

UPPER PRIMARY SCHOOL CURRICULUM



IZMIR

2018-2019

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THE PRIMARY SCHOOL – OVERVIEW

At MEF International School - Izmir, we aim to create young people who are motivated, skilled, confident, independent learners; young people who recognise the need to be lifelong learners and responsible global citizens.

We have high expectations of all students and value continuity in their learning. At an individual level students are encouraged to achieve their highest academic standards.

MEF International School - Izmir is the only accredited school in Turkey to offer all levels of the Cambridge International Programme and is thus a Cambridge Assessment International Education (CAIE) Centre.

The Primary School is organised into two main sections: Lower Primary and Upper Primary. In addition, Student Support Services are available to assist student learning in a range of roles: Learning Support, English Support, and Counselling.

Lower Primary:	Reception 1	Age 3-4
	Reception 2	Age 4-5
	Year 1	Age 5-6
	Year 2	Age 6-7
Upper Primary:	Year 3	Age 7-8
	Year 4	Age 8-9
	Year 5	Age 9-10
	Year 6	Age 10-11

INTRODUCTION – THE UPPER PRIMARY SCHOOL

The Cambridge International Primary Programme (CIPP) provides the basis for our formal curriculum in Primary. The curriculum is carefully planned to ensure that it is relevant to the backgrounds and experiences of our international student body.

The Cambridge International Primary Curriculum provides a framework for teaching the core subjects of English, Mathematics and Science. The English and Mathematics Curriculum Frameworks comprise a series of progressive objectives that describe development of essential Literacy and Numeracy skills. The Science Primary Curriculum Framework provides a structure for developing scientific enquiry, i.e. teaching students to think like scientists, as well as suggested topics for content-based learning.

The International Primary Curriculum (IPC) complements the CIPP, and addresses the development of knowledge, skills and understanding in three key areas - subjects, personal development and international understanding. Theme-based Social Studies classes, particularly History and Geography, develop knowledge and understanding of the world in which we live. Specialist teachers of Performing Arts, Art, Physical Education, and Modern Languages work alongside the class teachers to provide a broad and well-structured programme.

STUDENT SUPPORT SERVICES

English Support

All English Language Learners at MEFIS-Izmir are provided with English Support starting from Year 2. Intermediate level learners will receive English support in place of 1st Language English (ES). Beginners will receive English Support in place of 1st Language English and in place of foreign Language courses (ES and Additional ES). A placement exam is taken by all new non-native speakers at the beginning of the school year.

Learning Support

Students at MEFIS-Izmir with specific learning difficulties that are not related to English Language can receive Learning Support. Learning support can be provided through withdrawal or in-class support.

Counselling

A full time counsellor is available to support students with emotional needs and academic guidance. Academic counselling includes career planning, university applications, choosing appropriate option choices, planning and self-management.

ASSESSMENT AND REPORTING

Written reports are sent home to parents two times a year at the end of Trimester 1 and 3. At the end of Trimester 2 families are invited to view their children's work on Portfolio Day. In addition to comments about the various subjects, the teachers indicate on the report cards whether students are working towards, starting to work within, working within or confidently working within the expectations of the year group at that

particular time in the year. These indications are determined through a consideration of both formal and informal assessments. Parents can view students' grades through our Renweb database system.

At the end of the year, students in Years 3 to 6 sit Cambridge Progression tests in English/ESL, Maths and Science. These tests do not give a qualification but they are an end-of-year test that assesses the learners' performance, informs parents of the progress made and helps teachers target students' learning needs. The tests are marked internally by the classroom teacher and parents are informed of the results by a Summary Report that goes home before the end of the school year.

At the end of Year 6, students sit Cambridge Checkpoint Examinations, end-of-Primary tests in English/ESL, Maths and Science. These tests are externally assessed, and are normally taken in April; the results come out in June and give a good indication of the students' strengths and weaknesses before they move to Secondary school.

HOMEWORK

All students in Primary are given homework on a regular basis. The amount will vary between year groups. Homework in the Primary School will be comprised of Daily Process Work and Weekly Consolidation Work. Daily Process Work involves reading, spelling and mental mathematics. These are the three areas which underpin knowledge of language structure, expansion of vocabulary and confidence in carrying out calculations at speed.

English, Mathematics and Science and/or Social Studies homework will be sent home on a Friday to be returned no later than the following Wednesday. This allows parents and students to choose when and how often they work on these activities. Occasionally Specialist teachers can also assign a short piece of homework or a project.

THE SCHOOL DAY

Reception 1 - 2 Daily Schedule

Year 3 - 6 Daily Schedule

8:40 - 9:00	Registration and free play
9:00 - 9:15	Morning snack
9:15 - 9:45	Outside play
9:45 - 10:30	Lesson
10:30 - 11:00	Lesson
11:00 - 11:30	Lesson
11:35 - 12:05	Lunch
12:05 - 12:45	Garden play

12:45 to 14:15	Lesson
14:15 to 14:45	Lesson
14:45 to 15:00	Afternoon snack
15:00 to 15:15	Homeroom and Dismissal

8:40-8:45	Registration
8:45 - 9:45	Lesson
9:45 - 10:00	Morning Break
10:00 - 11:00	Lesson
11:00 - 11:05	Classroom Changeover
11:05 - 12:05	Lesson
12:05 - 12:35	Lunch
12:35 - 12:55	Garden Play
12:55 - 13:55	Lesson
13:55 - 14:10	Afternoon Break
14:10 - 15:10	Lesson
15:10 - 15:15	Homeroom and Dismissal

MODERN LANGUAGES

From Year 3 students will be choosing a Foreign Language which will either be French, Spanish or Turkish, unless they are receiving Additional English Support (AES). Students attend two one-hour long lessons a week in the language chosen. Students from Years 2 - 6 have one 30-minute block of time each week to study about Turkish culture and language, to enhance an appreciation of the host country (Host Country Studies).

RECREATIONAL ACTIVITIES AND CLUBS

Students from Year 1 to Year 6 are offered once a week the opportunity to take part in recreational activities that vary, such as: Art club, Sports clubs, Music club, Science, Cooking club and others. There is also the possibility to take part in fee-paying after school clubs.

EDUCATIONAL EXCURSIONS

Students are offered the possibility of taking part in educational excursions that have a link to the curriculum.

For further information, please refer to our website www.izmir.mefis.k12.tr

THE UPPER PRIMARY CURRICULUM – Years 3 and 4

ENGLISH

The Cambridge Primary English curriculum is presented in five content areas: Phonics, Spelling and Vocabulary and

Grammar and Punctuation, Reading and Writing, Speaking and Listening and Phonics, Spelling and Vocabulary

Year 3: Handwriting, Grammar, Spelling, English: Nelson Thornes

Year 4: Handwriting, Grammar, Spelling, English: Nelson Thornes

Core textbooks:

	Year 3	Year 4
Recommended Text and Genres	Fiction and poetry: real life stories, myths and legends, adventure stories, poetry and plays. Non-fiction: letters, reports, instructions, reference texts.	Fiction and poetry: historical stories, stories set in imaginary worlds, stories from other cultures, real life stories with issues/dilemmas, poetry and plays including imagery. Non-fiction: newspapers and magazines, reference texts, explanations, persuasion including advertisements.
Year 3	Year 4	

<ul style="list-style-type: none"> • Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context. • Use and spell compound words. • Know irregular forms of common verbs. 	<ul style="list-style-type: none"> • Extend knowledge and use of spelling patterns, e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes. • Confirm all parts of the verb <i>to be</i> and know when to use each one. • Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words. • Identify syllabic patterns in multisyllabic words. • Spell words with common letter strings but different pronunciations, e.g. <i>tough, through, trough, plough</i>. • Investigate spelling patterns; generate and test rules that govern them. • Revise rules for spelling words with common inflections, e.g. <i>-ing, -ed, -s</i>. • Extend earlier work on prefixes and suffixes. • Match spelling to meaning when words sound the same (homophones), e.g. <i>to/two/too, right/write</i>. • Use all the letters in sequence for alphabetical ordering. • Check and correct spellings and identify words that need to be learned. • Use more powerful verbs, e.g. <i>rushed</i> instead of <i>went</i>. • Explore degrees of intensity in adjectives, e.g. <i>cold, tepid, warm, hot</i>. • Look for alternatives for overused words and expressions. • Collect and classify words with common roots, e.g. <i>invent, prevent</i>. • Build words from other words with similar meanings, e.g. <i>medical, medicine</i>.
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<ul style="list-style-type: none">• Use effective strategies to tackle segmenting unfamiliar words to spell, including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics.• Learn rules for adding <i>-ing</i>, <i>-ed</i>, <i>-s</i> to verbs.• Extend earlier work on prefixes and suffixes.• Explore words that have the same spelling but different meanings (homonyms) , e.g. <i>form</i>, <i>wave</i>.	
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<ul style="list-style-type: none">• Use a dictionary or electronic means to find the spelling and meaning of words.• Organise words or information alphabetically using first two letters.• Identify misspelled words in own writing and keep individual spelling logs.• Consider how choice of words can heighten meaning.• Infer the meaning of unknown words from the context.• Explore vocabulary for introducing and concluding dialogue, e.g. <i>said</i>, <i>asked</i>.• Generate synonyms for high frequency words, e.g. <i>big</i>, <i>little</i>, <i>good</i>.	
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Grammar and punctuation	R e a d i n g	<ul style="list-style-type: none"> • Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression. • Recognise the use of the apostrophe to mark omission in shortened words, e.g. <i>can't</i>, <i>don't</i>. • Collect examples of nouns, verbs and adjectives, and use the terms appropriately. • Identify pronouns and understand their function in a sentence. • Understand that verbs are necessary for meaning in a sentence. • Understand pluralisation and use the terms 'singular' and 'plural'. 	<ul style="list-style-type: none"> • Use knowledge of punctuation and grammar to read with fluency, understanding and expression. • Identify all the punctuation marks and respond to them when reading. • Learn the use of the apostrophe to show possession, e.g. <i>girl's</i>, <i>girls'</i>. • Practise using commas to mark out meaning within sentences. • Identify adverbs and their impact on meaning. • Investigate past, present and future tenses of verbs. • Investigate the grammar of different sentences: statements, questions and orders. • Understand the use of connectives to structure an argument, e.g. <i>if</i>, <i>although</i>.
	W r i t i n g	<ul style="list-style-type: none"> • Maintain accurate use of capital letters and full stops in showing sentences. • Learn the basic conventions of speech punctuation and begin to use speech marks. • Use question marks, exclamation marks, and commas in lists. • Continue to improve consistency in the use of tenses. • Ensure grammatical agreement of pronouns and verbs in using standard English. • Use a wider variety of sentence types including simple, compound and some complex sentences. • Begin to vary sentence openings, e.g. with simple adverbs. 	<ul style="list-style-type: none"> • Use a range of end-of-sentence punctuation with accuracy. • Use speech marks and begin to use other associated punctuation. • Experiment with varying tenses within texts, e.g. in dialogue. • Use a wider variety of connectives in an increasing range of sentences. • Re-read own writing to check punctuation and grammatical sense.

<p>Reading: Fiction and Poetry</p>	<ul style="list-style-type: none"> • Sustain the reading of 48 and 64 page books, noting how a text is organised into sections or chapters. • Read aloud with expression to engage the listener. • Answer questions with some reference to single points in a text. • Begin to infer meanings beyond the literal, e.g. about motives and character. • Identify different types of stories and typical story themes. • Identify the main points or gist of a text. • Consider words that make an impact, e.g. adjectives and powerful verbs. • Understand and use the terms ‘fact’, ‘fiction’ and ‘non-fiction’. • Read a range of story, poetry and information books and begin to make links between them. • Read and comment on different books by the same author. • Read play-scripts and dialogue, with awareness of different voices. • Practise learning and reciting poems. 	<ul style="list-style-type: none"> • Extend the range of reading. • Explore the different processes of reading silently and reading aloud. • Investigate how settings and characters are built up from details and identify key words and phrases. • Explore implicit as well as explicit meanings within a text. • Recognise meaning in figurative language. • Understand the main stages in a story from introduction to resolution. • Explore narrative order and the focus on significant events. • Retell or paraphrase events from the text in response to questions. • Understand how expressive and descriptive language creates mood. • Express a personal response to a text and link characters and settings to personal experience. • Read further stories or poems by a favourite writer, and compare them. • Read and perform play-scripts, exploring how scenes are built up. • Explore the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. <i>as ... as a ...</i>. • Compare and contrast poems and investigate poetic features.
<p>Reading: Non-fiction</p>	<ul style="list-style-type: none"> • Scan a passage to find specific information and answer questions. • Locate information in non-fiction texts using contents page and index. • Read and follow instructions to carry out an activity. • Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points. • Locate books by classification. • Identify the main purpose of a text. • Use ICT sources to locate simple information. 	<ul style="list-style-type: none"> • Understand how points are ordered to make a coherent argument. • Understand how paragraphs and chapters are used to organise ideas. • Identify different types of non-fiction text and their known key features. • Read newspaper reports and consider how they engage the reader. • Investigate how persuasive writing is used to convince a reader. • Note key words and phrases to identify the main points in a passage. • Distinguish between fact and opinion in print and ICT sources.

<p>Writing: Fiction</p>	<ul style="list-style-type: none"> • Write first-person accounts and descriptions based on observation. • Develop descriptions of settings in stories. • Write portraits of characters. • Write simple play-scripts based on reading. • Plan main points as a structure for story writing. • Begin to organise writing in sections or paragraphs in extended stories. • Develop range of adverbials to signal the relationship between events. • Use reading as a model for writing dialogue. • Write and perform poems, attending to the sound of words. • Choose and compare words to strengthen the impact of writing, including noun phrases. 	<ul style="list-style-type: none"> • Explore different ways of planning stories, and write longer stories from plans. • Elaborate on basic information with some detail. • Write character profiles, using detail to capture the reader’s imagination. • Explore alternative openings and endings for stories. • Begin to adopt a viewpoint as a writer, expressing opinions about characters or places. • Begin to use paragraphs more consistently to organise and sequence ideas. • Choose and compare words to strengthen the impact of writing, including some powerful verbs.
<p>Writing: Non-fiction</p>	<ul style="list-style-type: none"> • Write book reviews summarising what a book is about. • Establish purpose for writing, using features and style based on model texts. • Write letters, notes and messages. • Make a record of information drawn from a text, e.g. by completing a chart. 	<ul style="list-style-type: none"> • Explore the layout and presentation of writing, in the context of helping it to fit its purpose. • Show awareness of the reader by adopting an appropriate style or viewpoint. • Write newspaper-style reports, instructions and non-chronological reports. • Present an explanation or a point of view in ordered points, e.g. in a letter. • Collect and present information from non-fiction texts. • Make short notes from a text and use these to aid writing. • Summarise a sentence or a paragraph in a limited number of words.
	<p>Presentation</p>	<p>Presentation</p>

	<ul style="list-style-type: none"> • Ensure consistency in the size and proportion of letters and the spacing of words. • Practise joining letters in handwriting. • Build up handwriting speed, fluency and legibility. • Use ICT to write, edit and present work. 	<ul style="list-style-type: none"> • Use joined-up handwriting in all writing.
<p>Speaking and listening</p>	<ul style="list-style-type: none"> • Speak clearly and confidently in a range of contexts, including longer speaking turns. • Adapt tone of voice, use of vocabulary and non-verbal features for different audiences. • Take turns in discussion, building on what others have said. • Listen and respond appropriately to others' views and opinions. • Listen and remember a sequence of instructions. • Practise to improve performance when reading aloud. • Begin to adapt movement to create a character in drama. • Develop sensitivity to ways that others express meaning in their talk and non-verbal communication. 	<ul style="list-style-type: none"> • Organise ideas in a longer speaking turn to help the listener. • Vary use of vocabulary and level of detail according to purpose. • Understand the gist of an account or the significant points and respond to main ideas with relevant suggestions and comments. • Deal politely with opposing points of view. • Listen carefully in discussion, contributing relevant comments and questions. • Adapt the pace and loudness of speaking appropriately when performing or reading aloud. • Adapt speech and gesture to create a character in drama. • Comment on different ways that meaning can be expressed in own and others' talk.

