

GLOBAL THINKERS



GLOBAL

The characters are children from different cultural backgrounds who star in a comic whose common thread is the SDGs.

INTEGRATIVE

The interdisciplinary projects are interdisciplinary. A large amount of information is generated in a way that complements various disciplines.

LEARNING SITUATION- BASED APPROACH

The learning situation presents a sequence of learning activities that produce a final outcome. The students answer these activities by interacting with the teacher and/or with other classmates to acquire the expected learning.

INCLUSIVE AND COMMITTED TO THE WORLD

The main objective is for the students to be an active participant in their own process of discovering the world, instead of being a passive receiver of information.

DEVELOPMENT OF LINGUISTIC COMPETENCE

- The language bank
- The comic
- The biographies

COMPETENCY- BASED METHOD

Throughout the unit there will be competency-based activities and a double page where a learning situation (situación de aprendizaje) is presented.

THE UDL GUIDELINES

Throughout the unit such as concept maps, graphs, and symbols, provide multiple representations of information.



AN INTEGRATED CONTENT AND LANGUAGE EXPERIENCE

Pearson and Anaya are collaborating to provide you with the materials you need to bring the New Education Law to life in your classes and to make your day-to-day lives easier. **The Pearson & Anaya Plurilingual Education Programme** integrates Pearson Primary English courses with Anaya courses in Natural and Social Sciences, Arts and Crafts and Music. In line with the scope and sequence of Pearson English courses, the content subjects are presented in English at a level that students will understand, facilitating their learning and enjoyment of content topics while also providing opportunities to develop their language skills. Topics from the content subjects are also presented and recycled in the English courses to create a more integrated experience for both teachers and learners.

Grammar is the link and this can be seen through:



IN THE BOOK

Grammar boxes **Language Bank**. This is the language support section which helps students answer questions. The section provides students with useful language structures and prompts. All the grammar highlighted in the Language Bank comes from Pearson ELT Projects Scope and Sequence.

In the **Comics** the grammar used comes from the grammatical structures of Pearson Projects.

ON THE WEB AND DIGITAL BOOK

A section called **Language Bank**. All the grammatical structures highlighted in the units through the Language bank boxes will be more developed in the web through two worksheets:

- A Speaking worksheet
- A Writing worksheet

This section will include grammar tips and a speaking activity and a writing activity. These language tips and activities provide students with language structures and prompts to build their confidence in speaking and writing.

IN THE BOOK

An opening double page with a **Reading and listening**, a Speaking and Writing section.

Speaking and Writing sections based on the grammatical structures of Pearson Projects.

ON THE WEB AND DIGITAL BOOK

These two sections will be further developed in the web through the **Language Bank** section which include a grammatical explanation and a speaking and writing activity to help students build their confidence in speaking and writing.

| GRAMMAR CONTENT SOCIAL SCIENCE 1° | | |
|-----------------------------------|---|--|
| UNITS | ANAYA SOCIAL SCIENCE Grammar Units. Language Bank | PEARSON (Team Up Now!) Grammar |
| | 1 and 2 | 1, 2, 4 and 8 |
| Unit 1 | It is a book. / It's my brother. Where do you play music? I play music in the music room. | Unit 1 What's this? It's a car. It's an action figure. Unit 4 Who's this? It's my uncle. Unit 2 Where's the pencil? It's in the desk. / It's on the desk. / It's under the desk. Unit 8 Where's my dad? He's in the garden. / He isn't in the bedroom. |
| Unit 2 | This is a museum. I work in a supermarket. / I live in a city. | Unit 2 This is my pencil case. / These are my books. Unit 2 Where's the pencil? It's in the desk. / It's on the desk. / It's under the desk. Unit 8 Where's my dad? He's in the garden. / He isn't in the bedroom. |
| | 3 and 4 | 3, 7, 8 and 9 |
| Unit 3 | I've got a mask. Touch the mountain. / Point to the bridge. I can see trees. I can't find my hand shovel. | Unit 3 I've got one face. / I've got ten toes. Unit 3 Move your body! / Touch your head! Unit 9 I can climb a tree. / I can't fly a kite. |
| Unit 4 | What's the weather like? It's stormy." There is a child swimming in the sea. Kim is wearing a raincoat. | Unit 7 What's the weather like? It's cloudy. Unit 8 He's/She's tidying up . Unit 7 I'm wearing a T-shirt and shorts. |
| | 5 and 6 | 1, 4, 5, 6, 8 and 9 |
| Unit 5 | Is it a world map? Yes, it is. / No, it isn't. Where's Kim? She's in Asia. Can you find the treasure? Yes, I can. / No, I can't. Do you like this forest? Yes, I do. / No, I don't. I don't like this! | Unit 1 Is it a swig? Yes, it is. / No, it isn't. Unit 8 Where's my dad? He's in the garden. / He isn't in the bedroom. Unit 9 Can you dance? Yes, I can. / No, I can't. Unit 6 I like apples. / I don't like pasta. Do you like cheese? Yes, I do. / No, I don't. Unit 5 What are these? They're cats. Unit 4 He's got blue eyes./She's got green eyes. |
| Unit 6 | These are stars. A week has got 7 days. | |

