

iP

iLS



Pearson
Edexcel

*Integrated.
Individual.
International.
Are you in?*

iPrimary and **i**LowerSecondary
curriculum.

Your guide to fully mapped resources

Welcome

In this guide, you'll find an introduction to Pearson's complete range of published resources for international schools teaching our Pearson Edexcel iPrimary and iLowerSecondary curriculum.

Supporting you all the way from planning to teaching and learning, and through to assessment, our experts have fully mapped our internationally-renowned published resources* to the iPrimary and iLowerSecondary learning objectives for years 1–9, so that you can start teaching straight away, with the peace of mind that you have all you need.

All our carefully selected resources have been written with learners of English as an additional language (EAL) in mind.

iPrimary



Bug Club - our core reading program, helping more than a million children learn to read.



Abacus - a unique and flexible primary maths toolkit.



Science Bug - an exciting hands-on science programme designed for today's curious kids.

See pages 3-5 for more information.

iLowerSecondary



Inspire English International - Providing 11–14 literacy skills for students to become confident, self-motivated learners.



Text: Building Skills in English - developing essential language skills for lower secondary English.



Maths Progress International - creating confident and numerate students, ready for International GCSE (9–1).



Exploring Science International 11–14 - inspiring 11–14 science with seamless progression to Pearson Edexcel International GCSE.

See pages 6-9 for more information.

Teach the *iPrimary* and *iLowerSecondary* curriculum with ease and confidence, using resources that you know and trust from Pearson.

Bug Club

for iPrimary English



Bug Club is Pearson's core whole-school reading program, which combines stunning books in print and eBook format with an incredible online reading world and has everything you need to help children catch the reading bug.

Bug Club's online components are available through ActiveLearn Primary. Find out more at www.pearsonglobalschools.com/bugclub

NEW


We've added new resources to support iPrimary English

- Our **iPrimary English Activity books** are written specifically to work alongside the iPrimary planning and recommended readers. They provide essential practice of key English skills and ensure coverage of important curriculum objectives, whilst matching weekly learning.
- We've also put together convenient, affordable packs of **iPrimary Anthologies**, available for fiction and non-fiction. These anthologies contain *all* the texts you will need to teach iPrimary English.



iPrimary lesson plans are written to ensure complete curriculum coverage. Each unit works with a reader to teach a range of key skills.

The adaptable **Scheme of Work** gives you a suggested order to teach objectives throughout the year and suggests some possible activities to support learning.

ENGLISH		iPrimary 
Year 3 English Scheme of Work		
Teaching week	iPrimary English objectives	Activities
Year 3 Term 1 Unit 1: Fiction (10 days)	<p>R3.3A Answer simple questions about a character, event or piece of information about which they have read.</p> <p>R3.3B Retell two events from a story or sequence in the correct order.</p> <p>R3.4A Use context to infer the meaning of unfamiliar words.</p> <p>R3.4C Use knowledge of other books or films to predict what might happen at the end of a short story or other text.</p> <p>R3.6A Point out the conjunctions 'and', 'but' and 'because', and explain how they join sentences.</p> <p>R3.6B Identify adjectives in expanded noun phrases and use the term 'adjective'.</p> <p>W3.3B Sequence three pictures and write two or three sentences about each one to tell a story.</p> <p>W3.3D Re-read own writing, improving it at sentence level.</p> <p>W3.5A Say and then write compound sentences using the co-ordinating conjunctions 'and' and 'but'.</p> <p>W3.5D Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences.</p> <p>W3.5E Use subject and object pronouns instead of noun/noun phrases.</p> <p>SL3.2A Give brief descriptions using two or more linked sentences.</p> <p>SL3.2D With some guidance, take on the role of a character, from a play or other text, using some knowledge of conventions.</p>	<p>Make predictions; ask and answer simple questions; retell events from a story; sequence three pictures and write two or three sentences about each one to tell a story.</p> <p>Identify adjectives in expanded noun phrases.</p> <p>Explore characters within a story. Join sentences using conjunctions: 'and', 'but' and 'because'; use subject and object pronouns.</p> <p>Write a longer description of a character; edit and improve writing.</p>



We've also mapped some of our **Rapid** titles to the iPrimary English curriculum. Children can take advantage of the proven impact Rapid has on progress in reading.

