

How is *Big Bright Ideas* aligned to the LOMLOE?

LEARNING SITUATIONS

Big Bright Ideas puts students at the centre of their own education. The process begins with a **real-world problem** or **challenge** where the teacher acts as a facilitator, guiding the students to **identify their own questions**, and then **seek information**, working together to find solutions. **The Big Project** every term is carefully staged so that students collaborate together to define what they need to know, carry out research, plan and present depending on their individual strengths.

The **Community Task** in every unit is a further opportunity to extend lessons with authentic aims for the wider community.



Collaborate

Community Task
Have an English café day at your school.

Prepare and bring food and drink to your class.

The Big Project 3

A café menu

1 **Work 1** Number the project stages in order in your notebook. Then look at pages 96-99 and check.

2 **Present your café menu to your class.** **3** **Make your café menu.** **4** **Non prices for the food and drinks on your café menu.**

5 **Think about it**

1 Do there is a café in your school?
2 What can you eat and drink there?
3 **Collaborate** Look at the picture and answer.

1 Which food and drinks can you eat?
2 Which food and drinks in the picture would you like to eat and drink?
3 Which other food and drinks would you like to eat and drink in a café?

Find out

1 Find out about favourite café food and drinks in your group. Make notes in your Activity Book.

Pupil 1 What kind of sandwiches does your group like?
Pupil 2 What kind of fruit does your group like?
Pupil 3 What kind of ice cream does your group like?
Pupil 4 What kind of drinks does your group like?

Choose

1 **Collaborate** Tell your group your information. Write ideas for food and drinks for your menu. **2** **Collaborate** Choose. **3** **Collaborate**

We all like cheese sandwiches. Three people like egg sandwiches. Nobody likes chicken sandwiches. Let's have cheese and chicken sandwiches on our menu.

Lesson 7 Literacy: a leaflet

1 **Before you read** Look at the photos on the leaflet. What can you do at the carnival?
2 **Think** Ask a question about the carnival.
3 **Read and think** Does the leaflet answer your question?

Work in pairs
You can listen to live music or have a picnic.

Writing Hill Carnival
Celebrating 50th Anniversary 29th August
10.00 am to 8.30 pm

Writing Hill Carnival
is a Caribbean carnival. It's in West London in England. The carnival is for three days in August. More than one million visitors come to Writing Hill Carnival every year.

Activities
On Saturday there's a small boat competition. Boat races are very popular in the Caribbean. The winners are given prizes. Boat races are a traditional sport from Trinidad and Tobago.

Before the carnival, the bands practice for the competition. At the carnival, the bands perform. Lots of people come to the carnival to listen to the music.

Our Values
Share your different traditions in your community.

Lesson 7 Literacy: a wildlife guide

1 **Before you read** Look at the wildlife guide. How many kinds of animals are on this page?
2 **Think** Ask a question about the wildlife in the guide.
3 **Read and think** Did the guide answer your question?

Work in pairs
Amazing animals live in the sea.

Alaska Bay Boat Trips Wildlife Guide

Wildlife is a special animal. The perfect place for wildlife is Alaska. This guide has information about some of the animals in the Bay. Look for them on your boat trip!

Seaweed
Seaweed is called **algae**. It grows in the sea. It's not a plant, but they're both part of the kingdom of plants. Seaweed is used in many different ways. It's used to make seaweed salad and seaweed soup.

Starfish
Starfish usually live on the sea. They're got black, white and grey bodies. They're got black and white spots. In May, they come to the coast and make their nests. They have two babies. They can see their babies in their nests with lots of fish in their heads.

Our Values
Don't give animals your food.

EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

Big Bright Ideas raises students' awareness of being part of a global community by helping them to develop an awareness of the people around them and in the wider world, and gain an insight into their culture.

Cross-curricular lessons and projects present information about the environment and encourage a responsible attitude.

COMPETENCE-BASED LEARNING

- The materials in *Big Bright Ideas* offer many opportunities to **develop key competences**. These are clearly highlighted and explained throughout the teaching notes. In addition, activities which specifically encompass the development of a positive attitude towards learning both **in and outside the classroom**, and the study skills to help learners do this, are signposted as **Learn to learn** in the core course components.
- The **three termly projects** in the course provide an opportunity for **assessment of all the Key Competences**. Assessment grids are available for this purpose with the rest of the assessment material on Oxford Premium.



Learn to learn

Lesson 10 **MY UNIT REVIEW**

Think about your work in unit 3. **Self-evaluation** 3 Read. Tick ✓ or cross ✗.

