODE	PRICE
Lower	5–7	6324	£22.95
Middle	7–9	6325	£22.95
Upper	9–11+	6326	£22.95



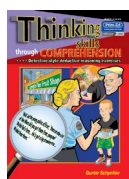
Develop comprehension skills through entertaining texts.

Prime-time Comprehension is designed to progressively improve reading and comprehension using a variety of original texts.

Features

- Texts are in order of difficulty and include fiction, non-fiction, comic strips, and poetry.
- Provides support for teachers with four-page units for each of the 20 texts.
- An explanation of different levels of questioning included.

Thinking Skills Through Comprehension



	AGE	CODE	PRICE
Middle	8–10	0240	£16.95
Upper	10–12	0239	£16.95

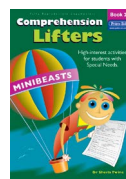
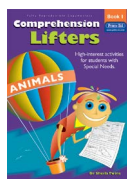
Challenging and stimulating detective-style activities.

Thinking Skills Through Comprehension consists of two photocopiable, high-interest comprehension resource books which develop thinking skills. Through short mystery stories, designed to challenge and motivate pupils, they must respond accurately to a series of text-related questions which guide them to key information to help solve the puzzle.

Features

- Guides pupils to make connections and draw logical conclusions.
- Easy-to-use series, with answers, curriculum notes, and teacher notes included.
- Engages pupils through high-interest topics.

Comprehension Lifters



	AGE	CODE	PRICE
Book 1	8–11+	0371UK	£17.95
Book 2	8–11+	0372UK	£17.95
Book 3	8–11+	0373UK	£17.95
Book 4	8–11+	0374UK	£17.95



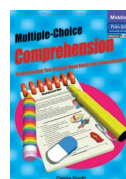
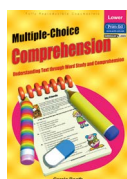
High-interest activities for pupils with special needs.

Comprehension Lifters is written to help special needs pupils and older pupils with weak literacy skills.

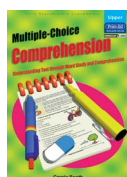
Features

- High-interest topics to engage pupils.
- Many high-interest activities such as cloze, sequencing, and literal and inferential questions included.
- Consistent layout, with text separated by images, to help discouraged readers.

Multiple-choice Comprehension



	AGE	CODE	PRICE
Lower	5–7	2081UK	£17.95
Middle	7–9	2082UK	£17.95
Upper	9–11+	2083UK	£17.95



Master comprehension through fun and challenging activities.

Multiple-choice Comprehension is a photocopiable series to help pupils understand fiction texts and develop comprehension skills.

Features

- Excellent whole-class, group, and individual resource.
- Includes multiple-choice, true/false, sequencing, dictionary, and word study activities.
- Curriculum links and answers provided.

The Spelling Box

For a free sample, go to:
www.prim-ed.co.uk/thespellingboxsample



Boost your spelling programme!

- » Six-box series
- » Suitable for Year 1–Year 6
- » Use with any spelling programme

Support your spelling programme with *The Spelling Box*. Each box contains two sets of 100 cards, filled with fun spelling activities and anchored in nine well-researched skills and strategies—using phonemes, visualising, chunking, using analogy, using rules and generalisations, applying morphemic principles, using mnemonics, using etymology, and using source.

Features

- Designed to be flexible, this resource is easy to use and supports any spelling programme and any spelling list.
- It's not all hard work—a whole section of spelling activities is 'Just for Fun' to engage pupils' learning.
- Activities are great for early finishers, extension work, language centres, literacy time slots, and as quick consolidation activities.

Sample card from Box 1

1
Using Phonemes

Say and clap each spelling word.

Copy each word with one syllable.

Draw a line to make the onset and rime.
 For example, m/um, d/og, h/at.

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Sample card from Box 4

3
Using Analogy

Learning to spell a prefix and knowing its meaning helps you to spell and understand other words.

Write the words 'autograph' and 'automatic'.

Underline the prefix. What do you think it means?

The word 'autobiography' has three morphemes. They can all be used as prefixes in other words.

Write *auto-*, *bio-* and *-graph*. Use a dictionary to find their meanings and work out what you think 'autobiography' means.

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Sample card from Box 6

2
Using Etymology

Many words in English contain Greek or Latin roots. Use a dictionary to find out which of your spelling words have origins in these ancient languages. List them in a table, writing the meaning of the ancient root words.
 For example, the Greek root *pent* means 'five'.

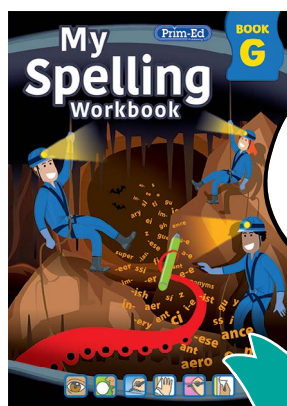
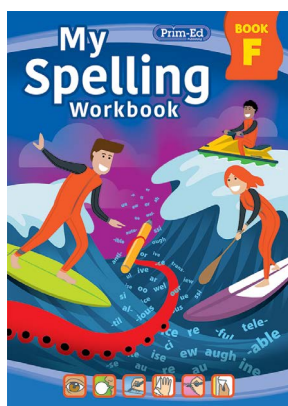
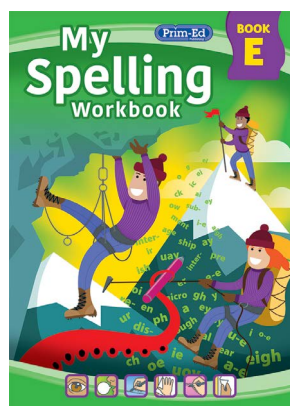
List other words you know that use each root and have a similar meaning to the original words.

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	AGE	CODE	PRICE
Box 1	5–6	8464	£39.95
Box 2	6–7	8465	£39.95
Box 3	7–8	8466	£39.95
Box 4	8–9	8467	£39.95
Box 5	9–10	8468	£39.95
Box 6	10–11	8469	£39.95

My Spelling Workbook

For a free sample, go to:
www.prim-ed.co.uk/mswsample



REVIEW *'The Teacher Guide contains a clear overview of everything that you need to know to be able to use the resource. The information provided makes this a really easy spelling scheme to use. The additional activities are both useful and practical, making spelling fun—the children really love them.'*

Joanne Sheridan, Assistant Head Teacher, Penn Wood Primary and Nursery School

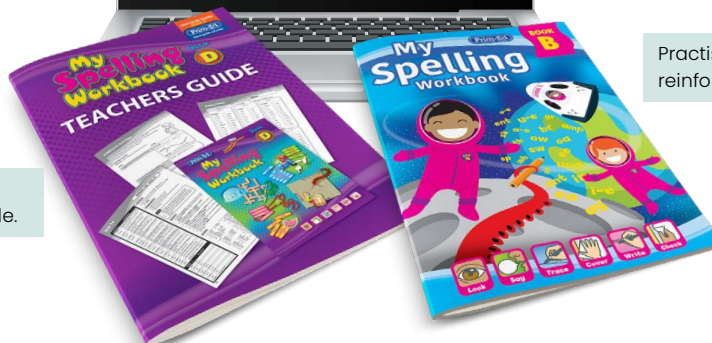
	AGE	CODE	PRICE
Book A	5–6	2280	£6.99
Book B	6–7	2281	£6.99
Book C	7–8	2282	£6.99
Book D	8–9	2283	£6.99
Book E	9–10	2284	£6.99
Book F	10–11	2285	£6.99
Book G	EXT	2286	£6.99

Equip yourself with the tools you need to succeed.

Your class-set purchase of *My Spelling Workbook* gives you all the elements you need to run a successful spelling programme! With a complimentary teacher guide for each class, and access to an engaging interactive game for each year level, you'll see your pupils thrive on their spelling journey.



Engage your pupils and get better results.



Practise, consolidate, and reinforce with our workbooks.

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Sounds in Focus



Your whole-school phonemic approach to sounds and spelling.

» Suitable for Year R–Year 6, and Primary 1–Primary 7

» Package includes online portal access

» Develops spelling, vocabulary, grammar, and writing

Sounds in Focus is a synthetic phonics programme with so much more! It builds vocabulary and ensures that words are used in context. Grammar elements are also built into the units, ensuring that teachers can work on these essential areas of writing in a holistic way.

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AND YOU WILL RECEIVE THE FOLLOWING:

Workbooks

Engage pupils with stimulating activities covered within the pupil books, perfect for daily practice to teach and reinforce their spelling knowledge.

Teacher Guides

Have confidence in delivering this programme through a comprehensive teacher guide that will give you lesson structures and explicit teaching directions.

Sounds in Focus Online

Keep it streamlined with the online portal that features weekly lesson plans, teaching slide shows, projectable pupil books, and so much more.

Support Materials

Inspire and guide your classroom through a variety of support materials, such as teaching charts, pupil glance cards, and sound cards.

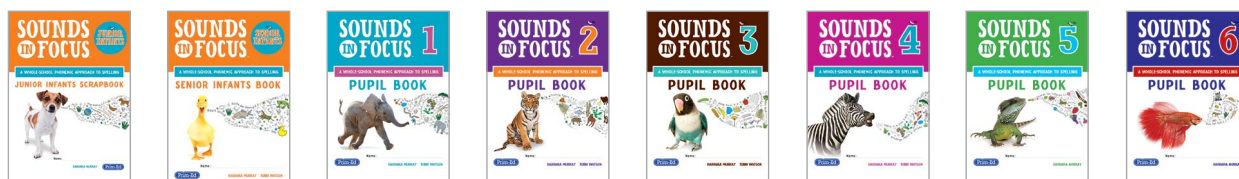
TAKE A CLOSER LOOK WITH
A FREE TRIAL.



Sounds in Focus

ENGLISH

Sign up for a 30-day free trial:
www.prim-ed.co.uk/sifsample



REVIEW 'We have been using Sounds in Focus throughout our school for one year now. We chose it initially, as we sought a scheme that would combine the focus on phonemes and graphemes in the teaching of spelling. We also felt that this programme would bring a focus back to phonics in the senior classes. We found the brainstorming session on the introduction of each sound to be beneficial for the children, whilst the downloadable games and activities acted as effective reinforcement.'

Heidi Jordan, Teacher

Features

- The whole-school nature of the programme means that pupils are revising and building upon the same sounds each year. The programme ensures that pupils become very comfortable with segmenting words into their sounds.
- Each year level has 36 units of work, designed to fit into the school year. Each unit is based on a specific phoneme(s), and with the teacher's assistance, pupils explore the grapheme(s) that can be used to represent it.
- Ideal for multi-year classrooms and differentiation.

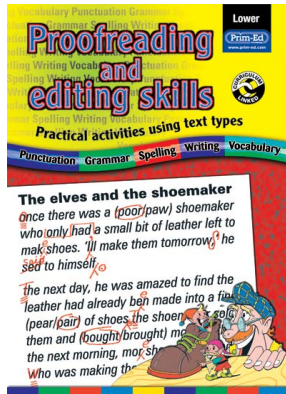
Sample pages from Pupil Book 2

Sample page from Teacher Guide 2

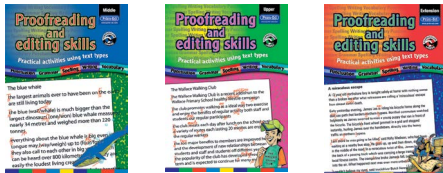
Proofreading and Editing Skills



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A closer look at punctuation, spelling, and grammar.



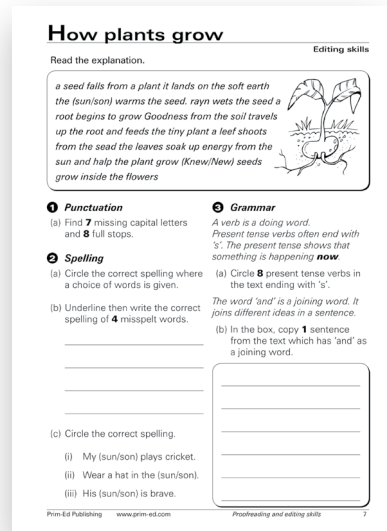
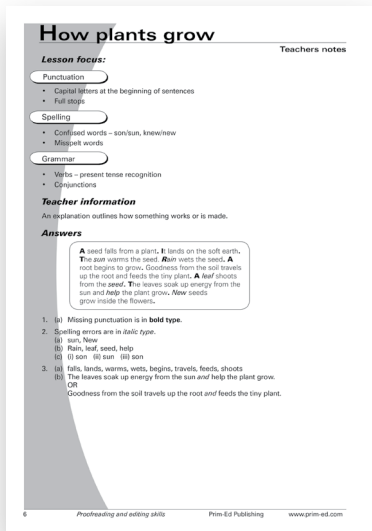
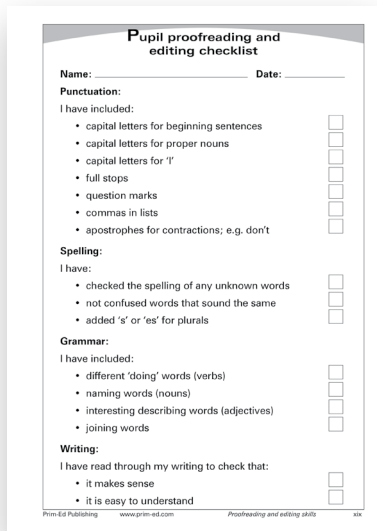
- » Four-book series
- » Suitable for Year 1–Year 6
- » Includes teacher notes and answers

This series gives teachers the opportunity to provide pupils with experience in proofreading and editing written text, an important skill that will be utilised throughout their schooling and adult life. A high level of proficiency in these skills is necessary for accurate self-assessment of written work.

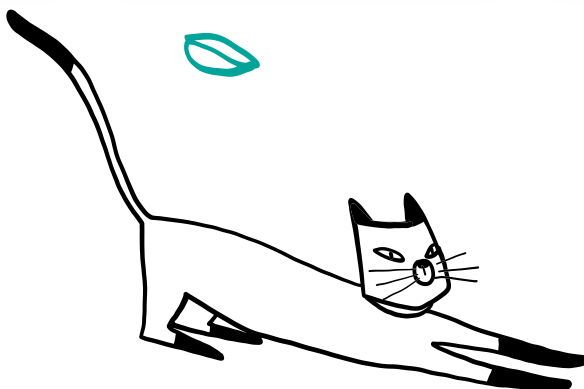
Features

- Gives pupils in-depth explanations and strategies on how to improve their English skills.
- Pupils are given direct information on the errors that have been made and how to improve their understanding of these areas for next time.
- A range of topics with information and learning patterns aligned with the age of pupils.

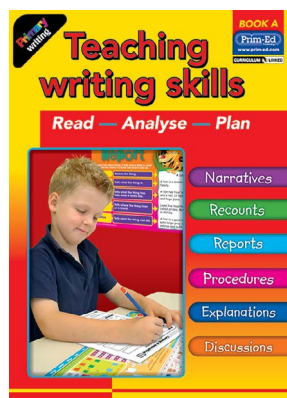
Sample pages from Lower



	AGE	CODE	PRICE
Lower	6–8	0792	£22.95
Middle	7–9	0793	£22.95
Upper	8–10	0794	£22.95
EXT	9–11+	0795	£22.95



Teaching Writing Skills



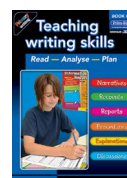
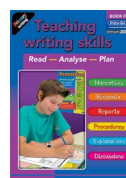
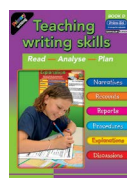
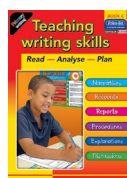
Read, analyse, plan, and write a range of texts.

Create an environment in your class that encourages writing with *Teaching Writing Skills*. Prepare your future authors to write independently through a process of drafting, revising, editing, and publishing.

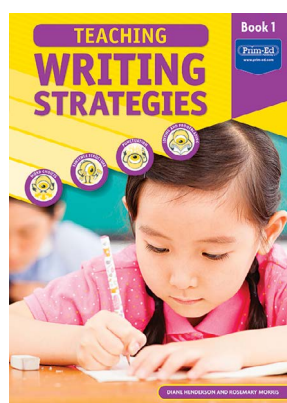
Features

- Covers narratives, recounts, reports, procedures, explanations, and discussions.
- Each unit includes text examples and frameworks to guide analysing text and writing their own.
- Emphasises planning, evaluation, rereading, and proofreading.

	AGE	CODE	PRICE
Book A	5–6	6260	£19.95
Book B	6–7	6261	£19.95
Book C	7–8	6262	£19.95
Book D	8–9	6263	£19.95
Book E	9–10	6264	£19.95
Book F	10–11	6265	£19.95
Book G	11+	6266	£19.95



Teaching Writing Strategies



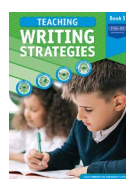
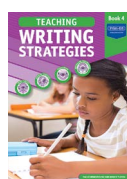
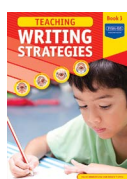
Improve writing at the sentence level.

This series directs pupils to produce clear, precise, and purposeful writing. By applying different strategies, pupils will understand that editing and proofreading are integral parts of the writing process.

Features

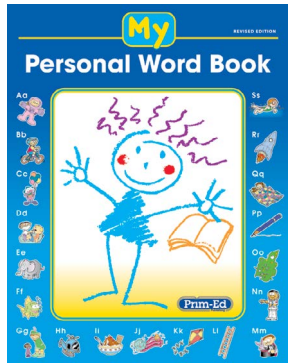
- Each book is divided into four sections covering the basics of good writing—word choice, sentence structure, punctuation, and editing/proofreading.
- Worksheets can be completed independently, in groups, or with the teacher.
- Assessment activities provide a record of individual understanding and highlight common points of weakness.

	AGE	CODE	PRICE
Book 1	5–6	6806	£22.95
Book 2	6–7	6807	£22.95
Book 3	7–8	6808	£22.95
Book 4	8–9	6809	£22.95
Book 5	9–10	6810	£22.95
Book 6	10–11+	6811	£22.95



My Personal Word Book

For a free sample, go to:
www.prim-ed.co.uk/pwbsample



Develop your pupils' written vocabulary.

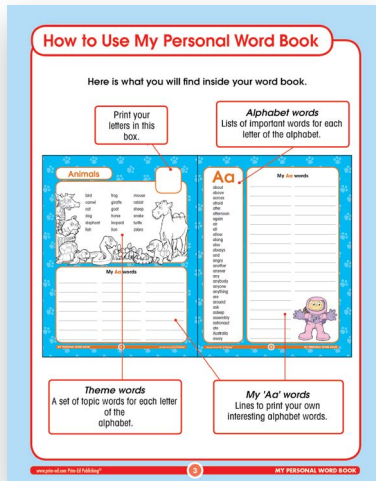
- » Great word book for younger primary pupils
- » Suitable for Year 1-Year 4
- » Contains popular, high-interest lists of theme words

My Personal Word Book provides pupils with a clear and structured tool to learn and develop their vocabulary. It gives pupils the ability to grow their knowledge whilst integrating the correct spelling of each word. This dictionary contains the most commonly used words, plus space for pupils to record new, personal words.

Features

- Provides the clearest learning platform for pupils to have on their desks and use for reference in class.
- Includes a popular, high-interest list of theme words for each letter of the alphabet.
- Supplementary word lists included on popular topics, including family, school, and animals.

AGE	CODE	PRICE
5-8	1111	£5.00



GET INSTANT ACCESS WITH OUR RANGE OF DIGITAL RESOURCES.



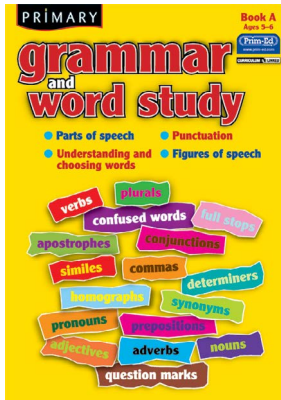
FULL EBOOK
 A FULL COPY OF THE PRINT BOOK AS A PDF DOWNLOAD.

DIGITAL STRANDS, UNITS, AND LESSON PLANS
 SINGLE OR MULTIPLE DIGITAL UNITS AVAILABLE FROM THE FULL EBOOK TO ADD TO YOUR LESSON PLANS. INSTANT ACCESS!



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Primary Grammar and Word Study



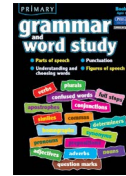
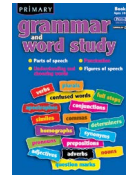
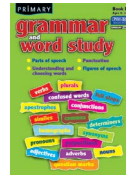
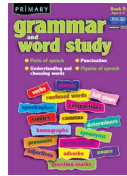
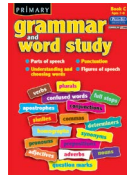
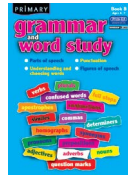
Fun grammar and word learning adventures!

Primary Grammar and Word Study is the complete package for introducing and building pupils' knowledge of parts of speech, understanding and choosing words, punctuation, and figures of speech. With engaging activities and new concepts introduced on each high-interest worksheet, this is an ideal resource for all abilities.

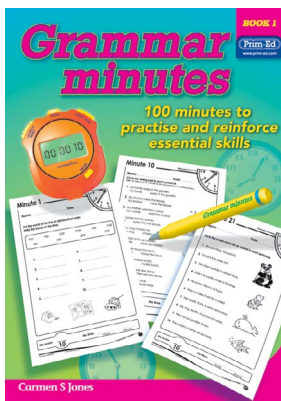
Features

- Each book has four sections: parts of speech, understanding and choosing words, punctuation, and figures of speech.
- Features pupil activity pages, each introducing a concept to be identified and applied, accompanied by comprehensive teacher notes.
- A clearly identified focus is stated on each pupil and teacher page, along with further suggestions on how to support each worksheet.

	AGE	CODE	PRICE
Book A	5-6	6240	£19.95
Book B	6-7	6241	£19.95
Book C	7-8	6242	£19.95
Book D	8-9	6243	£19.95
Book E	9-10	6244	£19.95
Book F	10-11	6245	£19.95
Book G	11+	6246	£19.95



Grammar Minutes



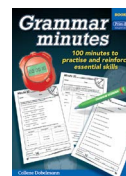
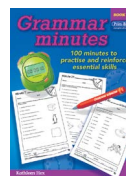
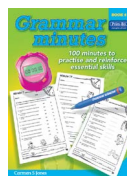
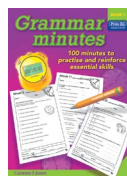
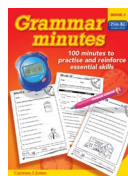
100 minutes to practise and reinforce essential skills.

Grammar Minutes allows pupils to practise their grammar and enhance their overall grammar proficiency. This unique format offers pupils an ongoing opportunity to improve their skills.

Features

- Practise and revise punctuation, parts of speech, sentence structure, compound words, contractions, and much more.
- Offers practice in speed of recall of the knowledge and understanding of many features of the English language.
- Ideal as a lesson starter activity, timed speed test, revision, or homework activity.

	AGE	CODE	PRICE
Book 1	5-6	6327	£19.95
Book 2	6-7	6328	£22.95
Book 3	7-8	6329	£22.95
Book 4	8-9	6330	£22.95
Book 5	9-10	6331	£22.95
Book 6	10-11	6332	£22.95



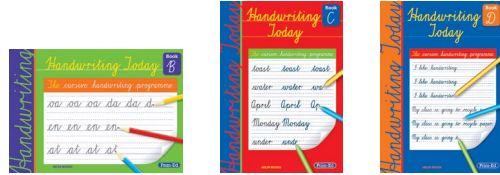
Handwriting Today



For a free sample, go to:
www.prim-ed.co.uk/htsample



Help pupils develop neat, legible handwriting.



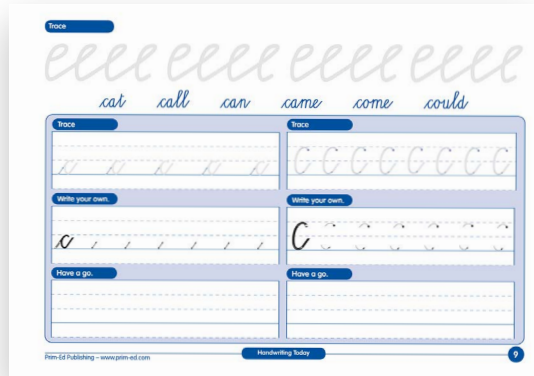
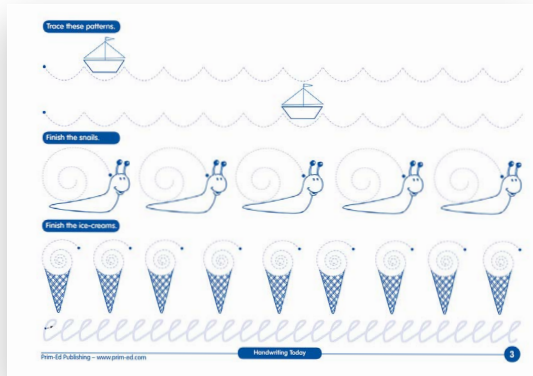
- » Four-book series
- » Suitable for Year R–Year 4
- » A whole-school approach to handwriting

Handwriting Today is a comprehensive joined cursive handwriting programme of four workbooks to help pupils develop neat, legible handwriting. Set out to work as a complete handwriting programme, this series ensures there's a whole-school approach to handwriting in terms of letter shapes, height, and starting and ending positions, so that pupils encounter the same style year after year. *Handwriting Today* uses a cursive font created to take the best from traditional cursive fonts and blend with the best of contemporary font designs to provide a smooth, easy-to-write, and easy-to-view handwriting font that will create habits that remain for years to come.

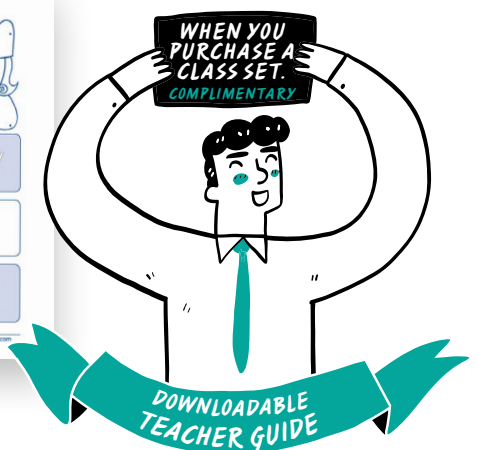
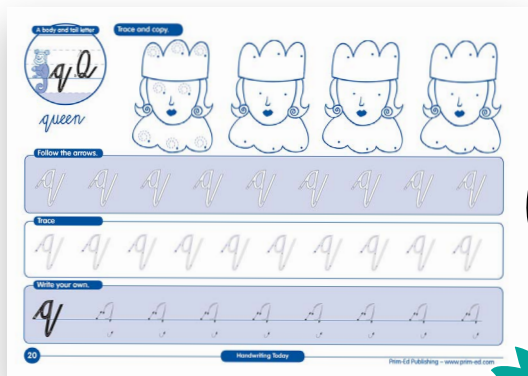
Features

- Introduces pupils to the cursive style in a systematic and structured fashion, with numerous practice and review pages to ensure success.
- Designed to help pupils practise a cursive style that will increase speed, fluency, and spelling accuracy of their writing.
- Backed by research that shows how cursive handwriting discourages reversal and transposition of letters—plus, it is the recommended style for pupils with dyslexia.