| GRAMMAR CONTENT SOCIAL SCIENCE 3° | | |
|-----------------------------------|--|---|
| UNITS | ANAYA SOCIAL SCIENCE Grammar Units. Language Bank | PEARSON (Team Up Now!) Grammar |
| | 1 and 2 | 1, 2 and 3 |
| Unit 1 | Present Simple The Penguin lives in Antarctica The Equator divides ... | Unit 1 Present Simple with dates and times We have Maths on Tuesdays at 11 o'clock Present Simple with adverbs of frequency She plays tennis twice a week |
| Unit 2 | There is/are with countable and uncountable nouns Up the valley there is a plateau. There are a lot of amazing animals. There are cliffs near the sea. Are there any cliffs near the sea? Yes, there are. / No, there aren't. There aren't any cliffs near the sea. | Unit 2 There is/are with countable and uncountable nouns There's a lot of salad and a little limonade There aren't any cupcakes Are there any apples? Yes, there are./No, there aren't. |
| | 3 and 4 | 4, 5 and 6 |
| Unit 3 | Comparative and superlatives: short adjectives and long adjectives When the water of the rivers is clean, the landscape is prettier. When the water of the rivers is clean, fishing is safer. Present continuous They are practising sports. He is fishing. | Unit 3 Comparative and superlatives: short adjectives and long adjectives A mountain is higher than a hill. Unit 4 Present continuous He's cooking/They aren't playing cards Are you wearing a green jacket? |
| Unit 4 | Where are you from?/I'm from Spain Where are you from? I am from... Where is he/she from? He/She is from... Where are they from? They are from... Superlative: short and long adjectives The biggest continent is... The most interesting continent is... Present continuous 740 million people are living in Europe. | Unit starter Where are you from?/I'm from Spain Where are you from? I am from Spain. Unit 3: superlatives: short and long adjectives This is the deepest lake in the UK London is the most exciting city in the world. Unit 4 Present continuous He's cooking/They aren't playing cards |
| | 5 and 6 | 7, 8 and 9 |
| Unit 5 | Past simple of to be I was born in the year... I was one month old. I visited the zoo in the year... I was one year old. Past simple Did you find it? - Yes, I did. I found it. - No, I didn't. I didn't find it. When did ...start? When did ...end? It started with the...and it ended with the... | Unit 6 Past simple of to be She was at the zoo last week Where were you yesterday morning? Unit 7 Past simple regular verbs The Romans lived in Britain. / They didn't live in Australia. Did you visit the museum? Yes, I did. / No, I didn't. |
| Unit 6 | There was/There were There were ten medium-sized triangular bricks in the original furnace. There was one big cylindrical brick in the original furnace. There are eight medium-sized triangular bricks in the reconstructed furnace. There is one big cylindrical brick in the reconstructed furnace. Past simple irregular verbs Women wrote... Going to... In the future we're going to... | Unit 6 There was/There were Unit 8 Past simple irregular verbs I wore this dress at our wedding. Unit 9 Going to... I'm going to/not going to build a sandcastle. |

SOCIAL SCIENCE*

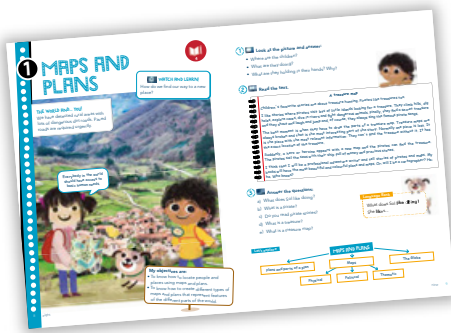
* This subject can be included in Science should the new regional legal framework establish so.

This project has been written by teachers working in a plurilingual classroom.

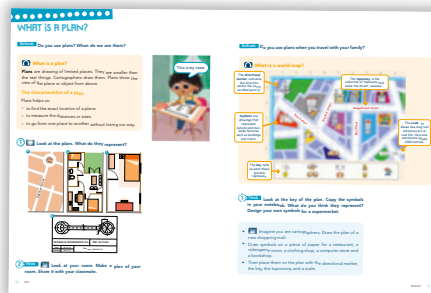


UNIT STRUCTURE

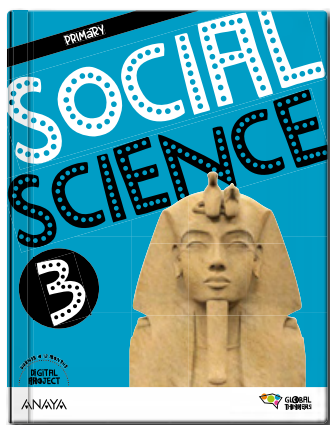
• **The unit opener** is dedicated to the book's characters. The illustration represents the theme of the unit in an SDG context and with the characters as protagonists.



