## PREPARE FOR A JOURNEY OF MOTIVATION AND DISCOVERY





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# **A JOURNEY OF MOTIVATION AND DISCOVERY**

Vicens Vives has developed PROJECT ZOOM for **Primary Education** in response to the needs and challenges facing schools in the 21st century.

To respond to these needs, it is essential that we educate children to learn autonomously throughout their lives, to be able to think for themselves and to use their emotional intelligence to find solutions to the problems they face.

The need for citizens to acquire **key competences** is stressed in European Union guidelines, and is a basic condition for individuals to achieve their full personal, social

For this reason, the use of active and contextualised methodologies is fundamental. These methodologies facilitate both the participation of pupils and the acquisition and use of knowledge in real life situations.

In this way, **PROJECT ZOOM** integrates a wide range of active methodologies that enable the learning of competences in all areas of knowledge.





# ACTIVE LEARNING METHODOLOGIES

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## **ACTIVE LEARNING METHODOLOGIES**

### AN EDUCATIONAL APPROACH

- Materials that can be adapted to the needs of the classroom
- Active and contextualised
- Cross-curricular approach
- For all curricular areas

### TO MOTIVATE AND BUILD

- Emotions
- Intensive participation and involvement of pupils
- Use of knowledge in real life situations

### **LEARNING**

- Acquisition of key competences in all areas of knowledge
- Understanding of knowledge
- Practical skills
- Personal, social and professional development
- Multiple intelligences

### **IN 21<sup>st</sup>-CENTURY SCHOOLS**

- A constantly changing world
- Where information is generated and shared at high speed
- With a globalised and integrated ICT presence
- Working together

### THINKING **ROUTINES**

Thinking routines are structures and strategies for pupils to discover models of behaviour that allow them to generate thoughts, analyse, reflect and reason about their own learning.

## **FLIPPED CLASSROOM**

ZOOM

The flipped classroom approach transfers certain learning processes to outside the classroom. This allows other types of knowledge acquisition and practice to take place within the classroom.

**EMOTIONKIT** Material to work on emotional education

**ROBOTICS AND** COMPUTATIONAL THINKING Materials to learn programming

ACTIVITY BOOKS

Specific for each subject area

### **EMOTIONAL** LEARNING

A cross-curricular focus on emotions develops pupils' emotional literacy. Pupils are taught how to control their minds and bodies, with the aim that they will be able to apply these skills to their everyday lives.

### GAMIFICATION

The integration of hands-on games in the classroom allows pupils to be involved, and fosters concentration and motivation in the suggested activities.

### PBL

With project-based learning, pupils are involved in a systematic research process, which involves decision making, researching a topic and building knowledge.

> PROCESS: 1 - DESIGN 2 - IMPLEMENTATION **3 - REFLECTION**

### GAMIFICATION

Specific to each subject area

BOOKS Paper and digital

Multimedia resources and self-correction activities



The implementation of team work to achieve a common goal encourages shared responsibility and open discussion to find solutions to the problems posed.

### ICT IN THE CLASSROOM

### VALUES

By adopting the values of respect, equal rights and gender equality in our content, pupils of all backgrounds have the same opportunities to reach their learning potential.

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### VISUAL THINKING

The development of visual thinking, by presenting ideas in a drawing or a concept map, facilitates the understanding of problems and their solutions.



## **THINKING ROUTINES**

Thinking routines are structures and strategies for pupils to discover patterns of behaviour that allow them to generate thoughts and to analyse, reflect on and reason about their own learning.

## How do we apply thinking routines in **ZOOM**?

In the opening pages of each unit, we apply thinking routines through:



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## **WORKING TOGETHER**



Working together to achieve a common goal encourages pupils to share responsibility for and use dialogue to solve problems.

## How do we apply working together in **ZOO**<sup>M</sup>?

At the end of each unit, we suggest a **fun activity** to get pupils working together in the classroom.



## VALUES

Promoting respect, equal rights and gender equality through our content and activities is essential to dismantling some of the prejudices, stereotypes and discriminatory attitudes that people have, often without realising it, in their everyday lives.

## How do we develop values in **ZOO**M?

4 How many of us are there?

Through an integrative approach to content and images, taking into account diversity and multiculturalism, and giving more visibility and prominence to female figures.





## **VISUAL THINKING**



## FLIPPED CLASSROOM

The development of **visual thinking** facilitates the understanding of problems and their solutions.

## How do we apply visual thinking in **ZOO**M?

A **variety of activities** are used in which **visual support** helps to consolidate the concepts learnt throughout the units.



The **flipped classroom** methodology transfers certain learning processes to outside the classroom. This facilitates and enhances other processes of knowledge acquisition and practice that can take place within the classroom.

## How do we apply the flipped classroom in $\mathbf{ZOOM}$ ?

Throughout the units, some of the contents have the **support of a video** to allow teachers to use the methodology of the flipped classroom. The **Teacher's Guide** indicates what content is displayed in the teaching videos.





## **LEARNING THROUGH PLAY** (GAMIFICATION)



Using games in the classroom allows pupils to become more involved in their learning. It encourages their concentration and motivation in the activities and, in turn, develops positive relationships between pupils.

