

PRIMARY SCHOOL CURRICULUM



IZMIR

2023-2024

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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 an accredited Cambridge Assessment International Education (CAIE) Centre. The curriculum is utilized in most sections of the school.

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
	Kindergarten	Age 5-6
	Grade 1	Age 6-7
Upper Primary:	Grade 2	Age 7-8
	Grade 3	Age 8-9
	Grade 4	Age 9-10
	Grade 5	Age 10-11

INTRODUCTION - THE PRIMARY SCHOOL

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

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

STUDENT SUPPORT SERVICES

English Support

All English Language Learners at MEF International School Izmir are provided with English Support starting from Kindergarten. Beginner and Intermediate level learners will receive English as a Second Language (ESL) in place of 1st Language English. A placement exam is taken by new non-native speakers at the beginning of the school year.

Learning Support

Students at MEFIS-Izmir with specific learning needs 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 courses, goal setting and self-management.

ASSESSMENT AND REPORTING

Written reports are sent home to parents two times a year at the end of Semester 1 and 2. Towards the end of Semester 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 learning at a basic, aspiring, good, high or outstanding level expected within their grade. These indications are determined through a consideration of both formal and informal assessments.

At the end of the year, students in Grades 2 to 5 sit Cambridge Progression tests in English/ESL, Maths and Science. These tests do not give a qualification but they are an end-of-year test that assesses the learners' performance, informs parents of the progress made and helps teachers target students' learning needs. The tests are marked internally by the classroom teacher and parents are informed of the results by a Summary Report that goes home before the end of the school year.

At the end of Grade 5, students sit Cambridge Checkpoint Examinations, end-of-Primary tests in English/ESL, Maths and Science. These tests are externally assessed, and are normally taken in April; the results come out in June and give a good indication of the students' strengths and weaknesses before they move to Secondary school.

HOMework

The purpose of homework is to consolidate knowledge and understanding of learning objectives; to reinforce and apply skills learned in the classroom; to aid the development of good study habits; to stimulate creative activity and imagination; to encourage independent thinking; to develop a spirit of inquiry and research; to foster self-discipline; and to foster parental involvement.

Homework in the Primary School will consist of consolidation and extension activities. The following is a breakdown of daily time that should be spent on homework:

Reception	10 minutes
KG and Grade 1	10-15 minutes
Grade 2 and 3	15-30 minutes
Grade 4 and 5	30-50 minutes

Requirements for homework will be displayed on Class Dojo or Google Classroom and updated weekly.

MODERN LANGUAGES

From Grade 2 onward students choose a Foreign Language from French, Spanish or Turkish. Students from Kindergarten to Grade 5 have one lesson 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 have many opportunities to take part in activities, events and clubs in our school. Within our house programme students are allocated a house team and individually take part in numerous activities throughout the school year which aim to foster a sense of community within our school and assist them in building relationships between other students and teachers. Students also have the opportunity to take part in clubs both in school time and after school that aim to support the students individual interests and needs.

EDUCATIONAL EXCURSIONS

Students are offered the possibility of taking part in educational excursions that have a link to the curriculum. For further information, please refer to our website www.izmir.mefis.k12.tr

THE LOWER PRIMARY CURRICULUM - Reception 1 & 2

The Curriculum for our Reception classes has been designed to establish a firm foundation on which pupils can build upon to support them in their continuing education. The following information aims to provide an overview of the content delivered throughout your child's time here at MEF IS School, under the Early Years Foundation Stage (EYFS). The EYFS framework is the statutory framework in the UK and has been carefully adapted to suit the needs of our international community of children. The principles that underpin this curriculum 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 follows the Early Years Foundation Stage (EYFS) is described in the following strands:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy & Mathematics
- Understanding the World
- Expressive Arts and Design

To ensure students do not study the same topics, our 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.

Reception students also receive specialist lessons, as per table below:

<i>Specialist Classes</i>	<i>Summary</i>
<i>Physical Education</i>	<i>Travelling Skills, Balancing Skills, Gross-Motor Manipulative Skills, Fine-Motor Strength and Coordination, Using Equipment, Health and Body Awareness</i>
<i>Performing Arts</i>	<i>Music Appreciation, Rhythm, Orff, Artists, Singing, Instruments. Role-play, Confidence building, Acting, Feelings and Emotion expression</i>
<i>Art & Design</i>	<i>Fine motor development, Hand eye coordination, Building relationships with materials, colour and shape awareness.</i>
<i>PSHE</i>	<i>Skills for learning, Empathy, Identifying Feelings, Emotion management, Friendship skills, Problem solving, Transition skills.</i>

	Reception 1	Reception 2
Communication and Language	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you 	<p>Communication and Language</p> <p>Listening, Attention and Understanding ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

	<p>think the caterpillar got so fat?"</p> <ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, 	<p>Self-Regulation ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

	activity and toothbrushing.	<p>Building Relationships ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs.
Physical Development	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Is starting to show awareness of own needs with regards to eating sleeping and hygiene • Recognises the importance of eating and keeping healthy 	<p>Gross Motor Skills ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing.
Literacy	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: 	<p>Comprehension ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate - where appropriate - key events in stories;

	<ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. 	<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.
Mathematics	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone - for example, "The bag is under the table," - with no pointing. 	<p>Number ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

	<ul style="list-style-type: none"> • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones - an arch, a bigger triangle etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns - stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	
<i>Understanding the World</i>	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<p>Past and Present ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People Culture and Communities ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. <p>The Natural World ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants;

		<ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<i>Expressive Arts and Design</i>	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<p>Creating with Materials ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music.
<i>Performing Arts</i>	<p>Music and Movement</p> <ul style="list-style-type: none"> • Shows an interest in music and movement • Shows body awareness when moving to different styles of music. • Shows an interest in songs and nursery rhymes. • Can sing a song from memory. 	<p>Music and Movement</p> <ul style="list-style-type: none"> • Shows an interest in music and movement • Has body awareness when moving to different styles of music. • Shows an interest in songs and nursery rhymes. • Can sing a song from memory.

	<ul style="list-style-type: none"> • Shows an interest in musical instruments. • Can keep a simple beat. • Can follow simple choreography. • Can understand musical dynamics eg loud, soft, quick etc. • Can play a musical sequence accurately. Drama <ul style="list-style-type: none"> • Interacts during dramatic play. • Is able to express emotion through music and drama. • Can memorise and perform a simple script. • Improvises fictional and non fictional characters. 	<ul style="list-style-type: none"> • Shows an interest in musical instruments. • Can keep a simple beat. • Can follow simple choreography. • Can understand musical dynamics eg loud, soft, quick etc. • Can play a musical sequence accurately. Drama <ul style="list-style-type: none"> • Interacts during dramatic play. • Is able to express emotion through music and drama. • Can memorise and perform a simple script. • Improvise fictional and non fictional characters.
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PSHE

In Personal, Social, Health Education students will build their social-emotional competence and develop foundational learning skills. PSHE lessons may be stand alone or integrated into other learning areas.

<i>Units</i>	<i>Reception 1</i>	<i>Reception 2</i>
<i>Skills for Learning</i>	<ul style="list-style-type: none"> • Welcoming • Listening rules • Focusing attention • Self-Talk • Following directions • Asking for what you need or want 	<ul style="list-style-type: none"> • How welcoming makes others feel • Listening rules • Whole body listening • Using self-talk to focus and pay attention • How following directions helps us learn • Asking for what you need or want
<i>Health and Safety</i>	<ul style="list-style-type: none"> • Manage their own toilet needs • Importance of hand washing to stay healthy • Develop awareness of danger eg fire • Parts of the body, including private parts • Consent and appropriate touches • Nutrition 	<ul style="list-style-type: none"> • Manage their own toilet needs • Importance of hand washing to stay healthy • Recognise and respond to danger eg fire, traffic • Parts of the body, including private parts • Consent and appropriate touches • Nutrition
<i>Empathy</i>	<ul style="list-style-type: none"> • Identifying feelings • Expanding emotional vocabulary • Using clues to guess how others are feeling • Identifying anger • Same or different feelings • Understanding accidents • Caring and helping 	<ul style="list-style-type: none"> • Identifying feelings • Expanding emotional vocabulary • Identifying situational and physical cues to guess how someone is feeling • Expressing anger • Accepting that different people have different feelings • Working through accidents • Caring and helping
<i>Emotion Management</i>	<ul style="list-style-type: none"> • Mindfulness and deep breathing • We feel feelings in our bodies • Asking for help when feelings are uncomfortable • Recognizing strong feelings 	<ul style="list-style-type: none"> • Mindfulness and deep breathing • Using physical clues to identify how you are feeling • Asking for help when feelings are uncomfortable

	<ul style="list-style-type: none"> • Stop signal and name feeling • Calm down strategies • Managing disappointment, anger, and waiting 	<ul style="list-style-type: none"> • Recognizing strong feelings • Stop signal and name feeling • Calm down strategies • Managing disappointment, anger, and waiting
<i>Friendship Skills and Problem Solving</i>	<ul style="list-style-type: none"> • Fair ways to play • Flexibility in play • Inviting to play • Joining in with play • Saying the problem • Thinking of solutions • Standing up for yourself 	<ul style="list-style-type: none"> • Fair ways to play • Compromising in play • Inviting others to play and making new friends • Joining in with play and including others in play • Identifying your problem • Thinking of solutions • Assertiveness
<i>Transitioning</i>	<ul style="list-style-type: none"> • Learning in R2 • Your new teacher • Making new friends 	<ul style="list-style-type: none"> • Learning in Kindergarten • Your new teacher • Making new friends

THE LOWER PRIMARY CURRICULUM - Kindergarten to Grade 1

ENGLISH

The Cambridge Primary English curriculum empowers learners in their application of English, and encourages life-long enthusiasm for reading, writing and spoken communication. It develops communication skills in English that learners can apply in everyday situations and in study. It also equips them with transferrable language skills for interrogating and producing spoken and written texts, and working collaboratively. Together the reading, writing, speaking and listening skills acquired through Cambridge Primary English support learners' overall intellectual, creative and social development.

Kindergarten	Grade 1
Learners should read, write and talk about a wide range of different texts across each stage, including texts in print and digital formats.	
<p>The following texts are particularly recommended in Kindergarten (Cambridge Stage 1)</p> <p><u>Fiction:</u> Stories with repetitive language and traditional tales.</p> <p><u>Poetry:</u> Traditional rhymes, simple rhyming poems and poems on similar themes.</p> <p><u>Non-fiction:</u> Recounts of personal experiences, instructions. Information texts: including those with contents pages, headings and captioned images</p>	<p>The following texts are particularly recommended in Grade 1 (Cambridge Stage 2)</p> <p><u>Fiction</u> Genres: Simple stories including those with repetition and rhyme - traditional tales from different cultures; stories with familiar themes; stories by well-known authors</p> <p><u>Poetry</u> Poems with patterns in sounds and/or structure (e.g. rhyming, repetition); humorous poems</p> <p><u>Non-fiction</u> Explanations: including labelled diagrams Information texts: including those with subheadings, tables, glossaries and indexes</p>
Reading: Word structure (phonics)	
<ul style="list-style-type: none"> Know the name of each letter in the English alphabet and the most common sound (phoneme) associated with it. Identify the sounds (phonemes) represented by more than one letter (consonant digraphs; vowel digraphs; trigraphs, e.g. th, sh, ch; ai, ee; igh). Blend to identify the sounds represented by adjacent consonants, e.g. br, nd. Read verbs with endings -s, -ed and -ing. Use phonic knowledge to read decodable words. Use phonic knowledge to sound out some elements of unfamiliar words. Begin to recognise a range of common words on sight, including common exception words. 	<ul style="list-style-type: none"> Identify common ways in which graphemes can be pronounced differently, e.g. how and low; hot and cold. Read words with split digraphs, e.g. made, like. Read words with common prefixes and suffixes, including un-, dis-, re-, -er, -est, -ly, -y and -ful. Read familiar words quickly and accurately, usually without audible sounding and blending. Use phonic knowledge to decode unfamiliar words. Read multi-syllabic and compound words by segmenting them into syllables. Extend the range of common words recognised on sight, including homophones and near-homophones.
Writing: Word structure (spelling)	

<ul style="list-style-type: none"> • Identify the most common letter(s) (grapheme(s)) associated with each sound in the English language. • Identify letters (graphemes) for adjacent consonants (e.g. br, nd) and consonant digraphs, including th, ch and sh. • Relate rhyme to shared spelling patterns, e.g. rock, clock, sock. • Explore and use plural nouns with endings -s and -es, and understand the effect on the meaning of a noun of adding these endings. • Choose plausible graphemes that match phonemes to write simple regular words and to attempt other words. • Spell familiar words accurately, including common exception words. • Ask for support in spelling unfamiliar words and use spelling logs to support future writing. 	<ul style="list-style-type: none"> • Explore and use different spellings of common phonemes, including long vowel phonemes, e.g. day, rain, made, great; apple, travel, metal. • Explore and use spellings of words with split digraphs, e.g. made, like. • Relate rhyme to known spelling patterns, e.g. whale, snail. • Use common irregular plurals, e.g. mice, sheep. • Explore and use verbs with endings -s, -ed and -ing where no change is needed to the root, and understand the effect on the meaning of a verb of adding these endings. • Spell some words with common prefixes and suffixes, including un-, dis-, -er, -est, -ful and -ly. • Explore and use words which sound the same but have different spellings of long vowels (homophones), e.g. tail and tale, stare and stair, blew and blue. • Use knowledge of phonemes and spelling patterns to spell a range of common regular words correctly. • Spell a range of common exception words accurately. • Ask for support in spelling unfamiliar words and use spelling logs to support future writing.
Reading: Vocabulary and language	
<ul style="list-style-type: none"> • Begin to show understanding of words and sentences encountered in reading. • Use pictures in texts as cues to support understanding of unfamiliar words. • Identify and record interesting and significant words from texts to inform own writing. • Recite the alphabet in order. • Explore sounds and words in texts, e.g. rhyming words, rhythm. 	<ul style="list-style-type: none"> • Identify possible meanings of unfamiliar words encountered in reading. • Identify and record interesting and significant words from texts to inform own writing. • Use the initial letter to organise words in alphabetical order, and to locate words in simple dictionaries and glossaries. • Explore and comment on sounds and words in texts, including adjectives. • Explore different ways of beginning sentences in texts, including using language of time.
Writing: Vocabulary and language	
<ul style="list-style-type: none"> • Use vocabulary relevant to a familiar topic. • Begin to use some formulaic language, e.g. Once upon a time ... • Use own lists of interesting and significant words to extend the range of vocabulary used in written work. 	<ul style="list-style-type: none"> • Use vocabulary relevant to a familiar topic. • In story writing, use a range of adjectives to describe characters and settings. • Begin to vary sentence openings, including using language of time, e.g. Suddenly ..., That morning • Choose and use interesting words and phrases, including to describe people and places. • Use own lists of interesting and significant words to extend the range of vocabulary used in written work.
Reading: Grammar and punctuation	

<ul style="list-style-type: none"> • Re-read text showing understanding of capital letters and full stops to indicate sentences, and simple grammatical links between words, e.g. [The girl] [is playing] with [her ball]. • Explore in texts, and understand, the use of full stops and different uses of capital letters. • Identify sentences in texts. • Explore in texts sentences that contain and. • Explore in texts, and understand, the grammar of statements, including the importance of verbs and word order. • Explore in texts examples of nouns and verbs. • Explore, and understand, the use of articles <i>the</i> and <i>a</i> or <i>an</i> in sentences. 	<ul style="list-style-type: none"> • Show understanding of punctuation, including speech marks, and simple grammar when re-reading text. • Explore in texts, and understand the differences in use of full stops and question marks. • Explore in texts sentences that contain and, but, because, if, when. • Explore in texts, and understand the grammar of commands/instructions and questions. • Explore in texts examples of nouns and noun phrases, including use of common adjectives and simple quantifiers (e.g. some, most, all). • Explore examples of pronouns in texts, including their purpose and how they agree grammatically with verbs.
Writing: Grammar and punctuation	
<ul style="list-style-type: none"> • Use a capital letter and full stop to start and end a sentence. • In more extended writing, end some sentences with a full stop. • Use a capital letter for 'I', for proper nouns and to start some sentences in more extended writing. • Write simple sentences. • Use <i>and</i> to join words and clauses. • Use articles <i>the</i> and <i>a</i> or <i>an</i> appropriately in sentences. 	<ul style="list-style-type: none"> • Use capital letters, full stops and question marks correctly in simple sentences. • Explore and use commas to separate items in lists. • Begin to include direct speech in writing, using a new line for each speaker. • Write clear statements, commands/instructions and questions. • Write simple sentences, and multi-clause sentences using <i>and</i>, <i>but</i>, <i>or</i>. • Begin to write multi-clause sentences using simple connectives, e.g. because, if, when. • Begin to use suffixes -s, -ing and -ed appropriately for present and past verb forms in sentences. • Use simple quantifiers appropriately for the context, e.g. some, most, all. • Use pronouns in writing, and ensure grammatical agreement of nouns and pronouns with verbs. • Use common adjectives appropriately in sentences, including simple comparative and superlative forms.
Reading: Structure of texts	
<ul style="list-style-type: none"> • Talk about the sequence of events or actions in a text, e.g. what happens at the beginning, in the middle and at the end of a story. • Explore and recognise the features of text structure in a range of different fiction and non-fiction texts, including simple poems. • Explore and recognise parts of a book, including cover, title and contents. • Explore and recognise how texts for different purposes look different, e.g. different uses of pictures. 	<ul style="list-style-type: none"> • Talk about the sequence of events or ideas in a text. • Explore and recognise the features of text structure in a range of different fiction and non-fiction texts, including simple poems. • Explore and recognise organisational features that help the reader to find information in texts, including subheadings and labelled diagrams
Writing: Structure of texts	

<ul style="list-style-type: none"> • Develop a simple sequence of known actions or events, e.g. by ordering sentences and then adding to them. • Use simple organisational features appropriate to the text type, e.g. subheadings, labelled diagrams. 	<ul style="list-style-type: none"> • Write a sequence of events or ideas, including stories with a beginning, middle and end. • Group together sentences relating to similar ideas. • Use simple organisational features appropriate to the text type, e.g. subheadings, labelled diagrams.
Reading: Interpretation of texts	
<ul style="list-style-type: none"> • Read and explore a range of simple stories and poems, including identifying the contribution of any visual elements. • Identify the characteristics of simple stories. • Read and explore a range of simple non-fiction text types. • Begin to show awareness that different non-fiction text types have different purposes and begin to identify their features. • Explore explicit meanings in simple texts. • Retell a familiar story verbally, including most of the relevant information. • Identify the main characters in a story and talk about what happens to them. • Find information by reading labels, lists and captions. • Explore implicit meanings in simple texts. • Anticipate what happens next in a story. • Make simple inferences based on events in a text. • Respond verbally to simple questions about texts read or heard. • Answer questions about texts with some explanation of thinking. • Show understanding of rhyme and repetition when joining in with reading familiar simple stories and poems 	<ul style="list-style-type: none"> • Begin to distinguish between fiction and non-fiction texts. • Read and explore a range of simple stories and poems, including identifying the contribution of any visual elements. • Identify the characteristics of simple stories. • Read and explore a range of simple non-fiction text types. • Begin to show awareness that different non-fiction text types have different purposes and begin to identify their features. • Explore explicit meanings in simple texts. • Identify and use the main events to retell a story verbally. • Describe story settings and characters. • Find information from simple visual sources, including tables and labelled diagrams. • Explore implicit meanings in simple texts. • Predict story endings. • Make simple inferences based on what is said or done in a text. • Answer simple questions from reading a short text. • Locate relevant information in texts, including using a contents page. • Answer questions about texts with some explanation of thinking. • Talk about patterns in simple stories and poems, e.g. rhyme, repetition.
Writing: Creation of texts	
<ul style="list-style-type: none"> • Begin to write simple stories and poems, including using the structures of familiar stories and poems. • Plan writing by speaking aloud, e.g. saying sentences or describing a sequence of events before writing them. • Develop a short written retelling of a familiar story, e.g. by writing sentences to caption pictures. • Begin to write for a purpose using basic language and features appropriate for the text type. • Include some relevant information when writing simple non-fiction texts in familiar real-life contexts. 	<ul style="list-style-type: none"> • Begin to write simple stories and poems, including using the structures of familiar stories and poems. • Plan writing through discussion, e.g. talking about the setting and characters before writing a story. • Include simple descriptions of settings and characters when writing stories. • Begin to write for a purpose using basic language and features appropriate for the text type. • Include additional information to develop some ideas when writing non-fiction texts.

Reading: Appreciation and reflection	
<ul style="list-style-type: none"> • Enjoy reading and hearing a range of simple stories, poems and non-fiction texts. • Join in with some words and phrases when reading familiar simple stories and poems together. • Read aloud simple texts independently. • Talk about texts heard or read, including making links with own experiences and expressing likes and dislikes. • Begin to make choices about books to read or listen to for pleasure. • Begin to identify how contexts and events in stories are the same as or different from real life. 	<ul style="list-style-type: none"> • Enjoy reading and hearing a range of simple stories, poems and non-fiction texts. • Begin to read texts silently as well as aloud. • Discuss texts read or heard, including giving reasons for likes and dislikes. • Make choices about books to read for pleasure. • Recognise that stories may be from different times and places
Writing: Presentation and reflection	
<ul style="list-style-type: none"> • Develop a comfortable and efficient pencil grip. • Form lower-case and upper-case letters correctly. • Join some letters, including to support use of multi-letter graphemes. • Record answers to simple questions about texts, e.g. in lists. • Present text in a range of different ways, e.g. diagrams with typed labels, storyboards with handwritten captions. • Read own writing aloud and talk about it. 	<ul style="list-style-type: none"> • Ensure consistency in formation, size and proportion of letters and the spacing of words. • Know how to join letters and which letters are best left unjoined. • Record key information drawn from a non-fiction text, e.g. listing key topic words. • Present text in a range of different ways, e.g. diagrams with typed labels, storyboards with handwritten captions. • Read own writing to others and share ideas for improvements. • Begin to proofread for errors by re-reading own writing aloud (e.g. sentence punctuation, verb forms).
Speaking and listening: Making yourself understood	
<ul style="list-style-type: none"> • Speak audibly and clearly with familiar people. • Provide relevant information, as needed. • Use some relevant vocabulary to describe events and feelings. • Show some use of non-verbal communication techniques. • Show some awareness of the listener, e.g. by varying tone to engage them, by responding to their non-verbal cues 	<ul style="list-style-type: none"> • Speak clearly and confidently with familiar people. • Provide relevant information with sufficient detail, as needed. • Use relevant vocabulary to describe events and feelings. • Show some use of non-verbal communication techniques. • Show some awareness of the listener, e.g. by varying tone to engage them, by responding to their non-verbal cues.
Speaking and listening: Showing understanding	
<ul style="list-style-type: none"> • Listen and respond appropriately, including following a sequence of simple instructions. • Ask simple questions about what is heard or read. 	<ul style="list-style-type: none"> • Listen and respond appropriately, including recalling the main points. • Ask questions about what is heard or read to improve understanding.
Speaking and listening: Group work and discussion	

<ul style="list-style-type: none"> • Work with others in a group. • Show understanding of the opinions of others. • During a discussion, listen to others without interrupting. • Take turns in speaking, expressing own feelings and ideas. 	<ul style="list-style-type: none"> • Work with others in a group. • Show understanding of the opinions of others. • During a discussion, respond in a way that is relevant to the task. • Take turns in speaking, adding relevant information.
Speaking and listening: Performance	
<ul style="list-style-type: none"> • Re-read sentences aloud with some fluency and expression. • Recite simple poems, showing awareness of rhythm. • Pause at full stops when reading aloud. • Engage in imaginative play, enacting simple characters or situations. • Make a simple personal statement in a familiar context. 	<ul style="list-style-type: none"> • Read familiar stories and poems aloud with fluency and expression. • Show awareness of speech marks when reading aloud. • Extend experiences and ideas about characters and situations through role-play. • Deliver a short presentation in a familiar context about a chosen object or event.
Speaking and listening: Reflection and evaluation	
<ul style="list-style-type: none"> • Talk about own activities, including what they enjoyed. • Suggest how someone's non-verbal communication reflects their feelings. 	<ul style="list-style-type: none"> • Talk about own activities, including why they made particular choices. • Talk about others' presentations, including what they enjoyed and why. • Identify whether someone's non-verbal communication matches their verbal communication.

