

Oxford
International
Primary



Course Guide





Oxford
International
Primary

Nurturing enquiring minds

Around the world, the Oxford International Primary Programme provides the most comprehensive support available for schools where subjects are taught in English.



Children are naturally curious, so our methodology is based on nurturing enquiring young minds; helping your students learn *how to learn*, by asking the right questions.

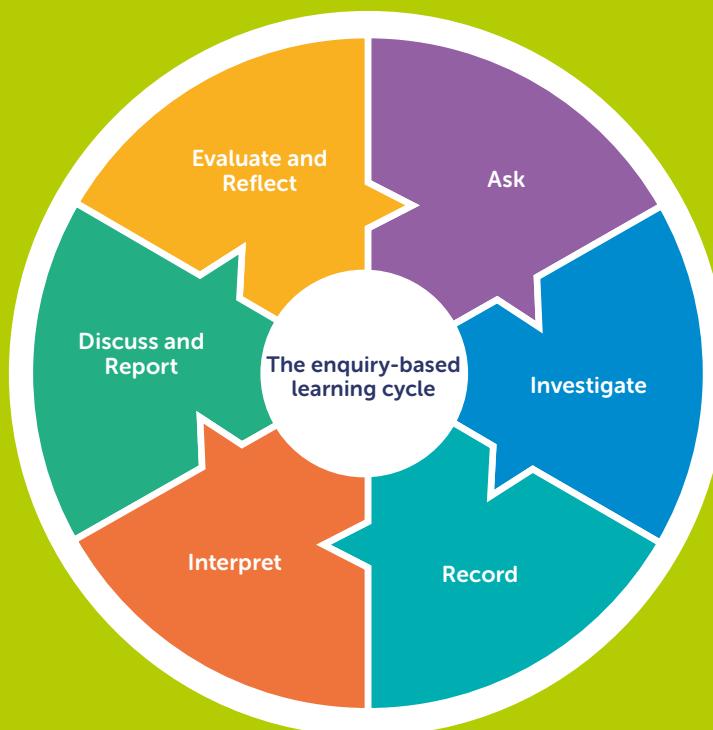
'The teaching really has been improved! I had to spend less time planning lessons.'

Teacher at Al Noor,
International School, Bahrain

Every learner.
Every lesson
taught in English.
Everywhere.



NEW
Fully matched to the
Oxford International
Curriculum



Whatever the challenge, or subject, we're here to provide the answers.



Across all subjects, and throughout the Primary age range, the Oxford International Primary Programme is the most comprehensive offering for schools that teach in English.

Our full range of books and digital resources covers the entire curriculum – including English, Maths, Science, Computing, Geography, History and Wellbeing.

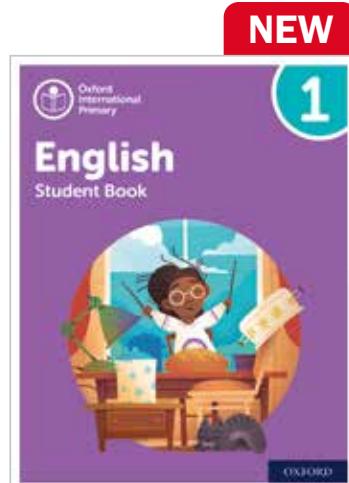
 NEW EDITION English Student Book	 NEW EDITION Maths Student Book	 NEW EDITION Science Student Book	 NEW Wellbeing Activity Book
 Computing Student Book	 Oxford International Primary Geography	 Oxford International Primary History	 Oxford Primary Social Studies
<p>Icon: Open book p4</p>	<p>Icon: Apple and calculator p8</p>	<p>Icon: Sun and clouds p12</p>	<p>Icon: Family p16</p>
<p>Icon: Network of nodes p18</p>	<p>Icon: Globe p20</p>	<p>Icon: Castle p22</p>	<p>Icon: People 4</p>

* Oxford International Primary Social Studies also available for the Middle East



Develop internationally minded young learners in literacy and language

- Clear and coherent Primary English course with inspiring, culturally diverse content and practical language support to build children's vocabulary and confidence
- Strong focus on wellbeing and an enquiry-based approach puts every child at the heart of the learning experience
- New online subscription to enable a truly blended learning experience both in and out of the classroom
- Aligns flexibly alongside a range of international primary curricula, including English National Curriculum, Cambridge Primary Curriculum, and the Oxford International Curriculum



Grow confident learners with culturally diverse texts across all six levels

Student Books

Language tips reinforce key concepts
Learning tips improve study skills

Focus on key skills, clear instructions and child-friendly learning objectives supports independent learning

Stretch zone activities built into every unit offer extension ideas

Big Questions encourage collaboration, communication and deeper thinking

eBook versions of the student books, workbooks and teacher guides are all available on the NEW online subscription on Oxford Owl for school.

Student Book 2

Comprehensive support for all teachers

Teacher's Guides

Hands on guidance for planning, preparing, teaching and assessing every unit of the course

Formative assessment questions throughout to check understanding of key areas

Comprehensive explanations of course pedagogy and features

BA Non-fiction Speaking, listening and vocabulary

8 Our world

Learning objectives

SL Speak clearly for increasing lengths of time on Spanish topics.
SL Exchange opinions confidently with others who have different ideas.
SL Begin to be aware of how meaning can be expressed non-verbally as well as verbally in a range of situations.
SL Cooperate with others when working.

Unit warm up

- Write the unit title on the board.
- Display the child-friendly learning objectives on the board.
- Explain that in this unit you are going to look at life around the world for both people and animals.
- Ask students if they have ever lived in or visited a place in the world that is very different from where they live.
- Students share their experiences in a whole class.
- Ask students to turn to page 116 in the Student Book.
- Read the quotation together and point out that 'let friends nearby' and 'nearby' is a pun for friend, as well as meaning nearby in space, as well as meaning nearby in time.
- Show ideas as a whole class and check students understand what they mean. If students have lived far away from us, they may be closer to us or help us more than a person who lives nearby, so distance does not stop real friendships.