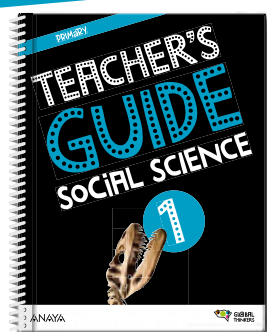
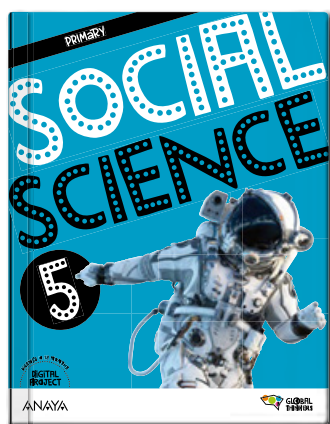
• **Let's Explore** is found at the end of the unit opener, following the UDL guidelines. It presents a concept map of the unit's curricular content.



• **Curricular content** with exercises to practice their knowledge and fun and competence-based activities.

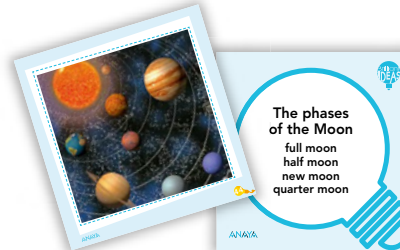


• **The world and... you!** presents the learning situation in the context of a SDG. A real-life situation provides students with the opportunity to use their new knowledge to contextualize a problem and achieve a final product, such as an essay or a list of solutions.

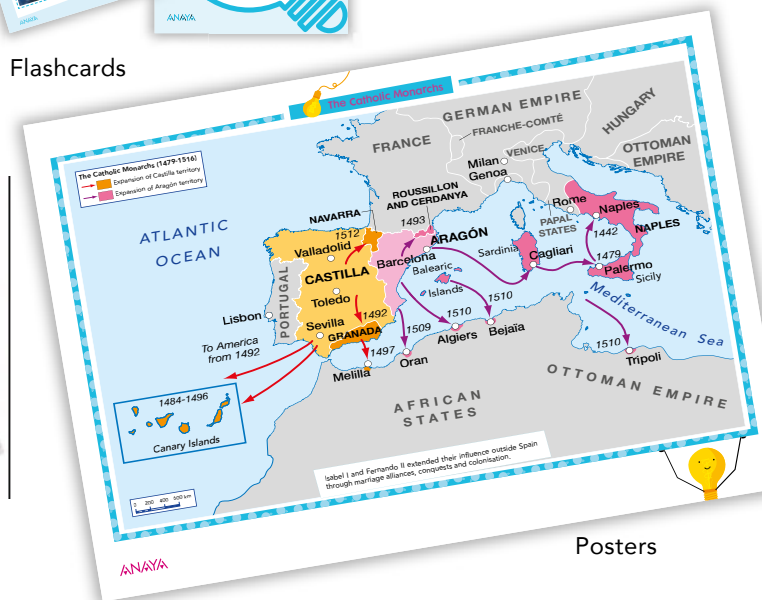


TEACHER'S MATERIAL

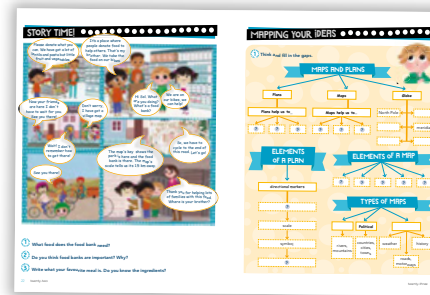
CLASSROOM MATERIAL



Flashcards



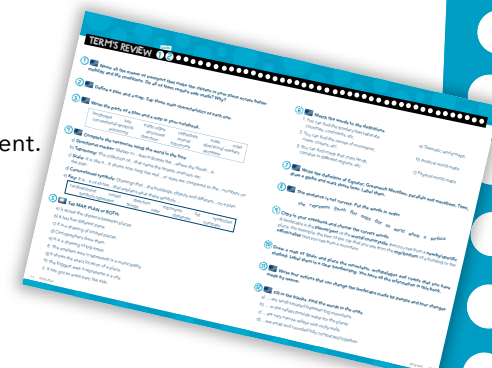
Posters



• **Story time!** brings the characters to the spotlight in another SDG context. It allows students to integrate their English skills with the unit content.

• **Content review** through four sections:

- o Map your ideas! Concept map of the content.
- o Let's review!
- o Picture dictionary or Glossary.
- o My progress. Self-assessment activity.



• **Term review** every two units.

• **Interdisciplinary project** every term.

• **Global resources** (3rd to 6th grade).