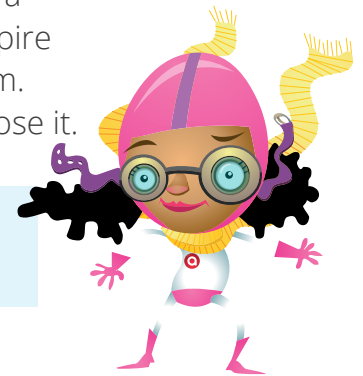
Abacus

for iPrimary Mathematics



Abacus is a unique and flexible maths toolkit that's carefully crafted, with a combination of over 10,000 digital and printed resources, to help you inspire a genuine love of maths and help every child master the maths curriculum. Abacus gives you freedom when you want it and structure when you choose it.

The digital components of the Abacus programme are available through ActiveLearn Primary. Find out more at www.pearsonglobalschools.com/abacus



MATHEMATICS
iPrimary

Year 6 Week 4 Lesson 5			
Main Focus	Prior Knowledge	Key Vocabulary	Curriculum Objectives
Find time intervals using the 24-hour clock	Read the 24-hour clock and know how many minutes are in an hour	difference; minutes; hours	NS.4B Introduce BIDMAS (order of operations) for +, -, ×, ÷ only. GS.1G Solve problems involving time, including converting between 12-hour and 24-hour time.
Teaching Summary			
Starter			
Tell the time			
Show 10:35 on an analogue clock and explain that this is an AM time. Students work in pairs, writing their answers on their whiteboard. One student writes the time as it would appear on a digital clock, and the other student writes the time in a number sentence, such as 25 to 11. Now show the usual analogue clock time, then write the time in a number sentence and also show the digital time. Repeat with other times, particularly those 'to' the hour. Students swap roles each time.			
Teaching			
<ul style="list-style-type: none"> Explain that when hundreds or even thousands of people enter a marathon, their start times are often staggered, so there not too many people all start at the same time. Write the start and finish times of two marathon runners on the whiteboard (Anik: 10:14 — 14:07 and Anuva: 9:57 — 14:02). Say: <i>Anik thinks he was faster than Anuva. Do you think he was right? How could you find out?</i> Demonstrate using a number line how to count up to find the difference between Anik's start and finish times. Ask students to find the difference between Jill's start and finish times. Ask: <i>Who was quicker?</i> Ask students to work in pairs to think of a start and finish time which would give a time in between the two. Say: <i>Anik and Anuva's friend Jennifer has run lots of marathons and finished in 3 h 24 min. She started at 9:45. Ask students to work out what time she finished. Students share answers. Do they agree on the finish time? Ask students to explain how they worked out the answer. Sketch a line to show their steps, adding the hours, then 15 minutes to the next hour, then 9 minutes to finish.</i> 			
<ul style="list-style-type: none"> Explain that Rafi finished at 13:36 and ran his marathon in 3 h 49 min. Ask students to work out what time he started. 			



Our Mathematics Scheme of Work guides you through which objectives to teach each week and suggests activities to follow.

Our lesson plans are written to give you complete confidence that you are covering the whole curriculum.

Lesson plans are supported by Abacus textbooks and by a range of interactive teaching tools and other resources on our ActiveLearn Primary digital service.

MATHEMATICS
iPrimary

Year 6 Mathematics Scheme of Work

Teaching week	iPrimary Mathematics objectives	Activities
Year 6 Term 1 Week 4	GS.1F Convert between 12-hour time and 24-hour time. GS.1G Solve problems involving time, including converting between 12-hour and 24-hour time. NS.4B Introduce BIDMAS (order of operations) for +, -, ×, ÷ only. GS.1B Convert between different metric units of measure (answers up to and including 2 decimal places). GS.1C Read and record times in different units. GS.1D Solve problems involving converting between units of time (giving answers as mixed units, not decimals). GS.1E Solve problems involving measure, using all four operations. GS.3D Use knowledge of other operations, including fractions, to convert between miles and kilometres.	Convert between grams and kilograms, millilitres and litres, millimetres and centimetres, centimetres and metres, metres and kilometres, and miles and kilometres; revise reading the 24-hour clock and convert 12-hour times to 24-hour; read and write Roman numerals; find time intervals using the 24-hour clock.