Talk time (pt 16)

- Focus attention on the picture and ask students to share what they know about Alaska.
- Encourage students to locate Alaska on the world map at the front of their Student Book and on the small map on page 117.
- Explain that most of Alaska is very isolated with few roads.
- Draw the meaning of 'Arctic region' (the northernmost part of the world) and tell students that Alaska is one of the coldest regions in the world.
- Ask students to look at the picture. (The child is wearing a warm coat and there is snow in the background.)

Before the lesson

- Ask students to mine being cold, then mine being hot.
- Ask them to look at the levels age in the picture and ask them to take turns describing it to partners.
- Students share their descriptions as a class. (Lots of words will be new to them, so encourage them to use the word bank to help them.)
- Ask students to think again about their own ideas after listening carefully to their partner's opinions.
- Ask students to collect their ideas back to the whole class or to their group.
- Give the students time to explain their ideas and encourage them to reach a conclusion about whether they would like to live there.

Vocabulary (pt 17)

- In these activities, students will use new vocabulary and practice talking and listening to each other, practising opinions and ideas.
- Lead the words with the students, and also the meanings. Encourage partners to talk about the answers before taking feedback as a class.

Answers:
1 frozen
2 frozen
3 Arctic

120

121

Teacher's Guide 3

Clear layout for each unit with corresponding images of the Student Book makes lesson planning easy and efficient

New summative assessment resources help teachers track and evaluate student progress

If you're a school following the Cambridge Curriculum and want to learn more about how this course supports learner progress, please get in touch with your local educational consultant for more guidance.

Students discover the joy of learning and develop a growth mindset, through school and home practice

Workbooks

Non-fiction Reading • Student Book pages 318, 319 and 320

8 Our world

Non-chronological reports

A Read the report below about the Arctic. Think of a title and three subtitles. Write them in the spaces below.

(Title)

(Subheading 1)

The Arctic is an area of the most northern part of the Earth. As well as the Arctic Ocean, the Arctic includes parts of Russia, Greenland, Canada, the USA, Norway, Iceland, Sweden and Finland.

(Subheading 2)

The Arctic has cold winters and cool summers. The **average** winter temperature is minus 40 degrees Celsius. The coldest recorded temperature, measured in Siberia in Russia, is minus 68 degrees Celsius. However, global warming is rapidly shrinking the amount of ice on the Arctic Ocean.

(Subheading 3)

People have lived in this frozen region for 4500 years. The Inuit people living in the north west of Greenland are one of the most northern **culture** in the world. Most Inuit communities live along the coastline as they depend on the sea to survive.

B Answer these questions using the information in the report.

- The Arctic region includes parts of many different countries. Name five of them.
- What is the coldest temperature recorded in the Arctic region?
- Why is there less and less ice each year in the Arctic region?
- What is the name given to one of the groups of people who live in the most northern communities?
- Tick one box to show which statement is true.
 - People living in the Arctic mostly live inland because it's warmer.
 - The coldest temperature on record was measured in Greenland.
 - People have lived in the Arctic region for 4500 years.

C Does this report contain mostly facts or mostly the writer's opinions? Explain your answer.

D

E

Additional practice activities to embed understanding

Tasks can be completed in class or as homework

Workbook 3

Oxford International Primary English Online

Enabling a truly blended learning experience in and out of the classroom

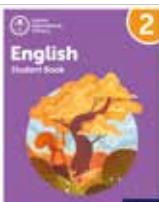
- Interactive eBook versions of Student Books make front-of-class teaching simple and engaging
- Hotspots to videos, interactive assessment and audio versions of text extracts support learning
- Curriculum mapping documents ensure that all learning objectives are covered
- Printable assessments allow you to assess key skills, such as writing, in more depth

Teacher and Student Access Subscription

Additional features include:

- Assign eBooks to students to access at home via their own student login with Teacher and Student access
- Interactive formative assessments in every student book unit make it easy to assess students' understanding of key concepts
- Interactive end-of-unit tests review vocabulary, spelling, punctuation and grammar

Oxford International Primary English Component Chart

AGE	STAGE	STUDENT BOOKS	TEACHER'S GUIDES	WORKBOOKS	ISBN/PRICE
AGE 5–6	1				Student Book 1 978 1 38 2019798 Teacher's Guide 1 978 1 38 2019910 Workbook 1 978 1 38 2020039
AGE 6–7	2				Student Book 2 978 1 38 2019811 Teacher's Guide 2 978 1 38 2019934 Workbook 2 978 1 38 2020053
AGE 7–8	3				Student Book 3 978 1 38 2019835 Teacher's Guide 3 978 1 38 2019958 Workbook 3 978 1 38 2020077
AGE 8–9	4				Student Book 4 978 1 38 2019859 Teacher's Guide 4 978 1 38 2019972 Workbook 4 978 1 38 2020091
AGE 9–10	5				Student Book 5 978 1 38 2019873 Teacher's Guide 5 978 1 38 2019996 Workbook 5 978 1 38 2020114
AGE 10–11	6				Student Book 6 978 1 38 2019897 Teacher's Guide 6 978 1 38 2020015 Workbook 6 978 1 38 2020138



NEW Oxford International Primary English: Teacher Access Subscription

978 1 38 203353 4 £399.00 +VAT

NEW Oxford International Primary English: Teacher and Student Access Subscription*

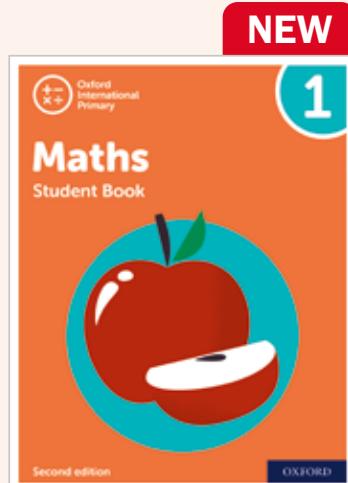
978 1 38 203355 8 £1899.00 +VAT

*This subscription is suitable for 100-400 students. For access for fewer than 100 students or more than 400 students, please contact your local educational consultant.