ENGLISH SUPPORT

The Cambridge Primary English Support curriculum is presented in five content areas: Phonics, Spelling and Vocabulary, Writing, Use of English, Speaking, and Listening.

	Year 3	Year 4
R e a d i n g	<ul style="list-style-type: none"> • Recognise, identify and sound, with support, an increasing range of language at text level • Read and follow, with some support, familiar instructions for classroom activities • Read, with support, a limited range of short simple fiction and non-fiction texts with confidence and enjoyment • Understand the main points of short, simple texts on a limited range of general and curricular topics by using contextual clues • Understand, with support, some specific information and detail in short, simple texts on a limited range of general and curricular topics • Recognise the difference between fact and opinion in short, simple texts on a limited range of general and curricular topics • Recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics • Find, with support, books, worksheets and other printed materials in a class or school library according to classification 	<ul style="list-style-type: none"> • Recognise, identify and sound, with some support, a range of language at text level • Read and follow, with limited support, familiar instructions for classroom activities • Read, with some support, an increasing range of short simple fiction and non-fiction texts with confidence and enjoyment • Understand the main points of an increasing range of short, simple texts on general and curricular topics by using contextual clues • Understand, with little or no support, specific information and detail in short, simple texts on an increasing range of general and curricular topics • Recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics • Recognise the attitude or opinion of the writer in short texts on an increasing range of general and curricular topics • Use, with some support, familiar paper and digital reference resources to check meaning and extend understanding

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- Plan, write and check sentences, with support, on a limited range of general and curricular topics
- Write, with support, longer sentences on a limited range of general and curricular topics
- Write, with support, short sentences which describe people, places and objects
- Use joined-up handwriting in a growing range of written work
- Link, with some support, sentences using basic coordinating connectors
- Use upper and lower case letters accurately when writing names, places and short sentences when writing independently
- Spell most familiar high-frequency words accurately during guided writing activities
- Use full stops, commas, question marks, and speech marks at sentence level with some accuracy when writing independently

- Plan, write, edit and proofread work at text level, with support, on a limited range of general and curricular topics
- Write, with support, a sequence of short sentences in a paragraph on a limited range of general and curricular topics
- Write, with support, factual and imaginative descriptions at text level which describe people, places and objects
- Use joined-up handwriting in a range of written work across the curriculum with some speed and fluency
- Link, with some support, sentences into a coherent paragraph using a variety of basic connectors on a limited range of general and curricular topics
- Use, with some support, appropriate layout at text level for a limited range of written genres on familiar general and curricular topics
- Spell most high-frequency words accurately for a limited range of familiar general and curricular topics when writing independently
- Punctuate written work at text level on a limited range of general and curricular topics with some accuracy when writing independently

- Use nouns as direct and indirect objects in describing events and actions on a limited range of general and curricular topics
- Use numbers 1-100 to count, use basic quantifiers *many, much, not many, a lot of* on a limited range of general and curricular topics
- Use common comparative and superlative adjectives to give personal information and on a limited range of general and curricular topics
- Use determiners *a, the, some, any, this, these, that, those* to give personal information and on a limited range of general and curricular topics
- Use *who, what, where, how, how many, how much* to ask questions on a limited range of general and curricular topics; use *why* to ask for explanations; use *when* to ask when something happens/happened; use *What is/was the weather like?*; use *What's the matter?*
- Use demonstrative pronouns to ask and answer basic questions on personal and familiar topics
- Use direct and indirect object personal pronouns in descriptions of events and actions on a limited range of general and curricular topics
- Use imperative forms with direct and indirect object forms to give a short sequence of instructions
- Use simple present forms; use simple past regular and irregular forms to describe actions and narrate simple events; on a limited range of general and curricular topics
- Use present continuous forms to describe events and talk about what is happening now; use present continuous forms to talk about future arrangements; on a limited range of general and curricular topics
- Use *I think... I know...* to express basic opinions on a limited range of general and curricular topics; use a limited range of simple perfect forms [regular and irregular] to talk about experiences
- Use common adverbs of frequency *never, a lot*; use adverbs of sequence *first, next, then*, and direction *left, right*; use common comparative and superlative adverbs to describe and compare things... *more quickly... best*; on a limited range of general and curricular topics

- Use a growing range of countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of general and curricular topics
- Use quantifiers *many, much, a lot of, a few* on a limited range of general and curricular topics
- Use a growing range of adjectives and comparative and superlative adjectives [both regular and irregular] on a limited range of general and curricular topics
- Use determiners including *any, no, each, every* on a limited range of general and curricular topics
- Use questions, including tag questions, to seek agreement and clarify; use questions *What time/What else/next?*; on a limited range of general and curricular topics
- Use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing, anything* on a limited range of general and curricular topics
- Use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of general and curricular topics
- Use future forms *will* for predictions and *be going to* to talk about already decided plans on a limited range of general and curricular topics
- Use simple present forms and simple past regular and irregular forms to describe routines, habits and states on a limited range of general and curricular topics
- Use present continuous forms to talk about present activities and with future meaning
- Use past continuous forms for background actions; on a limited range of general and curricular topics
- Use *be/look/sound/feel/taste/smell like*; use *be made of*; use *make somebody/something + adjective*; on a limited range of general and curricular topics

- Use *could* as a past form of *can*; use *have (got) to/had to* to express obligation; use *shall* [interrogative] to make offers and *will* to ask about future intention; on a limited range of general and curricular topics
- Use common prepositions of time *on, in, at, after, before* to state when things happen; use common prepositions of location, position and direction: *at, above, below, behind, between, in, in front of, inside, near, next to, on, opposite, outside, to, under*; use *from* [origin] *with/without* [inclusion]; use *be good at* + noun; use *go for* + noun; on a limited range of general and curricular topics
- Use common verbs followed by infinitive verb/verb + *ing* patterns; begin to use infinitive of purpose; use *want/ask someone to do something*; use *be called* + noun; on a limited range of general and curricular topics
- Use conjunction *because* to give reasons on a limited range of general and curricular topics
- Use defining relative clauses with *which, who, where* to give personal information

- range of general and curricular topics
- Use common verbs followed by infinitive verb/verb + *ing* patterns; begin to use infinitive of purpose; use *want/ask someone to do something*; use *be called* + noun; on a limited range of general and curricular topics
 - Use conjunction *because* to give reasons on a limited range of general and curricular topics
 - Use defining relative clauses with *which, who, where* to give personal information

- Use a growing range of common adverbs [both regular and irregular] simple and comparative forms and adverbs of frequency; use adverbs of indefinite time *yet, ever, already, always*; use adverbs of definite time: *last week, yesterday*; on a limited range of general and curricular topics
- Use *might, may, could* to express possibility; use *shall* [for suggestions]; on a limited range of general and curricular topics
- Use a limited range of prepositions to talk about time and location; use prepositions *like* to describe things and *about* to denote topic; use prepositions of direction *to, into, out, of, from, towards*; on a limited range of general and curricular topics
- Use common verbs followed by infinitive verb/verb + *ing* patterns; use infinitive of purpose; on a limited range of general and curricular topics
- Use conjunctions *so, if, when, where, before, after* to link parts of sentences on a limited range of general and curricular topics
- Use *if* clauses (in zero conditionals); use *where* clauses; use *before/after* clauses (with past reference); use defining relative clauses with *which, who, that, where*, to give details; on a limited range of general and curricular topics

Listening	<p>Understand a short sequence of supported classroom instructions</p> <ul style="list-style-type: none"> • Understand a limited range of unsupported basic questions which ask for personal information • Understand a limited range of unsupported basic questions on general and curricular topics • Understand the main points of short, supported talk on a range of general and curricular topics • Understand most specific information and detail of short, supported talk on a range of general and curricular topics • Deduce meaning from context in short, supported talk on a limited range of general and curricular topics • Recognise the opinion of the speaker(s) in basic, supported talk on a limited range of general and curricular topics • Understand supported narratives on a limited range of general and curricular topics • Identify rhyming words 	<ul style="list-style-type: none"> • Understand a sequence of supported classroom instructions • Understand an increasing range of unsupported basic questions which ask for personal information • Understand an increasing range of unsupported basic questions on general and curricular topics • Understand the main points of supported extended talk on a range of general and curricular topics • Understand most specific information and detail of short, supported talk on a wide range of familiar topics • Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics • Recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics • Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics • Identify rhymes and repetition

S p e a k i n g	<ul style="list-style-type: none"> • Provide basic information about themselves at sentence level on a limited range of general topics • Ask questions to find out general information on a limited range of general and curricular topics • Give an opinion at sentence level on a limited range of general and curricular topics • Use basic vocabulary for an increasing range of general and curricular topics • Organise talk at sentence level using basic connectors on a limited range of general and curricular topics • Communicate meaning clearly using phrases and simple sentences during pair, group and whole class exchanges • Keep interaction going in short, basic exchanges on a limited range of general and curricular topics • Relate basic stories and events on a growing range of general and curricular topics 	<ul style="list-style-type: none"> • Provide basic information about themselves and others at sentence level on an increasing range of general topics • Ask questions to find out general information on an increasing range of general and curricular topics • Give an opinion at sentence level on an increasing range of general and curricular topics • Respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics • Organise talk at sentence level using connectors on an increasing range of general and curricular topics • Communicate meaning clearly at sentence level during pair, group and whole class exchanges • Keep interaction going in basic exchanges on a growing range of general and curricular topics • Relate basic stories and events on a range of general and curricular topics
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MATHEMATICS

The Cambridge Primary Mathematics curriculum is presented in five content areas: Number, Geometry, Measure, Handling Data and Problem Solving. This curriculum enables learners to apply their mathematical knowledge and develop a holistic understanding of the subject.

Core Textbooks:

Year 3: Mathematics: New Heinemann

Year 4: Mathematics: New Heinemann

	Year 3	Year 4
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<p>Numbers and the number system</p>	<ul style="list-style-type: none"> • Recite numbers 100 to 200 and beyond. • Read and write numbers to at least 1000. • Count on and back in ones, tens and hundreds from two- and three digit numbers. • Count on and back in steps of 2, 3, 4 and 5 to at least 50. • Understand what each digit represents in three-digit numbers and partition into hundreds, tens and units. • Find 1, 10, 100 more/less than two- and three-digit numbers. • Multiply two-digit numbers by 10 and understand the effect. • Round two-digit numbers to the nearest 10 and round three-digit numbers to the nearest 100. • Place a three-digit number on a number line marked off in multiples of 100. • Place a three-digit number on a number line marked off in multiples of 10. • Compare three-digit numbers, use < and > signs, and find a number in between. • Order two- and three-digit numbers. • Give a sensible estimate of a number as a range (e.g. 30 to 50) by grouping in tens. • Find half of odd and even numbers to 40, using notation such as $13 \frac{1}{2}$. • Understand and use fraction notation recognising that fractions are several parts of one whole, e.g. $\frac{3}{4}$ is three quarters and $\frac{2}{3}$ is two thirds. • Recognise equivalence between $2 \frac{1}{2}$, $4 \frac{2}{4}$, $8 \frac{4}{8}$ and $10 \frac{5}{10}$ using diagrams. • Recognise simple mixed fractions, e.g. $1 \frac{2}{4}$ and $2 \frac{4}{8}$. • Order simple or mixed fractions on a number line, e.g. using the knowledge that $2 \frac{1}{2}$ comes half way between $4 \frac{1}{4}$ and $4 \frac{3}{4}$, and that $1 \frac{2}{4}$ comes halfway between 1 and 2. • Begin to relate finding fractions to division. 	<ul style="list-style-type: none"> • Read and write numbers up to 10 000. • Count on and back in ones, tens, hundreds and thousands from four-digit numbers. • Understand what each digit represents in a three- or four-digit number and partition into thousands, hundreds, tens and units. • Use decimal notation and place value for tenths and hundredths in context, e.g. order amounts of money; convert a sum of money such as \$13.25 to cents, or a length such as 125 cm to metres; round a sum of money to the nearest pound. • Understand decimal notation for tenths and hundredths in context, e.g. length. • Find multiples of 10, 100, 1000 more/less than numbers of up to four digits, e.g. $3407 + 20 = 3427$. • Multiply and divide three-digit numbers by 10 (whole number answers) and understand the effect; begin to multiply numbers by 100 and perform related divisions. • Recognise multiples of 5, 10 and 100 up to 1000. • Round three- and four-digit numbers to the nearest 10 or 100. • Position accurately numbers up to 1000 on an empty number line or line marked off in multiples of 10 or 100. • Estimate where three- and four-digit numbers lie on empty 0-1000 or 0-10 000 lines. • Compare pairs of three-digit or four-digit numbers, using the > and < signs, and find a number in between each pair. • Use negative numbers in context, e.g. temperature. • Recognise and extend number sequences formed by counting in steps of constant size, extending beyond zero when counting back. • Recognise odd and even numbers. • Make general statements about the sums and differences of odd and even numbers. • Order and compare two or more fractions with the same denominator (halves, quarters, thirds, fifths, eighths or tenths). • Recognise the equivalence between: $2 \frac{1}{2}$, $8 \frac{4}{8}$ and $10 \frac{5}{10}$; $4 \frac{1}{4}$ and $8 \frac{2}{4}$; $5 \frac{1}{5}$ and $10 \frac{2}{5}$. • Use equivalence to help order fractions, e.g. $10 \frac{7}{10}$ and $4 \frac{3}{5}$. • Understand the equivalence between one-place decimals and fractions in tenths. • Understand that $2 \frac{1}{2}$ is equivalent to 0.5 and also to $10 \frac{5}{10}$.
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	<ul style="list-style-type: none"> • Find halves, thirds, quarters and tenths of shapes and numbers (whole number answers). 	<ul style="list-style-type: none"> • Recognise the equivalence between the decimal fraction and vulgar fraction forms of halves, quarters, tenths and hundredths. • Recognise mixed numbers, e.g. $5\frac{4}{3}$, and order these on a number line. • Relate finding fractions to division. • Find halves, quarters, thirds, fifths, eighths and tenths of shapes and numbers.
<p>Calculation (mental strategies)</p>	<ul style="list-style-type: none"> • Know addition and subtraction facts for all numbers to 20. • Know the following addition and subtraction facts: <ul style="list-style-type: none"> - multiples of 100 with a total of 1000 - multiples of 5 with a total of 100 • Know multiplication/division facts for 2×, 3×, 5×, and 10× tables. • Begin to know 4× table. • Recognise two- and three-digit multiples of 2, 5 and 10. • Work out quickly the doubles of numbers 1 to 20 and derive the related halves. • Work out quickly the doubles of multiples of 5 (< 100) and derive the related halves. • Work out quickly the doubles of multiples of 50 to 500. 	<ul style="list-style-type: none"> • Derive quickly pairs of two-digit numbers with a total of 100, e.g. $72 + = 100$. • Derive quickly pairs of multiples of 50 with a total of 1000, e.g. $850 + = 1000$. • Identify simple fractions with a total of 1, e.g. $\frac{4}{4} + = 1$. • Know multiplication for 2×, 3×, 4×, 5×, 6×, 9× and 10× tables and derive division facts. • Recognise and begin to know multiples of 2, 3, 4, 5 and 10, up to the tenth multiple. • Add three or four small numbers, finding pairs that equal 10 or 20. • Add three two-digit multiples of 10, e.g. $40 + 70 + 50$. • Add and subtract near multiples of 10 or 100 to or from three-digit numbers, e.g. $367 - 198$ or $278 + 49$. • Add any pair of two-digit numbers, choosing an appropriate strategy. • Subtract any pair of two-digit numbers, choosing an appropriate strategy. • Find a difference between near multiples of 100, e.g. $304 - 296$. • Subtract a small number crossing 100, e.g. $304 - 8$. • Multiply any pair of single-digit numbers together. • Use knowledge of commutativity to find the easier way to multiply. • Understand the effect of multiplying and dividing three-digit numbers by 10. • Derive quickly doubles of all whole numbers to 50, doubles of multiples of 10 to 500, doubles of multiples of 100 to 5000, and corresponding halves.

