



CAMBRIDGE

Cambridge  
Pathway



# Cambridge Primary



# Ready for the world

We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators like you.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

Together, we help Cambridge learners be **ready for the world**.



## Contents

Welcome .....	1
Our approach to education .....	2
An integrated programme .....	3
Curriculum .....	5
Classroom and external assessments.....	6
Support .....	8
Endorsed resources .....	8
Cambridge resources for Cambridge Primary .....	9
Art & Design .....	10
Global Perspectives .....	12
Computing .....	14
Digital Literacy .....	17
English .....	20
English as a Second Language .....	23
Mathematics .....	26
Science .....	30
Humanities.....	34
Modern Foreign Language .....	36
Wellbeing .....	39
Music .....	42
Physical Education .....	44
Training.....	46
Become a Cambridge school.....	48



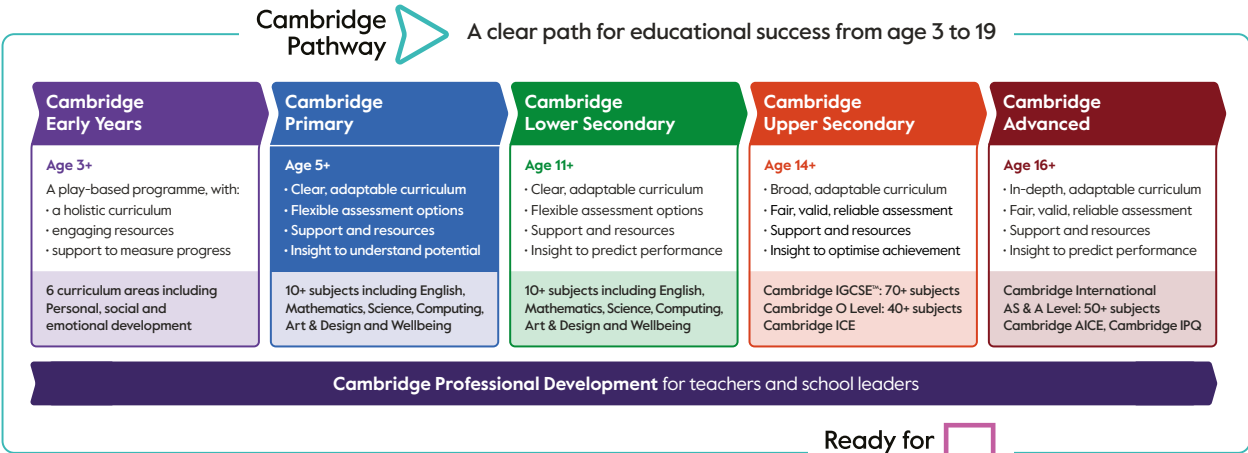
# Welcome to Cambridge Primary

Cambridge Primary sends learners on an exciting educational journey, helping them to become confident, responsible, reflective, innovative and engaged. It is typically for students aged 5 to 11 years.

By offering Cambridge Primary, you can provide a broad and balanced education for your learners, helping them to thrive throughout their schooling, work and life. With 13 subjects to choose from, including English, Mathematics and Science, our primary programme provides excellent foundations for the next stage of education, as well as plenty of opportunities to develop creativity, expression and personal wellbeing in a variety of ways.

You can shape the curriculum around how you want your students to learn. Because Cambridge Primary is flexible, you can adapt the content to suit your context, culture and ethos.

Our primary programme is part of the Cambridge Pathway. The five stages lead seamlessly from early years to secondary and pre-university years. Each stage builds on the learners' development from the previous one or from other educational systems:





# Our approach to primary education

We have built Cambridge Primary around what matters most to our schools and learners around the world:

- ▶ **A broad curriculum for a balanced education**

With a choice of 13 subjects, a wide range of support and optional assessments, you will find plenty to help you deliver core subjects as well as develop creativity, expression and wellbeing.

A range of subjects makes sure that teaching and learning appeal to many different students and prepares them for future learning by introducing them to new topics. Teachers can enjoy a stimulating and varied curriculum, which challenges and inspires students to be lifelong learners.
- ▶ **A robust foundation with excellent progression**

Cambridge Primary provides a strong foundation for students at the beginning of their schooling before progressing through the Cambridge Pathway in an age-appropriate way.

We need to make sure that even the youngest students are learning the right things at the right time. We provide curriculum frameworks with progression grids to show teachers what comes before and after. Teachers can focus on teaching, knowing that the sequencing of learning aligns from stage to stage. Students will be familiar with content and skills from the previous stage and well prepared for the next.

- ▶ **A global learner in a local context**

Cambridge Primary encourages learners to understand their own culture, community and identity within the wider world.

We want to celebrate local culture while helping learners to discuss global issues. Activities in our schemes of work are internationally focused but they can be applied in all local contexts so that learners can develop a broad outlook.
- ▶ **A flexible approach**

Cambridge Primary is flexible, so you can build a programme that adapts to your learners' needs and works with your local context.

Our programme covers six years of learning and can be integrated with local and national curricula. However, if your school has longer or shorter terms/semesters or school hours, you can combine learning objectives from two or more years to cover more content. Also, our range of assessment options helps you to choose the approach that works best for your school and learners.
- ▶ **An aligned programme based on the latest research**

We make sure that the programme, from curriculum to teaching, learning and assessment, is aligned and informed by the latest research.

