

# LOWER PRIMARY SCHOOL CURRICULUM



IZMIR

2019-2020

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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 International Examinations (CIE) 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 LOWER PRIMARY SCHOOL

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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

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### **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 1<sup>st</sup> Language English (ES). Beginners will receive English Support in place of 1<sup>st</sup> 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

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R1 and R2 teachers are communicating with parents daily via email or through a Communication Book taken home by the child every day. The book provides parents with the opportunity to voice any special requests or questions. It also assists the Early Year's team in keeping parents informed of class activities and general observations. A class site is also available for parents to view in order to find out what is going on in the classroom.

Written reports for all Primary students 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 are able to 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. Year 6 students also sit Cambridge Checkpoint Exams in English/ESL, Maths and Science, which are externally assessed instead.

## HOMEWORK

All students in Years 1 to 6 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 students can be given homework by a specialist teacher too.

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## THE SCHOOL DAY

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### Reception 1 - 2 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

### Year 1 - 2 Daily Schedule

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 - 11:35	Lesson
11:35 - 12:05	Lunch
12:05 - 12:20	Garden Play
12:20 - 12:55	Lesson
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

There will be an introduction to Additional Languages beginning in Year 2 (Turkish, Spanish, and French) in the form of a rotation. The students will attend each language class for one trimester for oral activities on basic topics to get a notion of that language. Possible topics: greetings, introductions, numbers, nationalities, colors, school objects, family, pets, body parts, clothes, and food. From Year 3 students will be choosing a Foreign Language and will attend two one-hour sessions a week; 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 club, Cooking club and others. There is also the possibility to take part in fee-paying after school clubs.

## **EDUCATIONAL EXCURSIONS**

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All Primary 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](http://www.izmir.mefis.k12.tr)

## THE LOWER PRIMARY CURRICULUM – Reception 1 and 2

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The International Primary Curriculum (IPC) for R1 and R2 classes has been designed to establish a firm foundation on which pupils can build upon to support them in their continuing education. The principles that underpin the IPC at this level can be summarised as follows:

- The overriding purpose of the education in R1 and R2 is to help children develop the skills and attitudes they will need both at this level and throughout a lifetime of learning
- Children need a holistic educational experience that doesn't create artificial boundaries between different aspects of their development
- Play is an essential part of children's learning and general development

The learning of children aged 3 to 5 is described in four strands:

- **Independence and interdependence**

This strand focuses to a large extent on the children's personal goals and their relationship with other children

- **Communicating**

This strand is primarily about developing skills in communication including speaking and listening, reading and writing, early numeracy work and the expressive art

- **Exploring**

Through this strand the children's skills in inquiry are developed

- **Healthy living**

Using the statements within this strand children are encouraged to understand how to look after themselves and each other

To make sure students do not study the same topics, IPC themes are chosen carefully in Reception 1 and 2 and can include the following: All about me, Food, Clothes, Houses & Homes, Animals, Transportation, Family & Friends, Changes, Let's get Moving, Up & Away, Let's Pretend, Plants & Flowers, Shopping, Treasure, and others.

Early Years students also receive specialist lessons, as per table below:

Specialist Class	Summary	Hours per week
Physical Education	Travelling Skills, Balancing Skills, Gross-Motor Manipulative Skills, Fine-Motor Strength and Coordination, Using Equipment, Health and Body Awareness	2
Music	Music Appreciation, Rhythm, Orff, Artists, Singing, Instruments	1
Drama	Role-play, Confidence building, Acting, Feelings and Emotion expression	1
Art and Craft	Fine motor development, Hand eye coordination, Building relationships with materials, colour and shape awareness	1
Library	Book Appreciation, storytelling, Functions of a library	1 (30 minutes)
BTA Brain Training Activities	Multiple Intelligence Development: Verbal/Linguistic Development, Logical/Mathematical group games and activities, Music and dance, Visual and spatial awareness, body/Kinaesthetic activities, TPR	1

	Reception 1	Reception 2
Cognitive development	<p><b>Demonstrates positive approach to learning</b></p> <ul style="list-style-type: none"> <li>1. Asks for a solution and uses it</li> <li>2. Shows eagerness to learn about a variety of topics and ideas</li> <li>3. Uses creativity and imagination during play and routine tasks.</li> <li>4. Sustains interest in working on a task, especially when adults offer suggestions</li> <li>5. Practises an activity many times until successful</li> <li>6. Changes plans if a better idea is thought of or proposed.</li> <li>7. Plans and pursues a variety of appropriately challenging tasks.</li> <li>8. Observes and imitates how other people solve problems.</li> <li>9. Solves problems without having to try every possibility</li> <li>10. Explores and investigates ways to make things happen.</li> </ul> <p><b>Remembers and connects experiences</b></p> <ul style="list-style-type: none"> <li>1. Recalls 1 or 2 items removed from view.</li> <li>2. Draws on everyday experiences and applies this knowledge to a similar situation.</li> <li>3. Tells experiences in order, provides details, and evaluates the experience.</li> <li>4. Remembers the sequence of personal routines and experiences with teacher support</li> <li>5. Recalls familiar people, places, objects, and actions from the past</li> </ul> <p><b>Uses classification skills.</b></p> <ul style="list-style-type: none"> <li>1. Puts all the red beads together and all the blue beads together.</li> <li>2. Pulls out all the trucks from the vehicle bin.</li> <li>3. Puts pictures into piles of babies, older children and grown ups.</li> <li>4. Says "These buttons are blue, and these are red": then sorts buttons into big and little</li> <li>5. Identifies fabric pieces of scratchy and soft.</li> <li>6. Points to groups of animals and says, "These are zoo animals and these are farm animals: then sorts the zoo animals into those with stripes and those without stripes.</li> </ul> <p><b>Uses symbols and images to represent something not present.</b></p> <ul style="list-style-type: none"> <li>1. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions.</li> <li>2. Sustains play scenario for up to 10 minutes.</li> <li>3. Draws and constructs, and then identifies what it is.</li> <li>4. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas.</li> <li>5. Acts out familiar or imaginary scenarios; may use props to stand for something else.</li> </ul> <p><b>Uses symbols and images to represent something not present.</b></p> <ul style="list-style-type: none"> <li>1. Draws and constructs, and then identifies what it is.</li> <li>2. Acts out familiar or imaginary scenarios; may use props to stand for something else.</li> </ul>	<p><b>Demonstrates positive approach to learning</b></p> <ul style="list-style-type: none"> <li>1. Sustains work on age-appropriate, interesting tasks.</li> <li>2. Shows eagerness to learn about a variety of topics and ideas.</li> <li>3. Uses creativity and imagination during play and routine tasks.</li> <li>4. Can ignore most distractions and interruptions.</li> <li>5. Changes plans if a better idea is thought of or proposed.</li> <li>6. Plans and pursues a variety of appropriately challenging tasks.</li> <li>7. Solves problems without having to try every possibility.</li> </ul> <p><b>Remembers and connects experiences</b></p> <ul style="list-style-type: none"> <li>1. Recalls 3 or 4 items removed from view.</li> <li>2. Draws on everyday experiences and applies this knowledge to a similar situation.</li> <li>3. Tells experiences in order, provides details, and evaluates the experience.</li> </ul> <p><b>Uses classification skills.</b></p> <ul style="list-style-type: none"> <li>1. Puts all the red beads together and all the blue beads together.</li> <li>2. Pulls out all the trucks from the vehicle bin.</li> <li>3. Puts pictures into piles of babies, older children and grown ups.</li> <li>4. Says "These buttons are blue, and these are red": then sorts buttons into big and little</li> <li>5. Identifies fabric pieces of scratchy and soft.</li> <li>6. Points to groups of animals and says, "These are zoo animals and these are farm animals: then sorts the zoo animals into those with stripes and those without stripes.</li> </ul> <p><b>Uses symbols and images to represent something not present.</b></p> <ul style="list-style-type: none"> <li>1. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions.</li> <li>2. Sustains play scenario for up to 10 minutes.</li> <li>3. Draws and constructs, and then identifies what it is.</li> <li>4. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas.</li> <li>5. Acts out familiar or imaginary scenarios; may use props to stand for something else.</li> </ul>