- o Biographies.
- o Maps (Social Science).

Digital project



Included in all books

Inclusive

Its environment facilitates personalised learning by adapting tasks to the students' needs.

Interactive

It contains a variety of resources such as animations, gamification, self-assessment activities, self-correcting interactive activities...

It is much more than a reproduction of the paper book.

Competence-based

Multimedia items of high pedagogical value designed to facilitate the acquisition of digital competences



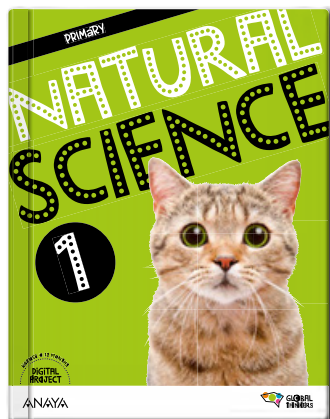
Access hablamosdeduacion.es to see all the materials

Hablamosdeduación

NATURAL SCIENCE*

* This subject can be included in the Science subject, should the new regional legal framework establish so.

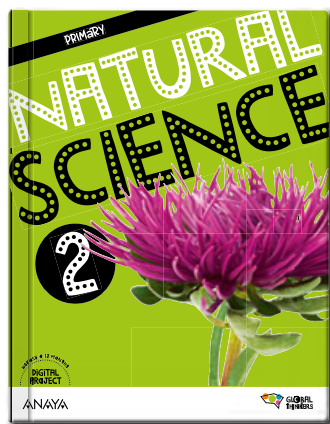
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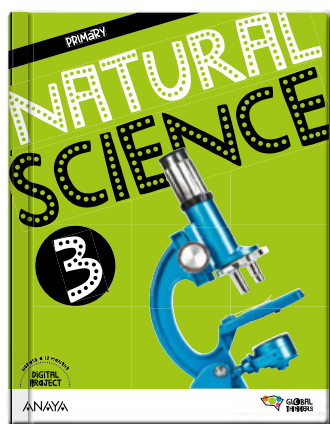
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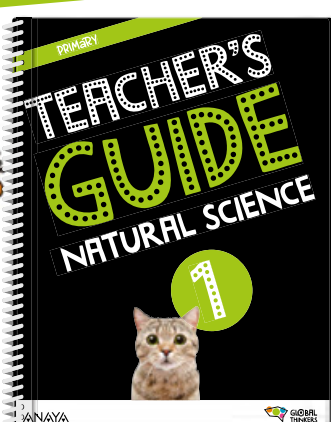
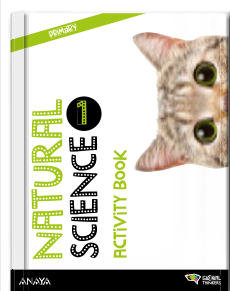
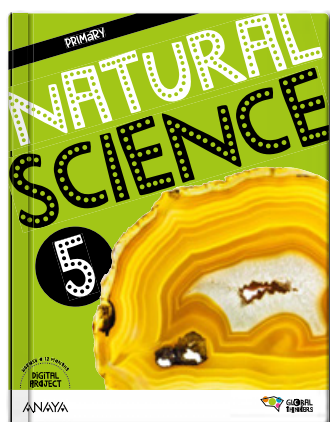
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TEACHER'S MATERIAL



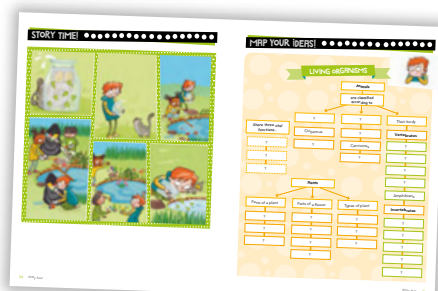
CLASSROOM MATERIAL



Flashcards

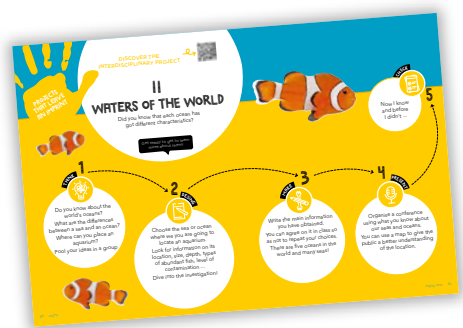


Posters



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- **Content review** through four sections:
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Digital project



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Inclusive
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 It contains a variety of resources such as animations, gamification, self-assessment activities, self-correcting interactive activities...
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Global Action

How useful is what I have learnt?

Global Action, Anaya's new project for Primary Education proposes pedagogical keys that place the students at the centre of the learning process.

Global Action is a project which is:



Competence-based

It presents a progressive and inclusive competence acquisition. Its development fosters the ability to learn and function effectively in their everyday situations.