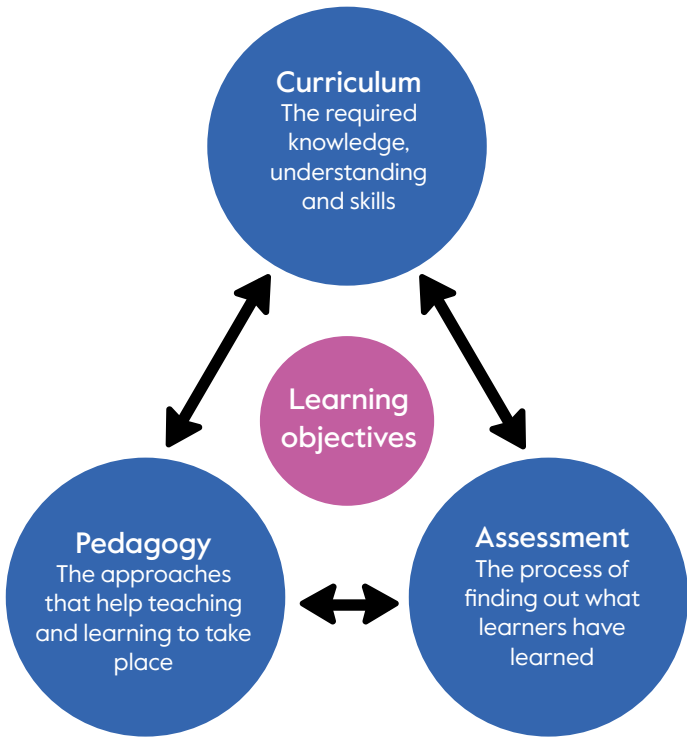
Subject experts and leading specialists develop our curricula using our own and subject-specific research. We critically review every learning objective through the lens of curriculum, teaching, learning and assessment. Aligning these four areas puts learners in the best possible position for the future and leads to a richer learning experience.

# An integrated programme

We believe education works best when curriculum, teaching, learning and assessment align. Cambridge Primary prepares students for the next stage by developing knowledge, understanding and skills across the programme.

We encourage teaching practice that engages primary students in their own learning, and we support our programmes with high-quality resources.

Our view is that assessment should both prove and improve students' learning, giving them focus, pace and challenge. We organise our primary assessments in a way that maximises time for teaching and learning.



“Cambridge is a well-respected and rigorous exam board. We like that we can see progression from Cambridge Primary through to Lower Secondary using the curriculum and Cambridge Checkpoint tests.”

Chris Terry, Head of Secondary,  
Straits International School, Malaysia



Choose from  
**13 subjects**  
 in any combination

# Curriculum

Cambridge Primary is designed to stretch, challenge and inspire all students, whatever their cultural context.

We give our schools the flexibility to develop a curriculum that suits their students' needs. Many of our schools offer Cambridge Primary alongside their national curriculum, or as part of a bilingual programme.

There are 13 subjects to choose from. Each comes with a clear set of learning objectives, so you know exactly what content to cover and which skills to develop:

- Art & Design
- Cambridge Global Perspectives™
- Computing
- Digital Literacy
- English
- English as a Second Language
- Humanities NEW
- Mathematics
- Modern Foreign Language NEW
- Music
- Physical Education
- Science
- Wellbeing

We encourage teaching practice that engages students in their own learning, and offer teaching resources and professional development to help you do this.

## The curriculum and progression

All Cambridge Primary subjects include a set of learning objectives that provide a structure for teaching and learning, and a reference for you to check learners' attainment and skills against.

We divide learning objectives into clearly sequenced areas called 'strands' that you can teach separately or together. All of our Cambridge Primary subjects and learning objectives ensure a smooth progression throughout Cambridge Primary and onwards into Cambridge Lower Secondary and beyond.



# Classroom and external assessments

Accurately measuring a student's potential and progress can transform learning and help you make informed decisions about individual students, their educational needs and where to focus your teaching efforts.



## Measure potential

Cambridge Primary Insight is an on-screen assessment that helps you identify and diagnose learning needs, and measure and benchmark learners' potential. Our baseline and diagnostic assessments adapt to each student's level, quickly and accurately identifying their abilities in core academic skills.



### Measure

Track learners' aptitude in core skills.



### Marking

On-screen assessment, with results provided automatically.



### Frequency

Usually at the beginning or the end of the academic year.



### Benefits

- Understand students' potential and what they are learning.
- Benchmark performance against students of a similar age.
- Plan your interventions to help students improve on areas of weakness and reach their potential in strength areas.

For more information about our baseline assessments, go to [cem.org/readyfortheworld](https://cem.org/readyfortheworld)

## Provide feedback

We encourage you to assess our creative subjects in the classroom through discussion, observation and lesson outputs as opposed to asking learners to sit a test.

We provide assessment guidance to help you give formative feedback on the skills you want learners to develop so that they can reflect on, and improve, their performance. Cambridge resources also provide a range of formative assessment opportunities and full support to implement them.



### Measure

Skill development.



### Marking

By teachers.