Copy and complete this table. Fill in the missing times and positions for each walker in a time trial.

	Start time	End time	Time taken	Position
Sam	11:44	15:38		
Oliver	10:38	14:53		
Isla	10:57		4 hours 12 minutes	
Craig	11:39		3 hours 42 minutes	
Millan		16:29	2 hours 16 minutes	
Daniel	11:17	16:28		
Tami		17:16	3 hours 38 minutes	
Keira		17:04	4 hours 9 minutes	



Interested in using a Maths mastery approach in your school? Our **Power Maths** programme is now mapped to iPrimary. See online for further details - www.pearsonglobalschools.com/powermaths



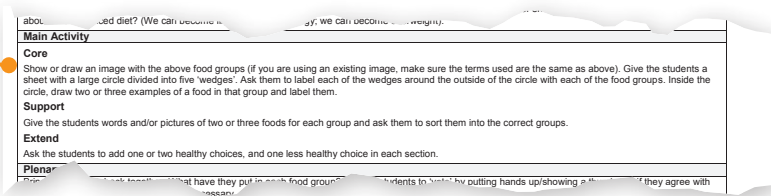
Science Bug International for iPrimary Science



Our new **International edition** of Science Bug has 72 new printed components and a more flexible approach to topic work. It's been written to deliver the requirements of the UK Primary Curriculum, but adapted to meet the needs of international schools. Packed with online and print resources to help you spark imagination, fuel curiosity and nurture inspired and confident young scientists!

Our Science Bug online components are available through ActiveLearn Primary. Find out more at www.pearsonglobalschools.com/sciencebuginternational

All lesson plans are split into simple, easy-to-understand steps, with differentiation for all learners.



SCIENCE		iPrimary Pearson
Year 2 Science Scheme of Work		
Teaching week	iPrimary Science objectives	Activities
Year 2 Term 1 Health and growth	<p>B2.1A Understand that humans need the correct amounts of water and food to stay alive.</p> <p>B2.1B Understand that there are many types of food and humans may have different diets.</p> <p>B2.1C Understand what is meant by a balanced diet.</p> <p>B2.1D Know the main food groups and be able to categorise food by type.</p> <p>B2.1E Understand the need for exercise to stay healthy.</p> <p>B2.1F Understand that human and animal offspring need differing types and amounts of parental care while they are growing.</p> <p>B2.1G Understand that personal and food hygiene is important to maintain health.</p> <p>B2.1H Understand why humans take medicines and recognise hazards associated with taking and storing medicines.</p>	<p>Discuss and understand what humans need to survive and be healthy.</p> <p>Identify and name the main food groups and some foods in them.</p> <p>Explore how exercise keeps us healthy.</p> <p>Be able to show what kinds of care young humans and animals need.</p> <p>Understand how to use food and medicines safely.</p>

The activities in each Scheme of Work provide an overview of teaching and give you a starting point if you decide to create your own planning.

Optional online activities help bring activities to life.



We also recommend our **Heinemann Explore Science** programme for use with the iPrimary Science curriculum. See online for programme details.

Inspire English International for iLowerSecondary English

Publishing
April
2020

Inspire
English
INTERNATIONAL

Inspire English International is a new whole school programme for teaching the English National Curriculum and the Pearson Edexcel iLowerSecondary curriculum to 11–14 year-olds. Incorporating inspirational and comprehensive student books, workbooks and teacher guides, plus digital resources hosted on ActiveLearn, the programme provides everything a school - and a student - needs to meet the demands of both curricula and 21st century education.



Each unit is based around a theme – at the start you will find a description of this theme and an idea of some of the texts you will explore.

Activities throughout each unit focus on key skills and help structure your learning.