Sample pages from Book A



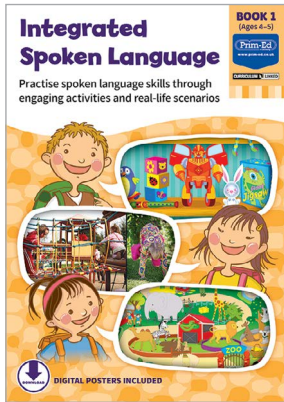
	AGE	CODE	PRICE
Book A	5–6	2344	£6.99
Book B	6–7	2345	£6.99
Book C	7–8	2346	£6.99
Book D	8–9	2347	£6.99



Integrated Spoken Language

ENGLISH

For a free sample, go to:
www.prim-ed.co.uk/islsample



Develop your pupils' spoken language skills!

» Four-book series

» Suitable for ages 4–8

» Includes free download of high-resolution posters



Spoken language enables us to use words to express knowledge, ideas, and feelings; and lays the foundation for essential reading and writing skills. *Integrated Spoken Language* is a four-book series that provides your pupils with the opportunity to develop and reinforce their spoken language skills, all while having fun and relating their learning to real-life scenarios.

Features:

- Develop spoken language skills by providing plenty of opportunities for pupils to practise through a large range of activities.
- Promote faster adoption of spoken language skills through a mix of cartoons and photographs in realistic scenarios that pupils can relate to.
- Each book gives you access to the high-resolution digital versions of all the themed images, making them easy to display on an interactive whiteboard, to print out and display, or to give to pupils.

Sample pages from Book 3

FURTHER TEACHER NOTES

Each level of *Integrated Spoken Language* includes the following components:

- A full-colour digital download of 20 images relating to common themes for use on interactive whiteboards. Additional resources such as poems, songs, stories or worksheets etc. may also be included where relevant in each component.
- A teacher resource book with teacher notes and suggested activities that focus on a specific spoken language skill/theme. Additional teacher resources that enhance these activities have been provided where applicable.

Supporting teacher notes for each image contain the following information:

- Theme
- Suggested vocabulary for the theme
- Open-ended theme starter questions
- Spoken Language Activities with key vocabulary provided
- Additional activities with a different skill focus for each image that can be used as provided. The different themes can be used to focus on different skill activities.
- Cross-curricular activities either designed to use the image and photos or other key learning areas.

Supporting resource sheets

Resource sheets may include models for drama, simple worksheets created by yourself, class, simple sentence beginnings, puppets, poems and so on.

Teacher page 1

Teacher page 2

LIVING AND NON-LIVING **TEACHER NOTES**

lights	LED	plastic	artificial	real	living
natural	non-living	forest	tree	environment	plant
frank	stem	root	petal	flower	leaf
seed	bulb	leaf	root	soil	soil
colour	water	oak	oak tree		bark

THEME STARTER QUESTIONS:

- What can you see in the photograph?
- Which parts of the photo are living? Which parts are non-living? How do you tell?
- What do you think the trees are made from?
- Where do you think the photo is? What country or city?
- How would you feel if all trees looked like that?
- Describe your favourite tree or plant.
- What time of day is it in the photograph?
- What do you think the forest would look like during the day?
- What would happen if there were no plants left in the world?

THEMED ACTIVITIES

ACTIVITY FOCUS: Acquisition and use of vocabulary

ACTIVITY 1 WORD CHARADES (small groups)

- Pupils select words associated with the photograph and act them out for their group. A class word wall can be completed and used as a word bank for pupils to refer to.

ACTIVITY FOCUS: Information giving, explanation and justification

ACTIVITY 2 WHAT GOOD IS A TREE? (small groups)

- Pupils watch a clip from The Lorax at <https://youtu.be/0n7b3ooc> and in small groups discuss whether a living tree or a tree like the one made in the photo is better. Pupils record their final decision and justification using an audio or video recorder, or present their argument to the class.

ACTIVITY FOCUS: Demonstration of understanding

ACTIVITY 3 DRAW A TREE (pairs)

- Pupils take turns to give their partner instructions on drawing a tree of their own design. Pupils draw, design and discuss a tree then discusses to their partner how to draw it, without their partner seeing their design. Pupils can then swap roles.

LIVING AND NON-LIVING **RESOURCE SHEET 2**

Picture Sort – 2

FIRE	CLOUD	ANGEL
ELF	VINE	SPIDER
BRIDGE	TREE	FLOWER

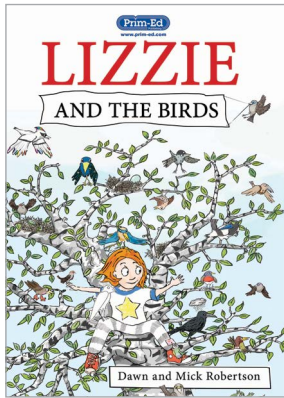


	AGE	CODE	PRICE
Book 1	4–5	8460UK	£27.95
Book 2	5–6	8461UK	£27.95
Book 3	6–7	8462UK	£27.95
Book 4	7–8	8463UK	£27.95

Lizzie and the Birds

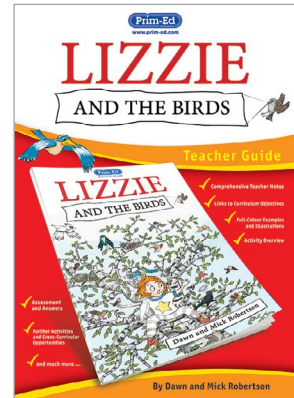


For a free sample, go to:
www.prim-ed.co.uk/lizziesample



Go on a learning adventure with *Lizzie and the Birds!*

- » Suitable for Year 1–Year 4
- » Lizzie doll available!
- » Accompanying comprehensive Teacher Guide



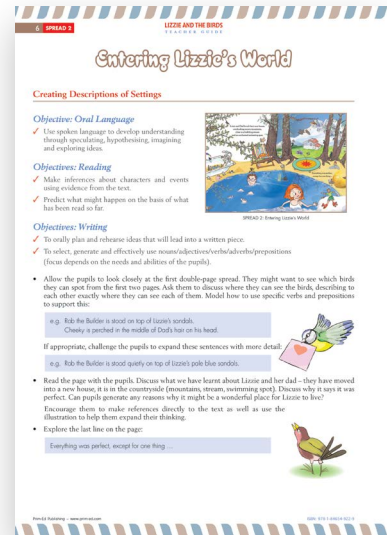
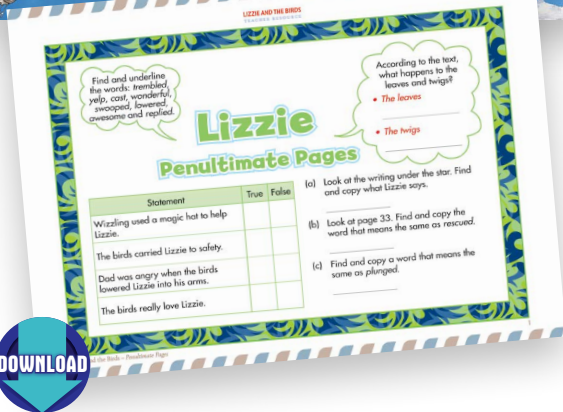
Lizzie and the Birds is an imaginative text that will inspire a wide variety of spoken language, reading, and writing opportunities and challenging activities. Written by an experienced teacher and English language consultant, this book has enormous potential as a springboard for spoken language, leading into further reading and writing activities.

Features

- Covers all aspects of the national curriculum for English through the book and its corresponding activities.
- Teacher Guide designed to support and inspire the teacher to get the maximum use, benefits, and enjoyment out of the story with their class.
- Science and PSHE objectives are also explored.

Reader

Teacher Guide

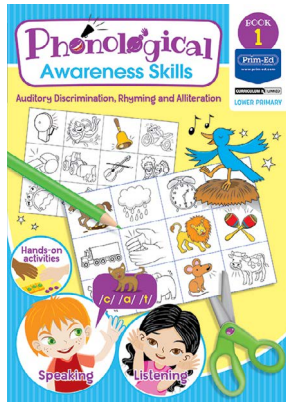


	AGE	CODE	PRICE
Reader	5–8	PR-6227	£5.99
Lizzie doll	5–8	MKLD01	£9.95
Teacher Guide	5–8	PR-6228	£29.99



Phonological Awareness Skills

For a free sample, go to:
www.prim-ed.co.uk/passample



Prepare your pupils for spelling, reading, and writing!

- » Five-book series
- » Suitable for Year R–Year 3
- » Each unit also available as a digital download



How do you help pupils develop their phonological awareness and give them the skills they need to succeed in early reading and spelling? *Phonological Awareness Skills* is a five-book series which uses fun, hands-on activities to help your pupils master the 12 crucial skills.

Features

- With an emphasis on spoken language, easily prepare pupils for any phonics or spelling programme.
- Each book contains heaps of class activities, all linked to learning outcomes and all easy to implement.
- Ideal for whole-class, small group, and pair work.

Sample pages from Book 2

TEACHER BACKGROUND INFORMATION

The general term 'phonological awareness' includes phonemic awareness of sounds, words, syllables and rhyme. All phonological and phonemic awareness skills are learnt orally. Children need the ability to identify and work with the sounds of spoken language in order to make sense of sound-symbol relationships.

About the Games/Activities Pages

The majority of the games and activities in this series of units are hands-on and oral, catering for pre-reading children. However, some activities involve sound-symbol relationships so letters and written work are included. This caters for younger children who need extension and older children who need remediation, consolidation, reinforcement or revision of skills.

Games and activities without resources are suitable for lesson breaks and 'attention-grabbing' games. The 12 different skills are presented in developmental order. The first skill—auditory discrimination—is the most basic, but undervalued skill, while the tenth—phoneme reversal—is the most complex skill and harder to master.

The skills are: auditory discrimination; rhyming; alliteration; segmentation and syllabification; and blending. The following skills involve manipulating phonemes: phoneme matching; phoneme isolation; phoneme completion; phoneme addition and deletion; phoneme segmentation; phoneme substitution and phoneme reversal.

Each skill has a number of different components. Games and activities for each component are provided together. An objective down the side of each game/activity states which component is covered by the game/activity.

For example, rhyming has three main components: discriminate rhymes between words (i.e. tell whether or not two spoken words rhyme); discriminate rhymes in context including listening to songs, poems, or nursery rhymes and finding the rhymes; and produce rhymes.

ACTIVITY 3: Ten Frame Sentences

Provide each child with a ten-frame grid on page 20. The children fill in the ten frames. They then read the sentences to the class.

ACTIVITY 23: Say the Word

Use simple CVC words to help children learn to segment the onset and rime in words. Segment a series of words into onset and rime parts and say them. Ask the children to say the word each pair of onset and rime makes.

ACTIVITY 24: First and Last Parts of Words

Display images of objects and ask children to say the first or last part of the word. Use single-syllable words for this activity. Some possible words (and pictures) to use are given below: web, th-umb, b-o-x, ribs, sh-ark, d-o-or, d-uck, b-all, c-o-w, c-ake. The pictures on pages 48-49 may be used.

SEGMENTATION AND SYLLABIFICATION GAMES AND ACTIVITIES

ACTIVITY 23: Say the Word

Use simple CVC words to help children learn to segment the onset and rime in words. Segment a series of words into onset and rime parts and say them. Ask the children to say the word each pair of onset and rime makes.

Word families work well for this activity, for example, at: c-at, h-at, m-at; p-eg, l-eg, b-eg; b-in, p-in, f-in; but most simple words can be used.

Use some of the following:

- p-od, m-an, b-us, t-ub, p-eg, t-ep, b-ag, h-am, m-ad, h-ut, n-et, p-it, b-un
- c-ake, s-ig, f-ive, t-ape, r-ope, s-unl, t-ank, s-w-ig, b-ome, tw-inkle

Remember: Onset refers to any sounds before the vowel; rime refers to any sounds including the vowel and any following sounds.

ACTIVITY 24: First and Last Parts of Words

Display images of objects and ask children to say the first or last part of the word. Use single-syllable words for this activity. Some possible words (and pictures) to use are given below: web, th-umb, b-o-x, ribs, sh-ark, d-o-or, d-uck, b-all, c-o-w, c-ake. The pictures on pages 48-49 may be used.

SEGMENTATION AND SYLLABIFICATION GAMES AND ACTIVITIES

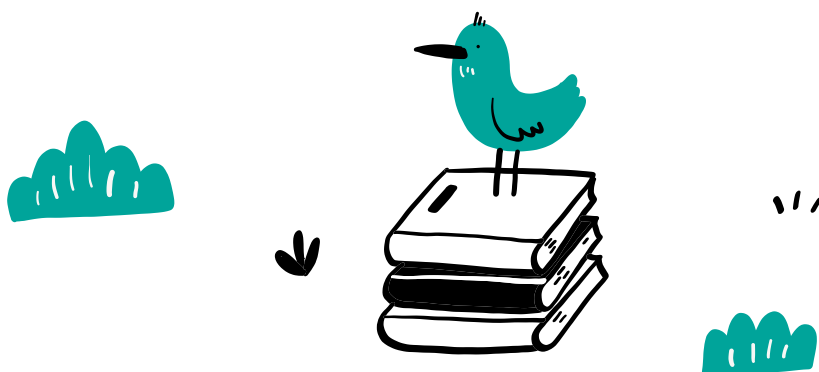
ACTIVITY 25: Car Park Sounds

Use the car park boxes on page 50. Photocopy onto cardboard and laminate. Each child will need one. You will also need three or four cars for each child. The aim of the game is for each child to place one car in the car park for each sound identified in each word given. Say a word and ask the child/children to 'park' the right number of cars in the car park. The child has to segment words to identify the sounds. Remember: Children are identifying the number of phonemes in the words, not the number of letters. Start with simple words with two phonemes. Examples of words to use include:

- 2 phonemes: -it, a/s, or/n, a/r, m/y, t/w-o, b/ee, d/ay, k/n/ee, t/ee, z/oo, e/gg, a/h
- 3 phonemes: s/a/t, p/i/n, b/o/a/t, b/u/g, m/u/m, b/u/g, h/o/m/e, p/r/t, b/e/a/n
- 4 phonemes: n/e/a/s, l/a/m/p, c/r/a/b, b/l/a/c/k, l/a/n/ch, s/w/ee/t, t/o/a/s/t, t/r/a/n

ACTIVITY 26: Elkonin Boxes

Use Elkonin boxes for this activity. You can use three, four or five boxes, depending on how difficult you want to make the words. Always start with the smallest number of phonemes in a word. Say a word which children will need to segment into individual phonemes. For each phoneme heard, the child places one counter into each box. Children can count the number of phonemes. Encourage them to point to each counter in order as they say each phoneme in order for the word. Templates for Elkonin boxes for up to four phonemes in a word are given on page 51.



	AGE	CODE	PRICE
Book 1	4-8	6972	£27.95
Book 2	4-8	6973	£27.95
Book 3	4-8	6974	£27.95
Book 4	4-8	6975	£27.95
Book 5	4-8	6976	£27.95

New Wave
Mental Maths
SEE PAGES 48-49

New Wave
**English
in Practice**
SEE PAGES 10-11

**SOUNDS
IN FOCUS**
SEE PAGES 32-33

PRACTISE

CONSOLIDATE

AND

REINFORCE

My
**Spelling
Workbook**
SEE PAGES 30-31

*Handwriting
Today*
SEE PAGE 38

Learn from
Home
WORKBOOK
SEE PAGE 90

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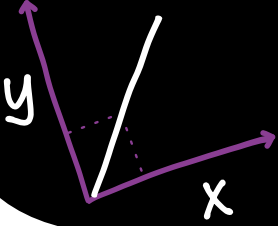
Mathematics	43–56
Working Mathematically	46–49
Solving Problems	50–52
Maths Curriculum Support	53–56



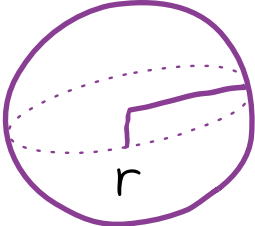
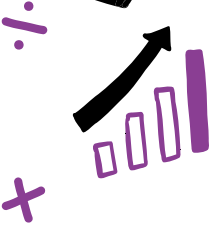
MATHEMATICS

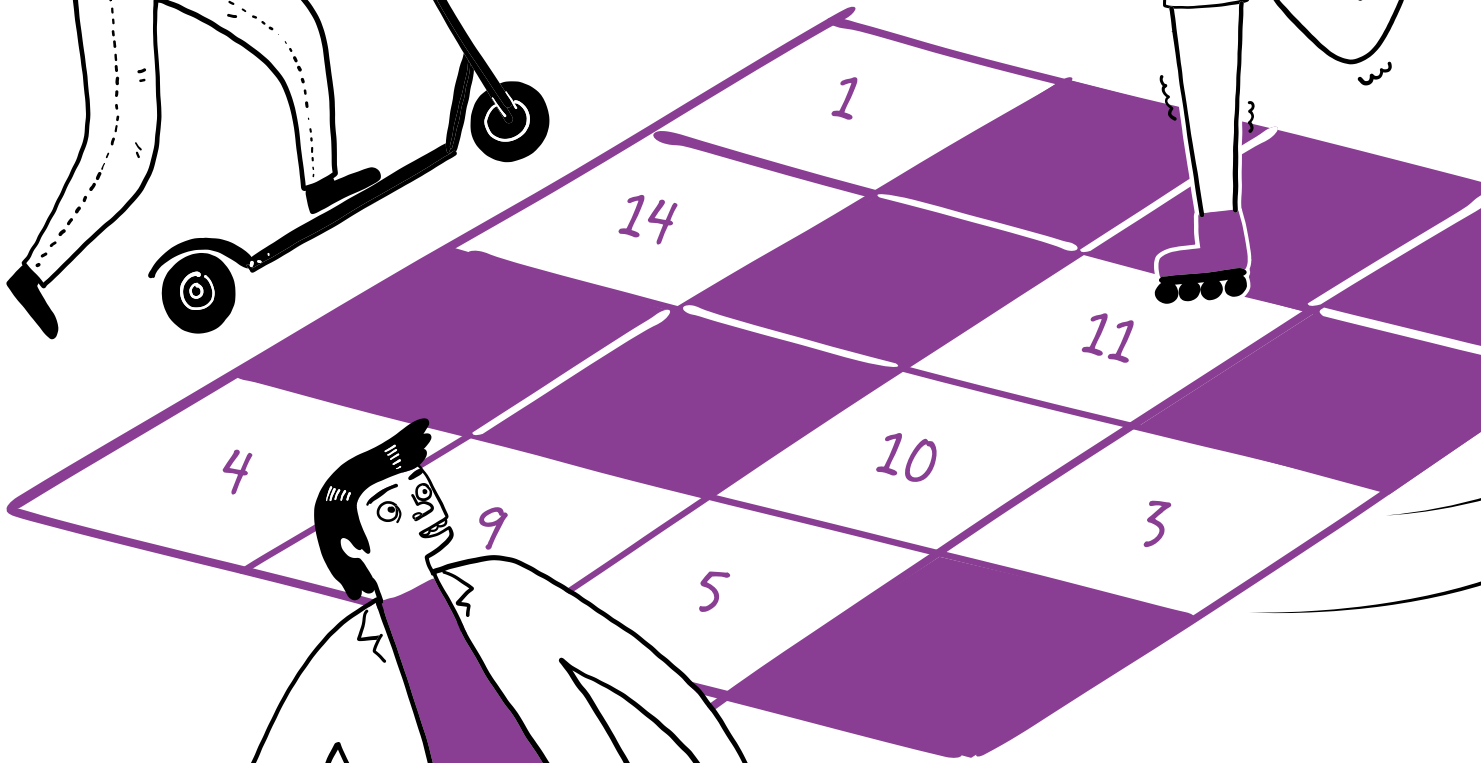
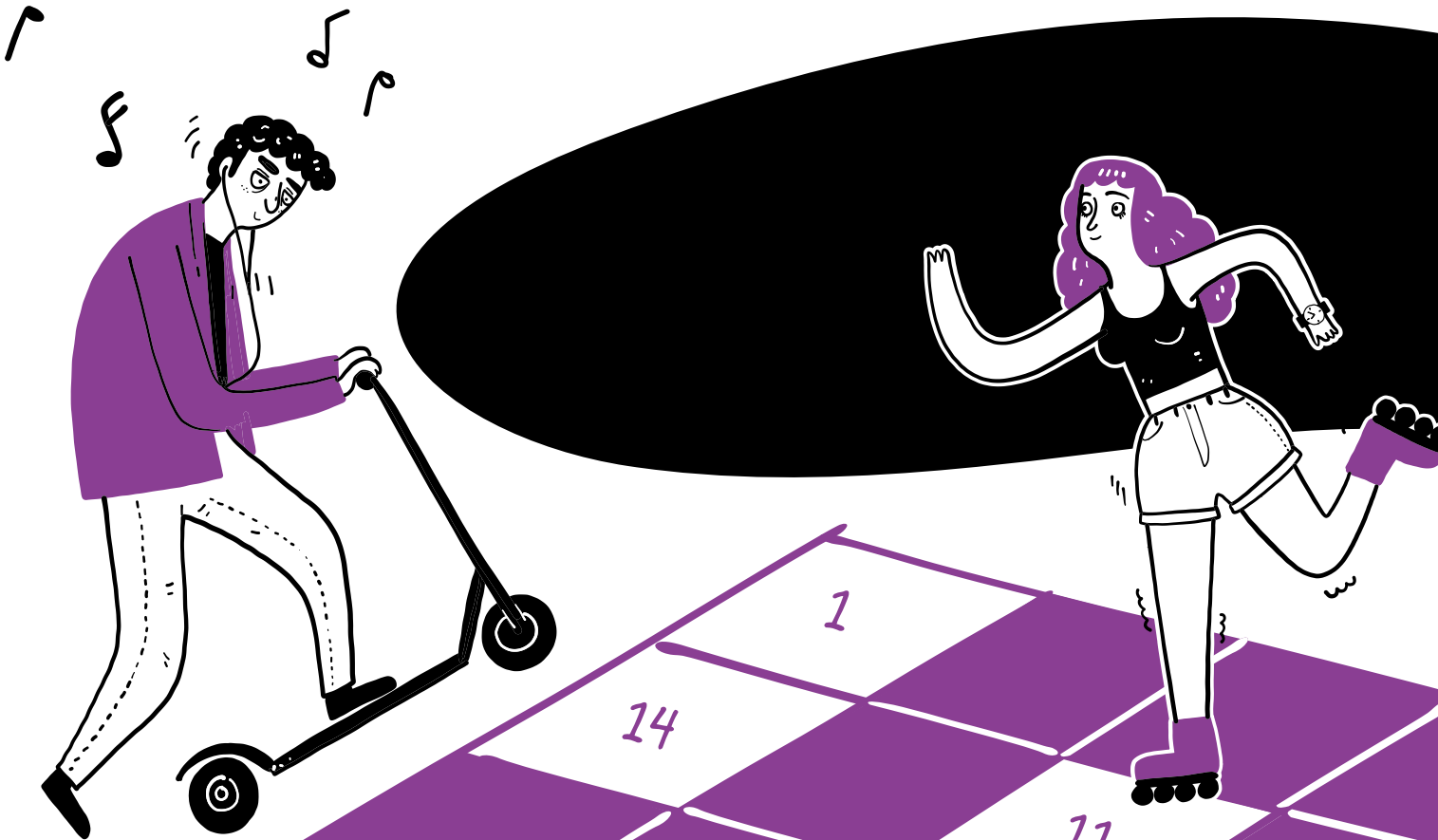
$2 + 5$

$10 - 3 = ?$



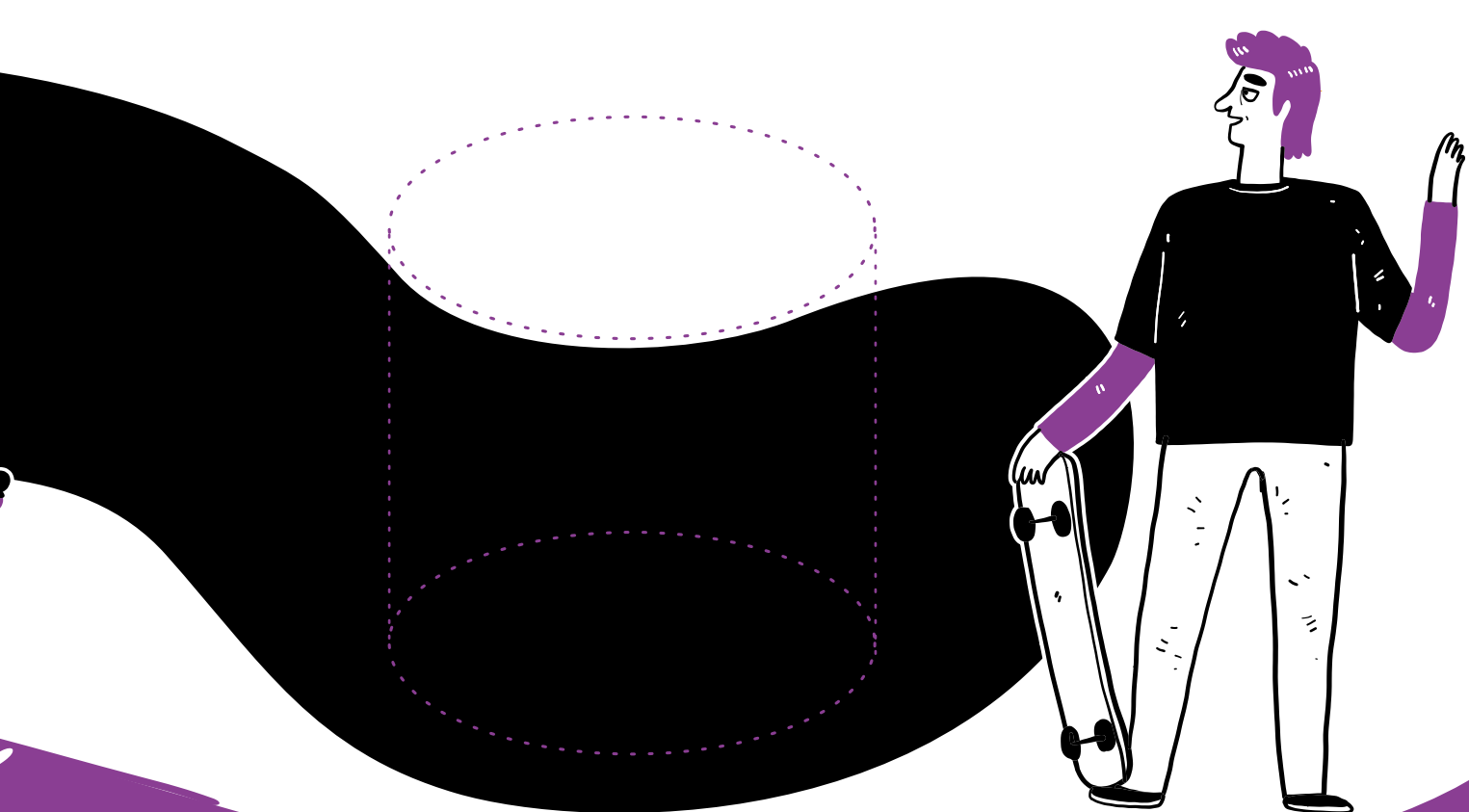
$\sqrt{4}$





**KEEPING IT
RELEVANT FOR THE
MODERN CLASSROOM**

35°



WHAT'S THE BIGGEST CHALLENGE WHEN TEACHING MATHEMATICS? MAKING SURE THAT PUPILS ARE INTERESTED AND ENGAGED, SO THAT THEY UNDERSTAND HOW IMPORTANT MATHS IS IN THEIR EVERYDAY LIVES. THAT IS THE AIM OF OUR MATHS RESOURCES, WHETHER IT'S OUR BESTSELLING PUPIL WORKBOOK, NEW WAVE MENTAL MATHS, OUR CURRICULUM-ALIGNED TEACHER RESOURCE BOOKS, OR OUR ENGAGING BOX SETS.