1 Circle. My work in unit 3 is

OK good fantastic

I can use Wh- questions with does.

I can use always, often, sometimes and never.

2 My favourite lesson in unit 3 is _____.

I can name ten musical instruments.

I can name six types of music.

Finished? Write one thing from the unit you want to learn more about.

35 thirty-five

Lesson 10 **THE BIG QUESTION REVIEW**

1 Watch and answer the questions on the review video. **REVIEW VIDEO**

2 Look back at the unit and say the missing words. Then compare your answers on the Big Question poster.

to music is fun!

You can your own instruments.

Playing an is fun!

You can listen to live music at festivals and .

You can to lots of different kinds of music!

Having a favourite is fun.

3 **Communicate** Ask and answer. Which is your favourite answer? Playing an instrument is fun! I play the flute!

4 Complete the self-evaluation activities. **All Page 35**

Lesson 8 Music events and festivals • Lesson 9 Writing • Lesson 10 Unit review 37 thirty-seven

CONTINUOUS ASSESSMENT

- Full assessment package** with unit and termly exams plus the Active Learning Kit with iProgress Check and Learning Record, which encourage students to learn independently.
- The Big Question Review** at the end of every unit takes a unique approach to review through an interactive video with prompt to produce the 2 core structures from the unit.
- Self-evaluation sections** and the end of every unit ensure students are aware of their progress.


INCLUSION AND MIXED ABILITY CLASSES

- The key philosophy of *Big Bright Ideas* is that students should have the freedom to offer ideas, share opinions and express themselves without judgement.
- Co-operation is encouraged through activities which build teamwork and class unity. The Big Projects, provide opportunities for students to choose different roles which reflect their strengths and abilities, as well as their interests. The variety of games and interactive activities on the iPack with its wealth of visual support is a practical tool for managing mixed ability.
- Top tips for an inclusive classroom in the Teacher's Guide.
- Fast Finisher's activities.
- Grammar and Vocabulary reinforcement worksheets.
- **Active Learning Kit** with support material in a gamified format, which allows students to take control of their own learning, with support and **self-assessment tools**, as well as entertainment, games and readings.

Empathy and confidence are developed through collaboration, as learners access materials that are **appropriate for their age and ability level**.

Make

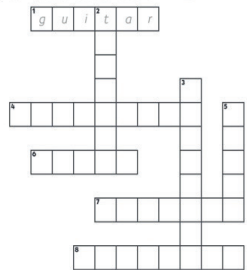
9 Create Choose a job. Make your amazing animals poster. **Project card**









<p>Pupil 1 Find or draw pictures of the animals for your poster.</p> 	<p>Pupil 2 Write the title of the poster and the labels for the animals.</p> <p>Whales</p> 
<p>Pupil 3 Write sentences about two of the animals for your poster.</p> <p>Whales are very big. They live in the sea.</p>	<p>Pupil 4 Write sentences about two of the animals for your poster.</p> <p>Cats like sleeping in sunny places.</p>

3 Unit Vocabulary and Grammar Reinforcement

1 Complete the crossword. Lesson 2

guitar



1		2	
3		4	
5		6	
7		8	

DIGITAL SKILLS DEVELOPMENT

- **Blended solution** with access to the digital version of the books to start familiarising pupils with digital formats, following global digitisation trends.
- **Active Learning Kit** with different areas to develop different aspects of digital competence, with a gamified format to encourage students' involvement.




The interface features six circular icons representing different digital tools:

- Game Zone** (Blue circle with play button icon)
- Picture Dictionary** (Pink circle with flower icon)
- Reading Club** (Orange circle with book icon)
- Content Coach** (Purple circle with 'C' icon)
- iProgress Check** (Green circle with checkmark icon)
- Learning Record** (Red circle with document icon)

Below the icons is a preview of a lesson page titled "Lesson 6 Cross-curricular". The page includes a "Be safe online!" section with various safety tips and a "Read and match paragraphs 1-5 with pictures a-f" activity.

Find out

4 Find out about favourite animals in your group. Make notes in your Activity Book. **AD Page 38 Activities 1-5** **PROJECT IDEAS**

Pupil 1 Which wild animal does your group like?


Pupil 2 Which wild animal does your group like?


Pupil 3 Which pet does your group like?



Pupil 4 Which farm animal does your group like?




Collaborate

Community Task

Show your posters to another class.



Talk about the amazing animals.

MEDIATION

- Many communicative activities within the units involving the reinterpretation and communication of a message by the learners.
- The Big Project and the Community Task provide further mediation opportunities.