A problem-solving approach to primary maths

- A complete six year primary maths course for teaching young learners the skills they need to become confident mathematicians
- Greater focus on the use of manipulatives in the classroom
- Pictorial and abstract representations to promote deeper learning
- Language support to help EAL students develop fluency in mathematical language
- Interactive eBooks on Oxford Owl make front-of-class or online teaching simple
- Downloadable assessment resources help teachers track and evaluate students' progress against key learning outcomes
- Teacher Guides make the course content accessible for all teachers, whether maths specialists or not



Activities for all levels and abilities, including the most confident students

Student Books

1A Counting in tens and ones

Explore

Count on and back using a 100-square

1 Colour 54, 62 and 12 on the 100-square.
• Start at 54. Count on in ones to 62. Then count back in tens to 12.

2 Colour 77, 76 and 16 in a different colour on the 100-square.
• Count in ones and tens to move from 67 to 76 and then to 16.

3 Now find a different way to move between the numbers 67, 76 and 16, counting in ones and tens.

4 Complete the sentences to describe how you moved. Use the three numbers and the words **on**, **back**, **ones** and **tens**.

Start at Count in to

Place your finger on each number as you count.

Will you count on or back first?

Work with a partner. Choose one of these sets of numbers:
4, 64, 71 7, 14, 84 1, 51, 59.
Colour the three numbers on the 100-square.
Count in ones and tens to get to all three numbers. Find the fewest number of moves.

Stretch zone

Is it better to count in tens first or ones first? Or is the order not important?

For more practice go to Practice Book 1 page 10

1B Counting in tens

Discover

Count in tens on a 100-square

1 Use the 100-square. Count in tens from 10. Colour each number you land on.

2 Complete the sentence using either **zero** or **five**. When you count in tens from 10, all the numbers have a _____ in the ones place.

3 Choose any number in the top row. Count in tens from that number. Colour the numbers you land on in a different colour.

4 Write a sentence to describe the pattern in the numbers you have coloured.

All these numbers are multiples of 10.

Stretch zone

Choose any number in the bottom row. Count back in tens. Colour the numbers you land on using a different colour. How is this pattern of numbers the same as the pattern in question 3? How is it different?

For more practice go to Practice Book 1 page 10

Explore lessons allow students to practise the skills they learn in the Discover lesson

Key words on each page introduce the contexts in which they are used

Speech bubbles provide useful hints

Extension activities challenge the most confident students

Comprehensive support for all teachers

Teacher's Guides

The screenshot shows the 'Numbers and counting' section of the Teacher's Guide. It includes:

- Global skills:** Essential skills, Essential concepts, Essential vocabulary, Essential calculator.
- Practice Book:** A preview of the Practice Book page 1, showing a grid of boxes for numbers 1-10.
- What you'll need:** Materials required for the lesson, including a 100 square, blank paper, pens/pencils, and a ruler.
- What you'll do:** A brief description of the activities: Students will learn how to count to 100 in ones and tens, identify odd and even numbers, and explore patterns in the number system.
- Assessments:** A link to 'Assessments' and a note about the 'Assessment Block page 10'.
- Additional materials:** A note about additional sets of units (classroom sets) available on the Oxford website.

2 Exploring numbers

Overview: This unit explores the concept of numbers and their properties. It includes activities like identifying odd and even numbers, comparing numbers, and understanding place value. It also introduces the concept of 100 and beyond.

Key focus: Students learn to identify odd and even numbers, compare numbers, and understand place value. They also learn to identify 100 and beyond.

Positive mathematics:

- Students begin their 2-digit numbers by learning at the start of the year what they know about numbers. This includes a review of numbers, and then moving on to place value. They learn to identify odd and even numbers, and understand the full range of numbers from 1 to 100.
- Students then move on to 3-digit numbers. They learn to identify odd and even numbers, and understand the full range of numbers from 1 to 1000. They also learn to identify 100 and beyond.

Learning objectives:

- Identify odd and even numbers.
- Compare 2-digit numbers.
- Understand the concept of 100 and beyond.
- Identify 100 and beyond.

How you'll teach:

- Use 100 squares to help students understand the concept of 100 and beyond.
- Use blank paper and pens/pencils to help students practice writing numbers.
- Use a ruler to measure objects in centimetres.
- Use a 100 square to help students understand the concept of 100 and beyond.

Coverage indicators:

Learning focus	Learning outcomes (National Curriculum)
Odd/even	Identify and estimate the value of each digit in 2-digit numbers; identify, describe and estimate numbers using different representations, including the number line.
Tens, 100s, 1000s, 10000s	Recognise the place value of digits up to 100 (including tens, hundreds, thousands), and estimate and compare numbers using different representations, including the number line.

Teacher's Guide 1

“The children learn best when they are engaged with the topic, and are encouraged to explore and think about it.”

Tony Cotton, Lead Author, Oxford International Primary Maths

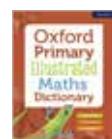
Hands-on guidance for planning, preparing, teaching and assessing every unit of the course

Formative assessment questions throughout to check understanding of key areas

New summative assessment resources help teachers track and evaluate student progress

Language support

Use the Oxford Primary Illustrated Maths Dictionary for further language support. See page 179.



Word problems and mental maths activities teach problem-solving in real life contexts, encouraging a growth mindset beyond the classroom

Workbooks

Explore lessons provide opportunities for students to consolidate and deepen their learning

Extension activities for the most confident students

Activities can be completed in lessons or as homework

The screenshot shows page 1A Place value of Workbook 1. It includes:

Explore 1: Students will learn to identify 3-digit numbers.

Activity 1: Students will follow steps to complete a table of 3-digit numbers. An example is shown: 100s | 10s | 1s | Rule: 100s less than 1000. An illustration shows three cards with the digits 3, 6, and 5.