### Frequency

Throughout the academic year.



### Benefits

- Give feedback on 'what went well' with students, and how they can improve further.
- Students can reflect on and improve their performance.

## Monitor progress

Cambridge Primary Progression Tests help you to assess knowledge, skills and understanding. Use them to check learners' progress at any time of year, as many times as needed, throughout Stages 3, 4, 5 and 6 of Cambridge Primary.



### Measure

Learners' skills and understanding in English as a First or Second Language, Maths and Science.



### Marking

Marked by teachers.



### Frequency

At any time in the year, as many times as needed.



### Benefits

- Get detailed information about learner performance.
- Compare strengths and weaknesses of individuals and groups.
- Use our clear guidance, standards and mark schemes.
- Give structured feedback to learners and parents.

## Check achievement

Use Cambridge Primary Checkpoint to monitor individual and group performance at the end of the primary programme. As the tests are internationally benchmarked, you can have extra confidence in the feedback you receive and share with parents.



### Measure

Learners' skills and understanding in English as a First or Second Language, Maths, Science and Cambridge Global Perspectives.



### Marking

Marked by Cambridge.



### Frequency

At the end of Cambridge Primary.



### Benefits

- See how your learners are performing against an international benchmark, and in comparison to the rest of their class.
- Easily monitor group and individual performance.
- Learners receive a statement of achievement and a diagnostic feedback report.

“The big difference comes with the level at which Cambridge subjects are assessed, the rigorous assessment methodology and the ease with which educators can continually track student progress.”

Kay Didimalang, Headteacher, Legae English Medium School, Botswana

# Support

We support Cambridge Primary with high-quality resources to help you plan and deliver the programme:

- assessment guidance and analysis tools
- curriculum frameworks and progression grids
- past papers, mark schemes and end-of-series reports
- schemes of work
- teacher guides
- textbooks and resources from publishers
- training – online and face to face.

Registered Cambridge International Schools can download our free teaching resources from the Cambridge Primary support site: [primary.cambridgeinternational.org](https://primary.cambridgeinternational.org)

# Endorsed resources

We work with leading authors and educators to develop our resources that meet the needs of every learner. Our resources go through a detailed and independent quality assurance process. The process makes sure each resource closely reflects the syllabus or curriculum, and is accessible and appropriate for Cambridge schools around the world.

We also endorse resources from a range of other publishers that support the Cambridge Pathway and help schools to deliver our international programmes and qualifications. To increase choice and help meet the needs of our schools, many of our programmes and qualifications have more than one endorsed title.

Endorsement means we are confident the resource will support teaching and learning of the Cambridge programme or qualification.

## How to find endorsed resources

To find endorsed resources for your subject, visit the relevant subject page at [cambridgeinternational.org/primary](https://cambridgeinternational.org/primary)

# Cambridge resources for Cambridge Primary

At Cambridge, teachers are at the heart of everything we do. Every teacher has their own style in the classroom, and we offer a wide range of high-quality resources to suit different teaching methods and types of learning.

## Supporting an active approach

The teaching and learning approaches in our resources develop learners who are ready for the world. Your students will build their critical thinking, collaboration and communication skills as they make, question and investigate.

Children learn in different ways and at different speeds, but with extensive support in student and teacher resources across primary, you can tailor your lessons to individual needs. Furthermore, our professional development training helps you feel confident in using the resources to get the best outcomes for your students.

## Reducing the language barrier

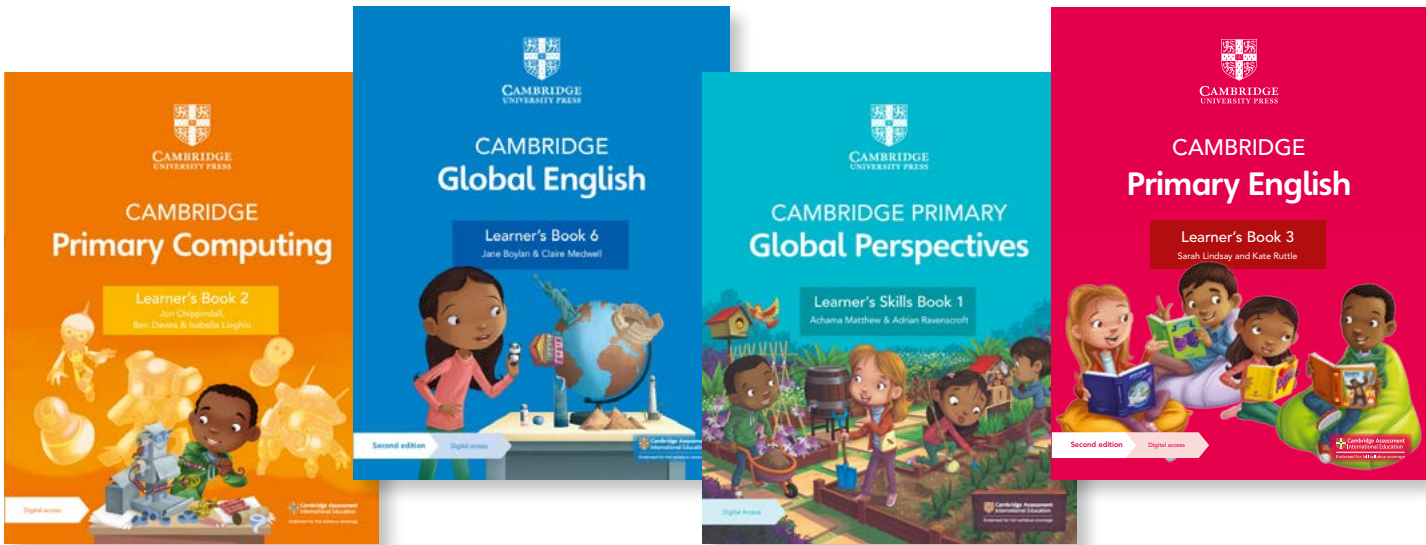
Learning in English broadens students' opportunities, but it can be challenging. Our resources help students understand new concepts and give them the confidence to progress with their English and express themselves. In the primary series, you will find vocabulary boxes and glossaries across all subjects, along with a wide range of authentic fiction and non-fiction to give learners greater experience of the English language.