ENGLISH AS A SECOND LANGUAGE

Cambridge Primary English as a Second Language is designed for learners who speak a language other than English at home and can be used in any cultural context.

Cambridge Primary English as a Second Language curriculum empowers learners to communicate confidently and effectively and to develop the critical skills needed to respond to a range of information, media and texts. It also promotes active learning, develops thinking skills and encourages intellectual engagement. The programme develops a solid foundation for further study of English as a Second Language, and for study through the medium of English.

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

Kindergarten (Cambridge Stage 1)	Grade 1 (Cambridge Stage 2)
Listening	
<p>Listening for global meaning</p> <ul style="list-style-type: none"> Understand, with support, the main point of short talk. <p>Listening for detail</p> <ul style="list-style-type: none"> Recognise a limited range of simple words that are spelled out slowly and clearly. Understand, with support, a limited range of short, simple instructions. Understand, with support, a limited range of short, simple questions which ask for simple information. Deduce meaning from context, with support, of a limited range of simple words. Understand, with support, some specific information and detail of short talk. 	<p>Listening for global meaning</p> <ul style="list-style-type: none"> Listening for global meaning Understand, with little or no support, the main point of short talk. <p>Listening for detail</p> <ul style="list-style-type: none"> Understand, with little or no support, a short sequence of familiar instructions. Understand, with support, a limited range of short questions which ask for simple information. Deduce meaning from context, with support, of an increasing range of simple words. Understand, with little or no support, some specific information and detail of short talk.
Speaking	
<p>Communication</p> <ul style="list-style-type: none"> Give basic information about themselves using simple words and phrases. Describe people, places and objects, and routine actions and events, using simple words and phrases. Ask simple questions about classroom routines and to find out a limited range of personal information and respond accordingly. Reproduce correctly a limited range of sounds in simple, familiar words and phrases. Produce short, isolated, rehearsed phrases using gesture and signalled requests for help when necessary. Use a limited range of simple grammatical structures, allowing for frequent, basic mistakes. 	<p>Communication</p> <ul style="list-style-type: none"> Give basic information about themselves using phrases and short sentences Describe people, places and objects, and routine actions and events, using phrases and short sentences Ask questions to find out an increasing range of personal information and respond accordingly. Pronounce familiar words and phrases so that these can be understood by others with some effort. Produce simple phrases, pausing to search for expressions and to repair communication. Use some simple grammatical structures, allowing for frequent, basic mistakes. <p>Express opinion</p>

<p>Organisation</p> <ul style="list-style-type: none"> • Link, with support, words and phrases using basic connectives. • Take turns when speaking with others in a limited range of short, basic exchanges. 	<ul style="list-style-type: none"> • Express, with support, basic feelings <p>Organisation</p> <ul style="list-style-type: none"> • Link, with little or no support, words and phrases using basic connectives. • Take turns when speaking with others in an increasing range of short, basic exchanges.
Writing	
<p>Communicative achievement</p> <ul style="list-style-type: none"> • Write letters and words of consistent size and spacing. • Use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities. • Spell an increasing number of simple, high-frequency words accurately during guided writing activities. • Plan and write phrases and short sentences, with support. • Use some simple grammatical structures, allowing for frequent, basic mistakes. <p>Content</p> <ul style="list-style-type: none"> • Write, with support, words and short, simple phrases to give personal and factual information. 	<p>Communicative achievement</p> <ul style="list-style-type: none"> • Use legible handwriting in written work with some speed and fluency. • Spell most high-frequency words accurately when writing independently. • Plan, write, edit and proofread a short sequence of sentences in a paragraph, with support. • Use some simple grammatical structures and sentence patterns correctly, allowing for some mistakes. <p>Organisation</p> <ul style="list-style-type: none"> • Use basic punctuation (e.g. full stop and question mark) during guided writing of short sentences and questions. • Link, with support, words, phrases and short sentences using basic connectives. <p>Content</p> <ul style="list-style-type: none"> • Write, with support, simple phrases to give personal and factual information. • Express, with support, basic feelings.
Reading	
<p>Reading for global meaning</p> <ul style="list-style-type: none"> • Recognise, identify, sound and name the letters of the alphabet. • Recognise, identify and blend sounds in individual words. • Understand, with support, simple words and phrases in short, simple, illustrated texts. • Begin to deduce the meaning of a limited range of simple, familiar words, with support, by linking them to pictures. 	<p>Reading for global meaning</p> <ul style="list-style-type: none"> • Understand, with support, the main point of short, simple texts. • Begin to read, with support, short, simple fiction and non-fiction texts with confidence and enjoyment. <p>Reading for detail</p> <ul style="list-style-type: none"> • Recognise, identify and sound, with support, a limited range of words and phrases in short, simple texts. • Understand, with support, some specific information and detail in short, simple, illustrated texts. • Read and follow, with support, a limited range of short, familiar instructions. • Deduce the meaning of an increasing range of simple, familiar words, with support, by linking them to pictures.
Use of English	
<p>Grammatical forms</p> <ul style="list-style-type: none"> • Use familiar question words and structures. 	<p>Grammatical forms</p> <ul style="list-style-type: none"> • Use question words and structures to ask basic

<ul style="list-style-type: none"> • Use common present simple forms to give basic personal and factual information. • Use common present continuous forms [positive, negative, question] to talk about present activities. • Use can/can't to describe ability. • Use common adjectives, including colours, to say what someone/something is or has. • Use possessive adjectives to describe objects. <p>Vocabulary</p> <ul style="list-style-type: none"> • Use cardinal numbers 1-20. • Use ordinal numbers 1st-10th. • Use with to indicate accompaniment and for to indicate recipient. • Use basic prepositions of location and position (e.g. at, in, near, next to, on) to describe where people and things are. • Use prepositions of time (e.g. on, in) to talk about days and time. • Use common adverbs of place (e.g. here, there) to indicate where things are. • Use common singular nouns, plural nouns [plural 's'] and proper nouns to say what things are. <p>Sentence structure</p> <ul style="list-style-type: none"> • Use articles a, the to refer to familiar objects. • Use demonstrative pronouns this, these to indicate things. • Use common personal subject and object pronouns to give simple personal information. • Use connective and to link words and phrases. • Use like + verb + ing to express likes and dislikes. 	<p>questions.</p> <ul style="list-style-type: none"> • Use common present simple forms, including short answer forms and contractions, to give personal and factual information. • Use common past simple forms [regular and irregular] to describe actions and narrate simple events, including short answer forms and contractions • Use common present continuous forms, including short answers and contractions, to talk about present activities. • Use future simple form will to talk about future intention. • Use can to make requests and ask permission and use appropriate responses (e.g. here you are, OK). • Use common adjectives on personal and familiar topics to give personal information and describe things. • Use possessive adjectives to give personal information and describe familiar things. <p>Vocabulary</p> <ul style="list-style-type: none"> • Use cardinal numbers 1-100. • Use ordinal numbers 1st-50th. • Use with to indicate accompaniment and instrument and for to indicate recipient. • Use prepositions of location, position and direction (e.g. behind, between, in, in front of, to). • Use prepositions of time (e.g. at) to talk about days and time. • Use adverbs of definite time (e.g. now, today, yesterday, last week). • Use common -ly adverbs to describe actions. • Use the adverb too to add information. • Use countable and some common uncountable nouns, including some common irregular plural forms, and possessive 's to name and label things. • Use there is/are to make short statements and descriptions. • Use impersonal you in questions (e.g. How do you spell that?). <p>Sentence structure</p> <ul style="list-style-type: none"> • Use demonstratives this, that, these, those to refer to familiar objects. • Use demonstrative pronouns this, these, that, those and object pronoun one in short statements and responses. • Use common personal subject and object pronouns, including possessive pronouns (e.g. mine, yours), to give simple personal information and describe things. • Use connectives (e.g. but, or, then) to link words and phrases.
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MATHEMATICS

The Cambridge Primary Mathematics curriculum is presented in three main strands: Number, Geometry and Measure, Statistics and Probability. Embedded within and across the strands is Thinking and Working Mathematically. Thinking and Working Mathematically brings awareness to learners' mathematical actions and assists them in finding mathematical solutions.

Kindergarten (Cambridge Stage 1)	Grade 1 (Cambridge Stage 2)
Thinking and Working Mathematically supports the mathematical concepts and skills in <u>all</u> strands of the Cambridge Primary Mathematics curriculum. Thinking and Working Mathematically comprises eight characteristics that are presented in four pairs: <ul style="list-style-type: none"> • Specialising and Generalising • Conjecturing and Convincing • Characterising and Classifying • Critiquing and Improving 	
Number: Counting and sequences	
<ul style="list-style-type: none"> • Count objects from 0 to 20, recognising conservation of number and one-to-one correspondence. • Recognise the number of objects presented in familiar patterns up to 10, without counting. • Estimate the number of objects or people (up to 20), and check by counting. • Count on in ones, twos or tens, and count back in ones and tens, starting from any number (from 0 to 20). • Understand even and odd numbers as 'every other number' when counting (from 0 to 20). • Use familiar language to describe sequences of objects. 	<ul style="list-style-type: none"> • Count objects from 0 to 100. • Recognise the number of objects presented in unfamiliar patterns up to 10, without counting. • Estimate the number of objects or people (up to 100). • Count on and count back in ones, twos, fives or tens, starting from any number (from 0 to 100). • Recognise the characteristics of even and odd numbers (from 0 to 100). • Recognise, describe and extend numerical sequences (from 0 to 100).
Number: Integers and powers	
<ul style="list-style-type: none"> • Recite, read and write number names and whole numbers (from 0 to 20). • Understand addition as: <ul style="list-style-type: none"> • counting on • combining two sets. • Understand subtraction as: <ul style="list-style-type: none"> • counting back • take away • difference. • Recognise complements of 10. • Estimate, add and subtract whole numbers (where the answer is from 0 to 20). • Know doubles up to double 10. 	<ul style="list-style-type: none"> • Recite, read and write number names and whole numbers (from 0 to 100). • Understand and explain the relationship between addition and subtraction. • Recognise complements of 20 and complements of multiples of 10 (up to 100). • Estimate, add and subtract whole numbers with up to two digits (no regrouping of ones or tens). • Understand multiplication as: <ul style="list-style-type: none"> • repeated addition • an array. • Understand division as: <ul style="list-style-type: none"> • sharing (number of items per group) • grouping (number of groups). • Know 1, 2, 5 and 10 times tables

Number: Money	
<ul style="list-style-type: none"> Recognise money used in local currency. 	<ul style="list-style-type: none"> Recognise value and money notation used in local currency. Compare values of different combinations of coins or notes.
Number: Place value, ordering and rounding	
<ul style="list-style-type: none"> Understand that zero represents none of something. Compose, decompose and regroup numbers from 10 to 20. Understand the relative size of quantities to compare and order numbers from 0 to 20. Recognise and use ordinal numbers from 1st to 10th. 	<ul style="list-style-type: none"> Understand and explain that the value of each digit in a 2-digit number is determined by its position in that number, recognising zero as a place holder. Compose, decompose and regroup 2-digit numbers, using tens and ones. Understand the relative size of quantities to compare and order 2-digit numbers. Recognise and use ordinal numbers. Round 2-digit numbers to the nearest 10.
Number: Fractions, decimals, percentages, ratio and proportion	
<ul style="list-style-type: none"> Understand that an object or shape can be split into two equal parts or two unequal parts. Understand that a half can describe one of two equal parts of a quantity or set of objects. Understand that a half can act as an operator (whole number answers). Understand and visualise that halves can be combined to make wholes. 	<ul style="list-style-type: none"> Understand that an object or shape can be split into four equal parts or four unequal parts. Understand that a quarter can describe one of four equal parts of a quantity or set of objects. Understand that one half and one quarter can be interpreted as division. Understand that fractions (half, quarter and three-quarters) can act as operators. Recognise the relative size of $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ and 1, and the equivalence of $\frac{1}{2}$ and two quarters, and two halves, four quarters and 1. Understand and visualise that wholes, halves and quarters can be combined to create new fractions.
Geometry and Measure: Time	
<ul style="list-style-type: none"> Use familiar language to describe units of time. Know the days of the week and the months of the year. Recognise time to the hour and half hour. 	<ul style="list-style-type: none"> Order and compare units of time (seconds, minutes, hours, days, weeks, months and years). Read and record time to five minutes in digital notation (12-hour) and on analogue clocks. Interpret and use the information in calendars.
Geometry and Measure: Geometrical reasoning, shapes and measurements	
<ul style="list-style-type: none"> Identify, describe and sort 2D shapes by their characteristics or properties, including reference to number of sides and whether the sides are curved or straight. Use familiar language to describe length, including long, longer, longest, thin, thinner, thinnest, short, shorter, shortest, tall, taller and tallest. 	<ul style="list-style-type: none"> Identify, describe, sort, name and sketch 2D shapes by their properties, including reference to regular polygons, number of sides and vertices. Recognise these shapes in different positions and orientations. Understand that a circle has a centre and any point on the boundary is at the same distance from the centre.

<ul style="list-style-type: none"> • Identify, describe and sort 3D shapes by their properties, including reference to the number of faces, edges and whether faces are flat or curved. • Use familiar language to describe mass, including heavy, light, less and more. • Use familiar language to describe capacity, including full, empty, less and more. • Differentiate between 2D and 3D shapes. • Identify when a shape looks identical as it rotates. • Explore instruments that have numbered scales, and select the most appropriate instrument to measure length, mass, capacity and temperature. 	<ul style="list-style-type: none"> • Understand that length is a fixed distance between two points. Estimate and measure lengths using non-standard or standard units • Draw and measure lines, using standard units. • Identify, describe, sort and name 3D shapes by their properties, including reference to number and shapes of faces, edges and vertices. • Understand that mass is the quantity of matter in an object. Estimate and measure familiar objects using non-standard or standard units. • Understand that capacity is the maximum amount that an object can contain. Estimate and measure the capacity of familiar objects using non-standard or standard units. • Identify 2D and 3D shapes in familiar objects. • Identify a horizontal or vertical line of symmetry on 2D shapes and patterns. • Predict and check how many times a shape looks identical as it completes a full turn. • Understand that an angle is a description of a turn, including reference to the terms whole, half and quarter turns, both clockwise and anticlockwise. • Understand a measuring scale as a continuous number line where intermediate points have value
Geometry and Measure: Position and transformation	
<ul style="list-style-type: none"> • Use familiar language to describe position and direction. 	<ul style="list-style-type: none"> • Use knowledge of position and direction to describe movement. • Sketch the reflection of a 2D shape in a vertical mirror line, including where the mirror line is the edge of the shape.
Statistics and probability: Statistics	
<ul style="list-style-type: none"> • Answer non-statistical questions (categorical data). • Record, organise and represent categorical data using: <ul style="list-style-type: none"> • practical resources and drawings • lists and tables • Venn and Carroll diagrams • block graphs and pictograms. • Describe data, using familiar language including reference to more, less, most or least to answer nonstatistical questions and discuss conclusions 	<ul style="list-style-type: none"> • Conduct an investigation to answer non-statistical and statistical questions (categorical data). • Record, organise and represent categorical data. Choose and explain which representation to use in a given situation: <ul style="list-style-type: none"> • lists and tables • Venn and Carroll diagrams • tally charts • block graphs and pictograms. • Describe data, identifying similarities and variations to answer non-statistical and statistical questions and discuss conclusions.
Statistics and probability: Probability	
	<ul style="list-style-type: none"> • Use familiar language associated with patterns and randomness, including regular pattern and random pattern. • Conduct chance experiments with two outcomes, and present and describe the results.

SCIENCE

Cambridge Primary Science supports learners in developing life-long curiosity about the natural world and enables them to seek scientific explanations to the phenomena around them. Learners will develop a holistic approach to science by considering scientific thinking and practical skills alongside knowledge and understanding which is vital for explaining the world around us. This approach provides learners with the knowledge and skills they require to access and excel at science in later phases of education and to make informed choices, including considering sustainability issues and meeting the challenges facing our environment.

The addition of a Science in Context strand supports teachers in demonstrating the relevance of science to learners. Improving learners' awareness of science in the world around them develops their sense that 'science is for me' and starts learners on a journey of connecting themselves to the subject.

Kindergarten (Cambridge Stage 1)	Grade 1 (Cambridge Stage 2)
Thinking and working scientifically: Models and representations	
	<ul style="list-style-type: none"> Know that a model represents an object or idea in a clear way. Make and use a physical model of a familiar system or idea. Describe the difference between a diagram and a picture.
Thinking and working scientifically: Scientific enquiry: purpose and planning	
<ul style="list-style-type: none"> Ask questions about the world around us and talk about how to find answers. Make predictions about what they think will happen 	<ul style="list-style-type: none"> Ask questions about the world around us and talk about how to find answers. Make predictions about what they think will happen.
Thinking and working scientifically: Carrying out scientific enquiry	
<ul style="list-style-type: none"> Sort and group objects, materials and living things based on observations of the similarities and differences between them. Use given equipment appropriately. Take measurements in non-standard units. Follow instructions safely when doing practical work. Collect and record observations and/or measurements by annotating images and completing simple tables 	<ul style="list-style-type: none"> Sort and group objects, materials and living things based on observations of the similarities and differences between them. Use given equipment appropriately. Take measurements in non-standard units. Follow instructions safely when doing practical work. Use a given secondary information source to find an answer to a question. Collect and record observations and/or measurements by annotating images and completing simple tables.
Thinking and working scientifically: Scientific enquiry: analysis, evaluation and conclusions	
<ul style="list-style-type: none"> Describe what happened during an enquiry and if 	<ul style="list-style-type: none"> Describe what happened during an enquiry and if

it matched predictions	<p>it matched their predictions.</p> <ul style="list-style-type: none"> Identify simple patterns in results, e.g. increasing and decreasing patterns. Present and interpret results using tables and block graphs.
Biology: Structure and function	
<ul style="list-style-type: none"> Recognise and name the major parts of familiar flowering plants (limited to roots, leaves, stems and flowers). Identify the senses (limited to sight, hearing, taste, smell and touch) and what they detect, linking each to the correct body part. Recognise and name the major external parts of the human body. 	<ul style="list-style-type: none"> Compare how animals, including humans, are similar and different in their external body parts and skin covering. Identify the different types of human teeth, explain how they are suited to their functions and describe how to care for teeth
Biology: Life processes	
<ul style="list-style-type: none"> Identify living things and things that have never been alive. Know that animals, including humans, need air, water and suitable food to survive. Know that plants need light and water to survive. Describe how humans are similar to and different from each other. 	<ul style="list-style-type: none"> Know that humans need to manage diet, maintain hygiene and move regularly to be healthy. Describe what illness is and describe the common signs of illness in humans. Describe how the offspring of animals, including humans, change as they become older. Know that animals, including humans, produce offspring that have a combination of features from their parents.
Biology: Ecosystems	
	<ul style="list-style-type: none"> Know that an environment in which a plant or animal naturally lives is its habitat. Know that different habitats contain different plants and animals. Identify similarities and differences between local environments in terms of hot, cold, dry, wet, many plants, few plants, many animals and few animals.
Chemistry: Materials and their structure	
<ul style="list-style-type: none"> Identify, name, describe, sort and group common materials, including wood, plastic, metal, glass, rock, paper and fabric. Understand the difference between an object and a material. 	<ul style="list-style-type: none"> Understand that some materials occur naturally and others are manufactured.
Chemistry: Properties of materials	
<ul style="list-style-type: none"> Understand that all materials have a variety of properties. Describe common materials in terms of their properties. 	<ul style="list-style-type: none"> Describe a property as a characteristic of a material and understand that materials can have more than one property. Explain why materials are chosen for specific purposes on the basis of their properties. Know that materials can be tested to determine

	their properties.
Chemistry: Changes to materials	
<ul style="list-style-type: none"> Describe how materials can be changed by physical action, e.g. stretching, compressing, bending and twisting 	<ul style="list-style-type: none"> Know that some changes can turn a material into a different material.
Physics: Forces and energy	
<ul style="list-style-type: none"> Explore, talk about and describe the movement of familiar objects. Describe pushes and pulls as forces. Explore that some objects float and some sink. 	<ul style="list-style-type: none"> Know that forces can change the movement of an object. Know that forces can change the shape of an object. Recognise that things will only speed up, slow down or change direction when something else causes them to do so.
Physics: Light and sound	
<ul style="list-style-type: none"> Identify different sources of sound. Explore that as sound travels from a source it becomes quieter. 	<ul style="list-style-type: none"> Know that there are many light sources, including the Sun. Know that darkness is the absence of light.
Physics: Electricity and magnetism	
<ul style="list-style-type: none"> Identify things that require electricity to work. Explore, talk about and describe what happens when magnets approach and touch different materials. 	<ul style="list-style-type: none"> Identify how we use electricity and describe how to be safe with it. Recognise the components of simple circuits (limited to cells, wires and lamps). Explore the construction of simple series circuits (limited to cells, wires and lamps).
Earth and space: Planet Earth	
<ul style="list-style-type: none"> Know that Earth is mostly covered in water. Describe land as being made of rock and soil. 	<ul style="list-style-type: none"> Describe and compare different types of rock. Know rocks are extracted from the Earth in different ways, including from quarries, mines and riverbeds. Know that human activity can affect the environment.
Earth and space: Earth in space	
<ul style="list-style-type: none"> Know that Earth is the planet on which we live. Describe the Sun as a source of heat and light, and as one of many stars. 	<ul style="list-style-type: none"> Describe the apparent movement of the Sun during the day.
Science in Context	
<ul style="list-style-type: none"> Talk about how some of the scientific knowledge and thinking now was different in the past. Talk about how science explains how objects they use, or know about, work. Know that everyone uses science and identify people who use science professionally. 	<ul style="list-style-type: none"> Talk about how some of the scientific knowledge and thinking now was different in the past. Talk about how science explains how objects they use, or know about, work. Know that everyone uses science and identify people who use science professionally.

- Talk about how science helps us understand our effect on the world around us.

- Talk about how science helps us understand our effect on the world around us.

GLOBAL PERSPECTIVES

Cambridge Global Perspectives is a unique, transformational programme that helps primary learners to develop transferable skills such as critical thinking and problem solving. It offers valuable opportunities to reinforce links with and skills learnt in other subjects across the Cambridge Primary programme.

The emphasis is on developing learners' ability to think critically about a range of global issues where there is always more than one point of view. Learners study global topics that are relevant to them - for example, the environment, education and keeping healthy.

Learning objectives are divided into six main areas called 'strands', which run through every stage: research, analysis, evaluation, reflection, collaboration, and communication. The skills are taught through a wide range of topics using a personal, local and global perspective.

Global perspective topics help learners develop their skills while using a personal, local and global perspective.