9

Unit 1 Heroes and villains

In this unit, you will meet a range of characters in stories who are either heroic or villainous. The stories featured use many techniques to build suspense, and the heroes find themselves in dangerous situations or faced with cunning enemies, including a mysterious Count, a sinister aunt and fierce wild animals. Will the heroes of these stories win, or will the villains overpower them...?

In this unit, you will...

- explore different ways to tell stories and make them successful.
- explore how a writer creates a villainous character and then create your own villain.
- explore ways of creating tense, exciting action in a story.
- explore the opening of a short story and then write your own.
- answer questions on a short extract and write a short descriptive text to assess your progress.
- explore the purposes of ideas in stories and how they are structured.
- explore different ways of ending a story.
- explore different ways of giving the reader information.
- explore sentence structure choices and their impact on the reader.
- develop your skills in checking the accuracy and effectiveness of your writing.
- write a short story to assess your progress in this unit.

By the end of this unit, you will be able to structure and craft a short story.

10

This section links to pages 6–9 of the Workbook.

Section 1 Telling stories

In this section, you will explore different ways to tell stories and make them successful.

Extract A is taken from a story based on an ancient Greek myth: the twelve tasks of Heracles.

▼ Read Extract A and then answer the questions that follow it.

1 For ten long years, King Eurystheus had been trying to keep a promise he had made to the goddess Hera. He had pledged to help her defeat her enemy, Heracles, by creating a series of impossible tasks for Heracles to perform. If – and when – Heracles failed at the tasks, he would either die or remain enslaved to Eurystheus forever. And Hera would be delighted.

There was just one problem. Each time Eurystheus thought he'd come up with a truly impossible

10 task, Heracles seemed to complete it easily. Using a mixture of courage, cunning and superhuman strength, Heracles had outwitted giants, defeated monsters and even cleared twenty years' worth of cow dung out of the world's smelliest stables in a

15 single day. Now, Eurystheus had just one last chance to create a mission that even Heracles was bound to fail. So he summoned Heracles into his presence to receive his final, devastating order.

20 "Go at once to the Underworld," said Eurystheus, "and bring me King Pluto's guard dog, the mighty Cerberus." Heracles thought about what the king was asking. Cerberus was the most terrifying and powerful dog who had ever lived. Each of his three heads was more fearsome than the last, and his tail was a deadly

25 dragon's. Beside Cerberus, the mighty monsters Heracles had already defeated were as puny as puppies. "Very well, Eurystheus," he said. "I have no choice but to obey."

Without another word, Heracles

30 swept out of the palace. Before he reached the outer gates, he was already planning how he would capture the monstrous dog, and earn his freedom

35 once and for all.

Activity 1: Picking out the key points

The extract sets the scene for the full story: it explains who is doing what, and why. Answer the questions below using as much information as possible from the extract.

- 1 What does King Eurystheus do, and why? Write one or two sentences explaining your answer.
- 2 What does Heracles do, and why? Write one or two sentences explaining your answer.
- 3 Look again at your answers to questions 1 and 2. Check that they contain all of the following words.

goddess | promise | tasks | dog | Underworld | freedom

If any of these words are missing, make sure you have included all the relevant information from the extract. If possible, add more information to your answers.

Learning objectives are listed here, as well as a clear outcome – so that you understand what you will learn by following the unit.



Digital components are available through **ActiveLearn** subscriptions, for use both inside and outside the classroom - classroom - bringing together your planning, teaching and assessment across one service.

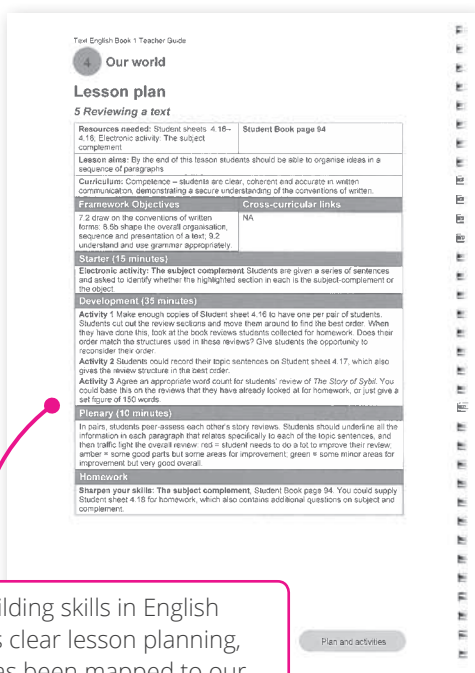
Text: Building Skills in English for iLowerSecondary English