	<p><b>Communication, language and Literacy</b></p> <p><b>Demonstrates Phonological awareness</b></p> <ol style="list-style-type: none"> <li>1. Sings songs and recites rhymes</li> <li>2. Hears and shows awareness of separate words in a sentence</li> <li>3. Fills in missing rhyming word</li> </ol> <p><b>Demonstrates knowledge of print and its uses</b></p> <ol style="list-style-type: none"> <li>1. Orient the book correctly.</li> <li>2. Recognises familiar books by their cover</li> <li>3. Turns pages from the front of the book to the back</li> </ol> <p><b>Comprehends and responds to books and other texts</b></p> <ol style="list-style-type: none"> <li>1. Pretends to read a familiar book</li> <li>2. Retells some events from a familiar story with close adult prompting.</li> <li>3. Asks and answers questions about the pictures</li> <li>4. Contributes particular language from the book at the appropriate time</li> <li>5. Retells familiar stories using pictures or props as prompts.</li> </ol> <p><b>Demonstrates emergent writing skills</b></p> <ol style="list-style-type: none"> <li>1. Writes mock letters or letter like forms</li> <li>2. Writes controlled linear scribbles</li> </ol> <p><b>Listens to and understands increasingly complex language</b></p> <ol style="list-style-type: none"> <li>1. Responds appropriately to specific statements, questions, and stories</li> <li>2. Responds appropriately to complex statements, questions, vocabulary and stories</li> <li>3. Follows simple requests not accompanied by gestures.</li> </ol> <p><b>Uses language to express thoughts and needs</b></p> <ol style="list-style-type: none"> <li>1. Is understood by most people</li> <li>2. Uses complete four to six word sentences</li> <li>3. Uses 3 - 4 word sentences</li> <li>4. Describes and tells the use of many familiar items</li> <li>5. Shares a simple story</li> </ol> <p><b>Uses appropriate conversational and other communication skills.</b></p> <ol style="list-style-type: none"> <li>1. Uses appropriate eye contact, pauses and simple verbal prompts when communicating</li> <li>2. Engages in conversations of at least three exchanges.</li> <li>3. Uses acceptable language and social rules while communicating with others. May need prompts</li> </ol>	<p><b>Demonstrates Phonological awareness</b></p> <ol style="list-style-type: none"> <li>1. Matches beginning sounds of some words</li> <li>2. Recognises and names a few letters in own name</li> <li>3. Produces the correct sounds for 10 - 20 letters</li> <li>4. Shows understanding that a sequence of letters represents a sequence of spoken sounds</li> <li>7. Hears and shows awareness of separate words in sentences</li> <li>8. Recognises middle sounds in CVC words.</li> <li>9. Recognises ending sounds in CVC words</li> <li>10. Can blend CVC words.</li> </ol> <p><b>Demonstrates knowledge of print and its uses</b></p> <ol style="list-style-type: none"> <li>1. Orient the book correctly, turns pages from the front of the book to the back; recognises familiar books by their cover.</li> <li>2. Knows some features of a book (Title, author, illustrator); Connects specific books to authors.</li> <li>3. Begins to understand the print contains meaning</li> <li>4. Begins to recognize symbols and print in the environment</li> <li>5. Indicates where to start reading and directions to follow</li> <li>6. Shows awareness of various features of print; letters, words, spaces, upper and lower case letters, some punctuation</li> </ol> <p><b>Comprehends and responds to books and other texts</b></p> <ol style="list-style-type: none"> <li>1. Pretends to read, using some of the language from the text, describes the action across pages, using pictures to order the events: may need prompts</li> <li>2. Retells some events from a familiar story with close adult prompting.</li> <li>3. Asks and answers questions about the text</li> <li>4. Identifies story-related problems, events and resolutions during conversations with an adult</li> <li>5. Retells familiar stories using props as prompts.</li> <li>6. Retells a familiar story in proper sequence, including major events and characters.</li> </ol> <p><b>Demonstrates emergent writing skills</b></p> <ol style="list-style-type: none"> <li>1. Writes mock letters or letter like forms</li> <li>2. Writes partially accurate name</li> <li>4. Writes accurate name</li> <li>5. Independently writes some lower and upper case letters</li> </ol> <p><b>Listens to and understands increasingly complex language</b></p> <ol style="list-style-type: none"> <li>1. Responds appropriately to specific statements, questions, and stories</li> <li>2. Responds appropriately to complex statements, questions, vocabulary and stories</li> <li>3. Follows detailed, instructional, multi-step directions.</li> </ol> <p><b>Uses language to express thoughts and needs</b></p> <ol style="list-style-type: none"> <li>1. Is understood by most people</li> <li>2. Uses complete four to six word sentences</li> <li>3. Pronounces multi-syllabic or unusual words correctly</li> <li>4. Describes and tells the use of many familiar items</li> <li>5. Tells stories about other times and places that have a logical order and that include major details.</li> <li>6. Tells elaborate stories that refer to time and space</li> </ol>
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		<p><b>Uses appropriate conversational and other communication skills.</b></p> <ol style="list-style-type: none"> <li>1. Makes eye contact with the speaker/listener as culturally appropriate</li> <li>2. Listens when being spoken to individually or in a group.</li> <li>3. Able to focus on topic when speaking.</li> <li>4. Uses acceptable language and social rules while communicating with others.</li> <li>5. Engages in conversations of at least three exchanges.</li> </ol>
Creative development	<ol style="list-style-type: none"> <li>1. Create simple pictures representing events, people, objects</li> <li>2. Begin to use imagination in art.</li> <li>3. Try to capture experiences using a variety of media.</li> <li>4. Begins to use tools and experiments making marks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create simple pictures representing events, people, objects</li> <li>2. Begin to use imagination in art.</li> <li>3. Try to capture experiences using a variety of media.</li> <li>4. Begins to use tools and experiments making marks.</li> </ol>
Mathematics	<p><b>Uses number concepts and operations.</b></p> <ol style="list-style-type: none"> <li>1. Recognises and names a few numerals</li> <li>2. Counts up to 5 objects accurately</li> <li>3. Recognises and names the number of items in a small set</li> <li>5. Verbally counts to 10.</li> </ol> <p><b>Explores and describes spatial relationships and shapes.</b></p> <ol style="list-style-type: none"> <li>1. Identifies a few basic shapes</li> <li>2. Follows simple directions related to proximity (between beside next to)</li> </ol> <p><b>Compares and measures</b></p> <ol style="list-style-type: none"> <li>1. Knows usual sequence of basic daily events.</li> <li>2. Makes simple comparisons between two objects</li> <li>3. Compares a small set of objects (eg. according to size, height, weight and opposites)</li> </ol> <p><b>Demonstrates knowledge of patterns</b></p> <ol style="list-style-type: none"> <li>1. Copies simple repeating patterns.</li> </ol>	<p><b>Uses number concepts and operations.</b></p> <ol style="list-style-type: none"> <li>1. Identifies numerals to 5 by name and connects each to counted objects</li> <li>2. Recognises and names the number of items in a small set (up to 5) instantly.</li> <li>3. Identifies which part has more, less, or the same (equal).</li> <li>4. Identifies numerals to 10 by name and connects each to counted objects.</li> <li>5. Tells what number (1 to 10) comes next in order by counting.</li> <li>6. Combines and separates up to 5 objects and describes the parts.</li> <li>7. Verbally counts to 20.</li> <li>8. Counts 10 - 20 objects accurately.</li> <li>9. Makes sets of 6-10 objects and then describes the parts.</li> </ol> <p><b>Explores and describes spatial relationships and shapes.</b></p> <ol style="list-style-type: none"> <li>1. Describes basic two-dimensional shapes by using own words.</li> <li>2. Describes basic three-dimensional shapes by using own words.</li> <li>3. Uses and responds appropriately to positional words indicating location, directions and distance.</li> </ol> <p><b>Compares and measures</b></p> <ol style="list-style-type: none"> <li>1. Knows usual sequence of basic daily events.</li> <li>2. Use numbers to compare.</li> <li>3. Uses non standard unit to measure length and explores with capacity.</li> <li>4. Uses multiples of the same unit to measure.</li> <li>5. Knows the purpose of standard measuring tools.</li> <li>6. Knows a few ordinal numbers.</li> <li>7. Compares and orders a small set of objects as appropriate according to size, length, weight, area , or volume.</li> </ol> <p><b>Demonstrates knowledge of patterns</b></p> <ol style="list-style-type: none"> <li>1. Copies simple repeating patterns.</li> <li>2. Sorts and classifies by similar attributes.</li> <li>3. Begins to demonstrate sequencing skills.</li> <li>4. Extends and creates simple repeating patterns</li> </ol>

<b>Performing Arts</b>	<p><b>Music and Movement</b></p> <ol style="list-style-type: none"> <li>1. Shows an interest in music and movement</li> <li>2. Shows body awareness when moving to different styles of music.</li> <li>3. Shows an interest in songs and nursery rhymes.</li> <li>4. Can sing a song from memory.</li> <li>5. Shows an interest in musical instruments.</li> <li>6. Can keep a simple beat.</li> <li>7. Can follow simple choreography.</li> <li>8. Can understand musical dynamics eg loud, soft, quick etc.</li> <li>9. Can play a musical sequence accurately.</li> </ol> <p><b>Drama</b></p> <ol style="list-style-type: none"> <li>1. Interacts during dramatic play.</li> <li>2. Is able to express emotion through music and drama.</li> <li>3. Can memorise and perform a simple script.</li> <li>4. Improvises fictional and non fictional characters.</li> </ol>	<p><b>Music and Movement</b></p> <ol style="list-style-type: none"> <li>1. Shows an interest in music and movement</li> <li>2. Has body awareness when moving to different styles of music.</li> <li>3. Shows an interest in songs and nursery rhymes.</li> <li>4. Can sing a song from memory.</li> <li>5. Shows an interest in musical instruments.</li> <li>6. Can keep a simple beat.</li> <li>7. Can follow simple choreography.</li> <li>8. Can understand musical dynamics eg loud, soft, quick etc.</li> <li>9. Can play a musical sequence accurately.</li> </ol> <p><b>Drama</b></p> <ol style="list-style-type: none"> <li>1. Interacts during dramatic play.</li> <li>2. Is able to express emotion through music and drama.</li> <li>3. Can memorise and perform a simple script.</li> <li>4. Improvise fictional and non fictional characters.</li> </ol>
<b>Physical Development</b>	<p><b>Demonstrates traveling skills</b></p> <ol style="list-style-type: none"> <li>1. Moves purposefully from place to place with basic control</li> <li>2. Responds to rhythm music and story by means of gesture and movement</li> <li>3. Manages body to create intended movements</li> <li>4. Copies a range of movements</li> <li>5. Adjusts speed or change directions to avoid obstacles</li> <li>6. Starts to be aware of own and others space</li> <li>7. Shows confidence in moving in the pool</li> <li>8. Moves in a range of ways</li> <li>9. Is able to use arm and leg movements e.g kicking in the pool</li> </ol> <p><b>Demonstrates balancing skills</b></p> <ol style="list-style-type: none"> <li>1. Sustains balance during simple movement experiences</li> <li>2. Sits up, stands up and balances on various parts of the body</li> <li>3. Demonstrates the control necessary to hold a shape or fixed position</li> <li>4. Travels under over and around balancing equipment</li> <li>5. Goes backwards, sideways and forwards</li> <li>6. Is able to float on his/her back in the pool</li> </ol> <p><b>Demonstrates gross-motor manipulative skills</b></p> <ol style="list-style-type: none"> <li>1. Manipulates balls or similar objects with flexible body movements</li> <li>2. Starts to show a clear and consistent preference for the left/right foot</li> <li>3. Shows increasing control over body and fastenings</li> </ol> <p><b>Demonstrates fine-motor strength and coordination</b></p> <ol style="list-style-type: none"> <li>1. Grips drawing and writing tools with the whole hand</li> <li>2. Engages in activities requiring hand - eye coordination</li> <li>3. Holds drawing and writing tools by using a three-point finger grip</li> <li>4. Shows a clear and consistent preference for the left/right hand</li> </ol>	<p><b>Demonstrates traveling skills</b></p> <ol style="list-style-type: none"> <li>1. Moves purposefully from place to place with control</li> <li>2. Coordinates complex movements in play and games</li> <li>3. Responds to rhythm music and story by means of gesture and movement</li> <li>4. Manages body to create intended movements</li> <li>5. Combines and repeats a range of movements</li> <li>6. Adjusts speed or changes directions to avoid obstacles</li> <li>7. Shows awareness of own and others space</li> <li>8. Shows confidence in moving in the pool</li> <li>9. Is able to use arm and leg movements e.g kicking in the pool</li> <li>10. Moves in a range of ways e.g. skipping, hopping, backwards, sideward, forward.</li> </ol> <p><b>Demonstrates balancing skills</b></p> <ol style="list-style-type: none"> <li>1. Sustains balance during simple movement experiences</li> <li>2. Sits up, stands up and balances on various parts of the body</li> <li>3. Demonstrates the control necessary to hold a shape or fixed position</li> <li>4. Travels under over and around balancing equipment</li> <li>5. Goes backwards, sideways and forwards</li> <li>6. Jumps off an object and land appropriately</li> <li>7. Is able to float on his/her back in the pool</li> <li>8. Sustains balance during complex movement experiences</li> </ol> <p><b>Demonstrates gross-motor manipulative skills</b></p> <ol style="list-style-type: none"> <li>1. Manipulates balls or similar objects with a full range of motion</li> <li>2. Shows a clear and consistent preference for the left/right foot</li> <li>3. Can coordinate their hands and feet to climb up, down, left and right.</li> </ol> <p><b>Demonstrates fine-motor strength and coordination</b></p> <ol style="list-style-type: none"> <li>1. Uses refined wrist and finger movements</li> <li>2. Uses small, precise finger and hand movements</li> <li>3. Holds drawing and writing tools by using a three-point finger grip</li> <li>4. Shows a clear and consistent preference for the left/right hand</li> <li>5. Engages in activities requiring hand-eye coordination</li> </ol>