Activity 2: Students will write missing numbers in sequences. An example is shown: 100s | 10s | 1s | Rule: 100s less than 1000. An illustration shows three cards with the digits 3, 6, and 5.

Stretch zone: Students will solve a word problem: "It took 1000 steps to walk 1000m. What is the same and what is different about 900 and 1000?"

Workbook 1

The screenshot shows page 1B Place value of Workbook 1. It includes:

Explore 2: Students will write missing numbers in sequences. An example is shown: 100s | 10s | 1s | Rule: 100s less than 1000. An illustration shows three cards with the digits 3, 6, and 5.

Activity 1: Students will write missing numbers in sequences. An example is shown: 100s | 10s | 1s | Rule: 100s less than 1000. An illustration shows three cards with the digits 3, 6, and 5.

Activity 2: Students will write missing numbers in sequences. An example is shown: 100s | 10s | 1s | Rule: 100s less than 1000. An illustration shows three cards with the digits 3, 6, and 5.

Stretch zone: Students will solve a word problem: "It took two sequences of 500 steps to walk 1000m. Each step is 100m. How many steps are there in total?"

Oxford International Primary Maths Online

Enabling a truly blended learning experience in and out of the classroom

- Interactive eBook versions of Student Books make front-of-class teaching simple and engaging
- Hotspots to videos, interactive assessment and audio versions of text extracts support learning
- Curriculum mapping documents ensure that all learning objectives are covered
- Create page notes and annotations and use the search function to easily navigate digital content



- Assign eBooks to students to access at home via their own student login with Teacher and Student access
- Downloadable end-of-year tests and practice papers to assess understanding of key concepts
- Assignable auto-marked assessments with scores recorded provide a record of pupil progress

Oxford International Primary Maths Component Chart

AGE	STAGE	STUDENT BOOKS	TEACHER'S GUIDES	PRACTICE BOOKS	ISBN/PRICE
AGE 5–6	1				Student Book 1 978 1 38 200666 8 Teacher's Guide 1 978 1 38 201726 8 Practice Book 1 978 1 38 200672 9 £15.99 £45.99 £7.49
AGE 6–7	2				Student Book 2 978 1 38 200667 5 Teacher's Guide 2 978 1 38 201727 5 Practice Book 2 978 1 38 200673 6 £15.99 £45.99 £7.49
AGE 7–8	3				Student Book 3 978 1 38 200668 2 Teacher's Guide 3 978 1 38 201728 2 Practice Book 3 978 1 38 200674 3 £17.99 £45.99 £8.49
AGE 8–9	4				Student Book 4 978 1 38 200669 9 Teacher's Guide 4 978 1 38 201729 9 Practice Book 4 978 1 38 200675 0 £17.99 £45.99 £8.49
AGE 9–10	5				Student Book 5 978 1 38 200670 5 Teacher's Guide 5 978 1 38 201730 5 Practice Book 5 978 1 38 200676 7 £19.99 £45.99 £9.49
AGE 10–11	6				Student Book 6 978 1 38 200671 2 Teacher's Guide 6 978 1 38 201731 2 Practice Book 6 978 1 38 200677 4 £19.99 £45.99 £9.49



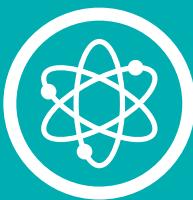
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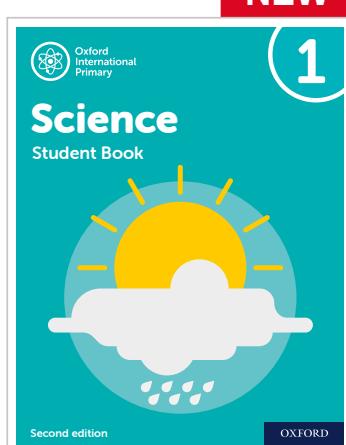
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*This subscription is suitable for 100-400 students. For access for fewer than 100 students or more than 400 students, please contact your local educational consultant.



An enquiry-based, active-learning approach to primary science

- A complete six year primary science course with a focus on scientific enquiry and global skills
- Greater focus on engaging activities to help students see the relevance of science
- Embedded language support and communication activities help EAL students develop language competencies and scientific terminology
- Interactive eBooks on Oxford Owl make front-of-class or online teaching simple
- Downloadable assessment resources help teachers track and evaluate students' progress against key learning outcomes
- Teacher's Guides make the course content accessible for all teachers, whether science specialists or not



All students participate through active learning, and engage with the way scientists work

Student Books

What animals and humans need to live

In this lesson you will find out what animals and humans need to live.

Key words: breathe, drink, eat, grow, move, reproduce

Look at the photographs. Name any life processes you can see. Predict what would happen if these life processes stopped.

Animals and humans need to be able to breathe, eat and drink to stay alive. These are the processes for life.

Animals need to find food and water. Some animals eat other animals to get their food. Animals have to breathe air to stay alive.

Eating food and drinking makes animals grow into adults, so they can reproduce and have young. Moving, growing and reproducing are also life processes.

Science fact: The cheetah is the fastest land mammal. It can go from standing to 95 kilometres per hour in three seconds.

Look at the photographs of the animals and their food in the word boxes. Discuss with a partner which food each animal will eat.

Now agree on one word to describe how each of the animals moves.

Food survey

You are going to plan and carry out a survey of foods that humans eat.

1. Ask the students and teachers in your class what they ate for their last meal.
2. Design and complete a table to record your findings.
3. Include whether each food is from plants or animals.

Share your findings with the class.

Be a scientist

When scientists carry out surveys they record the results straight away. They often use tables.

► page 10

Key idea: Animals and humans must breathe, eat and drink to stay alive.

eBook versions of the student books, workbooks and teacher guides are all available on the NEW online subscription on Oxford Owl for school.