By focusing on building up key language skills and finding ways to engage and motivate students, **Text: Building skills in English** has been designed to capture the imagination of all lower secondary students at every opportunity. Text offers you a wide range of relevant and engaging materials to help you deliver compelling lessons.

Text: Building skills in English has been mapped by our experts to fit objectives from the iLowerSecondary curriculum. However, this series will soon be superseded by **Inspire English International** - our new course for KS3 English - developed with the Pearson Edexcel iLowerSecondary curriculum at its core. See page 6 for details.

Pupil-facing textbooks enhance learning and guide students through activities.



Text: Building skills in English provides clear lesson planning, which has been mapped to our iLowerSecondary curriculum.

Text: Building Skills in English 11-14

5 Reviewing a text

You are learning:

- to organise ideas in a sequence of paragraphs.

You have been developing your reading skills by looking at texts from different cultures. You now need to use these skills to write a review of *The Story of Sybil* on pages 90-92.

Activity 1

Here are some guidelines on how to structure a review.

Introduction: What the story is called and what it is about

Paragraph 1: Details about the story setting and characters

Paragraph 2: Brief outline of features or themes

Paragraph 3: Reviewer's overall opinion of the story

Conclusion: Finish with idea of who the story might appeal to

Now look at the sections of a story review below. Using the guidelines above, put the sections in order to structure a review for a reading website about good stories. Copy them out in your chosen order.

My rating of the story and reasons for it.

Who I would recommend this story to.

The characters and my opinions about them.

What the story is about.

The setting and how the author helps the reader imagine it.

The title and author of the story.

Important issues or themes in the story (e.g. growing up, war).

Activity 2

A topic sentence is the first sentence of a paragraph. It gives an idea of what the paragraph is about. Write a topic sentence for each paragraph of the story review from Activity 1 above. For example:

- The characters and my opinions about them
- The two central characters in the story are Sybil and Alit.

Activity 3

Use the planning you have done above to write a review of *The Story of Sybil* on pages 90-92. In each paragraph, use examples from the text to support your points and explain how the story describes a different culture.

Sharpen your skills

The subject complement

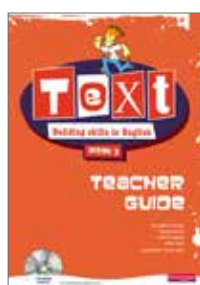
Aziz was a magician.

subject verb complement

The words a *magician* tell us more about the subject. They complete it, so they are called the complement of the sentence.

Write down whether the part of these sentences in **bold** is the complement or the object of the sentence.

- The explosion destroyed **the shop**.
- Aziz's shop was a **treasure trove**.



The Digital components of Text: Building skills in English are available through our LiveText CD-ROMs

Exploring Science International 11-14 for iLowerSecondary Science

Exploring Science International 11-14 offers a seamless transition between KS3 and KS4 Science. Designed to inspire the next generation of scientists, this new edition provides complete coverage of the iLowerSecondary Award.

EXPLORING SCIENCE INTERNATIONAL 11-14



8le DRAG

WHAT IS DRAG AND HOW CAN IT BE REDUCED?

Any object moving through water or air will have a resistance force on it that will slow it down. **Water resistance and air resistance** are types of drag.

1 What is drag?

The drag on a moving object is partly caused by **friction** between the moving object and the fluid. This friction can also cause the moving object to heat up. This part of the drag is reduced by giving the object a smooth surface.

Some of the drag is caused because the object has to push some of the fluid out of the way. The faster the object is moving, the more fluid has to be pushed out of the way each second. This part of the drag is reduced by keeping the area that faces the moving air or water as small as possible, and by giving the object a **streamlined** shape. This makes it easier for the fluid to move around it.