	<p>5. Engages in activities requiring hand-eye coordination 6. Is starting to demonstrate increasing skill and control in the use of mark making implements, blocks, construction sets, and small world activities.</p> <p><b>Using Equipment</b></p> <ol style="list-style-type: none"> <li>1. Operates equipment by means of pushing and pulling movements</li> <li>2. Shows increasing control in using outdoor equipment</li> <li>3. Understands that equipment and tools have to be used safely</li> <li>4. Is able to use floating devices in the pool</li> <li>5. Shows confidence while playing and using equipment in the pool</li> </ol> <p><b>Health and Body awareness</b></p> <ol style="list-style-type: none"> <li>1. Is starting to show awareness of own needs with regards to eating sleeping and hygiene</li> <li>2. Recognises the importance of eating and keeping healthy</li> </ol>	<p>6. Demonstrates increasing skill and control in the use of mark making implements, blocks, construction sets, and small world activities. 7. Manipulates materials to achieve a planned affect</p> <p><b>Using Equipment</b></p> <ol style="list-style-type: none"> <li>1. Operates equipment by means of pushing and pulling movements</li> <li>2. Shows increasing control in using outdoor equipment</li> <li>3. Understands that equipment and tools have to be used safely</li> <li>4. Is able to use floating devices in the pool</li> <li>5. Shows confidence while playing and using equipment in the pool</li> </ol> <p><b>Health and Body awareness</b></p> <ol style="list-style-type: none"> <li>1. Shows awareness of own needs with regards to eating sleeping and hygiene</li> <li>2. Observes the effects of activity on their bodies</li> <li>3. Recognises the importance of eating and keeping healthy</li> </ol>
Science and Technology	<p><b>Uses scientific enquiry skills</b></p> <ol style="list-style-type: none"> <li>1. Observes and explores things in the environment</li> <li>2. Represents his or her thinking through drawing, dramatizing, graphing, or making models</li> <li>3. Reacts to changes</li> <li>4. Manipulates objects to understand their properties</li> <li>5. Connects new observations to what he or she already knows</li> <li>6. Organizes information</li> <li>7. Identifies problems, makes predictions, thinks of ways to solve problems, and tries possible solutions</li> <li>8. Makes comparisons and classifies</li> <li>9. Communicates with others about discoveries</li> </ol> <p><b>Demonstrates knowledge of living things.</b></p> <ol style="list-style-type: none"> <li>1. Shows a growing ability to classify living and non-living things</li> <li>2. Communicates about the characteristics of living things</li> <li>3. Demonstrates understanding that living things grow, change, and reproduce</li> <li>4. Shows awareness of life in different environments or habitats</li> <li>5. Groups or categorizes living things, e.g., appearance, behaviour, plant, or animal</li> <li>6. Demonstrates awareness that living things go through a growth cycle</li> </ol> <p><b>Demonstrates knowledge of the physical properties of objects and materials.</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates understanding that objects are made from one or more materials, e.g., metal, wood, plastic, or paper</li> <li>2. Communicates that the physical properties of objects and materials can change, e.g., when solid ice becomes a liquid</li> <li>3. Examines, describes, and measures the observable features of objects</li> <li>4. Displays awareness of natural forces that affect objects and materials, e.g., wind and gravity</li> <li>5. Explores and describes ways that objects can be moved in space, e.g., pushing, pulling, rising, or sinking</li> </ol>	<p><b>Uses scientific enquiry skills</b></p> <ol style="list-style-type: none"> <li>1. Observes and explores things in the environment</li> <li>2. Represents his or her thinking through drawing, dramatizing, graphing, or making models</li> <li>3. Reacts to changes</li> <li>4. Manipulates objects to understand their properties</li> <li>5. Connects new observations to what he or she already knows</li> <li>6. Organizes information</li> <li>7. Identifies problems, makes predictions, thinks of ways to solve problems, and tries possible solutions</li> <li>8. Makes comparisons and classifies</li> <li>9. Communicates with others about discoveries</li> </ol> <p><b>Demonstrates knowledge of living things.</b></p> <ol style="list-style-type: none"> <li>1. Shows a growing ability to classify living and non-living things</li> <li>2. Communicates about the characteristics of living things</li> <li>3. Demonstrates understanding that living things grow, change, and reproduce</li> <li>4. Shows awareness of life in different environments or habitats</li> <li>5. Groups or categorizes living things, e.g., appearance, behaviour, plant, or animal</li> <li>6. Demonstrates awareness that living things go through a growth cycle</li> </ol> <p><b>Demonstrates knowledge of the physical properties of objects and materials.</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates understanding that objects are made from one or more materials, e.g., metal, wood, plastic, or paper</li> <li>2. Communicates that the physical properties of objects and materials can change, e.g., when solid ice becomes a liquid</li> <li>3. Examines, describes, and measures the observable features of objects</li> <li>4. Displays awareness of natural forces that affect objects and materials, e.g., wind and gravity</li> <li>5. Explores and describes ways that objects can be moved in space, e.g., pushing, pulling, rising, or sinking</li> </ol>

	<p>3. Examines, describes, and measures the observable features of objects</p> <p>4. Displays awareness of natural forces that affect objects and materials, e.g., wind and gravity</p> <p>5. Explores and describes ways that objects can be moved (e.g., pushing, pulling, rising, or sinking)</p> <p><b>Demonstrates knowledge of Earth's environment.</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates understanding that there are different kinds of weather and that weather changes</li> <li>2. Describes weather</li> <li>3. Communicates awareness that the environment changes</li> <li>4. Communicates that the Earth's surface is made of different materials, e.g., rocks, sand, dirt, and water, and each material has properties that can be described</li> <li>5. Shows awareness that different objects can be seen in the sky</li> <li>6. Demonstrates understanding that people can affect the environment in positive and negative ways</li> </ol> <p><b>Uses tools and other technology to perform tasks.</b></p> <ol style="list-style-type: none"> <li>1. Shows understanding that different tools and technology are used in different places for different purposes, e.g., finding information, communicating, and designing</li> <li>2. Demonstrates the appropriate use of various tools and other technology</li> </ol>	<p><b>Demonstrates knowledge of Earth's environment.</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates understanding that there are different kinds of weather and that weather changes</li> <li>2. Describes and measures weather</li> <li>3. Communicates awareness that the environment changes, e.g., season to season, sometimes slowly and sometimes suddenly</li> <li>4. Communicates that the Earth's surface is made of different materials, e.g., rocks, sand, dirt, and water, and each material has properties that can be described</li> <li>5. Shows awareness that different objects can be seen in the sky</li> <li>6. Demonstrates understanding that people can affect the environment in positive and negative ways</li> </ol> <p><b>Uses tools and other technology to perform tasks.</b></p> <ol style="list-style-type: none"> <li>1. Shows understanding that different tools and technology are used in different places for different purposes, e.g., finding information, communicating, and designing</li> <li>2. Demonstrates the appropriate use of various tools and other technology</li> </ol>
Social and Emotional Development	<p><b>Regulates own emotions and behaviours</b></p> <ol style="list-style-type: none"> <li>1. Manages classroom rules, routines, and transitions with occasional reminders</li> <li>2. Accepts redirection from adults</li> <li>3. Comforts self by seeking out special object or person</li> <li>4. Demonstrates confidence in meeting own needs</li> <li>5. Is able to look at a situation differently or delay gratification</li> </ol> <p><b>Establishes and sustains positive relationships</b></p> <ol style="list-style-type: none"> <li>1. Uses successful strategies for entering groups</li> <li>2. Plays with one or two preferred playmates</li> <li>3. Demonstrates concern about the feelings of others.</li> <li>4. Manages separations without distress and engages with trusted adults.</li> </ol> <p><b>Participates cooperatively and constructively in group situations</b></p> <ol style="list-style-type: none"> <li>1. Takes turns</li> <li>2. Seeks adult help to resolve social problems</li> <li>3. Suggests solutions to social problems</li> </ol>	<p><b>Regulates own emotions and behaviours</b></p> <ol style="list-style-type: none"> <li>1. Manages classroom rules, routines, and transitions with occasional reminders</li> <li>2. Demonstrates confidence in meeting own needs</li> <li>3. Takes responsibility for own well-being</li> <li>4. Controls strong emotions in an appropriate manner most of the time</li> <li>5. Is able to look at a situation differently or delay gratification</li> </ol> <p><b>Establishes and sustains positive relationships</b></p> <ol style="list-style-type: none"> <li>1. Uses successful strategies for entering groups</li> <li>2. Initiates, joins in, and sustains positive interactions with a small group of two to three children</li> <li>3. Establishes special friendship with one child</li> <li>4. Engages with trusted adults as resources and to share mutual interests</li> <li>5. Identifies basic emotional reactions of others and their causes accurately</li> </ol> <p><b>Participates cooperatively and constructively in group situations</b></p> <ol style="list-style-type: none"> <li>1. Takes turns</li> <li>2. Initiates the sharing of materials in the classroom and outdoors</li> <li>3. Suggests solutions to social problems</li> </ol>

Social Studies	<p><b>Demonstrates knowledge of Self</b></p> <ol style="list-style-type: none"> <li>1. Shows awareness that each person has basic needs that must be met to stay healthy, e.g., food, clothing, shelter</li> <li>2. Demonstrates understanding that each person has unique characteristics, ways of communicating, and ways of solving problems</li> </ol> <p><b>Shows basic understanding of people and how they live.</b></p> <ol style="list-style-type: none"> <li>1. Shows awareness that there are similarities and differences among people and families</li> <li>2. Shows increasing awareness that respect for others, cooperation, and fairness help us get along in communities</li> <li>3. Demonstrates increasing understanding that there are rules in our homes, schools, and community and that each rule has a purpose</li> <li>4. Shows understanding that people buy, sell, and trade to get goods and services that they do not raise, make, or find themselves</li> <li>5. Communicates understanding that people have various rights and responsibilities</li> <li>6. Demonstrates understanding of the various jobs of people in the community</li> <li>7. Communicates about the various means of transportation</li> </ol> <p><b>Explores change related to familiar people or places.</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates understanding that people and things change over time</li> <li>2. Shows that time can be measured</li> </ol> <p><b>Demonstrates simple geographic knowledge.</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates understanding that we are surrounded by geographical features (e.g. address)</li> </ol>	<p><b>Demonstrates knowledge of Self</b></p> <ol style="list-style-type: none"> <li>1. Shows awareness that each person has basic needs that must be met to stay healthy, e.g., food, clothing, shelter</li> <li>2. Communicates that each person is part of a family that has unique characteristics</li> <li>3. Demonstrates understanding that each person has unique characteristics, ways of communicating, and ways of solving problems</li> </ol> <p><b>Shows basic understanding of people and how they live.</b></p> <ol style="list-style-type: none"> <li>1. Shows awareness that there are similarities and differences among people and families</li> <li>2. Shows increasing awareness that respect for others, cooperation, and fairness help us get along in communities</li> <li>3. Demonstrates increasing understanding that there are rules in our homes, schools, and community and that each rule has a purpose</li> <li>4. Shows understanding that people buy, sell, and trade to get goods and services that they do not raise, make, or find themselves</li> <li>5. Communicates understanding that people have various rights and responsibilities</li> <li>6. Communicates about the various means of transportation that people use to move goods and go from place to place</li> <li>7. Demonstrates understanding of the various jobs of people in the community</li> </ol> <p><b>Explores change related to familiar people or places.</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates understanding that people and things change over time</li> <li>2. Shows that time can be measured</li> <li>3. Communicates about time, e.g., uses words such as yesterday, today, tomorrow, day, week, month, minute, hour</li> </ol> <p><b>Demonstrates simple geographic knowledge.</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates understanding that we are surrounded by geographical features, e.g., mountain, hill, desert, lake, river, creek, bayou, and there is specific information that identifies a location, e.g., address</li> <li>2. Shows increasing understanding that maps are tools with symbols that help us locate objects, find where we are, and where we are going</li> <li>3. Communicates that we depend on people who live far away for many necessities and information</li> </ol>
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<i>Physical Development</i>	<ul style="list-style-type: none"> <li>Move spontaneously, showing some control and coordination; move with confidence in a variety of ways, showing some awareness of space</li> <li>Usually show appropriate control in large- and small- scale movements</li> <li>Begin to demonstrate fine motor control and coordination – including holding pencils correctly; handle tools, objects and malleable materials with some basic control</li> <li>Move with confidence, imagination and safety; travel around, under, over and through balancing and climbing equipment; show awareness of space, self and others</li> <li>Use small and large equipment, showing a growing range of basic skills</li> <li>Begin to understand the importance of keeping healthy; manage their personal needs and hygiene most times successfully</li> </ul>	<ul style="list-style-type: none"> <li>Move spontaneously, showing some control and coordination; move with confidence in a variety of ways, showing some awareness of space</li> <li>Begin to understand the importance of keeping healthy; manage their personal needs and hygiene most times successfully</li> <li>Usually show appropriate control in large- and small- scale movements; demonstrate some fine motor control and coordination</li> <li>Move with confidence, imagination and safety; travel around, under, over and through balancing and climbing equipment; show awareness of space, self and others</li> <li>Demonstrate fine motor control and coordination – including holding pencils correctly</li> <li>Use small and large equipment, showing a range of basic skills</li> <li>Handle tools, objects, construction and malleable materials safely and with basic control</li> <li>Recognise the importance of keeping healthy; recognise changes that happen to their bodies when active; manage their personal needs and hygiene successfully</li> </ul>
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## PSHE

Personal, Social, Health Education in primary will enable students to learn about their wellbeing. Personal Wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

PSHE lessons may be stand alone or integrated into other learning areas.