Committed

Students play an active role in the project, which goes beyond the school setting. They will get involved in proposals that will contribute to the transformation of their family, social, cultural and natural environments for the benefit of a more sustainable world in all scopes.



Interdisciplinary

A model oriented towards action integrating different knowledge areas and promoting abilities, skills and personal and collaborative attitudes, resulting in a contextualised learning outcome.



Inclusive

A project hatched from the commitment to the principle of inclusive education and the generation of more favourable learning conditions for all students. To that end, it offers resources that facilitate personalised teaching, flexible structures and remedial education mechanisms.



Active methodologies

Operation World brings a variety of methods, techniques and strategies that promote teamwork and incentivise critical thinking. A working method to prepare students for real-life situations.

With its new digital project. Find out more at:



Access hablamosdeduccion.es to see all the materials

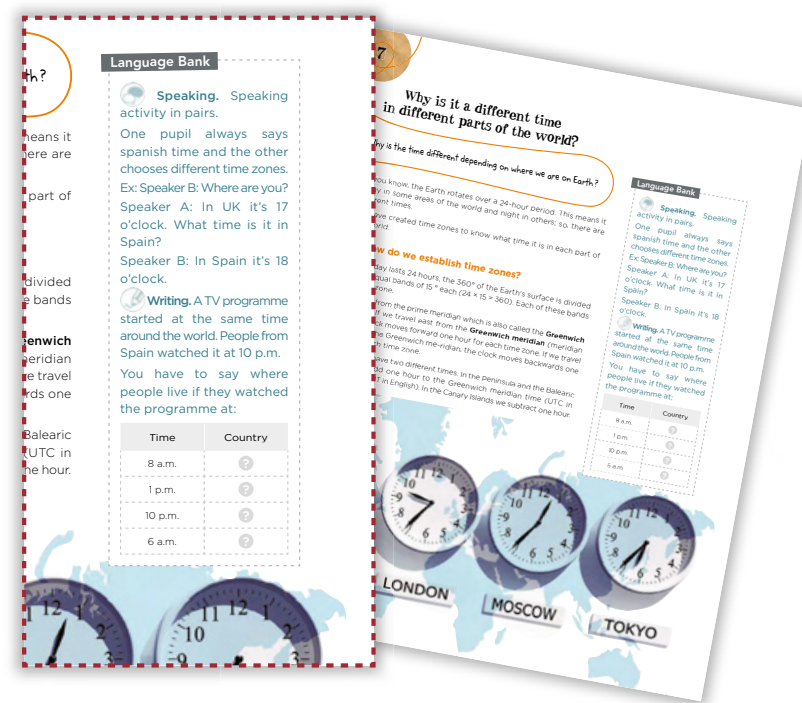
Hablamosdeeducación

In the book

This project has been written taken into account the grammatical structures of the method I can shine by Pearson.

The theory has been grammatically adapted.

From 3-6 there are Speaking and Writing activities to help students build their confidence in speaking and writing.



On the web

Language Bank: Speaking and Writing worksheets

Language Bank. All the grammatical structures highlighted in the units through the speaking and writing activities will be more developed on the web through two worksheets:

- A Speaking worksheet
- A Writing worksheet

This section will include grammar tips and a speaking activity and a writing activity. These language tips and activities provide students with language structures and prompts to build their confidence in speaking and writing.

Comics

The **Comics** are written with the grammatical structures of the Scope and sequence of the method *I Can Shine* by Pearson.

Natural Science*

* This subject can be included in the *Science* subject, should the new regional legal framework establish so.



Student's materials

Pupil's book

One book per year with a competence-based approach, in order to learn while applying what they have studied.

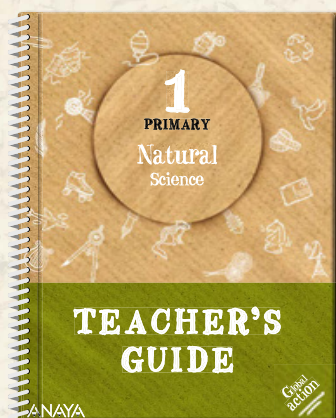
De Cerca

De Cerca helps check pupils understanding of core curricular content in their own language. It can be used by teachers in the classroom or at home, encouraging families to actively participate in the learning process. Each Pupil's Pack contains a Pupil's book and De Cerca.

Teacher's materials

Teacher's guide

One per year, reproducing the pages from the pupil's book and adding supplementary activities, didactic keys, solutions, classroom materials, digital resources, etc.



Classroom material



Flashcards



Posters

Digital project



Besides the resources and tools that are described in the pages of the digital project, there are further specific proposals for the subject, such as:

- Science workshops
- Scratch proposals
- Photo gallery
- Mind maps, etc.



Access hablamosdeduacion.es to see all the materials

Hablamosdeduación

Social Sciences*

*This material could be incorporated into Science if the new autonomous guidelines require it.



Student's material

Pupil's book

A book for each year laid out according to the guidelines set out by our community with a competency based Focus.