<p>Calculation (addition and subtraction)</p>	<ul style="list-style-type: none"> • Add and subtract 10 and multiples of 10 to and from two- and three-digit numbers. • Add 100 and multiples of 100 to three-digit numbers. • Use the = sign to represent equality, e.g. $75 + 25 = 95 + 5$. • Add several small numbers. • Find complements to 100, solving number equations such as $78 + = 100$. • Add and subtract pairs of two-digit numbers. • Add three-digit and two-digit numbers using notes to support. • Re-order an addition to help with the calculation, e.g. $41 + 54$, by adding 40 to 54, then 1. • Add/subtract single-digit numbers to/from three-digit numbers. • Find 20, 30, ... 90, 100, 200, 300 more/less than three-digit numbers. 	<ul style="list-style-type: none"> • Add pairs of three-digit numbers. • Subtract a two-digit number from a three-digit number. • Subtract pairs of three-digit numbers.
<p>Calculation (multiplication and division)</p>	<ul style="list-style-type: none"> • Understand the relationship between halving and doubling. • Understand the effect of multiplying two-digit numbers by 10. • Multiply single-digit numbers and divide two-digit numbers by 2, 3, 4, 5, 6, 9 and 10. • Multiply teens numbers by 3 and 5. • Begin to divide two-digit numbers just beyond $10\times$ tables, e.g. $60 \div 5$, $33 \div 3$. • Understand that division can leave a remainder (initially as 'some left over'). • Understand and apply the idea that multiplication is commutative. • Understand the relationship between multiplication and division and write connected facts. 	<ul style="list-style-type: none"> • Double any two-digit number. • Multiply multiples of 10 to 90 by a single-digit number. • Multiply a two-digit number by a single-digit number. • Divide two-digit numbers by single digit-numbers (answers no greater than 20). • Decide whether to round up or down after division to give an answer to a problem. • Understand that multiplication and division are the inverse function of each other. • Begin to understand simple ideas of ratio and proportion, e.g. a picture is one fifth the size of the real dog. It is 25 cm long in the picture, so it is 5×25 cm long in real life.

<p>Geometry</p>	<p>Shapes and geometric reasoning</p> <ul style="list-style-type: none"> • Identify, describe and draw regular and irregular 2D shapes including pentagons, hexagons, octagons and semi-circles. • Classify 2D shapes according to the number of sides, vertices and right angles. • Identify, describe and make 3D shapes including pyramids and prisms; investigate which nets will make a cube. • Classify 3D shapes according to the number and shape of faces, number of vertices and edges. • Draw and complete 2D shapes with reflective symmetry and draw reflections of shapes (mirror line along one side). • Relate 2D shapes and 3D solids to drawings of them. • Identify 2D and 3D shapes, lines of symmetry and right angles in the environment. • Identify right angles in 2D shapes. <p>Position and movement</p> <ul style="list-style-type: none"> • Use the language of position, direction and movement, including clockwise and anti-clockwise. • Find and describe the position of a square on a grid of squares where the rows and columns are labelled. • Use a set square to draw right angles. • Compare angles with a right angle and recognise that a straight line is equivalent to two right angles. 	<p>Shapes and geometric reasoning</p> <ul style="list-style-type: none"> • Identify, describe, visualise, draw and make a wider range of 2D and 3D shapes including a range of quadrilaterals, the heptagon and tetrahedron; use pinboards to create a range of polygons. Use spotty paper to record results. • Classify polygons (including a range of quadrilaterals) using criteria such as the number of right angles, whether or not they are regular and their symmetrical properties. • Identify and sketch lines of symmetry in 2D shapes and patterns. • Visualise 3D objects from 2D nets and drawings and make nets of common solids. • Find examples of shapes and symmetry in the environment and in art. <p>Position and movement</p> <ul style="list-style-type: none"> • Describe and identify the position of a square on a grid of squares where rows and columns are numbered and/or lettered. • Know that angles are measured in degrees and that one whole turn is 360° or four right angles; compare and order angles less than 180°. • Devise the directions to give to follow a given path.
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<p>Money</p> <ul style="list-style-type: none"> • Consolidate using money notation. • Use addition and subtraction facts with a total of 100 to find change. <p>Length, mass and capacity</p> <ul style="list-style-type: none"> • Choose and use appropriate units and equipment to estimate, measure and record measurements. • Know the relationship between kilometres and metres, metres and centimetres, kilograms and grams, litres and millilitres. • Read to the nearest division or half division, use scales that are numbered or partially numbered. • Use a ruler to draw and measure lines to the nearest centimetre. • Solve word problems involving measures. <p>Time</p> <ul style="list-style-type: none"> • Suggest and use suitable units to measure time and know the relationships between them (second, minute, hour, day, week, month, year). • Read the time on analogue and digital clocks, to the nearest 5 minutes on an analogue clock and to the nearest minute on a digital clock. • Begin to calculate simple time intervals in hours and minutes. • Read a calendar and calculate time intervals in weeks or days. 	<p>Length, mass and capacity</p> <ul style="list-style-type: none"> • Choose and use standard metric units and their abbreviations (km, m, cm, mm, kg, g, l and ml) when estimating, measuring and recording length, weight and capacity. • Know and use the relationships between familiar units of length, mass and capacity; know the meaning of ‘kilo’, ‘centi’ and ‘milli’. • Where appropriate, use decimal notation to record measurements, e.g. 1.3 m, 0.6 kg, 1.2 l. • Interpret intervals/divisions on partially numbered scales and record readings accurately. <p>Time</p> <ul style="list-style-type: none"> • Read and tell the time to nearest minute on 12-hour digital and analogue clocks. • Use am, pm and 12-hour digital clock notation. • Read simple timetables and use a calendar. • Choose units of time to measure time intervals. <p>Area and perimeter</p> <ul style="list-style-type: none"> • Draw rectangles, and measure and calculate their perimeters. • Understand that area is measured in square units, e.g. cm². • Find the area of rectilinear shapes drawn on a square grid by counting squares.
<p>Organising, categorising and representing data</p> <ul style="list-style-type: none"> • Answer a real-life question by collecting, organising and interpreting data, e.g. investigating the population of mini-beasts in different environments. • Use tally charts, frequency tables, pictograms (symbol representing one or two units) and bar charts (intervals labelled in ones or twos). • Use Venn or Carroll diagrams to sort data and objects using two criteria. 	<p>Organising, categorising and representing data</p> <ul style="list-style-type: none"> • Answer a question by identifying what data to collect, organising, presenting and interpreting data in tables, diagrams, tally charts, frequency tables, pictograms (symbol representing 2, 5, 10 or 20 units) and bar charts (intervals labelled in twos, fives, tens or twenties). • Compare the impact of representations where scales have different intervals. • Use Venn diagrams or Carroll diagrams to sort data and objects using two or three criteria.

Using techniques and skills in solving mathematical problems

- Choose appropriate mental strategies to carry out calculations.
- Begin to understand everyday systems of measurement in length, weight, capacity and time and use these to make measurements as appropriate.
- Make sense of and solve word problems, single (all four operations) and two-step (addition and subtraction), and begin to represent them, e.g. with drawings or on a number line.
- Check the results of adding two numbers using subtraction, and several numbers by adding in a different order.
- Check subtraction by adding the answer to the smaller number in the original calculation.
- Check multiplication by reversing the order, e.g. checking that $6 \times 4 = 24$ by doing 4×6 .
- Check a division using multiplication, e.g. check $12 \div 4 = 3$ by doing 4×3 .
- Recognise the relationships between different 2D shapes.
- Identify the differences and similarities between different 3D shapes.
- Estimate and approximate when calculating, and check working.
- Make a sensible estimate for the answer to a calculation, e.g. using rounding.
- Consider whether an answer is reasonable.

Using understanding and strategies in solving problems

- Make up a number story to go with a calculation, including in the context of money.
- Explain a choice of calculation strategy and show how the answer was worked out.
- Explore and solve number problems and puzzles, e.g. logic problems.
- Use ordered lists and tables to help to solve problems systematically.
- Describe and continue patterns which count on or back in steps of 2, 3, 4, 5, 10, or 100.
- Identify simple relationships between numbers, e.g. each number is three more than the number before it.
- Identify simple relationships between shapes, e.g. these shapes all have the same number of lines of symmetry.
- Investigate a simple general statement by finding examples which do or do not satisfy it, e.g. when adding 10 to a number, the first digit remains the same.
- Explain methods and reasoning orally, including initial thoughts about possible answers to a problem.

Using techniques and skills in solving mathematical problems

- Choose appropriate mental or written strategies to carry out calculations involving addition or subtraction.
- Understand everyday systems of measurement in length, weight, capacity and time and use these to solve simple problems as appropriate.
- Check the results of adding numbers by adding them in a different order or by subtracting one number from the total.
- Check subtraction by adding the answer to the smaller number in the original calculation.
- Check multiplication using a different technique, e.g. check $6 \times 8 = 48$ by doing 6×4 and doubling.
- Check the result of a division using multiplication, e.g. multiply 4 by 12 to check $48 \div 4$.
- Recognise the relationships between 2D shapes and identify the differences and similarities between 3D shapes.
- Estimate and approximate when calculating, and check working.

Using understanding and strategies in solving problems

- Make up a number story for a calculation, including in the context of measures.
- Explain reasons for a choice of strategy when multiplying or dividing.
- Choose strategies to find answers to addition or subtraction problems; explain and show working.
- Explore and solve number problems and puzzles, e.g. logic problems.
- Use ordered lists and tables to help to solve problems systematically.
- Describe and continue number sequences, e.g. 7, 4, 1, -2 ... identifying the relationship between each number.
- Identify simple relationships between shapes, e.g. these polygons are all regular because ...
- Investigate a simple general statement by finding examples which do or do not satisfy it.
- Explain methods and reasoning orally and in writing; make hypotheses and test them out.

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SCIENCE

The Cambridge Primary Science curriculum is presented in four content areas: Scientific Enquiry, Biology, Chemistry and Physics. Scientific Enquiry is about considering ideas, evaluating evidence, planning investigative work and recording and analysing data. The Scientific Enquiry objectives underpin Biology, Chemistry and Physics, which are focused on developing confidence and interest in scientific knowledge.

Core Textbooks:

Year 3: International Primary Science Book 3 Harper Collins
Year 4: International Primary Science Book 4 Harper Collins

	Year 3	Year 4
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<p>Scientific Enquiry</p>	<p>Ideas and evidence</p> <ul style="list-style-type: none"> • Collect evidence in a variety of contexts to answer questions or test ideas. <p>Plan investigative work</p> <ul style="list-style-type: none"> • Suggest ideas, make predictions and communicate these. • With help, think about collecting evidence and planning fair tests. <p>Obtain and present evidence</p> <ul style="list-style-type: none"> • Observe and compare objects, living things and events. • Measure using simple equipment and record observations in a variety of ways. • Present results in drawings, bar charts and tables. <p>Consider evidence and approach</p> <ul style="list-style-type: none"> • Draw conclusions from results and begin to use scientific knowledge to suggest explanations. • Make generalisations and begin to identify simple patterns in results. 	<p>Ideas and Evidence in Science</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Collect evidence in a variety of contexts • Test an idea or prediction based on scientific knowledge and understanding <p>Plan Experimental Work</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Suggest questions that can be tested and make predictions • Design a fair test or plan how to collect sufficient evidence • Choose apparatus and decide what to measure <p>Obtain and Present Evidence</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Make relevant observations and comparisons in a variety of contexts • Measure temperature, time, force and length • Begin to think about the need for repeated measurements of length • Present results in bar charts and tables <p>Consider Evidence and Evaluate</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Identify simple trends and patterns in results and suggest explanations for some of these • Explain what the evidence shows and whether it supports predictions • Link evidence to scientific knowledge and understanding in some contexts
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<p>Biology</p>	<p>Plants</p> <ul style="list-style-type: none"> • Know that plants have roots, leaves, stems and flowers. • Explain observations that plants need water and light to grow. • Know that water is taken in through the roots and transported through the stem. • Know that plants need healthy roots, leaves and stems to grow well. • Know that plant growth is affected by temperature. <p>Humans and animals</p> <ul style="list-style-type: none"> • Know life processes common to humans and animals include nutrition (water and food), movement, growth and reproduction. • Describe differences between living and non-living things using knowledge of life processes. • Explore and research exercise and the adequate, varied diet needed to keep healthy. • Know that some foods can be damaging to health, e.g. very sweet and fatty foods. • Explore human senses and the ways we use them to learn about our world. • Sort living things into groups, using simple features and describe rationale for groupings. 	<p>Humans</p> <p>Pupils should know that:</p> <ul style="list-style-type: none"> • Humans (and some other animals) have bony skeletons inside their bodies • Skeletons grow as humans grow and support the body • Animals with skeletons have muscles attached to the bones • A muscle has to contract (shorten) to make a bone move and muscles act in pairs <p>Ecosystems/Environment</p> <p>Pupils should know that:</p> <ul style="list-style-type: none"> • Different animals are found in different habitats and are suited to the environment in which they are found • Living things and the environment need protection <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Use simple identification keys
<p>Chemistry</p>	<p>Material properties</p> <ul style="list-style-type: none"> • Know that every material has specific properties, e.g. hard, soft, shiny. • Sort materials according to their properties. • Explore how some materials are magnetic but many are not. • Discuss why materials are chosen for specific purposes on the basis of their properties. 	<p>States of Matter</p> <p>Pupils should know that:</p> <ul style="list-style-type: none"> • Matter can be solid, liquid or gas • Materials change when they are heated and many materials change when they are cooled • Melting is when a solid turns to a liquid and is the reverse of freezing • Water turns to steam when it is heated but on cooling the steam turns back to water