A The parashutists on these crabs have a large area, so they produce a lot of drag.

B This submarine has a top speed of approximately 65 km/h and a crew of 140.

C The submarine Alvin is used for scientific exploration of the sea bed. Its top speed is just over 3 km/h and it has a crew of two.

D Drag also occurs when a fluid is moving past an object. This can be a wind tunnel. It is not moving, but air is being blown past it. The smoke helps to show how the air flows over it.

E A competitor in the Asian Track Championships in 2016.

FACT
Golf balls have small dimples on their surface to reduce drag.

I can ...

- describe ways in which drag forces can be increased or reduced
- describe the cause of drag force
- describe how drag changes with speed.

Real-life science your students can relate to, with stunning facts, case studies and photographs.

Exciting STEM spreads focus on key skills and jobs for the future.

Pupil Books available by Year group or Subject

7Ea FORENSIC SCIENCE

HOW DOES A FORENSIC SCIENTIST PREPARE EVIDENCE FOR A COURT?

Forensic scientists collect materials from crime scenes. They may collect soil, burnt or broken materials, hair and body fluids. The scientists then examine and test the materials in a lab. Their results can be used as evidence in a court of law. For example, the evidence could be used to show whether a person or vehicle was in a certain place.

Using knowledge of chemistry

Most forensic scientists have a university degree in forensic science, or other science followed by forensic science training. A forensic scientist needs a good understanding of the techniques used to separate and identify small amounts of substances (samples).

A Samples of soil can be analysed to help identify where this car has been.

A common technique is **filtration**, which separates **insoluble** substances (the **residue**) from a liquid (the **filtrate**). When you filter a soil and water mixture, the filtrate contains substances naturally found in soil. These substances can be tested to find out what they are (eg by using chromatography, which you will learn about on page 60). The substances in a filtrate can be used to tell where some soil is from. Or the filtrate may contain substances from someone or something, such as a vehicle.

1 Write down what you think forensic science means.

2 Give a reason why a forensic scientist needs to know how to separate the different substances in a sample.

3 Explain why filtration could help analyse where a soil sample originally came from.

B This apparatus can be used to separate soil from water.

Clear communication

Forensic scientists need to explain clearly what they have done. An important part of this is their **method**, which is a set of written instructions showing how an experiment is carried out. The method may also include a diagram of the **apparatus**. A clear method lets other scientists repeat an experiment exactly to check the results. It also allows people in a court to understand easily what a forensic scientist has done.

The Method on the right can be used to filter a sand (or soil) sample using the apparatus in diagram C. It is clear because:

- it is done in 5 steps, which each have a letter
- each step describes only one action
- each step begins with a command word (also called an imperative verb). This keeps the sentence simple.

4 Why is it important for forensic scientists to describe their methods clearly?

1 Open in step C is a command word because it tells you to do something. Identify three other command words in this Method. Explain your choices.

2 Suggest a part of the Method that could be made clearer by using a diagram rather than words.

3 Write a method to explain to someone how to set up the apparatus in diagram D. Use all the rules for writing a good method. Compare your method with one written by another student to see if your method could be improved to make it clearer.

A filtering apparatus

Use the Method above to carry out a filtering activity. As you carry out the Method, think about each instruction:

- is it written as clearly as it could be?
- is it given in the right order?

Try rewriting the method in a way you think makes it easier to carry out.

STEM

Method

A Fold a circular filter paper in half.

B Fold the filter paper in half again to form a triangular shape.

C Open out one layer of the paper to form a cone.

D Place the filter paper cone into a filter funnel.

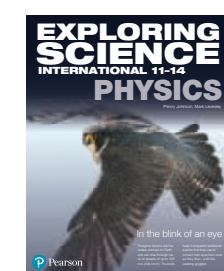
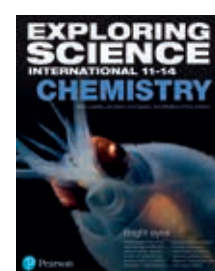
E Stir the sand mixture with water so that all the sand is suspended.