## How do we apply gamification in **ZOO**<sup>M</sup>?



In the fourth, fifth and sixth years of primary, the materials offered are digital and adapted to the maturity of pupils.

### EXPLORING THE SOLAR SYSTEM



## **EMOTIONAL LEARNING** (EMOTIONKIT)

A cross-curricular focus on emotions develops pupils' emotional literacy. Pupils are taught how to control their minds and bodies, with the aim that they learn about their emotions and how to manage them.

## How do we work on emotional learning in **ZOOM**?





In the fourth, fifth and sixth years of primary, the materials offered are digital and adapted to the maturity of pupils.

In the **teacher's guide**, teachers are advised when to use Gamification and **Emotionkit** during the units.





# **LEARNING APROACH**

## BOOKS

The **learning approach** of the books in all subject areas favours the **development of competences** and **multiple intelligences**. They are indicated with the following symbols:





![](_page_9_Picture_4.jpeg)

The **activities** are classified according to the cognitive processes required:

Understand: pupils of what they study. Apply: pupils relate the previous knowledge of They work in context. Reason: pupils reflect

At the end of each unit is a **Language skills** page for students to develop their use of English and to support their speaking and writing in relation to the content of the unit.

All of the topics covered aim to put the blocks of curricular content into context in each of the subject areas. They also aim to encourage the aquisition of:

- positive values.
- active citizenship.
- gender equality.

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![](_page_9_Picture_13.jpeg)

The STEAM approach is applied in **ZOOM**. It is an acronym for science, technology, engineering, art and mathematics. This approach guarantees the development of cross-curricular knowledge, in which the content of each one of these subjects is not studied in isolation, but in an interdisciplinary way to guarantee contextualised and meaningful learning.

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Understand: pupils acquire knowledge from

**Apply:** pupils relate the content learnt to their previous knowledge and their environment. They work in context.

Reason: pupils reflect, explain and reason.

## **ACTIVITY BOOKS**

For each content area, there are activity books that address the specific needs of each subject.

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## **DIGITAL MATERIAL** DIGITAL BOOK edubook

All the **ZOOM** books in a digital format.

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### SOCIAL SCIENCE

• Welcome activities

Knowledge activation booklet that includes activities to help review pupil's previous knowledge of the topic in question. Only for the first year of primary education.

• Let's get to work!

Activity book that presents six simple and fun experiments, which introduce pupils to the main strategies of the scientific method. For the first and second years of primary.

 Activity books From the third to sixth years of primary.

![](_page_10_Picture_12.jpeg)

## NATURAL SCIENCE

### Welcome activities

Knowledge activation booklet that includes activities to help review pupil's previous knowledge of the topic in question. Only for the first year of primary education.

### Hands on science

Activity book that presents six simple and fun experiments, which introduce pupils to the main strategies of the scientific method. For the first and second years of primary.

### **Activity books**

From the third to sixth years of primary.

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# **CROSS-CURRICULAR MATERIALS**

### **EMOTIONKIT**

A set of materials designed to facilitate the development of emotional literacy. It consists of eleven posters accompanied by activities to practise in the classroom. These materials offer pupils the tools to:

- learn to recognise emotions,
- reflect on how and when they feel them,
- be able to compare them,
- analyse how others feel,
- acquire skills to successfully deal with various social-emotional situations.

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![](_page_11_Picture_9.jpeg)

## GAMIFICATION

Gamification materials containing a variety of hands-on activities have been developed for each subject area. Each game has the pedagogical aim of reinforcing and expanding pupils' knowledge of different blocks of contents for each subject area.

Learning through play helps develop:

- healthy competition,
- personal commitment,
- the feeling of autonomy,
- the improvement of social skills and emotional control.

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![](_page_11_Picture_22.jpeg)

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## **DIGITAL RESOURCES**

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CLASSROOM POSTERS

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CLASSROOM POSTERS

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**FLASHCARDS** 

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All the resources have been adapted for a Digital Whiteboard and are accessible offline. You can:

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## **FLASHCARDS**

These consist of bright and colourful pictorial cards with the corresponding word written at the bottom. They are a great way to present, practise and recycle vocabulary and have an impact on visual learning.

**FLASHCARDS** 

- Natural Science
- Social Science

## **CLASSROOM POSTERS**

Posters that support the learning aims for some of the most significant content areas of:

- Natural Science
- Social Science

For the third, fourth, fifth and sixth years of Primary, these materials are digital.

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Support guides for teachers with instructions for working with different materials. These guides cover:

- answer keys
- evaluation indicators
- previous knowledge
- teaching guidelines
- attention to diversity
- reinforcement and extension activities (downloadable)

## **CURRICULAR MATERIAL**

Didactic programming with the development of:

- contents and evaluation criteria
- standards of learning and key competences
- descriptors

## **EVALUATION**

Tools for monitoring and evaluating pupils:

- Evaluation at the beginning of the academic year
- Initial evaluation by subject area
- Final evaluation by subject area
- Evaluation at the end of the academic year

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# **MATERIALS FOR PUPILS**

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## PREPARE FOR A JOURNEY OF MOTIVATION AND DISCOVERY

## PROJECT

# PRIMARY EDUCATION

Go to: www.zoomprimaria.com or contact your Vicens Vives representative for more information.

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