De Cerca

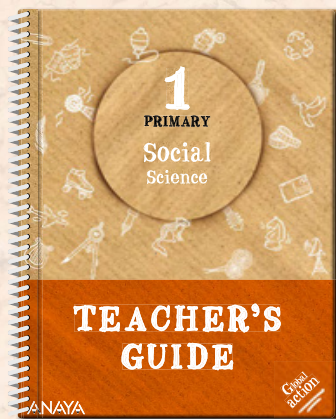
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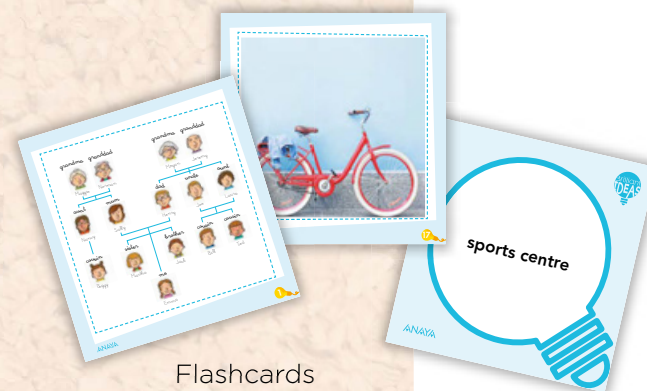
Teacher's materials

Teacher's guide

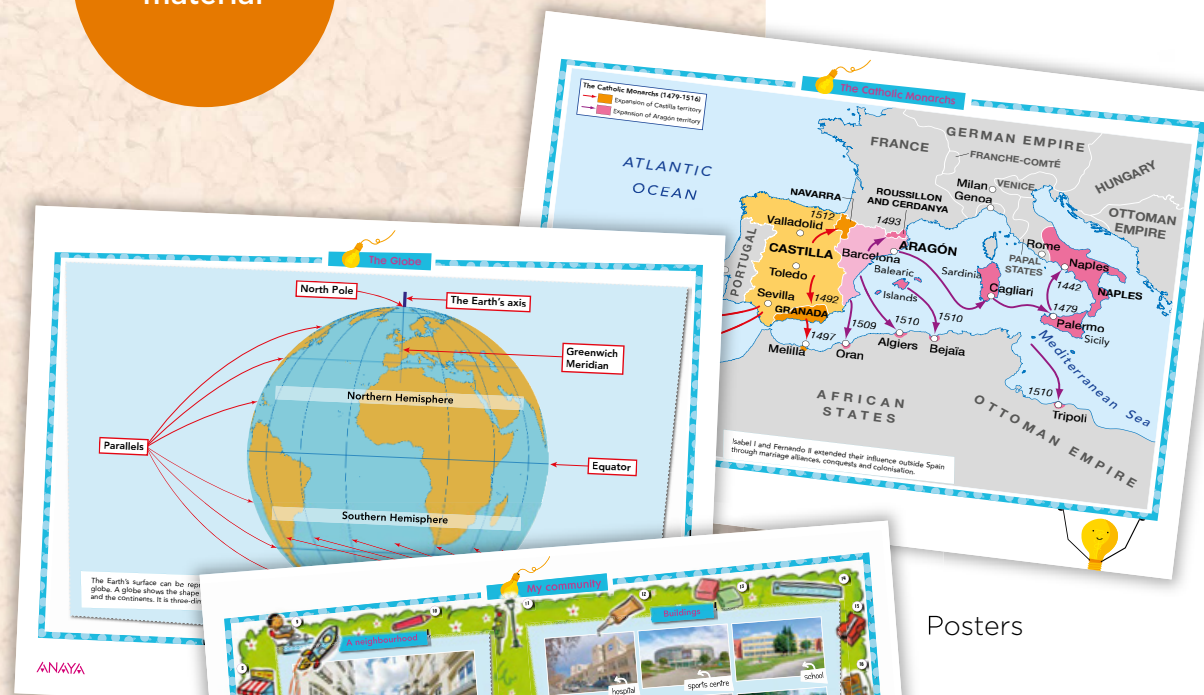
For each year, there are copies of the student's book enriched with complementary activities, teaching keys, answers, classroom materials, digital resources, etc.



Classroom material



Flashcards



Posters



Digital project



As well as the resources and tools described on the pages of the digital project. It includes suggestions specific to the topic such as:

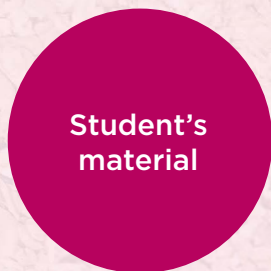
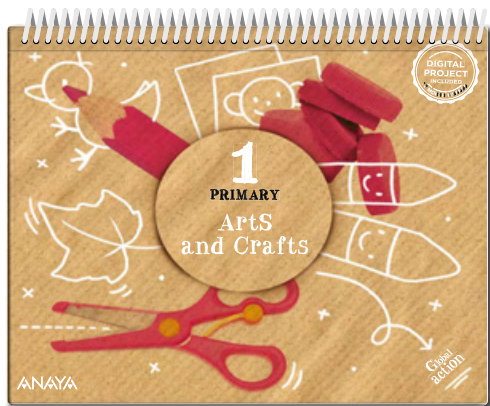
- Map templates
- Image galleries
- Summaries
- Diagrams, etc.