Oxford OWL

Learning objectives are clearly set out

Student-friendly text is accessible for EAL learners

Key idea summarises the new content covered

Comprehensive support for all teachers

Teacher's Guides

The screenshot shows the first page of the Teacher's Guide for Unit 1. It includes:

- Resources:** A section with links to various resources.
- Language support:** A box with text about how the guide supports language learning.
- Hands on guidance:** A box with text about how the guide provides support for planning, preparing, teaching, and assessing.
- Formative assessment questions:** A box with text about how the guide includes questions throughout to check understanding.
- New summative assessment resources:** A box with text about how the guide includes resources to help track and evaluate student progress.

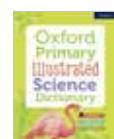
Teacher's Guide 1

“ Asking the right questions is the first step in enquiry-based learning. Students who are interested and thinking are likely to learn more.”

Terry Hudson, Series Expert, Oxford International Primary Science

Language support

Use the Oxford Primary Illustrated Science Dictionary for further language support. See page 179.



Investigations mean students are fully engaged

Workbooks

The screenshot shows the first page of the Workbook for Unit 1. It includes:

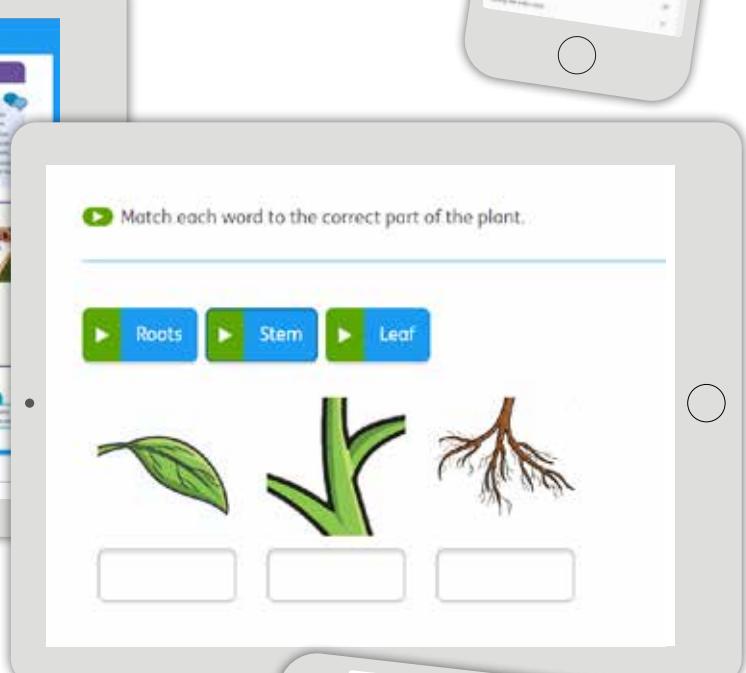
- Language practice activities:** A box with text about how the workbook includes activities to learn science language.
- Illustrations engage and support EAL learners:** A box with text about how the workbook includes illustrations to support English Language Learners.
- Stretch zone activities:** A box with text about how the workbook includes challenging activities for confident students.

Workbook 1

Oxford International Primary Science Online

Enabling a truly blended learning experience in and out of the classroom

- Interactive eBook versions of Student Books make front-of-class teaching simple and engaging
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AGE 5–6	1	(1)	(1)	(1)	Student Book 1 978 1 38 200654 5 Teacher's Guide 1 978 1 38 201732 9 Workbook 1 978 1 38 200660 6 £15.99 £45.99 £7.49
AGE 6–7	2	(2)	(2)	(2)	Student Book 2 978 1 38 200655 2 Teacher's Guide 2 978 1 38 201733 6 Workbook 2 978 1 38 200661 3 £15.99 £45.99 £7.49
AGE 7–8	3	(3)	(3)	(3)	Student Book 3 978 1 38 200656 9 Teacher's Guide 3 978 1 38 201734 3 Workbook 3 978 1 38 200662 0 £17.99 £45.99 £8.49
AGE 8–9	4	(4)	(4)	(4)	Student Book 4 978 1 38 200657 6 Teacher's Guide 4 978 1 38 201735 0 Workbook 4 978 1 38 200663 7 £17.99 £45.99 £8.49
AGE 9–10	5	(5)	(5)	(5)	Student Book 5 978 1 38 200658 3 Teacher's Guide 5 978 1 38 201736 7 Workbook 5 978 1 38 200664 4 £19.99 £45.99 £9.49
AGE 10–11	6	(6)	(6)	(6)	Student Book 6 978 1 38 200659 0 Teacher's Guide 6 978 1 38 201737 4 Workbook 6 978 1 38 200665 1 £19.99 £45.99 £9.49



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NEW Oxford International Primary Science Online: Teacher and Student Access*
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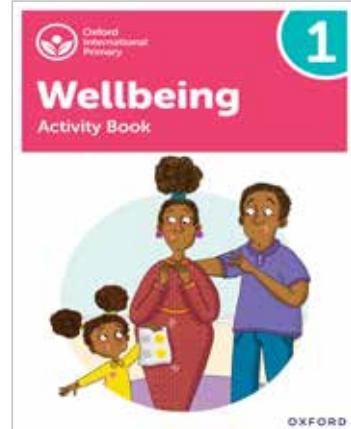
*This subscription is suitable for 100–400 students. For access for fewer than 100 students or more than 400 students, please contact your local educational consultant.



Equipping and preparing young learners to better thrive in life

A year-on-year structured, comprehensive and robust wellbeing series

- Based on an international curriculum for wellbeing to deepen learning
- Offers a joyful approach to teaching and learning the science of wellbeing, supporting life transitions, developing socio-emotional and mental skills, and preparing children to better thrive in life
- Activity Books and Teacher's Guides offer guidance, activities and differentiation



Develops skills to manage stress, strengthen resilience and foster growth mindsets

Accessible for English as an Additional Language learners

2 Taking care of the body: Healthy body, healthy mind

2A What happens when we sleep?

Look at the sentences. Fill in the missing words to explain how sleep affects our memory and learning. Use the 'key words' to help you.