## Tools for learning

We provide both print and digital books as well as digital front-of-class support so you can teach in a way that suits your context via Digital Classroom.

We also offer free 30-day trials of our digital resources so you can find the perfect fit for your classroom.

For more information about our resources and digital trials, go to: [cambridge.org/education/primary](https://cambridge.org/education/primary)





# Art & Design

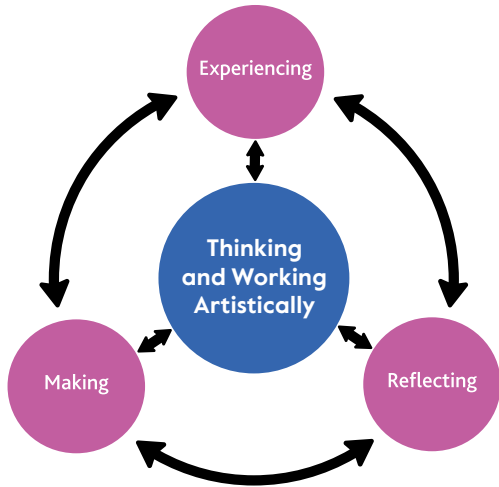
Cambridge Primary Art & Design (0067) gives learners a platform to express themselves, sparking imagination, creativity and developing transferable skills. Our primary curriculum helps students to explore and push boundaries to become reflective and critical thinkers.

## What will students learn?

- Cambridge Primary Art & Design students will:
- learn to see themselves as artists and become increasingly reflective and independent
  - develop the skills needed to express creative ideas and communicate visually
  - understand their place and the place of others in a creative and innovative world
  - make increasingly informed decisions about the art and design they encounter
  - learn how to articulate personal responses to their experiences and to think about how their artistic development will support them throughout all areas of their education.

## The curriculum and progression

We have divided Cambridge Primary Art & Design learning objectives into four areas called 'strands'. These learning objectives ensure a smooth progression from Stage 1 to Stage 6 and onwards into Cambridge Lower Secondary.



## Progression examples

We have designed this curriculum so that learners are able to continually develop their artistic skills and thought processes. Therefore, the same set of learning objectives applies across all six stages of the primary curriculum. How learners then progress within those learning objectives is illustrated within example progression guidance, such as that provided in the table on the next page.

## Learning objective examples

Strand	Stages 1 and 2	Stages 3 and 4	Stages 5 and 6
Experiencing	Simple formal elements of art, such as texture, are encountered and discussed, as is art and design in a range of forms, and from different times and cultures.	Comparisons are made between works of art and design from different times and cultures to identify features such as the use of media or the subject that is being represented.	Understanding of sources is demonstrated through the creation of interpretations of the original rather than the making of direct copies.
Making	Learners are encouraged to develop their skills, both independently and with support, and should be praised for trying new things, and for showing confidence.	Development of work is demonstrated, for example by showing a series or sequence of stages towards an outcome in a visual journal or portfolio.	The benefit of learning from mistakes is acknowledged and visual journals are enhanced by decisions and experiments that have not been successful.
Reflecting	Learners begin to critique and connect their own and others' work as part of the artistic process, for example by forming connections between their own work and that of a peer or other artist.	Decisions are articulated which are informed by the work of others. For example, a learner may be able to describe how the work of peers or other artists has helped them to move forward.	Thoughts and feelings are explained and the relationship between artworks and the artists that produce them is recognised.
Thinking and Working Artistically	Simple ways that work may be refined are identified and shared throughout the process of working on a particular task.	Learners use their knowledge of artistic terms, processes and the work of other artists in refined ways to challenge themselves in their own art making.	Independence is demonstrated through the enjoyment of new challenges and through the application of experience, knowledge, skills and understanding when meeting those challenges.

## Support for teachers

We provide a wide range of support to help you deliver art and design, including activities that you can adapt to suit a range of artistic contexts and resources:

Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Online training	✓
Assessment guidance	✓
Community online forum	✓

## How is this subject taught?

You can teach Cambridge Primary Art & Design through a broad range of investigative, art-making and reflective activities. These include a number of study areas, such as painting, print making, model making or digital art. However, you can also apply the curriculum content to your local context and to the resources that you have available.