<p>Physics</p>	<p>Forces and motion</p> <ul style="list-style-type: none"> • Know that pushes and pulls are examples of forces and that they can be measured with forcemeters. • Explore how forces can make objects start or stop moving. • Explore how forces can change the shape of objects. • Explore how forces, including friction, can make objects move faster or slower or change direction. 	<p>Sound</p> <p>Pupils should know that:</p> <ul style="list-style-type: none"> • Sounds are made when objects, materials or air vibrate • Sound travels through different materials to the ear • Some materials are effective in preventing sound from travelling through them • ‘Pitch’ describes how high or low a sound is and high and low sounds can be loud or soft • Pitch can be changed in musical instruments in a range of ways <p>Electricity and Magnetism</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Make a complete circuit using switch, battery, wire and bulbs <p>Pupils should know that:</p> <ul style="list-style-type: none"> • An electrical device will not work if there is a break in the circuit • Electrical current flows • There are forces between magnets and magnets can attract or repel each other • Magnets attract some metals but not others
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GLOBAL PERSPECTIVES

The Cambridge Global Perspectives framework is based on six main strands which run through every stage. Each strand corresponds to one of the following skills: Research, Analysis, Evaluation, Reflection, Collaboration & Communication. The curriculum learning objectives are taught through a series of Challenges; there are six Challenges for each stage and they all encourage students to become independent, active and lifelong learners, and to consider and connect personal, local and global perspectives.

Programme topics, designed to be cross-curricular, are chosen by the teachers at the beginning of the year, and can include:

Keeping Healthy; Keeping the Peace; Rich & Poor; Obeying the Law; Values & Beliefs; Water, Food, Farming; Working with Other Countries; Keeping safe; Moving to a New Country; People - Young & Old; The World of Work; The Right to Learn; Using Energy; Worldwide Companies; Moving Good & People; Improving Communication; Understanding Belief; Reduce, Reuse, Recycle; Looking After Planet Earth; Sport & Leisure; Families; Living & Working Together; Sharing Planet Earth; Computers & Technology.

MODERN LANGUAGES

Turkish, Spanish, and French are offered as additional languages. Students have to choose one of these languages that they will attend during their Primary education from Y3-6. Students will be taught at their level of language competency.

	Year 3	Year 4
Topics	Greetings, introductions, the alphabet, numbers, age, countries and nationalities, colors, school objects, calendar and international celebrations, family, pets, face and body, transportation, weather, clothes, feelings, time, animals and food. The language teachers will try to integrate as much as possible the languages curriculum with the IPC topics chosen by the classroom teacher.	Greetings, introductions, the alphabet, numbers, age, countries and nationalities, colors, school objects, calendar and international celebrations, family, pets, face and body, transportation, weather, clothes, feelings, time, animals, food, shopping. The language teachers will try to integrate as much as possible the languages curriculum with the IPC topics chosen by the classroom teacher. Basic grammar, such as the concepts of masculine and feminine, adjectives, a few memorized verb forms and prepositions, is also learnt through games and repetition.

Spe aki ng an d Lis te nin g	<ul style="list-style-type: none"> • Listen and respond to simple rhymes, stories and songs • Recognise and respond to sound patterns and words • Perform simple communicative tasks using single words, phrases and short sentences • Listen attentively and understand instructions, everyday classroom • language and praise words 	<ul style="list-style-type: none"> • Memorise and present a short spoken text • Listen for specific words and phrases • Listen for sounds, rhyme and rhythm • Ask and answer questions on several topics
Writ ing an d Re adi ng	<ul style="list-style-type: none"> • Recognise some familiar words in written form • Make links between some phonemes, rhymes and spellings, and read aloud familiar words 	<ul style="list-style-type: none"> • Read and understand a range of familiar written phrases • Follow a short familiar text, listening and reading at the same time • Read some familiar words and phrases aloud and pronounce them accurately • Write simple words and phrases using a model and some words from memory

VISUAL ARTS

Year 3/4	Units Covered
Unit 1	Art about Our Lives--working on making art that is personal and expressive; students will use their own life experiences to channel their creativity. Projects in this unit include: making a drawing based on the students' names; mixed media book art about the student; Batik portrait of Izmir to study the

	element of space in art, and the portrait will be inspired by the work of Turkish painter Devrim Urbil.
Unit 2	West African and Australian Art--studying and practicing art in the styles of indigenous cultures in West Africa and Australia. Projects in this unit will include: making costumes, including hats, jewelry, and masks in the style of West African tribes; making an aboriginal dot painting based on a folktale (literature/cultural connection); making pottery that has practical function.
Unit 3	Uses of Color--this unit will focus on how various color schemes can create different effects in artwork, and students will be experimenting with the results of using a variety of materials. Projects in this unit will include: producing a reflected landscape; painting a still-life mainly using complimentary colors in the style of Van Gogh; Making a collaged animal creation in the style of Clare Youngs.
Unit 4	Representing Humans--This unit will focus on learning how to represent humans more accurately, especially in terms of proportion. Projects in this unit will include: cartoon/figure drawing with reference to Keith Haring and comic art; practicing representing facial features and producing a self-portrait from observation; Making a work of narrative art in the style of Faith Ringgold that depicts a story from the student's life.
Unit 5	Using Cameras to Make Art--This unit will focus on using technology (particularly cameras) in order to make different styles of art, and to enhance the ability to make art. Projects in this unit will include: making a digital kaleidoscope; painting found objects and exploring the effects of different photography methods in the representation of these objects; forced perspective photo shoot and drawing; producing handmade representations of found objects or a scene based on photographs
Unit 6	Artistic Constructions--This unit will focus on combining different 2D and 3D elements in works of art to make something new and creative. Projects in this unit will include: building and drawing a castle; producing a scene in the style of Henri Matisse that showcases an interior view juxtaposed with an exterior view; completing an abstract painting in the style of Wassily Kandinsky with a partner.

Students focus on:

- Line : straight, curvy, zigzag
- Shape: circle, square, rectangle, triangle
- Different types of art : portrait, landscape and still life
- Color : crayon, watercolor, color pencil, markers, oil pastel
- How to handle art supplies : pencil, eraser, paper, paintbrush
- Art in everyday life: drawing and painting in different topics; myself, people around me, animal, nature and community.
- How to create art by different media types: playdough, drawing, painting, mixed media, fingerpaint and printing.
- Materials: fabrics, papers
- Textiles processes
- Various illustrators
- Patterns and textures: create patterns from shapes and lines.
- Theory of color : primary and secondary color
- different types of paintings : portrait, landscape and still life
- Art in nature, human made art

PERFORMING ARTS

	Year 3	Year 4
Essential Understandings	<p>Recognise and explore the ways sounds can be combined and used expressively.</p> <p>Sing in tune with expression and perform rhythmically simple parts that use a limited range of notes.</p> <p>Improvise repeated patterns and combine several layers of sound with awareness of the combined effect.</p> <p>Recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.</p> <p>Perform with and/or without instruments for the school concerts, and take part in school plays during the year.</p>	<p>Learn through music, movement and drama and incorporate rhythmic and melodic instruments into their performances.</p> <p>Begin work on the soprano recorder. Identify and explore the relationship between sounds and how music reflects different intentions. While performing by ear and from simple notations they maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect.</p> <p>Improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures. Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary.</p> <p>Suggest improvements to their own and others' work, commenting on how intentions have been achieved.</p> <p>Usually perform with and/or without instruments for the school concerts, and take part in school plays during the year.</p>

<p>Explore and develop</p>	<ul style="list-style-type: none"> ● Patterns: perform simple rhythmic and melodic patterns ● Shape: comprehend melodic shape in various meters ● Beat: walk and play to music ● Pitch matching ● Folk Music, Dances & World Music ● Unison and Echo Singing- Rounds and canons ● Instruments of the orchestra ● Patterns: choose and order sound patterns within a given framework ● Meter: 4/4, 2/4, 6/8, 3/4 ● Symbols: use musical symbols to represent various sounds ● Expression: realize a variety of moods created by stylistic expression ● Major and minor scale sounds ● Designing by visualizing and arranging environments for classroom dramatizations ● Acting by assuming roles and interacting in improvisations 	<ul style="list-style-type: none"> ● Basic Music Theory in order to read a piece of music ● Basic pitch & notation ● Folk Music, Dances & World Music ● Unison and Echo Singing- Rounds and canons ● Elements: demonstrate and understand musical elements and their purpose in music ● Music Eras/Periods ● Basic Music History from Dark Ages through 20th Century music ● Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history. ● Acting by assuming roles and interacting in improvisations ● Designing by visualizing and arranging environments for classroom dramatizations
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PHYSICAL EDUCATION

	Year 3/4
DEVELOPMENTAL PE	<p>Unit One: Swimming (Alternate week lessons throughout the year)</p> <ul style="list-style-type: none"> → Be able to show refinement over the year in their strokes and show a recognised style in all three main strokes → Can swim 25m on their front in a recognised stroke → Can swim 25m on their back in a recognised stroke → Be able to swim in a recognised stroke over a distance of 25 metres without the use of floatation devices. → Be able to float in numerous shapes and understand the importance of floating and survival floating → Is able to submerge in deep water and retrieve an object → Is able to complete rotational movements in the water and can jump into deep water with ease → Is able to complete different types of dives in and out of the water with assistance <p>Unit Two: Athletics (8 lessons)</p> <ul style="list-style-type: none"> → Is able to throw heavier weight objects showing fluency, balance and control → Is able to run and jump taking off on one foot and land on two → Can follow rhythmical patterns with guidance and support → Can run showing coordination and control in their style appropriate to their age

- Is able to time and record results

Unit Three: Mini Volleyball (6 lessons)

- Is able to pass the ball above the head to a partner
- Is beginning to be able to show different techniques and styles of passing
- Is able to send the ball over the net
- Plays an important role in a team
- Displays good fairplay skills and is able to control his/her emotions during a game.

Unit Four: Cricket (5 lessons)

- Is able to hit the ball into desired directions
- Is able to bowl the ball to the wickets successfully
- Is able to catch the ball and understands the importance of relay passes
- Plays an important role in a team

Unit Five: Gymnastics (6 lessons)

- Is able to roll forwards and backward showing balance and control
- Balances successfully alone on different and numerous points of the body
- Is able to jump and climb on and off of apparatus of different challenging heights
- Shows strength in his/her movements and is able to support his/her own body
- Can travel in numerous different styles and is beginning to learn simple gymnastics movements (handstand, cartwheel)

Unit Six: Health and Fitness (4 lessons)

- Understand the importance of being fit and healthy
- Show a good level of cardiovascular fitness inline with global WHO standards for a child of their age
- Be able to hold their own body weight
- Shows a sound level of core strength
- Displays a good level of agility and is able to change directions with some speed

Unit Seven: OAA (4 lessons)

- Be able to work in a team and show good communication skills
- Is able to find solutions to problems and devise strategies to ensure success either alone or within a team

	→ Is beginning able to use simple maps and understand directions and routes
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COMPUTING & IT

Students will learn to understand and apply the fundamental principles and concepts of computer science; to analyse problems in computational terms; to evaluate and apply IT analytically to solve problems; to become responsible, competent, confident and creative users of ICT. Computing is divided into 3 areas: Computer Science, Information Technology and Digital Literacy (including e-Safety).

Units	Year 3/4
Information Technology (IT)	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Use technology effectively (evaluate).</p> <p>Select, use and combine a variety of software, including the internet services, on a range of digital devices to design and create a range of programmes, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>

Digital Literacy (DL)	<p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Understand the opportunities networks offer for communication and collaboration.</p> <p>Be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
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THE UPPER PRIMARY CURRICULUM – Years 5 and 6

ENGLISH

The Cambridge Primary English curriculum is presented in five content areas: Phonics, Spelling and Vocabulary and Grammar and Punctuation, Reading and Writing, Speaking and Listening and Phonics, Spelling and Vocabulary

Year 5: Handwriting, Grammar, Spelling, English: Nelson Thornes

Year 6: Handwriting, Grammar, Spelling, English: Nelson Thornes

Core textbooks:

	Year 5	Year 6
Recommended Text and Genres	<p>Fiction and poetry: novels and longer stories, fables, myths and legends, stories from other cultures, older literature including traditional tales, poetry and plays including film narrative and dramatic conventions.</p> <p>Non-fiction: instructions, recounts (including biography), persuasion.</p>	<p>Fiction: various genres including science fiction, extended narratives, stories with flashbacks, poetry and plays including imagery.</p> <p>Non-fiction: instructions, recounts (including biography and autobiography), diaries, journalistic writing, argument and discussion, formal and impersonal writing.</p>