<i>Units</i>	<i>Reception 1</i>	<i>Reception 2</i>
<i>Communities</i>	<ul style="list-style-type: none"> <li>Share toys, taking turns with help</li> <li>Initiate or join in play with other children and make up games</li> <li>Follow simple rules in games</li> <li>Begin dramatic play, acting out whole scenes such as travelling or pretending to be animal</li> <li>Show more independence</li> <li>Become less egocentric</li> <li>Be more even-tempered and cooperative with parents</li> <li>May show attachment to one friend</li> </ul>	<ul style="list-style-type: none"> <li>Express more awareness of other people's feelings</li> <li>Enjoy imaginative play with other children, such as dress up or house</li> <li>Get better at sharing and taking turns with other children</li> <li>Enjoy playing games, but might change the rules as he goes</li> <li>Stick with a difficult task for longer period (controlling frustration or anger better)</li> <li>Show an understanding of right and wrong</li> <li>Listen while others are speaking</li> <li>Play games with simple rules</li> <li>Celebrate special events</li> </ul>

<i>Emotional Wellbeing</i>	<ul style="list-style-type: none"> <li>• Experience a broad range of emotions (ie: jealousy, excitement, fear, happiness, anger)</li> <li>• Students will begin to recognise emotions in themselves and others</li> <li>• Students will begin to respond to the emotions of others</li> </ul>	<ul style="list-style-type: none"> <li>• Students will recognise emotions in themselves and others</li> <li>• Students will respond to the emotions of others</li> <li>• Show some awareness of moral reasoning, such as “fairness”, and good or bad behavior</li> <li>• Develop friendships</li> </ul>
<i>Health and Safety</i>	<ul style="list-style-type: none"> <li>• Students will manage their own toilet needs</li> <li>• Students will learn the importance of hand washing to stay healthy</li> <li>• Students will begin to develop awareness of danger eg fire</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn to manage their own toilet needs</li> <li>• Students will learn the importance of hand washing to stay healthy</li> <li>• Students will begin to recognise and respond to danger eg fire, traffic</li> </ul>

## THE LOWER PRIMARY CURRICULUM – Years 1 and 2

# 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

Core textbooks:

**Year 1: Handwriting, Grammar, Spelling, English:** Nelson Thornes

**Year 2: Handwriting, Grammar, Spelling, English:** Nelson Thornes

	<i>Year 1</i>	<i>Year 2</i>
<i>Recommended Text and Genres</i>	<i>Fiction and poetry: real life stories, traditional tales from different cultures, fantasy stories, poetry and plays. Non-fiction: non-chronological report, simple recount, instructions</i>	<i>Fiction and poetry: real life stories, traditional tales from different cultures, different stories by the same author, longer stories, poetry and plays. Non-fiction: non-chronological report, instructions, explanation, reference texts</i>

<p><b>Phonics, spelling &amp; vocabulary</b></p>	<ul style="list-style-type: none"> <li>Know the name and most common sound associated with every letter in the English alphabet.</li> <li>Hear, read and write initial letter sounds.</li> <li>Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.</li> <li>Use knowledge of sounds to read and write single syllable words with short vowels.</li> <li>Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.</li> <li>Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.</li> <li>Use knowledge of sounds to write simple regular words, and to attempt other words.</li> <li>Spell familiar common words accurately, drawing on sight vocabulary.</li> <li>Use rhyme and relate this to spelling patterns.</li> <li>Recognise common word endings, e.g. -s, -ed and -ing.</li> </ul>	<ul style="list-style-type: none"> <li>Learn the different common spellings of long vowel phonemes.</li> <li>Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.</li> <li>Apply knowledge of phonemes and spelling patterns in writing independently.</li> <li>Secure the spelling of high frequency words and common irregular words.</li> <li>Identify syllables and split familiar compound words into parts.</li> <li>Spell words with common prefixes and suffixes, e.g. un-, dis-, -ful, -ly.</li> <li>Build and use collections of interesting and significant words.</li> <li>Discuss the meaning of unfamiliar words encountered in reading.</li> <li>Choose interesting words and phrases, e.g. in describing people and places.</li> </ul>
<p><b>Grammar &amp; punctuation</b></p>	<p>R e a d i n g</p> <ul style="list-style-type: none"> <li>Pause at full stops when reading.</li> <li>Identify sentences in a text.</li> <li>Know that a capital letter is used for I, for proper nouns and for the start of a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.</li> <li>Read and respond to question words, e.g. what, where, when, who, why.</li> </ul>
	<p>W r i t i n g</p> <ul style="list-style-type: none"> <li>Mark some sentence endings with a full stop.</li> <li>Write sentence-like structures which may be joined by and.</li> </ul>	<ul style="list-style-type: none"> <li>Write in clear sentences using capital letters, full stops and question marks.</li> <li>Use past and present tenses accurately but not always consistently.</li> <li>Use mainly simple and compound sentences, with and/but used to connect ideas. Because may begin to be used in a complex sentence.</li> <li>Begin to vary sentence openings, e.g. with simple adverbs.</li> <li>Use a variety of simple organisational devices in non-fiction, e.g. headings, captions.</li> <li>Begin to re-read own writing for sense and accuracy.</li> </ul>
<p><b>Reading: Fiction &amp; Poetry</b></p>	<ul style="list-style-type: none"> <li>Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word.</li> <li>Know that in English, print is read from left to right and top to bottom.</li> <li>Read a range of common words on sight.</li> </ul>	<ul style="list-style-type: none"> <li>Extend the range of common words recognised on sight.</li> <li>Use phonics as the main method of tackling unfamiliar words.</li> <li>Read aloud with increased accuracy, fluency and expression.</li> <li>Identify and describe story settings and characters, recognising that they may be from different times and places.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words.</li> <li>• Read aloud from simple books independently.</li> <li>• Anticipate what happens next in a story.</li> <li>• Talk about events in a story and make simple inferences about characters and events to show understanding.</li> <li>• Recognise story elements, e.g. beginning, middle and end.</li> <li>• Retell stories, with some appropriate use of story language.</li> <li>• Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.</li> <li>• Enjoy a range of books, discussing preferences.</li> <li>• Make links to own experiences.</li> <li>• Learn and recite simple poems.</li> <li>• Join in and extend rhymes and refrains, playing with language patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Predict story endings.</li> <li>• Make simple inferences from the words on the page, e.g. about feelings.</li> <li>• Talk about what happens at the beginning, in the middle or at the end of a story.</li> <li>• Comment on some vocabulary choices, e.g. adjectives.</li> <li>• Begin to develop likes and dislikes in reading.</li> <li>• Read poems and comment on words and sounds, rhyme and rhythm.</li> </ul>
<b>Reading: Non-fiction</b>	<ul style="list-style-type: none"> <li>• Read labels, lists and captions to find information.</li> <li>• Know the parts of a book, e.g. title page, contents.</li> <li>• Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.</li> <li>• Read and talk about own writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and follow simple instructions, e.g. in a recipe.</li> <li>• Locate words by initial letter in simple dictionaries, glossaries and indexes.</li> <li>• Find answers to questions by reading a section of text.</li> <li>• Find factual information from different formats, e.g. charts, labelled diagrams.</li> <li>• Identify general features of known text types.</li> <li>• Show some awareness that texts have different purposes.</li> <li>• Explore a variety of non-fiction texts on screen.</li> </ul>
<b>Writing: Fiction</b>	<ul style="list-style-type: none"> <li>• Write simple story books with sentences to caption pictures.</li> <li>• Write a sequence of sentences retelling a familiar story or recounting an experience.</li> <li>• Begin to use some formulaic language, e.g. Once upon a time.</li> <li>• Compose and write a simple sentence with a capital letter and a full stop.</li> <li>• Use relevant vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop stories with a setting, characters and a sequence of events.</li> <li>• Structure a story with a beginning, middle and end.</li> <li>• Link ideas in sections, grouped by content.</li> <li>• Find alternatives to and/then in developing a narrative and connecting ideas.</li> <li>• Write with a variety of sentence types.</li> <li>• Use the structures of familiar poems and stories in developing own writing.</li> <li>• Begin to use dialogue in stories.</li> <li>• Use the language of time, e.g. suddenly, after that.</li> <li>• Choose some interesting words and phrases, e.g. in describing people and places.</li> </ul>

<p><b>Writing: Non-fiction</b></p>	<ul style="list-style-type: none"> <li>• Write for a purpose using some basic features of text type.</li> <li>• Write simple information texts with labels, captions, lists, questions and instructions for a purpose.</li> <li>• Record answers to questions, e.g. as lists, charts.</li> </ul> <p><i>Presentation:</i></p> <ul style="list-style-type: none"> <li>• Develop a comfortable and efficient pencil grip.</li> <li>• Form letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple evaluations of books read.</li> <li>• Write instructions and recount events and experiences.</li> <li>• Use features of chosen text type.</li> <li>• Use simple non-fiction texts as a model for writing.</li> <li>• Make simple notes from a section of non-fiction texts, e.g. listing keywords.</li> </ul>
<p><b>Speaking &amp; listening</b></p>	<ul style="list-style-type: none"> <li>• Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest.</li> <li>• Converse audibly with friends, teachers and other adults.</li> <li>• Show some awareness of the listener through non-verbal communication.</li> <li>• Answer questions and explain further when asked.</li> <li>• Speak confidently to a group to share an experience.</li> <li>• Take turns in speaking.</li> <li>• Listen to others and respond appropriately.</li> <li>• Listen carefully to questions and instructions.</li> <li>• Engage in imaginative play, enacting simple characters or situations.</li> <li>• Note that people speak in different ways for different purposes and meanings.</li> </ul>	<ul style="list-style-type: none"> <li>• Recount experiences and explore possibilities.</li> <li>• Explain plans and ideas, extending them in the light of discussion.</li> <li>• Articulate clearly so that others can hear.</li> <li>• Vary talk and expression to gain and hold the listener's attention.</li> <li>• Show awareness of the listener by including relevant details.</li> <li>• Attempt to express ideas precisely, using a growing vocabulary.</li> <li>• Listen carefully and respond appropriately, asking questions of others.</li> <li>• Demonstrate 'attentive listening' and engage with another speaker.</li> <li>• Extend experiences and ideas through role-play.</li> <li>• Begin to be aware of ways in which speakers vary talk, for example the use of more formal vocabulary and tone of voice.</li> <li>• Show awareness that speakers use a variety of ways of speaking in different situations and try out different ways of speaking.</li> </ul>

# 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.

## Core textbooks:

**Year 1: Kid's Box:** Cambridge University Press

**Year 2: Kid's Box:** Cambridge University Press

	Year 1		Year 2
<i>Phonics, spelling and vocabulary</i>	<ul style="list-style-type: none"><li><i>Recognise, identify, sound and name the letters of the alphabet</i></li><li><i>Recognise, identify, sound, segment and blend phonemes in individual words</i></li><li><i>Identify and remember high-frequency sound and letter patterns</i></li><li><i>Recognise, identify and sound, with support, familiar words and sentences</i></li><li><i>Sight read high-frequency words</i></li><li><i>Recognise that some sounds have more than one spelling</i></li><li><i>Understand the meaning of very simple familiar phrases or sentences on familiar general and curricular topics by rereading them</i></li><li><i>Use, with support, a simple picture dictionary</i></li></ul>	<i>Reading</i>	<ul style="list-style-type: none"><li><i>Recognise, identify and sound, with support, a limited range of language at text level</i></li><li><i>Read and follow, with support, familiar instructions for classroom activities</i></li><li><i>Begin to read, with support, very short simple fiction and non-fiction texts with confidence and enjoyment</i></li><li><i>Understand the main points of very short, simple texts on some familiar general and curricular topics by using contextual clues</i></li><li><i>Understand, with support, some specific information and detail in very short, simple texts on a limited range of general and curricular topics</i></li><li><i>Understand the meaning of very short, simple texts on familiar general and curricular topics by rereading them</i></li><li><i>Understand the meaning of simple short sentences on familiar general and curricular topics</i></li><li><i>Use, with more infrequent support, a simple picture dictionary</i></li></ul>
<i>Writing</i>	<ul style="list-style-type: none"><li><i>Hold a pen/pencil in a comfortable and efficient grip</i></li><li><i>Form higher and lower case letters of regular size and shape</i></li></ul>		<ul style="list-style-type: none"><li><i>Plan, write and check, with support, short sentences on familiar topics</i></li><li><i>Write, with support, short sentences which give basic personal information</i></li></ul>