CONSIDERING THE VARYING LEVELS OF MATHEMATICAL ABILITY IN A TYPICAL CLASS, WE ARE FOCUSED ON PROVIDING RESOURCES THAT WILL MEET A WIDE RANGE OF NEEDS, PROVIDING FLEXIBILITY FOR EACH INDIVIDUAL TEACHER TO UTILISE THE RESOURCES IN THEIR CLASSROOMS. THE AIM OF OUR RESOURCES IS TO GIVE CONTEXT AROUND EACH MATHEMATICAL SKILL, GIVING PUPILS THE OPPORTUNITY TO DEEPEN THEIR UNDERSTANDING OF MATHS. WITH THE PUPILS ENGAGED, THEIR INTEREST AND CONFIDENCE WILL SOAR, RESULTING IN A SUCCESSFUL MATHS PROGRAMME.

Working Mathematically

The Maths Box



For a free sample, go to:
www.prim-ed.co.uk/mathsboxsample



Enhance your maths programme!

- » Seven-box series
- » Suitable for Year R–Year 6
- » Each box contains 75 beautifully illustrated and unique cards

Sample cards from Box 3

Card 3
 Number — Addition and Subtraction

AND — FACT FAMILY BUDDIES!

We are great buddies! We help each other out with number facts!

The blocks show the + and - number facts we make with the numbers 3, 6 and 9.

Choose the numbers that are used to make + and - facts with the blocks.

1. (a) 4, 5 and 10
 (b) 4, 5 and 9

2. Which set of number sentences are related?

(a) $10 + 3 = 13$
 $7 + 3 = 10$
 $3 + 7 = 10$
 $13 - 3 = 10$

(b) $4 + 5 = 11$
 $5 + 6 = 11$
 $6 - 5 = 1$
 $12 - \square = 4$
 $\square - 6 = 6$

3. Finish the missing number sentence for each fact family house.

4. $6 + 5 = 11$
 $5 + 4 = 11$
 $11 - 6 = \square$
 $11 - 5 = \square$

5. $8 + 4 = 12$
 $4 + 8 = 12$
 $12 - \square = 4$
 $12 - 4 = 8$

6. $9 - 5 = 4$
 $9 - 4 = 5$
 $4 + \square = 9$
 $5 + 4 = 9$

Answers:

1. (a) 4, 5 and 9
 (b) 2, 6 and 8

2. (c) $7 + 3 = 10$, $3 + 7 = 10$
 $10 - 7 = 3$, $10 - 3 = 7$

3. (a) $11 - 5 = 6$
 (b) $12 - 8 = 4$
 (c) $4 + 5 = 9$
 (d) $5 + 12 = 17$
 (e) $15 - 7 = 8$
 (f) $16 - 5 = 11$
 (g) $8 + 6 = 14$
 (h) $13 - 7 = 6$
 (i) $19 - 14 = 5$

ADDITIONAL ACTIVITY
 Write many different fact families (10/20/30).

Back of card

Answer card

Card 4
 Measurement — Length/Mass/Capacity/Volume

Cakes and Dogs

Dave is making a HUGE chocolate cake. Here are the ingredients he had to measure before he started:

1.6 kg dark chocolate
 0.1 kg cocoa powder
 800 g butter
 700 g flour
 1400 g sugar

1. Dave needed 1.6 kg of dark chocolate. What is this in grams?
 (a) 16 g (b) 160g

2. He also needed 700 g flour. What is this in kg?
 (a) 0.7 kg (b) 7 kg

3. Which ingredient weighed twice as much as the other?
 (a) dark chocolate (b) cocoa powder

4. Which ingredient weighed half as much as the other?
 (a) butter (b) flour

5. True or False? The cocoa powder had the same mass as the butter.

6. What is the total weight of all the ingredients?
 (a) 5 kg (b) 5000 g (c) 50000 g

Answers:

1. (c) 1600 g
 2. (a) 0.7 kg
 3. (c) sugar
 4. (a) butter
 5. True
 6. (b) 4.6 kg

Model Activity
 Use the reference books to find the weight of five animals. Write them in order, from heaviest to lightest weight.

Back of card

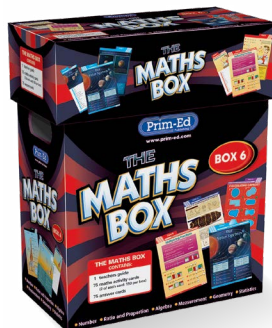
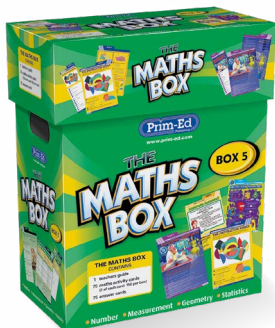
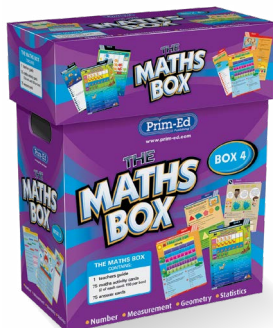
Answer card

The Maths Box

WHERE ARE YOU TEACHING?



Our international version of this resource might be more suitable for you. Find out more at www.prim-ed.co.uk/mathsboxint



	AGE	CODE	PRICE
EYFS	4-5	6980	£199.00
Box 1	5-6	6981	£199.00
Box 2	6-7	6982	£199.00
Box 3	7-8	6983	£199.00
Box 4	8-9	6984	£199.00
Box 5	9-10	6985	£199.00
Box 6	10-11	6986	£199.00

EACH BOX INCLUDES A TEACHER GUIDE.



REVIEW *The Maths Box encourages resilience, independence, and confidence in maths learning. We have used the resource in a variety of ways, as part of a targeted intervention, independent extension, consolidating activity, or short assessment.'*

Jane Hainsworth, Teacher

Sample pages from Box 3 Teacher Guide

Card Explanation

Front

The cards are combined from 1 to 10 in each sub-section. The questions vary according to the number and difficulty of concepts within the sub-section. All cards should be returned to the correct coloured section and placed in the correct answer order.

Card 7

Number: Number and Place Value

PLACE VALUE PIRATES

Back

Teacher questions, which may be multiple-choice, Yes/No, True/False, single or other answers, are included on the front and reverse side of each card.

Pupils are expected to select the correct answer and record it on their recording sheet. When all questions have been answered, pupils locate the matching answer card in the box and mark their own work.

It is suggested that teachers:

- use a sample card to demonstrate the correct procedure to be followed when completing the maths cards independently. The sample card on pages 22-24 may be copied onto a transparency and used as an overhead projector screen and used on the whiteboard, a projector could be given to each pupil, or a copy could be enlarged to A3 and demonstrated.
- explain each component on both sides of the card, as given on the sample, and how pupils are required to look at the information and answer the questions. Discuss the approach, design, table or photograph and questions with the pupils.
- demonstrate how to choose the best answer in a multiple-choice question if applicable, write the answer on the answer recording sheet and record the card used on the pupil tracking sheet.
- allow individual pupils to select a card for choice one for their self and complete the card with minimal teacher assistance.

Once pupils have demonstrated their ability to follow the correct procedure, allow them to progress through the cards at their own pace.

Remind pupils before starting a card to check to see if any materials are required.

Where to Begin

When teachers are ready to allow pupils to start working on the cards independently, the question arises: "Where should each pupil start?"

Pupils will progress through the cards at their own pace. They will work more slowly as they complete sections and cards which they find more challenging.

Teachers may choose to:

- allow pupils to select their own card from a selection at the box.
- OR
- select a specific strand or sub-strand of cards for pupils to complete, based on their knowledge of the maths topics covered in class, pupils' abilities or what pupils need to practice.

Monitoring Progress

After pupils have completed three or four cards, the teacher should check their progress.

Pupils who consistently make more than two errors may need assistance completing the answers, review or re-reading of the content.

Depending on how teachers implement *The Maths Box* cards, they may allow pupils who complete cards quickly and easily to work independently through the cards and sub-sections.

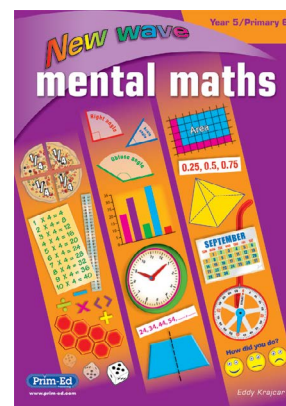
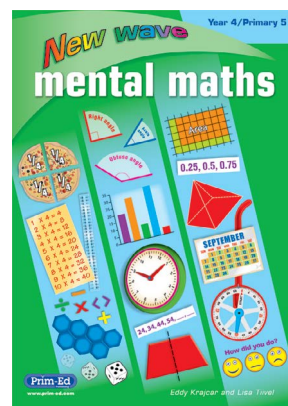
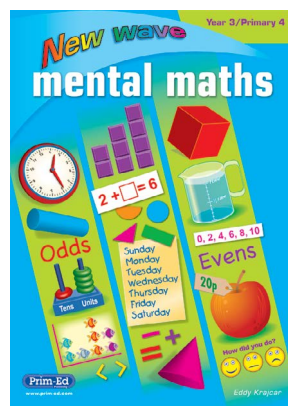
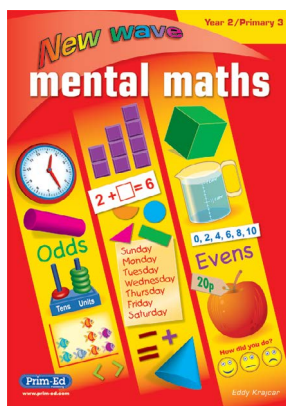
Motivate your pupils with fun, creative, and challenging activities! *The Maths Box* provides practice and consolidation of skills already taught in the classroom, with opportunities to extend pupils further. Designed to be flexible, this resource allows for independent, small-group, and whole-class maths activities. This gives teachers the freedom to roam the classroom and provide more tailored teaching for individual pupils. Check out how this resource can help your pupils today!

Benefits

- Use it anytime to reinforce concepts and elevate your maths programme—supported with scope and sequence charts to map your coverage.
- Pupils can be given specific cards that are appropriate to their individual learning goals and based on their own strengths and weaknesses.
- Great way to motivate even the most reluctant pupils. Each card is designed to provide intellectual engagement and connect pupils to the wider world.

Working Mathematically

New Wave Mental Maths



Give pupils the best opportunity to succeed in maths!

- » Six-workbook series
- » Suitable for Year 2–Year 6 EXT
- » 200 days of maths problems in each book

With over 20 years of research and continuous development, our bestselling series is still the ultimate mathematics practice resource for the modern classroom. Visually rich and engaging, *New Wave Mental Maths* provides daily practice to increase pupils' fluency and automaticity across all maths strands.

HAVE A CLOSER LOOK AT THIS WORKBOOK SERIES AND FIND OUT HOW IT CAN MAKE A DIFFERENCE IN YOUR SCHOOL TODAY.



Sample page from Year 2

Sample page from Year 4

Sample page from Year 6

MONDAY	TUESDAY	WEDNESDAY
1. Does an elephant weigh <input type="checkbox"/> less than <input type="checkbox"/> about the same as <input type="checkbox"/> more than one kg?	1. Does a ruler weigh <input type="checkbox"/> less than <input type="checkbox"/> about the same as <input type="checkbox"/> more than one kg?	1. Does this book weigh <input type="checkbox"/> less than <input type="checkbox"/> about the same as <input type="checkbox"/> more than one kg?
2. How long will it take you to eat your lunch? <input type="checkbox"/> One minute <input type="checkbox"/> Thirty minutes <input type="checkbox"/> Ten minutes	2. Colour half of the fish.	2. Is five minutes long enough to clean your teeth? Yes <input type="checkbox"/> No <input type="checkbox"/>
3. Number from lowest to highest: 20, 18, 31	3. Is one minute long enough for a bath? Yes <input type="checkbox"/> No <input type="checkbox"/>	3. Number from lowest to highest: 18, 38, 8, 28
4. Add 4 and 7.	4. Number from lowest to highest: 50, 12, 10, 5	4. If you had 50p can you buy a banana and an apple?
5. $3 + 3 + 3 + 3 =$	5. 25, 20, 15, ..., 5	5. From 50p how much change would you get if you bought a banana?
6. $12 + 6 = 18$, so $18 - 12 =$	6. $9 + 9 =$	6. If you bought two apples, what change would you get from 50p?
7. How many <input type="checkbox"/> coins make up 40p?	7. $16 - = 10$	7. $13 - 9 =$
8. $11 - 9 =$	8. Circle the fish that will reach the seaweed 7h.	8. $14 + 5 = 12$, so $19 - 14 =$
9. $5 + 6 =$	9. $6 + 3 =$	9. $6 + 3 =$
10. $4 + 4 =$	10. $7 - 4 =$	10. $7 - 4 =$

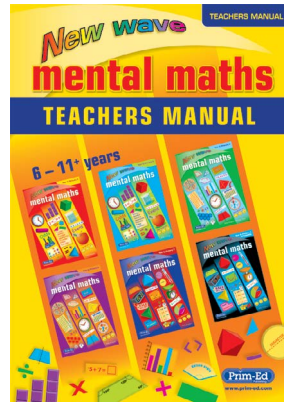
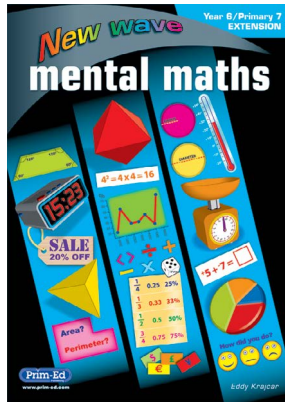
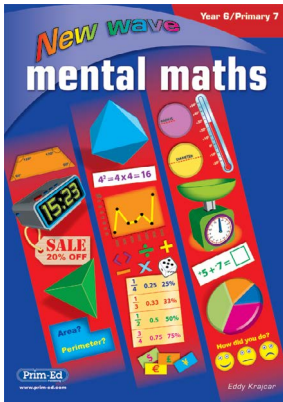
WEDNESDAY	THURSDAY
1. $\frac{1}{2}$ hour = minutes	1. $\frac{1}{2}$ hour = minutes
2. $5 + 3 =$	2. Round 42 to the nearest ten.
3. $\text{€}10.00 + \text{€}4.50 =$	3. $12 - 8 =$
4. $4 + 4 + 4 + 4 + 4 =$	4. Write one hundred and sixty eight as a numeral.
5. Which comes first? <input type="checkbox"/> afternoon <input type="checkbox"/> morning	5. Share 16 bananas between 4 monkeys. How many each?
6. $16 - 4 - 4 =$	6. $\text{€}1.00 - 70p =$
7. Double 44.	7. $4 + 4 + 4 + 4 + 4 + 4 =$
8. Name this 2-D shape.	8. $\text{€}10.00 - \text{€}5.50 =$
9. $4 + 9 =$	9. $6 + 4 =$
10. $12 + 8 =$	10. 4, 8, ..., 16, 20
11. Hexagon = sides	11. $300 + 90 + 4 =$
12. 30, 60, 90 Rule: add	12. $6 + 8 =$
13. Tick which you would use to measure your shoe. <input type="checkbox"/> cm <input type="checkbox"/> m	13. Tick which happened a long time ago. <input type="checkbox"/> You were a baby. <input type="checkbox"/> You were an adult.
14. Write three hundred and twenty-five as a numeral.	14. Which comes first? <input type="checkbox"/> autumn <input type="checkbox"/> spring
15. Vertical or horizontal?	15. In 305, what is the meaning of the 0? <input type="checkbox"/> zero <input type="checkbox"/> two <input type="checkbox"/> eight
16. 4, 8, 12, ..., 20	16. 1 m = cm
17. Name this 3-D shape.	17. 4, 7, 10, 13 Rule: add
18. How many blocks to fill the gap?	18. Hexagon = corners
19. $33 - 10 =$	19. Is a square a 2-D shape?
20. $700 - 200 =$	20. $20 - 4 - 4 =$

FRIDAY TEST Round 1	FRIDAY TEST Round 2
1. 2000 hours = 2 p.m. 7 p.m.	1. Write the numeral fifteen thousand and ten.
2. $850 + 750 =$	2. Tick the largest. <input type="checkbox"/> 48 000 <input type="checkbox"/> 48 200
3. $75 \times 20 =$	3. $200 \times 200 =$
4. Which is the better value for money? <input type="checkbox"/> 2 sweets for 40p <input type="checkbox"/> 5 sweets for 50p	4. Is this shape regular or irregular?
5. Tick the prime number. <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 15	5. $30 \times 90 =$
6. Show a 180° turn clockwise.	6. Which is the better value for money? <input type="checkbox"/> 2 pens for 45p <input type="checkbox"/> 3 pens for 25p
7. Tick the larger. <input type="checkbox"/> cm <input type="checkbox"/> m	7. Is 6p cheaper or more?
8. Tick which you would use to measure a pen. <input type="checkbox"/> cm <input type="checkbox"/> m	8. A hexagon has sides.
9. Tick the prime number. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 25	9. Tick the prime number.
10. Measure this line.	10. $100 - 250 =$
11. $\text{€}3.00 + \text{€}2.50 = \text{€}1.20$	11. $\frac{1}{2} < \frac{1}{3}$ <input type="checkbox"/> true <input type="checkbox"/> false
12. Is this angle <input type="checkbox"/> obtuse? <input type="checkbox"/> acute? <input type="checkbox"/> right?	12. Is this angle <input type="checkbox"/> obtuse? <input type="checkbox"/> acute? <input type="checkbox"/> right?
13. $\pi =$	13. $\pi =$
14. Is this angle <input type="checkbox"/> obtuse? <input type="checkbox"/> acute? <input type="checkbox"/> right?	14. This is a <input type="checkbox"/> scalene <input type="checkbox"/> equilateral <input type="checkbox"/> isosceles <input type="checkbox"/> rhombus <input type="checkbox"/> rectangle <input type="checkbox"/> trapezium <input type="checkbox"/> square
15. Is π a prime number? <input type="checkbox"/> Y <input type="checkbox"/> N	15. $37 \times 5 =$
	16. Round 8.6 nearest whole.

New Wave Mental Maths

For a free sample, go to:
www.prim-ed.co.uk/nwmmssample

MATHEMATICS



REVIEW 'New Wave Mental Maths is great! I have used a variety of levels to suit different grade levels and abilities. The days of the week sections make it a simple way to do a warm-up in a maths lesson.'

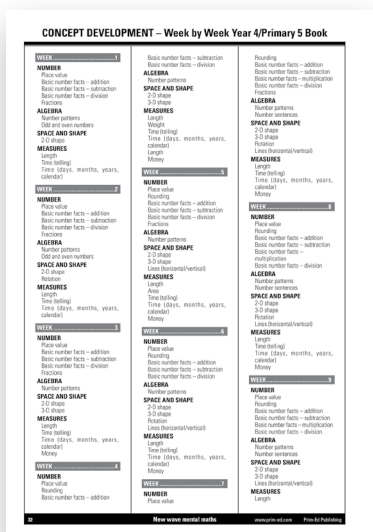
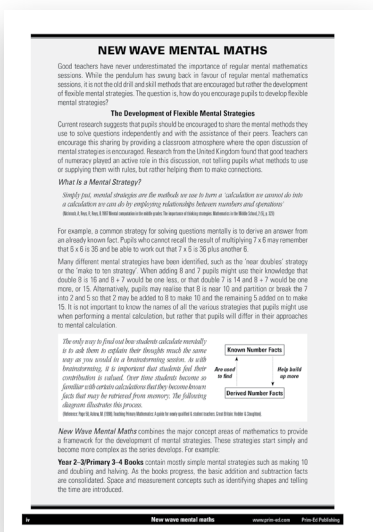
Jill S, Teacher

Features

- Daily practice of maths with a spiral learning method to consolidate and improve pupils' skill level.
- Includes problem-solving questions each week, which are designed to develop pupils' abilities to make choices, interpret, formulate, and communicate solutions effectively.
- Provides consistent daily practice of taught mathematical concepts to help pupils excel.



Sample pages from the Teacher Manual



	AGE	CODE	PRICE
Year 2	6-7	1701UK	£6.99
Year 3	7-8	1702UK	£6.99
Year 4	8-9	1703UK	£6.99
Year 5	9-10	1704UK	£6.99
Year 6	10-11	1705UK	£6.99
Year 6 EXT	11+	1706UK	£6.99

Problem-solving Strategies and Skills



For a free sample, go to:
www.prim-ed.co.uk/problemsolvingsample

Invite problem-solving into your daily lessons!



» Three boxes for each year level, split by mathematical area

» Suitable for Year 1–Year 6

» 30 unique cards in each box

Embed mathematical problem-solving and reasoning in your lessons with the *Problem-solving Strategies and Skills* maths cards.

These beautifully illustrated cards provide a wide variety of motivating and high-interest problem-solving activities. The problems involve one or several steps, requiring the use of a variety of strategies and skills to solve.

Features

- Each box covers a different mathematical area—number and algebra, measurement and geometry, and statistics and chance—with 30 unique cards in each box.
- Strategy icons marked on each card encourage pupils to select the most effective strategy to solve the problem.
- Includes a variety of differentiated problems, including word, logic, and visual, in real-life scenarios.

Sample cards from Box 3—Number and Algebra, Measurement and Geometry, Statistics and Chance



	AGE	NUMBER AND ALGEBRA		MEASUREMENT AND GEOMETRY		STATISTICS AND CHANCE	
		CODE	PRICE	CODE	PRICE	CODE	PRICE
Box 1	5–6	6149	£14.95	6150	£14.95	6151	£14.95
Box 2	6–7	6152	£14.95	6153	£14.95	6154	£14.95
Box 3	7–8	6155	£14.95	6156	£14.95	6157	£14.95
Box 4	8–9	6158	£14.95	6159	£14.95	6160	£14.95
Box 5	9–10	6161	£14.95	6162	£14.95	6163	£14.95
Box 6	10–11	6164	£14.95	6165	£14.95	6166	£14.95

Process card

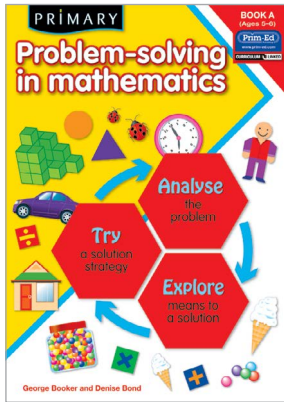
Strategies card

Primary Problem-solving in Mathematics

For a free sample, go to:
www.prim-ed.co.uk/primarypssample



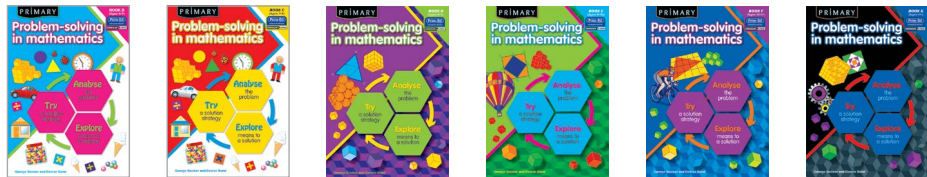
MATHEMATICS



Develop problem-solving and mathematical thinking.

- » Seven-book series
- » Suitable for Year 1–Year 6 EXT

» Photocopiable worksheets, plus curriculum links



This series features a variety of fun and challenging activities that will boost your pupils' problem-solving capabilities and mathematical thinking. This series is specifically designed to be used as extension work to challenge higher-ability pupils, with activities requiring them to use strategies and different approaches to solve the problem.

Features

- Features activities involving spatial visualisation, logical reasoning, establishing criteria, interpreting, analysing, and much more.
- Includes extensive background information about problem-solving skills and a teacher page to accompany each pupil page or unit.
- Structured to focus on a problem-solving objective for each group of pupil pages.

Sample pages from Book D

TEACHER NOTES

Problem-solving
 To read, interpret and analyse information.

Curriculum links
 (England Year 4)
 • Using and applying: Solve one-step and two-step problems involving numbers and shapes and carry out appropriate calculations.
 • Using and applying: Repeat relations to produce and problem.

Non-UK national curriculum (Stage 2)
 • Processes in maths: Developing a range of strategies for problem solving, looking for ways to overcome difficulties.
 • Number: Develop an understanding of place value.
 • Scotland (First or Second).
 • Number processes: Explain the link between digits in place and its value (17).

Wales (Key Stage 2)
 • Data: Select and use the appropriate mathematics to solve problems in a variety of contexts.
 • Number: Understand place value in relation to the position of digits.

Materials
 calculator, number expander

Focus
 These pages explore concepts of place value and number sense. The relationships among numbers and place value are explored and pupils are encouraged to not only find numbers that are possible but also to disregard numbers that are not possible. Place value and number sense are needed rather than addition or multiplication.

Discussion
 Page 29
 These problems involve a list of information about numbers which pupils need to read, interpret and enter into a calculator to find a given number. An understanding of place value is needed to enter the information. Pupils may use a number expander to assist them with the place value if needed. No formal addition or subtraction is needed. With Question 1, pupils need to start with a number 100 less than 4000. Using an understanding of place value we know that the number has 40 hundreds and 1 hundred less would be 39 hundreds, so the starting number is 3900.

Page 30
 These problems require pupils to think in terms of place value. An 10 cones fit into one box and 10 boxes fit into one carton. An understanding of place value can be used to solve each problem. For example, Question 1 involves 9 boxes and 24 cartons. It can be solved by thinking in tens or by thinking in tens and hundreds. By understanding place value, it is known that there will be 90 cones in the boxes and 2400 cones in the cartons, giving a total of 2490 cones. No formal multiplication or addition is required. A number expander can be used to assist.

Page 31
 In this investigation, pupils need to read and interpret the information and use it to find combinations that match specific criteria. Pupils need to think of possible combinations as well as discarding combinations that don't work.

With the first problem, each person should receive nine discs from the combinations one eight and one seven and two, six and three and five and four. Some problems involve a number of possible combinations, while the last problem has many different combinations. The two children can be given anywhere from 8 to 21 cones (total 100) each and more (total) have several possible combinations. However, since the question asks for a total of 100 cones, the boxes could be 100 and 200 or 200 and 100.

Possible difficulties
 • Poor understanding of place value
 • Wanting to add, subtract or multiply rather than using place value or number sense.
 • Not considering all of the criteria

Extension
 • Pupils could write other problems involving the ice-cream cones.
 • Pupils could link up their own calculator problems and write the criteria to match.
 • Work out the different possibilities for two children to have three boxes, each with topics of 11, 13, 14, 15, 16 and 17.