	Year 5	Year 6
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<p>Phonics, spelling and vocabulary</p>	<ul style="list-style-type: none"> • Investigate the spelling of word-final unstressed vowels, e.g. the unstressed ‘er’ at the end of butter and unstressed ‘ee’ at the end of city. • Recognise a range of less common letter strings in words which may be pronounced differently. • Spell and make correct use of possessive pronouns, e.g. <i>their, theirs, my, mine</i>. • Identify ‘silent’ vowels in polysyllabic words, e.g. <i>library, interest</i>. • Use effective strategies for learning new spellings and misspelt words. • Learn spelling rules for words ending in <i>-e</i> and <i>-y</i>, e.g. <i>take/taking, try/tries</i>. • Know rules for doubling consonants and investigate patterns in the use of single and double consonants, e.g. <i>-full/-ful</i>. • Investigate spelling patterns for pluralisation, e.g. <i>-s, -es, -y/-ies, -f/-ves</i>. • Extend earlier work on prefixes and suffixes, recognising that different spelling rules apply for suffixes which begin with vowels and those that begin with consonants. • Investigate ways of creating opposites, e.g. <i>un-, im-</i> and comparatives, e.g. <i>-er, -est</i>. • Revise grammatical homophones, e.g. <i>they’re, their, there</i>. • Use dictionaries efficiently and carry out ICT spell checks. • Identify unfamiliar words, explore definitions and use new words in context. • Extend understanding of the use of adverbs to qualify verbs, e.g. in dialogue. • Use a thesaurus to extend vocabulary and choice of words. • Collect synonyms and opposites and investigate shades of meaning. • Use known spellings to work out the spelling of related words. • Identify word roots and derivations to support spelling and vocabulary, e.g. <i>sign, signal, signature</i>. • Investigate the origin and appropriate use of idiomatic phrases. 	<ul style="list-style-type: none"> • Learn word endings with different spellings but the same pronunciation, e.g. <i>-tion, -cian, -sion, -ssion; -ance, -ence</i>. • Confirm correct choices when representing consonants, e.g. ‘ck’/’k’/’ke’/’que’/’ch’; ‘ch’/’tch’; ‘j’/’dj’/’dje’. • Continue to learn words, apply patterns and improve accuracy in spelling. • Further investigate spelling rules and exceptions, including representing unstressed vowels. • Develop knowledge of word roots, prefixes and suffixes, including recognising variations, e.g. <i>im, in, ir, il; ad, ap, af, al</i> and knowing when to use double consonants. • Know how to transform meaning with prefixes and suffixes. • Investigate meanings and spellings of connectives. • Explore definitions and shades of meaning and use new words in context. • Explore word origins and derivations and the use of words from other languages. • Understand changes over time in words and expressions and their use. • Explore proverbs, sayings and figurative expressions.
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<p>Grammar and punctuation</p>	<p>Reading</p>	<ul style="list-style-type: none"> • Learn how dialogue is set out and punctuated. • Identify prepositions and use the term. • Understand conventions of standard English, e.g. agreement of verbs. • Understand the difference between direct and reported speech. • Investigate clauses within sentences and how they are connected. 	<ul style="list-style-type: none"> • Identify uses of the colon, semi-colon, parenthetical commas, dashes and brackets. • Revise different word classes. • Investigate the use of conditionals, e.g. to express possibility. • Begin to show awareness of the impact of writers' choices of sentence length and structure. • Revise language conventions and grammatical features of different types of text. • Explore use of active and passive verbs within a sentence. • Understand the conventions of standard English usage in different forms of writing. • Distinguish the main clause and other clauses in a complex sentence.
	<p>Writing</p>	<ul style="list-style-type: none"> • Begin to use the comma to separate clauses within sentences and clarify meaning in complex sentences. • Use apostrophes for both possession and shortened forms. • Begin to set out dialogue appropriately, using a range of punctuation. • Use an increasing range of subordinating connectives. • Explore ways of combining simple sentences and re-ordering clauses to make compound and complex sentences. • Use pronouns, making clear to what or to whom they refer. • Practise proofreading and editing own writing for clarity and correctness. 	<ul style="list-style-type: none"> • Punctuate speech and use apostrophes accurately. • Use a wider range of connectives to clarify relationships between ideas, e.g. <i>however, therefore, although</i>. • Use connectives to structure an argument or discussion. • Develop grammatical control of complex sentences, manipulating them for effect. • Develop increasing accuracy in using punctuation effectively to mark out the meaning in complex sentences.

<p>Reading: Fiction and Poetry</p>	<ul style="list-style-type: none"> • Read widely and explore the features of different fiction genres. • Provide accurate textual reference from more than one point in a story to support answers to questions. • Compare the structure of different stories. • Comment on a writer’s use of language and explain reasons for writer’s choices. • Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal. • Discuss metaphorical expressions and figures of speech. • Identify the point of view from which a story is told. • Consider how a writer expresses their own point of view, e.g. how characters are presented. • Read and identify characteristics of myths, legends and fables. • Compare and evaluate the print and film versions of a novel or play. • Compare dialogue and dramatic conventions in film narrative. • Read and perform narrative poems. • Read poems by significant poets and compare style, forms and themes. 	<ul style="list-style-type: none"> • Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text. • Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented. • Look for implicit meanings, and make plausible inferences based on more than one point in the text. • Understand aspects of narrative structure, e.g. the handling of time. • Analyse the success of writing in evoking particular moods, e.g. suspense. • Paraphrase explicit meanings based on information at more than one point in the text. • Comment on writer’s use of language, demonstrating awareness of its impact on the reader. • Begin to develop awareness that the context for which the writer is writing and the context in which the reader is reading can impact on how the text is understood. • Take account of viewpoint in a novel, and distinguish voice of author from that of narrator. • Discuss and express preferences in terms of language, style and themes. • Articulate personal responses to reading, with close reference to the text. • Explore how poets manipulate and play with words and their sounds. • Read and interpret poems in which meanings are implied or multilayered.
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<p>Reading: Non-fiction</p>	<ul style="list-style-type: none"> • Look for information in non-fiction texts to build on what is already known. • Locate information confidently and efficiently from different sources. • Skim read to gain an overall sense of a text and scan for specific information. • Develop note-taking to extract key points and to group and link ideas. • Note the use of persuasive devices, words and phrases in print and other media. • Explore the features of texts which are about events and experiences, e.g. diaries. • Understand the use of impersonal style in explanatory texts. • Read and evaluate non-fiction texts for purpose, style, clarity and organisation. • Compare writing that informs and persuades. 	<ul style="list-style-type: none"> • Analyse how paragraphs and chapters are structured and linked. • Recognise key characteristics of a range of non-fiction text types. • Explore autobiography and biography, and first and third person narration. • Identify features of balanced written arguments. • Compare the language, style and impact of a range of non-fiction writing. • Distinguish between fact and opinion in a range of texts and other media.
<p>Writing: Fiction</p>	<ul style="list-style-type: none"> • Map out writing to plan structure, e.g. paragraphs, sections, chapters. • Write new scenes or characters into a story, or write from another viewpoint. • Write own versions of legends, myths and fables, using structures from reading. • Choose words and phrases carefully to convey feeling and atmosphere. • Maintain a consistent viewpoint when writing. • Begin to attempt to establish links between paragraphs using adverbials. • Write a play-script, including production notes to guide performance. • Use imagery and figurative language to evoke imaginative response. 	<ul style="list-style-type: none"> • Plan plot, characters and structure effectively in writing an extended story. • Manage the development of an idea throughout a piece of writing, e.g. link the end to the beginning. • Establish and maintain a clear viewpoint, with some elaboration of personal voice. • Use different genres as models for writing. • Use paragraphs, sequencing and linking them appropriately to support overall development of the text. • Use a range of devices to support cohesion within paragraphs. • Develop some imaginative detail through careful use of vocabulary and style.

Writing: Non-fiction	<ul style="list-style-type: none"> • Record ideas, reflections and predictions about books, e.g. in a reading log. • Draft and write letters for real purposes. • Use a more specialised vocabulary to match the topic. • Write non-chronological reports and explanations. • Write a commentary on an issue, setting out and justifying a personal view. • Make notes for different purposes, using simple abbreviations and writing ‘in your own words’. • Understand the use of notes in writing ‘in your own words’. • Evaluate own and others’ writing. 	<ul style="list-style-type: none"> • Use the styles and conventions of journalism to write reports on events. • Adapt the conventions of the text type for a particular purpose. • Select appropriate non-fiction style and form to suit specific purposes. • Write non-chronological reports linked to work in other subjects. • Develop skills of writing biography and autobiography in role. • Argue a case in writing, developing points logically and convincingly. • Write a balanced report of a controversial issue. • Summarise a passage, chapter or text in a given number of words.
	Presentation	Presentation
	<ul style="list-style-type: none"> • Review, revise and edit writing in order to improve it, using ICT as appropriate. 	<ul style="list-style-type: none"> • Use ICT effectively to prepare and present writing for publication.

Speaking and listening	<ul style="list-style-type: none"> • Shape and organise ideas clearly when speaking to aid listener. • Prepare and present an argument to persuade others to adopt a point of view. • Talk confidently in extended turns and listen purposefully in a range of contexts. • Begin to adapt non-verbal gestures and vocabulary to suit content and audience. • Describe events and convey opinions with increasing clarity and detail. • Recall and discuss important features of a talk, possibly contributing new ideas. • Ask questions to develop ideas and extend understanding. • Report back to a group, using notes to present findings about a topic studied. Evaluate what is heard and give reasons for agreement or disagreement. • Take different roles and responsibilities within a group. • Convey ideas about characters in drama through deliberate choice of speech, gesture and movement. • Begin to discuss how and why language choices vary in different situations. 	<ul style="list-style-type: none"> • Express and explain ideas clearly, making meaning explicit. • Use spoken language well to persuade, instruct or make a case, e.g. in a debate. • Vary vocabulary, expression and tone of voice to engage the listener and suit the audience, purpose and context. • Structure talk to aid a listener’s understanding and engagement. • Speak confidently in formal and informal contexts. • Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas. • Help to move group discussion forward, e.g. by clarifying, summarising. • Prepare, practise and improve a spoken presentation or performance. • Convey ideas about characters in drama in different roles and scenarios through deliberate choice of speech, gesture and movement. • Reflect on variations in speech, and appropriate use of standard English.
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ENGLISH SUPPORT

The Cambridge Primary English Support curriculum is presented in five content areas: Reading, Writing, Use of English, Speaking, and Listening.

Year 5: Handwriting, Grammar, Spelling, English: Nelson Thornes
Year 6: Handwriting, Grammar, Spelling, English: Nelson Thornes

	Year 5	Year 6
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<p>Reading</p>	<ul style="list-style-type: none"> • Recognise, identify and sound, with little or no support, a wide range of language at text level • Read and follow, with little or no support, familiar instructions for classroom activities • Read, with little or no support, a range of short simple fiction and non-fiction texts with confidence and enjoyment • Understand the main points of a range of short, simple texts on general and curricular topics by using contextual clues • Understand, with little or no support, specific information and detail in short, simple texts on a range of general and curricular topics • Recognise the difference between fact and opinion in short, simple texts on a range of general and curricular topics • Recognise the attitude or opinion of the writer in short texts on a range of general and curricular topics • Use, with little or no support, familiar paper and digital reference resources to check meaning and extend understanding 	<p>Reading</p> <ul style="list-style-type: none"> • Recognise, identify and sound independently a wide range of language at text level • Read and follow independently familiar instructions for classroom activities • Read independently a range of short simple fiction and non-fiction texts with confidence and enjoyment • Understand the main points of a wide range of short, simple texts on general and curricular topics by using contextual clues • Understand independently specific information and detail in short, simple texts on a range of general and curricular topics • Recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics • Recognise the attitude or opinion of the writer in short texts on a wide range of general and curricular topics • Use independently familiar paper and digital reference resources to check meaning and extend understanding
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<p>Writing</p>	<ul style="list-style-type: none"> • Plan, write, edit and proofread work at text level, with support, on an increasing range of general and curricular topics • Write, with support, about factual and imaginary past events, activities and experiences in a paragraph on a limited range of general and curricular topics • Write, with some support, factual and imaginative descriptions at text level which describe people, places and objects • Use joined-up handwriting in a wide range of written work across the curriculum with growing speed and fluency • Link, with little or no support, sentences into a coherent paragraph using a variety of basic connectors on a growing range of general and curricular topics • Use, with little or no support, appropriate layout at text level for a limited range of written genres on familiar general and curricular topics • Spell most high-frequency words accurately for a growing range of familiar general and curricular topics when writing independently • Punctuate written work at text level on an increasing range of general and curricular topics with some accuracy when writing independently 	<ul style="list-style-type: none"> • Plan, write, edit and proofread work at text level, with some support, on a range of general and curricular topics • Write, with some support, about factual and imaginary past events, activities and experiences on a growing range of general and curricular topics • Write, with some support, about personal feelings and opinions on a limited range of general and curricular topics • Use joined-up handwriting in all written work across the curriculum with appropriate speed and fluency • Link sentences into coherent text using a variety of basic connectors on a range of general and curricular topics when writing independently • Use independently appropriate layout at text level for a growing range of written genres on familiar general and curricular topics • Spell most high-frequency words accurately for a range of familiar general and curricular topics when writing independently • Punctuate, with some accuracy, written work at text level for a range of general and curricular topics when writing independently
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<p>Use of English</p>	<ul style="list-style-type: none"> • Begin to use basic abstract nouns and compound nouns;use a growing range of noun phrases describing times and location;on a growing range of general and curricular topics • Use quantifiers including <i>more, little, few, less, fewer not as many,not as much</i> on a growing range of general and curricular topics • Use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of general and curricular topics • Use a growing range of determiners including <i>all, other</i> on a growing range of general and curricular topics • Use questions including questions with <i>whose, how often, how long</i>;use a growing range of tag questions;on a growing range of general and curricular topics • Use a growing range of personal, demonstrative and quantitative pronouns including <i>someone, somebody, everybody, no-one</i> on a growing range of general and curricular topics • Use simple perfect forms to express what has happened [indefinite and unfinished past with <i>for</i> and <i>since</i>] on a growing range of general and curricular topics • Use future <i>will</i> and <i>shall</i> to make offers, promises, predictions, on a growing range of general and curricular topics • Use a growing range of present and past simple active and some passive forms on a growing range of general and curricular topics • Use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a growing range of general and curricular topics • Use common impersonal structures with <i>it, there</i> on a growing range of general and curricular topics • Use a growing range of adverbs, including adverbs of degree <i>too, not enough, quite, rather</i>; 	<ul style="list-style-type: none"> • Use a limited range of abstract nouns and compound nouns;use double genitive structures: a friend of theirs;on a range of general and curricular topics • Use a growing range of quantifiers, cardinal, and ordinal numbers and fractions on a range of general and curricular topics • Use a growing range of participle adjectives and a growing range of adjectives in the correct order in front of nouns on a range general and curricular topics • Use a range of determiners including <i>neither, both</i> on a range of general and curricular topics • Use a growing range of questions including <i>how far, how many times, what + noun</i>, on a range of general and curricular topics • Use a range of pronouns including relative pronouns <i>who, which,that, whom, whose</i>, on a range of general and curricular topics • Use simple perfect forms to express [recent, indefinite and unfinished] past on a range of general and curricular topics • Use a growing range of future forms including <i>be going to</i>[predictions based on present evidence] and <i>will</i> for predictions on a range of general and curricular topics • Use a range of active and passive simple present and past forms and <i>used to/didn't use to</i> for past habits/states on a range of general and curricular topics • Use present continuous forms with present and future meaning and past continuous forms for background, parallel and interrupted past actions on a range of general and curricular topics • Begin to use simple forms of reported speech to report statements and commands on a range of general and curricular topics • Use a range of adverbs [simple and comparative forms] including adverbs of manner;use pre-verbal, post-verbal and end-position adverbs;on a range of general and curricular topics
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<p>use pre-verbal, post-verbal and end-position adverbs;on a growing range of general and curricular topics</p> <ul style="list-style-type: none"> • Use modal forms including <i>mustn't</i> (prohibition), <i>need</i> (necessity),<i>should</i> (for advice) on a growing range of general and curricular topics • Use a growing range of prepositions of time, location and direction;use <i>by</i> and <i>with</i> to denote agent and instrument;use prepositions preceding nouns and adjectives in common prepositional phrases;on a growing range of general and curricular topics • Use common verbs followed by infinitive verb/verb + <i>ing</i> patterns; use infinitive of purpose;on a growing range of general and curricular topics • Use conjunctions <i>if, when, where, so, and, or, but, because, before,after</i> to link parts of sentences in short texts on a growing range of general and curricular topics • Use subordinate clauses following <i>think, know, believe, hope, say,tell</i>;use subordinate clauses following <i>sure, certain</i>;use a growing range of defining relative clauses with <i>which, who,that, where</i>;on a growing range of general and curricular topics 	<ul style="list-style-type: none"> • Use a growing range of modal forms including would [polite requests], could [polite requests], needn't [lack of necessity], should,ought to [obligation], on a range of general and curricular topics • Use a growing range of prepositions preceding nouns and adjective sin prepositional phrases; begin to use dependent prepositions following adjectives;on a range of general and curricular topics • Use the pattern verb + object + infinitive give/take/send/bring/show+ direct/indirect object; begin to use some common prepositional verbs;on a range of general and curricular topics • Use conjunctions <i>while, until, as soon as</i> in relating narratives;<i>if/unless</i> in conditional sentences; on a range of general and curricular topics • Use <i>if/unless</i> in zero and first conditional clauses;use a range of defining and non-defining relative clauses with <i>which,who, that, whose, whom</i>;on a range of general and curricular topics
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Listening