## How is this subject assessed?

Teaching support and classroom assessment guidance is available on the primary support site.

# Cambridge Global Perspectives™

Cambridge Primary Global Perspectives (0838) is a unique, transformational programme that helps learners at every stage of school education develop outstanding transferable skills. The programme develops the skills of research, analysis, evaluation, reflection, collaboration and communication. It also provides valuable opportunities to reinforce links with other Cambridge Primary subjects.

## What will students learn?

Learners study global topics that are relevant to them – for example, the environment, education and keeping healthy.

In doing so, they will:

- develop the skills needed for secondary education and the workplace
- understand their place in an interconnected world
- make informed decisions about the information they read, hear and see
- understand how causes and consequences are connected
- suggest solutions for problems faced by their community.



## The curriculum and progression

We have divided the learning objectives into six main areas called 'strands' that run through every stage. Each strand corresponds to one of the skills: research, analysis, evaluation, reflection, collaboration and communication.

We provide separate learning objectives for Stages 1 and 2 as cognitive development is rapidly changing in these years. In Stages 3 and 4 the same objectives can be used to structure learning but the range of materials and contexts provided will be increasingly complex. The same is true of Stages 5 and 6 where the same learning objective can be used to plan teaching across both years. It may be appropriate to introduce this framework at slightly different ages to suit your own particular context.

## Developing perspectives

Sharing knowledge and listening to what others think about a topic helps learners recognise that different people have different knowledge, thoughts and beliefs. As part of Cambridge Primary Global Perspectives, learners will identify different local perspectives on an issue. You can start to introduce the idea of perspectives when discussing learners' thoughts and beliefs. This will help students to identify information from different perspectives in a source with teacher support and then independently.

## Learning objective examples

Stage 1	Stage 2	Stages 3 and 4	Stage 5
Say something known about a topic.	Recognise that different people know different things about a topic.	Recognise that people think or believe different things about a topic.	Identify some key points from different perspectives on the same topic within a source.

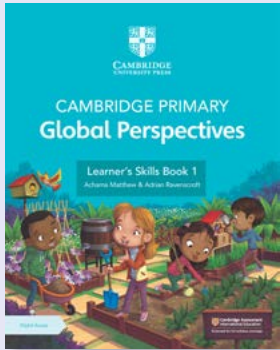
## Support for teachers

We provide a wide range of support to help you deliver Cambridge Global Perspectives, including activities that you can adapt to suit a range of artistic contexts and resources:

Curriculum framework	✓
Challenges	✓
Teacher guide	✓
Self-study courses	✓
Online training	✓
Face-to-face training	✓
Community online forum	✓
Textbooks and resources from publishers	✓

## Teaching and learning resources

Join Arun, Sofia, Marcus and Zara as they explore global issues and support learners to develop key 21st-century skills. Developed to encourage critical thinking and exploration of local, national and global perspectives, this series unlocks the potential of your learners and helps them grow in confidence as they develop transferable skills for their future. This series has been developed for the Cambridge Primary Global Perspectives curriculum framework (0838).



## How is this subject taught?

Teaching and assessment focus on skills development. This means that the learning objectives focus on skills that learners will need rather than knowledge and understanding about specific topics.

Skills are taught through a wide range of topics using a personal, local and global perspective. Teachers help students to look at a variety of global issues or topics that give a range of contexts.

We have built this curriculum around a series of Challenges or medium-term plans. The Challenges for each stage provide:

- a skill focus and the learning objectives related to this skill
- a context in which to develop the skill and success criteria that describe how the skill could be demonstrated
- information about resources and suggested activities.

## How is this subject assessed?

- Chk** Cambridge Primary Checkpoint
- Teaching support and classroom assessment guidance is available on the primary support site.



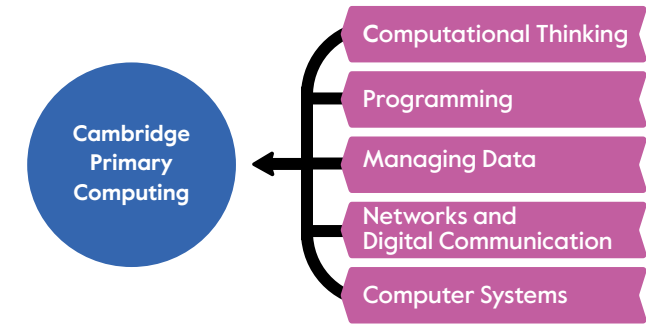


# Computing

Cambridge Primary Computing (0059) helps learners find out how computers work. This stimulating course gives students the opportunity to look inside a computer to understand the purpose of different components. They will also develop coding and logical thinking skills on visual programming languages, such as Scratch, and learn that computers can only perform actions that humans ask them to do.

## What will students learn?

- Students will learn how to:
- extract key information from a set of instructions, break down problems into smaller parts and recognise patterns within sequences of instructions
  - present sequences of instructions verbally and visually
  - think logically to identify and solve errors in complex computing scenarios
  - see themselves as computer scientists and understand how skills such as programming and logical thinking help in local and global industries
  - understand the role that computers, other machines and data play in their lives.
- Schools that are looking to develop learners' skills on how to use computers and stay safe online might be interested in using Cambridge Primary Digital Literacy (see page 17) in addition to this subject.