<i>Global Perspectives Topics</i>			
<i>Computers & Technology</i>	<i>Families</i>	<i>Improving communication</i>	<i>Keeping healthy</i>
<i>Keeping safe</i>	<i>Keeping the peace</i>	<i>Living and working together</i>	<i>Looking after the planet</i>
<i>Moving goods and people</i>	<i>Moving to a new country</i>	<i>Obedying the law</i>	<i>People - young and old</i>
<i>Reduce, reuse, recycle</i>	<i>Rich and poor</i>	<i>Sharing the planet</i>	<i>Sport and leisure</i>
<i>The right to learn</i>	<i>The world of work</i>	<i>Understanding belief</i>	<i>Using energy</i>
<i>Values and beliefs</i>	<i>Water, food, and farming</i>	<i>Worldwide companies</i>	<i>Working with other countries</i>

Learning Objectives

	<i>Kindergarten</i>	<i>Grade 1</i>
<i>Research</i>	Constructing research questions <ul style="list-style-type: none"> • Ask basic questions about a given topic Information skills <ul style="list-style-type: none"> • Talk about information on a given topic in sources provided Conducting research <ul style="list-style-type: none"> • Begin to participate in simple investigations and ask basic questions to find information and opinions Recording findings <ul style="list-style-type: none"> • Record information on a given topic in pictograms or simple graphic organisers 	Constructing research questions <ul style="list-style-type: none"> • Ask focused questions about a given topic Information skills <ul style="list-style-type: none"> • Locate relevant information in sources provided Conducting research <ul style="list-style-type: none"> • Conduct simple investigations, using interviews or questionnaires to find information and opinions Recording findings <ul style="list-style-type: none"> • Record findings from research in pictograms, simple tables or organisers
<i>Analysis</i>	Identifying perspectives <ul style="list-style-type: none"> • Say something known about a topic 	Identifying perspectives <ul style="list-style-type: none"> • Recognise that different people know

	<p>Interpreting data</p> <ul style="list-style-type: none"> • Talk about information recorded in pictograms or graphic organisers <p>Making connections</p> <ul style="list-style-type: none"> • Talk about simple, personal consequences of own actions <p>Solving problems</p> <ul style="list-style-type: none"> • Choose a possible solution to an issue from a range of actions given 	<p>different things about a topic</p> <p>Interpreting data</p> <ul style="list-style-type: none"> • Recognise that graphical and numerical data can show information about a topic <p>Making connections</p> <ul style="list-style-type: none"> • Talk about simple, personal consequences of own actions on others <p>Solving problems</p> <ul style="list-style-type: none"> • Suggest a personal action that could make a positive difference to an issue
<i>Evaluation</i>	<p>Evaluating sources</p> <ul style="list-style-type: none"> • Select a source relevant to a given topic and explain reasons for choice <p>Evaluating arguments</p> <ul style="list-style-type: none"> • State an opinion about a given topic 	<p>Evaluating sources</p> <ul style="list-style-type: none"> • Suggest sources which might be relevant to a topic, explaining reasons for relevance <p>Evaluating arguments</p> <ul style="list-style-type: none"> • Express an opinion about a given topic, giving reasons for opinion
<i>Reflection</i>	<p>Personal contribution</p> <ul style="list-style-type: none"> • Identify personal contribution in the form of an action intended to help achieve a shared outcome <p>Teamwork</p> <ul style="list-style-type: none"> • Identify an action that someone else contributed to achieve a shared outcome <p>Personal viewpoints</p> <ul style="list-style-type: none"> • Talk about what has been learned during an activity with support <p>Personal learning</p> <ul style="list-style-type: none"> • Talk about something liked in a particular activity 	<p>Personal contribution</p> <ul style="list-style-type: none"> • Identify personal contribution in the form of an idea intended to help achieve a shared outcome <p>Teamwork</p> <ul style="list-style-type: none"> • Identify an idea that someone else contributed to achieve a shared outcome <p>Personal viewpoints</p> <ul style="list-style-type: none"> • Talk about what has been learned during an activity <p>Personal learning</p> <ul style="list-style-type: none"> • Talk about a particular activity that supported learning
<i>Collaboration</i>	<p>Cooperation and interdependence</p> <ul style="list-style-type: none"> • Share resources with others while working independently or with a partner <p>Engaging in teamwork</p> <ul style="list-style-type: none"> • Work positively with others 	<p>Cooperation and interdependence</p> <ul style="list-style-type: none"> • Carry out a task in order to contribute to a shared outcome <p>Engaging in teamwork</p> <ul style="list-style-type: none"> • Work positively with others, contributing to a shared outcome
<i>Communication</i>	<p>Communicating information</p> <ul style="list-style-type: none"> • Answer questions with relevant information about a given topic <p>Listening and responding</p> <ul style="list-style-type: none"> • Listen to others in class discussions and respond with simple questions 	<p>Communicating information</p> <ul style="list-style-type: none"> • Talk about a given topic, giving relevant information <p>Listening and responding</p> <ul style="list-style-type: none"> • Listen to others in class discussions and respond with simple and relevant questions

ART & DESIGN

This wide ranging discipline enables learners to explore their creativity and to express themselves through a range of artistic forms. They will experiment with media, learn about the creative process and convert their creative ideas and experiments into both personal and collaborative pieces of art. Throughout their artistic journey, learners will also benefit from reflecting on their own experiences.

	<i>Learning Objectives</i>
<i>Experiencing</i>	<ul style="list-style-type: none"> • Encounter, sense, experiment with and respond to a wide range of sources, including a range of art from different times and cultures. • Explore media, materials, tools, technologies and processes. • Gather and record experiences and visual information.
<i>Making</i>	<ul style="list-style-type: none"> • Learn to use a range of media, materials, tools, technologies and processes with increasing skill, independence and confidence. • Select appropriate media, materials, tools, technologies and processes for a purpose.
<i>Reflecting</i>	<ul style="list-style-type: none"> • Celebrate artistic experiences and learning. • Analyse, critique and connect own and others' work as part of the artistic process.
<i>Thinking and working artistically</i>	<ul style="list-style-type: none"> • Generate, develop, create, innovate and communicate ideas by using and connecting the artistic processes of experiencing, making and reflecting. • Embrace challenges and opportunities, working with growing independence. • Review and refine own work.

Progression

Each learning objective of the Cambridge Primary and Lower Secondary Art & Design curriculum is underpinned by the same core principles throughout all nine stages. As learners progress through each stage, they should be able to demonstrate and appreciate their growth both as an artist and as a rounded learner. This approach will help learners develop and display increasing levels of confidence, technical skill and independence. It will also help them to refine their judgment when taking creative risks, when imaginatively embracing creative opportunities and when reflecting upon their own work and that of other artists.

<i>Progression from Kindergarten to Grade 5</i>		
<i>Kindergarten to Grade 1</i>	<ul style="list-style-type: none"> • Introduction to artistic skills 	<ul style="list-style-type: none"> • Learners to work spontaneously
<i>Grade 2 to Grade 3</i>	<ul style="list-style-type: none"> • Experimentation with knowledge and artistic skills 	<ul style="list-style-type: none"> • Learners combine knowledge and skills
<i>Grade 4 to Grade 5</i>	<ul style="list-style-type: none"> • Application of knowledge and artistic skills 	<ul style="list-style-type: none"> • Learners assume independence

PERFORMING ARTS

Performing Arts stimulates young imaginations, challenges perceptions and develops creative and analytical skills. Students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas. It is through this practice that students acquire new skills and master those skills developed in prior learning.

The aims of Performing Arts are to encourage and enable students to:

- develop skills specific to the discipline
- engage in a process of creative exploration and discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect
- deepen their understanding of the world.

Performing arts courses include the disciplines of Drama, Music, and Dance. These can be learned in both an integrated or modular fashion.

Learning objectives:

- Creating - students develop their musical and performing ideas to a point of realization by applying their skills. Students develop their abilities by presenting it to audiences. Students develop curiosity, and purposefully explore and challenge boundaries. Students explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. They discover their personal signature and realize their artistic identity.
- Responding - Students respond to their world, to their own art and to the art of others. Students must make connections and transfer learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate as well as respond to change.

PHYSICAL EDUCATION

Cambridge International Primary Physical Education curriculum is taught through a broad range of movement tasks, challenges and physical activities aiming for children to be as physically active as possible whilst being

enjoyable. Activities that are learner-centred and inclusive and aim to promote learners' confidence, self-esteem, cognitive abilities and social skills.

The Physical Education curriculum enfosters the holistically and practically the 6 strands of the cambridge Cambridge International PE curriculum

<i>Cambridge International PE Programme Strands</i>	
Moving Well	Learners become increasingly proficient and independent in their movement skills and are able to link them together in different ways. They learn to move with increasing control, fluency and variety in different roles, in a range of activities, on different surfaces and with different equipment.
Understanding Movement	Learners develop their understanding of how to describe movement and movement patterns. They observe, discuss and evaluate movements, rules and strategies and use success criteria to improve their own and others' movements.
Moving Creatively	Learners creatively respond to movement tasks in a wide range of individual and group activities. In expressive activities they create and explore compositions of movements that enable them to communicate a theme, mood or emotion.
Taking Part	Learners participate positively in a variety of individual, pair and group activities and develop concepts of team and group work. They develop their collaborative, leadership and social skills, recognise that people have different movement strengths and give supportive feedback.
Taking Responsibility	Learners perform tasks that require them to make decisions and solve problems when sharing space and equipment, working safely and responsibly, and seeking help at appropriate times. They take part in a wide range of movement activities that promote fair play and respect others' efforts to improve.
Healthy Bodies	Learners understand the importance of physical activity and diet for a healthy lifestyle. They learn about body parts and muscles that enable movement and bodily changes that occur during and immediately after physical activity. They manage risks through warm ups, cool downs and safety rules.

Students will cover the following topics within Kindergarten and Grade 1 enfostoring the 6 strands of the Cambridge International Primary PE Curriculum:

Health	Games
Adventurous Activities	Gymnastics
Dance	Swimming (For Kindergarten and Grade 1)

DIGITAL LITERACY

The Cambridge Primary Digital Literacy curriculum enables learners to become accomplished users of digital tools and to understand the digital world that they are growing up in. Learners will develop the skills to create digital artefacts with increasing proficiency and sophistication. They will become equipped to join the digital world and will be increasingly able to make important decisions about their own safety and wellbeing.

It is important that learners appreciate that they are living in a world where being adaptable and able to make effective judgements are important attributes. Therefore, in this curriculum, they will not only learn the digital skills that they need today, they will also acquire knowledge and understanding that will equip them to respond to, and evaluate, the technology of the future.

The learning objectives are divided into three main areas called ‘strands’ which run through every stage. Although each strand is discrete, each is intimately connected to the two other strands due to the holistic focus in Cambridge Primary Digital Literacy on the learner understanding, evaluating and operating in the digital world.

Kindergarten (Cambridge Stage 1)	Grade 1 (Cambridge Stage 2)
Some learning objectives in Cambridge Primary Digital Literacy cover more than one stage. For example, learners are expected to develop increasingly proficient and sophisticated content creation skills, such as typing and the creation of digital artefacts, across a number of stages.	
Tools and Content Creation	
<ul style="list-style-type: none"> • Know how to switch on and log onto a computer using their own password. • Know how to save and open documents. • Know how to interact with on screen items through clicking, tapping, dragging, dropping, scrolling, and swiping. • Enter familiar words, using a physical or digital keyboard, into a word processor. • Identify, locate and use modifier keys on a physical or digital keyboard, for example by using Shift and Caps Lock. 	<ul style="list-style-type: none"> • Use devices to take or record digitised media, including photography, audio and video. • Find, open, save and delete documents within a folder structure. • Recognise onscreen navigation symbols, including ←, →. • Begin to use menus to find and use the cut, copy and paste functions, and to open dropdowns. • Enter familiar words, using a physical or digital keyboard, into a word processor. • Change the appearance of text by exploring the available tools, for example by changing the colour, size and font type. • Know a hyperlink connects websites and pages and can be linked to an icon, text or image.
Safety and Wellbeing	
<ul style="list-style-type: none"> • Know what a password is and describe why passwords are useful. • Know how to report digital content, or activity that makes them feel unsafe or uncomfortable. 	<ul style="list-style-type: none"> • Understand that users can have many accounts and can choose what information to put into each one. • Understand that there is a risk people online are not who they say they are.
The Digital World	
<ul style="list-style-type: none"> • Understand that online content is presented on interconnected websites and pages. • Know there are a range of devices that are all computers, including; personal computers, laptops, tablets and mobile telephones. • Identify the visible components of computing systems, including; computer, keyboard, mouse, screen, touch pad, headphones, speaker, camera and microphone. • Identify the tasks that devices are used for at 	<ul style="list-style-type: none"> • Know that digital technology can give access to a wide variety of information. • Understand that the internet is a network and that it has physical parts. • Understand that technology can be used to communicate locally and globally. • Describe the difference between hardware and software.

PSHE

In Personal, Social, Health Education students will build their social-emotional competence and develop foundational learning skills. PSHE lessons may be stand alone or integrated into other learning areas.

<i>Units</i>	<i>Kindergarten</i>	<i>Grade 1</i>
<i>Skills for Learning</i>	<ul style="list-style-type: none"> • Learning to listen • Developing our brains • Focusing attention using our bodies and thoughts • Remembering and following directions • Whole body listening • Self-talk for staying on task • Assertiveness 	<ul style="list-style-type: none"> • Listening to learn • Developing our brains • Attention, memory, inhibition control • Focusing attention using our bodies and thoughts • Whole body listening • Self-talk for learning • Assertive communication
<i>Empathy</i>	<ul style="list-style-type: none"> • Emotional vocabulary • Importance of labelling emotions • Identifying and considering the feelings of others • Comfortable and uncomfortable feelings • Identifying anger • Different feelings in the same situation • Handling accidents • Apologising • Caring and helping 	<ul style="list-style-type: none"> • Identifying feelings • Using physical cues to identify the emotions of others • Comfortable and uncomfortable feelings • Naming feelings when presented with environmental and situational cues • Different feelings in the same situation • Feelings change • Welcoming others • Handling accidents • Compassion
<i>Emotion Management</i>	<ul style="list-style-type: none"> • Using physical cues to identify our feelings • Importance of sharing uncomfortable feelings with a trusted adult • Managing frustration, anger, disappointment, and waiting • Mindfulness and deep breathing • Calming down strong feelings 	<ul style="list-style-type: none"> • Using physical cues to identify our own feelings • Strong feelings • Importance of sharing uncomfortable feelings with a trusted adult • Calming down anger • Mindfulness and deep breathing • Self-talk for calming down • Managing worry
<i>Health and Safety</i>	<ul style="list-style-type: none"> • Begin to know ways to keep themselves safe in school and at home • Who helps us be safe • Be aware of stranger danger, road safety and playground safety • Nutrition • Hygiene including hand washing • Germs and how they spread • Consent • Appropriate touches 	<ul style="list-style-type: none"> • Ways to keep themselves safe in school and at home • Who helps us be safe • Stranger danger, road safety and playground safety • Nutrition • Hygiene including hand washing • Germs and how they spread • Consent • Appropriate touches
<i>Problem Solving</i>	<ul style="list-style-type: none"> • Stating the problem • Generating multiple possible solutions 	<ul style="list-style-type: none"> • Calming down before problem solving • Stating the problem

	<ul style="list-style-type: none"> • Inviting others to play • Fair ways to play • Addressing social issues • Handling having something being taken away and name calling • Addressing social conflict and bullying 	<ul style="list-style-type: none"> • Generating multiple solutions • Considering consequences of solutions • Picking the best solution • Fair ways to play • Inviting others to join in • Handling name calling • Addressing social conflict and bullying
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THE UPPER PRIMARY CURRICULUM - Grades 2 and 3

ENGLISH

Cambridge Primary English curriculum empowers learners in their application of English, and encourages life-long enthusiasm for reading, writing and spoken communication. It develops communication skills in English that learners can apply in everyday situations and in study. It also equips them with transferrable language skills for interrogating and producing spoken and written texts, and working collaboratively. Together the reading, writing, speaking and listening skills acquired through Cambridge Primary English support learners' overall intellectual, creative and social development.

The Cambridge Primary English curriculum is presented in three content areas: Reading, Writing, and Speaking and Listening. These are further divided into strands.

Grade 2 (Cambridge Stage 3)	Grade 3 (Cambridge Stage 4)
Learners should read, write and talk about a wide range of different texts across each stage, including texts in print and digital formats.	
<p>The following texts are particularly recommended in Grade 2 (Cambridge Stage 3)</p> <p><u>Fiction</u> <i>Genres</i>: Different stories by the same author; Myths and legends, including different retellings of the same story; adventure stories, including real-life stories <i>Poetry</i>: poems from different cultures; poems with different structures, for example, shape poems, limericks <i>Plays</i>: playscripts of traditional tales <u>Non-fiction</u> <i>Recounts</i>: letters, including for formal and informal purposes <i>Instructions</i>: including for activities that can be carried out in the classroom <i>Information texts</i>: including different texts on the same topic</p>	<p>The following texts are particularly recommended in Grade 3 (Cambridge Stage 4)</p> <p><u>Fiction</u> <i>Genres</i>: historical stories; fantasy stories; stories about issues and dilemmas <i>Poetry</i>: poems from different times and cultures; poems that use simple imagery <i>Plays</i>: playscripts that show a range of dramatic conventions, e.g. information to set the scene, stage directions, different acts <u>Non-fiction</u> <i>Recounts</i>: news and magazine articles; diary entries <i>Explanations</i>: in a range of different formats <i>Persuasive texts</i>: adverts</p>
Reading: Word structure (phonics)	
<ul style="list-style-type: none"> Identify less common ways in which graphemes can be pronounced, e.g. young, could; move, love. Read words with an apostrophe to mark omission of letters, e.g. can't, don't. Use effective strategies to read unfamiliar words, including using phonic knowledge, segmenting and 	<ul style="list-style-type: none"> Use effective strategies to read unfamiliar words accurately and confidently, including using phonic, morphological and grammatical knowledge, segmenting and contextual information. • 4Rw.02 Identify stressed and unstressed syllables in multisyllabic words. • *4Rw.03 Extend the range of common words

<p>contextual information.</p> <ul style="list-style-type: none"> Extend the range of common words recognised on sight, including homophones and near-homophones. 	<p>recognised on sight, including homophones and near-homophones.</p>
Writing: Word structure (spelling)	
<ul style="list-style-type: none"> Explore and use common ways in which consonant phonemes can be represented, e.g. jar, giraffe, age, bridge; cat, kitten, brick. Use recognition of long and short vowel sounds and spelling rules to add -s, -ed and -ing to verbs, including omitting -e before -ing, and doubling consonants where necessary. Spell words with a range of common prefixes and suffixes, including re-, in-, -ment, -ness and -less. spell common homophones correctly to match their meaning, including to, two, too and right, write. Use effective strategies, including spelling patterns, visual memory, mnemonics and segmenting, to spell some unfamiliar regular and exception words correctly (including for compound words). Use paper-based and on-screen tools to find the correct spelling of words; keep and use spelling logs of misspelt words, and identify words that need to be learned 	<ul style="list-style-type: none"> Explore and use silent letters (e.g. knife, lamb) and different spellings of words with vowel phonemes (e.g. short vowel phonemes: umbrella, young and love ('o' before 'v'); long vowel phonemes after 'w': want, war, water, word). Explore and use spelling patterns for pluralisation, including -s, es, -y/-ies and -f/-ves. • 4Ww.03 Spell words with a range of common prefixes and suffixes, including trans-, pre-, -ion, -ation and -ous. Explore and build words with related roots and meanings, e.g. medical, medicine; sign, signal, signature. Spell common homophones correctly to match their grammatical purpose, including they're, their, there. Spell words with common letter strings but different pronunciations, e.g. tough, through, trough, plough. Generate spelling rules from spelling patterns, and test them. Use effective strategies, including segmenting, spelling rules, visual memory and mnemonics, to spell a range of unfamiliar regular and exception words correctly. Use paper-based and on-screen tools to find the correct spelling of words; keep and use spelling logs of misspelt words, and identify words that need to be learned.
Reading: Vocabulary and language	
<ul style="list-style-type: none"> 3Rv.01 Deduce the meanings of unfamiliar words from their context. Identify and record interesting and significant words, and synonyms, from texts to inform own writing. Use the initial two letters to organise words in alphabetical order, and to locate words in dictionaries and glossaries. Explore and comment on words in texts that make an impact on the reader, including noun phrases and adjectives. Explore and comment on how a writer's choice of verbs to introduce and conclude dialogue enhances the meaning. Explore how different sentence openings are used for different purposes, including time, place and manner, e.g. Later that day, ...; In the distance, 	<ul style="list-style-type: none"> Use context to suggest synonyms for unfamiliar words. Explore words with common roots and compare their meanings. Identify and record interesting and significant words, and synonyms, from texts to inform own writing. Use as many initial letters as necessary to organise words in alphabetical order, and to locate words in dictionaries and glossaries. Explore and comment on how a writer's choice of words, including verbs, strengthens the impact on the reader, e.g. rushed instead of went. Explore and comment on how a writer's choice of words, including adjectives and adverbs, enhances the meaning (shades of meaning). Identify and recognise meaning of figurative

<p>...; Slowly and carefully, ...</p> <ul style="list-style-type: none"> Identify simple figurative language in texts, including sound effects and simple onomatopoeia. 	<p>language in texts, including alliteration and similes, e.g. as ... as ...</p> <ul style="list-style-type: none"> Comment on the impact of figurative language in texts, including alliteration and similes.
Writing: Vocabulary and language	
<ul style="list-style-type: none"> Use specialised ed vocabulary accurately to match a familiar topic. Explore and use synonyms for high frequency words, e.g. big, little, good. Explore and use different verbs for introducing and concluding dialogue, e.g. said, asked. Use a variety of sentence openings, including using language of time, place and manner, e.g. Later that day, ...; In the distance, ...; Slowly and carefully, ... Choose and use words and phrases (including noun phrases) to strengthen the impact of writing. Use simple figurative language, including sound effects and simple onomatopoeia. Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work. 	<ul style="list-style-type: none"> Use specialised vocabulary accurately to match a familiar topic. Explore and use alternatives for overused words and phrases. Explore shades of meaning in adjectives and adverbs (e.g. tepid, warm, hot), and use them appropriately in own writing. Choose and use words (including verbs, e.g. rushed instead of went) to strengthen the impact of writing. Use simple figurative language, including alliteration and similes. Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work.
Reading: Grammar and punctuation	
<ul style="list-style-type: none"> Use knowledge of punctuation and grammar to read familiar texts with understanding. Explore in texts, and understand the use of exclamation marks. Explore in texts, and understand the use of apostrophes to mark omission of letters in shortened forms, e.g. can't, don't. Explore in texts, and understand similarities and differences between the punctuation of narrative and direct speech. Explore in texts, and understand, the grammar and purpose of different types of sentences (statements, commands/instructions, questions and exclamations). Explore in texts, and understand the grammar of multi-clause sentences, including conditional sentences. Explore the purpose and grammar of nouns, verbs and adjectives in sentences. Identify nouns, pronouns, verbs and adjectives in texts. Explore the different purposes of prepositions Explore and identify past and present verb forms in texts, including irregular verbs. Identify common irregular verb forms in the past tense and relate them to the present tense. 	<ul style="list-style-type: none"> Use knowledge of punctuation and grammar to read unfamiliar texts with understanding. Explore in texts, and understand the use of commas and apostrophes. Explore in texts, and understand the standard layout and punctuation of direct speech. Explore in texts the use of different connectives in multi-clause sentences. Identify connectives in texts. Explore in texts a range of examples of quantifiers, e.g. either, neither, both. Explore in texts examples of adverbs and adverbial phrases, including their purposes. Identify adverbs in texts. Explore and understand how past, present and future verb forms are used in texts. Explore in texts, and understand, subject-verb agreement
Writing: Grammar and punctuation	

<ul style="list-style-type: none"> • Use full stops question marks and exclamation marks correctly in different types of sentences. • Use apostrophes to mark omission of letters in shortened forms, e.g. can't, don't. • Use speech marks to punctuate direct speech. • Use different types of sentences and their grammar appropriately (statements, commands/instructions, questions and exclamations). • Write multi-clause sentences using simple connectives of time, place and cause. • Use regular present and past verb forms accurately and consistently across a text. • Use common irregular verb forms accurately in the past tense. • Use a range of prepositions accurately. 	<ul style="list-style-type: none"> • Consistently use accurate end-of-sentence punctuation. • Begin to use commas to make the meaning of sentences clearer. • Use apostrophes for singular and plural possession. • Begin to use other punctuation alongside speech marks to punctuate direct speech. • Write multi-clause sentences using a range of connectives. • Use past, present and future verb forms accurately. • Experiment with varying verb forms in texts, including in direct speech. • Use the verb to be accurately, including subject-verb agreement for different verb forms. • Use a range of quantifiers appropriately for the context, e.g. either, neither, both. • Use adverbs and adverbial phrases appropriately.
Reading: Structure of texts	
<ul style="list-style-type: none"> • Explore and describe how events or ideas in a text relate to earlier or later events or ideas. • Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts. • Explore and recognise different ways that information is organised in texts, including paragraphs, sections and chapters, and bulleted and numbered lists. • Explore and recognise how sentence openings in texts establish links between sentences, e.g. Later that day, ... 	<ul style="list-style-type: none"> • Explore and describe the main stages in a text from introduction to conclusion. • Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts. • Explore and recognise how ideas are organised in paragraphs and sections. • Explore and recognise how points are sequenced and linked to develop ideas within and between paragraphs.
Writing: Structure of texts	
<ul style="list-style-type: none"> • Write a logical sequence of events or ideas, e.g. to develop the plot of a story. • Begin to organise similar ideas in paragraphs and sections. • Use sentence openings that establish links between ideas in different sentences, e.g. Later that day, ... • Use organisational features appropriate to the text type, e.g. bulleted and numbered lists. 	<ul style="list-style-type: none"> • Develop a logical sequence of ideas, making relationships between them clear. • Use paragraphs and sections consistently to organise ideas. • Use connectives to establish links between paragraphs, e.g. if, although. • Use organisational features appropriate to the text type, e.g. bulleted and numbered lists
Reading: Interpretation of texts	
<ul style="list-style-type: none"> • Understand the difference between fiction and non-fiction texts and locate books by classification. • Read and explore a range of fiction genres, poems and playscripts, including identifying the contribution of any visual elements or multimedia. 	<ul style="list-style-type: none"> • Understand the difference between fiction and non-fiction texts and locate books by classification. • Read and explore a range of fiction genres, poems and playscripts, including identifying the contribution of any visual elements or multimedia.