- Understand longer sequences of supported classroom instructions
- Understand more complex supported questions which ask for personal information
- Understand more complex supported questions on a growing range of general and curricular topics
- Understand, with limited support, the main points of extended talk on a range of general and curricular topics
- Understand most specific information and detail of supported, extended talk on a range of general and curricular topics
- Deduce meaning from context in supported extended talk on a range of general and curricular topics
- Recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics
- Understand supported narratives, including some extended talk, on a range of general and curricular topics
- Identify rhymes, repetition and alliteration

- Understand, with little or no support, longer sequences of classroom instructions
- Understand more complex unsupported questions which ask for personal information
- Understand, with little or no support, more complex questions on a range of general and curricular topics
- Understand, with little or no support, the main points in both short and extended talk on a range of general and curricular topics
- Understand, with little or no support, specific information and detail in both short and extended talk on a range of general and curricular topics
- Deduce, with little or no support, meaning from context in both short and extended talk on a range of general and curricular topics
- Recognise, with little or no support, the attitude or opinion of the speaker(s) in both short and extended talk on a range of general and curricular topics
- Understand, with little or no support, both short and extended narratives on a range of general and curricular topics
- Identify rhymes, onomatopoeia and rhythm

Speaking	<ul style="list-style-type: none"> • Provide basic information about themselves and others at discourse level on a range of general topics • Ask questions to find out general information on a range of general and curricular topics • Give an opinion at discourse level on an increasing range of general and curricular topics • Respond, with limited flexibility, at both sentence and discourse level to unexpected comments on a range of general and curricular topics • Organise talk at discourse level using appropriate connectors on a range of general and curricular topics • Communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges • Keep interaction going in longer exchanges on a range of general and curricular topics • Relate some extended stories and events on a limited range of general and curricular topics 	<ul style="list-style-type: none"> • Provide detailed information about themselves and others at discourse level on a wide range of general topics • Ask questions to clarify meaning on a range of general and curricular topics • Give an opinion at discourse level on a range of general and curricular topics • Respond, with increasing flexibility, at both sentence and discourse level to unexpected comments on a range of general and curricular topics • Summarise what others have said on a range of general and curricular topics • Link comments to what others say at sentence and discourse level in pair, group and whole class exchanges • Keep interaction going in longer exchanges on a wide range of general and curricular topics • Relate extended stories and events on a growing range of general and curricular topics
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MATHEMATICS

The Cambridge Primary Mathematics curriculum is presented in five content areas: Number, Geometry, Measure, Handling Data and Problem Solving. This curriculum enables learners to apply their mathematical knowledge and develop a holistic understanding of the subject.

Core Textbooks:

Year 5: Mathematics: New Heinemann

Year 6: Mathematics: New Heinemann

	Year 5	Year 6
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<p style="text-align: center;">Number</p>	<p style="text-align: center;">Numbers and the number system</p>	<ul style="list-style-type: none"> • Count on and back in steps of constant size, extending beyond zero. • Know what each digit represents in five- and six-digit numbers. • Partition any number up to one million into thousands, hundreds, tens and units. • Use decimal notation for tenths and hundredths and understand what each digit represents. • Multiply and divide any number from 1 to 10 000 by 10 or 100 and understand the effect. • Round four-digit numbers to the nearest 10, 100 or 1000. • Round a number with one or two decimal places to the nearest whole number. • Order and compare numbers up to a million using the > and < signs. • Order and compare negative and positive numbers on a number line and temperature scale. • Calculate a rise or fall in temperature. • Order numbers with one or two decimal places and compare using the > and < signs. • Recognise and extend number sequences. • Recognise odd and even numbers and multiples of 5, 10, 25, 50 and 100 up to 1000. • Make general statements about sums, differences and multiples of odd and even numbers. • Recognise equivalence between: $2 \frac{1}{2}$, $4 \frac{1}{4}$ and $8 \frac{1}{8}$; $3 \frac{1}{3}$ and $6 \frac{1}{6}$; $5 \frac{1}{5}$ and $10 \frac{1}{10}$. • Recognise equivalence between the decimal and fraction forms of halves, tenths and hundredths and use this to help order fractions, 	<ul style="list-style-type: none"> • Count on and back in fractions and decimals, e.g. $\frac{1}{2}$s, 0.1s, and repeated steps of whole numbers (and through zero). • Know what each digit represents in whole numbers up to a million. • Know what each digit represents in one- and two-place decimal numbers. • Multiply and divide any whole number from 1 to 10 000 by 10, 100 or 1000 and explain the effect. • Multiply and divide decimals by 10 or 100 (answers up to two decimal places for division). • Find factors of two-digit numbers. • Find some common multiples, e.g. for 4 and 5. • Round whole numbers to the nearest 10, 100 or 1000. • Round a number with two decimal places to the nearest tenth or to the nearest whole number. • Make and justify estimates and approximations of large numbers. • Order and compare positive numbers to one million, and negative integers to an appropriate level. • Use the >, < and = signs correctly. • Estimate where four-digit numbers lie on an empty 0 -10 000 line. • Order numbers with up to two decimal places (including different numbers of places). • Recognise and extend number sequences. • Recognise and use decimals with up to three places in the context of measurement. • Recognise odd and even numbers and multiples of 5, 10, 25, 50 and 100 up to 1000. • Make general statements about sums, differences and multiples of odd and even numbers. • Recognise prime numbers up to 20 and find all prime numbers less than 100.
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		<p>e.g. 0.6 is more than 50% and less than 10 7 .</p> <ul style="list-style-type: none"> • Change an improper fraction to a mixed number, e.g. $4\frac{7}{8}$ to $1\frac{4}{8}$; order mixed numbers and place between whole numbers on a number line. • Relate finding fractions to division and use to find simple fractions of quantities. • Understand percentage as the number of parts in every 100 and find simple percentages of quantities. • Express halves, tenths and hundredths as percentages. • Use fractions to describe and estimate a simple proportion, e.g. 5 1 of the beads are yellow. • Use ratio to solve problems, e.g. to adapt a recipe for 6 people to one for 3 or 12 people. 	<ul style="list-style-type: none"> • Recognise the historical origins of our number system and begin to understand how it developed. • Compare fractions with the same denominator and related denominators, e.g. $\frac{3}{4}$ with $\frac{7}{8}$ • Recognise equivalence between fractions, e.g. between $\frac{1}{100}$s, $\frac{1}{10}$s and $\frac{1}{2}$s • Recognise and use the equivalence between decimal and fraction forms. • Order mixed numbers and place between whole numbers on a number line. • Change an improper fraction to a mixed number, e.g. $\frac{17}{8}$ to $2\frac{1}{8}$ • Reduce fractions to their simplest form, where this is $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ or a number of fifths or tenths. • Begin to convert a vulgar fraction to a decimal fraction using division. • Understand percentage as parts in every 100 and express $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{10}$ or $\frac{1}{100}$ as percentages. • Find simple percentages of shapes and whole numbers. • Solve simple problems involving ratio and direct proportion.
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	<p>Calculation (mental strategies)</p>	<ul style="list-style-type: none"> • Know by heart pairs of one-place decimals with a total of 1, e.g. $0.8 + 0.2$. • Derive quickly pairs of decimals with a total of 10, and with a total of 1. • Know multiplication and division facts for the $2\times$ to $10\times$ tables. • Know and apply tests of divisibility by 2, 5, 10 and 100. • Recognise multiples of 6, 7, 8 and 9 up to the 10th multiple. • Know squares of all numbers to 10×10. • Find factors of two-digit numbers. • Count on or back in thousands, hundreds, tens and ones to add or subtract. • Add or subtract near multiples of 10 or 100, e.g. $4387 - 299$. • Use appropriate strategies to add or subtract pairs of two- and three-digit numbers and number with one decimal place, using jottings where necessary. • Calculate differences between near multiples of 1000, e.g. $5026 - 4998$, or near multiples of 1, e.g. $3.2 - 2.6$. • Multiply multiples of 10 to 90, and multiples of 100 to 900, by a single-digit number. • Multiply by 19 or 21 by multiplying by 20 and adjusting. • Multiply by 25 by multiplying by 100 and dividing by 4. • Use factors to multiply, e.g. multiply by 3, then double to multiply by 6. • Double any number up to 100 and halve even numbers to 200 and use this to double and halve numbers with one or two decimal places, e.g. double 3.4 and half of 8.6. 	<ul style="list-style-type: none"> • Recall addition and subtraction facts for numbers to 20 and pairs of one-place decimals with a total of 1, e.g. $0.4 + 0.6$. • Derive quickly pairs of one-place decimals totalling 10, e.g. 7.8 and 2.2, and two-place decimals totalling 1, e.g. $0.78 + 0.22$. • Know and apply tests of divisibility by 2, 4, 5, 10, 25 and 100. • Use place value and number facts to add or subtract two-digit whole numbers and to add or subtract three-digit multiples of 10 and pairs of decimals, e.g. $560 + 270$; $2.6 + 2.7$; $0.78 + 0.23$. • Add/subtract near multiples of one when adding numbers with one decimal place, e.g. $5.6 + 2.9$; $13.5 - 2.1$. • Add/subtract a near multiple of 10, 100 or 1000, or a near whole unit of money, and adjust, e.g. $3127 + 4998$; $5678 - 1996$. • Use place value and multiplication facts to multiply/divide mentally, e.g. 0.8×7; $4.8 \div 6$. • Multiply pairs of multiples of 10, e.g. 30×40, or multiples of 10 and 100, e.g. 600×40. • Double quickly any two-digit number, e.g. 78, 7.8, 0.78 and derive the corresponding halves. • Divide two-digit numbers by single-digit numbers, including leaving a remainder.
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		<ul style="list-style-type: none"> • Double multiples of 10 to 1000 and multiples of 100 to 10 000, e.g. double 360 or double 3600, and derive the corresponding halves. 	
	<p>Calculation (addition and subtraction)</p>	<ul style="list-style-type: none"> • Find the total of more than three two- or three-digit numbers using a written method. • Add or subtract any pair of three- and/or four-digit numbers, with the same number of decimal places, including amounts of money. 	<ul style="list-style-type: none"> • Add two- and three-digit numbers with the same or different numbers of digits/decimal places. • Add or subtract numbers with the same and different numbers of decimal places, including amounts of money. • Find the difference between a positive and negative integer, and between two negative integers in a context such as temperature or on a number line.