Access hablamosdeduacion.es to see all the materials

Hablamosdeduación

Arts and crafts



Student's material

Pupil's book

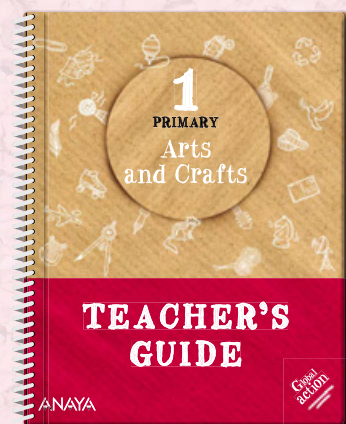
A book for each year focused on Competence based learning, applying what has been studied. They are organised in three units, one per trimester.



Teacher's materials

Teacher's guide

For each year, there are copies of the student's book enriched with complementary activities, teaching keys, answers, classroom materials, digital resources, etc.



Digital project



As well as the resources and tools described on the pages of the digital project. It includes suggestions specific to the topic such as:

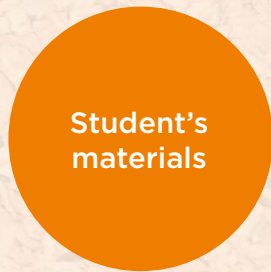
- Art
- Colour
- Technique
- Materials, etc.



Access hablamosdeduccion.es to see all the materials



Music



Student's materials

Pupil's book

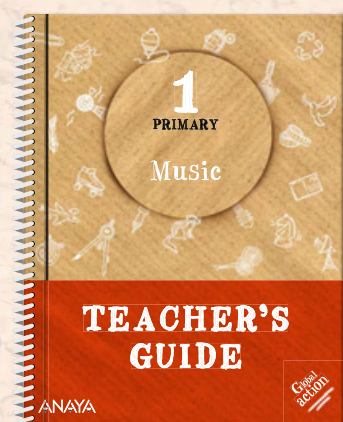
A book for each year to learn applying what had been studied. The books are in three units, one per trimester.



Teacher's materials

Teacher's guide

For each class, there are copies of the student's book enriched with complementary activities, teaching keys, answers, classroom materials, digital resources, etc.



Digital project



As well as the resources and tools described on the pages of the digital project. It includes suggestions specific to the topic such as:

- Auditions
- Karaoke
- Videos, etc.



Access hablamosdeduacion.es to see all the materials

Hablamosdeduación

Brilliant Biographies

Audio available online!

Famous historical figures from the world of Science, Art and Music tell us their story in their own words in these fun, illustrated biographies. Find out who the people were, what their lives were like, and how their achievements are still relevant today.

The Brilliant Biographies collection includes:

- individual and collective theme-based biographies, directly related to the official LOMCE curriculum
- graded language
- questions that encourage the reader to interact with the story
- additional visual information on the characters for extended discussion



Each biography also includes a project and a key vocabulary list.

LP Lower Primary MP Middle Primary UP Upper Primary

More Titles Added

- Animals **LP**
- Human rights **LP**
- Brave Women in History **MP**
- Great Women in History **MP**
- Pop Art **MP**
- Julius Caesar and Cleopatra **MP**
- Artists in the 19th Century **UP**
- Einstein and Mozart **UP**
- Enlightened Despotism **UP**
- Inventors **UP**

Digital project



edu DYNAMIC



COMPETENCE-BASED

A digital project that **addresses all the course** contents and **adapts to all platforms** and **devices**.

VERSATILE

It adapts to different approaches and needs: for those who supplement the paper book and for fully-digital classrooms.

TRACEABLE

You can visualise the development and results of proposed activities.

INCLUSIVE

Its environment facilitates personalised learning by adapting tasks to the students' needs.

INTERACTIVE

It contains a variety of resources such as animations, gamification, self-assessment activities, self-correcting interactive activities... It is much more than a reproduction of the paper book.



What is Edudynamic like?



Intuitive. Easy to use for you and your students.



Downloadable. It allows you to work offline and download the contents to multiple devices.



Multi-device. It adapts and runs in any type of device (computer, tablet, smartphone...) to any screen size and resolution.



Synchronisable. Changes made by the user automatically sync when connecting any of the registered devices.



Universal. Compatible with all operating systems, virtual learning environments (VLE) and the most widely used educational platforms (LMS).



blink Learning | Alexia | click edu | moodle

1 How do you know something is a living being?

Diego and his class took photos of different living beings. But, how did they know the difference between living beings and non-living things?