<ul style="list-style-type: none"> • Identify, discuss and compare different fiction genres and their typical characteristics. • Read and explore a range of non-fiction text types. • Identify, discuss and compare the purposes and features of different non-fiction text types, including how texts engage the reader. • Explore explicit meanings in a range of texts. • 3Ri.07 Identify the main points or gist from reading a text. • Explain how settings and characters are developed in a story. • Follow written instructions to carry out an activity. • Explore implicit meanings in a range of texts. • Predict story endings based on knowledge of other stories. • Make inferences from texts, including about the feelings, thoughts and motives of story characters. • Begin to distinguish between fact and opinion in texts. • Scan a text to find and use specific information to answer a question. • Locate relevant information in texts, including using an index. • Answer questions with some reference to single points in a text. • Recognise the theme of a text, and common themes in different texts. 	<ul style="list-style-type: none"> • Identify, discuss and compare different fiction genres and their typical characteristics. • Read and explore a range of non-fiction text types. • Identify, discuss and compare the purposes and features of different non-fiction text types, including how texts persuade the reader. • Explore explicit meanings in a range of texts. • Identify key words and phrases that establish the main points in a text. • Explain how settings and characters are developed, identifying key words and phrases from the story. • Explore implicit meanings in a range of texts. • Predict what happens next in a story based on previous events in the story. • Make inferences from texts, including about story settings and characters. • Begin to distinguish between fact and opinion in texts. • Skim to gain an overall sense of a text. • Locate and use relevant information from a text to answer questions. • Answer questions with some reference to single points in a text. • Recognise, compare and contrast the themes and features of texts. • Identify the viewpoint from which a story is told.
Writing: Creation of texts	
<ul style="list-style-type: none"> • Develop creative writing in a range of different genres of fiction and types of poems. • Plan and record main points and ideas before writing. • Develop descriptions of settings and characters when writing stories. • Write a simple play script based on a given narrative. • Develop writing for a purpose using language and features appropriate for a range of text types. • Develop writing of a range of text types for a specified audience, using appropriate content and language. 	<ul style="list-style-type: none"> • Develop creative writing in a range of different genres of fiction and types of poems. • Explore and use different ways of planning to inform writing for particular purposes. • Write character profiles to inform story writing • Develop descriptions of settings and characters to capture the reader's imagination. • Write alternative beginnings and endings for stories. • Begin to express a viewpoint in fiction through a character's opinions about a setting or other characters. • Write a simple original play script. • Develop writing for a purpose using language and features appropriate for a range of text types. • Develop writing of a range of text types for a specified audience, using appropriate content and language. • Adopt a viewpoint in nonfiction writing that is appropriate for the purpose and audience.
Reading: Appreciation and reflection	

<ul style="list-style-type: none"> • Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts. • Read texts silently. • Share a review of a text, summarising what it is about and expressing opinions about it. • Make choices about books to read for pleasure, including based on blurbs and reviews. • Compare different retellings of the same story, including the influence of when and where they were written (e.g. myths and legends). 	<ul style="list-style-type: none"> • Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts. • Express personal responses to texts, including linking characters, settings and events to personal experience. • Develop preferences about favourite books and share recommendations with others • Comment on how fiction reflects the time or context in which it is set
Writing: Presentation and reflection	
<ul style="list-style-type: none"> • Begin to write legibly and fluently. Complete a table or diagram to record information drawn from a text. • Explore and use different ways of laying out and presenting texts to suit the purpose and audience (handwritten, printed and onscreen). • Evaluate own and others' writing, suggesting improvements for sense, accuracy and content. • Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools. 	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed. • Make short notes to record information from a text and use them to inform writing. • Explore and use different ways of laying out and presenting texts to suit the purpose and audience (handwritten, printed and onscreen). • Evaluate own and others' writing, suggesting improvements for sense, accuracy and content. • Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools.
Speaking and listening: Making yourself understood	
<ul style="list-style-type: none"> • Speak fluently and confidently in a range of familiar contexts. • Select appropriate information, with appropriate detail, as needed. • Use vocabulary appropriate to the situation. • Use non-verbal communication techniques for different purposes. • Show awareness of an audience, e.g. by adapting language and tone to engage them. 	<ul style="list-style-type: none"> • Speak with accuracy and sometimes at length in a range of familiar contexts. • Sequence relevant information to aid the listener's understanding. • Use vocabulary precisely to make the meaning clear. • Use non-verbal communication techniques for different purposes. • Show awareness of an audience, e.g. by adapting language and tone to engage them.
Speaking and listening: Showing understanding	
<ul style="list-style-type: none"> • Listen and respond appropriately, including following a sequence of instructions to carry out an activity. • Ask questions about what is heard or read that demonstrate understanding of the main points. 	<ul style="list-style-type: none"> • Listen and respond appropriately, including asking and answering questions to develop ideas
Speaking and listening: Group work and discussion	
<ul style="list-style-type: none"> • Begin to take an assigned role within a group. • Respond politely to another point of view with a personal point of view. • Extend a discussion by contributing relevant comments. • Take turns in a discussion, acknowledging what others have said. 	<ul style="list-style-type: none"> • Begin to take an assigned role within a group. • Respond politely to another point of view with a personal point of view. • Extend a discussion by contributing relevant comments and questions. • Take turns in a discussion, making links with what others have said.

Speaking and listening: Performance	
<ul style="list-style-type: none"> • Read aloud with expression appropriate to the meaning and sound of the words. • Show awareness of different voices when reading aloud. • Use knowledge of punctuation and grammar to read familiar texts with accuracy. • Use speech, gesture and movement to create a character in drama. • Plan and deliver a presentation independently on a familiar subject in a familiar context. 	<ul style="list-style-type: none"> • Read aloud with expression, adapting the pace and volume appropriate to the content. • Read aloud with accuracy and fluency, showing awareness of punctuation. • Adapt speech, gesture and movement to portray a character in drama. • Plan and deliver a group presentation on a familiar subject, including to a wider audience.
Speaking and listening: Reflection and evaluation	
<ul style="list-style-type: none"> • Begin to evaluate our own and others' talk, including what went well and what could be improved next time. • Begin to comment on the ways that meaning can be expressed verbally and non-verbally in different contexts. 	<ul style="list-style-type: none"> • Begin to evaluate own and others' talk, including what went well and what could be improved next time. • Comment on the ways that meaning can be expressed verbally and non-verbally in different contexts.

ENGLISH AS A SECOND LANGUAGE

Cambridge Primary English as a Second Language is designed for learners who speak a language other than English at home and can be used in any cultural context.

Cambridge Primary English as a Second Language curriculum empowers learners to communicate confidently and effectively and to develop the critical skills needed to respond to a range of information, media and texts. It also promotes active learning, develops thinking skills and encourages intellectual engagement. The programme develops a solid foundation for further study of English as a Second Language, and for study through the medium of English.

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

Grade 2 (Cambridge Stage 3)	Grade 3 (Cambridge Stage 4)
Listening	
<p><i>Listening for global meaning</i></p> <ul style="list-style-type: none"> • Understand, with support, some of the main points of short talk. 	<p><i>Listening for global meaning</i></p> <ul style="list-style-type: none"> • Understand, with support, most of the main points of short talk.

<p>Listening for detail</p> <ul style="list-style-type: none"> • Understand a limited range of familiar instructions. • Understand, with little or no support, a limited range of questions which ask for information. • Deduce meaning from context, with support, in short talk. • Understand, with support, most specific information and detail of short talk. <p>Listening for opinion</p> <ul style="list-style-type: none"> • Recognise, with support, the opinions of the speaker(s) in short talk. 	<p>Listening for detail</p> <ul style="list-style-type: none"> • Understand, with support, a range of instructions. • Understand, with support, an increasing range of questions which ask for information. • Deduce meaning from context, with little or no support, in short talk. • Understand, with little or no support, most specific information and detail of short talk. <p>Listening for opinion</p> <ul style="list-style-type: none"> • Recognise, with little or no support, the opinions of the speaker(s) in short talk.
Speaking	
<p>Communication</p> <ul style="list-style-type: none"> • Give basic information about themselves using sentences. • Describe people, places and objects, and routine actions and events, using sentences • Ask questions to find out general information on a limited range of topics and respond accordingly. • Give, with support, short, simple instructions. • Pronounce familiar words and phrases so that these can generally be understood by others. • Produce sentences to maintain short exchanges, allowing for noticeable hesitation and false starts. • Use some simple grammatical structures and sentence patterns correctly, allowing for frequent, basic mistakes. <p>Express opinion</p> <ul style="list-style-type: none"> • Express, with support, basic opinions and feelings. <p>Organisation</p> <ul style="list-style-type: none"> • Link words and phrases using basic connectives. • Initiate and maintain interaction, with support, in a limited range of short exchanges. 	<p>Communication</p> <ul style="list-style-type: none"> • Give basic information about themselves and others using a short sequence of sentences. • Describe people, places and objects, and routine past and present actions and events, using a short sequence of sentences. • Ask questions to find out general information on an increasing range of topics and respond accordingly. • Give, with support, a short sequence of instructions. • Pronounce some familiar words and phrases clearly; others may need to ask for repetition from time to time. • Produce a short sequence of sentences to maintain short exchanges, allowing for some hesitation, false starts and reformulation • Use some simple grammatical structures and sentence patterns correctly, allowing for some basic mistakes. <p>Express opinion</p> <ul style="list-style-type: none"> • Express, with support, opinions and feelings. <p>Organisation</p> <ul style="list-style-type: none"> • Link, with support, a short sequence of simple sentences using a limited range of connectives. • Initiate, maintain and conclude interaction, with some support, in an increasing range of exchanges.
Writing	
<p>Communicative achievement</p> <ul style="list-style-type: none"> • Use legible handwriting in written work. • Use upper and lower case letters accurately when writing names, places and short sentences when writing independently. • Spell most simple, high-frequency words accurately during guided writing activities. • Plan, write and check sentences, with support. • Use some simple grammatical structures and sentence patterns correctly, allowing for 	<p>Communicative achievement</p> <ul style="list-style-type: none"> • Use legible handwriting in written work with some speed and fluency. • Spell most high-frequency words accurately when writing independently. • Plan, write, edit and proofread a short sequence of sentences in a paragraph, with support. • Use some simple grammatical structures and sentence patterns correctly, allowing for some mistakes.

<p>frequent, basic mistakes.</p> <p>Organisation</p> <ul style="list-style-type: none"> • Use basic punctuation (e.g. exclamation mark) with some accuracy during guided writing of sentences. • Link, with little or no support, words, phrases and short sentences using basic connectives. <p>Content</p> <ul style="list-style-type: none"> • Write, with support, short, simple instructions. • Write, with support, short sentences which describe people, places and objects, and routine actions and events. • Express, with support, basic opinions and feelings. 	<p>Organisation</p> <ul style="list-style-type: none"> • Punctuate a sequence of sentences in a paragraph during guided writing with some accuracy. • Link, with support, a short sequence of simple sentences using a limited range of connectives to create a paragraph. • Use, with support, appropriate layout for a limited range of written genres. <p>Content</p> <ul style="list-style-type: none"> • Write, with support, a short sequence of instructions. • Write, with support, a short sequence of simple sentences which describe people, places and objects, and routine past and present actions and events. • Express, with support, opinions and feelings.
Reading	
<p>Reading for global meaning</p> <ul style="list-style-type: none"> • Understand, with little or no support, the main point of short, simple texts. • Read, with support, a limited range of short, simple fiction and non-fiction texts with confidence and enjoyment. <p>Reading for detail</p> <ul style="list-style-type: none"> • Understand, with support, most specific information and detail in short, simple texts. • Read and follow a short sequence of familiar instructions. • Deduce meaning from context, with support, in short, simple, illustrated texts. <p>Reading for opinion</p> <ul style="list-style-type: none"> • Recognise, with support, the opinions of the writer(s) in short, simple texts. 	<p>Reading for global meaning</p> <ul style="list-style-type: none"> • Understand, with support, some of the main points of short, simple texts. • Read, with support, an increasing range of short, simple fiction and non-fiction texts with confidence and enjoyment. <p>Reading for detail</p> <ul style="list-style-type: none"> • Understand, with little or no support, most specific information and detail in short, simple texts. • Read and follow an increasing range of instructions. • Deduce meaning from context, with little or no support, in short, simple texts. • Explore words with common roots and derivations, including links to words in their first language. <p>Reading for opinion</p> <ul style="list-style-type: none"> • Recognise, with little or no support, the opinions of the writer(s) in short, simple texts.
Use of English	
<p>Grammatical forms</p> <ul style="list-style-type: none"> • Use question words and structures to ask questions. • Use imperative forms [positive only] of common verbs for simple commands and instructions. • Use present simple forms to describe a limited range of routines, habits and states. • Use past simple regular and irregular forms to describe actions and narrate simple events. Use present continuous forms to describe events and talk about present activities. • Begin to use present perfect forms [regular and irregular] of common verbs (e.g. have you [ever] 	<p>Grammatical forms</p> <ul style="list-style-type: none"> • Begin to use tag questions to seek agreement or clarify. • Use would you like + noun to offer and would you like + verb to invite and use appropriate responses to invitations, yes please, no thank you. • Use imperative forms [positive and negative] of an increasing range of verbs to give a short sequence of commands and instructions. • Use present simple regular and irregular forms to describe routines, habits and states. Use past simple regular and irregular forms to describe routines, habits and states.

<p>been?) to talk about experiences.</p> <ul style="list-style-type: none"> • Use shall [interrogative] to make suggestions and will to ask about future intention. • Use must to express obligation and could as a past form of can. • Use common adjectives and comparative and superlative adjectives to give personal information and opinions and describe things. <p>Vocabulary</p> <ul style="list-style-type: none"> • Use cardinal numbers 1-1000. • Use by and with to indicate agent and instrument and from [origin] and with/without [inclusion]. • Use prepositions of location, position and direction (e.g. above, below, inside, opposite, outside, under). • Use prepositions of time (e.g. after, before) to state when things happen. • Use a range of adverbs of definite time • Use common adverbs of frequency (e.g. never, a lot). • Use common adverbs of sequence (e.g. first, next, then) and direction (e.g. left, right). • Use adverbs of manner (e.g. slowly, quietly). • Use countable nouns as direct and indirect objects. <p>Sentence structure</p> <ul style="list-style-type: none"> • Use a limited range of quantifiers (e.g. no, some, any, many, much, a lot of) to refer to familiar objects. • Use common demonstrative pronouns to ask and answer simple questions. • Use direct and indirect personal pronouns in descriptions of events and actions. • Use connectives (e.g. because) to give reasons. • Use common verbs followed by infinitive (e.g. hope to do) and gerund forms (e.g. avoid doing). • Begin to use the infinitive of purpose. 	<ul style="list-style-type: none"> • Use present continuous forms with future meaning. • Use past continuous forms for background actions. • Use present perfect forms of common verbs to express what has happened [indefinite time]. • Use future forms for predictions and be going to to talk about already decided plans. • Use have [got] to/had to to express obligation and might, may, could to express possibility. • Use an increasing range of adjectives and comparative and superlative adjectives [regular and irregular]. <p>Vocabulary</p> <ul style="list-style-type: none"> • Use like to describe things and about to denote topic. • Use prepositions of direction (e.g. into, out, of, from, towards). • Use adverbs of indefinite time (e.g. yet, ever, already, always). • Use comparative and superlative forms of common adverbs. • Use an increasing range of countable and uncountable nouns. <p>Sentence structure</p> <ul style="list-style-type: none"> • Use an increasing range of quantifiers (e.g. each, every, a few, few, a little, little). • Use a limited range of indefinite pronouns (e.g. some, any, something, nothing, anything). • Use connectives (e.g. when, before, after, then) to link parts of sentences. • Use defining relative clauses with which, who, that, where to give personal information. • Use when/before/after subordinate clauses to describe simple present and past actions. • Use an increasing range of verbs followed by infinitive and gerund forms. • Use the infinitive of purpose.
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MATHEMATICS

The Cambridge Primary Mathematics curriculum is presented in three main strands: Number, Geometry and Measure, Statistics and Probability. Embedded within and across the strands is Thinking and Working Mathematically. Thinking and Working Mathematically brings awareness to learners' mathematical actions and assists them in finding mathematical solutions.

Grade 2 (Cambridge Stage 3)	Grade 3 (Cambridge Stage 4)
Thinking and Working Mathematically supports the mathematical concepts and skills in <u>all</u> strands of the Cambridge Primary Mathematics curriculum. Thinking and Working Mathematically comprises eight	

characteristics that are presented in four pairs: <ul style="list-style-type: none"> • Specialising and Generalising • Conjecturing and Convincing • Characterising and Classifying • Critiquing and Improving 	
Number: Counting and sequences	
<ul style="list-style-type: none"> • Estimate the number of objects or people (up to 1000). • Count on and count back in steps of constant size: 1-digit numbers, tens or hundreds, starting from any number (from 0 to 1000). • Use knowledge of even and odd numbers up to 10 to recognise and sort numbers. • Recognise the use of an object to represent an unknown quantity in addition and subtraction calculations. • Recognise and extend linear sequences, and describe the term-to-term rule. • Extend spatial patterns formed from adding and subtracting a constant. 	<ul style="list-style-type: none"> • Count on and count back in steps of constant size: 1-digit numbers, tens, hundreds or thousands, starting from any number, and extending beyond zero to include negative numbers. • Recognise and explain generalisations when adding and subtracting combinations of even and odd numbers. • Recognise the use of objects, shapes or symbols to represent unknown quantities in addition and subtraction calculations. • Recognise and extend linear and non-linear sequences, and describe the term-to-term rule. • Recognise and extend the spatial pattern of square numbers.
Number: Integers and powers	
<ul style="list-style-type: none"> • Recite, read and write number names and whole numbers (from 0 to 1000). • Understand the commutative and associative properties of addition, and use these to simplify calculations. • Recognise complements of 100 and complements of multiples of 10 or 100 (up to 1000). • Estimate, add and subtract whole numbers with up to three digits (regrouping of ones or tens). • Understand and explain the relationship between multiplication and division. • Understand and explain the commutative and distributive properties of multiplication, and use these to simplify calculations. • Know 1, 2, 3, 4, 5, 6, 8, 9 and 10 times tables. • Estimate and multiply whole numbers up to 100 by 2, 3, 4 and 5. • Estimate and divide whole numbers up to 100 by 2, 3, 4 and 5. • 3Ni.10 Recognise multiples of 2, 5 and 10 (up to 1000). 	<ul style="list-style-type: none"> • Read and write number names and whole numbers greater than 1000 and less than 0. • Estimate, add and subtract whole numbers with up to three digits. • Understand the associative property of multiplication, and use this to simplify calculations. • Know all times tables from 1 to 10. • Estimate and multiply whole numbers up to 1000 by 1-digit whole numbers. • Estimate and divide whole numbers up to 100 by 1-digit whole numbers. • Understand the relationship between multiples and factors. • Use knowledge of factors and multiples to understand tests of divisibility by 2, 5, 10, 25, 50 and 100
Number: Money	
<ul style="list-style-type: none"> • 1 Interpret money notation for currencies that use a decimal point. • Add and subtract amounts of money to give change. 	
Number: Place value, ordering and rounding	
<ul style="list-style-type: none"> • Understand and explain that the value of each 	<ul style="list-style-type: none"> • Understand and explain that the value of each

<p>digit is determined by its position in that number (up to 3-digit numbers).</p> <ul style="list-style-type: none"> • Use knowledge of place value to multiply whole numbers by 10. • Compose, decompose and regroup 3-digit numbers, using hundreds, tens and ones. • Understand the relative size of quantities to compare and order 3-digit positive numbers, using the symbols =, > and <. • Round 3-digit numbers to the nearest 10 or 100. 	<p>digit in numbers is determined by its position in that number.</p> <ul style="list-style-type: none"> • Use knowledge of place value to multiply and divide whole numbers by 10 and 100. • Compose, decompose and regroup whole numbers. • Understand the relative size of quantities to compare and order positive and negative numbers, using the symbols =, > and <. • Round numbers to the nearest 10, 100, 1000, 10 000 or 100 000
Number: Fractions, decimals, percentages, ratio and proportion	
<ul style="list-style-type: none"> • Understand and explain that fractions are several equal parts of an object or shape and all the parts, taken together, equal one whole. • Understand that the relationship between the whole and the parts depends on the relative size of each, regardless of their shape or orientation. • Understand and explain that fractions can describe equal parts of a quantity or set of objects. • Understand that a fraction can be represented as a division of the numerator by the denominator (half, quarter and three-quarters). • Understand that fractions (half, quarter, three-quarters, third and tenth) can act as operators. • Recognise that two fractions can have an equivalent value (halves, quarters, fifths and tenths). • Estimate, add and subtract fractions with the same denominator (within one whole). • Use knowledge of equivalence to compare and order unit fractions and fractions with the same denominator, using the symbols =, > and <. 	<ul style="list-style-type: none"> • Understand that the more parts a whole is divided into, the smaller the parts become. • Understand that a fraction can be represented as a division of the numerator by the denominator (unit fractions and three-quarters). • Understand that unit fractions can act as operators. • Recognise that two proper fractions can have an equivalent value. • Estimate, add and subtract fractions with the same denominator. • Understand percentage as the number of parts in each hundred, and use the percentage symbol (%). • Use knowledge of equivalence to compare and order proper fractions, using the symbols =, > and <.
Geometry and Measure: Time	
<ul style="list-style-type: none"> • Choose the appropriate unit of time for familiar activities. • Read and record time accurately in digital notation (12-hour) and on analogue clocks. • Interpret and use the information in timetables (12-hour clock). • Understand the difference between a time and a time interval. Find time intervals between the same units in days, weeks, months and years. 	<ul style="list-style-type: none"> • Understand the direct relationship between units of time, and convert between them. • Read and record time accurately in digital notation (12- and 24-hour) and on analogue clocks. • Interpret and use the information in timetables (12- and 24-hour clock). • Find time intervals between different units: o days, weeks, months and years to seconds, minutes and hours that do not bridge through 60.
Geometry and Measure: Geometrical reasoning, shapes and measurements	
<ul style="list-style-type: none"> • Identify, describe, classify, name and sketch 2D shapes by their properties. Differentiate between regular and irregular polygons. • 3Gg.02 Estimate and measure lengths in centimetres (cm), metres 	<ul style="list-style-type: none"> • Investigate what shapes can be made if two or more shapes are combined, and analyse their properties, including reference to tessellation. • Estimate and measure perimeter and area of 2D