Key words: rapid eye movement, feelings, long-term memory, learn, grow, rest, healthy, happy

Sleep helps us to _____ to _____ to _____

be _____ and feel _____

REM stands for _____

We dream during REM sleep. Dreaming helps us to process our _____

REM sleep helps to move information from our short-term memory to our _____

What are you going to do to help you sleep tonight? Write your idea. Draw a picture of it.

To help me sleep tonight, I will _____

3

2 Taking care of the body: Healthy body, healthy mind

2B Staying hydrated

Write the missing words below. Use the key words to help you.

Key words:

hydrated headaches six to eight
stomach aches 60%
75% concentrate energy

Our bodies are about _____ water. Our brains are about _____ water.

Drinking water regularly is called staying _____

When we don't drink enough water, we become dehydrated. We can get _____ and _____

By drinking enough water, we have more _____ and find it easier to _____

Children should drink about _____ cups of water a day.

Measure 6, 7, and 8 cups of water in a measuring jug. Look at how much water it is in litres and millilitres each time. Write it in the chart.

Number of cups	How much in millilitres	How much in litres
6	ml	l
7	ml	l
8	ml	l



4

Engages pupils through highly-illustrated, relevant and fun activities

4 Taking care of relationships: My friends and family

Additional tasks

- Children can use key words (such as dad, mom, brother, sister, and so on) to label each family member in the drawing on their worksheet. Children can use any word or phrase that is used in their family.
- You can write key words on the flipchart or whiteboard to help children with spelling.

Learning review

- Children have learned that:
 - All families are different.
 - Families are important because they help to care for us and look after us.
 - Sometimes there can be disagreements and arguments in families.
 - Our family is special and we can name who is in our family.

Differentiation

- You can work with children requiring extra support to help them label their family drawing. You may need to help them correctly choose and write key words such as mom, dad, brothers, sisters, grandmas, and granddad.
- More confident children can draw and label as many of their extended family members as possible (for example, cousins, aunts, uncles, and so on).

Additional information

Sensitivity guidance for key topics:

- Everyone has difficult experiences at life, including children, and some children may have had difficult experiences at home or with family members. Sometimes thinking or talking about these difficult, sometimes traumatic, experiences may trigger people to relive them. Therefore, extra care and awareness are needed and a safety first approach is recommended.
- It is possible for children to be triggered in all types of lessons, but this lesson, in particular, may be difficult for them. It is very important to guide discussions and invite sharing in a sensitive way that helps children feel as comfortable as possible. If children are triggered, you can support them by reorienting, listening, and guiding them to further support from the school.
- It is essential that they remember children of any class discussion guidelines (for example, show respect to each other, listen carefully to what people are saying, and only share what you feel comfortable sharing). Children may like to be involved in setting these guidelines.
- Children should be encouraged to take ownership of their own safety and to only share what they feel comfortable sharing. It could be helpful for you to say something like this: "We've had enough experience in our new lives to feel safe to share and talk about some things that might not want to do this for other things, and that's OK. In this lesson, only share what you feel comfortable sharing."
- If children would like to talk to someone, they should be signposted to relevant support in school.
- This lesson should end with an appropriate summary of the main points covered and an acknowledgement that difficult topics may come up. Signposting children to support in school might be helpful at this point. This lesson may end on a lighter, perhaps humorous note to help with the transition into other lessons.

4 Taking care of relationships: My friends and family

4B This is my family

Context

- This is the second lesson on the topic of relationships. This lesson focuses on the strengths and qualities of the people in children's families. It builds on the previous lesson where children learnt what family means and who people in my family are important.
- Children will think about the qualities of their family and describe some of the personal qualities that they like about them.
- Children who enjoy strong personal relationships:
 - have higher levels of well-being
 - are healthier
 - tend to get on better with others
 - handle difficult situations better and make the most out of life's opportunities
- The lesson has been designed so that lessons are flexible, but we suggest you take between 45 minutes and an hour to deliver this lesson.

Lesson summary

- Children will think about the people in their family and describe some of the personal qualities that they like about them.

Materials and resources

- paper, pencils, pens, colouring pencils, flipchart paper or whiteboard
- completed worksheet 4A

Vocabulary

- caring, gentle, good listener, helpful, honest, kind, patient, qualities, strong

Introductory activity

- Explain that in today's lesson, children will be taking a closer look at who is in their family and what they like about their family members.
- Ask children to look at their work from last week and, in pairs, talk about who they drew in their family pictures.
- Remind children that all families are different and the most important thing is that the people in a family care for each other.

Main activity

- Explain to children that we often know the people in our families well because we spend so much time with them.
- When we know people well, we learn lots about them. For example, we learn what they like and dislike, or what they are good at and aren't good at.
- Ask children to choose one person from their family drawing who they know well.
- Ask children to open the worksheet and draw a picture of someone in their family on the worksheet.

Teacher's Book 1

Oxford International Primary Wellbeing

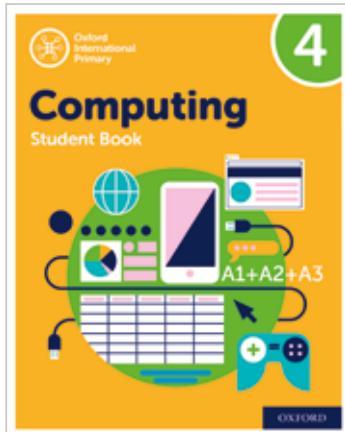
AGE	STAGE	LEVEL	ACTIVITY BOOKS	TEACHER'S GUIDES	ISBN/PRICE
AGE 5–6	PRIMARY	1			Activity Book 1 978 1 38203612 2 £8.99
AGE 6–7		2			Activity Book 2 978 1 38203613 9 £8.99
AGE 7–8		3			Activity Book 3 978 1 38203614 6 £8.99
AGE 8–9		4			Activity Book 4 978 1 38203615 3 £8.99
AGE 9–10		5			Activity Book 5 978 1 38203616 0 £8.99
AGE 10–11		6			Activity Book 6 978 1 38203617 7 £8.99
					Includes 36 lessons per year



Teach vital computing skills for today's digital world

Equip your students with the skills to apply their knowledge in real-life situations in a rapidly evolving digital world

- Project-based work better promotes active learning and enquiry, encouraging every student to participate in lessons
- The new spiral approach to learning sees students revisiting key concepts to build their digital literacy skills
- Inbuilt, three-level differentiation allows teachers to cater to the needs of every student
- A sharper focus on computational thinking prepares students for the demands of the rapidly evolving digital landscape



Clear learning objectives outlined at the start

Word clouds introduce new terminology

1 The nature of technology: Computers around us

You will learn

- that computer power improves how devices such as TVs and cars work.
- how computers and technology improve the way people work.
- about computer storage and why it is important.