CALCULATOR PROBLEMS

Solve the problems. Use your calculator to help you.

- Enter the number one hundred less than 4086. Take away 317 and add 2008. What number am I?
- Enter the number with 562 tens and 9 ones. Add 23 hundreds, 4 tens and 7 ones. Take away 10 hundreds. What number am I?
- Enter the number 1000 before 8253. Take away 24 tens. Add 3 ones and 634 tens. What number am I?
- Enter the number 100 more than 6958. Make it 100 more. Make it 100 less. Add 17 hundreds. What number am I?
- Enter the number with 82 hundreds and 5 ones. Add 34 tens. Take away 8 hundred and six. What number am I?
- Enter the number one before 9900. Take away 89 tens. Make it 100 more. Take away 3 thousand and fourteen. What number am I?

ICE-CREAM CONES

There are 10 ice-cream cones in a box.

There are 10 boxes in a carton.

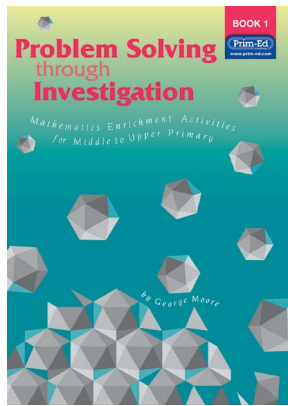
Use the information above to solve these problems.

- Anna has 9 boxes and 24 cartons of ice-cream cones. How many cones does she have?
- The ice-cream factory has 593 boxes and 70 loose cones still to be boxed. How many cartons will they need?
- The truck delivered 48 cartons and 17 boxes of ice-cream cones to the shop. How many cones were delivered?
- The truck has a load of 94 cartons and 713 boxes of cones. It delivers 5600 cones. How many cones does it have left?
- The ice-cream shop has 52 boxes and 17 cartons of cones. It receives a delivery of 600 cones. How many cones does it now have?
- At the end of the day, the ice-cream shop has 840 cones. If there are 6 full cartons, how many extra boxes does it have?



	AGE	CODE	PRICE
Book A	5–6	6030UK	£17.95
Book B	6–7	6031UK	£17.95
Book C	7–8	6032UK	£17.95
Book D	8–9	6033UK	£17.95
Book E	9–10	6034UK	£17.95
Book F	10–11	6035UK	£17.95
Book G	11–12	6036UK	£17.95

Problem Solving through Investigation

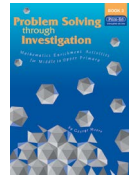


Activities designed to stimulate interest in mathematics!

» Three-book series

» Suitable for Year 4–Year 6

» Use as classroom work or homework



Problem Solving through Investigation is a series of three books of enrichment activities for middle to upper primary. Many of the exercises are suitable for partner or group work, providing valuable interaction between pupils—a desirable feature of maths investigation activities. Activities within the book are both fundamental in concept and challenging in application, addressing interesting and stimulating areas of mathematics that will assist with the development of positive attitudes.

Features

- Each book contains 25 separate activity sheets that reinforce concepts in number, measurement, and space.
- Activities have been designed to stimulate interest in mathematics.
- Can be used in the classroom or for homework assignments.

Sample pages from Book 1

Composite Numbers

A composite number has more than two factors. Factors are numbers which divide into another number exactly. For example: The factors of the composite number 12 are 1, 2, 3, 4, 6 and 12.

Shade in the composite numbers in the grid below to discover two solid shapes. Then complete the sentences. Do not shade in prime numbers as they have only two factors.

5	1	7	1	3	7	2	3	1	11	7	2	12	7	3	11	13	2	13	11	12	2	13	11		
2	7	11	11	19	13	11	2	2	7	1	11	19	21	1	1	11	19	1	7	1	12	1	5	2	
7	7	5	1	13	11	2	3	13	5	3	19	11	3	1	7	13	2	5	7	2	19	7	7		
11	5	7	2	3	5	2	15	6	20	8	10	7	2	2	11	2	3	7	5	5	7	2	11		
1	3	2	3	11	2	3	11	9	3	11	7	16	9	1	3	2	1	2	10	3	5	17	7		
10	7	3	17	11	5	6	2	1	1	10	4	7	5	7	11	13	11	9	1	20	7	2	3		
5	11	2	7	3	17	4	11	19	13	6	23	4	3	2	19	3	13	4	11	13	7	18	5	2	
1	19	3	11	20	10	7	3	5	10	2	7	18	11	13	7	15	5	6	2	5	13	12	6	11	
12	7	11	19	8	2	1	11	12	17	3	20	17	25	7	5	17	10	2	3	7	13	29	4	3	7
10	1	3	4	19	2	10	9	3	2	20	19	25	2	3	10	7	13	1	5	1	14	7	3	11	
7	11	6	14	10	36	4	3	7	8	17	1	7	11	12	8	17	5	3	7	13	14	2	3	5	7
19	2	8	7	2	19	24	5	10	7	23	3	7	13	6	13	2	1	17	3	10	11	7	1	2	13
1	11	12	1	1	5	21	6	2	1	3	5	11	10	3	20	17	3	11	12	3	3	11	5	11	1
11	13	10	16	8	18	15	21	3	17	13	9	2	13	1	12	7	4	5	11	2	7	5	7	5	5
7	2	7	7	1	13	5	29	1	2	17	15	12	8	20	18	6	8	5	13	1	7	1	11	7	1
7	11	1	11	5	7	2	7	5	7	11	13	1	5	2	1	17	2	1	17	11	2	5	1	7	3

Remember, as number 1 has only one factor it is neither prime nor composite.

Shape **A** is a _____ and has _____ faces, _____ vertices and _____ edges.

Shape **B** is a _____ and has _____ faces, _____ vertices and _____ edges.

Probability

If you tossed a coin once it could come up heads or tails. This means there is one chance in two of tossing a head and one chance in two of tossing a tail. If you tossed a coin 100 times, how many heads and tails do you think you would toss?

Write down your estimate:

I think I would toss _____ heads and _____ tails.

Now you and your partner toss a coin 100 times and record your results on the hundred grid to the right. When the coin comes up as a head, write an H in the square. When the coin is a tail, write a T in the square.

Example: | H T T H T H H

When you have filled the grid, count up the Hs and write the number of heads tossed in the space provided below the grid. Do the same for the tails.

Are your results exactly the same as your estimate?

Are your results approximately the same as your estimate?

Total Heads: _____ Total Tails: _____

Now repeat your 100 tosses on the second hundred grid to the left.

Are your results approximately the same?

_____ could predict the exact

Total Heads: _____ Total Tails: _____

Reflective Symmetry

Look at the two shapes on the left. They are symmetrical because they are the same on either side of an axis of symmetry (or line of balance) drawn down the centre. This is known as bilateral (two-sided) or reflective symmetry. A mirror placed along the axis will show an unchanged shape as the image is the same.

Some shapes, squares for example, have more than one line of balance. See the picture on the right.

A square has four axes of symmetry

Fold a piece of paper and draw an outline like the dotted line in the diagram on the left. Cut along this line while the paper is still folded and then open up the piece you've cut out. Fold in the axis, shade one half and stick this into your maths book. Try other outlines. You can create some interesting shapes with paint blobs inside the fold.

1

2

3

Shapes with more than two axes

In box 3 cut out a symmetrical shape from a magazine. Draw in any lines of balance.

Coordinates (1)

Coordinates are used in maths and on maps to locate points by using ordered pairs of numbers as a reference. Look at the example on the right.

We always read along the horizontal axis first.

Point A is referenced by the ordered pair (1,2).

Point B is referenced by the ordered pair (3,3).

Complete the message below by finding the grid letter that goes with each ordered pair.

Message

(5,2) (5,7) (5,2) (5,3) (6,7) (2,8) (6,1)

(8,8) (4,8) (1,1) (2,8)

(6,8) (3,3) (2,7) (1,4) (2,3)

(6,4) (5,7) (1,7) (6,8)

(3,6) (3,6) (6,4) (5,8)

(4,4) (6,3) (2,1) (3,8) (2,4)

8	N	O	B	C	E	T	L	Y
7	S	V	A	P	E	D	A	Z
6	H	R	I	M	L	T	O	I
5	X	A	T	S	B	C	N	D
4	I	H	M	J	S	K	P	S
3	S	T	W	O	P	T	R	A
2	E	V	L	A	X	T	P	
1	U	T	H	A	F	D	P	N
	1	2	3	4	5	6	7	8

Now make up a message below for your partner by using the letters on the grid.

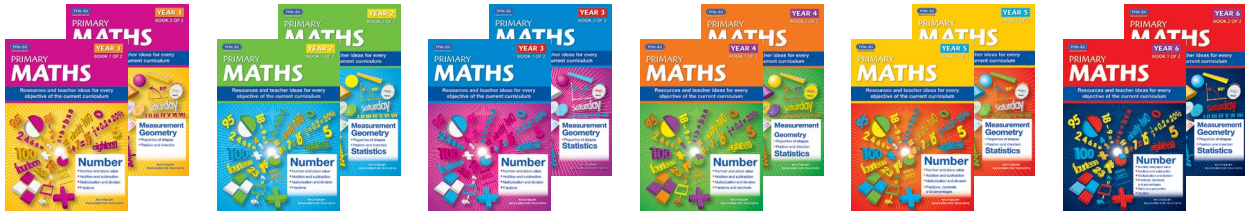
	AGE	CODE	PRICE
Book 1	9–10	0064UK	£17.95
Book 2	10–11	0065UK	£17.95
Book 3	11–12	0066UK	£17.95

Primary Maths

Preview the series page:
www.prim-ed.co.uk/tag/primary-maths/



Fulfil all your mathematical needs!



» Twelve-book series

» Suitable for Year 1–Year 6

» Deliver a comprehensive maths programme for your class

Primary Maths is a photocopiable, six-level, year-specific series designed to address the primary national curriculum for mathematics objectives of: number, measurement, geometry, and statistics. Each book provides pupil activity pages, comprehensive teacher notes, assessment checklists, and much more!

Features

- Structured support for teachers with comprehensive teacher notes and additional notes for the activities and games.
- Designed to address the national curriculum strands of number, measurement, geometry, and statistics.
- Features assessment pages which are ideal for inclusion in pupil portfolios and for reporting purposes.

Sample pages from Book 3—1 of 2

TEACHER INFORMATION

NUMBER AND PLACE VALUE

Objective

- Count from 0 in multiples of 50 and 100.

Oral work and mental calculation

- Count on in a class in 100s/50s starting from a two-digit number. Extend to from a three-digit number.
- Count backwards in 100s/50s, starting from a two-digit number. Extend to from a three-digit number.
- Use a class number board. Pick a pupil to choose a number to start from. Count from that number, forwards in tens and then backwards in tens.

Main teaching activity

Counting in 50s and 100s (page 7)

Additional activities suitable for developing the objective

- Make a number line around the perimeter of the classroom or playground. Pupils stand on the number line and follow instructions, for example, 'step forward 10'.
- Use a number line to respond to questions, for example, 'Count on 30 in tens from 27'. Count back 20 in tens from 54. Count on in tens from 24 to 44. How many tens did you count?
- Complete number sequences, for example, 100, 90, 80, ... and 0, 50, 100, ... Explain the sequences.

Answers

1. 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

2. 50, 100, 150, 200, 250, 300, 350, 400, 450, 500, 550, 600, 650, 700, 750, 800, 850, 900, 950, 1000

3. 1000, 900, 800, 700, 600, 500, 400, 300, 200, 100

4. (a) 70, 80, 120, 150, 140
 (b) 120, 100, 70, 50, 20
 (c) 80, 100, 200, 350, 450
 (d) 850, 800, 700, 650, 550, 500
 (e) 1300, 1800, 2000, 2200
 (f) 1900, 1500, 1000, 800

COUNTING IN 50s and 100s

1. Count in 10s from 0 to 100.

2. Count in 50s from 50 to 1000.

3. Count in 100s from 1000 to 0.

4. Fill in the missing numbers.

(a) 50, 60, 80, 100, 110, 150

(b) 110, 90, 80, 60, 40, 30, 10

(c) 0, 150, 200, 300, 400

(d) 900, 750, 600, 450, 400

(e) 1500, 1600, 1900, 2100, 2200

(f) 1500, 1300, 1100, 900, 700

CHALLENGE

On the back of this sheet, count backwards in 200s from 2000 to 0.

Sample pages from Book 3—2 of 2

TEACHER INFORMATION

MEASUREMENT

Objective

- Measure and compare lengths.

Oral work and mental calculation

- Use the vocabulary: long, short, tall, high, low, wide, narrow, deep, shallow, thick, thin, far, near, close, distant ... and comparative words; for example, longer, longest.
- Know that 1 metre = 100 centimetres and half a metre (50 cm) = 50 cm.
- Sort a collection of objects according to whether they are about 0.5 m, 1 m or 2 m in length.
- Respond to questions, for example, 'What object is about 1 m long?' 'What object is about 2 m tall?' Check by measuring.

Main teaching activity

Measuring in metres (page 8)

Additional activities suitable for developing the objective

- Draw objects to match various lengths; for example, 0.5 m, 1 m, 2 m.
- Estimate and then check: How wide is the classroom? How long is the corridor? How tall is the door?
- Measure the length of the classroom and playground using a metre ruler, a tape measure and a trundle wheel.

Answers

1. 2 m, 1 m, 0.5 m, 10 m, 12 m

2. Teacher check

Challenge: Teacher check

MEASURING IN METRES

1. Order the length of these vehicles from shortest to longest.

2. Find the actual objects shown below. Estimate then measure them in metres (m). It may be easier to work with a partner.

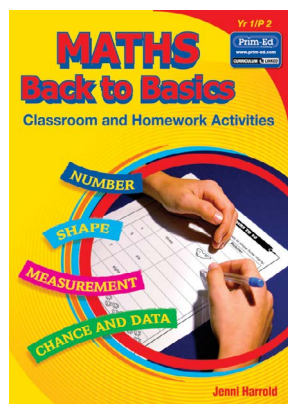
Object	Estimate	Measure	Object	Estimate	Measure
(a) Length of teacher's desk	Between	and	(b) Length of window	Between	and
(c) Length of whiteboard	Between	and	(d) Width of classroom	Between	and

CHALLENGE

Using a trundle wheel, work with a partner to measure the length of the school playground. Measure: _____ m

	AGE	CODE	PRICE	CODE	PRICE
BOOK 1					
Book 1	5–6	6124UK	£19.95	6125UK	£19.95
Book 2	6–7	6126UK	£19.95	6127UK	£19.95
Book 3	7–8	6128UK	£19.95	6129UK	£19.95
Book 4	8–9	6130UK	£19.95	6131UK	£19.95
Book 5	9–10	6132UK	£19.95	6133UK	£19.95
Book 6	10–11	6134UK	£19.95	6135UK	£19.95

Maths Back to Basics



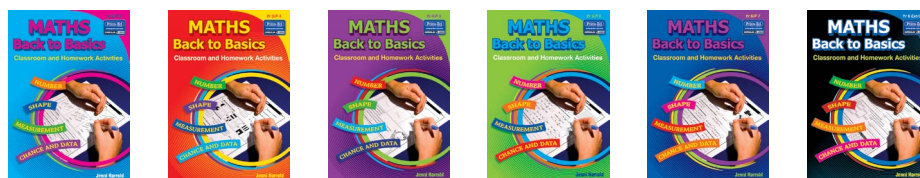
Master the basics and build a solid maths foundation.

Packed with classroom and homework activities, this series covers number, measurement, geometry, and statistics concepts for each year level. Help your pupils perfect the skills required for future success in mathematics.

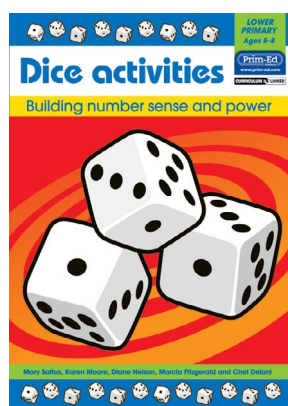
Features

- Ideal for teaching new concepts, consolidation, homework, assessment, and revision.
- Desired outcomes listed for each activity to make learning objectives clear.
- Strong support material for teachers, including answers provided for all questions on the pupil pages.

	AGE	CODE	PRICE
Year 1	5-6	6056UK	£19.95
Year 2	6-7	6057UK	£19.95
Year 3	7-8	6058UK	£19.95
Year 4	8-9	6059UK	£19.95
Year 5	9-10	6060UK	£19.95
Year 6	10-11	6061UK	£19.95
Year 6 EXT	11-12	6062UK	£19.95



Dice Activities



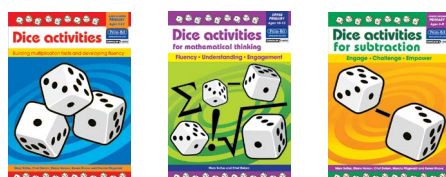
Develop mathematical concepts through using dice.

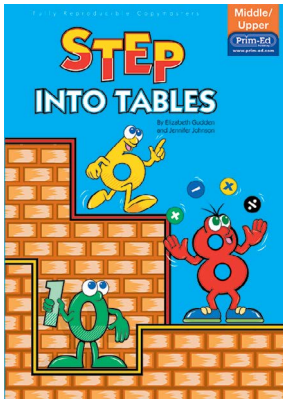
Dice Activities was developed to help pupils become fluent in mathematical concepts such as building number sense and power, building multiplication facts, and developing fluency, mathematical thinking, and arithmetic operations.

Features

- The activities have been tested and proven to engage pupils and develop their mathematical thinking.
- Teacher notes give pupils directions and possible discussion points for expanded learning.
- Objective-based content with solutions offered to instil skills development.

DICE ACTIVITIES	AGE	CODE	PRICE
Building Number Sense and Power	5-8	6006	£19.95
... Multiplication Facts and Developing Fluency	8-12	6010	£19.95
Mathematical Thinking	10-13	6013	£19.95
Subtraction	6-9	6014	£19.95





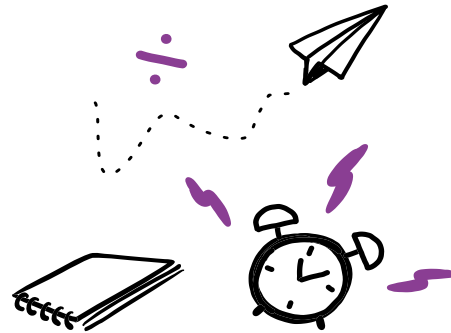
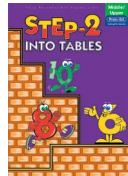
Have fun with times tables.

Research shows that children's instant recall of basic number facts will only progress from the short-term memory to long-term memory through constant practice and reinforcement of the same facts. This book provides both the child and the teacher with a variety of activities and techniques to help the child achieve instant recall.

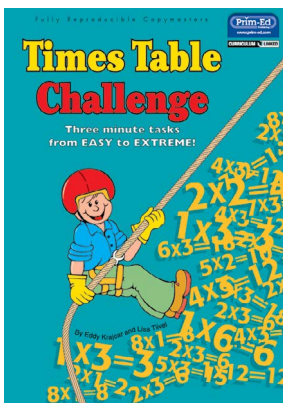
Features

- Essential photocopiable resource to assist in learning, practising, and extending multiplication facts.
- Variety of fun and challenging activities.
- Develops and encourages mental calculation skills.

	AGE	CODE	PRICE
Book 1	8-11	0612UK	£22.95
Book 2	8-11	0613UK	£22.95



Times Table Challenge



Three-minute tasks from easy to extreme!

Highly motivational and fun. Instead of doing repetitive chants and playing independent games in class, engage and challenge the whole class with *Times Table Challenge*.

Features

- Package can be easily incorporated into your weekly programme.
- Requires very little preparation to get started.
- Pages contain double copies of the same focus to save photocopying.

	AGE	CODE	PRICE
	8-10	0077	£17.95



Mental Maths Speed Tests



	AGE	CODE	PRICE
Book 1	7–11	0078UK	£17.95
Book 2	7–11	0079UK	£17.95

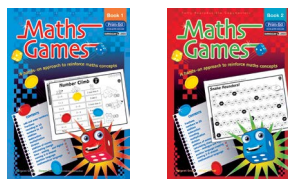
Can your maths skills beat the clock?

Add an exciting challenge to the usual number facts tests with *Mental Maths Speed Tests*.

Features

- Includes a blank speed test sheet to enable teachers to cater for special needs pupils.
- Can be photocopied and made into booklets to last the whole term.
- Bonus fun facts and activities for early finishers.

Maths Games



	AGE	CODE	PRICE
Book 1	5–7	0614UK	£22.95
Book 2	7–9	0615UK	£22.95
Book 3	9–11+	0616UK	£22.95

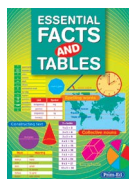
Motivate pupils through maths games!

Maths Games provides teachers with fun game boards that assist pupils' learning of mathematical concepts and language.

Features

- Emphasises mathematical language to introduce, reinforce, and consolidate concepts.
- Encourages cooperative learning through the group board game options.
- Blank game boards allow teachers to customise their own games to suit their class.

Essential Facts and Tables



AGE	CODE	PRICE
7–14	1091	£3.49

All the essential information in one handy book.

Features symbols, tables, formulas, definitions and spelling rules.

Features

- An essential resource that's great for teachers and pupils to use daily.
- Careful indexing allows for information to be easy to find for both teachers and pupils.
- So much more than a maths reference book, as also has a large language section and geography facts.



Follow Me—Loop Card Games – Maths



	AGE	CODE	PRICE
Lower	5–7	6073	£22.95
Middle	7–9	6074	£22.95
Upper	9–11+	6075	£22.95

Develop and reinforce active listening skills.

This three-book maths series is designed to reinforce basic mathematical skills using auditory discrimination as the major focus.

Features

- Maintains pupil involvement through the active listening enrichment copymasters.
- Each level has games addressing the relevant maths skills.
- Simple-to-prepare activities, blank templates (to produce your own games), and clear and concise answer pages.

Science and Technology 57-70

Design and Technology 58-61

Technology 62-63

STEM 64-67

Science 68-70

SCIENCE AND TECHNOLOGY



Design & Technology Boxes



High-interest, hands-on, and real-world projects.

- » Six-box series
- » Suitable for Year 1–Year 6
- » 28 unique projects in each box

Our *Design & Technology* series includes six boxes, each containing 28 unique projects that encourage pupils to use analytical, creative, and critical thinking skills as they explore and attempt to respond to the projects. Pupils will explore why, and how, people design and make products that meet a purpose for a particular audience—plus, they will use their knowledge and skills to develop their own products.

Sample cards from Box 1

FOOD, COOKING AND NUTRITION

Project 3

'Av-a-go to Grow an Avocado

Project Task:
Design and make a way to grow a new avocado plant from a seed.

Project Ideas:

in a glass of water using toothpicks in potting soil on a damp paper towel in a plastic bag in a dark cupboard

DESIGN & TECHNOLOGY BOX 1 Prim-Ed Publishing - www.prim-ed.com

Front of card

FOOD, COOKING AND NUTRITION

Project 3

'Av-a-go to Grow an Avocado

What are some different ways of sprouting an avocado seed? How do avocado seeds need to grow? Where is the best place to grow them? How long does an avocado seed take to sprout? How do you need to care for it so it sprouts?

- 1. ENQUIRE** Where can you get an avocado seed? What materials, tools and equipment do you need?
- 2. IDEATE** Draw and write a plan for sprouting your avocado seed. Collect your seed, materials, tools and equipment.
- 3. PLAN** Follow your plan, then plant your seed. Do you need help using the tools and equipment?
- 4. CREATE** Watch your seed as it sprouts. Is there anything you could change to help it grow?
- 5. EVALUATE** Display your sprouted seed with those of others who grew it the same way. Tell how you grew it. Talk to others who used a different way and look at their seed. Which way made a better plant? Which was easier? Which sprouted the best?
- 6. SHARE**

Back of card

BUILDING AND CONSTRUCTION

Project 4

Fancy Photo Frame

Project Task:
Design and make a fancy photo frame that stands up.

Project Ideas:

decorated cardboard frame heart-shaped frame tinfoil frame

DESIGN & TECHNOLOGY BOX 1 Prim-Ed Publishing - www.prim-ed.com

Front of card

BUILDING AND CONSTRUCTION

Project 4

Fancy Photo Frame

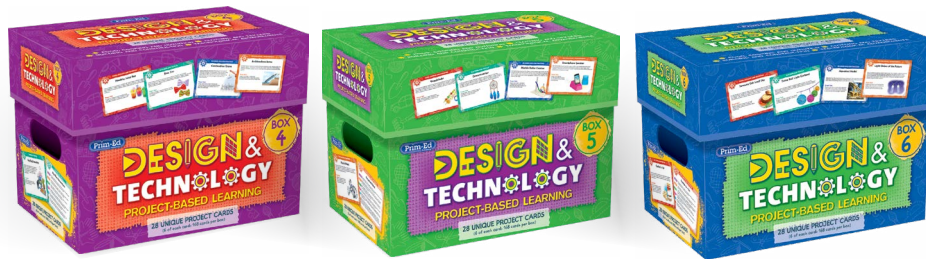
What is a photo frame? How do some photo frames stand up? How have other people made fancy photo frames?

- 1. ENQUIRE** What picture will you use? How big does the frame need to be? How will you decorate it? How will you make it stand up? How will you keep the picture from falling out?
- 2. IDEATE** Draw and label a design for your frame, then draw or write the steps you will use to create it.
- 3. PLAN** Create your photo frame. Do you need help using the tools and equipment?
- 4. CREATE** Place your picture inside. Does it fit? Does the frame stand up well? Is there anything you would change?
- 5. EVALUATE** Display your fancy photo frame. Tell how you made it.
- 6. SHARE**

Back of card

Design & Technology Boxes

For a free sample, go to:
www.prim-ed.co.uk/dtboxsample



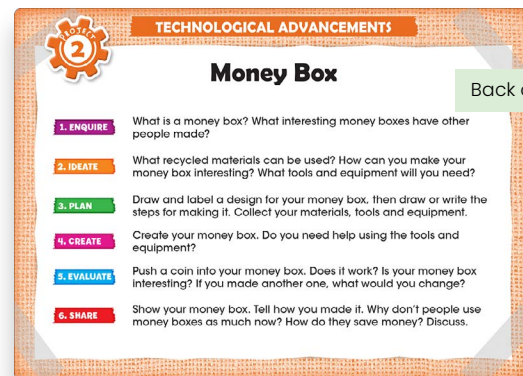
REVIEW *It's really hard to get everything sorted, be really creative on the spot consistently, and be able to have the time to do all of it. The Design and Technology Box just makes everything much easier and accessible! It also includes tips on implementation, differentiating, and assessment—you don't have to think about anything. It includes the classroom management side of things and what the design process is. That's so fantastic and great for all teachers.'*

Juliet Ferris, Year 3 Teacher

Features

- The projects are organised into four colour-coded sections— Food, Cooking, and Nutrition; Clothing and Textiles; Building and Construction; and Technological Advancements. Each section has seven unique projects.
- To allow for collaboration and group work, there are six copies of each project card, ideal for teachers who want to organise differentiated work stations.
- Can be used as a stand-alone product or in conjunction with the *Design & Technology: Project-based Learning* teacher resource series.