F Place the filter funnel into the neck of a conical flask.

G Pour the sand and water into the filter paper.

Diagram C: filter paper, filter funnel, residue, conical flask, filtrate.

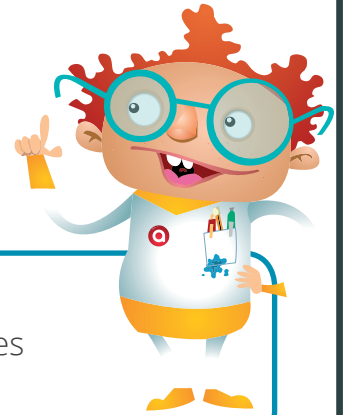
Diagram D: beaker, water, gauze, tripod, source of heat (eg. Bunsen burner), apparatus for heating water.



Digital components are available through **ActiveLearn** subscriptions, for use both inside and outside the classroom - bringing together your planning, teaching and assessment across one service.

Ordering curriculum-matched resources

With hundreds of printed books and online subscriptions to choose from, we have put together this handy order form to help you get started.



STEP 1

Use the order form on the following pages to select the resources you would like to order.

STEP 2

Contact your local distributor or Pearson consultant with your order details - you can find their contact details at www.pearsonglobalschools.com/contact

DON'T FORGET...

Visit our website www.pearsonglobalschools.com for further information and to download **free 60-day trials of our digital resources on ActiveLearn**. You'll receive front-of-class digital resources, homework activities, Teacher planning materials and our Assessment package, all free for 2 months!



† A note about online subscriptions...

This symbol in the order form † indicates a Medium size international school online subscription (also known as Category B) which is for a school with 101–300 pupils. Additional international subscription sizes and prices are available. To learn more, including how to place an order for our digital services, go to www.pearsonglobalschools.com/orderform

All prices displayed in this order form are for schools buying direct only and are subject to change. Purchasing directly is only available in certain markets. Prices may vary across regions therefore please contact your local Pearson consultant for local and up-to-date pricing.

Resources for iPrimary English **NEW**

Order information

TITLE	ISBN	PRICE	QTY
iPRIMARY ENGLISH			
iPRIMARY ENGLISH ACTIVITY BOOKS			
iPrimary English Activity Book Year 1	978 0 435200 81 7	£12.00	
iPrimary English Activity Book Year 2	978 0 435200 83 1	£12.00	
iPrimary English Activity Book Year 3	978 0 435200 85 5	£12.00	
iPrimary English Activity Book Year 4	978 0 435200 86 2	£12.00	
iPrimary English Activity Book Year 5	978 0 435200 88 6	£12.00	
iPrimary English Activity Book Year 6	978 0 435200 89 3	£12.00	
iPRIMARY ENGLISH ANTHOLOGIES			
iPrimary English Anthology Year 1 Fiction	978 1 292290 36 2	£20.00	
iPrimary English Anthology Year 1 Non-Fiction	978 1 292290 42 3	£20.00	
iPrimary English Anthology Year 2 Fiction	978 1 292290 37 9	£20.00	
iPrimary English Anthology Year 2 Non-Fiction	978 1 292290 43 0	£20.00	
iPrimary English Anthology Year 3 Fiction	978 1 292290 38 6	£20.00	
iPrimary English Anthology Year 3 Non-Fiction	978 1 292290 44 7	£20.00	
iPrimary English Anthology Year 4 Fiction	978 1 292290 39 3	£20.00	
iPrimary English Anthology Year 4 Non-Fiction	978 1 292290 45 4	£20.00	
iPrimary English Anthology Year 5 Fiction	978 1 292290 40 9	£20.00	
iPrimary English Anthology Year 5 Non-Fiction	978 1 292290 46 1	£20.00	
iPrimary English Anthology Year 6 Fiction	978 1 292290 41 6	£20.00	
iPrimary English Anthology Year 6 Non-Fiction	978 1 292290 47 8	£20.00	



The iPrimary English Anthologies can be purchased as an **alternative** to individual Bug Club titles. Anthology packs contain all of the books needed to teach the programme.