	<ul style="list-style-type: none"> <li>• Write familiar words to identify people, places and objects</li> <li>• Write letters and words in a straight line from left to right with regular spaces between letters and words</li> <li>• Copy letters and familiar high frequency words and phrases correctly</li> <li>• Copy upper and lower case letters accurately when writing names and places</li> <li>• Spell some familiar high-frequency words accurately during guided writing activities</li> <li>• Include a full stop when copying very high-frequency short sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Write short familiar instructions with support from their peers</li> <li>• Begin to use joined-up handwriting in a limited range of written work</li> <li>• Link with support words or phrases using basic coordinating connectors</li> <li>• Use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities</li> <li>• Spell a growing number of familiar high-frequency words accurately during guided writing activities</li> <li>• Include a full stop and question mark during guided writing of short, familiar sentences</li> </ul>
<i><b>Use of English</b></i>	<ul style="list-style-type: none"> <li>• Use common singular nouns, plural nouns [plural 's] and proper names to say what things are</li> <li>• Use numbers 1–10 to count</li> <li>• Use basic adjectives and colours to say what someone/something is or has</li> <li>• Use possessive adjectives to describe objects</li> <li>• Use determiners <i>a</i>, <i>the</i>, <i>this</i>, <i>these</i> to indicate what/where something is</li> <li>• Use interrogative pronouns <i>which</i>, <i>what</i>, <i>where</i> to ask basic questions; use the questions: <i>What colour is it? What now?</i></li> <li>• Use demonstrative pronouns <i>this</i>, <i>these</i> to indicate things</li> <li>• Use personal subject and object pronouns to give basic personal information</li> <li>• Use imperative forms of common verbs for basic commands and instructions</li> <li>• Use common present simple forms [positive, negative, question] to give basic personal information</li> <li>• Use common present continuous forms [positive, negative, question] to talk about what is happening now</li> <li>• Use <i>have got + noun</i> to describe and ask about possessions</li> <li>• Use basic adverbs of place <i>here</i>, <i>there</i>, to say where things are</li> <li>• Use <i>can/can't</i> to describe ability; use <i>have got</i> to describe possession</li> </ul>	<ul style="list-style-type: none"> <li>• Use singular nouns, plural nouns – including some common irregular plural forms – and uncountable nouns, genitive 's/s' to name and label things</li> <li>• Use numbers 1–50 to count</li> <li>• Use adjectives, including possessive adjectives, on familiar topics to give personal information and describe things</li> <li>• Use determiners <i>a</i>, <i>the</i>, <i>some</i>, <i>any</i>, <i>this</i>, <i>these</i>, <i>that</i> to refer to familiar objects</li> <li>• Use <i>who</i>, <i>what</i>, <i>where</i>, <i>how many</i> to ask questions on familiar topics; use impersonal <i>you</i> in the question: <i>How do you spell that?</i></li> <li>• Use demonstrative pronouns <i>this</i>, <i>these</i>, <i>that</i>, <i>those</i> and object pronoun <i>one</i> in short statements and responses</li> <li>• Use personal subject and object pronouns, including possessive pronouns <i>mine</i>, <i>yours</i> to give basic personal information and describe things</li> <li>• Use imperative forms [positive and negative] to give short instructions</li> <li>• Use common simple present forms, including short answer forms and contractions, to give personal information; use common past simple forms [regular and irregular] to describe actions and narrate simple events including short answer forms and contractions</li> <li>• Use common present continuous forms, including short answers and contractions, to talk about what</li> </ul>

	<ul style="list-style-type: none"> <li>• Use basic prepositions of location and position to describe at, in, near, next to, on to describe where people and things are; use prepositions of time: on, in to talk about days and time; use with to indicate accompaniment; use for to indicate recipient</li> <li>• Use would you like + noun, to enquire; use let's + verb; use like + verb + ing to express likes and dislikes</li> <li>• Use conjunction and to link words and phrases</li> <li>• Use me too to give short answers</li> </ul>	<p><i>is happening now on personal and familiar topics; use -ing forms swimming, spelling as nouns to describe familiar and classroom activities</i></p> <ul style="list-style-type: none"> <li>• Use there is/are to make short statements and descriptions; use Have you [ever] been? to talk about experiences</li> <li>• Use adverbs of time and place now, today, over, there, to indicate when and where; use common -ly adverbs to describe actions; use the adverb too to add information</li> <li>• Use can to make requests and ask permission and use appropriate responses here you are, OK; use must to express obligation; use have + object + infinitive to talk about obligations; use will to talk about future intention; use What/How about + noun/-ing to make suggestions</li> <li>• Use prepositions of location, position and direction: at, behind, between, in, in front of, near, next to, on, to; use prepositions of time: on, in, at, to talk about days and times; use with to indicate accompaniment and instrument and for to indicate recipient; on personal and familiar topics</li> <li>• Use Would you like to ... to invite and use appropriate responses yes please, no thanks; use declarative what [a/an] + adjective + noun to show feelings</li> <li>• Use conjunctions and, or, but to link words and phrases</li> <li>• Use when clauses to describe simple present and past actions on personal and familiar topics; use so do I to give short answers</li> </ul>
<i>Listening</i>	<ul style="list-style-type: none"> <li>• Understand a limited range of short, basic, supported classroom instructions</li> <li>• Understand a limited range of short supported questions which ask for personal information</li> <li>• Understand a limited range of short supported questions on general and curricular topics</li> <li>• Understand the main points of short, supported talk on a limited range of general and curricular topics</li> <li>• Understand some specific information and detail of short, supported talk on a limited range of general and curricular topics</li> <li>• Use contextual clues to predict content in short, supported talk on a limited range of general and curricular topics</li> </ul>	<ul style="list-style-type: none"> <li>• Understand an increased range of short, basic, supported classroom instructions</li> <li>• Understand a growing range of short supported questions which ask for personal information</li> <li>• Understand an increasing range of short supported questions on general and curricular topics</li> <li>• Understand the main points of short supported talk on an increasing range of general and curricular topics</li> <li>• Understand some specific information and detail of short, supported talk on an increasing range of general and curricular topics</li> <li>• Use contextual clues to predict content and meaning in short supported talk on an increasing range of general and curricular topics</li> </ul>

	<ul style="list-style-type: none"> <li>Understand very short supported narratives on a limited range of general and curricular topics</li> <li>Recognise the names of letters of the alphabet</li> <li>Recognise the sounds of phonemes and phoneme blends</li> </ul>	<ul style="list-style-type: none"> <li>Understand short, supported narratives on an increasing range of general and curricular topics</li> <li>Recognise words that are spelled out in a limited range of general and curricular topics</li> <li>Identify initial, middle and final phonemes and blends</li> </ul>
<i><b>Speaking</b></i>	<ul style="list-style-type: none"> <li>Make and respond to basic statements related to personal information</li> <li>Ask questions in order to find out about a limited range of personal information and classroom routines</li> <li>Use a limited range of basic words, phrases and sentences related to classroom objects, activities and routines</li> <li>Respond to basic questions on classroom and daily routines</li> <li>Use words and phrases to describe people and objects</li> <li>Contribute suitable words and phrases to pair, group and whole class exchanges</li> <li>Take turns when speaking with others in a limited range of short, basic exchanges</li> <li>Express basic likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>Make basic statements which provide personal information on a limited range of general topics</li> <li>Ask questions to find out about an increasing range of personal information</li> <li>Describe basic present and past actions on a limited range of general and curricular topics</li> <li>Use basic vocabulary for a limited range of general and curricular topics</li> <li>Give short, basic descriptions of people and objects</li> <li>Contribute a growing range of suitable words, phrases, and sentences during short pair, group and whole class exchanges</li> <li>Take turns when speaking with others in a growing range of short, basic exchanges</li> <li>Relate very short, basic stories and events on a limited range of general and curricular topics</li> </ul>

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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:

	<b>Year 1</b>	<b>Year 2</b>
Number	<p><b>Numbers and the number system</b></p> <ul style="list-style-type: none"> <li>• Recite numbers in order (forwards from 1 to 100, backwards from 20 to 0).</li> <li>• Read and write numerals from 0 to 20.</li> <li>• Count objects up to 20, recognising conservation of number.</li> <li>• Count on in tens from zero or a single-digit number to 100 or just over.</li> <li>• Count on in twos, beginning to recognise odd/even numbers to 20 as 'every other number'.</li> <li>• Begin partitioning two-digit numbers into tens and ones and reverse.</li> <li>• Within the range 0 to 30, say the number that is 1 or 10 more or less than any given number.</li> <li>• Use more or less to compare two numbers, and give a number which lies between them.</li> <li>• Order numbers to at least 20 positioning on a number track; use ordinal numbers.</li> <li>• Use the = sign to represent equality.</li> <li>• Give a sensible estimate of some objects that can be checked by counting, e.g. to 30.</li> <li>• Find halves of small numbers and shapes by folding, and recognise which shapes are halved.</li> </ul>	<p><b>Numbers and the number system</b></p> <ul style="list-style-type: none"> <li>• Count, read and write numbers to at least 100 and back again.</li> <li>• Count up to 100 objects, e.g. beads on a bead bar.</li> <li>• Count on in ones and tens from single- and two-digit numbers and back again.</li> <li>• Count in twos, fives and tens, and use grouping in twos, fives or tens to count larger groups of objects.</li> <li>• Begin to count on in small constant steps such as threes and fours.</li> <li>• Know what each digit represents in two-digit numbers; partition into tens and ones.</li> <li>• Find 1 or 10 more/less than any two-digit number.</li> <li>• Round two-digit numbers to the nearest multiple of 10.</li> <li>• Say a number between any given neighbouring pairs of multiples of 10, e.g. 40 and 50.</li> <li>• Place a two-digit number on a number line marked off in multiples of ten.</li> <li>• Recognise and use ordinal numbers up to at least the 10th number and beyond.</li> <li>• Order numbers to 100; compare two numbers using the &gt; and &lt; signs.</li> <li>• Give a sensible estimate of up to 100 objects, e.g. choosing from 10, 20, 50 or 100.</li> <li>• Understand even and odd numbers and recognise these up to at least 20.</li> <li>• Sort numbers, e.g. odd/even, multiples of 2, 5 and 10.</li> <li>• Recognise that we write one half <math>\frac{1}{2}</math>, one quarter <math>\frac{1}{4}</math> and three quarters <math>\frac{3}{4}</math>.</li> <li>• Recognise that <math>2/2</math> or <math>4/4</math> make a whole and <math>\frac{1}{4}</math> and <math>\frac{2}{4}</math> are equivalent.</li> <li>• Recognise which shapes are divided in halves or quarters and which are not.</li> <li>• Find halves and quarters of shapes and small numbers of objects.</li> </ul>
	<p><b>Calculation (mental strategies)</b></p> <ul style="list-style-type: none"> <li>• Know all number pairs to 10 and record the related addition/subtraction facts.</li> <li>• Begin to know number pairs to 6, 7, 8, 9 and 10.</li> <li>• Add more than two small numbers, spotting pairs to 10, e.g. <math>4 + 3 + 6 = 10 + 3</math>.</li> <li>• Begin using pairs to 10 to bridge 10 when adding/subtracting, e.g. <math>8 + 3</math>, add 2, then 1.</li> <li>• Know doubles to at least double 5.</li> <li>• Find near doubles using doubles already known, e.g. <math>5 + 6</math>.</li> <li>• Begin to recognise multiples of 2 and 10.</li> </ul>	<p><b>Calculation (mental strategies)</b></p> <ul style="list-style-type: none"> <li>• Find and learn by heart all numbers pairs to 10 and pairs with a total of 20.</li> <li>• Partition all numbers to 20 into pairs and record the related addition and subtraction facts.</li> <li>• Find all pairs of multiples of 10 with a total of 100 and record the related addition and subtraction facts.</li> <li>• Learn and recognise multiples of 2, 5 and 10 and derive the related division facts.</li> <li>• Find and learn doubles for all numbers up to 10 and also 15, 20, 25 and 50.</li> </ul>