Sample cards from Box 1



	AGE	CODE	PRICE
Box 1	5-6	8470UK	£49.96
Box 2	6-7	8471UK	£49.96
Box 3	7-8	8472UK	£49.96
Box 4	8-9	8473UK	£49.96
Box 5	9-10	8474UK	£49.96
Box 6	10-11	8475UK	£49.96

Easy ordering: shop online www.prim-ed.co.uk

SCIENCE AND TECHNOLOGY

Design & Technology Books



Teach the design and technology subject area with confidence.

- » Six-book series
- » Suitable for Year 1–Year 6
- » Includes extensive teacher notes and background information

Design & Technology: Project-based Learning is a series of teacher resource books written to help teachers plan for, teach, and assess pupils' learning in design and technology. Each of the six books in the series contains four similarly themed units, allowing pupils to build on their prior knowledge and skills in design and technology as they progress through primary school. The four themes are: Food, Cooking and Nutrition; Clothing and Textiles; Building and Construction; and Technological Advancements.

Sample pages from Year 3

TEACHER NOTES

Understanding the Design Process

The design process for the projects provides a simple, six-step process that allows pupils to investigate problems and possible solutions, plan how to solve the problem, design and create an appropriate solution and evaluate and reflect on their designed solution for effectiveness, before making any improvements necessary. At the completion of the project, pupils are given opportunities to present their designed solution to an audience and explain the challenges they faced and how they overcame these.

The process used in this series is:

1. ENQUIRE
What is the problem/issue?
How can we solve this problem/issue?

2. IDEATE
Brainstorm possible solutions.
Select a suitable solution.

3. PLAN
Research designs.
Draw a diagram.
Plan how to create the solution.

4. CREATE
Collect and organise resources.
Create your design.

5. EVALUATE
Evaluate your creation.
Make improvements.

6. SHARE
Share your design and your creation with others.
Seek and record feedback.

FOOD, COOKING AND NUTRITION

The UK and Ireland's Food Production

The locations shown on this map are general guides only. It is designed to help pupils understand that food products are produced in different parts of the UK and Ireland.

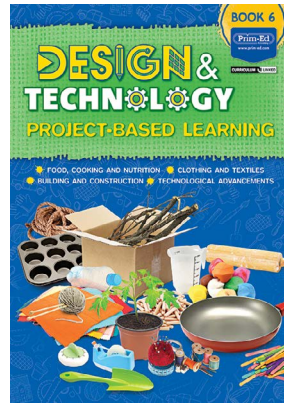
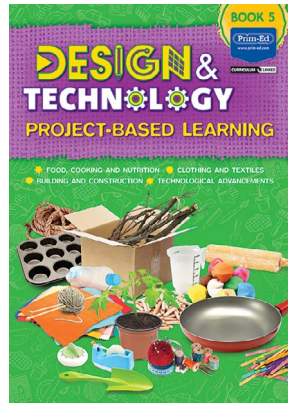
FOOD, COOKING AND NUTRITION

Teamwork Considerations

- Divide the box below so there is a section for each team member. At the top of each section write a team member's name. Record the jobs that each team member will do and check to make sure everyone thinks the workload is fair.
- As a group, discuss each scenario below and decide how you might work together to solve similar situations that may arise during the project.
 - You notice that a team member is trying to control the group's decisions and is starting to become bossy. What might you do/say to respectfully let them know they are being bossy and that it's making others feel sad?
 - You notice that a team member doesn't like touching the soil or compost with their hands because it's dirty. What materials, tools or equipment might you suggest they use to help them participate?
 - You notice that a team member only wants to grow plants they want and not what the group wants. What might you do as a team to remind them about the importance of democratic decisions?
 - You notice that a team member is not following the plans for the garden design and is planting wherever they want to. How might you respectfully remind them about why you planned to have plants in specific places?
 - You notice that one team member is doing all the digging and is getting very tired. How will you share the physical labour (hard work) among all team members so no-one gets exhausted?

Design & Technology Books

For a free sample, go to:
www.prim-ed.co.uk/dtbooksample



	AGE	CODE	PRICE
Book 1	5-6	8476UK	£27.95
Book 2	6-7	8477UK	£27.95
Book 3	7-8	8478UK	£27.95
Book 4	8-9	8479UK	£27.95
Book 5	9-10	8480UK	£27.95
Book 6	10-11	8481UK	£27.95



REVIEW *‘It’s a learning area that I don’t feel as confident teaching with my classroom. This awesome resource can help all teachers teach science, STEM, and design and technology. I love that they’re really hands-on!’*

Daniela Morsella, Year 4 Teacher

Features

- Throughout the series, pupils work on a range of hands-on and enquiry-based activities using a variety of materials, tools, and equipment, in a range of contexts.
- Each of the four units has detailed plans for nine weeks of lessons, which include objectives, resources, pupil activity sheets, enquiry cards, online research cards, assessment questions, and detailed lesson plans.
- These lesson plans are accompanied by curriculum links, background information, vocabulary lists, resource preparation lists, and assessment tools.

Sample pages from Book 2 (full-colour digital version)

BUILDING AND CONSTRUCTION

Forces and Kites

1. LESSON STARTER
 Read the book Give it a Pull Give it a Pull A Look at Forces by Jennifer Boothroyd. Alternatively use one of the online videos listed in Lesson resources.
 Revisit the resource sheets and enquiry cards used in Lesson 1 to name objects that move by push and pull forces, and to re-read the definition and information about forces in Question 3.

2. INTRODUCTION
 Watch Boomerangs - How Do They Do It? at <https://youtu.be/0558d0c2a> and Teddieson Revision Presenter Johnny Munson Demonstrating 'How to Throw a Boomerang' at <https://youtu.be/0m544t9ic>.
 How do forces help boomerangs work? Pairs draw and label a simple diagram to support their explanation, then join with another pair to share information, clarify ideas and make changes. Groups of four join another four to repeat the sharing process.
 Note: Pupils are not expected to provide complicated explanations.
 Collect the boomerang diagrams and display them for pupils to guess and compare.

3. DEVELOPMENT
 What other objects that fly use forces to make them move? Divide the class into small groups for a round-robin activity. Groups discuss and list objects that fly using forces. Pupils can group objects into 'heavy', 'vehicle/transport', etc.) Groups rotate and add ideas. At the end of a short, given time, display and discuss ideas.
 In small groups, pupils answer the enquiry questions using the online research cards. Encourage labelled diagrams to support explanations.

4. PRIMARY
 As a class, groups share their researched information explaining how forces make kites work. Other interesting information may also be shared. Any questions or unclear explanations can be recorded for research at a later date.
 Discuss the questions: Has the design of kites changed over the centuries? If so, how? If not, why not? Why do children and adults still love to fly kites?

5. CONCLUSION
 As a class, watch the video at <https://youtu.be/0m544t9ic>, showing the biggest kite festival in Europe, which is held on France's Atlantic coast. How do the kites fly over the sites into the air? How does the biggest kite become airborne?

BUILDING AND CONSTRUCTION

Suggested Enquiry Questions

How does a boomerang work?

What objects that fly use forces to make them move?

What is a kite?

How do forces make kites work?

What facts about kites were unfamiliar?

Are the materials used important to helping kites work?

Kites are fun to fly but can they be used for any more important reasons?

How are the designs of kites similar or different to those created centuries ago?

If there was no wind, how could kites fly?

BUILDING AND CONSTRUCTION

Recycled Materials Kite

1. CREATE (40 minutes)
 As a class, discuss the safe use of equipment and tools.
 Project pairs/groups follow their planning sheets to collect the materials, tools and equipment needed. They revise the steps they need to take to create their kite and then begin. Encourage pupils to take photos during each step of the process and of their completed kite to display during the sharing stage.
 Note: Pupils should be made aware of the time allocation and the availability of resources.
 Enforce good cleaning and packing up of working spaces.

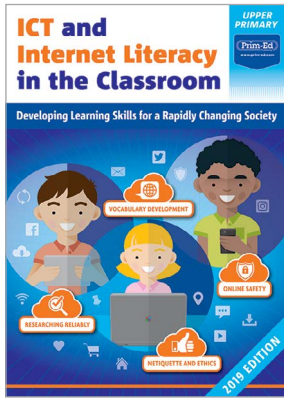
5. EVALUATE (20 minutes)
 Pupils take their kites outside and assess how they fly.
 They review their planning documents, and any photos or videos taken during the creation and completion of the project to evaluate their design.
 Possible improvements are recorded to enable them to meet more criteria on the rubric.
 Pupils make any improvements necessary to improve their design. If changes cannot be made due to time or resource constraints, pupils record how they would make changes later/next time.
 Pupils then complete the self-assessment using the project rubric.
 Note: If time is the factor impacting these improvements, pupils who would like to make these changes should be provided opportunities to do so during their personal time. If time allows, pupils make a second kite.

6. SHARE (20 minutes)
 Pairs/Small groups write a summary of their project using handwritten or digital recording methods. Pupils then create an oral, written or multimodal presentation to explain:
 • the design brief;
 • how they planned, designed and created their kite;
 • any challenges encountered during planning, designing or creating;
 • the effectiveness of their design;
 • their personal opinion of the project; and
 • a goal for a similar project.
 Pupils share their presentation with their peers, other members of the school, their family and/or members of the community. If guests were invited to assist pupils with their projects, encourage them to return to see the finished product.
 As a class, discuss ways to compare the effectiveness of one kite design with another. Consider also the advantage of using recycled materials as much as possible.

ICT and Internet Literacy in the Classroom



Preview the book:
www.prim-ed.co.uk/shop/ict-and-internet-literacy-in-the-classroom/



Bring Internet literacy to the classroom.

- » Promote Internet safety in the classroom
- » Suitable for older primary pupils
- » Includes online and offline activities

Develop pupils' ability to read and analyse websites as they refine their online research skills for use in other subjects. Pupils will also be introduced to online safety, 'netiquette,' and ethics to ensure they are confident, safe, and effective Internet users.

Features

- Teaches pupils how to be safe in an online environment, addressing topics such as phishing scams and acceptable use agreements.
- Encourages positive online behaviour and promotes collaboration through blogs and other tools.
- Develops enquiry skills by exploring how different websites are created for different audiences, and why.

	AGE	CODE	PRICE
Upper	8-11	6168	£22.95

Sample pages

Assessment			
Internet Skills Checklist			
Pupil's name: _____		Year level: _____	
	Criteria	Beginner	Experienced / Advanced
Vocabulary	Understands and uses Internet terminology appropriately.		
Online safety	Understands and uses online safety policies and procedures. Navigates a web browser using navigational buttons and scroll bars. Uses accessibility features including screen and voice-to-text tools.		
Basic internet skills	Adds, uses and manages bookmarks/favourites. Prints appropriately from the Internet. Accesses downloaded files from the Internet. Completes an online form appropriately. Identifies the purpose of a web page. Identifies the features of a web page. Understands the concept of three-dimensional reading.		
Webinar	Identifies a web page for information. Understands how to surf a website. Understands how to create a website. Understands how to read and write HTML.		
Internet research skills	Selects and uses an appropriate search engine. Understands how to read a search engine page. Understands how to use 'Advanced search' features. Assesses the accuracy and reliability of a website. Understands the importance of copyright.		
Netiquette	Understands and follows the rules of netiquette. Understands and applies online ethics. References websites appropriately.		
Online collaboration	Accesses and uses email. Accesses and uses blogs. Accesses and uses discussion boards. Accesses and uses websites for collaboration. Creates an online covered page.		
Online graphic organisers	Creates an online Venn diagram. Creates an online KWL chart. Creates an online timeline. Creates an online mind map. Creates an online flow chart.		
Overall comment:			

Vocabulary Development

Internet Vocabulary Crossword - Option 2

Directions: Unscramble the clues in the word bank. Then fill in the puzzle with the appropriate answers.

Word Bank

TETENUQUET
LRU
OBLG
KHW
PNSHHGI
RHPYILKNE
AGHOPEME
SSR
ANYPCNSERRAT
OEBSSRW

Across

- A connection from one electronic document to another that can be triggered by the user, usually by clicking, causing another document to load in the browser.
- The attempt to fraudulently acquire sensitive information (e.g. passwords, account numbers, or financial information) by masquerading as a trustworthy person or business.
- A program or tool such as Google[®], Chrome or Mozilla Firefox that enables you to search and surf the World Wide Web and view Internet sites.
- A combination of two words, 'net' and 'etiquette'; refers to proper behaviours on a network.
- A contraction of the term 'weblog' (a type of website) usually maintained by an individual with regular entries of commentary.

Down

- The state of total visibility online; that is, anyone can read what was written, even years later.
- The opening page of a website.
- Really Simple Syndication, a newfeed technology.
- A collaborative website which can be directly edited by anyone with access to it.
- Uniform Resource Locator: the address of a web page.

Online Safety

Internet Safety Poster

STAY ANONYMOUS
Keep personal details private, including your address, telephone number, date of birth, school and class name/location. This includes your own and others' personal details.

KEEP YOUR PASSWORDS PRIVATE
Keep your passwords private so other people can't access your accounts. Even sharing your password with your best friend can be problematic. You should only share your password with a trusted adult.

REPORT INAPPROPRIATE CONTENT
If you come across information, images or videos that you think are inappropriate, minimise the screen and report it to an adult immediately. Do not continue looking at, sharing or laughing at this content.

LISTEN TO YOUR INSTINCTS
If someone online asks you to do something that you think is suspicious tell an adult immediately. This includes people asking you to talk over the phone, send photographs/videos of yourself, meet in person, describe your appearance or give personal details.

USE SAFE AND APPROPRIATE WEBSITES
Websites that start with https:// are secure websites. These websites have passed a test and have been certified as being safe. Always use secure websites where possible and be careful not to click on links that may redirect you to unsafe sites.

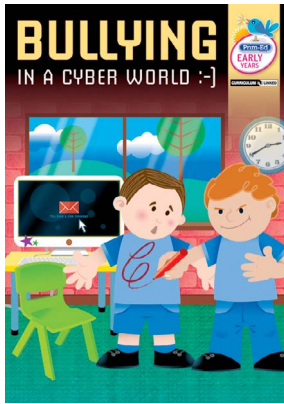
AVOID DOWNLOADING FROM THE INTERNET
Downloading files from the internet can cause harm to your computer in the form of viruses or other harmful attachments. If you must download a file, check with an adult to make sure it is safe.

POST APPROPRIATE CONTENT ONLY
Only post appropriate comments, images and videos. Personal photographs and videos can give away personal details. It is best to check with your parents/guardian before posting photographs or videos of yourself online.



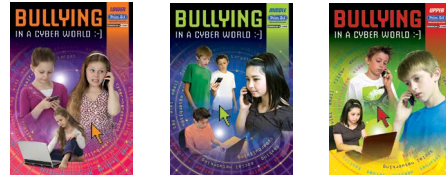
Bullying in a Cyber World

For a free sample, go to:
www.prim-ed.co.uk/bullyingsample



Help children deal with cyberbullying.

- » Four-book series
- » Suitable for ages 3–11+
- » Includes lesson plans and activity sheets



Bullying in a Cyber World is a teacher resource book that gives insight into many facets of bullying, providing material to help pupils understand why bullying is wrong and that collectively, they have the power to eliminate it. In a digital world where cyberbullying is increasingly common and easy, this is an invaluable tool for helping both children and adults.

Features

- Aims to help young children grow into socially competent, empathic adults who can cope with bullying.
- Includes suggestions for promoting a bully-free school environment, plus anti-bullying pledges for the whole class, individual, and home.
- Covers themes such as forms of bullying, targets of bullying, effects of bullying, dealing with and preventing bullying, and more.

Sample pages from Middle

Bullying in cyberspace - 1

READ ABOUT IT

...I don't think about things until I get better results.

...I don't think about things until I get better results.

Bullying in cyberspace - 2

WRITE ABOUT IT

1. Discuss each of these and write your responses after reading the text on page 25.

(a) What is happening in this comic strip?

(b) What tools are being used by the bullies?

(c) How is the target feeling?

(d) Do you think the target did the right thing? Explain.

(e) Do you think the target was the only person who had experienced this type of bullying? Explain.

2. Draw and write what might have happened next in the comic strip.

Bullying in cyberspace - 3

MORE ABOUT IT

1. Complete each sentence.

(a) If this type of thing happened to me, I would _____

(b) I would talk to _____ if I was feeling hurt or upset.

(c) After reading the comic strip, I felt _____

(d) I think it is important to remember _____

2. Select one character from the comic strip and write a short email.

Your email can either discourage 'hater' behaviour or support 'hater' actions, depending on the character you choose.

AGE	CODE	PRICE
Early Years	3-5	6450 £22.95
Lower	5-7	6451 £22.95
Middle	7-9	6452 £22.95
Upper	9-11+	6453 £22.95

STEM Projects



For a free sample, go to:
www.prim-ed.co.uk/stemprojectsample



Help your pupils become innovative
 problem-solvers!

» Seven-box series

» Suitable for Year R–Year 6

» 28 unique projects in each box

STEM Projects provides opportunities for pupils to develop science knowledge and skills, design and technology skills, mathematical skills, and general capabilities while completing short- or long-term projects. Designed to encourage creative and sustainable thinking, it encourages pupils to follow a consistent design process while completing the projects, including finding out information, planning and designing, creating, evaluating, and communicating.

Sample of the Teacher Reference card

Chemical Sciences

Teacher Reference

What are chemical sciences?
 Chemical science is the study of materials and substances and how they behave under different conditions. Pupils should develop an understanding of the properties of materials, how they behave and change under different conditions and are used to make new products.

Pupils will apply their knowledge of:

- the observable features of different materials used to make objects; and
- how traditional materials used in buildings and clothing are suited to the local environment.

Pupils will learn to use their:

- science enquiry skills while planning and conducting experiment-based projects, such as creating a pirate ship that floats, and while researching and applying information related to their project;
- design and engineering skills while making a rope bridge and various clothing items and buildings;
- digital technology skills while taking digital photographs and using a computer to research online information; and
- mathematics skills to measure and count objects.

Early Years Foundation Stage Prim-Ed Publishing — www.prim-ed.co.uk

Sample of the Design and Making Process card

The Design and Making Process

1. Research: Find Out Information

- read fiction and non-fiction books;
- use a computer or tablet to watch videos and look at pictures;
- talk to people that can share information with you; and
- research using the Internet.

2. Design

- think about what you will make and how you will make it;
- talk to your group members and share your ideas;
- draw a picture of what you will make; and
- write the main parts of your design on your picture.

3. Materials

- choose which materials you will need for each part;
- find where the materials are kept;
- collect the materials you will need; and
- check that you have the right materials.

Early Years Foundation Stage Prim-Ed Publishing — www.prim-ed.co.uk

Sample card from Foundation

Chemical Sciences **Project 2**

Pirate Ship

Design and make a pirate ship that floats in water.

CRITERIA:

- It must have a flag that blows in the wind.
- It must hold ten pirates and keep them all safe onboard the ship.
- It must be made using recycled materials.

SUGGESTED MATERIALS:

- recycled materials
- ten people figurines
- water tray

Early Years Foundation Stage Prim-Ed Publishing — www.prim-ed.co.uk

Front of card

Chemical Sciences **Project 2**

Pirate Ship

- Discuss which materials you think will float and which materials will sink.
- Collect the materials you will need, including recycled materials, ten people figurines and a water tray.
- Plan and draw a diagram of your pirate ship. Label the materials you will use for each part.
- Create your pirate ship to look like your plan.
- Check that your pirate ship meets the criteria.
- Test your pirate ship in the water tray and shoot a video to show it floating (or sinking!)

Early Years Foundation Stage Prim-Ed Publishing — www.prim-ed.co.uk

Back of card

WHERE ARE YOU TEACHING?



STEM

STEM Projects

SCIENCE AND TECHNOLOGY

Our international version of this resource might be more suitable for you!
Find out more at www.prim-ed.co.uk/stemprojectsint



	AGE	CODE	PRICE
EYFS	4-5	6177UK	£49.95
Year 1	5-6	6178UK	£49.95
Year 2	6-7	6179UK	£49.95
Year 3	7-8	6180UK	£49.95
Year 4	8-9	6181UK	£49.95
Year 5	9-10	6182UK	£49.95
Year 6	10-11	6183UK	£49.95

REVIEW 'The layout of the cards was easy to follow. The tasks were fun and the pupils enjoyed the experience of using them. The resources needed for the tasks were affordable and easy to find around school, so there was no additional cost which makes a difference when starting something new.'

M. McMahon, Primary School Teacher

Features

- The projects allow pupils to work in small teams, using effective communication and collaboration skills to plan, design, create, and evaluate a solution to a given task.
- When satisfied with their solutions, pupils showcase and discuss their design, explaining how science was used throughout the project.
- The cards are designed to provide little interference to the pupils' creativity, allowing them to create their own paths.

Sample card from Box 4

Biological Sciences **Project 6**

Healthy Fruit Yoghurt

TASK:
Design and make a healthy fruit yoghurt.

CRITERIA:

- The yoghurt is made from a live culture of yoghurt.
- It must have two different types of fruit in the yoghurt.
- The pot must have a label with the ingredients clearly displayed.

SUGGESTED MATERIALS:

- milk
- live yoghurt culture
- range of fresh fruit
- cooking utensils
- thermos flask

STEM PROJECTS Box 4 (Year 4) Prim-Ed Publishing www.prim-ed.co.uk

Biological Sciences **Project 6**

Healthy Fruit Yoghurt

- Find out about how yoghurt is made from milk and live yoghurt culture. Investigate which fruit works well in yoghurt.
- Create an action plan for how to make the yoghurt. Include a list of ingredients and equipment you will need.
- Collect the ingredients and cooking equipment you will need. (You will need to leave the yoghurt mixture overnight in a thermos flask.)
- Follow your action plan to create your yoghurt recipe.
- Taste and evaluate your yoghurt. Does it meet the criteria? Are there any changes you need to make?
- Once you are satisfied, design a label for your yoghurt. Give a presentation explaining how yoghurt is made from a 'live culture'.

STEM PROJECTS

REVIEW 'This is an exciting resource which spans from EYFS to UKS2. Each box is full of 28 STEM projects split into biological, chemical, environmental, and physical sciences. The cards are clearly organised, so the resources are easily visible and are readily accessible to teachers. Key learning intentions are also signposted for teachers, so they are clear which elements of the National Curriculum they are covering.'

These are open-ended projects that set challenges and allow group work, paired work, discussion, problem-solving, and all the features of great, practical work across the whole school—from designing and making a mud hut in EYFS, to designing and making a waterwheel that makes at least two full turns, which brings in use of computing, too.'

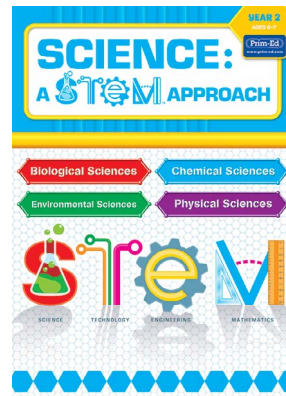
Kulvinder Kaur Johal, STEM Category Judge
Teach Primary Awards 2019



Science: A STEM Approach



For a free sample, go to:
www.prim-ed.co.uk/stemapproachsample



Prepare your pupils for the roles of the future!

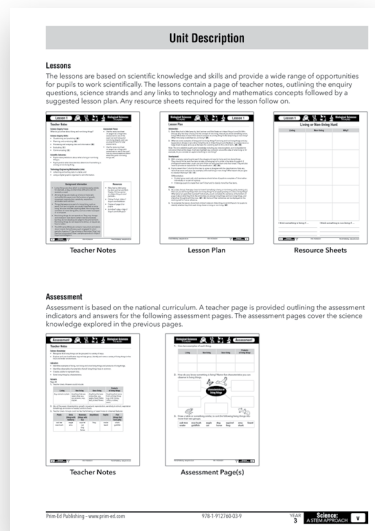
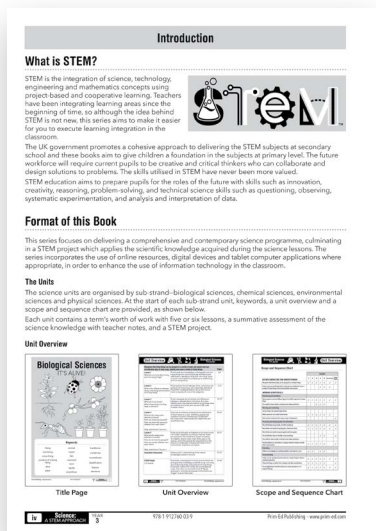
» Seven-book series

» Suitable for Year R–Year 6

» STEM projects within each unit

Be inspired as pupils work together to design innovative and sustainable solutions. Through the activities and projects in this series, pupils develop skills such as innovation, creativity, reasoning, and problem-solving—plus, technical science skills such as questioning, observing, systematic experimentation, and analysis and interpretation of data. Feel confident delivering an exciting, relevant, and comprehensive science programme, and ease your way into STEM projects with *Science: A STEM Approach*.

Sample pages from Year 3



WHERE ARE YOU TEACHING?

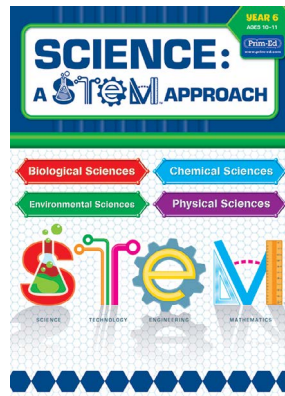
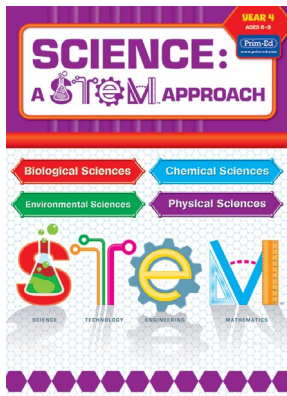


STEM

Science: A STEM Approach

SCIENCE AND TECHNOLOGY

Our international version of this resource might be more suitable for you!
Find out more at www.prim-ed.co.uk/stembooksint



	AGE	CODE	PRICE	
	EYFS	4-5	6170UK	£22.95
	Year 1	5-6	6171UK	£22.95
	Year 2	6-7	6172UK	£22.95
	Year 3	7-8	6173UK	£22.95
	Year 4	8-9	6174UK	£22.95
	Year 5	9-10	6175UK	£22.95
	Year 6	10-11	6176UK	£22.95

REVIEW 'Another excellent approach. The lesson plans are detailed and cover both skills and content aspects of the curriculum. Easy to integrate into our planning, and made assessing the children's learning easier and much clearer.'

Alex Gilber, Teacher

Features

- Each book is split into four units, which are organised by science topic—biological sciences, chemical sciences, environmental sciences, and physical sciences.
- Each unit is designed to be easy to follow for the teacher, with a term overview at the start of each unit and comprehensive background information.
- Each project links the science knowledge and skills learnt with aspects of engineering, design and technology, information technology, and mathematics.

Sample pages from Year 3

Living things
Includes live organisms such as humans, animals and plants.

Non-living things
Includes man-made and natural items that were never alive.