	<p>Calculation (multiplication and division)</p>	<ul style="list-style-type: none"> • Multiply or divide three-digit numbers by single-digit numbers. • Multiply two-digit numbers by two-digit numbers. • Multiply two-digit numbers with one decimal place by single-digit numbers, e.g. 3.6×7. • Divide three-digit numbers by single-digit numbers, including those with a remainder (answers no greater than 30). • Start expressing remainders as a fraction of the divisor when dividing two-digit numbers by single-digit numbers. • Decide whether to group (using multiplication facts and multiples of the divisor) or to share (halving and quartering) to solve divisions. • Decide whether to round an answer up or down after division, depending on the context. • Begin to use brackets to order operations and understand the relationship between the four operations and how the laws of arithmetic apply to multiplication. 	<ul style="list-style-type: none"> • Multiply pairs of multiples of 10, e.g. 30×40, or multiples of 10 and 100, e.g. 600×40. • Multiply near multiples of 10 by multiplying by the multiple of 10 and adjusting. • Multiply by halving one number and doubling the other, e.g. calculate 35×16 with 70×8. • Use number facts to generate new multiplication facts, e.g. the $17 \times$ table from $10 \times + 7 \times$ tables. • Multiply two-, three- or four-digit numbers (including sums of money) by a single-digit number and two- or three-digit numbers by two-digit numbers. • Divide three-digit numbers by single-digit numbers, including those leaving a remainder and divide three-digit numbers by two-digit numbers (no remainder) including sums of money. • Give an answer to division as a mixed number, and a decimal (with divisors of 2, 4, 5, 10 or 100). • Relate finding fractions to division and use them as operators to find fractions including several tenths and hundredths of quantities. • Know and apply the arithmetic laws as they apply to multiplication (without necessarily using the terms commutative, associative or distributive).
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<p style="text-align: center;">Geometr y</p>	<p>Shapes and geometric reasoning</p> <ul style="list-style-type: none"> • Identify and describe properties of triangles and classify as isosceles, equilateral or scalene. • Recognise reflective and rotational symmetry in regular polygons. • Create patterns with two lines of symmetry, e.g. on a pegboard or squared paper. • Visualise 3D shapes from 2D drawings and nets, e.g. different nets of an open or closed cube. • Recognise perpendicular and parallel lines in 2D shapes, drawings and the environment. • Understand and use angle measure in degrees; measure angles to the nearest 5°; identify, describe and estimate the size of angles and classify them as acute, right or obtuse. • Calculate angles in a straight line. <p>Position and movement</p> <ul style="list-style-type: none"> • Read and plot co-ordinates in the first quadrant. • Predict where a polygon will be after reflection where the mirror line is parallel to one of the sides, including where the line is oblique. • Understand translation as movement along a straight line, identify where polygons will be after a translation and give instructions for translating shapes 	<p>Shapes and geometric reasoning</p> <ul style="list-style-type: none"> • Classify different polygons and understand whether a 2D shape is a polygon or not. • Visualise and describe the properties of 3D shapes, e.g. faces, edges and vertices. • Identify and describe properties of quadrilaterals (including the parallelogram, rhombus and trapezium), and classify using parallel sides, equal sides, equal angles. • Recognise and make 2D representations of 3D shapes including nets. • Estimate, recognise and draw acute and obtuse angles and use a protractor to measure to the nearest degree. • Check that the sum of the angles in a triangle is 180°, for example, by measuring or paper folding; calculate angles in a triangle or around a point. <p>Position and movement</p> <ul style="list-style-type: none"> • Read and plot co-ordinates in all four quadrants. • Predict where a polygon will be after one reflection, where the sides of the shape are not parallel or perpendicular to the mirror line, after one translation or after a rotation through 90° about one of its vertices.
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Measure	<p>Length, mass and capacity</p> <ul style="list-style-type: none"> • Read, choose, use and record standard units to estimate and measure length, mass and capacity to a suitable degree of accuracy. • Convert larger to smaller metric units (decimals to one place), e.g. change 2.6 kg to 2600 g. • Order measurements in mixed units. • Round measurements to the nearest whole unit. • Interpret a reading that lies between two unnumbered divisions on a scale. • Compare readings on different scales. • Draw and measure lines to the nearest centimetre and millimetre. <p>Time</p> <ul style="list-style-type: none"> • Recognise and use the units for time (seconds, minutes, hours, days, months and years). • Tell and compare the time using digital and analogue clocks using the 24-hour clock. • Read timetables using the 24-hour clock. • Calculate time intervals in seconds, minutes and hours using digital or analogue formats. • Use a calendar to calculate time intervals in days and weeks (using knowledge of days in calendar months). • Calculate time intervals in months or years. <p>Area and perimeter</p> <ul style="list-style-type: none"> • Measure and calculate the perimeter of regular and irregular polygons. • Understand area measured in square centimetres (cm²). • Use the formula for the area of a rectangle to calculate the rectangle's area. 	<p>Length, mass and capacity</p> <ul style="list-style-type: none"> • Select and use standard units of measure. Read and write to two or three decimal places. • Convert between units of measurement (kg and g, l and ml, km, m, cm and mm), using decimals to three places, e.g. recognising that 1.245 m is 1 m 24.5 cm. • Interpret readings on different scales, using a range of measuring instruments. • Draw and measure lines to the nearest centimetre and millimetre. • Know imperial units still in common use, e.g. the mile, and approximate metric equivalents. <p>Time</p> <ul style="list-style-type: none"> • Recognise and understand the units for measuring time (seconds, minutes, hours, days, weeks, months, years, decades and centuries); convert one unit of time into another. • Tell the time using digital and analogue clocks using the 24-hour clock. • Compare times on digital and analogue clocks, e.g. realise quarter to four is later than 3:40. • Read and use timetables using the 24-hour clock. • Calculate time intervals using digital and analogue times. • Use a calendar to calculate time intervals in days, weeks or months. • Calculate time intervals in days, months or years. • Appreciate how the time is different in different time zones around the world. <p>Area and perimeter</p> <ul style="list-style-type: none"> • Measure and calculate the perimeter and area of rectilinear shapes. • Estimate the area of an irregular shape by counting squares.
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		<ul style="list-style-type: none"> • Calculate perimeter and area of simple compound shapes that can be split into rectangles.
<p>Handling Data</p>	<p>Organising, categorising and representing data</p> <ul style="list-style-type: none"> • Answer a set of related questions by collecting, selecting and organising relevant data; draw conclusions from their own and others' data and identify further questions to ask. • Draw and interpret frequency tables, pictograms and bar line charts, with the vertical axis labelled for example in twos, fives, tens, twenties or hundreds. Consider the effect of changing the scale on the vertical axis. • Construct simple line graphs, e.g. to show changes in temperature over time. • Understand where intermediate points have and do not have meaning, e.g. comparing a line graph of temperature against time with a graph of class attendance for each day of the week. • Find and interpret the mode of a set of data. <p>Probability</p> <ul style="list-style-type: none"> • Describe the occurrence of familiar events using the language of chance or likelihood. 	<p>Organising, categorising and representing data</p> <ul style="list-style-type: none"> • Solve a problem by representing, extracting and interpreting data in tables, graphs, charts and diagrams, e.g. line graphs for distance and time; a price 'ready-reckoner' for currency conversion; frequency tables and bar charts with grouped discrete data. • Find the mode and range of a set of data from relevant situations, e.g. scientific experiments. • Begin to find the median and mean of a set of data. • Explore how statistics are used in everyday life. <p>Probability</p> <ul style="list-style-type: none"> • Use the language associated with probability to discuss events, to assess likelihood and risk, including those with equally likely outcomes.

<p>Problem Solving</p>	<p>Using techniques and skills in solving mathematical problems</p> <ul style="list-style-type: none"> • Understand everyday systems of measurement in length, weight, capacity, temperature and time and use these to perform simple calculations. • Solve single and multi-step word problems (all four operations); represent them, e.g. with diagrams or a number line. • Check with a different order when adding several numbers or by using the inverse when adding or subtracting a pair of numbers. • Use multiplication to check the result of a division, e.g. multiply 3.7×8 to check $29.6 \div 8$. • Recognise the relationships between different 2D and 3D shapes, e.g. a face of a cube is a square. • Estimate and approximate when calculating, e.g. using rounding, and check working. • Consider whether an answer is reasonable in the context of a problem. <p>Using understanding and strategies in solving problems</p> <ul style="list-style-type: none"> • Understand everyday systems of measurement in length, weight, capacity, temperature and time and use these to perform simple calculations. • Choose an appropriate strategy for a calculation and explain how they worked out the answer. • Explore and solve number problems and puzzles, e.g. logic problems. • Deduce new information from existing information to solve problems. • Use ordered lists and tables to help to solve problems systematically. • Describe and continue number sequences, e.g. -30, -27, , , -18...; identify the relationships between numbers. • Identify simple relationships between shapes, e.g. these triangles are all isosceles because... • Investigate a simple general statement by finding examples which do or do not satisfy it, e.g. the sum of three consecutive whole numbers is always a multiple of three. • Explain methods and justify reasoning orally and in writing; make hypotheses and test them out. 	<p>Using techniques and skills in solving mathematical problems</p> <ul style="list-style-type: none"> • Choose appropriate and efficient mental or written strategies to carry out a calculation involving addition, subtraction, multiplication or division. • Understand everyday systems of measurement in length, weight, capacity, temperature and time and use these to perform simple calculations. • Check addition with a different order when adding a long list of numbers; check when subtracting by using the inverse. • Recognise 2D and 3D shapes and their relationships, e.g. a cuboid has a rectangular cross-section. • Estimate and approximate when calculating, e.g. use rounding, and check working. <p>Using understanding and strategies in solving problems</p> <ul style="list-style-type: none"> • Explain why they chose a particular method to perform a calculation and show working. • Deduce new information from existing information and realise the effect that one piece of information has on another. • Use logical reasoning to explore and solve number problems and mathematical puzzles. • Use ordered lists or tables to help solve problems systematically. • Identify relationships between numbers and make generalized statements using words, then symbols and letters, e.g. the second number is twice the first number plus 5 ($n, 2n + 5$); all the numbers are multiples of 3 minus 1 ($3n - 1$); the sum of angles in a triangle is 180°.
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	<ul style="list-style-type: none"> • Solve a larger problem by breaking it down into sub-problems or represent it using diagrams. 	<ul style="list-style-type: none"> • Make sense of and solve word problems, single and multi-step (all four operations), and represent them, e.g. with diagrams or on a number line; use brackets to show the series of calculations necessary. • Solve simple word problems involving ratio and direct proportion. • Solve simple word problems involving percentages, e.g. find discounted prices. • Make, test and refine hypotheses, explain and justify methods, reasoning, strategies, results or conclusions orally.
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SCIENCE

The Cambridge Primary Science curriculum is presented in four content areas: Scientific Enquiry, Biology, Chemistry and Physics. Scientific Enquiry is about considering ideas, evaluating evidence, planning investigative work and recording and analyzing data. The Scientific Enquiry objectives underpin Biology, Chemistry and Physics, which are focused on developing confidence and interest in scientific knowledge.

Core Textbook:

Year 5: International Primary Science Book 5 Harper Collins
Year 6: International Primary Science Book 6 Harper Collins

	Year 5	Year 6
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<p>Scientific Enquiry</p>	<p><i>Ideas and evidence</i></p> <ul style="list-style-type: none"> • Know that scientists have combined evidence with creative thinking to suggest new ideas and explanations for phenomena. • Use observation and measurement to test predictions and make links. <p><i>Plan investigative work</i></p> <ul style="list-style-type: none"> • Make predictions of what will happen based on scientific knowledge and understanding, and suggest and communicate how to test these. • Use knowledge and understanding to plan how to carry out a fair test. • Collect sufficient evidence to test an idea. • Identify factors that need to be taken into account in different contexts. <p><i>Obtain and present evidence</i></p> <ul style="list-style-type: none"> • Make relevant observations. • Measure volume, temperature, time, length and force. • Discuss the need for repeated observations and measurements. • Present results in bar charts and line graphs. <p><i>Consider evidence and approach</i></p> <ul style="list-style-type: none"> • Decide whether results support predictions. • Begin to evaluate repeated results. • Recognise and make predictions from patterns in data and suggest explanations using scientific knowledge and understanding. • Interpret data and think about whether it is sufficient to draw conclusions. 	<p><i>Ideas and evidence</i></p> <ul style="list-style-type: none"> • Consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena. • Collect evidence and data to test ideas including predictions. <p><i>Plan investigative work</i></p> <ul style="list-style-type: none"> • Discuss how to turn ideas into a form that can be tested. • Make predictions using scientific knowledge and understanding. • Choose what evidence to collect to investigate a question, ensuring that the evidence is sufficient. • Identify factors that are relevant to a particular situation. • Choose which equipment to use. <p><i>Obtain and present evidence</i></p> <ul style="list-style-type: none"> • Make a variety of relevant observations and measurements using simple apparatus correctly. • Decide when observations and measurements need to be checked by repeating to give more reliable data. • Use tables, bar charts and line graphs to present results. <p><i>Consider evidence and approach</i></p> <ul style="list-style-type: none"> • Make comparisons. • Evaluate repeated results. • Identify patterns in results and results that do not appear to fit the pattern. • Use results to draw conclusions and to make further predictions. • Suggest and evaluate explanations for predictions using scientific knowledge and understanding and communicate these clearly to others. • Say if and how evidence supports any prediction made.
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<p>Biology</p>	<p>Plants</p> <ul style="list-style-type: none"> • Know that plants need energy from light for growth. • Know that plants reproduce. • Observe how seeds can be dispersed in a variety of ways. • Investigate how seeds need water and warmth for germination, but not light. • Know that insects pollinate some flowers. • Observe that plants produce flowers which have male and female organs; seeds are formed when pollen from the male organ fertilizes the ovum (female). • Recognise that flowering plants have a life cycle including pollination, fertilisation, seed production, seed dispersal and germination 	<p>Humans and animals</p> <ul style="list-style-type: none"> • Use scientific names for some major organs of body systems. • Identify the position of major organs in the body. • Describe the main functions of the major organs of the body. • Explain how the functions of the major organs are essential. <p>Living things in their environment</p> <ul style="list-style-type: none"> • Explore how humans have positive and negative effects on the environment, e.g. loss of species, protection of habitats. • Explore a number of ways of caring for the environment, e.g. recycling, reducing waste, reducing energy consumption, not littering, encouraging others to care for the environment. • Know how food chains can be used to represent feeding relationships in a habitat and present these in text and diagrams. • Know that food chains begin with a plant (the producer), which uses energy from the sun. • Understand the terms <i>producer</i>, <i>consumer</i>, <i>predator</i> and <i>prey</i>. • Explore and construct food chains in a particular habitat.
<p>Chemistry</p>	<p>States of matter</p> <ul style="list-style-type: none"> • Know that evaporation occurs when a liquid turns into a gas. • Know that condensation occurs when a gas turns into a liquid and that it is the reverse of evaporation. • Know that air contains water vapour and when this meets a cold surface it may condense. • Know that the boiling point of water is 100°C and the melting point of ice is 0°C. • Know that when a liquid evaporates from a solution the solid is left behind. 	<p>Material changes</p> <ul style="list-style-type: none"> • Distinguish between reversible and irreversible changes. • Explore how solids can be mixed and how it is often possible to separate them again. • Observe, describe, record and begin to explain changes that occur when some solids are added to water. • Explore how, when solids do not dissolve or react with water, they can be separated by filtering, which is similar to sieving. • Explore how some solids dissolve in water to form solutions and, although the solid cannot be seen, the substance is still present.

Physics

Light

- Observe that shadows are formed when light travelling from a source is blocked.
- Investigate how the size of a shadow is affected by the position of the object.
- Observe that shadows change in length and position throughout the day.
- Know that light intensity can be measured.
- Explore how opaque materials do not let light through and transparent materials let a lot of light through.
- Know that we see light sources because light from the source enters our eyes.
- Know that beams/rays of light can be reflected by surfaces including mirrors, and when reflected light enters our eyes we see the object.
- Explore why a beam of light changes direction when it is reflected from a surface.

The Earth and beyond

- Explore, through modeling, that the sun does not move; its apparent movement is caused by the Earth spinning on its axis.
- Know that the Earth spins on its axis once in every 24 hours.
- Know that the Earth takes a year to orbit the sun, spinning as it goes.
- Research the lives and discoveries of scientists who explored the solar system and stars.

Forces and motion

- Distinguish between mass measured in kilograms (kg) and weight measured in Newtons, noting that kilograms are used in everyday life.
- Recognise and use units of force, mass and weight and identify the direction in which forces act.
- Understand the notion of energy in movement.
- Recognise friction (including air resistance) as a force which can affect the speed at which objects move and which sometimes stops things moving.

Electricity and magnetism

- Investigate how some materials are better conductors of electricity than others.
- Investigate how some metals are good conductors of electricity while most other materials are not.
- Know why metals are used for cables and wires and why plastics are used to cover wires and as covers for plugs and switches.
- Predict and test the effects of making changes to circuits, including length or thickness of wire and the number and type of components.
- Represent series circuits with drawings and conventional symbols.

SOCIAL STUDIES

The Cambridge Global Perspectives framework is based on six main strands which run through every stage. Each strand corresponds to one of the following skills: Research, Analysis, Evaluation, Reflection, Collaboration & Communication. The curriculum learning objectives are taught through a series of Challenges; there are six Challenges for each stage and they all encourage students to become independent, active and lifelong learners, and to consider and connect personal, local and global perspectives.

