

LOMLOE and



Amazing Rooftops aligns with the key themes of the LOMLOE educational reform.

INCLUSIVITY

Amazing Rooftops has a project-based approach which allows all children to communicate and collaborate as they work together.

- Set in in the fictional city of Rooftops we meet children, friends and neighbours from different backgrounds and cultures, just like a real community
- Systematic recycling of language throughout each unit and fun board games provides children with plenty of opportunities to review and revise, whatever their level or ability
- Resources at different levels, specific teacher's notes for mixed ability and SEN, reinforcement and extension material, lots of collaborative work and content offered in a variety of formats



Amazing Rooftops characters

This image shows a page from the Project 1 Classbook for 'The Animal World'. The main title is 'Minibeasts'. It features several sections:

- Project:** Make minibeast fact cards.
- Step 1: Investigate**: Find out: Go to the Project Zone website. Read about amazing minibeasts. (All page 39 Activity 1)
- Step 2: Think**: Identify: Look at the photos and say the minibeasts. Say which minibeasts are arthropods and why. (All page 39 Activity 2)
- Step 3: Create**: Think: Look at the photos again and say what kind of minibeasts they are. (All page 39 Activity 3)
- Step 4: Present**: Communicate: Work in pairs. Take turns to describe your minibeast for your friend to guess. (All page 39 Activity 4)
- Step 5: Evaluate**: Life skills productivity / initiative / leadership (All page 39 Activity 5)

 The page also includes a 'Using information / digital' section and a 'Life skills productivity / initiative / leadership' section at the bottom right.

Project 1, Classbook 5

COMPETENCE-BASED LEARNING

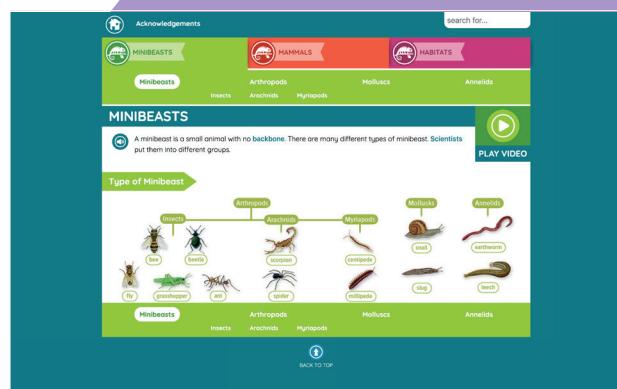
Amazing Rooftops was written with the key competences in mind, and these are developed through different areas and activities in every unit.

- Lesson notes in the Teacher's Guide provide information in how the syllabus maps to the Key Competences
- Students are exposed to competences through dialogues, projects, collaborative work, self-assessment activities, cross-curricular and cultural content, among others
- Real-world projects in every level have a competence-based approach

DEVELOPMENT OF DIGITAL COMPETENCES

Amazing Rooftops has been designed to combine both print and digital materials in the classroom.

- Includes a variety of digital resources for both you and your students to support the development of this competence
- Project website for students allows them to develop their online research skills in a safe environment adapted to their level
- iProgress Check provides online review activities which help children to become familiar with interactive digital formats
- Amazing Rooftops eReader linked to the Project topic to further develop digital skills while reading
- Blended solution: access to the digital Workbook with the purchase of the print Workbook



Project website

iProgress Check

CONTINUOUS ASSESSMENT

Amazing Rooftops includes systematic revision of all core language carefully built into the course:

- Continual revision opportunities provided within each unit, as well as opportunities for the recycling of language from previous units.
- iProgress Check with online activities, with progress-tracking tools. Activities cover Reading, Listening, Writing, Speaking, Vocabulary and Grammar.

EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

Learning about values and good citizenship are key features of the *Amazing Rooftops* series as a whole, since the theme of community runs throughout the series on many levels:

- Theme of community at the heart of the *Amazing Rooftops* series, starting with the fictional community of Rooftops children and their families, friends and neighbours
- Values focus is present in every unit, integrating socio-cultural aspects of learning and helping to promote self-esteem, as well as positive attitudes, tolerance and respect towards others
- Culture videos in every unit, where children learn about real children in their everyday pursuits, in and around a real city
- Three projects in every level. Students are encouraged to develop their critical and creative thinking as well as the life skills of productivity, leadership and initiative

Project 2, Classbook 3 + Project Website

Reading

Lesson 9 Communication 4

1 Think Look at the photo and picture. Where is the girl? Who is the character? Guess.

2 Read and check your ideas.

This is Taite. She's from Jamaica. In Jamaica, there's a popular story character called Anansi. Anansi is a spider. He's very clever. He's got lots of animal friends, but he isn't a very good friend! There are lots of stories about Anansi. Taite's favourite story is *Anansi and Tiger*. In this story, Anansi is sad because he isn't the king of the jungle. Tiger is the king of the jungle because he's strong. Anansi has got a clever idea and Queen Bee helps him. Taite likes this story because it's funny.

3 Read again and say True or False.

1 People in Jamaica like Anansi.
2 Anansi's friends are people.
3 There are two stories about Anansi.
4 Taite's favourite story has got three kinds of animals.
5 Taite's favourite story is sad.

Writing

4 Read. Then look at Activity 2 and find more sentences with because.

Writing preparation

We use because to join two sentences.
We use because to give a reason.
Anansi is sad because he isn't the king of the jungle.

5 Think Write about a traditional story in your country.

Literacy information Life skills social & cross cultural / productivity 47

"Think" activities

SCIENTIFIC SPIRIT

Amazing Rooftops supports and encourages students to develop their critical thinking skills and scientific spirit through:

- Projects focused on cross-curricular content, with topics covering Natural Sciences, Social Sciences, and Art among others
- Through projects, students are encouraged to make choices and develop skills of autonomy, creativity and critical thinking
- Activities labelled "Think" invite learners to think critically about the language they are learning or even their own learning process, analysing the situation and trying to interpret it