Computer power is used to improve the way that devices work at home, at work and at school. TVs, cars, mobile devices, smartphones and fridges are all powered by computers. Computers are changing the way we live.

Talk about...

If all computers disappeared tomorrow...

- What would you miss about computers in your home life?
- What would you miss about computers at school?

Class activity

Make a list of the types of computers you use at home and at school. For example, do you use a tablet computer? Do you use different types of computers to do different things?

microprocessor
robot **sensors**
storage drive
data file **back-up file**
flash drive

Digital citizen of the future

Computers can improve the way we learn, work and enjoy our spare time. However, not everyone can afford to buy a computer. Some charities collect computers that are no longer used. These computers are given to people who cannot afford to buy their own. Would you donate a computer you no longer use?

Did you know?

In 2015, scientists at Michigan University created Michigan Micro Mote, the world's smallest computer. The Mote measures 2mm x 2mm x 4mm. That's smaller than a grain of rice! The Mote is being used in medical implants and in driverless cars.

Student Book 4

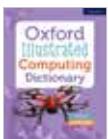
Interesting facts engage students in the project

Oxford International Primary Computing 2nd Edition Component Chart

AGE	STAGE	STUDENT BOOKS	TEACHER'S GUIDES	ISBN/PRICE
AGE 5–6	1			Student Book 1 978 0 19 849779 0 £16.99
AGE 6–7	2		Teacher's Guide Stages 1–3 978 1 38 200745 0 £40.99 +VAT	Student Book 2 978 0 19 849780 6 £16.99
AGE 7–8	3			Student Book 3 978 0 19 849781 3 £18.99
AGE 8–9	4			Student Book 4 978 0 19 849782 0 £18.99
AGE 9–10	5		Teacher's Guide Stages 4–6 978 1 38 200746 7 £40.99 +VAT	Student Book 5 978 0 19 849783 7 £20.99
AGE 10–11	6			Student Book 6 978 0 19 849784 4 £20.99

Language support

Use the Oxford Illustrated Computing Dictionary for further language support.
See page 179.



International Professional Development

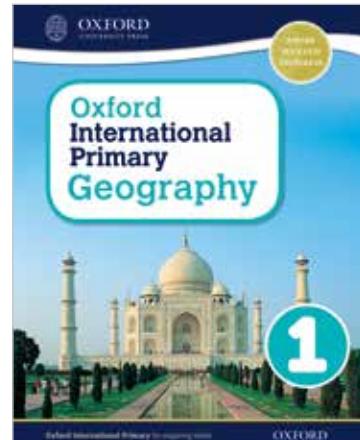
Encourage your teachers and pupils to 'think digitally'. See page 7.
training.international@oup.com



Geography for the global community

Inspire your learners to discover the world around them

- With real-life examples from around the globe, the course covers key aspects of both human and physical geography, which grow in complexity
- Student Workbooks provide additional study in the classroom or at home, including suggested research topics and cross-curricular projects
- The Teacher's Guide provides step-by-step guidance for each lesson, as well as background knowledge and geographical information



Content is culturally appropriate and has an international focus, making it suitable for schools around the world

Homes around the world

Our homes have to be strong to protect us from the weather.
This house is in Switzerland.



In the winter there is a lot of snow in Switzerland.
Many houses in Switzerland have a roof like this.
When it snows, the snow slides off the roof.
Houses in hot countries have thick walls and few windows.
They keep the people cool.
The flat roofs can be used to store things.



These houses are near a huge river in Brazil.
The river often **floods** when it rains.
The houses are built on stilts so they stay dry inside.



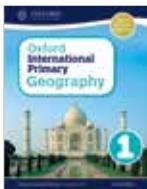
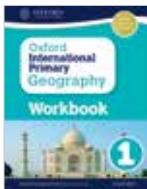
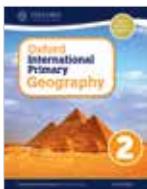
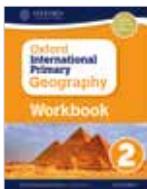
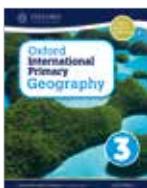
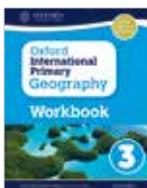
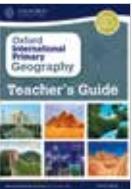
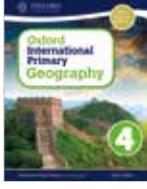
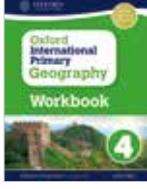
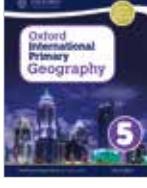
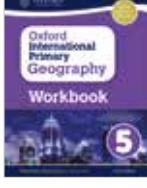
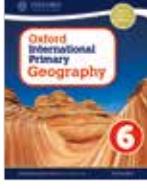
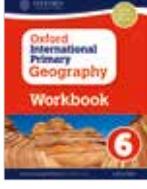
This Bedouin tent in the **desert** is cool in the daytime but keeps the people warm at night.