- Our Computing curriculum is divided into five strands:
- **Computational Thinking** supports learners to create and present solutions to problems using algorithms, logic and precision.
  - **Programming** helps learners to understand the common constructs of programming languages and to appreciate the contribution that computer scientists make to our lives.
  - **Managing Data** encourages learners to reflect on how computers store and analyse data on an ever-increasing scale.
  - **Networks and Digital Communication** shows how computers and other machines communicate with each other across networks and how networks are created through a combination of hardware and data transmission protocols.
  - **Computer Systems** helps learners to understand that computers follow precise sets of instructions to process inputs, to make decisions and produce outputs including controlling other machines.

## The curriculum and progression

We have designed learning objectives to ensure progression in learning from Stage 1 to Stage 6 and onwards into Cambridge Lower Secondary and beyond. The table below shows some examples of how knowledge, understanding and skills progress across the primary stages.



## Learning objective examples

Strand	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Computational Thinking	Follow the steps in algorithms for everyday tasks.	Follow and understand linear algorithms.	Follow, understand, edit and correct linear algorithms.	Follow, understand, edit and correct algorithms that use iteration, including count controlled loops.	Follow, understand, edit and correct algorithms that contain selection.	Follow and understand algorithms that are presented as flowcharts.
Programming	Know how to recreate algorithms as programs to perform simple tasks.	Know how to recreate algorithms as programs.	Know how to create programs with more than one algorithm running at the same time.	Know how to develop programs with iteration.	Know how to develop programs where two or more objects can interact.	Know how to develop block-based programs where multiple algorithms interrelate.
Managing Data	Know how to use computing devices to manually record data, including using a form.	Investigate different ways of using computing devices to collect categorical data for a particular purpose.	Know how to record discrete and categorical data, using computing devices.	Understand the advantages and disadvantages of using forms when collecting data.	Know how to collect data for sets of related questions, limited to categorical and discrete data.	Design appropriate forms to capture continuous data for given purposes.
Networks and Digital Communication	Know that some devices can connect to each other to make a network.	Identify a range of devices that can connect to a network, including the internet.	Identify networked hardware within a familiar environment, including the school and home.	Explain the role of servers and clients in a network.	Explain the role of switches, routers and wi-fi access points in a network.	Know that a range of digital content is stored on servers, including streaming and messaging services.
Computer Systems	Identify what robots are and where they may be found in the real world.	Compare the representation of robots in fiction with real robots that have a real-world purpose.	Explain the role of robots in manufacturing.	Identify the role of robots in service industries, including for delivery services, public transport and health care.	Know that Artificial Intelligence (AI) simulates human intelligence within computer systems.	Know that robots can work autonomously.

# Computing continued

## Support for teachers


We provide a wide range of support to help you deliver computing, including activities that can be extended into longer projects:

Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Self-study courses	✓
Online training	✓
Face-to-face training	✓
Assessment guidance	✓
Textbooks and resources from publishers	✓
Community online forum	✓

## How is this subject taught?

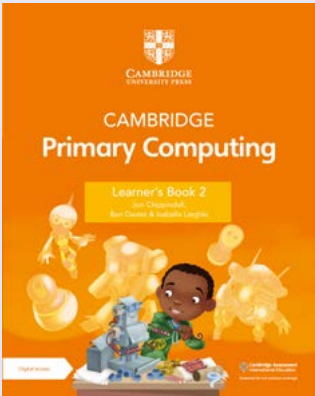
We have included plenty of opportunities for learners to investigate and create programs using the constructs that they discover. We also encourage you to revisit activities such as programming animations, quizzes and games throughout each stage. Our support materials include Scratch code extracts for learners to learn from what they see.

## How is this subject assessed?

 Teaching support and classroom assessment guidance is available on the primary support site.

## Teaching and learning resources

Join Arun, Sofia, Marcus, and Zara on an exciting computing journey, from algorithm planning to robot design, while developing essential 21st-century skills. Learners will discover interesting computing facts and online safety tips, engaging them in the fascinating world of technology. This series covers all five computing strands and is developed for the Cambridge Primary Computing curriculum framework (0059).



# Digital Literacy

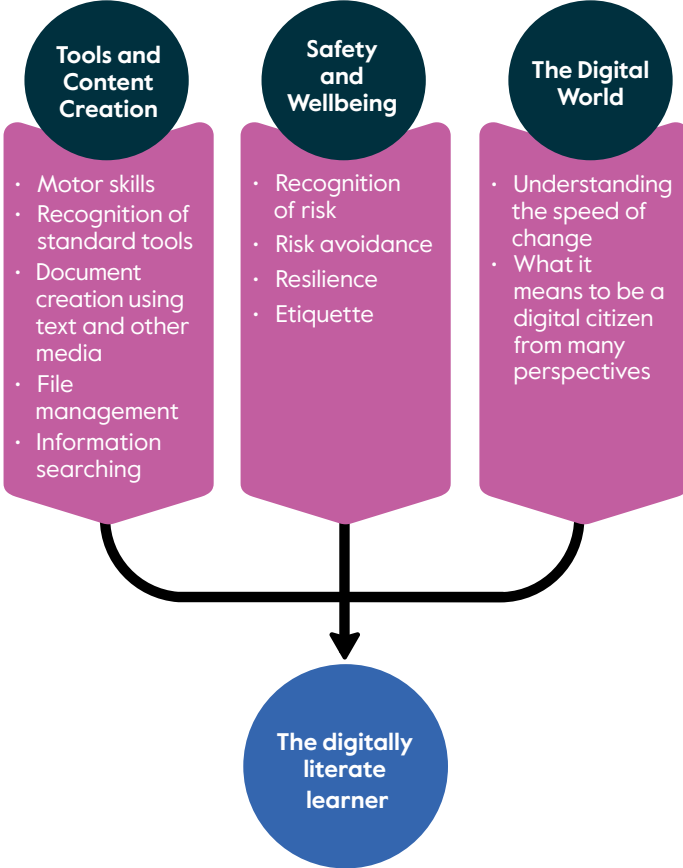
The digital world allows us to connect, collaborate and discover new information on an ever-broadening scale. Cambridge Primary Digital Literacy (0072) learners should be able to effectively use technology from the very beginning of their educational journey.