<p>(m) and kilometres (km). Understand the relationship between units. • 3Gg.03 Understand that perimeter is the total distance around a 2D shape and can be calculated by adding lengths, and area is how much space a 2D shape occupies within its boundary. • 3Gg.04 Draw lines, rectangles and squares. Estimate, measure and calculate the perimeter of a shape, using appropriate metric units, and area on a square grid. • 3Gg.05 Identify, describe, sort, name and sketch 3D shapes by their properties. • 3Gg.06 Estimate and measure the mass of objects in grams (g) and kilograms (kg). Understand the relationship between units. • 3Gg.07 Estimate and measure capacity in millilitres (ml) and litres (l), and understand their relationships. • 3Gg.08 Recognise pictures, drawings and diagrams of 3D shapes. • 3Gg.09 Identify both horizontal and vertical lines of symmetry on 2D shapes and patterns. • 3Gg.10 Compare angles with a right angle. Recognise that a straight line is equivalent to two right angles or a half turn. • 3Gg.11 Use instruments that measure length, mass, capacity and temperature</p>	<p>shapes, understanding that two areas can be added together to calculate the area of a compound shape.</p> <ul style="list-style-type: none"> • Draw rectangles and squares on square grids, and measure their perimeter and area. Derive and use formulae to calculate areas and perimeters of rectangles and squares. • Estimate the area of irregular shapes on a square grid (whole and part squares). • Identify 2D faces of 3D shapes, and describe their properties. • Match nets to their corresponding 3D shapes. • Identify all horizontal, vertical and diagonal lines of symmetry on 2D shapes and patterns. • Estimate, compare and classify angles, using geometric vocabulary including acute, right and obtuse. • Use knowledge of fractions to read and interpret a measuring scale.
Geometry and Measure: Position and transformation	
<ul style="list-style-type: none"> • 1 Interpret and create descriptions of position, direction and movement, including reference to cardinal points. • Sketch the reflection of a 2D shape in a horizontal or vertical mirror line, including where the mirror line is the edge of the shape 	<ul style="list-style-type: none"> • Interpret and create descriptions of position, direction and movement, including reference to cardinal and ordinal points, and their notations. • Understand that position can be described using coordinate notation. Read and plot coordinates in the first quadrant (with the aid of a grid). • Reflect 2D shapes in a horizontal or vertical mirror line, including where the mirror line is the edge of the shape, on square grids.
Statistics and probability: Statistics	
<ul style="list-style-type: none"> • Conduct an investigation to answer non-statistical and statistical questions (categorical and discrete data). • Record, organise and represent categorical and discrete data. Choose and explain which representation to use in a given situation: o Venn and Carroll diagrams o tally charts and frequency tables o pictograms and bar charts. • Interpret data, identifying similarities and variations, within data sets, to answer non-statistical and statistical questions and discuss conclusions. 	<ul style="list-style-type: none"> • Plan and conduct an investigation to answer statistical questions, considering what data to collect (categorical and discrete data). • Record, organise and represent categorical and discrete data. Choose and explain which representation to use in a given situation: o Venn and Carroll diagrams o tally charts and frequency tables o pictograms and bar charts o dot plots (one dot per count). • Interpret data, identifying similarities and variations, within and between data sets, to answer statistical questions. Discuss conclusions, considering the sources of variation.
Statistics and probability: Probability	
<ul style="list-style-type: none"> • Use familiar language associated with chance to 	<ul style="list-style-type: none"> • Use language associated with chance to describe

<p>describe events, including 'it will happen', 'it will not happen', 'it might happen'.</p> <ul style="list-style-type: none"> • Conduct chance experiments, and present and describe the results. 	<p>familiar events, including reference to maybe, likely, certain, impossible.</p> <ul style="list-style-type: none"> • Conduct chance experiments, using small and large numbers of trials, and present and describe the results using the language of probability.
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SCIENCE

Cambridge Primary Science supports learners in developing life-long curiosity about the natural world and enables them to seek scientific explanations to the phenomena around them. Learners will develop a holistic approach to science by considering scientific thinking and practical skills alongside knowledge and understanding which is vital for explaining the world around us. This approach provides learners with the knowledge and skills they require to access and excel at science in later phases of education and to make informed choices, including considering sustainability issues and meeting the challenges facing our environment.

Grade 2 (Cambridge Stage 3)	Grade 3 (Cambridge Stage 4)
Thinking and working scientifically: Models and representations	
<ul style="list-style-type: none"> Know that there are different types of models in science, including diagrams and physical models that we can touch. Make and use physical models. Draw a diagram to represent a real world situation and/or scientific idea 	<ul style="list-style-type: none"> Know that models are not fully representative of a real world situation and/or scientific idea. Use models to show relationships, quantities or scale. Draw a diagram to represent a real world situation and/or scientific idea.
Thinking and working scientifically: Scientific enquiry: purpose and planning	
<ul style="list-style-type: none"> Ask scientific questions that can be investigated. Know that there are five main types of scientific enquiry (research, fair testing, observing over time, identifying and classifying, and pattern seeking). Make a prediction describing some possible outcomes of an enquiry. Identify risks and explain how to stay safe during practical work. 	<ul style="list-style-type: none"> Ask scientific questions that can be investigated. Know that there are five main types of scientific enquiry (research, fair testing, observing over time, identifying and classifying, and pattern seeking). Make a prediction describing some possible outcomes of an enquiry. Identify variables that need to be taken into account when doing a fair test. Identify risks and explain how to stay safe during practical work.
Thinking and working scientifically: Carrying out scientific enquiry	
<ul style="list-style-type: none"> Use observations and tests to sort, group and classify objects. Choose equipment from a provided selection and use it appropriately. Take measurements in standard units, describing the advantage of standard units over non-standard units. Carry out practical work safely. Use secondary information sources to research an answer to a question. Collect and record observations and/or measurements in tables and diagrams. 	<ul style="list-style-type: none"> Use observations and tests to sort, group and classify objects. Use keys to identify objects, materials and living things. Choose equipment from a provided selection and use it appropriately. Describe how repeated measurements and/or observations can give more reliable data. Take measurements in standard units, describing the advantage of standard units over non-standard units. Carry out practical work safely. Use secondary information sources to research an answer to a question. Collect and record observations and/or

	measurements in tables and diagrams.
Thinking and working scientifically: Scientific enquiry: analysis, evaluation and conclusions	
<ul style="list-style-type: none"> Scientific enquiry: analysis, evaluation and conclusions Identify whether results support, or do not support, a prediction. Describe simple patterns in results. Make a conclusion from results and relate it to the scientific question being investigated Present and interpret results using tables and bar charts. 	<ul style="list-style-type: none"> Identify whether results support, or do not support, a prediction. Describe simple patterns in results. Make a conclusion from results and relate it to the scientific question being investigated. Present and interpret results using tables, bar charts and dot plots
Biology: Structure and function	
<ul style="list-style-type: none"> Describe the function of the major parts of flowering plants (limited to roots, leaves, stems and flowers). Identify the distinguishing features of different groups of animals, including fish, reptiles, mammals, birds, amphibians and insects. Identify some of the important organs in humans (limited to brain, heart, stomach, intestine and lungs) and describe their functions 	<ul style="list-style-type: none"> Identify some of the important bones in the human body (limited to skull, jaw, rib cage, hip, spine, leg bones and arm bones). Know that bones move because pairs of muscles that are attached to them contract and relax. Describe some of the important functions of skeletons (limited to protecting and supporting organs, enabling movement and giving shape to the body). Know that some animals have an exoskeleton. Identify vertebrates as animals with a backbone and invertebrates as animals without a backbone.
Biology: Life processes	
<ul style="list-style-type: none"> Describe differences between things that are living, that were once alive and that have never lived. Know that life processes common to plants and animals include nutrition, growth, movement and reproduction. Know that plants need appropriate conditions, including temperature, light and water, to be healthy. Describe and compare how the offspring of different animals grow into adults, including humans, birds, frogs and butterflies. 	<ul style="list-style-type: none"> Know that medicines can be used to treat some illnesses, and describe how to use them safely. Know that plants and animals can have infectious diseases, and vaccinations can prevent some infectious diseases of animals. Know that plants and animals need energy to grow, live and be healthy, and plants get their energy from light while animals get their energy from eating plants or other animals. Describe the importance of movement in maintaining human health
Biology: Ecosystems	
<ul style="list-style-type: none"> Identify and describe simple food chains, where plants are producers and animals are consumers of plants and/or other animals. 	<ul style="list-style-type: none"> Know that different animals are found in, and suited to, different habitats. Know plants and animals can survive in environments other than their habitats. Describe food chains as being made of producers and consumers, and classify consumers as herbivores, omnivores, carnivores, predators and/or prey.
Chemistry: Materials and their structure	

<ul style="list-style-type: none"> • Know that materials can be solids, liquids or gases. • Understand that a mixture contains two or more materials, where the materials can be physically separated. 	<ul style="list-style-type: none"> • Describe the particle model for solids and liquids. • Understand the difference between materials, substances and particles. • Know that particles are in constant motion, even when in a solid.
Chemistry: Properties of materials	
<ul style="list-style-type: none"> • Describe differences in the properties of solids and liquids. • Understand that materials, generally, retain their properties within a mixture. • Describe how to separate solid/solid mixtures based on the physical properties of the solids (processes involving dissolving are not required). • Describe how to separate a mixture of an insoluble solid and a liquid. 	<ul style="list-style-type: none"> • Use the particle model to explain the properties of solids and liquids. • Describe and explain how some solids can behave like liquids (e.g. powders), referring to the particle model.
Chemistry: Changes to materials	
<ul style="list-style-type: none"> • Know that when a solid dissolves in a liquid the solid is still present, and this is an example of mixing. 	<ul style="list-style-type: none"> • Describe solidification/freezing and melting, using the particle model to describe the change of state. • Understand that the change of state of a substance is a physical process. • Know that some substances will react with another substance to produce one or more new substances and this is called a chemical reaction.
Physics: Forces and energy	
<ul style="list-style-type: none"> • Know that forces can be measured with a forcemeter. • Know that gravity on Earth is a force that pulls towards the centre of the Earth. • Know that friction is a force created between surfaces when they move against each other and it makes this movement harder. • Describe how smooth and rough surfaces can generate different amounts of friction. 	<ul style="list-style-type: none"> • Know that energy is present in all matter and in sound, light and heat. • Know that energy cannot be made, lost, used up or destroyed but it can be transferred. • Know that energy is required for any movement or action to happen. • Know that not all energy is transferred from one object to another, but often some energy during a process can be transferred to the surrounding environment and this can be detected as sound, light or temperature increase.
Physics: Light and sound	
<ul style="list-style-type: none"> • Investigate how light can pass through some materials and is blocked by others, and use the terms transparent, translucent and opaque. • Know that shadows are formed when light from a source is blocked by an object. • Investigate how the size of a shadow is affected by the position of the object and the position of the light source. 	<ul style="list-style-type: none"> • Know that light travels in straight lines and this can be represented with ray diagrams. • Know that light can reflect off surfaces. • Describe how objects which are not light sources are seen.
Physics: Electricity and magnetism	

<ul style="list-style-type: none"> Describe magnets as having a north pole and a south pole. Describe how magnets interact when near each other, using the terms repel and attract. Investigate how some materials are magnetic but many are not. 	<ul style="list-style-type: none"> Know that an electrical device will not work if there is a break in the circuit. Describe how a simple switch is used to open and close a circuit. Describe how changing the number or type of components in a series circuit can make a lamp brighter or dimmer. Know some materials are good electrical conductors, especially metals, and some are good electrical insulators.
Earth and space: Planet Earth	
<ul style="list-style-type: none"> Know that planet Earth is the source of all the materials we use and that many useful materials, including oil, natural gas and metals, come from or are found in rocks. Know that fossils are impressions, or remains, of things that were once alive. 	<ul style="list-style-type: none"> Describe the model of the structure of the Earth which includes a core, a mantle and a crust. Describe common features of volcanoes and know they are found at breaks in the Earth's crust. Know that the Earth's crust moves and when parts move suddenly this is called an earthquake.
Earth and space: Earth in space	
<ul style="list-style-type: none"> Describe the regular change in the position and appearance of the Moon. Describe the relative movement of the Earth and Moon. Describe the Earth, Sun and Moon as approximately spherical. 	<ul style="list-style-type: none"> Explain why the spinning of the Earth on its axis leads to the apparent movement of the Sun, night and day, and changes in shadows. Name the planets in the Solar System. Know that the Sun is at the centre of the Solar System. Know that planetary systems can contain stars, planets, asteroids and comets.
Science in Context	
<ul style="list-style-type: none"> Talk about how some of the scientific knowledge and thinking now was different in the past. Talk about how science explains how objects they use, or know about, work. Know that everyone uses science and identify people who use science professionally. Talk about how science helps us understand our effect on the world around us 	<ul style="list-style-type: none"> Describe how scientific knowledge and understanding changes over time through the use of evidence gained by enquiry. Describe how science is used in their local area. Use science to support points when discussing issues, situations or actions. Identify people who use science, including professionally, in their area and describe how they use science. Discuss how the use of science and technology can have positive and negative environmental effects on their local area.

GLOBAL PERSPECTIVES

Cambridge Global Perspectives is a unique, transformational programme that helps primary learners to develop transferable skills such as critical thinking and problem solving. It offers valuable

opportunities to reinforce links with and skills learnt in other subjects across the Cambridge Primary programme.

The emphasis is on developing learners' ability to think critically about a range of global issues where there is always more than one point of view. Learners study global topics that are relevant to them - for example, the environment, education and keeping healthy.

Learning objectives are divided into six main areas called 'strands', which run through every stage: research, analysis, evaluation, reflection, collaboration, and communication. The skills are taught through a wide range of topics using a personal, local and global perspective.

Programme topics

Global perspective topics help learners develop their skills while using a personal, local and global perspective.

<i>Global Perspectives Topics</i>			
<i>Computers & Technology</i>	<i>Families</i>	<i>Improving communication</i>	<i>Keeping healthy</i>
<i>Keeping safe</i>	<i>Keeping the peace</i>	<i>Living and working together</i>	<i>Looking after the planet</i>
<i>Moving goods and people</i>	<i>Moving to a new country</i>	<i>Obedying the law</i>	<i>People - young and old</i>
<i>Reduce, reuse, recycle</i>	<i>Rich and poor</i>	<i>Sharing the planet</i>	<i>Sport and leisure</i>
<i>The right to learn</i>	<i>The world of work</i>	<i>Understanding belief</i>	<i>Using energy</i>
<i>Values and beliefs</i>	<i>Water, food, and farming</i>	<i>Worldwide companies</i>	<i>Working with other countries</i>

Learning Objectives:

	<i>Grade 2 and 3</i>
<i>Research</i>	<p><i>Constructing research questions</i></p> <ul style="list-style-type: none"> • <i>Construct own questions to aid understanding of a topic</i> <p><i>Information skills</i></p> <ul style="list-style-type: none"> • <i>Locate relevant information and answers to questions within sources provided</i> <p><i>Conducting research</i></p> <ul style="list-style-type: none"> • <i>Conduct investigations, using interviews or questionnaires, making observations and taking appropriate measurements</i> <p><i>Recording findings</i></p> <ul style="list-style-type: none"> • <i>Select, organise and record information from sources and findings from research in simple charts or diagrams</i>
<i>Analysis</i>	<p><i>Identifying perspectives</i></p> <ul style="list-style-type: none"> • <i>Recognise that people think or believe different things about a topic</i> <p><i>Interpreting data</i></p> <ul style="list-style-type: none"> • <i>Draw simple conclusions from graphical or numerical data</i> <p><i>Making connections</i></p> <ul style="list-style-type: none"> • <i>Talk about simple causes of personal actions and</i>

	<p>consequences on others</p> <p><i>Solving problems</i></p> <ul style="list-style-type: none"> • <i>Suggest personal actions that could make a positive difference to an issue affecting others</i>
<i>Evaluation</i>	<p><i>Evaluating Sources</i></p> <ul style="list-style-type: none"> • <i>Discuss a source, recognising that the author has a clear viewpoint on the topic</i> <p><i>Evaluating arguments</i></p> <ul style="list-style-type: none"> • <i>Express an opinion about another person's viewpoint, giving reasons for opinion</i>
<i>Reflection</i>	<p><i>Personal contribution</i></p> <ul style="list-style-type: none"> • <i>Identify strengths and limitations of personal contribution to teamwork</i> <p><i>Teamwork</i></p> <ul style="list-style-type: none"> • <i>Identify how working together improved the shared outcome achieved</i> <p><i>Personal viewpoints</i></p> <ul style="list-style-type: none"> • <i>Talk about what has been learned during an activity and consider how personal ideas have changed</i> <p><i>Personal learning</i></p> <ul style="list-style-type: none"> • <i>Identify which types of activities support learning</i>
<i>Collaboration</i>	<p><i>Cooperation and interdependence</i></p> <ul style="list-style-type: none"> • <i>The team allocate given tasks to team members to achieve a shared outcome</i> <p><i>Engaging in teamwork</i></p> <ul style="list-style-type: none"> • <i>The team member introduces ideas and works positively with other team members to achieve a shared outcome</i>
<i>Communication</i>	<p><i>Communicating information</i></p> <ul style="list-style-type: none"> • <i>Present information about a given topic clearly and with an appropriate structure</i> <p><i>Listening and responding</i></p> <ul style="list-style-type: none"> • <i>Listen to others in class discussions and respond with relevant ideas and questions</i>

MODERN LANGUAGES

Turkish, Spanish, and French are offered as additional languages. Students choose one of these languages that they will attend during their Primary education from Grade 2-5. Students will be taught at their level of language competency.

	Grade 2	Grade 3
<i>Topics</i>	<i>Greetings, introductions, the alphabet, numbers, age, countries and nationalities, colors, school objects, calendar, family, pets, weather, clothes, animals and food. The language teachers will try to integrate as much as possible the language curriculum with the topics chosen by the classroom teacher.</i>	<i>Greetings, introductions, the alphabet, numbers, age, countries and nationalities, colors, school objects, calendar, family, pets, weather, clothes, animals and food. The language teachers will try to integrate as much as possible the language curriculum with the topics chosen by the classroom teacher.</i>
<i>Speaking and Listening</i>	<ul style="list-style-type: none"> • <i>Listen and respond to simple rhymes, stories and songs</i> • <i>Recognise and respond to sound patterns and words</i> • <i>Perform simple communicative tasks using single words, phrases and short sentences</i> • <i>Listen attentively and understand instructions, everyday classroom language and praise words</i> 	<ul style="list-style-type: none"> • <i>Memorise and present a short spoken text</i> • <i>Listen for specific words and phrases</i> • <i>Listen for sounds, rhyme and rhythm</i> • <i>Ask and answer questions on several topics</i>
<i>Writing and Reading</i>	<ul style="list-style-type: none"> • <i>Recognise some familiar words in written form</i> • <i>Make links between some phonemes, rhymes and spellings, and read aloud familiar words</i> 	<ul style="list-style-type: none"> • <i>Read and understand a range of familiar written phrases</i> • <i>Follow a short familiar text, listening and reading at the same time</i> • <i>Read some familiar words and phrases aloud and pronounce them accurately</i> • <i>Write simple words and phrases using a model and some words from memory</i>

ART & DESIGN

This wide ranging discipline enables learners to explore their creativity and to express themselves through a range of artistic forms. They will experiment with media, learn about the creative process and convert their creative ideas and experiments into both personal and collaborative pieces of art. Throughout their artistic journey, learners will also benefit from reflecting on their own experiences.

	<i>Learning Objectives</i>
<i>Experiencing</i>	<ul style="list-style-type: none"> • Encounter, sense, experiment with and respond to a wide range of sources, including a range of art from different times and cultures. • Explore media, materials, tools, technologies and processes. • Gather and record experiences and visual information.
<i>Making</i>	<ul style="list-style-type: none"> • Learn to use a range of media, materials, tools, technologies and processes with increasing skill, independence and confidence. • Select appropriate media, materials, tools, technologies and processes for a purpose.
<i>Reflecting</i>	<ul style="list-style-type: none"> • Celebrate artistic experiences and learning. • Analyse, critique and connect own and others' work as part of the artistic process.
<i>Thinking and working artistically</i>	<ul style="list-style-type: none"> • Generate, develop, create, innovate and communicate ideas by using and connecting the artistic processes of experiencing, making and reflecting. • Embrace challenges and opportunities, working with growing independence. • Review and refine own work.

Progression

Each learning objective of the Cambridge Primary and Lower Secondary Art & Design curriculum is underpinned by the same core principles throughout all nine stages. As learners progress through each stage, they should be able to demonstrate and appreciate their growth both as an artist and as a rounded learner. This approach will help learners develop and display increasing levels of confidence, technical skill and independence. It will also help them to refine their judgement when taking creative risks, when imaginatively embracing creative opportunities and when reflecting upon their own work and that of other artists.

<i>Progression from Kindergarten to Grade 5</i>		
<i>Kindergarten to Grade 1</i>	<ul style="list-style-type: none"> • Introduction to artistic skills 	<ul style="list-style-type: none"> • Learners to work spontaneously
<i>Grade 2 to Grade 3</i>	<ul style="list-style-type: none"> • Experimentation with knowledge and artistic skills 	<ul style="list-style-type: none"> • Learners combine knowledge and skills
<i>Grade 4 to Grade 5</i>	<ul style="list-style-type: none"> • Application of knowledge and artistic skills 	<ul style="list-style-type: none"> • Learners assume independence

PERFORMING ARTS

Performing Arts stimulates young imaginations, challenges perceptions and develops creative and analytical skills. Students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas. It is through this practice that students acquire new skills and master those skills developed in prior learning.

The aims of Performing Arts are to encourage and enable students to:

- develop skills specific to the discipline
- engage in a process of creative exploration and discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect
- deepen their understanding of the world.

Performing arts courses include the disciplines of Drama, Music, and Dance. These can be learned in both an integrated or modular fashion.

Learning objectives:

- **Creating** - students develop their musical and performing ideas to a point of realization by applying their skills. Students develop their abilities by presenting it to audiences. Students develop curiosity, and purposefully explore and challenge boundaries. Students explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. They discover their personal signature and realize their artistic identity.
- **Responding** - Students respond to their world, to their own art and to the art of others. Students must make connections and transfer learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate as well as respond to change.

PHYSICAL EDUCATION

Cambridge International Primary Physical Education curriculum is taught through a broad range of movement tasks, challenges and physical activities aiming for children to be as physically active as possible whilst being enjoyable. Activities that are learner-centred and inclusive and aim to promote learners' confidence, self-esteem, cognitive abilities and social skills.

The Physical Education curriculum enforces the holistically and practically the 6 strands of the Cambridge International PE curriculum

<i>Cambridge International PE Programme Strands</i>	
<i>Moving Well</i>	Learners become increasingly proficient and independent in their movement skills and are able to link them together in different ways. They learn to move with increasing control, fluency and variety in different roles, in a range of activities, on different surfaces and with different equipment.
<i>Understanding Movement</i>	Learners develop their understanding of how to describe movement and movement patterns. They observe, discuss and evaluate movements, rules and strategies and use success criteria to improve their own and others' movements.
<i>Moving Creatively</i>	Learners creatively respond to movement tasks in a wide range of individual and group activities. In expressive activities they create and explore compositions of movements that enable them to communicate a theme, mood or emotion.
<i>Taking Part</i>	Learners participate positively in a variety of individual, pair and group activities and develop concepts of team and group work. They develop their collaborative, leadership and social skills, recognise that people have different movement strengths and give supportive feedback.
<i>Taking Responsibility</i>	Learners perform tasks that require them to make decisions and solve problems when sharing space and equipment, working safely and responsibly, and seeking help at appropriate times. They take part in a wide range of movement activities that promote fair play and respect others' efforts to improve.
<i>Healthy Bodies</i>	Learners understand the importance of physical activity and diet for a healthy lifestyle. They learn about body parts and muscles that enable movement and bodily changes that occur during and immediately after physical activity. They manage risks through warm ups, cool downs and safety rules.

Students will build upon the skills covered in Kindergarten and Grade 1 and will cover the following topics within the lower primary enforcing the 6 strands of the Cambridge International Primary PE Curriculum:

Athletics	Mini Volleyball	Cricket
Dance	Gymnastics	Health and Fitness
Outdoor Adventurous Activities (OAA)	Swimming	

DIGITAL LITERACY

The Cambridge Primary Digital Literacy curriculum enables learners to become accomplished users of digital tools and to understand the digital world that they are growing up in. Learners will develop the skills to create digital artifacts with increasing proficiency and sophistication. They will become equipped to join the digital world and will be increasingly able to make important decisions about their own safety and wellbeing.