	<p><b>Calculation (addition and subtraction)</b></p> <ul style="list-style-type: none"> <li>Understand addition as counting on and combining two sets; record related addition sentences.</li> <li>Understand subtraction as counting back and 'take away'; record related subtraction sentences.</li> <li>Understand difference as 'how many more to make?'</li> <li>Add/subtract a single-digit number by counting on/back.</li> <li>Find two more or less than a number to 20, recording the jumps on a number line.</li> <li>Relate counting on and back in tens to finding 10 more/less than a number (&lt; 100).</li> <li>Begin to use the +, - and = signs to record calculations in number sentences.</li> <li>Understand that changing the order of addition does not change the total.</li> <li>Add a pair of numbers by putting the larger number first and counting on.</li> <li>Recognise the use of a sign such as <math>\Delta</math> to represent an unknown, e.g. <math>6 + \Delta = 10</math>.</li> <li>Begin to add single- and two-digit numbers.</li> </ul> <p><b>Calculation (multiplication &amp; division)</b></p> <ul style="list-style-type: none"> <li>Double any single-digit number.</li> <li>Find halves of even numbers of objects up to 10.</li> <li>Try to share numbers to 10 to find which are even and which are odd.</li> <li>Share objects into two equal groups in a context.</li> </ul>	<p><b>Calculation (addition and subtraction)</b></p> <ul style="list-style-type: none"> <li>Relate counting on/back in tens to finding 10 more/less than any two-digit number and then to adding and subtracting other multiples of 10, e.g. <math>75 - 30</math>.</li> <li>Use the = sign to represent equality, e.g. <math>16 + 4 = 17 + 3</math>.</li> <li>Add four or five small numbers together.</li> <li>Recognise the use of a symbol such as <math>\Delta</math> to represent an unknown, e.g. <math>\Delta + 10 = 20</math>.</li> <li>Solve number sentences such as <math>27 + \Delta = 30</math>.</li> <li>Add and subtract a single digit to and from a two-digit number.</li> <li>Add pairs of two-digit numbers.</li> <li>Find a small difference between pairs of two-digit numbers.</li> <li>Understand that addition can be done in any order, but subtraction cannot.</li> <li>Understand subtraction as both difference and take away.</li> </ul> <p><b>Calculation (multiplication &amp; division)</b></p> <ul style="list-style-type: none"> <li>Understand multiplication as repeated addition and use the <math>\times</math> sign.</li> <li>Understand multiplication as describing an array.</li> <li>Understand division as grouping and use the <math>\div</math> sign.</li> <li>Use counting in twos, fives or tens to solve practical problems involving repeated addition.</li> <li>Find doubles of multiples of 5 up to double 50 and corresponding halves.</li> <li>Double two-digit numbers.</li> <li>Work out multiplication and division facts for the 3x and 4x tables.</li> <li>Understand that division can leave some left over.</li> </ul>
Geometry	<p><b>Shapes and geometric reasoning:</b></p> <ul style="list-style-type: none"> <li>Name and sort common 2D shapes (e.g. circles, squares, rectangles and triangles) using features such as number of sides, curved or straight. Use them to make patterns and models.</li> <li>Name and sort common 3D shapes (e.g. cube, cuboid, cylinder, cone and sphere) using features such as number of faces, flat or curved faces. Use them to make patterns and models.</li> <li>Recognise basic line symmetry.</li> </ul> <p><b>Position and movement:</b></p> <ul style="list-style-type: none"> <li>Use everyday language of direction and distance to describe movement of objects.</li> </ul>	<p><b>Shapes and geometric reasoning:</b></p> <ul style="list-style-type: none"> <li>Sort, name, describe, visualise and draw 2D shapes (e.g. squares, rectangles, circles, regular and irregular pentagons and hexagons) referring to their properties; recognise common 2D shapes in different positions and orientations.</li> <li>Sort, name, describe and make 3D shapes (e.g. cubes, cuboids, cones, cylinders, spheres and pyramids) referring to their properties; recognise 2D drawings of 3D shapes.</li> <li>Identify reflective symmetry in patterns and 2D shapes; draw lines of symmetry.</li> <li>Find examples of 2D and 3D shape and symmetry in the environment.</li> </ul>

		<p><b>Position and movement:</b></p> <ul style="list-style-type: none"> <li>Follow and give instructions involving position, direction and movement.</li> <li>Recognise whole, half and quarter turns, both clockwise and anti-clockwise.</li> <li>Recognise that a right angle is a quarter turn.</li> </ul>
Measure	<p><b>Money:</b></p> <ul style="list-style-type: none"> <li>Recognise all coins and work out how to pay an exact sum using smaller coins.</li> </ul> <p><b>Length, mass and capacity:</b></p> <ul style="list-style-type: none"> <li>Compare lengths and weights by direct comparison, then by using uniform non-standard units.</li> <li>Estimate and compare capacities by direct comparison, then by using uniform non-standard units.</li> <li>Use comparative language, e.g. longer, shorter, heavier, lighter.</li> </ul> <p><b>Time:</b></p> <ul style="list-style-type: none"> <li>Begin to understand and use some units of time, e.g. minutes, hours, days, weeks, months and years.</li> <li>Read the time to the hour (o'clock) and know key times of day to the nearest hour.</li> <li>Order the days of the week and other familiar events.</li> </ul>	<p><b>Money:</b></p> <ul style="list-style-type: none"> <li>Recognise all coins and notes.</li> <li>Use money notation.</li> <li>Find totals and the coins and notes required to pay a given amount; work out change.</li> </ul> <p><b>Length, mass and capacity:</b></p> <ul style="list-style-type: none"> <li>Estimate, measure and compare lengths, weights and capacities, choosing and using suitable uniform non-standard and standard units and appropriate measuring instruments.</li> <li>Compare lengths, weights and capacities using the standard units: centimetre, metre, 100 g, kilogram, and litre.</li> </ul> <p><b>Time:</b></p> <ul style="list-style-type: none"> <li>Know the units of time (seconds, minutes, hours, days, weeks, months and years).</li> <li>Know the relationships between consecutive units of time.</li> <li>Read the time to the half hour on digital and analogue clocks.</li> <li>Measure activities using seconds and minutes.</li> <li>Know and order the days of the week and the months of the year.</li> </ul>
Handling Data	<p><b>Organising, categorising and representing data:</b></p> <ul style="list-style-type: none"> <li>Answer a question by sorting and organising data or objects in a variety of ways, e.g. <ul style="list-style-type: none"> <li>- using block graphs and pictograms with practical resources; discussing the results</li> <li>- in lists and tables with practical resources; discussing the results</li> <li>- in Venn or Carroll diagrams giving different criteria for grouping the same objects</li> </ul> </li> </ul>	<p><b>Organising, categorising and representing data:</b></p> <ul style="list-style-type: none"> <li>Answer a question by collecting and recording data in lists and tables, and representing it as block graphs and pictograms to show results.</li> <li>Use Carroll and Venn diagrams to sort numbers or objects using one criterion; begin to sort numbers and objects using two criteria; explain choices using appropriate language, including 'not'.</li> </ul>
Problem Solving	<p><b>Using techniques and skills in solving mathematical problems:</b></p> <ul style="list-style-type: none"> <li>Choose appropriate strategies to carry out calculations, explaining working out.</li> <li>Explore number problems and puzzles.</li> </ul>	<p><b>Using techniques and skills in solving mathematical problems:</b></p> <ul style="list-style-type: none"> <li>Choose appropriate mental strategies to carry out calculations and explain how they worked out the answer.</li> <li>Explain methods and reasoning orally.</li> </ul>

	<ul style="list-style-type: none"> <li>• Find many combinations, e.g. combinations of three pieces of different coloured clothing.</li> <li>• Decide to add or subtract to solve a simple word problem (oral), and represent it with objects.</li> <li>• Check the answer to an addition by adding the numbers in a different order.</li> <li>• Check the answer to a subtraction by adding the answer to the smaller number in the question.</li> <li>• Describe and continue patterns such as count on and back in tens, e.g. 90, 80, 70.</li> <li>• Identify simple relationships between numbers and shapes, e.g. this number is ten bigger than that number.</li> <li>• Make a sensible estimate of a calculation, and consider whether an answer is reasonable.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore number problems and puzzles.</li> <li>• Make sense of simple word problems (single and easy two-step), decide what operations (addition or subtraction, simple multiplication or division) are needed to solve them and, with help, represent them, with objects or drawings or on a number line.</li> <li>• Make up a number story to go with a calculation, including in the context of money.</li> <li>• Check the answer to an addition by adding the numbers in a different order or by using a different strategy, e.g. <math>35 + 19</math> by adding 20 to 35 and subtracting 1, and by adding <math>30 + 10</math> and <math>5 + 9</math>.</li> <li>• Check a subtraction by adding the answer to the smaller number in the original subtraction.</li> <li>• Describe and continue patterns which count on in twos, threes, fours or fives to 30 or more.</li> <li>• Identify simple relationships between numbers and shapes, e.g. this number is double ...; these shapes all have ... sides.</li> <li>• Make a sensible estimate for the answer to a calculation.</li> <li>• Consider whether an answer is reasonable.</li> </ul>
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# SCIENCE

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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 1: International Primary Science Book 1 Harper Collins**  
**Year 2: International Primary Science Book 2 Harper Collins**

	<i>Year 1</i>	<i>Year 2</i>
<i>Scientific Enquiry</i>	<p><b>Ideas and evidence:</b></p> <ul style="list-style-type: none"> <li>• Try to answer questions by collecting evidence through observation.</li> </ul>	<p><b>Ideas and Evidence in Science:</b></p> <ul style="list-style-type: none"> <li>• Collect evidence by making observations when trying to answer a</li> </ul>

	<p><b>Plan investigative work:</b></p> <ul style="list-style-type: none"> <li>Ask questions and contribute to discussions about how to seek answers.</li> <li>Make predictions.</li> <li>Decide what to do to try to answer a science question.</li> </ul> <p><b>Obtain and present evidence:</b></p> <ul style="list-style-type: none"> <li>Explore and observe in order to collect evidence (measurements and observations) to answer questions.</li> <li>Suggest ideas and follow instructions.</li> <li>Record stages in work.</li> </ul> <p><b>Consider evidence and approach:</b></p> <ul style="list-style-type: none"> <li>Make comparisons.</li> <li>Compare what happened with predictions.</li> <li>Model and communicate ideas in order to share, explain and develop them.</li> </ul>	<p>science question.</p> <ul style="list-style-type: none"> <li>Use firsthand experience, e.g. observe melting ice.</li> <li>Use simple information sources.</li> </ul> <p><b>Plan investigative work:</b></p> <ul style="list-style-type: none"> <li>Ask questions and suggest ways to answer them.</li> <li>Predict what will happen before deciding what to do.</li> <li>Recognise that a test or comparison may be unfair.</li> </ul> <p><b>Obtain and present evidence:</b></p> <ul style="list-style-type: none"> <li>Make suggestions for collecting evidence.</li> <li>Talk about risks and how to avoid danger.</li> <li>Make and record observations.</li> <li>Take simple measurements.</li> <li>Use a variety of ways to tell others what happened.</li> </ul> <p><b>Consider evidence and approach:</b></p> <ul style="list-style-type: none"> <li>Make comparisons.</li> <li>Identify simple patterns and associations.</li> <li>Talk about predictions (orally and in text), the outcome and why this happened.</li> <li>Review and explain what happened.</li> </ul>
Biology	<p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>Know that plants are living things.</li> <li>Know that there are living things and things that have never been alive.</li> <li>Explore ways that different animals and plants inhabit local environments.</li> <li>Name the major parts of a plant, looking at real plants and models.</li> <li>Know that plants need light and water to grow.</li> <li>Explore how seeds grow into flowering plants.</li> </ul> <p><b>Humans and animals:</b></p> <ul style="list-style-type: none"> <li>Recognise the similarities and differences between each other.</li> <li>Recognise and name the main external parts of the body.</li> <li>Know about the need for a healthy diet, including the right types of food and water.</li> <li>Explore how senses enable humans and animals to be aware of the world around them.</li> <li>Know that humans and animals produce offspring which grow into adults.</li> </ul>	<p><b>Living things in their environment:</b></p> <ul style="list-style-type: none"> <li>Identify similarities and differences between local environments and know about some of the ways in which these affect the animals and plants that are found there.</li> <li>Understand ways to care for the environment. Secondary sources can be used.</li> <li>Observe and talk about their observation of the weather, recording reports of weather data.</li> </ul>
Chemistry	<b>Material properties:</b>	<b>Material properties:</b>