## What will students learn?

Students develop the digital skills that will help with many aspects of their future learning and development to:

- understand their place, and the place of others, in an interconnected world and make educated decisions about the information they encounter online
- develop knowledge and understanding that will allow them to respond to and evaluate technology of the future
- develop skills to create increasingly sophisticated documents and presentations
- learn how to become positive contributors to the digital world
- use digital technology safely and protect their own physical and emotional wellbeing.

Schools that are looking to develop learners' understanding of how computers work and develop coding and logical thinking skills might be interested in using Cambridge Primary Computing (see page 14) in addition to this subject.



## The curriculum and progression

Learning objectives provide structure and a reference for you to check students' attainment and skills against. The curriculum is divided into three main areas called 'strands' and you can teach them separately or together. We have designed learning objectives to ensure progression from Stage 1 to Stage 6 and onwards into Cambridge Lower Secondary.

The table at the top of the next page shows some examples of how knowledge, understanding and skills progress across the stages.

### Digital skills are essential for learners of all ages, including the youngest primary students





# Digital Literacy continued

## Learning objective examples

Strand	Stage 2	Stage 4	Stage 6
Tools and Content Creation	Change the appearance of text by exploring the available tools, for example, by changing the colour, size and font type.	Edit and organise the layout of a document.	Use devices to create increasingly sophisticated digital projects, including the use of sound, video, text and other multimedia.
Safety and Wellbeing	Understand that users can have many accounts and can choose what information to put into each one.	Know the benefits and risks of online anonymity.	Understand that a digital footprint is a record of online activity, including the sharing of images, videos, information or opinions.
The Digital World	Understand that technology can be used to communicate locally and globally.	Understand that online communication has changed the way people interact.	Describe how online streaming has changed how people access media.

## Support for teachers

We provide a wide range of support to help you deliver digital literacy, including activities that you can adapt to suit your context:

Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Online training	✓
Assessment guidance	✓
Community online forum	✓

## How is this subject taught?

Schools can teach Cambridge Primary Digital Literacy as a separate subject or embed the content within broader learning. For example, content creation skills can be taught while learners are preparing to present their work in Mathematics or Science, and safety messages can be embedded within cross-curricular sessions about how learners should conduct and protect themselves in the modern world.

“Cambridge has helped us to develop students’ soft skills, broaden their knowledge and help them understand the value of collaboration.”

Rutdiana Anggodo, Curriculum Coordinator,  
Saint Peter’s Catholic School, Jakarta,  
Indonesia

## How is this subject assessed?

Teaching support and classroom assessment guidance is available on the primary support site.



# English

Cambridge Primary English (0058) is for learners who have English as a first language. It can be used in any cultural context.

This curriculum encourages lifelong enthusiasm for reading, writing and spoken communication. It equips students with transferable language skills for interrogating and producing spoken or written texts and working collaboratively. It also develops their confidence, creativity and intellectual engagement.

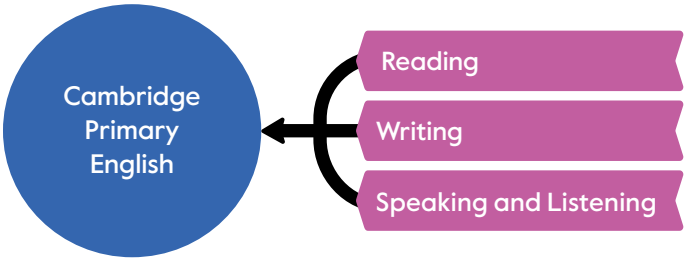
## What will students learn?

Learners develop English skills they can apply to a range of different purposes and audiences in everyday situations and in study. They will communicate confidently and effectively, and develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment.

Together, the reading, writing, speaking and listening skills acquired through Cambridge Primary English support learners' overall intellectual, creative and social development. They will:

- become confident communicators, able to apply their reading, writing, speaking and listening skills effectively
- see themselves as readers, engaging with a range of texts for information and for pleasure, including texts from different times and cultures
- see themselves as writers, using the written word clearly and creatively for a range of different audiences and purposes
- develop speaking and listening skills for effective presentation and collaboration, sharing and responding to ideas to achieve a shared understanding or goal
- develop a broad vocabulary and an understanding of how to apply grammar and linguistic conventions appropriately
- develop skills to evaluate spoken and written texts, making decisions about how convincingly they represent different values and opinions.