It is important that learners appreciate that they are living in a world where being adaptable and able to make effective judgements are important attributes. Therefore, in this curriculum, they will not only learn the digital skills that they need today, they will also acquire knowledge and understanding that will equip them to respond to, and evaluate, the technology of the future.

The learning objectives are divided into three main areas called ‘strands’ which run through every stage. Although each strand is discrete, each is intimately connected to the two other strands due to the holistic focus in Cambridge Primary Digital Literacy on the learner understanding, evaluating and operating in the digital world.

Grade 2 (Cambridge Stage 3)	Grade 3 (Cambridge Stage 4)
Some learning objectives in Cambridge Primary Digital Literacy cover more than one stage. For example, learners are expected to develop increasingly proficient and sophisticated content creation skills, such as typing and the creation of digital artefacts, across a number of stages.	
Tools and Content Creation	
<ul style="list-style-type: none"> • Develop fluency and accuracy when typing in increasing quantity. • Know what shortcuts are and be able to use shortcuts for cut, copy, paste, save, undo and redo. • Identify and use spell-checking and proof-reading tools. • Identify common features of on screen layouts and icons across a range of applications. • Add images to a document. • Compose, read, respond to and share online messages with specific individuals and with groups. • Use keywords to search for information in a search tool. • Navigate storage hierarchy appropriate to the device. 	<ul style="list-style-type: none"> • Develop fluency and accuracy when typing in increasing quantity. • Know what shortcuts are and be able to use shortcuts for cut, copy, paste, save, undo, re-do and help. • Use devices to create increasingly sophisticated digital artefacts, including the use of sound, video, text and other multimedia. • Understand how to create a folder structure and how to name folders and documents. • Insert and complete a table within a text document. • Edit, and organise, the layout of a document. • Know that web pages have addresses known as URLs, and know how to bookmark these.
Safety and Wellbeing	
<ul style="list-style-type: none"> • Know that their information is personal and identify the risks of sharing that information online. • Safely engage in online spaces, including in group chats, being aware that personal information and identifying photographs and/or videos should not be shared. 	<ul style="list-style-type: none"> • Know how to set secure and memorable passwords and understand why this is necessary. • Understand that online content is stored and is hard to remove • Treat others respectfully online and know that they should also be treated with respect. • Know that any images, videos, information or

<ul style="list-style-type: none"> • Know that device use can be monitored. • Understand that people can be upset by things said to, or about, them. 	<ul style="list-style-type: none"> • opinion shared online can be kept and shared further • Know the benefits and risks of online anonymity.
The Digital World	
<ul style="list-style-type: none"> • Understand that people create online content for a purpose, including advertising, expressing their opinions and sharing information. • Know that computers and their use has changed over time. 	<ul style="list-style-type: none"> • Recognise that online content may provide false information with the intent to deceive. • Know that digital communication enables online communities to exist. • Understand that online communication has changed the way people interact. • Know that software requires specific hardware to operate.

PSHE

In Personal, Social, Health Education students will build their social-emotional competence and develop foundational learning skills. PSHE lessons may be stand alone or integrated into other learning areas.

Units	Grade 2	Grade 3
<i>Skills for Learning</i>	<ul style="list-style-type: none"> • Being respectful • Focusing attention and listening • Using self-talk to focus and stay on task • Being assertive 	<ul style="list-style-type: none"> • Being respectful learners • Focusing as a form of respect • Using self-talk to focus and stay on task • Being assertive • Planning to learn
<i>Empathy</i>	<ul style="list-style-type: none"> • Identifying feelings • Using physical, situational, and verbal cues to identify feelings in others • Labelling their own feelings as same or different from others • Building confidence • Respecting different preferences • Showing compassion • Predicting feelings • Handling accidents 	<ul style="list-style-type: none"> • Identifying feelings • Using physical, situational, and verbal cues to identify feelings in others • Understanding different perspectives • Conflicting feelings • Accepting differences • Showing compassion • Making friends • Conversational skills
<i>Emotion Management</i>	<ul style="list-style-type: none"> • How strong feelings impact our ability to think rationally • Focusing on physical cues to identify your feelings • Labelling feelings • Mindfulness and deep breathing • Using a stop signal and calming down • Mistakes help us learn • Managing anxious feelings and anger • Using self-talk to calm down 	<ul style="list-style-type: none"> • How strong feelings impact our ability to think rationally • Focusing on physical cues to identify your feelings • Managing test anxiety • Mindfulness and deep breathing • Handling accusations • Managing disappointment, anger, and hurt feelings • Taking responsibility for your actions

	<ul style="list-style-type: none"> • Assertive communication • Finishing tasks 	<ul style="list-style-type: none"> • Goal setting • Assertive communication
<i>Health and Safety</i>	<ul style="list-style-type: none"> • Safety in the community • Who helps keep us safe • Stranger danger, road safety, and playground safety • Nutrition • Hygiene • Consent • Appropriate touches 	<ul style="list-style-type: none"> • Safety in the community • Who helps keep us safe • Stranger danger, road safety, and playground safety • Nutrition • Hygiene • Consent • Appropriate touches
<i>Problem Solving</i>	<ul style="list-style-type: none"> • Calming down as part of problem solving • Stating the problem without blame • Generating multiple solutions and considering if they are safe and respectful • Choosing the best solution • Taking responsibility for your actions • Responding to playground exclusion • Playing fairly • Addressing social conflicts and bullying 	<ul style="list-style-type: none"> • Calming down as part of problem solving • Identifying blaming language • Generating multiple solutions and considering if they are safe and respectful • Considering pros and cons of different solutions • Solving classroom problems • Addressing peer exclusion • Dealing with negative peer pressure • Addressing social conflicts and bullying

THE UPPER PRIMARY CURRICULUM - Grades 4 and Grade 5

ENGLISH

Cambridge Primary English curriculum empowers learners in their application of English, and encourages life-long enthusiasm for reading, writing and spoken communication. It develops communication skills in English that learners can apply in everyday situations and in study. It also equips them with transferrable language skills for interrogating and producing spoken and written texts, and working collaboratively. Together the reading, writing, speaking and listening skills acquired through Cambridge Primary English support learners' overall intellectual, creative and social development.

The Cambridge Primary English curriculum is presented in three content areas: Reading, Writing, and Speaking and Listening. These are further divided into strands.

Grade 4 (Cambridge Stage 5)	Grade 5 (Cambridge Stage 6)
Learners should read, write and talk about a wide range of different texts across each stage, including texts in print and digital formats.	
<p>The following texts are particularly recommended in Grade 4 (Cambridge Stage 5):</p> <p><u>Fiction:</u> <i>Genres:</i> stories from different cultures, including fables; classic literature; stories that have also been developed into a play and/or film <i>Poetry:</i> poems by significant poets, including classic poetry; narrative poetry <i>Plays:</i> a playscript, book and film of the same story <u>Non-fiction:</u> <i>Persuasive texts:</i> commentaries and letters giving a personal opinion <i>Recounts:</i> biography Information texts that also contain Explanations</p>	<p>The following texts are particularly recommended in Grade 5 (Cambridge Stage 6):</p> <p><u>Fiction:</u> <i>Genres:</i> science fiction; stories with flashbacks; stories by significant children's authors Poetry: poems with a wide range of different features, for example, themes, imagery, structure Plays: a playscript by a significant writer <u>Non-fiction:</u> <i>Arguments</i> Persuasive texts: news articles Recounts: biography and autobiography.</p>
Reading: Word structure (phonics)	
<ul style="list-style-type: none"> By the end of Stage 4 (Grade 3) learners should have a secure understanding of phonics. 	<ul style="list-style-type: none"> By the end of Stage 4 (Grade 3) learners should have a secure understanding of phonics.
Writing: Word structure (spelling)	
<ul style="list-style-type: none"> Explore and use spellings of unstressed vowel phonemes at the end of words, e.g. /ɜ:/ ('er') at the end of butter, /i:/ ('ee') at the end of the city. Explore and use 'silent' vowels and syllables in polysyllabic words, e.g. library, interest. 	<ul style="list-style-type: none"> Explore and use different ways of representing consonants, e.g. -ck, -k, -ke, -que or -ch for /k/; -ch or -tch for /tʃ/; j-, g- or -dge for /dʒ/. Explore and spell words with different suffixes but similar pronunciation, e.g. -tion, -cian, -sion, -ssion; -ance, -ence.

<ul style="list-style-type: none"> • Explore and use rules for single and double consonants, e.g. full, ful, -fully. • Spell words with a wide range of common prefixes and suffixes, including understanding ways of creating opposites, e.g. un-, im-. • Explore and use spelling rules for suffixes that begin with vowels and suffixes that begin with consonants. • Explore and use accurate words that have the same spelling but different meanings (homonyms), e.g. wave (hand gesture, hair curl, sea movement, etc.). • Spell words with less common letter strings which may be pronounced differently, e.g. pour, hour; piece, pie. • Explore exceptions to known spelling rules. • Use effective strategies, including spelling rules and exceptions, and using known spellings to work out the spelling of related words, to spell a range of words correctly. • Use paper-based and on-screen tools to find the correct spelling of words; keep and use spelling logs of misspelt words, and identify words that need to be learned. 	<ul style="list-style-type: none"> • Further develop understanding of how to add prefixes and suffixes to root words, and when the root word changes. • Spell familiar homophones and commonly confused words correctly, e.g. aloud, allowed; past, passed; advice, advise; desert, dessert. • Explore a range of spelling rules and exceptions. • Use effective strategies to spell a wide range of words correctly. • Use paper-based and on-screen tools to find the correct spelling of words; keep and use spelling logs of misspelt words, and identify words that need to be learned.
Reading: Vocabulary and language	
<ul style="list-style-type: none"> • Deduce the meanings of unfamiliar words, including using context and knowledge of root words, prefixes and suffixes. • Explore common idiomatic phrases and their meanings. • Identify and record interesting and significant words, and synonyms, from texts to inform own writing. • Locate words efficiently in alphabetically organised lists. • Comment on a writer's choice of language, including how it conveys feeling and mood. • Identify figurative language in texts, including metaphors and personification. • Begin to explain how figurative language creates imagery in texts and takes understanding beyond the literal. 	<ul style="list-style-type: none"> • Deduce the meanings of unfamiliar phrases from their context, including phrases which are no longer common in modern times. • Explore word origins and derivations, including the use of words from other languages. • Identify and record interesting and significant words, and synonyms, from texts to inform own writing. • Comment on a writer's choice of language, demonstrating some awareness of the impact on the reader. • Explore commonly used figurative expressions, e.g. as cool as a cucumber, crying crocodile tears. • Begin to explain how figurative language creates imagery in texts and takes understanding beyond the literal.
Writing: Vocabulary and language	
<ul style="list-style-type: none"> • Use specialised vocabulary accurately to match a familiar topic. • Explore synonyms and words conveying shades of meaning, and use them accurately in own writing. • Choose and use words and phrases carefully to convey feeling and mood. • Begin to use figurative language to evoke an imaginative response from the reader. 	<ul style="list-style-type: none"> • Use specialised vocabulary accurately to match a familiar topic. • Explore and use words and phrases to convey shades of meaning appropriate to the context. • 6Wv.03 Transform meaning with prefixes and suffixes. • Choose and use vocabulary carefully to develop imaginative detail.

<ul style="list-style-type: none"> • Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work. 	<ul style="list-style-type: none"> • Begin to use figurative language to evoke an imaginative response from the reader. • Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work.
Reading: Grammar and punctuation	
<ul style="list-style-type: none"> • Explore in texts, and understand grammar and punctuation differences between direct and reported speech. • Recognise different clauses within sentences and the connectives that link them. • Explore and discuss different types of nouns, including abstract nouns, and how quantifiers (e.g. fewer, less) relate to countable and uncountable nouns. • Explore in texts use of pronouns, including possessive pronouns (e.g. theirs, mine), to avoid repetition of nouns while still maintaining clarity. • Explore how different modal verbs express degrees of possibility, e.g. should, would, could. • Explore in texts the conventions of standard English. 	<ul style="list-style-type: none"> • Explore in texts, and understand, the uses of colons, semicolons, ellipses, parenthetic commas, dashes and brackets. • Identify the main clause and other clauses (subordinate clauses) in a complex sentence. • Begin to show awareness of the impact of a writer's choices of sentence length and structure. • Explore how different relative pronouns are used in texts to introduce additional detail. • Identify different word classes in texts and understand their purposes. • Explore, and understand, the use of active and passive verb forms. • Explore differences between written and spoken English by comparing narrative and dialogue. • Explore and discuss grammatical features in a range of texts, e.g. verb forms, sentence types, use of different word classes.
Writing: Grammar and punctuation	
<ul style="list-style-type: none"> • To begin to use commas to separate clauses within sentences and clarify meaning in complex sentences. • Use apostrophes accurately. • 5Wg.03 Punctuate direct speech accurately. • 5Wg.04 Understand how to create multi-clause sentences by combining simple sentences and reordering clauses; use simple, compound and complex sentences. • Use a wide range of modal verbs accurately to express degrees of possibility, e.g. should, would, could. • Use pronouns, including possessive pronouns (e.g. theirs, mine), appropriately so it is clear to what or whom they refer. • Form and use comparative and superlative adjectives and adverbs correctly, e.g. better, best; smaller, smallest; more quickly, most quickly. • Use a wide range of adverbs and adverbial phrases. 	<ul style="list-style-type: none"> • Use commas, dashes and brackets parenthetically. • Punctuate direct and reported speech accurately. • Use punctuation effectively to clarify meaning in complex sentences. • Use a variety of simple, compound and complex sentences chosen for effect. • Use active and passive verb forms within sentences. • Ensure grammatical agreement of quantifiers with countable and uncountable nouns, e.g. less and fewer. • Use relative pronouns to introduce additional detail. • Use the conventions of standard English appropriately in writing, including for different types of texts, e.g. verb forms, sentence structure, use of different word classes.
Reading: Structure of texts	
<ul style="list-style-type: none"> • Explore and describe the progression of ideas in a text; compare the progression in different texts. • Explore and recognise the key features of text 	<ul style="list-style-type: none"> • Explore and describe the progression of ideas in a text, including the handling of time (e.g. to manage flashbacks, or events which are presented

<p>structure in a range of different fiction and non-fiction texts, including poems and playscripts.</p> <ul style="list-style-type: none"> • Explore and recognise how different effects can be achieved by sequencing sections and paragraphs in different ways. 	<p>out of chronological order). Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts.</p> <ul style="list-style-type: none"> • Explore and recognise how ideas are organised and linked cohesively across a text, e.g. new chapters to manage flashbacks or events which are presented out of chronological order; use of however and on the other hand to introduce a new paragraph in a balanced argument.
Writing: Structure of texts	
<ul style="list-style-type: none"> • Begin to develop ideas cohesively across longer pieces of writing. • Organise ideas in paragraphs and sections to achieve an appropriate effect. • Use organisational features appropriate to the text type, e.g. bulleted and numbered lists. 	<ul style="list-style-type: none"> • Manage the development of an idea across an extended piece of writing, e.g. by linking the end to the beginning. • Use paragraphs, sections and chapters to organise ideas and support overall cohesion of a text, e.g. new chapters to manage flashbacks or events which are presented out of chronological sequence. • Use a range of connectives to link paragraphs and sections clearly and cohesively, e.g. use of however and on the other hand to introduce counter-arguments in a balanced argument. • Use organisational features appropriate to the text type, e.g. bulleted and numbered lists.
Reading: Interpretation of texts	
<ul style="list-style-type: none"> • Understand the difference between fiction and non-fiction texts and locate books by classification. • Read and explore a range of fiction genres, poems and playscripts, including identifying the contribution of any visual elements or multimedia. • Identify, discuss and compare different fiction genres and their typical characteristics. • Read and explore a range of non-fiction text types. • Identify, discuss and compare the purposes and features of different non-fiction text types, including evaluating texts for purpose and clarity, and recognising use of personal and impersonal style. • Explore explicit meanings in a range of texts. • Extract main points from a text, and group and link ideas. • Recognise and compare the dramatic conventions of playscripts and films, including how they contribute to the development of characters and settings. • Explore implicit meanings in a range of texts. • Use a range of types of clues in stories (e.g. personality of characters) to predict what might happen next. 	<ul style="list-style-type: none"> • Understand the difference between fiction and non-fiction texts and locate books by classification. • Read and explore a range of fiction genres, poems and playscripts, including identifying the contribution of any visual elements or multimedia. • Identify, discuss and compare different fiction genres and their typical characteristics. • Read and explore a range of non-fiction text types. • Identify, discuss and compare the purposes and features of different non-fiction text types, including balanced written arguments. • Explore explicit meanings in a range of texts. • Summarise explicit meanings drawn from more than one point in a text. • Explore implicit meanings in a range of texts. • Use evidence from more than one point in a story to support predictions about what might happen later in the story. • Make a range of plausible inferences from texts. • Comment on how a writer influences the reaction of readers, including how they present characters and settings, and evoke particular moods (e.g. suspense, anger, excitement) • Distinguish between fact and opinion in a range of

<ul style="list-style-type: none"> • Make inferences from texts, including about the relationships between story characters. • Distinguish between fact and opinion in a range of texts. • Use scanning and skimming appropriately depending on the type of information required • Locate and use relevant information from a single text or different texts. • Support answers to questions with reference to, or quotations from, one or more points in a text. • Recognise, compare and contrast the themes, features and language of texts. • Comment on how a viewpoint is expressed in fiction and non-fiction texts 	<ul style="list-style-type: none"> • texts. • Locate and use relevant information from one or more points in a text, or from different texts, confidently and efficiently
Writing: Creation of texts	
<ul style="list-style-type: none"> • Develop creative writing in a range of different genres of fiction and types of poems. • Use effective planning to inform the content and structure of writing, e.g. paragraphs or sections. • Write new scenes or characters into a story; rewrite events from the viewpoint of another character. • Express a viewpoint in fiction through a character's opinions about a setting or other characters. • Write a playscript, including production notes and stage directions to guide performance. • Develop writing for a purpose using language and features appropriate for a range of text types. • Develop writing of a range of text types for a specified audience, using appropriate content and language. • When writing non-fiction texts, present and justify a consistent viewpoint. 	<ul style="list-style-type: none"> • Develop creative writing in a range of different genres of fiction and types of poems. • Use effective planning to inform the content and structure of extended writing, e.g. chapters. • When writing stories, develop descriptions of settings, characters and action that engage and entertain the reader. • Include different viewpoints in fiction, e.g. when writing stories with flashbacks. • Write a playscript using production notes, language and stage directions, to develop characters and settings. • Develop writing for a purpose using language and features appropriate for a range of text types. • Develop writing of a range of text types for a specified audience, using appropriate content and language. • Write balanced arguments, developing points logically and convincingly. • Support answers to questions with reference to, or quotations from, one or more points in a text. • Recognise explicit and implicit ways in which the theme of a text is conveyed. • Comment on how different viewpoints are expressed in fiction and non-fiction texts. • Distinguish between texts with a writer's voice and texts with a narrator's voice.
Reading: Appreciation and reflection	
<ul style="list-style-type: none"> • Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts. • Express personal responses to texts, including predictions, opinions and reflections. • Develop preferences about favourite writers and share recommendations with others. • Begin to consider how readers might react differently to the same text, depending on where or when they are reading it. 	<ul style="list-style-type: none"> • Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts. • Express personal responses to texts, including preferences in terms of language, style and themes. • Begin to choose a more diverse range of books to read, including writers or genres which compare or contrast with previous reading. • Comment on how readers might react differently

	to the same text, depending on where or when they are reading it.
Writing: Presentation and reflection	
<ul style="list-style-type: none"> • Write legibly and fluently for different purposes, including choosing the writing implement that is best suited for a task. • Explore and use different ways of making notes (e.g. bulleted lists, mind maps) and use them to inform writing. • Begin to choose appropriate ways to lay out and present texts to suit the purpose and audience (handwritten, printed and onscreen). • Evaluate own and others' writing, suggesting improvements for sense, accuracy and content, including to enhance the effect. • Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools. 	<ul style="list-style-type: none"> • Develop a personal handwriting style to write legibly, fluently and with appropriate speed. • Begin to decide when it is helpful to take notes and how to record them. • Begin to choose appropriate ways to lay out and present texts to suit the purpose and audience (handwritten, printed and onscreen). • Evaluate own and others' writing, suggesting improvements for sense, accuracy and content, including to enhance the effect. • Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools.
Speaking and listening: Making yourself understood	
<ul style="list-style-type: none"> • Speak precisely either with concision or at length, as appropriate to context. • Structure relevant information in a way that supports the purpose and aids the listener's understanding. • Use language to convey ideas and opinions, with some detail. • Adapt non-verbal communication techniques for different purposes and contexts. • Show awareness of different audiences, e.g. by using the appropriate register. 	<ul style="list-style-type: none"> • Adapt pace and tone of speech appropriately in formal and informal contexts. • Structure information to aid the listener's understanding of the main and subsidiary points. • Use language to convey ideas and opinions, with increasing clarity and detail. • Adapt non-verbal communication techniques for different purposes and contexts. • Show awareness of different audiences, e.g. by using the appropriate register.
Speaking and listening: Showing understanding	
<ul style="list-style-type: none"> • Listen, reflect on what is heard and give a reasoned response. 	<ul style="list-style-type: none"> • Listen, reflect on what is heard and give a reasoned response with reference to at least one specific point made by the speaker.
Speaking and listening: Group work and discussion	
<ul style="list-style-type: none"> • Take different assigned roles within groups, and begin to assign roles within a group. • Show consideration of another point of view. • Extend a discussion by asking and answering questions to refine ideas. • Take turns in a discussion, building on what others have said. 	<ul style="list-style-type: none"> • Take different assigned roles within groups, and begin to assign roles within a group. • Show consideration of another point of view. • Extend a discussion by building on own and other's ideas. • Encourage others to take turns in a discussion.
Speaking and listening: Performance	
<ul style="list-style-type: none"> • Read aloud with accuracy, and increasing confidence and style. • Convey ideas about characters in drama through 	<ul style="list-style-type: none"> • Read aloud with accuracy, and increasing confidence and style. • Convey ideas about characters in drama in

deliberate choice of speech, gesture and movement. • Plan and deliver independent and group presentations confidently to a range of audiences, adapting presentations appropriately to the audience. • Begin to make choices about the most appropriate media for a particular presentation.	different roles and scenarios through deliberate choice of speech, gesture and movement. • Plan and deliver independent and group presentations confidently to a range of audiences, adapting presentations appropriately to the audience. • Begin to make choices about the most appropriate media for a particular presentation.
Speaking and listening: Reflection and evaluation	
• Evaluate own and others' talk, including what went well and what could be improved next time. • Comment on how and why communication varies in different contexts.	• evaluate own and others' talk, including what went well and what could be improved next time. • Begin to explain variations in communication, including register.

ENGLISH AS A SECOND LANGUAGE

Cambridge Primary English as a Second Language is designed for learners who speak a language other than English at home and can be used in any cultural context.

Cambridge Primary English as a Second Language curriculum empowers learners to communicate confidently and effectively and to develop the critical skills needed to respond to a range of information, media and texts. It also promotes active learning, develops thinking skills and encourages intellectual engagement. The programme develops a solid foundation for further study of English as a Second Language, and for study through the medium of English.

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

Grade 4 (Cambridge Stage 5)	Grade 5 (Cambridge Stage 6)
Listening	
<i>Listening for global meaning</i> <ul style="list-style-type: none"> Understand, with little or no support, most of the main points of short talk. <i>Listening for detail</i> <ul style="list-style-type: none"> Understand, with little or no support, a range of instructions. Understand a range of questions which ask for information. Deduce meaning from context in short talk. Understand specific information and details of short talk. <i>Listening for opinion</i> <ul style="list-style-type: none"> Recognise the opinions of the speaker(s) in short talk 	<i>Listening for global meaning</i> <ul style="list-style-type: none"> Understand, with support, most of the main points of short and extended talk. <i>Listening for detail</i> <ul style="list-style-type: none"> Understand a range of instructions. Understand a range of questions which ask for detailed information. Deduce meaning from context, with support, in short and extended talk. Understand, with support, most specific information and detail of short and extended talk. Understand, with support, most of the detail of an argument in short and extended talk.