Activities

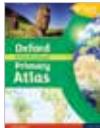
- Collect pictures of as many different kinds of homes as you can. Cut up the pictures to make jigsaw puzzles. Can your friends put your jigsaws together again?
- Use scrap materials to build a model of a house on stilts. What could you use to make the water around the house?

Oxford International Primary Geography Component Chart

AGE	STAGE	STUDENT BOOKS	WORKBOOKS	TEACHER'S GUIDE	ISBN/PRICE
AGE 5–6	1				Student Book 1 978 0 19 831003 7 Workbook 1 978 0 19 831009 9 £16.99 £7.99
AGE 6–7	2				Student Book 2 978 0 19 831004 4 Workbook 2 978 0 19 831010 5 £16.99 £7.99
AGE 7–8	3				Student Book 3 978 0 19 831005 1 Workbook 3 978 0 19 831011 2 £17.99 £8.99
AGE 8–9	4				Student Book 4 978 0 19 831006 8 Workbook 4 978 0 19 831012 9 £17.99 £8.99
AGE 9–10	5				Student Book 5 978 0 19 831007 5 Workbook 5 978 0 19 831013 6 £20.99 £9.99
AGE 10–11	6				Student Book 6 978 0 19 831008 2 Workbook 6 978 0 19 831014 3 £20.99 £9.99

Oxford International Primary Atlases

Best-selling atlases to support your Geography curriculum.

AGE	BOOKS	ISBN/PRICE	BOOKS	ISBN/PRICE
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AGE 7–11		Oxford International Primary Atlas Paperback 978 0 19 848022 8 £10.99		Oxford International Primary Atlas Activity Book 978 0 19 848023 5 £5.50

Easy to read

Colourful mapping is presented in an accessible, visual layout that is based on research into how children use maps.

Easy to understand

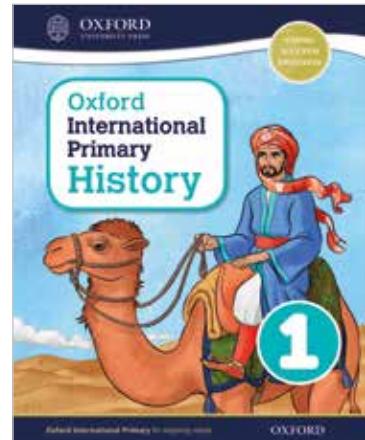
Introduces key geographical themes with clear definitions.



Develop students' historical understanding through enquiry

Inspires students' curiosity about the past

- Tackle history from an international perspective, ensuring students receive a well-rounded view
- Teach the course with flexibility; the chronological progression allows you to follow a structured programme or present individual topics
- Feel fully confident in lesson delivery, with step-by-step notes for each lesson
- Embed key concepts with write-in notebooks, allowing students to respond to the material learned



3 The Maya

In this unit you will:

- explain why the Maya settled in the jungle
- recall who ruled the Maya
- explain what Mayan cities were like
- examine what achievements the Mayans are known for
- explore what happened to the Maya

About 2300 years ago, tribes called the Maya settled in the jungles, mountains and coastal areas of southern Mexico and Central America. They were skilled farmers and builders who created many beautiful cities. These cities contained palaces, temples, pyramids and homes. The cities were connected with roads that ran through the jungles. Each city was a centre of learning and the Maya achieved much in writing, art and science.

civilisation society city-state

The Maya civilisation began about 2300 years ago. Approximately what year was that? The civilisation was at its height from about 250 BC to about 900 AD. What other civilisations and topics have you studied from this period of time?

The Maya made their home in Central America. The former Mayan region covers southern Mexico, Guatemala, Belize, the northern part of Honduras and some of El Salvador.

Timeline:

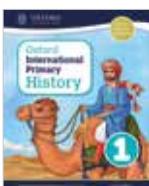
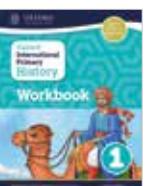
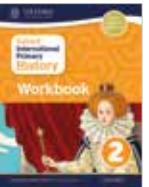
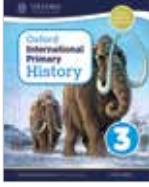
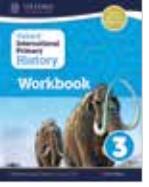
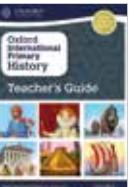
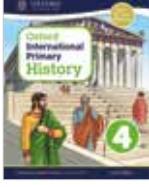
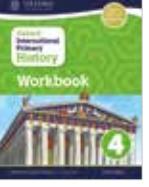
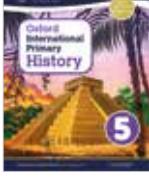
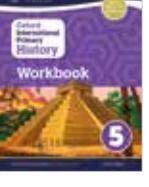
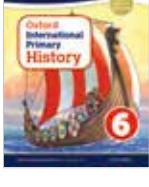
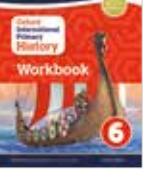
- The Romans c.200 BC–476 CE
- The Height of the Maya c.250 BC–900 CE
- The Anglo-Saxons 449 AD–1066 CE

Student Book 5

Clear learning outcomes establish the goals and focus of the unit

Timelines support the development of chronological skills and put each topic in context

Oxford International Primary History Component Chart

AGE	STAGE	STUDENT BOOKS	WORKBOOKS	TEACHER'S GUIDE	ISBN/PRICE
AGE 5–6	1				Student Book 1 978 0 19 841809 2 Workbook 1 978 0 19 841815 3 £16.99 £7.99
AGE 6–7	2				Student Book 2 978 0 19 841810 8 Workbook 2 978 0 19 841816 0 £16.99 £7.99
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AGE 8–9	4			Teacher's Guide Stages 1–6 978 0 19 841821 4 £33.99	Student Book 4 978 0 19 841812 2 Workbook 4 978 0 19 841818 4 £17.99 £8.99
AGE 9–10	5				Student Book 5 978 0 19 841813 9 Workbook 5 978 0 19 841819 1 £20.99 £9.99
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