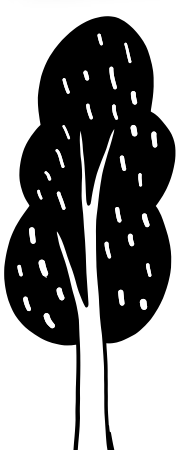
Living or Non-living Hunt

Living	Non-living	Why?

I think something is living if ... I think something is non-living if ...

Once-living things
Includes things that used to be alive and are now dead, or were once part of a living thing.

Products of living things
Includes things that are made from a living plant or animal.



Science

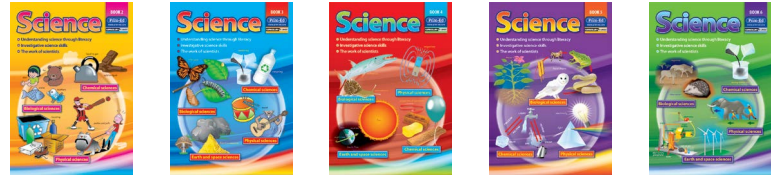


For a free sample, go to:
www.prim-ed.co.uk/sciencesample



Discover how science has changed the way we live.

- » Six-book series
- » Suitable for Year R–Year 6
- » Each unit consists of a teacher page and three pupil pages



With a wide variety of experiments, investigations, and other tasks, *Science* is the must-have, one-stop resource for teachers. Through hands-on and interactive activities designed to promote curiosity and interest in science, each book in the series will captivate pupils and give them a thirst for scientific knowledge and understanding.

Features

- Easy-to-follow structure, with plenty of guidance for teachers to execute an engaging science lesson.
- This revised edition includes curriculum links, fully mapped out for your coverage reference.
- Each unit includes a science literary text to explain the concepts, comprehension questions to gauge understanding, and a hands-on activity to engage pupils.

Sample pages from Book 3

What are living things? – 2

Use the text on page 3 to complete the following.

- Circle what most living things can do.
 - (a) grow
 - (b) run on batteries
 - (c) have offspring
 - (d) use food and water
 - (e) breathe air
- Look at the pictures below. Decide which things are living. Write the name of each living thing in the box.

Living
- Living things change. Write two ways a plant can change.
- Why might some people think a plant is not a living thing?
- Write the names of two living things in the picture on page 3 (other than the children, rabbits and trees) below.

How do animals change as they grow? – 1

Read the text.

Most animals have two parents. Some animals start their lives growing inside the bodies of their mothers. They are born alive and usually look like their parents. Cows, dogs, cats, horses, lions and whales are born this way.

Some animals lay eggs. Their babies grow inside the egg and later hatch out. Some animals, like turtles, snakes and lizards, look like their parents. Others, like chickens and swans, change as they grow to look more like their parents.

Some animals go through big changes in the way they look. These animals usually hatch from eggs. Frogs and many insects (such as flies and butterflies) change the way they look a number of times before finally looking like their parents.

Animals do different things as they grow. Tiger cubs are playful, but they become fierce, dangerous hunters. Puppies drink milk when they are born but eat meat when they get older. Some chicks are looked after by their mothers but learn to take care of themselves.

No matter how animals look and act when they are born, they all change and grow to become like one or both of their parents. For some animals, like flies, this takes just a few weeks. For others, this takes many years.

What will it look like?

Use the internet or books to help you find out what kind of animals these babies are, and what they will look like as adults.

- Colour each baby animal in the chart correctly.
- Write what each parent is called, then draw and colour one parent for each animal.
- Write some changes each animal will go through, and about how long these changes will take, as it grows and changes into an adult.
- Fill in the last section with an animal of your choice.

Baby	Adult/Parent	What changes? How long will the changes take?
kid		
poult		
tadpole		

Teachers notes

Page 2

The small page on the four page format is a science literacy text which introduces the topic. This page provides the following information:

- A shaded tab down the side gives the section.
- The title of the text gives a question to investigate and a learning aim.
- Instructions are given for reading the text.
- This resource literacy text is provided.
- Relaxed diagrams or artwork enhance the text, or are used to assess pupil understanding of the concepts.

Page 3

The small pupil page consists of a series of questions or activities relating to the literacy text. They aim to assess pupil understanding of the concepts presented in the text.

- A shaded tab gives the section.
- Questions or activities follow. These relate to the text on the previous page.

When relevant, a question relating to the work of a scientist may be included in the final question on this page. This question is indicated by the icon shown in the left.

What are living things?

Content boxes: Defining living things

Investigative skills boxes: Questioning and predicting, Planning and conducting, Processing and analysing data and information, Communicating

Background information:

- The things around us can be classified as either living or non-living. The criteria between living and non-living things is that all living things are made up of one or more cells. Living things absorb the things they need to live from their environment.
- Generally, living things increase in size and can repair some damaged parts.
- Non-living things can change their position in their environment. For example, plants, while slower and more limited in their movement, can die.
- Reproduction: Living things can sense and respond to stimuli in their environment.
- Adaptation: Living things can sense energy from the environment (heat) but use a process usually requiring oxygen.
- Elimination/excretion: Living things remove wastes which must be removed from the organism.
- Feeding/nutrition: All living things need to take in food for the energy required for growth and energy.
- Non-living things do not reproduce. They may change and increase in size due to external natural processes, but do not develop or adapt to the environment. They do not respond to stimuli, repair or heal or react to the same way living things do.
- Things that are non-living are made up of particles and are not made of cells.
- Things that are made up of living things, such as wood, fruit and car tyres are usually classified as 'once living'.
- Useful websites:
 - <http://www.scienceonline.com/animals.html> has pictures and descriptions of the main characteristics of living things.
 - <http://www.bbc.com/news/science-environment-123456> also contains a table where pupils look at a variety of images and decide if they are living or non-living.

The work of a scientist question

Use the text on page 2 to help you answer the question.

Page 3

Page 3 is a short text to read together.

- Show the pupils the living plant and the artificial plant. Ask them to describe some of the ways they are the same. Some of the ways they are different. Discuss how one of them is alive or living and the other is not. Discuss what the pupils think defines the real plant as living.
- Read page 3. Discuss and check for understanding. Pupils complete page 3.
- Early children could colour the living things on page 3 in a single colour.
- The aim of the activity on page 3 is for pupils to use their knowledge of the characteristics of living things to determine if the unidentified objects from space are living or not. Discuss their answer to item 1 and why some pupils may have different answers.

Answers:

Page 2

Page 3

Page 4

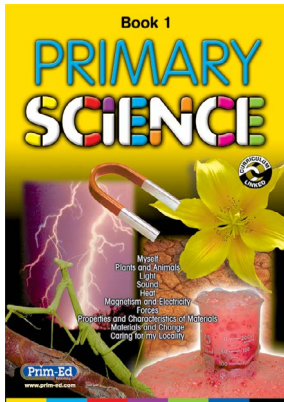
Page 5

Page 6

Primary Science

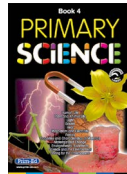
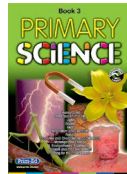
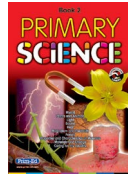


SCIENCE AND TECHNOLOGY



Run a successful science programme!

- » Four-book series
- » Suitable for Year R-Year 6
- » Encourage your pupils to engage in collaborative learning



Primary Science gives pupils the opportunity to enhance their knowledge of the world around them and to engage in collaborative learning that makes science interesting and exciting.

Features

- Confidently run your science lessons with comprehensive teacher notes to accompany each pupil activity.
- Provide a balanced learning environment with concepts, knowledge, and skills sharing an equal emphasis in each unit.
- Get your pupils up to speed with topics covering the four main areas of science education.

Sample pages from Book 2

Teacher information

Primary Science Book 2 contains ten chapters of work. Each chapter includes:

- cover page
- teacher pages
- pupil pages

The first page of each unit contains **context links**.

The second page of each unit is a cover page designed for the pupils. Label one of the files of the activities included in the unit.

The cover page can be glued into the pupils' workbooks at the beginning of a unit or they can be in a folder or they can be used as a checklist for the teacher. The teacher can add the title of the unit and the student's name on the page.

Keynotes have been given for each unit in a separate side. These keynotes can be introduced and discussed at the beginning of a unit or they can be in a folder or they can be used as a checklist for the teacher. Introducing scientific knowledge at the start of a unit is discussed on the page.

The teacher pages include information to assist the teacher with each lesson.

The activities objectives can be transferred to the assessment criteria on page 11.

The working scientifically and changing and extending ideas are explained in the lesson on page 11.

Background information for each activity is included in the teacher pages.

Additional activities can be used to further develop the objectives being assessed. These activities provide ideas to consolidate and clarify the concepts and skills taught in the unit.

Display ideas are suggestions for ways present the resources used in the lesson completed by the pupils during the lesson.

It includes and explains, to include in the cover of a unit needs to be done before the lesson. Some activities and tasks required for the activity to be conducted, others are suggestions that will assist the lesson.

Notes under the Stimulus heading are suggested starter activities or discussions to capture the pupils' attention and to activate the background knowledge of the class in relation to the activity. The teacher can use these notes to help in leading to their responses and discussions.

What to do gives suggested steps to work towards for the activity. The accompanying objectives may be on the back of the activity or on a separate page.

Myself - Activity 1

About me

(a) Draw what you think you will look like as an elderly person.

(b) Draw a line to match the body parts to your drawing.

head	neck
nose	eyes
mouth	shoulder
arm	hand
knee	leg
ankle	foot

(c) Draw or write something you can ...

smell	see	taste
touch	hear	

to detect if something is hot and may burn us?

Myself - Activity 2

Changes

As we grow, many changes will happen to us.

Stage	Like to do	Like to eat	Responsibilities
Baby			
Toddler			
Now			

Complete the missing parts of the human stages of life.

```

    graph LR
      A[ ] --> B[teenager]
      B --> C[ ]
      C --> D[senior]
      A --> E[child]
      E --> B
      D --> C
      
```

All living things grow and change. Match the plants and animals.

(a) kitten	•	• frog
(b) seed	•	• cat
(c) tadpole	•	• butterfly
(d) caterpillar	•	• plant

Myself - Activity 3

Changes

Objectives

- recognise that all living things grow and change
- recognise that physical growth has taken place since birth

Preparation

- Collect photographs of people at different stages in their lives. Ask pupils to bring photographs of themselves as babies and toddlers.

Working scientifically

- Questioning
- Classifying
- Predicting
- Recording and communicating

Background information

All through our lives, changes will occur. Some of these changes will be physical, some mental. They may be physical or emotional, positive or negative.

Food and water are essential to the growth and survival of people, plants and animals. People who require energy and nutrients for growth and development.

Specific patterns occur in nature. The most obvious of these are the life cycles of different animals, including humans. Other systems include weather, climate, the passing of time, day, week, month, year, and so on. The repeating nature of life on Earth is a concept that can be explained from many perspectives.

Before the lesson

Materials needed

- Photographs and charts of people, plants and animals at different stages of their life cycle, or life cycle cards.

Preparation

- Collect photographs of people at different stages in their lives. Ask pupils to bring photographs of themselves as babies and toddlers.

What to do

- Ask pupils to think about what they could do as babies. What did they like to do? What were their responsibilities? Continue with pupils considering the same or think when they were toddlers. Did they have any responsibilities such as having to put their toys away or get their 'big money'? Ask the class what their responsibilities are now. Do they have any chores? What things do they like to do and not do now?
- Pupils complete the table. Ask the class how things have changed.
- Pupils complete Questions 2 by drawing or finding pictures. Pupils may need help with the spelling of some words.
- Show the pupils pictures of plants and animals at different stages. Pupils match the animals and plants in their early stages with the same plants/animals in their later stages.

After the lesson

Answers

1. Teacher check
2. baby → child → teenager → adult → senior
3. (a) kitten - cat
(b) seed - plant
(c) tadpole - frog
(d) caterpillar - butterfly

Additional activities

- Explore the cycles of animals that hibernate, for example, bears.

Display ideas

- Pupils look through negatives and find pictures of people in one of the five stages of their life cycle. The pictures can be glued on black card, labelled and have arrows attached to show the order.
- Other posters of the cycles can be created and displayed. The pupils can draw, print or use pictures from the internet and put them in the correct order, showing the cycle.

	AGE	CODE	PRICE
Book 1	5-7	0551UK	£27.95
Book 2	7-9	0552UK	£27.95
Book 3	8-10	0553UK	£27.95
Book 4	9-11	0554UK	£27.95

Science

Hands-on Science



	AGE	CODE	PRICE
Lower	5-7	6514	£19.95
Middle	7-9	6515	£19.95
Upper	9-11+	6516	£19.95

Have fun with science!

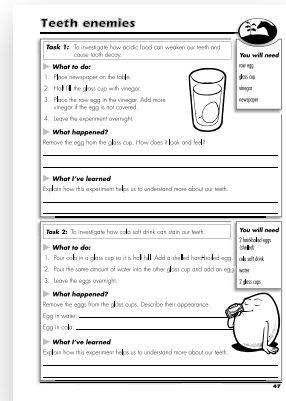
Conduct, investigate, design, and make a variety of 36 fun science experiments. With each fun activity, pupils are gaining understanding of essential scientific concepts and learning new skills.

Features

- Designed to fit easily into any science programme.
- Encourage collaborative learning that makes science more exciting and interesting.
- Includes lesson starters, easy-to-understand explanations of scientific concepts, step-by-step instructions, and answers.



Sample page from Middle



Literacy Through Science



	AGE	CODE	PRICE
Lower	5-7	6318	£22.95
Middle	7-9	6319	£22.95
Upper	9-11+	6320	£22.95

Integrate reading and science instruction.

Designed to integrate science content with specific reading instruction, this resource helps your pupils improve their comprehension while learning about scientific concepts.

Features

- Each unit truly combines reading and science instruction, allowing teachers to cover more areas in less time.
- Fully guided resource with comprehensive teacher notes on how to implement strategies and activities for each unit.
- Each unit includes pre-reading strategies, a non-fiction text, post-reading applications, and a hands-on science experiment.



Humanities 71-75

Geography 72-75

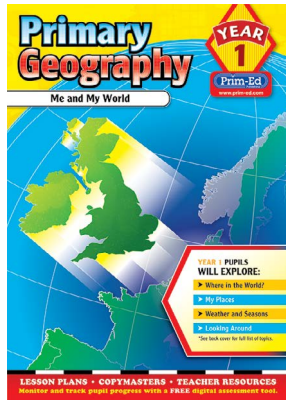
HUMANITIES



Primary Geography

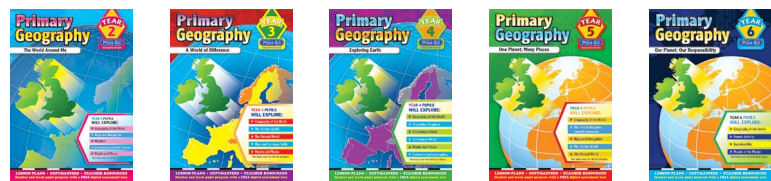


For a free sample, go to:
www.prim-ed.co.uk/primarygeographysample



Explore the world through geography!

- » Six-book series
- » Suitable for Year 1-Year 6
- » Downloadable assessment tool for each year level



Primary Geography enables teachers to bring the wider world into the classroom by studying local, national, and global issues through a range of engaging learning activities.

Features

- Divided into thematic sections based on the national curriculum programmes of study for geography.
- Each topic is introduced by a text or representation and followed by activities to extend and consolidate pupils' knowledge and skills.
- Assess and monitor pupils' progress with end-of-section assessments, and record results with an easy-to-use, digital assessment tool.

Sample pages from Year 1

Where do I Live?

Estimatee
 The country of residence for pupils in the United Kingdom. The UK is made up of four main parts: England, Northern Ireland, Scotland and Wales.

Key Questions

- What country do I live in?
- What is the flag of my country like?
- Which country do I live in?

Progress of Study - Aims

- Develop their geographical knowledge in the geographical skills needed to:
 - Interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
 - Communicate geographical information in a variety of ways, including through maps, diagrams and computer-aided mapping software.

Progress of Study - Subject Content

Essential Knowledge

- Name, locate and identify geographical features of the four countries and capital cities of the United Kingdom and its surrounding seas.

Human and Physical Geography

- Use basic geographical vocabulary to refer to key physical features, including: broad, all, coast, forest, hill, mountain, sea, ocean, river, soil, valley, watercourse, region and weather.
- Key human features, including: city, town, village, factory, farm, house, office, park, harbour and shop.

Geographical Vocabulary

United Kingdom, UK, Great Britain, England, Northern Ireland, Southern Wales, Big Union, Flag, Stone Age, county, map, city, town, village, countryside

Teacher Information

IP Teaching Notes

- Pupils can be motivated by having two names to refer to their country: the United Kingdom or Great Britain. Page 11 explains why this is the case.
- Pupils will become familiar with a map of the United Kingdom and should begin to develop an understanding of the four different land areas as well as the location of where they live on the map.

IP Additional Information

- For context it has been suggested that the Union Flag was first referred to as the Union Jack when it was flown on a ship, particularly a royal or warship. In 2015, however, the chief patron of the flag institute declared that other than one occasion when a flag is flown in any location further reading on the can be found in this volume. <http://www.research.gov.uk/content/view/full/108355> is a official UK can-consulting website.

IP Resources

- A number of similar activities and ideas for learning about the Union Flag can be found on the following website: <http://www.unionflag.co.uk/learn-about-the-union-flag/>

Additional Activities

- Ask pupils to describe the shape of the map of the UK. What shapes would they use to describe it?
- Have a large poster sized map of the United Kingdom on the wall. Ask pupils to visit the map in the class with a pin or sticker. This could be places they have visited or holiday or places where they have family or friends.

I Live in the United Kingdom

The country where you live is called the **United Kingdom**. This is shortened to the **UK**. The UK is made up of four parts:

England	Northern Ireland	Scotland	Wales
---------	------------------	----------	-------

Which part of the UK do you live in?
 I live in _____

The UK is also sometimes called **Great Britain**. This is because the full title of the UK is the **United Kingdom of Great Britain and Northern Ireland**.

Here is a map of the United Kingdom.

Colour in the map green and label the four parts.

Do you have any family or friends who live in a different part of the UK?

Where in the World?

Complete the sentences using words from the word bank.

WORD BANK:
 Wales blue Union south Scotland United Kingdom west globe

(a) A model of the world is called a _____.

(b) On a globe the land is green and the sea is _____.

(c) The four compass directions are north, east, _____ and _____.

(d) The country I live in is the _____.

(e) The four parts of the UK are England, _____, Northern Ireland and _____.

(f) The flag of the UK is called the _____ flag.

Label the four parts of the UK on this map.

Teacher Feedback: _____

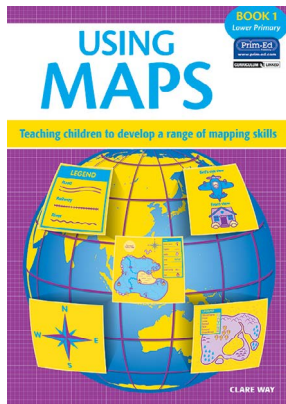
12

AGE	CODE	PRICE
Year 1	5-6	6681UK £22.95
Year 2	6-7	6682UK £22.95
Year 3	7-8	6683UK £22.95
Year 4	8-9	6684UK £22.95
Year 5	9-10	6685UK £22.95
Year 6	10-11	6686UK £22.95



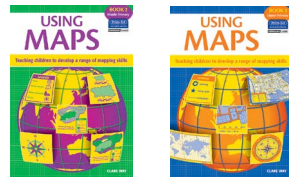
Using Maps

For a free sample, go to:
www.prim-ed.co.uk/usingmapssample



Improve your pupils' mapping skills.

- » Three-book series
- » Suitable for Year 1-Year 6
- » Includes answers and curriculum links



Give pupils the best resource for developing their skills and expertise in learning how to read and create maps as they learn mapping techniques and concepts. With a variety of activities to encourage pupils to read and create maps, as well as reinforcement and assessment tasks, this series will help your pupils discover their inner compass!

Features

- A large selection of procedural-based activities to develop the pupils' understanding of mapping skills.
- Assessments throughout the book used to measure how much pupils have learnt and where they can improve.
- Structured content allows teachers to isolate areas for improvement for pupils and teach specific parts of text.

Sample pages from Book 2

Interpreting Legends

Pupils learn that legends are the key to unlocking the information provided on a map. Features on the ground are represented on a map in three main ways: point, line, area. The weight or shading of an area gives additional information.

points - individual features	lines - roads, boundaries, paths	area - expanse of land	weight of shading - difference in height, depth, density
------------------------------	----------------------------------	------------------------	--

Adding Features

Pupils learn that missing features are not included on maps, e.g. people, animals, traffic, and not all stationary features are included. Exactly what is included depends on the scale and purpose of the map.

Adding Icons

Pupils learn that the location of resources or events can be done with icons as in a weather map.

Adding Colour

Different colours can be used to show how different levels or groups of the same feature are spread over the mapped area, e.g. climate and vegetation, rainfall, sunshine.

Format of the Book

Using Maps has been written to develop skills so that maps as a resource for finding information and as a tool for communicating information and ideas, can be used to their full potential in the geography curriculum.

- Pages are presented in pairs with a map and a page of related activities focusing on a combination of mapping skill development and mapping theory.
- The purpose of the development activities (Section 1 pages vi-vii, Section 2 pages xvi-xvii) is for pupils to develop their mapping skills and theory with reference to the local area.
- The action and sequence sheets (Section 1 pages vi and viii, Section 2 pages xvi and xviii) highlight the curriculum links that are being developed with each activity.
- Teacher resources (pages x-ix) provide templates of useful charts and maps.
- The mapping skills pupil checklist (Section 1 pages xiii, Section 2 pages xv) offers a way to record each pupil's performance of the skills.
- A glossary of mapping-related vocabulary (pages xii, xiv) provides simple explanations of frequently used words.
- Links to other curriculum areas (pages viii and x) are provided based on mapping skills that cover a variety of different topics.

Maps and Scales - 2

You will need a copy of Maps and Scales - 1.

It is not possible to represent an area of land on paper or screen without using a scale. Map scales explain the link between the distance on the map and the real distance on the ground. Map scales can be given in different ways: as a statement, e.g. 1 cm = 1 km or as a line diagram: e.g.

When creating a map, the size of the scale depends on the area to be represented, how much detail is required and the size of the map.

1. The three maps are of the same place but at different scales. Match each map to the correct scale.

(a) Map A • 1 cm = 0.5 km or

(b) Map B • 1 cm = 1 km or

(c) Map C • 1 cm = 0.25 km or

2. Complete the table.

(a) On each map, measure the distances between towns.

(b) Use the scale for any map to calculate the real distance between each town. Use the scales of the other two maps to check your answers.

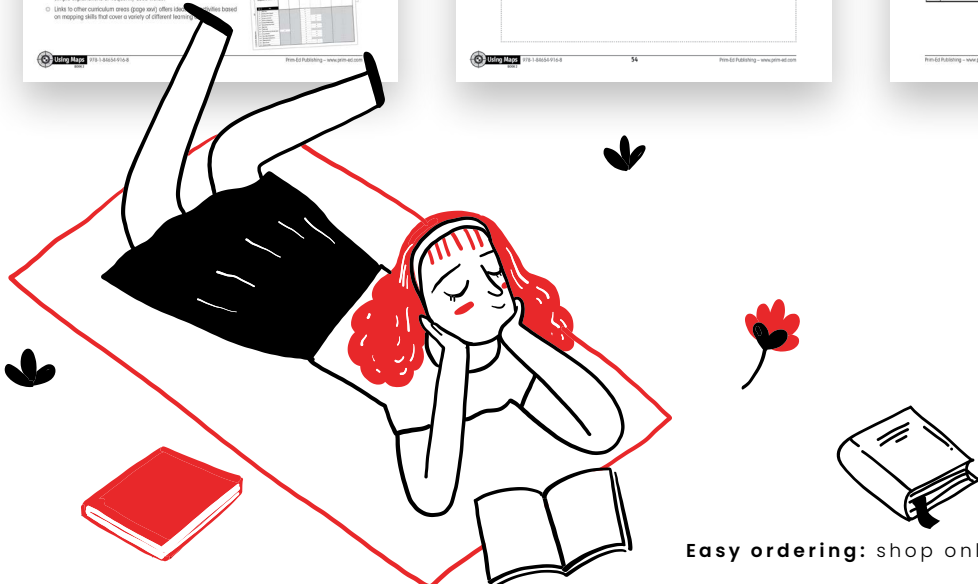
	Map A	Map B	Map C	Real distance
Alston and Beacon				
Alston and Carlton				
Beacon and Dayton				
Carlton and Dayton				

3. (a) On which map could you add the most detail?

(b) Explain the link between the size of a map, the scale and the amount of detail the map can show.

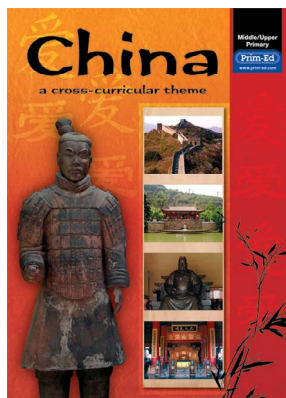
Locating Places - 1

Map showing South America with latitude and longitude lines. Key locations include Venezuela, Colombia, Ecuador, Peru, Brazil, Bolivia, Paraguay, Argentina, Uruguay, Chile, and the Falkland Islands. The Tropic of Capricorn is also shown.



	AGE	CODE	PRICE
Book 1	5-7	6625	£19.95
Book 2	7-9	6626	£19.95
Book 3	9-11+	6627	£19.95

China



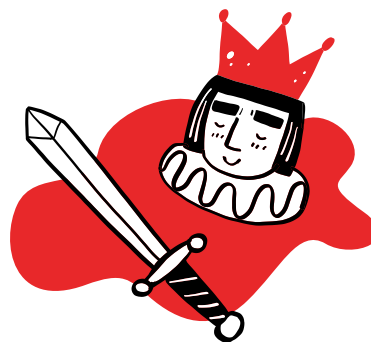
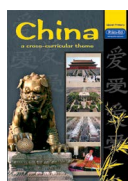
Discover all aspects of China!

Provides opportunities to discover natural, cultural, economic, and political aspects about this Asian country and its people.

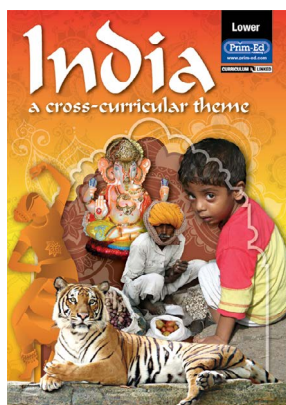
Features

- Includes comprehensive teacher notes.
- Pupil information and cross-curricular activity pages.
- Detailed background information for all activities.

	AGE	CODE	PRICE
Middle/Upper	9-11	6383	£22.95
Upper	11+	6384	£22.95



India



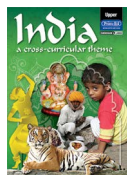
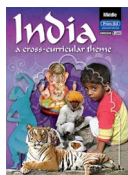
Explore all aspects of India!

Through this book, pupils discover some of the natural, cultural, economic, and political aspects of this fascinating and diverse country.