	<ul style="list-style-type: none"> <li>• Use senses to explore and talk about different materials.</li> <li>• Identify the characteristics of different materials.</li> <li>• Recognise and name common materials.</li> <li>• Sort objects into groups based on the properties of their materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some types of rocks and the uses of different rocks.</li> <li>• Know that some materials occur naturally and others are man-made.</li> </ul> <p><b>Material changes:</b></p> <ul style="list-style-type: none"> <li>• Know how the shapes of some materials can be changed by squashing, bending, twisting and/or stretching.</li> <li>• Explore and describe the way some everyday materials change when they are heated or cooled.</li> <li>• Recognise that some materials can dissolve in water.</li> </ul>
Physics	<p><b>Forces:</b></p> <ul style="list-style-type: none"> <li>• Explore, talk about and describe the movement of familiar things.</li> <li>• Recognise that both pushes and pulls are forces.</li> <li>• Recognise that when things speed up, slow down or change direction there is a cause.</li> </ul> <p><b>Sound:</b></p> <ul style="list-style-type: none"> <li>• Identify many sources of sound.</li> <li>• Know that we hear when sound enters our ear.</li> <li>• Recognise that as sound travels from a source it becomes fainter.</li> </ul>	<p><b>Light and dark:</b></p> <ul style="list-style-type: none"> <li>• Identify different light sources including the sun.</li> <li>• Know that darkness is the absence of light.</li> <li>• Be able to identify shadows.</li> </ul> <p><b>Electricity:</b></p> <ul style="list-style-type: none"> <li>• Recognise the components of simple circuits involving cells (batteries).</li> <li>• Know how a switch can be used to break a circuit.</li> </ul> <p><b>The Earth and beyond:</b></p> <ul style="list-style-type: none"> <li>• Explore how the sun appears to move during the day and how shadows change.</li> <li>• Model how the spin of the Earth leads to day and night, e.g. with different sized balls and a torch.</li> </ul>

## GLOBAL PERSPECTIVES

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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:

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

# VISUAL ARTS

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	<i>Year 1</i>	<i>Year 2</i>
<i>Essential Understandings</i>	<p><i>Students will develop their artistic skills and explore a variety of subject matter and themes.</i></p> <p><i>Different types of media and techniques will be introduced and students will learn how to utilise these tools to communicate their ideas.</i></p> <p><i>Students will create artwork that reflects their experiences as well as their imagination.</i></p> <p><i>Students will also explore famous artists' works as a source of inspiration.</i></p> <p><i>Students are encouraged to participate in class discussion which will involve explaining their reasons for making art and comparing their reasons to the reasons of others.</i></p>	
<i>Explore and develop ideas</i>	<p><i>a. record from first-hand observation, experience and imagination, and explore ideas</i></p> <p><i>b. ask and answer questions about the starting points for their work, and develop their ideas.</i></p>	<i>Extend their ability to:</i> <p><i>a. record from first-hand observation, experience and imagination, and explore ideas</i></p> <p><i>b. ask and answer questions about the starting points for their work, and develop their ideas.</i></p>
<i>Investigate and make art, craft and design</i>	<p><i>a. investigate the possibilities of a range of materials and processes</i></p> <p><i>b. try out tools and techniques and apply these to materials and processes, including drawing</i></p> <p><i>c. represent observations, ideas and feelings, and design and make images and artefacts.</i></p>	<i>Extend their ability to:</i> <p><i>a. investigate the possibilities of a range of materials and processes</i></p> <p><i>b. try out tools and techniques and apply these to materials and processes, including drawing</i></p> <p><i>c. represent observations, ideas and feelings, and design and make images and artefacts.</i></p>
<i>Evaluate and develop work</i>	<p><i>a. review what they and others have done and say what they think and feel about it</i></p> <p><i>b. identify what they might change in their current work or develop in their future work.</i></p>	<i>Extend their ability to:</i> <p><i>a. review what they and others have done and say what they think and feel about it</i></p> <p><i>b. identify what they might change in their current work or develop in their future work.</i></p>
<i>Develop their Knowledge and understanding of</i>	<p><i>a. visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space</i></p> <p><i>b. materials and processes used in making art, craft and design</i></p> <p><i>c. differences and similarities in the work of artists, craftspeople and designers in different times and cultures [for example, sculptors, photographers, architects, textile designers].</i></p>	<i>Extend their application of:</i> <p><i>a. visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space</i></p> <p><i>b. materials and processes used in making art, craft and design</i></p> <p><i>c. differences and similarities in the work of artists, craftspeople and designers in different times and cultures [for example, sculptors, photographers, architects, textile designers].</i></p>
<i>Students focus on:</i>		

	<p><i>Elements of Art--learning the uses and roles of line, color, shape, form, value, texture, and space in artwork. Projects this unit include designing a line drawing based on student's names; Using shape and color in the style of painter Helen Frankenthaler; Making sculptures and drawings based on geometric blocks; Making art that includes represented forms.</i></p> <p><i>Art from the Ancient World--learning how people living long ago made art in their own cultures. Projects in this unit include: making jewelry like the Byzantines; Making a mosaic using seeds; Making pottery with clay; Making a portrait in the style of the Ancient Egyptians</i></p> <p><i>Art that Tells Stories--learning how to communicate ideas in works of Art. Projects in this unit include: Making a representation of Hokusai's Great Wave print and connecting natural elements to works of art; Study the Narrative art of Faith Ringgold and making a composition that communicates a story (literature connection); Working with texture in collages in the style of Eric Carle.</i></p> <p><i>Making Art about Humans--learning how to represent humans more accurately and expressively; Projects in this unit include: Figure drawing and making dance party artwork in the style of Keith Haring; Making a self-portrait (inspired by Frida Khalo); Making a mask as in West Africa.</i></p> <p><i>Making Art about the Natural World--learning how the natural world can have a significant impact on the art that we make. Projects in this unit include: Making a mixed media collage with found objects; Practicing observational drawing outdoors; Making representations of landscapes in the style of Alma Woodsey Thomas; Creating a pattern-focused drawing with a found object.</i></p> <p><i>Working with Color--discovering new methods for making vibrant artwork. Projects in this lesson include: making book art (mixed media); showing a scene in the style of Henri Matisse that depicts the indoors and the outdoors simultaneously.</i></p>	<p><i>Elements of Art--learning the uses and roles of line, color, shape, form, value, texture, and space in artwork. Projects this unit include designing a line drawing based on student's names; Using shape and color in the style of painter Helen Frankenthaler; Making sculptures and drawings based on geometric blocks; Making art that includes represented forms.</i></p> <p><i>Art from the Ancient World--learning how people living long ago made art in their own cultures. Projects in this unit include: making jewelry like the Byzantines; Making a mosaic using seeds; Making pottery with clay; Making a portrait in the style of the Ancient Egyptians</i></p> <p><i>Art that Tells Stories--learning how to communicate ideas in works of Art. Projects in this unit include: Making a representation of Hokusai's Great Wave print and connecting natural elements to works of art; Study the Narrative art of Faith Ringgold and making a composition that communicates a story (literature connection); Working with texture in collages in the style of Eric Carle.</i></p> <p><i>Making Art about Humans--learning how to represent humans more accurately and expressively; Projects in this unit include: Figure drawing and making dance party artwork in the style of Keith Haring; Making a self-portrait (inspired by Frida Khalo); Making a mask as in West Africa.</i></p> <p><i>Making Art about the Natural World--learning how the natural world can have a significant impact on the art that we make. Projects in this unit include: Making a mixed media collage with found objects; Practicing observational drawing outdoors; Making representations of landscapes in the style of Alma Woodsey Thomas; Creating a pattern-focused drawing with a found object.</i></p> <p><i>Working with Color--discovering new methods for making vibrant artwork. Projects in this lesson include: making book art (mixed media); showing a scene in the style of Henri Matisse that depicts the indoors and the outdoors simultaneously.</i></p>
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# PERFORMING ARTS

	<i>Year 1</i>	<i>Year 2</i>
<i>Essential Understandings</i>	<p><i>Learn through music, movement and drama and incorporate simple rhythm instruments into their performances.</i></p> <p><i>Recognise and explore how sounds can be made and changed.</i></p> <p><i>Use voices in different ways such as speaking, singing and chanting, and perform with awareness of others.</i></p> <p><i>Repeat short rhythmic and melodic patterns and create sounds in response to given starting points.</i></p> <p><i>Respond to different moods in music, recognise well-defined changes in sounds and identify simple repeated patterns.</i></p> <p><i>Perform with and/or without instruments for the school concerts, or take part in school plays during the year.</i></p>	<p><i>Learn through music, movement and drama and incorporate simple rhythm instruments into their performances.</i></p> <p><i>Recognise and explore how sounds can be made and changed.</i></p> <p><i>Use voices in different ways such as speaking, singing and chanting, and perform with awareness of others.</i></p> <p><i>Repeat short rhythmic and melodic patterns and create sounds in response to given starting points.</i></p> <p><i>Respond to different moods in music, recognise well-defined changes in sounds and identify simple repeated patterns.</i></p> <p><i>Perform with and/or without instruments for the school concerts, or take part in school plays during the year.</i></p> <p><i>Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms.</i></p> <p><i>Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life.</i></p>
<i>Explore and develop</i>	<p><i>High-low registers</i></p> <p><i>Ostinato</i></p> <p><i>Long-short sounds</i></p> <p><i>Rhythm with body or percussive classroom instruments</i></p> <p><i>Basic rhythmic instrumentations</i></p> <p><i>Unison and Echo Singing- Rounds and canons</i></p> <p><i>Folk Music, Dances &amp; World Music</i></p> <p><i>Instruments of the orchestra</i></p> <p><i>Sound: listen to environmental sounds</i></p> <p><i>Dynamics: loud and soft</i></p> <p><i>Tempo: fast/slow, faster/slower</i></p> <p><i>Tone: individuals-groups produce various tone qualities</i></p> <p><i>Meter: 2/4, 3/4, 4/4</i></p> <p><i>Pitch: Sol-mi pitches</i></p> <p><i>Voces: Sing-speak-shout-hum-whisper</i></p> <p><i>Major scale</i></p> <p><i>Dramatic elements: plot formulation, setting and characters, audiences and dialogue</i></p> <p><i>Directed listening: main theme</i></p>	<p><i>Melodic patterns</i></p> <p><i>High and low registers</i></p> <p><i>Singing, ostinato and melodic patterns using mallet instruments</i></p> <p><i>Dynamics p &amp; f, sol-mi-la pitch, pentatonic scales</i></p> <p><i>Folk Music, Dances &amp; World Music</i></p> <p><i>Unison and Echo Singing- Rounds and canons</i></p> <p><i>Instruments of the orchestra</i></p> <p><i>How to keep a steady pulse</i></p> <p><i>Singing and rhythm with body or classroom instruments</i></p> <p><i>Concepts: crescendo-diminuendo, tempo-fast/slow &amp; louder/softer</i></p> <p><i>Harmony: create harmony with-without instruments</i></p> <p><i>Pitch: Mi-re-do pitch patterns</i></p> <p><i>Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms.</i></p>