	<p><i>Listening for opinion</i></p> <ul style="list-style-type: none"> Recognise, with support, the opinions of the speaker(s) in short and extended talk.
Speaking	
<p>Communication</p> <ul style="list-style-type: none"> Give more detailed information about themselves and others using a sequence of sentences. Describe people, places and objects, and routine past and present actions and events, using a sequence of sentences. Ask questions to find out general information on a range of topics and respond accordingly. Give, with little or no support, a short sequence of instructions. Pronounce familiar words and phrases clearly; others may need to ask for repetition from time to time. Produce a sequence of sentences to maintain a range of exchanges, allowing for some hesitation, false starts and reformulation. Use simple grammatical structures and sentence patterns correctly, allowing for occasional, basic mistakes. <p>Express opinion</p> <ul style="list-style-type: none"> Express, with little or no support, opinions and feelings. <p>Organisation</p> <ul style="list-style-type: none"> Link, with little or no support, a short sequence of simple sentences using an increasing range of connectives. Initiate, maintain and conclude interaction, with little or no support, in a range of exchanges. 	<p>Communication</p> <ul style="list-style-type: none"> Give detailed information about themselves and others. Describe people, places and objects, and routine past and present actions and events. Ask questions to find out information and to clarify meaning on a range of topics and respond accordingly. Give a sequence of instructions. Pronounce familiar words and phrases clearly; begin to use intonation and place stress at word, phrase and sentence level appropriately. Begin to produce and maintain stretches of language comprehensively, allowing for hesitation and reformulation, especially in longer stretches of free production. Use grammatical structures correctly, allowing for occasional mistakes. <p>Express opinion</p> <ul style="list-style-type: none"> Express opinions, feelings and reactions.
Writing	
<p>Communicative achievement</p> <ul style="list-style-type: none"> Use legible handwriting in written work with increasing speed and fluency. Spell high-frequency words accurately on an increasing range of familiar topics when writing independently. Plan, write, edit and proofread short texts, with support. Use simple grammatical structures and sentence patterns correctly, allowing for occasional mistakes. <p>Organisation</p> <ul style="list-style-type: none"> Punctuate short texts during guided writing with some accuracy. Link, with little or no support, a short sequence of sentences using an increasing range of connectives to create a short text organised into paragraphs. Use, with little or no support, appropriate layout 	<p>Communicative achievement</p> <ul style="list-style-type: none"> Use legible handwriting in written work with appropriate speed and fluency. Spell most familiar words accurately on a range of familiar topics when writing independently. Plan, write, edit and proofread short texts, with little or no support. Use grammatical structures correctly, allowing for occasional mistakes. <p>Organisation</p> <ul style="list-style-type: none"> Punctuate short texts with some accuracy when writing independently. Link sentences using an increasing range of connectives to create a short text organised into paragraphs. Use appropriate layout for a limited range of written genres. <p>Content</p>

<p>for a limited range of written genres.</p> <p>Content</p> <ul style="list-style-type: none"> • Write, with little or no support, a short sequence of instructions. • Write, with little or no support, a short sequence of simple sentences which describe people, places and objects, and routine past and present actions and events. • Express, with little or no support, opinions and feelings. 	<ul style="list-style-type: none"> • Write a sequence of instructions. • Write, with support, short texts which describe people, places and objects, and routine past and present actions and events. • Express opinions and feelings.
Reading	
<p>Reading for global meaning</p> <ul style="list-style-type: none"> • Understand, with little or no support, most of the main points of short texts. • Read, with little or no support, a range of short, simple fiction and non-fiction texts with confidence and enjoyment. <p>Reading for detail</p> <ul style="list-style-type: none"> • Understand most specific information and detail in short texts. • Read and follow a range of instructions. • Deduce meaning from context in short texts. • Identify and explore words with common roots and compare their meanings. <p>Reading for opinion</p> <ul style="list-style-type: none"> • Recognise the opinions of the writer(s) in short texts. 	<p>Reading for global meaning</p> <ul style="list-style-type: none"> • Understand, with support, most of the main points of short and extended texts. • Read independently a range of short, simple fiction and non-fiction texts with confidence and enjoyment. <p>Reading for detail</p> <ul style="list-style-type: none"> • Understand, with support, most specific information and detail in short and extended texts. • Read and follow instructions. • Understand, with support, most of the detail of an argument in short and extended texts. • Deduce meaning from context, with support, in short and extended texts. • Explore common idiomatic phrases and their meanings. <p>Reading for opinion</p> <ul style="list-style-type: none"> • Recognise, with support, the opinions of the writer(s) in short and extended texts.
Use of English	
<p>Grammatical forms</p> <ul style="list-style-type: none"> • Use tag questions to seek agreement or clarify. • Use imperative forms with direct and indirect object forms to give a short sequence of commands and instructions. • Use an increasing range of present simple forms to describe routines, habits and states. • Use an increasing range of past simple forms to describe routines, habits and states. • 5Ug.05 Use present continuous forms with present and future meaning. • Use past continuous forms for background and interrupted past actions. • Use present perfect forms to express what has happened [indefinite time and unfinished past] with for and since. • Use an increasing range of future forms, including present continuous and present simple with future meaning. • Begin to use if clauses in zero conditionals. 	<p>Grammatical forms</p> <ul style="list-style-type: none"> • Use a limited range of verb forms to ask questions to develop ideas and extend understanding. • Use what/how about + noun/-ing to make suggestions. • Use a range of present simple active forms and begin to use passive forms. • Use a range of past simple active forms for habits and states and begin to use passive forms. • Use an increasing range of present continuous forms with present and future meaning. • Use past continuous forms for background, parallel and interrupted past actions. • Use present perfect forms to express recent, indefinite and unfinished past. • Use a range of future forms, including present continuous and present simple with future meaning. • Begin to use if clauses in first conditionals. • Use common prepositional verbs (e.g. walk away).

<ul style="list-style-type: none"> • Use modal forms (e.g. mustn't [prohibition], need [necessity], would, could [polite requests]) • Use a range of adjectives, including common participle adjectives (e.g. bored/boring) and comparative and superlative adjectives in the correct order in front of nouns. <p>Vocabulary</p> <ul style="list-style-type: none"> • Begin to use common dependent prepositions following adjectives (e.g. good at). • Use a limited range of prepositions preceding nouns. • Use a range of prepositions to talk about time, location, position and direction. • Use a range of adverbs of indefinite time (e.g. for, since). • Use comparative and superlative forms with a range of adverbs. • Use adverbs of degree (e.g. too, not enough, quite, rather). • Use common abstract nouns and compound nouns. • Use common impersonal structures with it, there. <p>Sentence structure</p> <ul style="list-style-type: none"> • Use a range of quantifiers (e.g. both, all, less, fewer, not as many, not as much). • Use an increasing range of indefinite pronouns (e.g. someone, somebody, everybody, noone). • Use connectives (e.g. so, when) in short texts. • Use an increasing range of defining relative clauses to give personal information and details. • Use subordinate clauses following sure, certain, think, know, believe, hope. • Use a range of verbs followed by infinitive and gerund forms. 	<ul style="list-style-type: none"> • Begin to use simple forms of reported speech to report statements and commands. • Use an increasing range of modal forms (e.g. needn't [lack of necessity], should [advice], ought to [advice/obligation]). • Use an increasing range of participle adjectives and a range of adjectives in the correct order in front of nouns. <p>Vocabulary</p> <ul style="list-style-type: none"> • Use common dependent prepositions following adjectives. • Use an increasing range of prepositions preceding nouns. • Use prepositions (e.g. as, like) to indicate manner. • Use a wide range of adverbs of definite and indefinite time. • Use comparative and superlative forms with regular and irregular adverbs. • Use collective nouns. • Use a limited range of abstract nouns and compound nouns. <p>Sentence structure</p> <ul style="list-style-type: none"> • Use a wide range of quantifiers (e.g. either, neither, both [of], several, plenty). • Use reciprocal pronouns (each other, one another) and a range of indefinite pronouns. • Use reflexive pronouns. • Use connectives (e.g. while, until, as soon as) in short texts. • Use an increasing range of defining relative clauses (e.g. with whose and whom) and begin to use non-defining relative clauses. • Use subordinate clauses following say and tell. • Use the patterns verb + object + infinitive (e.g. have something to do) and give/take/send/bring/show + direct/indirect object.
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MATHEMATICS

The Cambridge Primary Mathematics curriculum is presented in three main strands: Number, Geometry and Measure, Statistics and Probability. Embedded within and across the strands is Thinking and Working Mathematically. Thinking and Working Mathematically brings awareness to learners' mathematical actions and assists them in finding mathematical solutions.

Grade 4 (Cambridge Stage 5)	Grade 5 (Cambridge Stage 6)
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<p>Thinking and Working Mathematically supports the mathematical concepts and skills in <u>all</u> strands of the Cambridge Primary Mathematics curriculum. Thinking and Working Mathematically comprises eight characteristics that are presented in four pairs:</p> <ul style="list-style-type: none"> • Specialising and Generalising • Conjecturing and Convincing • Characterising and Classifying • Critiquing and Improving 	
Number: Counting and sequences	Number: Counting and sequences
<ul style="list-style-type: none"> • Count on and count back in steps of constant size, and extend beyond zero to include negative numbers. • Recognise the use of objects, shapes or symbols to represent two unknown quantities in addition and subtraction calculations. • Use the relationship between repeated addition of a constant and multiplication to find any term of a linear sequence. • Recognise and extend the spatial pattern of square and triangular numbers. 	<ul style="list-style-type: none"> • Count on and count back in steps of constant size, including fractions and decimals, and extend beyond zero to include negative numbers. • Recognise the use of letters to represent quantities that vary in addition and subtraction calculations. • Use the relationship between repeated addition of a constant and multiplication to find and use a position-to-term rule. • Use knowledge of square numbers to generate terms in a sequence, given its position.
Number: Integers and powers	
<ul style="list-style-type: none"> • Estimate, add and subtract integers, including where one integer is negative. • Understand which law of arithmetic to apply to simplify calculations. • Understand that the four operations follow a particular order. • Estimate and multiply whole numbers up to 1000 by 1-digit or 2-digit whole numbers. • Estimate and divide whole numbers up to 1000 by 1-digit whole numbers. • Understand and explain the difference between prime and composite numbers. • Use knowledge of factors and multiples to understand tests of divisibility by 4 and 8. • Use knowledge of multiplication to recognise square numbers (from 1 to 100). 	<ul style="list-style-type: none"> • Estimate, add and subtract integers. • Use knowledge of laws of arithmetic and order of operations to simplify calculations. • Understand that brackets can be used to alter the order of operations. • Estimate and multiply whole numbers up to 10 000 by 1-digit or 2-digit whole numbers. • Estimate and divide whole numbers up to 1000 by 1-digit or 2-digit whole numbers. • Understand common multiples and common factors. • Use knowledge of factors and multiples to understand tests of divisibility by 3, 6 and 9. • Use knowledge of multiplication and square numbers to recognise cube numbers (from 1 to 125).
Number: Place value, ordering and rounding	
<ul style="list-style-type: none"> • Understand and explain the value of each digit in decimals (tenths and hundredths). • Use knowledge of place value to multiply and divide whole numbers by 10, 100 and 1000. • Use knowledge of place value to multiply and divide decimals by 10 and 100. • Compose, decompose and regroup numbers, including decimals (tenths and hundredths). • Round numbers with one decimal place to the nearest whole number. 	<ul style="list-style-type: none"> • Understand and explain the value of each digit in decimals (tenths, hundredths and thousandths). • Use knowledge of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000. • Compose, decompose and regroup numbers, including decimals (tenths, hundredths and thousandths). • Round numbers with two decimal places to the nearest tenth or whole number.
Number: Fractions, decimals, percentages,	Number: Calculation

ratio and proportion	
<ul style="list-style-type: none"> • Understand that a fraction can be represented as a division of the numerator by the denominator (unit fractions, three-quarters, tenths and hundredths). • Understand that proper fractions can act as operators. • Recognise that improper fractions and mixed numbers can have an equivalent value. • Recognise that proper fractions, decimals (one decimal place) and percentages can have equivalent values. • Estimate, add and subtract fractions with the same denominator and denominators that are multiples of each other. • Estimate, multiply and divide unit fractions by a whole number. • Recognise percentages of shapes, and write percentages as a fraction with denominator 100. • Understand the relative size of quantities to compare and order numbers with one decimal place, proper fractions with the same denominator and percentages, using the symbols =, > and <. • Estimate, add and subtract numbers with the same number of decimal places. • Estimate and multiply numbers with one decimal place by 1-digit whole numbers. • Understand that: o a proportion compares part to whole o a ratio compares part to part of two or more quantities. 	<ul style="list-style-type: none"> • Understand that a fraction can be represented as a division of the numerator by the denominator (proper and improper fractions). • Understand that proper and improper fractions can act as operators. • Use knowledge of equivalence to write fractions in their simplest form. • Recognise that fractions, decimals (one or two decimal places) and percentages can have equivalent values. • Estimate, add and subtract fractions with different denominators. • Estimate, multiply and divide proper fractions by whole numbers. • Recognise percentages (1%, and multiples of 5% up to 100%) of shapes and whole numbers. • Understand the relative size of quantities to compare and order numbers with one or two decimal places, proper fractions with different denominators and percentages, using the symbols =, > and <. • Estimate, add and subtract numbers with the same or different number of decimal places. • Estimate and multiply numbers with one or two decimal places by 1-digit and 2-digit whole numbers. • Estimate and divide numbers with one or two decimal places by whole numbers. • Understand the relationship between two quantities when they are in direct proportion. • Use knowledge of equivalence to understand and use equivalent ratios.
Geometry and Measure: Time	Measure
<ul style="list-style-type: none"> • Understand time intervals less than one second. • Compare times between time zones in digital notation (12- and 24-hour) and on analogue clocks. • Find time intervals in seconds, minutes and hours that bridge through 60. • Recognise that a time interval can be expressed as a decimal, or in mixed units. 	<ul style="list-style-type: none"> • Convert between time intervals expressed as a decimal and in mixed units.
Geometry and Measure: Geometrical reasoning, shapes and measurements	
<ul style="list-style-type: none"> • Identify, describe, classify and sketch isosceles, equilateral or scalene triangles, including reference to angles and symmetrical properties. • Estimate and measure perimeter and area of 2D shapes, understanding that shapes with the same perimeter can have different areas and vice versa. 	<ul style="list-style-type: none"> • Identify, describe, classify and sketch quadrilaterals, including reference to angles, symmetrical properties, parallel sides and diagonals. • Know the parts of a circle: o centre o radius o diameter o circumference. • Use knowledge of area of rectangles to estimate

<ul style="list-style-type: none"> • Draw compound shapes that can be divided into rectangles and squares. Estimate, measure and calculate their perimeter and area. • Identify, describe and sketch 3D shapes in different orientations. • Identify and sketch different nets for a cube. • Use knowledge of reflective symmetry to identify and complete symmetrical patterns. • Estimate, compare and classify angles, using geometric vocabulary including acute, right, obtuse and reflex. • Know that the sum of the angles on a straight line is 180°, and use this to calculate missing angles on a straight line. 	<ul style="list-style-type: none"> • and calculate the area of rightangled triangles. • Identify, describe and sketch compound 3D shapes. • Understand the difference between capacity and volume. • Identify and sketch different nets for cubes, cuboids, prisms and pyramids. • Understand the relationship between area of 2D shapes and surface area of 3D shapes. • Identify rotational symmetry in familiar shapes, patterns or images with maximum order 4. Describe rotational symmetry as 'order x'. • Classify, estimate, measure and draw angles. • Know that the sum of the angles in a triangle is 180°, and use this to calculate missing angles in a triangle. • Construct circles of a specified radius or diameter.
Geometry and Measure: Position and transformation	
<ul style="list-style-type: none"> • Compare the relative position of coordinates (with or without the aid of a grid). • Use knowledge of 2D shapes and coordinates to plot points to form lines and shapes in the first quadrant (with the aid of a grid). • Translate 2D shapes, identifying the corresponding points between the original and the translated image, on square grids. • Reflect 2D shapes in both horizontal and vertical mirror lines to create patterns on square grids 	<ul style="list-style-type: none"> • Read and plot coordinates including integers, fractions and decimals, in all four quadrants (with the aid of a grid). • Use knowledge of 2D shapes and coordinates to plot points to form lines and shapes in all four quadrants. • Translate 2D shapes, identifying the corresponding points between the original and the translated image, on coordinate grids • Reflect 2D shapes in a given mirror line (vertical, horizontal and diagonal), on square grids. • Rotate shapes 90° around a vertex (clockwise or anticlockwise)
Statistics and probability: Statistics	
<ul style="list-style-type: none"> • Plan and conduct an investigation to answer a set of related statistical questions, considering what data to collect (categorical, discrete and continuous data). • Record, organise and represent categorical, discrete and continuous data. Choose and explain which representation to use in a given situation: o Venn and Carroll diagrams o tally charts and frequency tables o bar charts o waffle diagrams o frequency diagrams for continuous data o line graphs o dot plots (one dot per data point). • Understand that the mode and median are ways to describe and summarise data sets. Find and interpret the mode and the median, and consider their appropriateness for the context. • Interpret data, identifying patterns, within and between data sets, to answer statistical questions. Discuss conclusions, considering the sources of variation. 	<ul style="list-style-type: none"> • Plan and conduct an investigation and make predictions for a set of related statistical questions, considering what data to collect (categorical, discrete and continuous data). • Record, organise and represent categorical, discrete and continuous data. Choose and explain which representation to use in a given situation: o Venn and Carroll diagrams o tally charts and frequency tables o bar charts o waffle diagrams and pie charts o frequency diagrams for continuous data o line graphs o scatter graphs o dot plots. • Understand that the mode, median, mean and range are ways to describe and summarise data sets. Find and interpret the mode (including bimodal data), median, mean and range, and consider their appropriateness for the context. • Interpret data, identifying patterns, within and between data sets, to answer statistical

	questions. Discuss conclusions, considering the sources of variation, and check predictions.
Statistics and probability: Probability	Statistics and probability: Probability
<ul style="list-style-type: none"> • Use the language associated with likelihood to describe and compare likelihood and risk of familiar events, including those with equally likely outcomes. • Recognise that some outcomes are equally likely to happen and some outcomes are more (or less) likely to happen, when doing practical activities. • Conduct chance experiments or simulations, using small and large numbers of trials, and present and describe the results using the language of probability. 	<ul style="list-style-type: none"> • Use the language associated with probability and proportion to describe and compare possible outcomes. • Identify when two events can happen at the same time and when they cannot, and know that the latter are called 'mutually exclusive'. • Recognise that some probabilities can only be modelled through experiments using a large number of trials. • Conduct chance experiments or simulations, using small and large numbers of trials. Predict, analyse and describe the frequency of outcomes using the language of probability.

SCIENCE

Cambridge Primary Science supports learners in developing life-long curiosity about the natural world and enables them to seek scientific explanations to the phenomena around them. Learners will develop a holistic approach to science by considering scientific thinking and practical skills alongside knowledge and understanding which is vital for explaining the world around us. This approach provides learners with the knowledge and skills they require to access and excel at science in later phases of education and to make informed choices, including considering sustainability issues and meeting the challenges facing our environment.

Grade 4 (Cambridge Stage 5)	Grade 5 (Cambridge Stage 6)
Thinking and working scientifically: Models and representations	Thinking and working scientifically: Models and representations
<ul style="list-style-type: none"> Know that a model presents an object, process or idea in a way that shows some of the important features. Use models, including diagrams, to represent and describe scientific phenomena and ideas. 	<ul style="list-style-type: none"> Describe how a model can help us understand and describe scientific phenomena and ideas. Use models, including diagrams, to represent and describe scientific phenomena and ideas.
Thinking and working scientifically: Scientific enquiry: purpose and planning	Thinking and working scientifically: Scientific enquiry: purpose and planning
<ul style="list-style-type: none"> Ask scientific questions and select appropriate scientific enquiries to use. Know the features of the five main types of scientific enquiry. Make predictions, referring to relevant scientific knowledge and understanding within familiar and unfamiliar contexts. Plan fair test investigations, identifying the independent, dependent and control variables Describe risks when planning practical work and consider how to minimise them. 	<ul style="list-style-type: none"> Scientific enquiry: purpose and planning Ask scientific questions and select appropriate scientific enquiries to use. Know the features of the five main types of scientific enquiry. Make predictions, referring to relevant scientific knowledge and understanding within familiar and unfamiliar contexts. Plan fair test investigations, identifying the independent, dependent and control variables. Describe risks when planning practical work and consider how to minimise them.
Thinking and working scientifically: Carrying out scientific enquiry	Thinking and working scientifically: Carrying out scientific enquiry
<ul style="list-style-type: none"> Sort, group and classify objects, materials and living things through testing, observation and using secondary information. Complete a key based on easily observed differences. Choose equipment to carry out an investigation and use it appropriately. Decide when observations and measurements need to be repeated to give more reliable data. Take appropriately accurate measurements. 	<ul style="list-style-type: none"> Carrying out scientific enquiry Sort, group and classify objects, materials and living things through testing, observation and using secondary information. Complete a key based on easily observed differences. Choose equipment to carry out an investigation and use it appropriately. Decide when observations and measurements need to be repeated to give more reliable data.