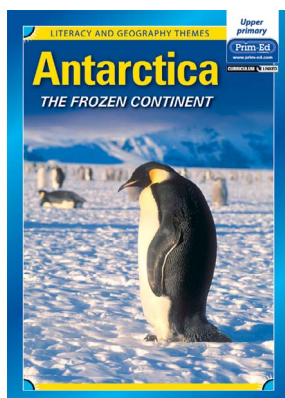
Features

- Includes nine comprehensive, cross-curricular sections.
- Detailed background and teacher information pages.
- Curriculum links, objectives, and answers included.

	AGE	CODE	PRICE
Lower	5-7	6391	£22.95
Middle	7-9	6392	£22.95
Upper	9-11+	6393	£22.95



Literacy and Geography Themes



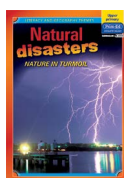
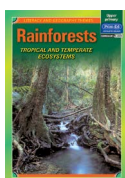
Combine literacy and geography.

Literacy and Geography Themes is an exciting series for older primary pupils. Combining literacy and geography, this series tackles contemporary, age-appropriate, and appealing topics.

Features

- Ideal for class, group, individual, and homework use.
- Includes quiz activities and answers for each unit of work.
- Each book is divided into four-page units which include one page of teacher notes to accompany every three pupil activities.

	AGE	CODE	PRICE
Antarctica	9-11+	6421	£22.95
Rainforests	9-11+	6422	£22.95
Environmental Issues	9-11+	6423	£22.95
Natural Disasters	9-11+	6424	£22.95



The Environment



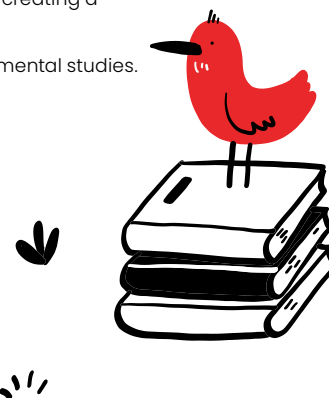
Promoting a sustainable planet.

The Environment provides a comprehensive overview of issues relating to the state of our natural environment. These copymasters are structured to challenge pupils to consider the consequences of human activities upon the environment.

Features

- Each book contains 12 chapters, each with interesting activities and accompanying teacher notes.
- Promotes an understanding of the progress being made towards creating a sustainable planet.
- Photocopiable series combining literacy, geography, and environmental studies.

	AGE	CODE	PRICE
Lower	5-7	0548	£22.95
Middle	7-9	0549	£22.95
Upper	9-11+	0550	£22.95



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PSHE and Physical Education 77-83

Physical Education 78

PSHE 79-80

Behaviour 81-83

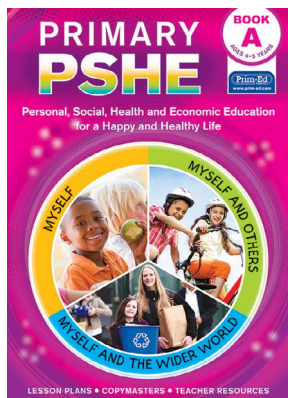
PSHE AND PHYSICAL EDUCATION

Running

WATER

Primary PSHE

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Give your pupils the best PSHE lessons.

» Seven-book series

» Suitable for Year R–Year 6

» Curriculum-linked



Primary PSHE looks at how pupils can keep physically and mentally healthy. Topics such as feelings, taking risks, food and nutrition, increased physical activity, and many others, provide pupils with a comprehensive and well-rounded resource, thus helping pupils to be their best, healthiest selves.

Books B to G have had their curriculum links and objectives rewritten to be in line with the recent changes in the curriculum.

Features

- Written in a procedural format whereby lesson plans are continuous throughout the book and are structured to make learning as seamless as possible.
- Clearly identified sub-stands: be healthy, safe, and active; communicating and interacting for health and wellbeing; and contributing to healthy and active communities.
- A compilation of lesson plans, copymasters, and teacher resources, such as cards for games, stories, poems, and scenarios.

Sample pages from Book D

Strengthen Identities – 1

Bethany Hamilton

Bethany Hamilton loved to surf. Because she lived in Hawaii, with its beautiful beaches, it was easy to indulge in her great love. Before she was a teenager, Bethany was winning important surfing competitions.

One day, when Bethany was 13, she was surfing with friends. As she lay on her board with her left arm dangling in the water, a 14-foot tiger shark attacked her and severed her arm just below the shoulder.

Three weeks after being attacked, Bethany was back in the water, determined to continue surfing. This was not so easy. She had to adapt a custom-made board, making it longer and thicker, and adding a handle for her right hand. She increased her kick to make up for not being able to use her left arm.

The following year, Bethany entered her first competition since the accident. From that time, she has been consistently winning competitions.

Today, she uses a standard surfboard to compete.

Her inspirational story, showing the challenges she faced, was made into a film called *Soul Surfer*.

Steven Bradbury

Steven Bradbury was a speed skater. In 1994, he was part of the four-man, short-track relay team that won Australia's first Winter Olympics medal. After that, he had some success, but he was involved in numerous crashes.

That same year, another skater's blade sliced through Steven's right thigh, cutting four muscles. He survived and received over 100 stitches to his thigh. It took 18 months to regain his strength.

Four years later, Steven broke his neck while training and was told he would never skate again. He was determined to prove his worth and overcome his disastrous record of crashes.

In the 2002 Winter Olympics, he knew he wasn't of the class. He and his opponent to take a medal. In happened. The hoop with arms raised—the medal!

Strengthen Identities – 2

Everybody falls sometimes. Everybody faces new challenges from time to time.

1. There are many ways of dealing with failure and new challenges. From the list below, tick the ways you think are positive.

- Ask for help only after 'having a go' first.
- Keep trying—be persistent.
- Use self-talk—say positive things to yourself.
- Be confident—think that you can do it.
- Ask someone to show you how it's done.
- Try a few times, then if it doesn't work, give up.

Thinking of positive messages to 'tell yourself' is a good thing to do when something isn't working out the way you hoped.

2. Imagine you had a 20-word spelling test and you really wanted to get every word correct, but you made two errors. What are some positive things you could tell yourself? Add ideas to the list.

- I did my best and I B/20 is a very good mark.
- I'll practise harder to learn the words for the next test. I might get a better mark.

Strengthen Identities – 3

Trying a new activity or challenge can be exciting, but it can also make us feel nervous, in case we are not successful. However, trying new things is important—it can make us feel good about ourselves and make us stronger.

1. Think of a new activity or challenge you would like to try. It might be learning a new sporting skill or game, riding more healthily, learning a magic trick, getting over fear of the dark or spiders, or trying a new hobby.

Complete the table about your activity/challenge.

My activity or challenge:		
Why do I want to try it? What could I learn?		
My feelings about trying it are:		
If I don't have a go at this activity, I might ...		

2. List up to five steps to take towards achieving this activity/challenge. Write each step in a different colour. For each step, write a reward to give yourself to help you on your way.

START	Step 1	Step 2	Step 3
	Step 4	Step 5	SUCCESS

The Lesson Introduction

At a class, read the information on page 7 about two different sportspeople.

Teachers may select pupils to read particular paragraphs aloud.

Discuss the information about both sportspeople, identifying the challenges, failures and successes each faced.

Development

In small groups, provide wipe paper or wipe-off boards to list some qualities that describe each sportspeople to achieve success. As persistence is important to achieve success, it is important to try!

Highlight qualities to be identified ways to respond positively to new challenges, or to respond positively to new challenges, or to respond positively to new challenges, or to respond positively to new challenges.

As a class, discuss the positive ways of dealing with failure and new challenges as seen in the stories.

Select pupils to read examples of positive self-talk they used to answer question 2 on page 8. What were the results?

Conclusion

Challenge pupils to make up one sentence that uses the words 'resilient', 'strong identity', and 'future'.

Differentiation

For more difficult, pupils may compose two or three sentences, or write in pairs.

Going Further

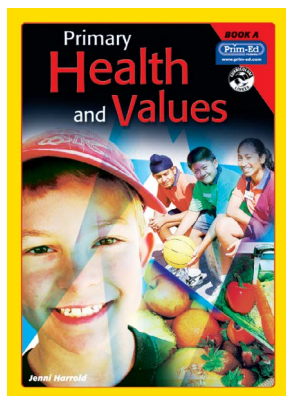
Pupils complete page 9 about undertaking a new activity or challenge.

Pupils discuss their new groups to complete one of the challenges from 'challenges to try'.

After completing the activity, pupils share information about how they worked together and overcome challenges as a group.

	AGE	CODE	PRICE
Book A	4–5	6628UK	£19.95
Book B	5–6	6629UK	£19.95
Book C	6–7	6630UK	£19.95
Book D	7–8	6631UK	£19.95
Book E	8–9	6632UK	£19.95
Book F	9–10	6633UK	£19.95
Book G	10–11	6634UK	£19.95

Primary Health and Values



	AGE	CODE	PRICE
Book A	5-6	0574	£22.95
Book B	6-7	0575	£22.95
Book C	7-8	0576	£22.95
Book D	8-9	0577	£22.95
Book E	9-10	0578	£22.95
Book F	10-11	0579	£22.95
Book G	11+	0580	£22.95

Promote healthy and active lifestyles!

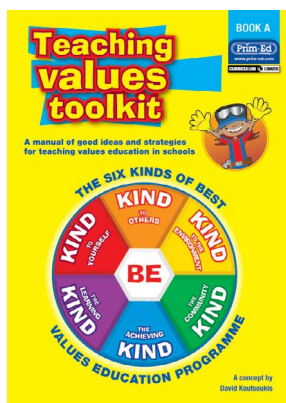
Primary Health and Values provides information on health content through offering collaborative learning and discussion. These lessons look to promote commitment to healthy and active lifestyles.

Features

- Worksheet activities promote discussion on vital health and self-management issues.
- Explores character traits and values in detail, with in-depth analysis translated for pupils.
- Detailed teacher notes and background information for each activity.



Teaching Values Toolkit



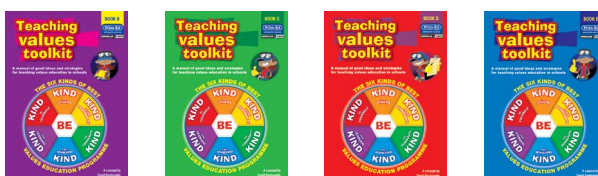
	AGE	CODE	PRICE
Book A	5-6	2773UK	£22.95
Book B	7-8	2774UK	£22.95
Book C	9-10	2775UK	£22.95
Book D	10-11	2776UK	£22.95
Book E	11+	2777UK	£22.95

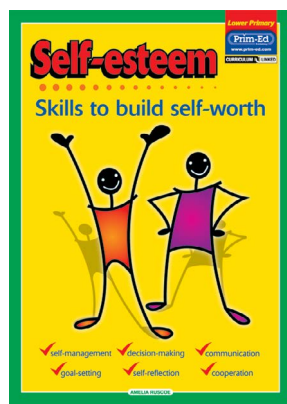
Lessons for life!

Resources to help teachers introduce values education. Based on 'The Six Kinds of Best' concept by David Koutsoukis, the books contain activities to make learning values education fun.

Features

- Reward certificates, graphic organisers, curriculum links, and answers included.
- Suitable for a variety of pupil learning styles and intelligences.
- Teaching Values Toolkit Posters available to purchase separately.





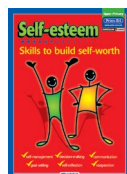
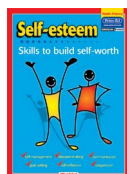
Help pupils build self-worth, confidence, and resilience.

Self-esteem is a resource for investigating personal and social issues faced by children. Activity topics have been carefully selected to address issues specific to each age group, to help build self-worth and resilience in challenging situations.

Features

- Teaches the skills fundamental to creating a safe, happy learning environment.
- Pupils relate imaginary characters' experiences to their own life and assess the appropriateness and effectiveness of their own behaviour.
- Suitable for whole-class instruction, or for use with individuals or small groups with particular needs.

	AGE	CODE	PRICE
Lower	5-7	0744	£22.95
Middle	7-9	0745	£22.95
Upper	9-11+	0746	£22.95



Conflict Resolution



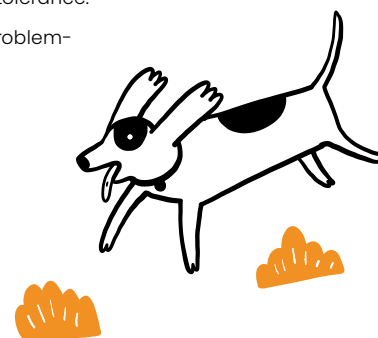
Create peace at school and in life.

Conflict Resolution provides techniques for dealing with conflict issues in the classroom—a requirement of the PSHE curriculum and an important life skill.

Features

- Carefully structured activities direct pupils along the conflict resolution pathways of communicate, negotiate, and consolidate.
- Deals with teacher/peer mediation, negotiation, communication, anger management, team building, problem-solving, empathy, and tolerance.
- Written to help create a caring school atmosphere, promote problem-solving skills, and encourage peace.

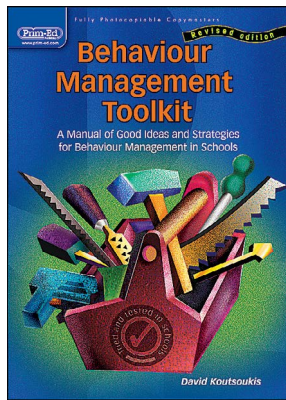
	AGE	CODE	PRICE
Lower	5-7	0581	£27.95
Middle	7-9	0582	£27.95
Upper	9-11	0583	£27.95
Secondary	11+	0584	£27.95



Behaviour Management Toolkit



For a free sample, go to:
www.prim-ed.co.uk/bmt-sample



AGE	CODE	PRICE
5-11+	2809	£17.95

Create a safe and positive environment.

- » Single book
- » Suitable for early years teachers
- » Includes differentiation and extension suggestions

Behaviour Management Toolkit is a comprehensive manual of practical behaviour management ideas, examples, strategies, and resources.

Features

- Ideal for head teachers, principals, teachers, and support staff, in all types of schools, teaching all age groups.
- Provides practical advice on setting clear guidelines of behaviour, as well as developing effective procedures, roles, and responsibilities.
- Divided into eight sections, each with a different behaviour management focus.



Sample pages

THE EIGHT DIMENSIONS

This book has been divided into eight sections which I have called dimensions. Each represents a different behavioural management focus. Although there is some overlap between dimensions, they have been designed to help to facilitate easy access of materials. Find the dimension that fits your area of need and pick out the tools which suit your circumstances.

THE BIG PICTURE – A HOLISTIC, WHOLE-SCHOOL APPROACH

- Characteristics of schools with an effective behaviour management system
- Checklist for adopting a whole-school approach

- DIMENSION 1 POSITIVE ENVIRONMENT**
 - Creating a caring, safe and positive school environment
 - Developing a positive physical environment
 - Developing a sense of involvement and belonging
 - Developing a sense of community
 - Acknowledging behaviour which contributes to a positive school environment
- DIMENSION 2 PROACTIVE PREVENTION**
 - Proactive preventive strategies
 - Proactive prevention in the classroom
 - Proactive prevention in the schoolyard
 - Good teaching and learning practice
 - Teaching of social skills and values
- DIMENSION 3 RELATIONSHIPS**
 - Developing positive relationships
 - Teacher – Student
 - Student – Student
 - Teacher – Parent
 - Teacher – Teacher
- DIMENSION 4 RULES AND CONSEQUENCES**
 - Clear guidelines of acceptable behaviour and consequences
 - School rules
 - Rewards and consequences
 - Policy documents
- DIMENSION 5 ROUTINES AND ROLES**
 - Procedures, roles and responsibilities for implementing a behaviour management plan
 - Operational procedures
 - Roles and responsibilities
- DIMENSION 6 RESOURCES**
 - Resources to support a behaviour management system
 - Personnel
 - Storage and access
- DIMENSION 7 RESOLVE AND SUPPORT**
 - Support services infrastructure – pastoral care for students and staff
 - Support services for students
 - Intervention and corrective strategies
 - Support systems for staff
- DIMENSION 8 REVIEW**
 - Review, reflection and planning for improvement
 - Data collection
 - Review and reflection
 - Planning for improvement

POSITIVE ENVIRONMENT

School-based Presentations

- Mass certificates
- Subject awards
- Certificates of appreciation
- Thank you cards
- End of year awards – presentation night

External competitions or awards

- Awards from academic or other competitors
- TV school quiz programmes
- Other special awards, e.g. Duke of Edinburgh

Public acknowledgement/celebration of student achievement

- Acknowledgement of achievement in school newsletter
- Articles in the local papers
- Displays of student work around the school, e.g. artwork, framing projects, design and technology displays, poster competitions, front office display, library and classroom displays
- Local shows, Royal Show
- Enter work in competitions
- Students referred to principal with examples of good work
- Honour board
- Hall of Fame (photos of special achievement)

Whole-school assemblies

- Year group/class assemblies
- School website

Responsibilities (sense of purpose) for students at risk

- Help look after animals in classroom or science room or similar
- Adopt a piece of garden
- Help the gardener
- Special responsibilities in classroom

Safe haven for students at risk who may be victims

- For example, library or computer room opened at break times
- Doing jobs in a classroom or other areas
- Area near staffroom in view of staff
- Lunchtime tutorial sessions

Performance

- Musical groups
- Concerts
- Interschool festivals or competitions
- School production

Giving students responsibility

Student council or prefects

- Head boy, head girl, head prefect, student president etc.
- Regular meetings
- Running of and participation in assemblies
- Organising socials
- Fundraising projects
- Year group/class/subject lunches, e.g. sausage sizzle
- Roles in special events, e.g. Harvest Festival
- School decision-making group/school council representation

Other

- House or faction captains
- Monitors
- School helpers (admins., assistants/host) – students sit at front office for the day and do jobs as they arise

PROACTIVE PREVENTION

Proactive prevention in the schoolyard

This checklist is designed to give you some ideas on how to promote positive student behaviour in the schoolyard.

Rules and routines	Highly Agree	Agree	Disagree	Highly Disagree
Rules regarding schoolyard behaviour are in place and known by staff and students.				
Staff management of duty areas involves adequate staff of care.				
Staff movements within an duty are not predictable.				
Staff are aware of their responsibilities and know the most effective procedures for managing schoolyard behaviour.				
Staff are prepared to intervene when necessary, e.g. teaming with basic first aid, resuscitate kit.				
Students know who to report values to go in the event of an incident.				

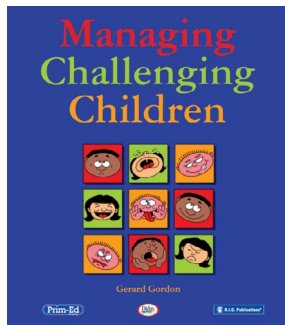
Preventing trouble	Highly Agree	Agree	Disagree	Highly Disagree
A variety of equipment is available for student use.				
There is an adequate amount of equipment available for student use.				
There is a variety of activities for students to do during breaks, e.g. library, playground, sports, etc.				
There is an emphasis on peer support and factors between students and age groups.				
There are safe havens for general social, i.e. safe places for students to go.				
Older and younger students are associated where appropriate.				
The influence of outside factors is minimized, e.g. shops, car parks, etc.				
Visible signs have been identified and strategies put in place to address them.				
There are no hidden areas where groups of students congregate.				
Alternative arrangements are in place for rain or snow days.				

Student involvement	Highly Agree	Agree	Disagree	Highly Disagree
Students have been encouraged to deliver vital activities, equipment, other needs or problems, they have done these.				
Students help monitor schoolyard behaviour, e.g. prefects.				
Students are involved in peer mediation.				

Review and improvement	Highly Agree	Agree	Disagree	Highly Disagree
Review and reflection processes regarding schoolyard behaviour are in place.				
The effectiveness of staff supervision is monitored.				
New strategies are introduced to address identified problems.				

Managing Challenging Children

For a free sample, go to:
www.prim-ed.co.uk/mcc-sample



Help children deal with and overcome issues.

» Single book

» Suitable for all ages

» Provides day-to-day guidance and practical strategies

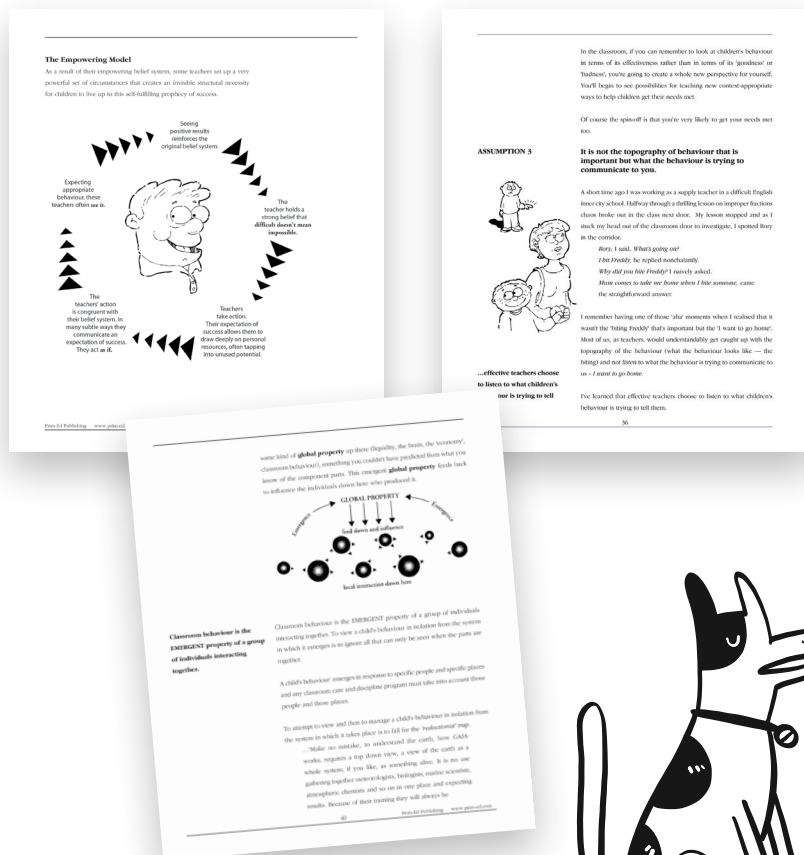
From an author experienced in special needs, *Managing Challenging Children* is an easy-to-read, yet authoritative book on behavioural management. Prospective teachers need to know that the way they deal with naturally explorative childish behaviour can either make or break them. Effective behaviour management can mean the difference between a smooth-running classroom, or a life of constant stress and worry.

Features

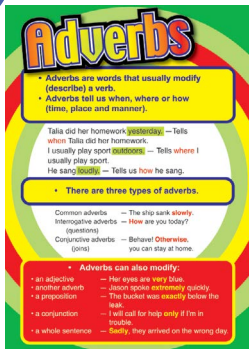
- Offers practical ideas and strategies.
- Something for every new and experienced teacher.
- Covers topics such as belief systems, choice-driven teaching, and assumptions about behaviour.

AGE	CODE	PRICE
5-11+	2802	£14.95

Sample pages



POSTERS



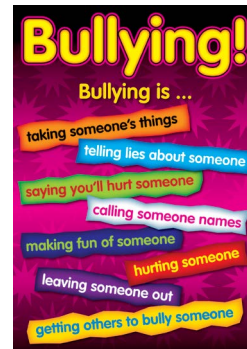
Understanding Parts of Speech Posters
P7014



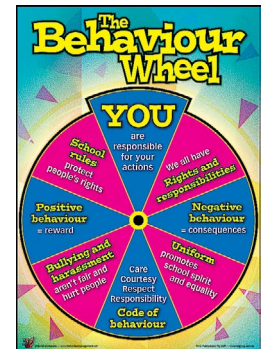
Values Posters
P7064



Introducing Punctuation Posters
P7015



Bullying in a Cyber World Posters
P7085



Behaviour Management Posters
P7056

AND

STICKERS



Space
RIC9246



Dinosaurs
RIC9244



Swirls
RIC9273



Tie-dyed
RIC9264



Star
RIC9240



Funny Smileys
RIC9275



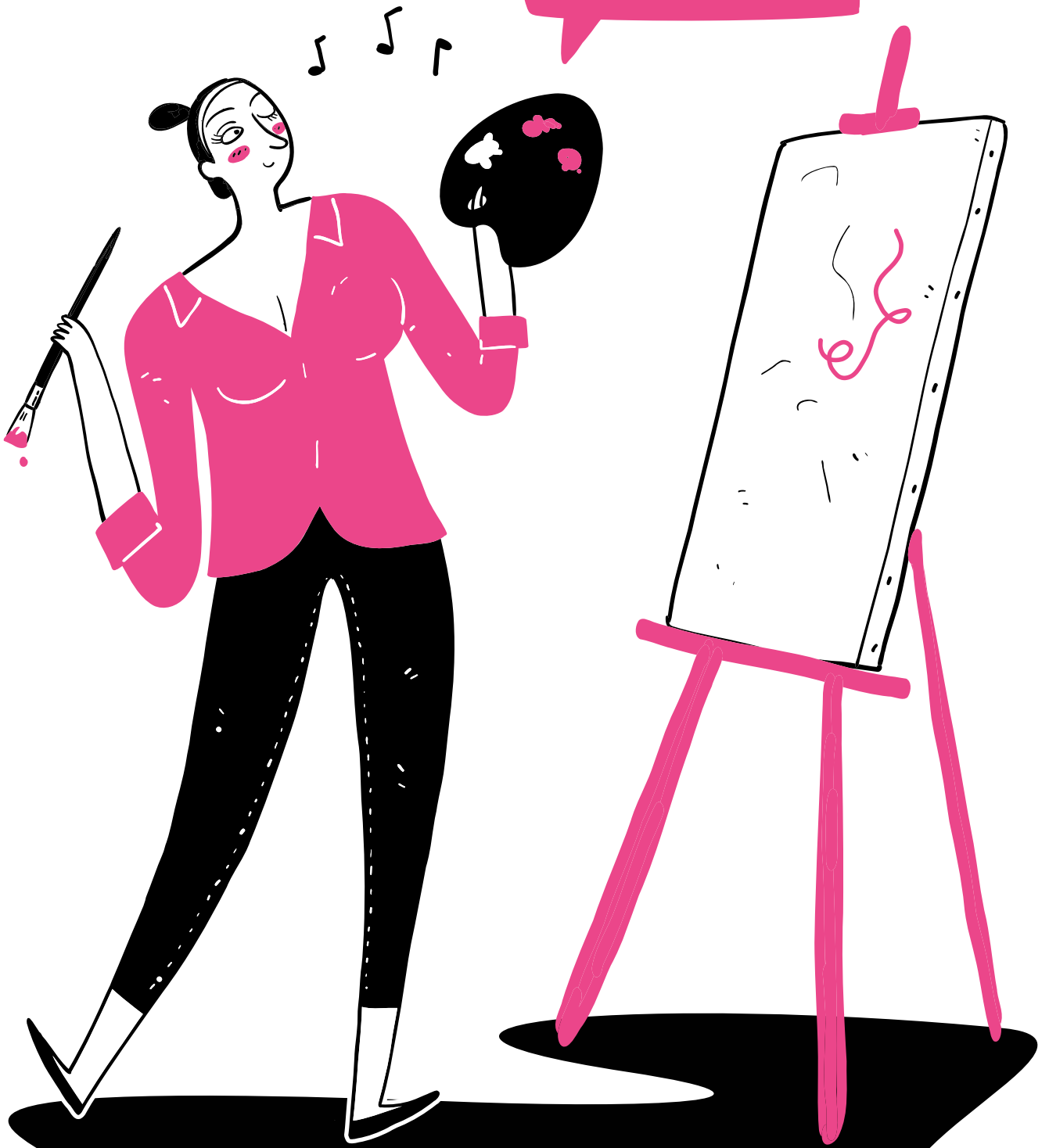
Polar Animals
RIC9245



Bee-Well Done!
RIC9249

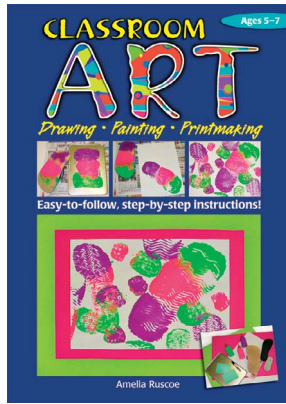
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FULL RANGE!