There are two ways living beings are different from non-living things:

- They perform the three vital functions (nutrition, interaction and reproduction).
- They are made up of structures called cells.

The vital functions

The nutrition function

Nutrition is when living beings take substances from the environment, and use them to obtain energy, grow or repair damaged parts, and eliminate waste.

There are two ways of obtaining nutrients, so we divide living beings into two groups: autotrophs and heterotrophs.

- **Autotrophs**, like plants and algae, take substances from the air. They use energy from the sun to transform the substances into nutrients.
- **Heterotrophs**, like animals, cannot make their own nutrients. They get them by eating other living beings.

The interaction function

The interaction function lets living beings perceive things happening inside and outside the body and react to them.

Autotrophic nutrition

Energy from the sun

Carbon dioxide

Autotrophs make their own nutrients

Water and minerals

Heterotrophic nutrition

Heterotrophs get nutrients from other living beings

The reproduction function

Reproduction is the capacity that living beings have to produce offspring with the same or similar characteristics. There are two types of reproduction: **sexual** and **asexual**. Some living beings only perform one type of re-production, but others use both.

- In **asexual** reproduction, a **single living being** produces one or more offspring that are **identical** to it.
- In **sexual** reproduction, **two individuals**, one male and one female, produce reproductive cells, or **gametes**. Two gametes join together to create offspring that is **similar** to the parents, but not identical.

Asexual reproduction

A single parent

Offspring identical to the parent

Bud

Sexual reproduction

Two parents

Offspring similar to parents, but not identical

Let's organise this!

You want to use these photos and posters to create a display about the vital functions. The problem is they are totally jumbled up! Match the photos to the descriptions and the photo captions.

Heterotroph | I don't need to eat food, a little sunshine and I'm happy! | Living being with asexual reproduction | My offspring and I are identical. We are like two peas in a pod.

Autotroph | My children don't look much like me, but they do have their father's ears. | Living being sexual reproduction

1 Plants generally stay in one place all their life. They don't need to move to get their nutrients. How do they do this?

What does it offer?



Teaching programme, didactic proposal and project documentation

- The keys of **Operation World**.
- Didactic proposal.
- Teaching programmes in Word and PDF format.



Inclusion and response to diversity

- Response to diversity: support, extended and multi-level worksheets.



Evaluation

- Practice and evaluation test generator.
- Basic evaluation.
- Advanced evaluation.
- Competence evaluation.
- Final evaluation.
- Evaluation, self-assessment and co-evaluation tools.
- GYM competences. Tables and solutions.



What about the students?

For Years 1 and 2, an active book that combines the digital version of the pupil's book and the resources developed for interactive media playback of all the course contents, gamification, audio files, videos...

From Year 3 to Year 6, a format specially designed for the educational digital environment, which makes use of all its technological potential, and it is compatible with any device. All theoretical and practical contents have their specific editions in order to obtain an interactive and dynamic version that includes all the curriculum content along with a great variety of multimedia resources, videos, gamification...



Resources

There are resources connected to the **keys of the project**, such as SDG videos, creative thinking and cooperative learning techniques, TIC-TAC programme... and others, classified by units and educational objectives:

- **Practise: To learn:** Videos, presentations, gameroom...
- **To study:** Summaries, mind maps...
- **To practise:** Activities, workshops...
- **To evaluate:** Interactive traceable tests and recommended apps.



Advancing with you

Pearson and Anaya are collaborating to provide you with the materials you need to bring the New Education Law to life in your classes and to make your day-to-day lives easier

Rise and Shine



empowers every child to reach their potential and shine

Pre A1 - A2+

- ✓ Semi-intensive 6-level Primary course developed for 3-5 English lessons per week
- ✓ Unique 'Shine' methodology helps each child to **achieve their own objectives** through a **clear and personalized learning path**
- ✓ Educates children to be **responsible citizens** and **develops sustainable values**

www.pearsonELT.es/riseandshine

English Code

Learn English through creative tasks, investigation, real-life projects and experiments!

Pre A1 - B1



- ✓ Fast-paced 6-level Primary course for schools looking for an **innovative methodology**
- ✓ Forward-looking **competence-based and STEAM syllabus** (Science, Technology, Engineering, Art, Maths) throughout
- ✓ Encourages students to **build a coding mindset** to support creative language learning and prepare them for future studies

www.pearsonELT.es/englishcode

Team up now!

Everything you need -and more- to get results!

Pre A1 - B1

- ✓ Fast-paced 6-level Primary course for schools offering intensive programmes
- ✓ Focus on **linguistic competence, future skills** and **Cambridge English exam preparation**
- ✓ Challenging 'Learning Experiences' develop **children's competences** and prepare them for the real world

www.pearsonELT.es/teamupnow



and now... aligned with the New Education Law and with even more resources based on your feedback