<ul style="list-style-type: none"> • Carry out practical work safely. • Use a range of secondary information sources to research and select relevant evidence to answer questions. • Collect and record observations and/or measurements in tables and diagrams appropriate to the type of scientific enquiry. 	<ul style="list-style-type: none"> • Take appropriately accurate measurements. • Carry out practical work safely. • Use a range of secondary information sources to research and select relevant evidence to answer questions. • Collect and record observations and/or measurements in tables and diagrams appropriate to the type of scientific enquiry
Thinking and working scientifically: Scientific enquiry: analysis, evaluation and conclusions	Thinking and working scientifically: Scientific enquiry: analysis, evaluation and conclusions
<ul style="list-style-type: none"> • Describe the accuracy of predictions, based on results. • Describe patterns in results, including identifying any anomalous results. • Make a conclusion from results informed by scientific understanding. • Suggest how an investigation could be improved and explain any proposed changes. • Present and interpret results using tables, bar charts, dot plots and line graphs. 	<ul style="list-style-type: none"> • Describe the accuracy of predictions, based on results. • Describe patterns in results, including identifying any anomalous results. • Make a conclusion from results informed by scientific understanding. • Suggest how an investigation could be improved and explain any proposed changes. • Present and interpret results using tables, bar charts, dot plots, line graphs and scatter graphs
Biology: Structure and function	Biology: Structure and function
<ul style="list-style-type: none"> • Know that not all plants produce flowers. • Identify the parts of a flower (limited to petals, sepals, anthers, filaments, stamens, stigma, style, carpel, and ovary). • Describe the functions of the parts of a flower (limited to petals, anthers, stigma and ovary) • Describe the human digestive system, including the functions of the organs involved (limited to mouth, oesophagus, stomach, small intestine, large intestine and anus), and know that many vertebrates have a similar digestive system. 	<ul style="list-style-type: none"> • Describe the human circulatory system in terms of the heart pumping blood through arteries, capillaries and veins, describe its function (limited to transporting oxygen, nutrients and waste) and know that many vertebrates have a similar circulatory system. • Describe the human respiratory system in terms of oxygen from the air moving into the blood in the lungs and know that many vertebrates have a similar respiratory system. • Name the parts of the human reproductive system.
Biology: Life processes	Biology: Life processes
<ul style="list-style-type: none"> • Know that animals, including humans, need an adequate, balanced diet in order to be healthy. • Know the stages in the life cycle of a flowering plant. • Describe how flowering plants reproduce by pollination, fruit and seed production, and seed dispersal. • Describe seed germination and know that seeds, in general, require water and an appropriate temperature to germinate. 	<ul style="list-style-type: none"> • Describe the physical changes that take place during puberty in humans. • Know that some diseases can be caused by infection with viruses, bacteria, parasites or fungi that can be passed from one host to another. • Describe how good hygiene can control the spread of diseases transmitted in water, food and body fluids, and describe ways to avoid being bitten by insect vectors. • Know that humans have defence mechanisms against infectious diseases, including skin, stomach acid and mucus.
Biology: Ecosystems	Biology: Ecosystems

<ul style="list-style-type: none"> Describe how plants and animals are adapted to environments that are hot, cold, wet and/or dry. Describe how flowering plants are adapted to attract pollinators and promote seed dispersal. Describe the common adaptations of predator and prey animals. 	<ul style="list-style-type: none"> Interpret food webs and identify food chains within them. Know that some substances can be toxic and damage living things, and that these substances can move through a food chain/web. Identify the energy source of a food chain/web and describe how energy is transferred through a food chain/web.
Chemistry: Materials and their structure	
<ul style="list-style-type: none"> Use the particle model to describe solid, liquids (including solutions) and gases. Understand that substances can be gaseous and know the common gases at room temperature (limited to oxygen, carbon dioxide, water (vapour), nitrogen and hydrogen). 	
Chemistry: Properties of materials	Chemistry: Properties of materials
<ul style="list-style-type: none"> Know that the ability of a solid to dissolve and the ability of a liquid to act as a solvent are properties of the solid and liquid. Know the main properties of water (limited to boiling point, melting point, expands when it solidifies, and its ability to dissolve a range of substances) and know that water acts differently from many other substances. 	<ul style="list-style-type: none"> Know that the temperature at which a substance changes state is a property of the substance. Know that gases have properties, including mass. Understand that electrical conductivity and thermal conductivity are properties of a substance.
Chemistry: Changes to materials	Chemistry: Changes to materials
<ul style="list-style-type: none"> Describe the processes of evaporation and condensation, using the particle model and relating the processes to changes in temperature. Understand that dissolving is a reversible process and investigate how to separate the solvent and solute after a solution is formed. Investigate and describe the process of dissolving, and relate it to mixing. 	<ul style="list-style-type: none"> Identify and describe physical changes that are reversible. Describe how temperature affects solids dissolving in liquids and relate it to the particle model. Describe the difference between boiling and evaporation. Understand that chemical reactions involve substances, called reactants, interacting to form new substances, called products. Observe and describe the evidence that a chemical reaction has taken place (limited to a gas being produced, colour change and change in temperature).
Physics: Forces and energy	Physics: Forces and energy
<ul style="list-style-type: none"> Identify a range of forces (limited to gravity, applied forces, normal forces, upthrust, friction, air resistance and water resistance). Know that an object may have multiple forces acting upon it, even when at rest. Use force diagrams to show the name and direction of forces acting on an object. 	<ul style="list-style-type: none"> Describe the difference between mass, measured in kilograms (kg), and weight, measured in newtons (N) Describe the effect of gravity and know that when gravity changes, the weight of an object changes but the mass does not. Use force diagrams to show the name, size and

	<p>direction of forces acting on an object.</p> <ul style="list-style-type: none"> Describe the effect of different forces on an object at rest and in motion. Recognise that the mass and shape of an object can affect if it floats or sinks.
Physics: Light and sound	Physics: Light and sound
<ul style="list-style-type: none"> Investigate how sounds are made by vibrating sources. Describe sounds in terms of high or low pitch and loud or quiet volume. Investigate how to change the volume and pitch of sounds. 	<ul style="list-style-type: none"> Describe how a ray of light changes direction when it is reflected from a plane mirror. Describe how a ray of light changes direction when it travels through different mediums and know that this is called refraction.
Physics: Electricity and magnetism	Physics: Electricity and magnetism
<ul style="list-style-type: none"> Know the difference between a magnet and a magnetic material. Know that forces act over a distance between magnets, and between a magnet and a magnetic material. Know that magnets can have different magnetic strengths 	<ul style="list-style-type: none"> Use diagrams and conventional symbols to represent, make and compare circuits that include cells, switches, lamps and buzzers. Make simple circuits and compare the brightness of lamps in series and parallel circuits
Earth and space: Planet Earth	Earth and space: Planet Earth
<ul style="list-style-type: none"> Know that the Earth is surrounded by a layer of air called the atmosphere, which is a mixture of different gases (including nitrogen, carbon dioxide and oxygen). Understand that most water on Earth is not pure and has dissolved substances in it. Understand that pollution is the introduction of substances by humans that harm the environment and identify examples of pollution. 	<ul style="list-style-type: none"> Know that rocks can be classified as metamorphic, igneous and sedimentary, and describe the identifying features of each type of rock. Describe the way fossils can form in sedimentary rocks. Know that there are different types of soils and they can be classified based on their clay, sand and organic content. Know that soil composition can change, which can support, or hinder, plant growth
Cycles on Earth	Cycles on Earth
<ul style="list-style-type: none"> Describe the water cycle (limited to evaporation, condensation and precipitation) 	<ul style="list-style-type: none"> Describe the rock cycle and the formation of metamorphic, igneous and sedimentary rocks in terms of solidification, erosion, sedimentation, burial, metamorphism and melting.
Earth and space: Earth in space	Earth and space: Earth in space
<ul style="list-style-type: none"> Describe the orbit of the Earth around the Sun (limited to slight ellipse, anticlockwise direction and the duration). Describe how the tilt of the Earth can create different seasons in different places. Know that a satellite is an object in space that orbits a larger object and a moon is a natural satellite that orbits a planet. 	<ul style="list-style-type: none"> Describe the relative position and movement of the planets, the Moon and the Sun in the Solar System. Observe and describe the changes in the appearance of the Moon over its monthly cycle

Science in Context	Science in Context
<ul style="list-style-type: none"> • Describe how scientific knowledge and understanding changes over time through the use of evidence gained by enquiry. • Describe how science is used in their local area. • Use science to support points when discussing issues, situations or actions. • Identify people who use science, including professionally, in their area and describe how they use science. • Discuss how the use of science and technology can have positive and negative environmental effects on their local area. 	<ul style="list-style-type: none"> • Describe how scientific knowledge and understanding changes over time through the use of evidence gained by enquiry. • Describe how science is used in their local area • Use science to support points when discussing issues, situations or actions. • Identify people who use science, including professionally, in their area and describe how they use science. • Discuss how the use of science and technology can have positive and negative environmental effects on their local area

GLOBAL PERSPECTIVES

Cambridge Global Perspectives is a unique, transformational programme that helps primary learners to develop transferable skills such as critical thinking and problem solving. It offers valuable opportunities to reinforce links with and skills learnt in other subjects across the Cambridge Primary programme.

The emphasis is on developing learners' ability to think critically about a range of global issues where there is always more than one point of view. Learners study global topics that are relevant to them - for example, the environment, education and keeping healthy.

Learning objectives are divided into six main areas called 'strands', which run through every stage: research, analysis, evaluation, reflection, collaboration, and communication. The skills are taught through a wide range of topics using a personal, local and global perspective.

Programme topics

Global perspective topics help learners develop their skills while using a personal, local and global perspective.

<i>Global Perspectives Topics</i>			
<i>Computers & Technology</i>	<i>Families</i>	<i>Improving communication</i>	<i>Keeping healthy</i>
<i>Keeping safe</i>	<i>Keeping the peace</i>	<i>Living and working together</i>	<i>Looking after the planet</i>
<i>Moving goods and people</i>	<i>Moving to a new country</i>	<i>Obedying the law</i>	<i>People - young and old</i>
<i>Reduce, reuse, recycle</i>	<i>Rich and poor</i>	<i>Sharing the planet</i>	<i>Sport and leisure</i>
<i>The right to learn</i>	<i>The world of work</i>	<i>Understanding belief</i>	<i>Using energy</i>
<i>Values and beliefs</i>	<i>Water, food, and farming</i>	<i>Worldwide companies</i>	<i>Working with other countries</i>

Learning Objectives

	<i>Grade 4 and 5</i>
<i>Research</i>	<p><i>Constructing research questions</i></p> <ul style="list-style-type: none"> • <i>Begin to construct research questions with support</i> <p><i>Information skills</i></p> <ul style="list-style-type: none"> • <i>Identify sources and locate relevant information and answers to questions within them</i> <p><i>Conducting research</i></p> <ul style="list-style-type: none"> • <i>Conduct investigations, using interviews or questionnaires to test a prediction or begin to answer a research question</i> <p><i>Recording findings</i></p> <ul style="list-style-type: none"> • <i>Select, organise and record relevant information from sources and findings from research, using an</i>

	<i>appropriate method</i>
<i>Analysis</i>	<p><i>Identifying perspectives</i></p> <ul style="list-style-type: none"> • <i>Identify some key points from different perspectives on the same topic within a source</i> <p><i>Interpreting data</i></p> <ul style="list-style-type: none"> • <i>Find and interpret simple patterns in graphical or numerical data</i> <p><i>Making connections</i></p> <ul style="list-style-type: none"> • <i>Talk about simple causes of a local issue and consequences on others</i> <p><i>Solving problems</i></p> <ul style="list-style-type: none"> • <i>Suggest and justify an action to make a positive difference to a local issue</i>
<i>Evaluation</i>	<p><i>Evaluating sources</i></p> <ul style="list-style-type: none"> • <i>Discuss a source, considering the author and/or purpose, and comment on its strengths and limitations</i> <p><i>Evaluating arguments</i></p> <ul style="list-style-type: none"> • <i>Express opinions about a source, making reference to its features and arguments</i>
<i>Reflection</i>	<p><i>Personal contribution</i></p> <ul style="list-style-type: none"> • <i>Discuss the impact of personal contribution to teamwork</i> <p><i>Teamwork</i></p> <ul style="list-style-type: none"> • <i>Identify benefits and challenges of working together to achieve a shared outcome</i> <p><i>Personal viewpoints</i></p> <ul style="list-style-type: none"> • <i>Discuss ways that personal ideas may have been influenced by new information or the ideas of others</i> <p><i>Personal learning</i></p> <ul style="list-style-type: none"> • <i>Identify skills learned or improved during an activity</i>
<i>Collaboration</i>	<p><i>Cooperation and interdependence</i></p> <ul style="list-style-type: none"> • <i>The team plan and divide tasks fairly to achieve a shared outcome, considering skills of team members and time available</i> <p><i>Engaging in teamwork</i></p> <ul style="list-style-type: none"> • <i>The team member introduces useful ideas which are likely to help achieve a shared outcome and work positively to solve problems faced by the team</i>
<i>Communication</i>	<p><i>Communicating information</i></p> <ul style="list-style-type: none"> • <i>Present information clearly with an appropriate structure and with some reference to sources where appropriate</i> <p><i>Listening and responding</i></p> <ul style="list-style-type: none"> • <i>Listen to ideas and information about an issue and ask questions relevant to the issue</i>

MODERN LANGUAGES

Turkish, Spanish, and French are offered as additional languages. Students have to choose one of these languages that they will attend during their Primary education from Grade 2-5. Students will be taught at their level of language competency.

	Grade 4	Grade 5
<i>Topics</i>	<i>Greetings, introductions, the alphabet, numbers, age, countries and nationalities, colors, school objects, calendar and international celebrations, family, pets, face and body, weather, clothes, feelings, time, animals, food, and shopping.</i>	<i>Numbers, age, countries and nationalities, colors, school objects, calendar and international celebrations, family, pets, face and body, transportation, weather, clothes, feelings, time, sports, animals, food, and shopping.</i>
<i>Speaking and Listening</i>	<ul style="list-style-type: none"> • <i>Prepare and practice a simple conversation, reusing familiar vocabulary and structures in new contexts</i> • <i>Understand and express simple opinions</i> • <i>Listen attentively and understand more complex phrases and sentences</i> • <i>Prepare a short presentation on a familiar topic</i> 	<ul style="list-style-type: none"> • <i>Understand the main points and simple opinions in a spoken story, song or passage</i> • <i>Perform to an audience</i> • <i>Understand longer and more complex sentences or phrases</i> • <i>Use spoken language confidently to initiate and sustain conversations and tell stories</i>
<i>Writing and Reading</i>	<ul style="list-style-type: none"> • <i>Re-read frequently a variety of short texts</i> • <i>Make simple sentences and short texts</i> • <i>Write words, phrases and short sentences, using a reference</i> 	<ul style="list-style-type: none"> • <i>Read and understand the main points and some detail from a short written passage</i> • <i>Identify different text types and read short, authentic texts for enjoyment or for information</i> • <i>Match sounds to sentences and paragraphs</i> • <i>Write sentences on a range of topics using a model</i>

ART & DESIGN

This wide ranging discipline enables learners to explore their creativity and to express themselves through a range of artistic forms. They will experiment with media, learn about the creative process and convert their creative ideas and experiments into both personal and collaborative pieces of art. Throughout their artistic journey, learners will also benefit from reflecting on their own experiences.

	<i>Learning Objectives</i>
<i>Experiencing</i>	<ul style="list-style-type: none"> • Encounter, sense, experiment with and respond to a wide range of sources, including a range of art from different times and cultures. • Explore media, materials, tools, technologies and processes. • Gather and record experiences and visual information.
<i>Making</i>	<ul style="list-style-type: none"> • Learn to use a range of media, materials, tools, technologies and processes with increasing skill, independence and confidence. • Select appropriate media, materials, tools, technologies and processes for a purpose.
<i>Reflecting</i>	<ul style="list-style-type: none"> • Celebrate artistic experiences and learning. • Analyse, critique and connect own and others' work as part of the artistic process.
<i>Thinking and working artistically</i>	<ul style="list-style-type: none"> • Generate, develop, create, innovate and communicate ideas by using and connecting the artistic processes of experiencing, making and reflecting. • Embrace challenges and opportunities, working with growing independence. • Review and refine own work.

Progression

Each learning objective of the Cambridge Primary and Lower Secondary Art & Design curriculum is underpinned by the same core principles throughout all nine stages. As learners progress through each stage, they should be able to demonstrate and appreciate their growth both as an artist and as a rounded learner. This approach will help learners develop and display increasing levels of confidence, technical skill and independence. It will also help them to refine their judgement when taking creative risks, when imaginatively embracing creative opportunities and when reflecting upon their own work and that of other artists.

<i>Progression from Kindergarten to Grade 5</i>		
<i>Kindergarten to Grade 1</i>	<ul style="list-style-type: none"> • Introduction to artistic skills 	<ul style="list-style-type: none"> • Learners to work spontaneously
<i>Grade 2 to Grade 3</i>	<ul style="list-style-type: none"> • Experimentation with knowledge and artistic skills 	<ul style="list-style-type: none"> • Learners combine knowledge and skills
<i>Grade 4 to Grade 5</i>	<ul style="list-style-type: none"> • Application of knowledge and artistic skills 	<ul style="list-style-type: none"> • Learners assume independence

PERFORMING ARTS

Performing Arts stimulates young imaginations, challenges perceptions and develops creative and analytical skills. Students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas. It is through this practice that students acquire new skills and master those skills developed in prior learning.

The aims of Performing Arts are to encourage and enable students to:

- develop skills specific to the discipline
- engage in a process of creative exploration and discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect
- deepen their understanding of the world.

Performing arts courses include the disciplines of Drama, Music, and Dance. These can be learned in both an integrated or modular fashion.

Learning objectives:

- Creating - students develop their musical and performing ideas to a point of realization by applying their skills. Students develop their abilities by presenting it to audiences. Students develop curiosity, and purposefully explore and challenge boundaries. Students explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. They discover their personal signature and realize their artistic identity.
- Responding - Students respond to their world, to their own art and to the art of others. Students must make connections and transfer learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate as well as respond to change.

PHYSICAL EDUCATION

Cambridge International Primary Physical Education curriculum is taught through a broad range of movement tasks, challenges and physical activities aiming for children to be as physically active as possible whilst being enjoyable. Activities that are learner-centred and inclusive and aim to promote learners' confidence, self-esteem, cognitive abilities and social skills.

The Physical Education curriculum fosters the holistically and practically the 6 strands of the Cambridge International PE curriculum

<i>Cambridge International PE Programme Strands</i>	
Moving Well	Learners become increasingly proficient and independent in their movement skills and are able to link them together in different ways. They learn to move with increasing control, fluency and variety in different roles, in a range of activities, on different surfaces and with different equipment.
Understanding Movement	Learners develop their understanding of how to describe movement and movement patterns. They observe, discuss and evaluate movements, rules and strategies and use success criteria to improve their own and others' movements.
Moving Creatively	Learners creatively respond to movement tasks in a wide range of individual and group activities. In expressive activities they create and explore compositions of movements that enable them to communicate a theme, mood or emotion.
Taking Part	Learners participate positively in a variety of individual, pair and group activities and develop concepts of team and group work. They develop their collaborative, leadership and social skills, recognise that people have different movement strengths and give supportive feedback.
Taking Responsibility	Learners perform tasks that require them to make decisions and solve problems when sharing space and equipment, working safely and responsibly, and seeking help at appropriate times. They take part in a wide range of movement activities that promote fair play and respect others' efforts to improve.
Healthy Bodies	Learners understand the importance of physical activity and diet for a healthy lifestyle. They learn about body parts and muscles that enable movement and bodily changes that occur during and immediately after physical activity. They manage risks through warm ups, cool downs and safety rules.

Students will build upon the skills covered in the lower primary school and will cover the following topics within the upper primary enfostoring the 6 strands of the Cambridge International Primary PE Curriculum:

Games	Gymnastics
Health and Fitness	Dance
Outdoor Adventurous Activities (OAA)	Swimming

DIGITAL LITERACY

The Cambridge Primary Digital Literacy curriculum enables learners to become accomplished users of digital tools and to understand the digital world that they are growing up in. Learners will develop the skills to create digital artefacts with increasing proficiency and sophistication. They will become equipped to join the digital world and will be increasingly able to make important decisions about their own safety and wellbeing.

It is important that learners appreciate that they are living in a world where being adaptable and able to make effective judgements are important attributes. Therefore, in this curriculum, they will not only learn the digital skills that they need today, they will also acquire knowledge and understanding that will equip them to respond to, and evaluate, the technology of the future.

The learning objectives are divided into three main areas called ‘strands’ which run through every stage. Although each strand is discrete, each is intimately connected to the two other strands due to the holistic focus in Cambridge Primary Digital Literacy on the learner understanding, evaluating and operating in the digital world.

Grade 4 (Cambridge Stage 5)	Grade 5 (Cambridge Stage 6)
Some learning objectives in Cambridge Primary Digital Literacy cover more than one stage. For example, learners are expected to develop increasingly proficient and sophisticated content creation skills, such as typing and the creation of digital artefacts, across a number of stages.	
Tools and Content Creation	
<ul style="list-style-type: none"> • Develop fluency and accuracy when typing in increasing quantity. • Use devices to create increasingly sophisticated digital artefacts, including the use of sound, video, text and other multimedia. • Know ways to transfer files across devices. • Locate and use standard tools on a device, e.g. the calculator and calendar. • Edit images by changing colour, size and by cropping. • Use search functions within applications to find information. 	<ul style="list-style-type: none"> • Develop fluency and accuracy when typing in increasing quantity. • Use devices to create increasingly sophisticated digital artefacts, including the use of sound, video, text and other multimedia. • Identify and use online and offline sources of help for using one or more applications. • Insert hyperlinks into a document. • Create and edit a text document to meet a brief. • Understand the importance of using a variety of different search strategies.
Safety and Wellbeing	
<ul style="list-style-type: none"> • Understand the need to set security and privacy settings to ensure that only content they want people to access is seen. • Understand that what a user does online can have positive and negative consequences for themselves and for others, both online and offline. • Understand the risks of engaging with people online that they do not know. • Know that online content can be published and accessed instantly. • Recognise that cyberbullying takes place online and can take many forms • Recognise the implications of overusing devices. 	<ul style="list-style-type: none"> • Understand that any device connected to the internet is vulnerable to attack from malware. • Recognise that opinions expressed online can be misinterpreted by others. • Understand that a digital footprint is a record of online activity, including the sharing of images, videos, information or opinions. • Understand that any content shared online can be copied to other locations and used by other people. • Understand that offensive and illegal online behaviour, which includes cyberbullying, should be reported and that there are formal procedures for this. • Describe ways to protect their safety and wellbeing before, during and after digital activity.

The Digital World	
<ul style="list-style-type: none"> • Describe the benefits and risks of instant online communication. • Describe key benefits of computer use to society and individuals. • Understand that some hardware and software can be incompatible with other hardware and software. 	<ul style="list-style-type: none"> • Understand that restrictions apply to the copying of online content. • Describe how the internet has changed the way in which people shop. • Describe how online streaming has changed how people access media and entertainment. • Understand how digital technology can be disruptive.

PSHE

In Personal, Social, Health Education students will build their social-emotional competence and develop foundational learning skills. PSHE lessons may be stand alone or integrated into other learning areas.

<i>Units</i>	<i>Grade 4</i>	<i>Grade 5</i>
<i>Empathy and Skills for Learning</i>	<ul style="list-style-type: none"> • Empathy and respect • Listening with attention • Passive, aggressive, and assertive communication styles • Assertive communication • Respecting similarities and differences • Understanding complex feelings • Understanding different perspectives • Conversational skills and compliments • Joining in • Showing compassion 	<ul style="list-style-type: none"> • Empathy and respect • Listening with attention • Passive, aggressive, and assertive communication styles • Assertive communication • Predicting feelings • Taking others' perspectives • Accepting differences • Disagreeing respectfully • Responding with compassion
<i>Emotion Management</i>	<ul style="list-style-type: none"> • Strong feelings impact decision making • Managing strong feelings • Mindfulness and deep breathing • Calming down anger • Managing anxiety • Avoiding jumping to conclusions • Handling put downs 	<ul style="list-style-type: none"> • Strong feelings impact decision making • Mindfulness and deep breathing • Calming down • Managing anxiety and frustration • Resisting revenge • Handling put downs • Avoiding assumptions
<i>Health and Safety</i>	<ul style="list-style-type: none"> • Nutrition • Hygiene • Consent • Appropriate touches 	<ul style="list-style-type: none"> • Nutrition • Hygiene • Consent • Appropriate touches • Puberty • Human sexual reproduction • Drugs and Alcohol
<i>Problem Solving</i>	<ul style="list-style-type: none"> • Calming down as part of problem solving • Identifying blaming language • Generating multiple solutions and considering if they are safe and respectful • Considering pros and cons of different solutions • Selecting the best solution • Planning to solve problems • Solving playground problems • Taking responsibility for your actions • Dealing with peer pressure • Addressing social conflicts and bullying 	<ul style="list-style-type: none"> • Saying problems without blame • Generating multiple solutions and considering if they are safe and respectful • Considering pros and cons of different solutions • Selecting the best solution • Making a problem solving plan • Seeking help • Dealing with gossip and negative peer pressure • Addressing social conflicts and bullying

APPENDIX 1: PRIMARY ASSESSMENT OVERVIEW

Grade	Semester	Formative Assessment	Summative Assessment	Internal Final Assessment	External Assessment
5	1	Classwork and Homework	Unit Assessments		
	2		Unit Assessments Student Portfolio	Progression tests in Math, English and Science	CIE Primary Checkpoint - English, Maths and Science
2-4	1	Classwork and Homework	Unit Assessments		
	2		Unit Assessments Student Portfolio	Progression tests in Math, English and Science	
KG-1	1	Classwork and Homework	Unit Assessments		
	2		Unit Assessments Student Portfolio		
Reception 1-2	1	Classwork and Homework	Unit Assessments		
	2		Unit Assessments Student Portfolio		

APPENDIX 2: CURRICULUM COORDINATION

Grade 5

Cambridge International Primary Program, International Primary Curriculum and Primary Checkpoint

Grade 6 to 12

Lower Secondary

Grade 6	Cambridge International Secondary
Grade 7	Cambridge International Secondary
Grade 8	Cambridge International Secondary and Checkpoint

Upper Secondary

Grade 9	Cambridge International Secondary 2 and IGCSE
Grade 10	Cambridge International Secondary 2 and IGCSE
Grade 11	International Baccalaureate Diploma Programme
Grade 12	International Baccalaureate Diploma Programme