ART AND DESIGN

Classroom Art

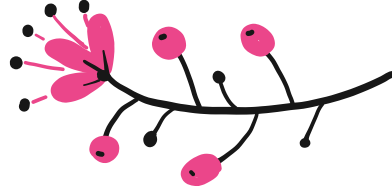
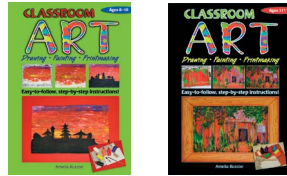


Painting, drawing, and printmaking.

» Three-book series

» Suitable for Year 1-Year 6

» Full-colour pictorial instructions



	AGE	CODE	PRICE
Lower	5-7	RIC0774	£19.95
Middle	7-9	RIC0775	£19.95
Upper	9-11+	RIC0776	£19.95

This series is packed with activities to stimulate imaginative ideas and inspire pupils to communicate through visual arts. Including a wide range of projects, the series provides opportunities for direct skill development whilst remaining largely open-ended, to allow for pupil exploration of individual techniques and ideas.

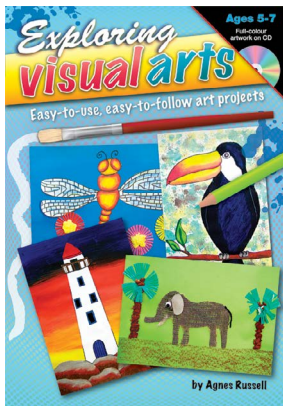
Features

- Includes extensive teacher notes to provide stimulus for each lesson, suggestions for varying the activity, cross-curricular activity ideas, and more.
- Aids pupils' artistic development through variations, reflective questions, and extension activities.
- Activities cover drawing, painting, and printmaking, with readily available resources.

Sample pages from Upper

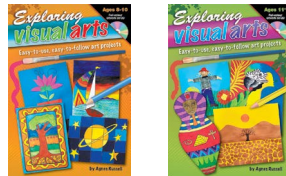


Exploring Visual Arts



Inspire the artist in every pupil!

- » Three-book series
- » Suitable for ages 5–11+
- » Easy-to-follow art projects



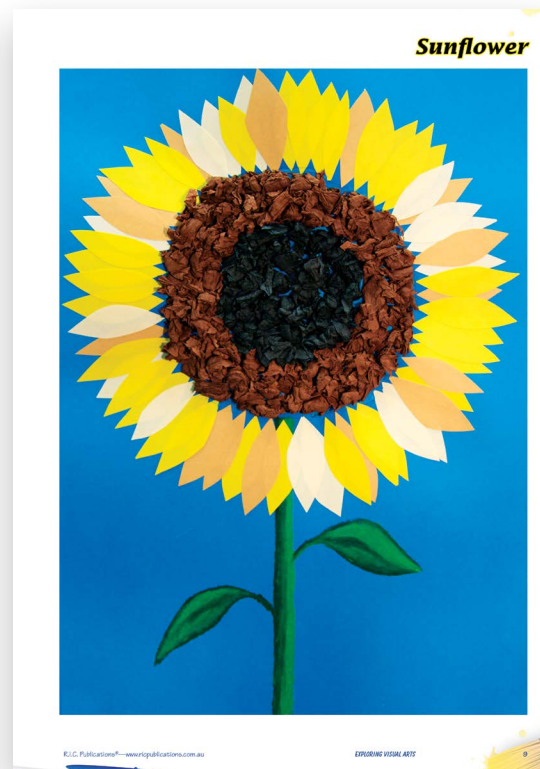
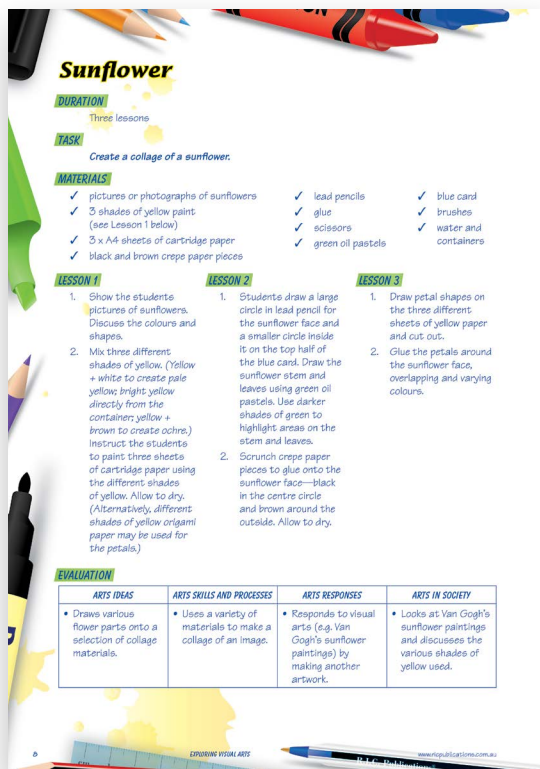
	AGE	CODE	PRICE
Lower	5–7	RIC6582	£19.95
Middle	8–10	RIC6583	£19.95
Upper	11+	RIC6584	£19.95

Exploring Visual Arts is an engaging art resource featuring a variety of art projects and activities such as drawing, painting, collage, and printmaking. With easy-to-follow instructions and evaluation suggestions, *Exploring Visual Arts* is the perfect resource for inspiring creativity in the classroom or at home.

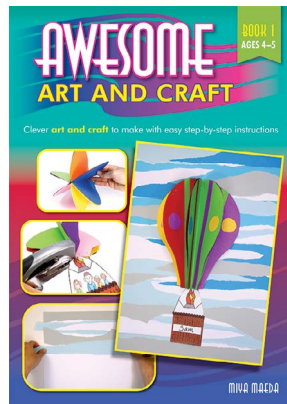
Features

- Save time with extra teacher resources, such as sample art assessments, templates, and pupil self-assessment sheets.
- Easy-to-follow instructions are supported by colour photos of each completed project in the book.
- Photocopiable activity cards, templates, reward medals, and assessment sheets included.

Sample pages from Lower



Awesome Art and Craft



Discover the next Picasso in your classroom!



- » Three-book series
- » Suitable for ages 4-11+
- » Templates provided

This three-book series encourages pupils to explore their creative ability through varied activities. With stunning photos and innovative design, *Awesome Art and Craft* is a resource you don't want to miss.

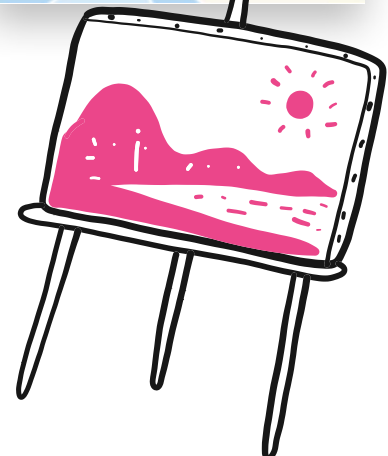
Features

- Comprehensive teacher notes and simple step-by-step instructions, with colour photos, for pupils to follow.
- Pupils develop skills in colouring, painting, sculpting, and more, through creative visual arts projects.
- Projects use inexpensive, recycled, or readily available materials to reduce cost.

Sample pages from Book 2



	AGE	CODE	PRICE
Book 1	4-5	6598	£22.95
Book 2	6-7	6599	£22.95
Book 3	8-11+	6600	£22.95





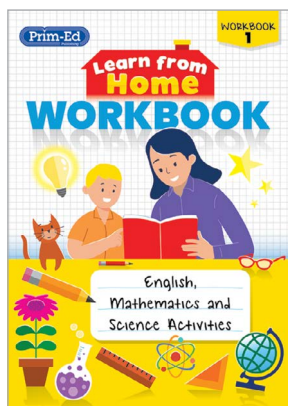
CROSS-CURRICULAR

Cross-curricular

Learn from Home

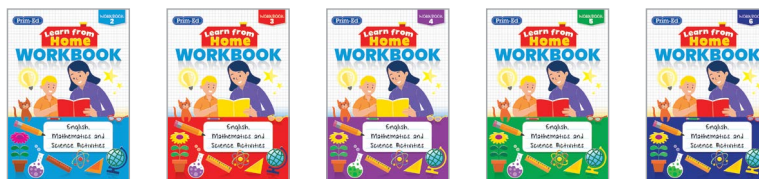


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Make learning from home easy, fun, and productive.

- » Six-book series
- » Suitable for Year 1–Year 6
- » Avoid any gaps in learning and provide consistent practice across key learning areas

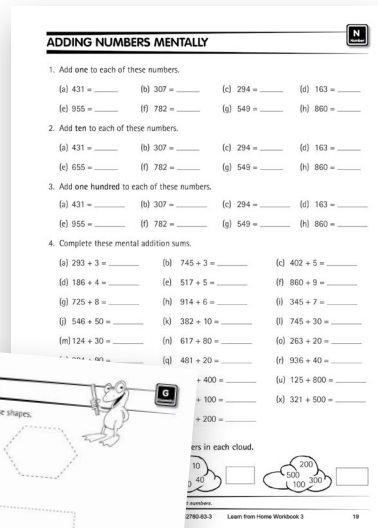
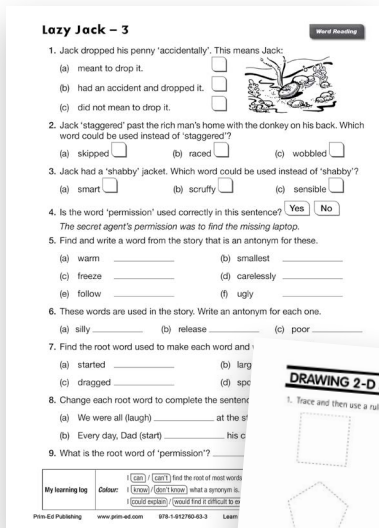


Designed to be easily accessible and great to use both from home or in the classroom, these workbooks will help your child revise essential schoolwork and reinforce taught concepts. Great for independent learning, your child will be presented with English, mathematics, and science activities that are curriculum aligned, ensuring consistent practice across key learning areas.

Features

- Each workbook goes through the key English areas of reading, comprehension, grammar, writing, and editing, to ensure that your child doesn't experience any gaps in learning.
- Mathematics section provides consistent practice that will reinforce and consolidate your child's current mathematical knowledge.
- Different areas of the science curriculum have been selected, with some simple experiments included.

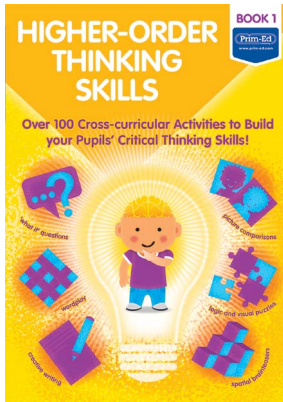
Sample pages from Year 3



	AGE	CODE	PRICE
Workbook 1	5–6	8488	£5.99
Workbook 2	6–7	8489	£5.99
Workbook 3	7–8	8490	£5.99
Workbook 4	8–9	8491	£5.99
Workbook 5	9–10	8492	£5.99
Workbook 6	10–11	8493	£5.99

Higher-order Thinking Skills

For a free sample, go to:
www.prim-ed.co.uk/hotssample



Help pupils develop the skills they need to succeed.

- » Six-book series
- » Suitable for Year 1–Year 6
- » Easy-to-use and integrate to your existing programme

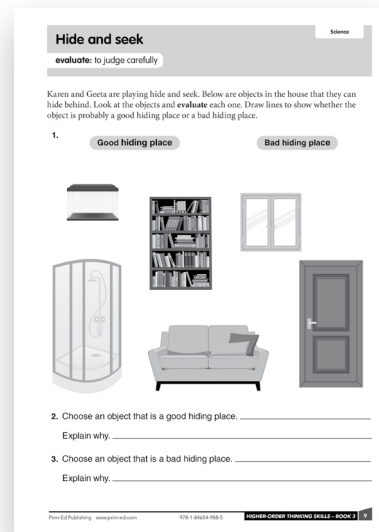
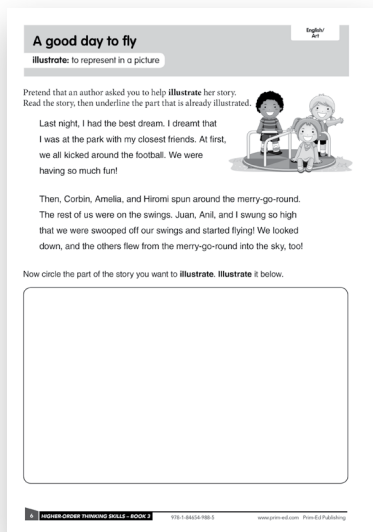
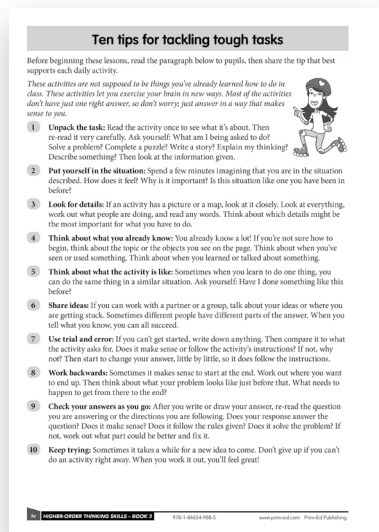


How do you fit essential critical-thinking skills development into a busy timetable? *Higher-order Thinking Skills* is the answer! Through a range of engaging and challenging activities designed to test and strengthen problem-solving skills, this series helps pupils make deeper connections by integrating their learning across key curriculum areas.

Features

- Arranged in a week-by-week structure, ensuring that English, science, and maths are covered weekly.
- Focus on a behavioural verb such as analyse, predict, or design with each activity, while integrating into different curriculum areas.
- Provide pupils with meaningful practice that they can apply across subject areas and in life.

Sample pages from Book 3



REVIEW 'I enjoyed how these activities required pupils to apply knowledge, logic, and skills in literacy-based activities that also integrate other curriculum areas (science, maths, and geography) and disciplines. The creativity and mixture of the types of challenges available make them more stimulating and interesting for pupils. The definitions of behavioural verbs provided at the start and the way each activity is organised into a certain skill were both very useful elements.'

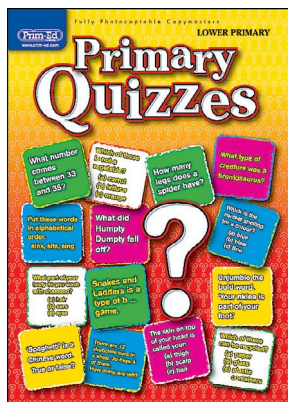
Cindy Tran, Teacher

	AGE	CODE	PRICE
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Year 3	7–8	8456	£22.95
Year 4	8–9	8457	£22.95
Year 5	9–10	8458	£22.95
Year 6	10–11	8459	£22.95

Primary Quizzes



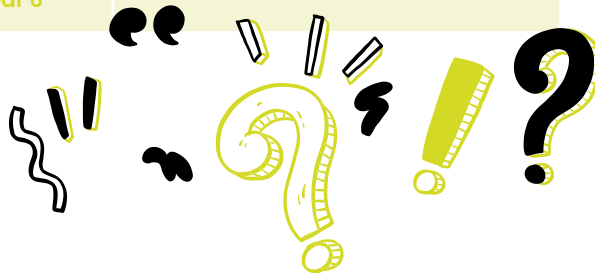
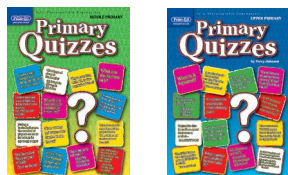
For a free sample, go to:
www.prim-ed.co.uk/primaryquizzesample



Challenge and expand your pupils' knowledge!

- » Three-book series
- » Suitable for Year 1–Year 6

» 40 educational quizzes within each book

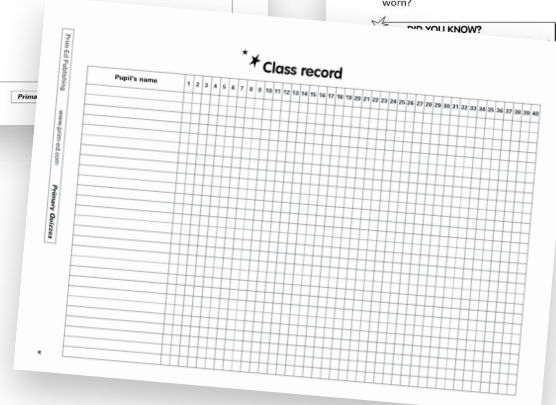
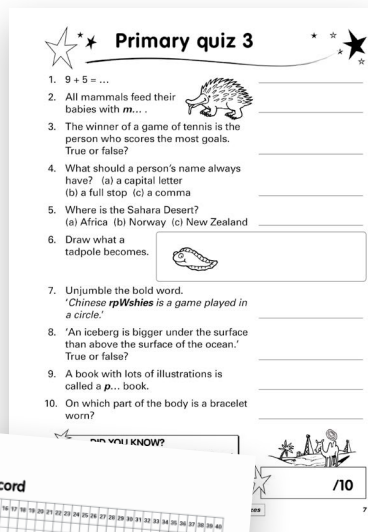
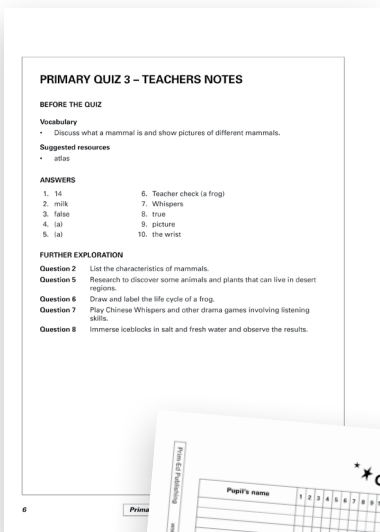
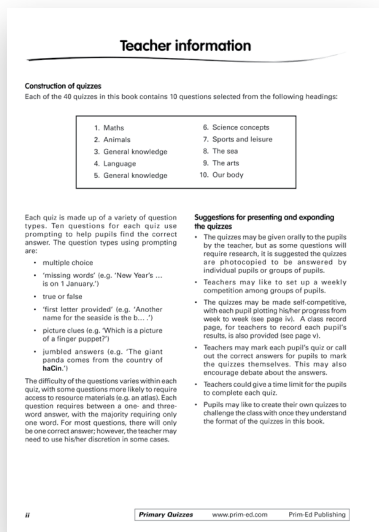


Presented across three books, *Primary Quizzes* covers a range of topics, such as mathematics, language, and science concepts. Designed with ease of use in mind, these quizzes can be presented and marked in a variety of ways, allowing pupils to work individually or in groups. Recording sheets are provided to record pupils' results.

Features

- Expand your pupils' knowledge of the world through 40 educational quizzes.
- Enjoy a variety of topics to engage your pupils, including mathematics, animals, the human body, and general knowledge, as well as a 'Did You Know?' fact about one of the question topics.
- Get your pupils involved! The quizzes can be presented and marked in a variety of ways, allowing pupils to work individually or in groups.

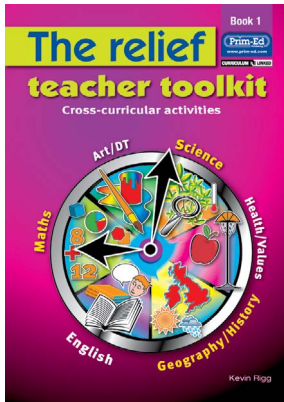
Sample pages from Lower



	AGE	CODE	PRICE
Lower	5–7	0753	£17.95
Middle	7–9	0754	£17.95
Upper	9–11+	0755	£17.95

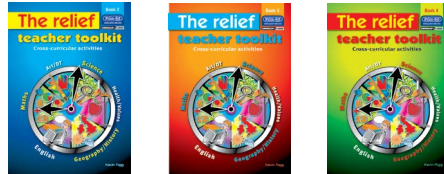
The Relief Teacher Toolkit

For a free sample, go to:
www.prim-ed.co.uk/reliefteachersample



Cross-curricular activities for the relief teacher.

- » Four-book series
- » Suitable for Year 1–Year 6
- » Easily plan and organise relief lessons



The Relief Teacher Toolkit is a four-book series that has been designed to equip the relief teacher with an extensive range of classroom activities covering a variety of subjects. Activities cover a variety of curriculum areas—English, mathematics, science, history, geography, health, values, and art.

Features

- Each worksheet can stand alone as a single lesson or be extended by including additional activities which expand the topic into other curriculum areas.
- Includes a teacher page for each worksheet, with learning areas covered, indicators, specific resources required for the activities, and more.
- Engage pupils with a range of activities to assist in the development of skills across a variety of learning areas.

Sample pages from Book 1

Animal stories

Write the best word for each sentence.

purr bark fly swim

(a) A dog can _____.

(b) A fish can _____.

(c) A bird can _____.

(d) A cat can _____.

Who am I? Draw the animal.

(a) I can fly.
I have wings.
I lay eggs.
I am a _____.

(b) I live in water.
I can swim.
I have fins.
I am a _____.

Single sounds read and draw

Learning area: English (Reading and spelling)

Objectives:

- Knows letter sounds.
- Demonstrates understanding of text.

Resources:

- Objects for demonstration

Lesson plan and organisation:

- Write letters and unfinished words on the board.
- Show objects and say the words. Repeat the words, emphasising final sound. Pupils say which letter is required for each word.
- Pupils read phrases in Question 2 orally. Choose pupils to use objects to demonstrate the phrases.
- Pupils complete worksheet.

Additional activities:

- Present more objects with the 'a' and 'y' sounds and ask pupils to say and write the final sounds.
- Pupils use objects to make up, say, write and illustrate their own phrases.

Answers:

1. (a) tap, bat, man, bag (b) bib, zip, pig, lid
2. Teacher check

Curriculum links:

Level	Objectives
1	• Read familiar words and recognise words with common spelling patterns.
2	• Explain features of written language and use reading cues.
3	• Build up a sight vocabulary and isolate beginning and final sounds in words.
4	• Develop interest in new words sound and patterns within them.
5	• Develop graphic knowledge, focusing on print symbols and sound patterns.

Teacher pages

A teacher page accompanies each pupil worksheet. It provides the following information:

- The number of the book in the series.
- The title of the book.
- The learning area.
- The objectives.
- The resources.
- The lesson plan and organisation.
- Additional activities.
- Answers.
- Curriculum links.

Includes a cartoon illustration of a dog and a cat.

Numbers

Circle

4th

2nd

3rd

6th

Count

(a) [dots]

(b) [squares]

(c) [dots]

(d) [squares]

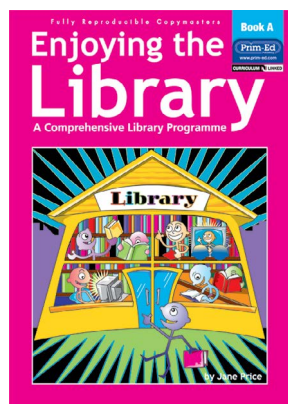
Draw

8

6

	AGE	CODE	PRICE
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Book 2	7–9	0757	£22.95
Book 3	8–10	0758	£22.95
Book 4	10–12	0759	£22.95

Enjoying the Library



Library skills activities.

Enjoying the Library is a seven-book series that provides a thorough library programme. With a focus on hands-on experiences, this series gives pupils the opportunity to explore the resources available in the library.

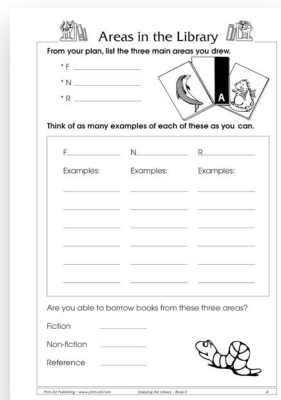
Features

- Flexible to use, will suit any library, regardless of the number of resources available for the pupils.
- Progressively teaches pupils to become independent library users, and will work with pupils of varying abilities.
- Designed to be used by both classroom teachers and library specialists.

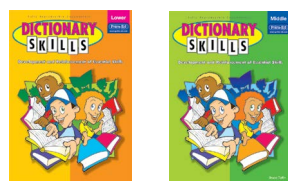
	AGE	CODE	PRICE
Book A	5-6	0401UK	£16.95
Book B	6-7	0402UK	£16.95
Book C	7-8	0403UK	£16.95
Book D	8-9	0404UK	£16.95
Book E	9-10	0405UK	£16.95
Book F	10-11	0406UK	£16.95



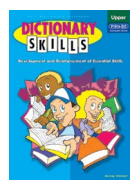
Sample page from Book C



Dictionary Skills



	AGE	CODE	PRICE
Lower	5-7	0168UK	£17.95
Middle	7-9	0169UK	£17.95
Upper	9-11+	0160UK	£17.95



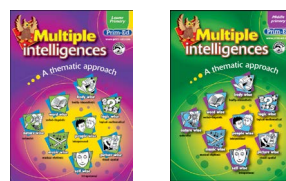
Help your pupils use dictionaries effectively!

A series of three copymasters that take pupils through the skills necessary to become proficient when using a dictionary.

Features

- Develop essential dictionary-usage skills through a range of activities.
- Helps develop skills such as alphabetical order, guide words, and definitions.
- Extension activities for fast finishers, with answers included.

Multiple Intelligences



	AGE	CODE	PRICE
Lower	5-7	0747	£22.95
Middle	7-9	0748	£22.95
Upper	9-11+	0749	£22.95



Teach and grow using the eight learning intelligences.

Multiple Intelligences provides teaching and learning opportunities using the eight learning intelligences through a thematic approach.

Features

- Identify your pupils' individual intelligence strengths and weaknesses.
- Promotes further topic development and extension with comprehensive overview pages.
- Includes support with comprehensive teacher notes, answers, and additional activity suggestions.

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Follow Me – Loop Card Games	£22.95	5–11+
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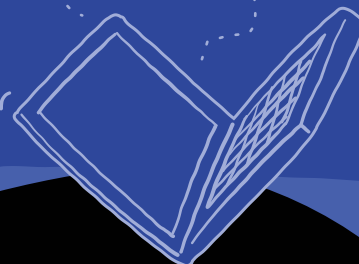
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