“I think the resources such as Bug Club, Science Bug and Abacus are fantastic. I love how the content can also be very cross-curricular.”

Laura Cahall - Year 2 Teacher, History & Geography Co-ordinator
Southlands International School, Rome

Resources for iPrimary English continued



Order information

TITLE	ISBN	PRICE	QTY
BUG CLUB (WITH SOME RAPID TITLES INCLUDED)			
ACTIVELEARN ONLINE SUBSCRIPTIONS†			
International Bug Club Reception and KS1 Subscription Medium	978 0 435189 39 6	£555.00	
International Bug Club Bridging Bands Subscription Medium - 1 year subscription	978 0 435182 08 3	£93.00	
International Bug Club KS2 Subscription (Years 3-6) Medium	978 0 435189 35 8	£387.00	
YEAR 1 PRINTED TITLES			
Cat is Sleeping	978 0 435167 42 4	£4.00	
Hop, Swim and Run	978 0 433004 62 2	£4.00	
Look Up, Look Down!	978 0 435914 34 9	£4.00	
What is in my Net?	978 0 435914 37 0	£4.00	
Eco Apes Use Rubbish	978 0 435914 40 0	£4.00	
Eco Apes Save Water	978 0 435914 41 7	£4.00	
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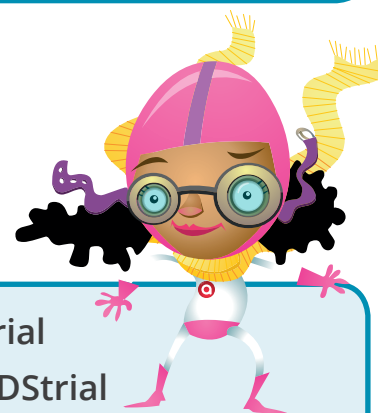
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iP

iLS

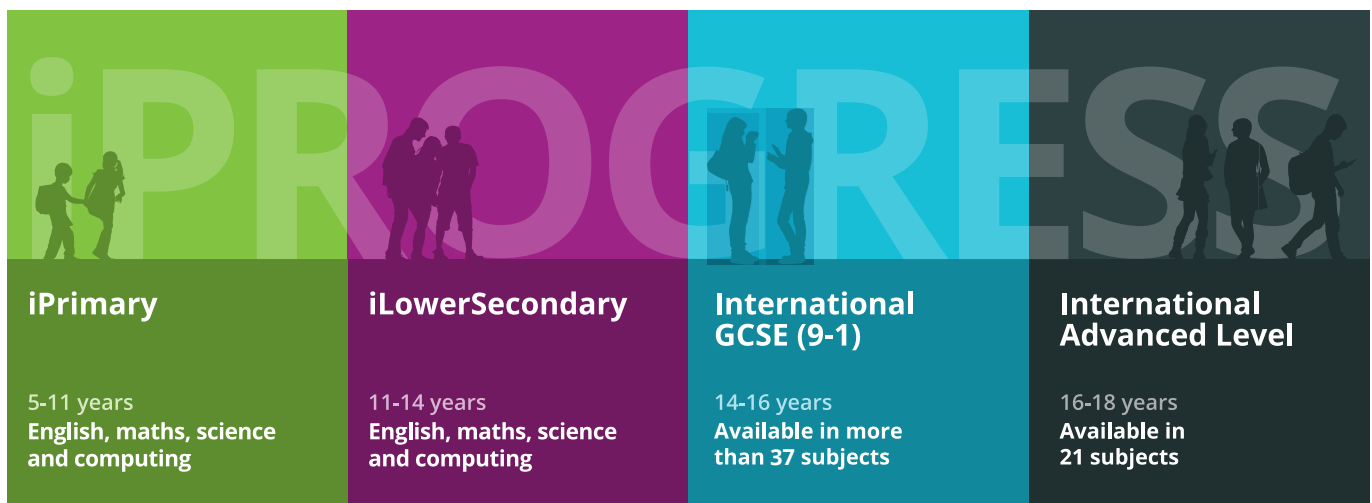
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