# PHYSICAL EDUCATION

<b>DEVELOPMENTAL PE Year 1-2</b>	
<i>Unit One: Team games ( 5 weeks)</i>	<ul style="list-style-type: none"> <li>● Know and develop teamwork skills</li> <li>● Understand the concepts of winning and losing and understand how to control their emotions</li> <li>● Develop strategies and ways in which to complete a task</li> <li>● Solve problems alone and in a team</li> <li>● Understand the importance of rules and play fairly with others</li> </ul>
<i>Unit Two: Fundamental skill development ( 5 weeks)</i>	<i>Unit Two: Fundamental skill development (5 weeks)</i> <ul style="list-style-type: none"> <li>● Develop Kicking Skills</li> <li>● Develop Catching Skills</li> <li>● Develop Throwing Skills</li> <li>● Develop Balancing Skills and counter balance</li> <li>● understand how to aim and be able to show it over short distances.</li> </ul>
<i>Unit Three: Bat and ball games ( 4 weeks)</i>	<ul style="list-style-type: none"> <li>● Learn and develop striking skills with different equipment</li> <li>● Be able to react and move to the place in which a ball is going</li> <li>● Begin to be able to return shots in rally situations either alone or with a partner</li> </ul>
<i>Unit Four: Ball sports ( 5 weeks)</i>	<ul style="list-style-type: none"> <li>● Learn and develop kicking skills</li> <li>● Show the ability to be able to bounce a ball of different sizes repeatedly</li> <li>● Be able to shoot and aim to a ball by either kicking or throwing</li> </ul>
<i>Unit Five: Gymnastics (6 weeks)</i>	<ul style="list-style-type: none"> <li>● Display landings on two feet with control</li> <li>● Be able to jump in sequence in different shapes</li> <li>● Be able to climb on and off equipment safely of different heights</li> <li>● Be able to roll in numerous different shapes and directions</li> <li>● Shows a good level of balance and can balance alone and with a partner</li> <li>● an create different ways of moving and can travel into space</li> <li>● Can follow mimicked actions to some degree</li> <li>● Is able to support their own body weight</li> </ul>
<i>Unit Six: Health and Fitness (4 lessons)</i>	<ul style="list-style-type: none"> <li>● Understand the importance of being fit and healthy</li> <li>● Show a good level of cardiovascular fitness inline with global WHO standards for a child of their age</li> <li>● Be able to hold their own body weight</li> </ul>
<i>Unit Seven: OAA (4 lessons)</i>	<ul style="list-style-type: none"> <li>● Be able to work in a team and show good communication skills</li> <li>● Is able to find solutions to problems and devise strategies to ensure success</li> <li>● Is beginning to be able to use maps and understand directions</li> <li>● Shows a good level of cardiovascular fitness</li> </ul>
<i>Unit 9 Swimming ( 6 weeks)</i>	<ul style="list-style-type: none"> <li>● Is able to move on their front and back without the use of floatation devices over a short distance</li> <li>● Can float in different shapes</li> <li>● Is able to submerge under the water and retrieve different objects</li> <li>● Is able to jump in and climb out of deep water unaided</li> </ul>

# 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).

<i>Units</i>	<i>Year 1/2</i>
<i>Computer Science (CS)</i>	<p><i>Understand what algorithms are; how they are implemented as programmes on digital devices, and that programmes execute by following precise and unambiguous instructions.</i></p> <p><i>Create and debug simple programmes.</i></p> <p><i>Use logical reasoning to predict the behaviour of simple programmes.</i></p>
<i>Information Technology (IT)</i>	<i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i>
<i>Digital Literacy (DL)</i>	<p><i>Recognise common uses of information technology beyond school.</i></p> <p><i>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.</i></p>

# PSHE

Personal, Social, Health Education in primary will enable students to learn about their wellbeing. Personal Wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

PSHE lessons may be stand alone or integrated into other subject areas such as science or global perspectives.

<i>Units</i>	<i>Year 1</i>	<i>Year 2</i>
<i>Communities</i>	<p><i>Me and my family</i></p> <p><b>Who we are</b></p> <ul style="list-style-type: none"> <li>● Know about family and their extended family</li> </ul> <p><b>Rules</b></p> <ul style="list-style-type: none"> <li>● Know school and classroom rules</li> <li>● Begin to understand that we are part of a community</li> <li>● To know the school as a community</li> </ul> <p><b>Jobs</b></p> <ul style="list-style-type: none"> <li>● To know about the jobs within family members</li> </ul>	<p><i>My friends and I</i></p> <p><b>Who we are</b></p> <ul style="list-style-type: none"> <li>● Understand that they fit in their family (in time and place)</li> </ul> <p><b>Rules</b></p> <ul style="list-style-type: none"> <li>● To understand people's level of responsibility in school</li> <li>● To understand that we are part of a community</li> </ul> <p><b>Jobs</b></p> <ul style="list-style-type: none"> <li>● To know what family members and school people do in their jobs and the responsibilities they have.</li> </ul>

Cultural Diversity	<p><b>What is culture</b></p> <ul style="list-style-type: none"> <li>To begin to know the similarities and differences between themself and other children in the class</li> </ul> <p><b>Languages</b></p> <ul style="list-style-type: none"> <li>Know that we all speak different languages</li> </ul> <p><b>Languages</b></p> <ul style="list-style-type: none"> <li>Know that we all come from different places</li> </ul> <p><b>Celebration and common values</b></p> <ul style="list-style-type: none"> <li>Know why we celebrate events</li> </ul>	<p><b>What is culture</b></p> <ul style="list-style-type: none"> <li>To begin to understand how we are the same and how we are different.</li> </ul> <p><b>Languages</b></p> <ul style="list-style-type: none"> <li>Know that different languages are spoken around the world.</li> </ul> <p><b>Languages</b></p> <ul style="list-style-type: none"> <li>Know similarities and differences between home countries and our host nation</li> </ul> <p><b>Celebration and common values</b></p> <ul style="list-style-type: none"> <li>Know the significance of water in different cultures: similarities and differences</li> <li>Celebrate festivals and religions relevant to the year group</li> </ul>
Emotional Wellbeing	<p><b>Managing feelings and emotional Safety</b></p> <ul style="list-style-type: none"> <li>Know how to resolve conflict by beginning to talk to those involved</li> <li>To be able to express and identify feelings</li> </ul> <p><b>Emotional Health (Confidence and self esteem)</b></p> <ul style="list-style-type: none"> <li>Celebrate personal achievements within the classroom</li> <li>Be aware of and respect everyone's uniqueness</li> </ul> <p><b>Attitudes to learning</b></p> <ul style="list-style-type: none"> <li>Have a positive approach to learning</li> <li>Enjoy the school experience</li> </ul>	<p><b>Managing feelings and emotional Safety</b></p> <ul style="list-style-type: none"> <li>Identify and use other strategies to resolve conflict</li> <li>To be able to identify the cause and consequence of feelings</li> <li>Respect other people's feelings</li> </ul> <p><b>Emotional Health (Confidence and self esteem)</b></p> <ul style="list-style-type: none"> <li>Celebrate achievements of self and others within the classroom</li> </ul> <p><b>Attitudes to learning</b></p> <ul style="list-style-type: none"> <li>Understand that learning teaches skills that are useful in life</li> <li>Enjoy school activities</li> <li>Have a positive attitude to learning</li> </ul>
Environmental awareness	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>To understand that we need to care for animals / Insects.</li> <li>To develop a respect for all living things</li> <li>To keep and care for a class pet</li> </ul> <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>Planting trees' vegetables or herbs. Eg on special days</li> <li>Begin to understand the basic needs of plants.</li> </ul> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>Know some materials in school can be reduced' reused or recycled. Eg bring a water bottle to school</li> <li>To begin to understand that we cannot waste water</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>To know that pets need caring for</li> <li>To know how to care for another living thing</li> <li>To keep and care for a class pet</li> </ul> <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>Develop ways of beautifying special areas around school</li> </ul> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>Begin to know which materials in school can be recycled.</li> <li>To develop and sustain a recycling project in school</li> </ul>
Health and Safety	<p><b>Physical Health</b></p> <ul style="list-style-type: none"> <li>Know why we exercise</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>Begin to know ways to keep themselves safe in school and at home</li> <li>Who helps us be safe</li> <li>Be aware of stranger danger</li> <li>Be aware of road safety</li> <li>Be aware of playground safety</li> </ul> <p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>To know which foods are healthy and which are not</li> </ul> <p><b>Hygiene</b></p>	<p><b>Physical Health</b></p> <ul style="list-style-type: none"> <li>To understand the impact of regular exercise on the body</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>Begin to know ways to keep themselves and friends safe in school and at home</li> <li>Who helps us be safe</li> <li>Be aware of stranger danger</li> <li>Be aware of road safety</li> <li>Be aware of playground safety</li> </ul> <p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>To know about food groups (My plate)</li> </ul> <p><b>Hygiene</b></p> <ul style="list-style-type: none"> <li>To know about germs and how they spread</li> </ul>

	<ul style="list-style-type: none"> <li>● To know about washing hands' brushing teeth regularly and when to do it.</li> <li>● To have good hygiene practices for hands' eating' coughing and teeth (germs)</li> </ul>	
Responsibilities and values	<p><b>Integrity</b></p> <ul style="list-style-type: none"> <li>● To value each other's possessions</li> </ul> <p><b>Caring</b></p> <ul style="list-style-type: none"> <li>● To begin to take turns and share with friends</li> </ul> <p><b>Acceptance</b></p> <ul style="list-style-type: none"> <li>● To know the value of giving and taking</li> </ul> <p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>● To know the class rules and respect class materials</li> </ul> <p><b>Empathy</b></p> <ul style="list-style-type: none"> <li>● To begin to understand bullying as treating others in a way that makes them sad.</li> </ul>	<p><b>Integrity</b></p> <ul style="list-style-type: none"> <li>● To take responsibility for their actions</li> </ul> <p><b>Caring</b></p> <ul style="list-style-type: none"> <li>● To take turns and share with friends</li> </ul> <p><b>Acceptance</b></p> <ul style="list-style-type: none"> <li>● To tolerate others and their actions</li> </ul> <p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>● To be able to make appropriate decisions at school</li> </ul> <p><b>Empathy</b></p> <ul style="list-style-type: none"> <li>● To begin to find ways to deal with people who make us feel sad</li> </ul>

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## APPENDIX 1: LANGUAGES

	Definition	Year Level															
		R1	R2	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	
English	English is the school's Language of instruction	x	x	x	x	x	x	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	x	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.			Rotation	x	x	x	x	x	x	x	x	x	x	x	x	
First Language (FL)	First Language classes study the native language. It can either be a regular class or an independent study course.													x	x	x	x
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									

## APPENDIX 2: 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			<b>End of Year report</b>		

## APPENDIX 3: SECONDARY ASSESSMENT OVERVIEW

Year	Trimester	Ongoing Formative Assessment	Progress Assessment	School Based Final Assessment	Externally Moderated Assessment
11 to 13	1	Classwork, Homework and Unit Assessments	Trimester Exam	Semester 1 Report	CAIE Examinations IGCSE, AS and A Level
	2		Progress Report		
	3		Progress Report		
				End of Year report	
10	1	Classwork, Homework and Unit Assessments	Trimester Exam	Semester 1 Report	CAIE Examinations IGCSE, AS and A Level
	2		Progress Report		
	3		Progress Report		
				Final Exam	
				End of Year report	
9	1	Classwork, Homework and Unit Assessments	Progress Report	Semester 1 Report	CAIE Secondary 1 Checkpoint examinations
	2		Progress Report		
	3			Progression tests in Math, English and Science	
				Final Exam or project in History, Geography, Art, ICT, Performing Arts, P.E and Languages	
				End of Year report	
7 to 8	1	Classwork, Homework and Unit Assessments	Progress Report	Semester 1 Report	
	2		Progress Report		
	3			Progression tests in Math, English and Science	

				Final Exam or project in History, Geography, Art, ICT, Performing Arts, P.E and Languages
				End of Year report

## 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