Programme topics, designed to be cross-curricular, are chosen by the teachers at the beginning of the year, and can include:

Keeping Healthy; Keeping the Peace; Rich & Poor; Obeying the Law; Values & Beliefs; Water, Food, Farming; Working with Other Countries; Keeping safe; Moving to a New Country; People - Young & Old; The World of Work; The Right to Learn; Using Energy; Worldwide Companies; Moving Good & People; Improving Communication; Understanding Belief; Reduce, Reuse, Recycle; Looking After Planet Earth; Sport & Leisure; Families; Living & Working Together; Sharing Planet Earth; Computers & Technology.

MODERN LANGUAGES

Turkish, Spanish, and French are offered as additional languages. Students have to choose one of these languages that they will attend during their Primary education from Y3-6. Students will be taught at their level of language competency.

	Year 5	Year 6
Topics	Greetings, introductions, the alphabet, numbers, age, countries and nationalities, colors, school objects, calendar and international celebrations, family, pets, face and body, transportation, weather, clothes, feelings, time, animals, food, and shopping.	Numbers, age, countries and nationalities, colors, school objects, calendar and international celebrations, family, pets, face and body, transportation, weather, clothes, feelings, time, sports, animals, food, and shopping.
Speaking and Listening	<ul style="list-style-type: none"> • Prepare and practice a simple conversation, reusing familiar vocabulary and structures in new contexts • Understand and express simple opinions • Listen attentively and understand more complex phrases and sentences • Prepare a short presentation on a familiar topic 	<ul style="list-style-type: none"> • Understand the main points and simple opinions in a spoken story, song or passage • Perform to an audience • Understand longer and more complex sentences or phrases • Use spoken language confidently to initiate and sustain conversations and tell stories

Writing and Reading	<ul style="list-style-type: none"> • Re-read frequently a variety of short texts • Make simple sentences and short texts • Write words, phrases and short sentences, using a reference 	<ul style="list-style-type: none"> • Read and understand the main points and some detail from a short written passage • Identify different text types and read short, authentic texts for enjoyment or for information • Match sounds to sentences and paragraphs • Write sentences on a range of topics using a model
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VISUAL ARTS

Year 5/6	Units Covered
Unit 1	Elements of Art: Shape and Color--This unit will focus on using the elements of shape and color in different ways to produce different effects in art projects. Projects in this unit will include: making a collage with inspiration from Henri Matisse; making a "stained glass" work of art; making an abstract self-portrait in the form of book art.
Unit 2	Art from Observation--This unit will focus on improving students' ability to make art based on observation. Projects in this unit will include: practicing representing facial features and making a self-portrait with the use of technology; making

	gesture drawings and figure drawings; making 3D models of human figures; making a still-life work of art.
Unit 3	Collage and Mixed Media--This unit will focus on making works of art through assemblage. Projects in this unit will include: making a monochromatic collage with tints and shades of one color; sewing a quilt square; making a peacock collage with a variety of paper feathers.
Unit 4	Sculpture and Relief Art--This unit will focus on making 3D Art and relief artwork. Projects in this unit will include: Illustrating a poem by making a mixed media background, and clay to make objects that are the focus of the poem; completing a recycled material animal sculpture challenge, paying special attention to the necessity of planning a design in order to be successful.
Unit 5	Art about Nature--This unit will focus on incorporating the natural world into art projects. Work in this unit will include: outdoor observational drawings; monochromatic textured landscape in the style of Van Gogh; making an Agamograph in the style of Yaacov Agam, which depicts two similar scenes from nature, one during the daytime, and one during nighttime.
Unit 6	Patterns & Math in Art--This unit will focus on the presence and applications of math in Art. Projects in this unit will include: Tessellations, making a Kilim design, and using geometric blocks to make images.

Students focus on:

- Line : straight, curvy, zigzag
- Shape: circle, square, rectangle, triangle
- Different types of art : portrait, landscape and still life
- Color : crayon, watercolor, color pencil, markers, oil pastel
- How to handle art supplies : pencil, eraser, paper, paintbrush
- Art in everyday life: drawing and painting in different topics; myself, people around me, animal, nature and community.
- How to create art by different media types: clay, drawing, painting, mixed media, and printing.
- Materials: fabrics, papers, recycled materials
- Textiles processes
- Various illustrators
- Patterns and textures: create patterns from shapes and lines.
- Theory of color : primary and secondary color
- different types of paintings : portrait, landscape and still life
- Art in nature, human made art

PERFORMING ARTS

	Year 5	Year 6
<p>Essential Understandings</p>	<ul style="list-style-type: none"> ● Learn through music, movement and drama, and incorporate rhythmic and melodic instruments into their performances. ● Develop skills on the soprano recorder. ● Identify and explore musical devices and how music reflects time and place. ● Perform significant parts from memory and from notations with awareness of their own contribution such as leading others, taking a solo part and/or providing rhythmic support. ● Improvise melodic and rhythmic material within given structures, use a variety of notations and compose music for different occasions using appropriate musical devices such as melody, rhythms, chords and structures. ● Analyse and compare musical features. ● Evaluate how venue, occasion and purpose affects the way music is created, performed and heard. ● Refine and improve upon their work. ● Perform with and/or without instruments for the school concerts, and take part in school plays during the year. 	<ul style="list-style-type: none"> ● Students encounter an Orff-Schulwerk based classroom setting, learning through music, movement and drama, and incorporate rhythmic and melodic instruments into their performances. ● Develop skills on the soprano recorder. ● Identify and explore the different processes and contexts of selected musical genres and styles. ● Select and make expressive use of tempo, dynamics, phrasing and timbre. ● Make subtle adjustments to fit their own part within a group performance. ● Improvise and compose in different genres and styles, using harmonic and non-harmonic devices where relevant, sustaining and developing musical ideas and achieving different intended effects. ● Use relevant notations to plan, revise and refine material. ● Analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard. ● Make improvements to their own and others' work in the light of the chosen style. ● Perform with and/or without instruments for the school concerts, and take part in school plays during the year.

<p>Explore and develop</p>	<ul style="list-style-type: none"> ● Basic Music Theory in order to read a piece of music ● Basic pitch & notation ● Folk Music, Dances & World Music ● Unison and Echo Singing- Rounds and canons ● Music Eras/Periods ● Basic Music History from Dark Ages through 20th Century music ● Dynamics: Improvise melodic and rhythmic phrases as part of a group performance using dynamic markings for expression ● Form: binary-ternary-rondo ● Purpose: discuss the purpose of music in society ● Dramatic elements: plot formulation, setting and characters, audiences and dialogue ● Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history 	<ul style="list-style-type: none"> ● Basic Music Theory in order to read a piece of music ● Basic pitch & notation ● Folk Music, Dances & Worl ● d Music ● Unison and Echo Singing- Rounds and canons ● Prepare for Winter Concert ● Composition: using elements of musical structure ● Music Eras/Periods ● Basic Music History from Dark Ages through 20th Century music ● Culture: compare-contrast music from a variety of different cultures ● A variety of musical styles using musical vocabulary and terms ● Designing by developing environments for improvised and scripted scenes ● Directing by organizing rehearsals for improvised and scripted scenes
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PHYSICAL EDUCATION

DEVELOPMENTAL PE	Unit One: Swimming (Alternate week lessons throughout the year) → Be able to show refinement over the year in their strokes and show a recognised style in all three main strokes
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	<ul style="list-style-type: none"> → Be able to swim in a recognised stroke over a distance of 50 metres without the use of floatation devices. → Can swim 50m on their front in a recognised stroke → Can swim 50m on their back in a recognised stroke → Be able to float in numerous shapes and understand the importance of floating and survival floating → Is able to tread water and show basic survival skills → Is able to submerge in deep water and retrieve an object from a depth of 1.7m → Is beginning to show turns against the wall → Is able to complete different types of dives in and out of the water with no support <p>Unit Two: Athletics (8 lessons)</p> <ul style="list-style-type: none"> → Is able to throw heavier weight objects showing fluency, balance and control and style in their technique → Is able to run and jump taking off on one foot and landing on two and follow other more complex sequences → Can run showing coordination and control in their style appropriate to their age and understands the difference between long distance and sprinting techniques → Is able to time and record results effectively and evaluate their performance <p>Unit Three: Netball (6 lessons)</p> <ul style="list-style-type: none"> → Is able to pass the ball in numerous different ways showing accuracy in their passes when stationary → Is beginning to be able to show different techniques and styles of passing → Is able to send the ball to a friend in a game → Is beginning to show attacking and defending skills and can mark one on one → Understands the rules of the game and follows the footwork rules → Is beginning to understand different positions and their boundaries <p>Unit Three: Badminton (5 lessons)</p> <ul style="list-style-type: none"> → Is able to serve under arm and reverse
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	<ul style="list-style-type: none"> → Shows a basic understanding of the rules of play for singles and doubles → Is able to display different shots with speed and some accuracy → Is quick to react to the shuttle to return the shot <p>Unit Five: Gymnastics (6 lessons)</p> <ul style="list-style-type: none"> → Is able to roll forwards and backward showing balance and control and is beginning to use rolls in connected movements → Balances successfully alone on different and numerous points of the body showing control → Is able to jump showing power and lands safely and solid → Shows strength in his/her movements and is able to support his/her own body → Can travel in numerous different styles can show some gymnastic recognised movements and stands <p>Unit Six: Health and Fitness (4 lessons)</p> <ul style="list-style-type: none"> → Understand the importance of being fit and healthy → Show a good level of cardiovascular fitness inline with global WHO standards for a child of their age → Be able to support their own body weight over a prolonged time → Shows a good level of core strength → Displays a good level of agility and is able to change directions with speed and control <p>Unit Seven: OAA (4 lessons)</p> <ul style="list-style-type: none"> → Be able to work in a team and show good communication skills → Is able to find solutions to problems and devise strategies to ensure success either alone or within a team → Is beginning able to use more complex maps and devise successful routes taking into account point directions understands route planning
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COMPUTING & IT

Students will learn to understand and apply the fundamental principles and concepts of computer science; to analyse problems in computational terms; to evaluate and apply IT analytically to solve problems; to become responsible, competent, confident and creative users of ICT. Computing is divided into 3 areas: Computer Science, Information Technology and Digital Literacy (including e-Safety).

Units	Year 5
Computer Science (CS)	<p>Understand what algorithms are; how they are implemented as programmes on digital devices, and that programmes execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programmes.</p> <p>Use logical reasoning to predict the behaviour of simple programmes.</p> <p>Design, write and debug programmes that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programmes; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programmes.</p> <p>Understand computer networks including the internet, and how they can provide multiple services, such as the World Wide Web.</p> <p>Appreciate how search results are selected and ranked.</p>
Information Technology (IT)	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Use technology effectively (evaluate).</p> <p>Select, use and combine a variety of software, including the internet services, on a range of digital devices to design and create a range of programmes, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>

Digital Literacy (DL)	<p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Understand the opportunities networks offer for communication and collaboration.</p> <p>Be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
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APPENDIX 1: LANGUAGES

		Year Level								
	Definition	R1	R2	Y1	Y2	Y3	Y4	Y5	Y6	Y7
English	English is the school's Language of instruction	x	x	x	x	x	x	x	x	x
English Support (ES)	English Support is taught to all students whose English needs support to follow class content. It is taught either in class or through withdrawal from English or Additional Language classes.				x	x	x	x	x	x
Additional Language (AL)	AL is a language other than the students' mother tongue. MEF offers Turkish, Spanish and French. AL English is offered as a CIE Examination course. In year 2 students take Spanish and French in rotation. In Year 3 students choose one of the three options. In Year 7 the student may change to another language but is encouraged to continue with the language previously studied.				Rot atio n	x	x	x	x	x
						2 x 60 min				
First Language (FL)	First Language classes study the native language. It can either be a regular class or an independent study course.									
Host Country Studies (HCS)	Host Country Studies is a class that teaches about Turkey, its culture, history and some basic language.			x	x	x	x	x	x	
					1 x 30 min					

APPENDIX 3: PRIMARY ASSESSMENT OVERVIEW

Year	Trimester	Ongoing Formative Assessment	Progress Assessment	Internal Final Assessment	External Assessment
6	1	Classwork, Homework and Unit Assessments	Trimester Report		
	2		Student Portfolio		
	3			Progression tests in Math, English and Science	CIE Primary Checkpoint - English/Maths /Science
				End of Year report	
3 to 5	1	Classwork, Homework and Unit Assessments	Trimester Report		
	2		Student Portfolio		
	3			Progression tests in Math, English and Science	
				End of Year report	
1 to 2	1	Classwork, Homework and Unit Assessments	Trimester Report		
	2		Student Portfolio		
	3			End of Year report	
Reception 1 and 2	1	Classwork, Homework and Unit Assessments	Trimester Report		
	2		Student Portfolio		

	3			End of Year report	
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APPENDIX 2: SECONDARY ASSESSMENT OVERVIEW

Year	Trimester	Ongoing Formative Assessment	Progress Assessment	Internal Final Assessment	External Assessment
11 to 13	1	Classwork, Homework and Unit Assessments	Trimester Exam		
			Trimester Report		
	2		Trimester Exam		
			Trimester Report		
	3			End of Year report	CIE Examinations IGCSE, AS and A Level
	10		1	Classwork, Homework and Unit Assessments	Trimester Exam
Trimester Report					
2		Trimester Exam			
		Trimester Report			
3			Final Exam		
			End of Year report		
9	1	Classwork, Homework and Unit Assessments	Trimester Report		
	2		Trimester Report		
	3			Progression tests in Math, English and Science	

				Final Exam or project in History, Geography, Art, ICT, Performing Arts, P.E and Languages	CIE Secondary 1 Checkpoint examinations	
				End of Year report		
7 to 8	1	Classwork, Homework and Unit Assessments	Trimester Report			
	2		Trimester Report			
	3			Progression tests in Math, English and Science		
				Final Exam or project in Humanities, Art, ICT, Performing Arts, PE and Additional Languages		
				End of Year report		

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APPENDIX 4: CURRICULUM COORDINATION

Reception 1 to Year 6	
Lower Primary	
Reception 1	International Primary Curriculum
Reception 2	International Primary Curriculum
Year 1	Cambridge International Primary Program and International Primary Curriculum
Year 2	Cambridge International Primary Program and International Primary Curriculum
Upper Primary	
Year 3	Cambridge International Primary Program and International Primary Curriculum
Year 4	Cambridge International Primary Program and International Primary Curriculum

Year 5	Cambridge International Primary Program and International Primary Curriculum
Year 6	Cambridge International Primary Program , International Primary Curriculum and Primary Checkpoint

Year 7 to 13	
Lower Secondary	
Year 7	Cambridge International Secondary 1
Year 8	Cambridge International Secondary 1
Year 9	Cambridge International Secondary 1 and Checkpoint
Upper Secondary	
Year 10	Cambridge International Secondary 2 and IGCSE
Year 11	Cambridge International Secondary 2 and IGCSE
Year 12	Cambridge Advanced AS and A levels
Year 13	Cambridge Advanced AS and A levels