Divided into six stages, the curriculum framework covers knowledge, skills and understanding in three strands:



## The curriculum and progression

We have designed learning objectives to ensure progression in learning from Stage 1 to Stage 6 and onwards into Cambridge Lower Secondary. The table on the next page shows some examples of how knowledge, understanding and skills progress across the stages.

## Learning objective examples

Strand	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Reading	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.	Talk about the sequence of events or ideas in a text.	Explore and describe how events or ideas in a text relate to earlier or later events or ideas.	Explore and describe the main stages in a text from introduction to conclusion.	Explore and describe the progression of ideas in a text; compare the progression in different texts.	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 out of chronological order).
Writing	Plan writing by speaking aloud, e.g. saying sentences or describing a sequence of events before writing them.	Plan writing through discussion, e.g. talking about the setting and characters before writing a story.	Plan and record main points and ideas before writing.	Explore and use different ways of planning to inform writing for particular purposes.	Use effective planning to inform the content and structure of writing, e.g. paragraphs or sections.	Use effective planning to inform the content and structure of extended writing, e.g. chapters.
Speaking and Listening	Speak audibly and clearly with familiar people.	Speak clearly and confidently with familiar people.	Speak fluently and confidently in a range of familiar contexts.	Speak with accuracy and sometimes at length in a range of familiar contexts.	Speak precisely either with concision or at length, as appropriate to context.	Adapt pace and tone of speech appropriately in formal and informal contexts.

## Support for teachers

We provide a wide range of support to help you deliver English, including activities that you can adapt to suit your context:

Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Online training	✓
Face-to-face training	✓
Textbooks and resources from publishers	✓
Cambridge Primary Progression Tests and analysis tool	✓

## How is this subject taught?

You can teach Cambridge Primary English using a broad range of activities that promote experience, reflection and improvement. We recommend a range of fiction genres, poetry, playscripts and non-fiction text types to provide authentic contexts for skills development.



The learning objectives in the three strands of the curriculum framework support an integrated approach to teaching and learning, reading, writing, and speaking and listening skills.

We have embedded grammar within the Reading and Writing strands to promote an authentic and meaningful learning experience. Learners will explore grammatical concepts through reading and apply them in their own writing.




# English continued

## How is this subject assessed?

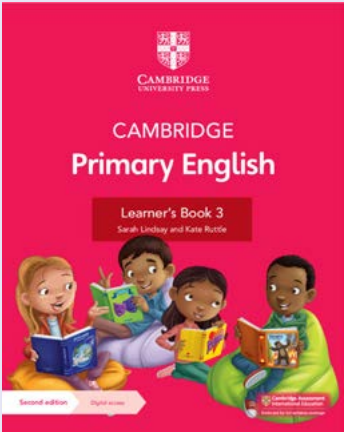
-  Cambridge Primary Progression Tests
-  Cambridge Primary Checkpoint Tests

We do not assess Speaking and Listening with these tests.

-  Teaching support and classroom assessment guidance is available on the primary support site.

## Teaching and learning resources

Your learners will develop their English skills as they explore the world through non-fiction texts, perform poetry and write their own stories. The series offers a wide range of international fiction, non-fiction, poetry and drama to help your learners develop their understanding of different genres and text types. With active learning at its heart, our resources help your learners develop critical thinking, communication and collaboration skills. The series has been developed for the Cambridge Primary English curriculum framework (0058), providing a seamless transition for your learners.



# English as a Second Language

For learners who speak a language other than English at home.

Cambridge Primary English as a Second Language (0057) 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.

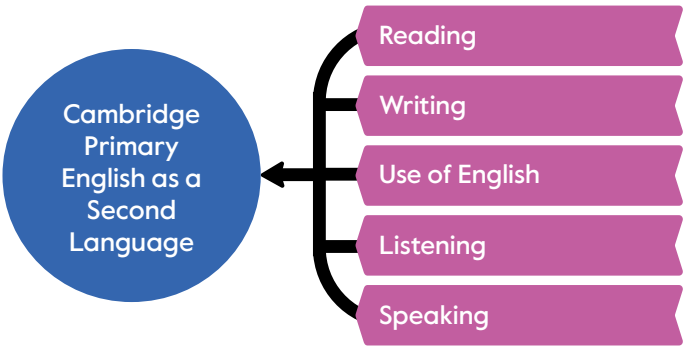
There is no expectation that learners will already have experience of English before starting Stage 1 of Cambridge Primary English as a Second Language.

## What will students learn?

Cambridge Primary English as a Second Language learners:

- develop a curiosity about other languages and cultures, and how these shape our perceptions of the world
- see themselves as successful language learners
- are able to communicate effectively through the skills of reading, writing, speaking and listening
- become confident in and enjoy reading a range of texts
- develop a solid foundation in the skills required for continued study of English as a second language and for study through the medium of English.

Divided into six stages, the curriculum framework covers knowledge, skills and understanding in five strands:



## International language standards

We have based the learning objectives on the Council of Europe's Common European Framework of Reference for Languages (CEFR), which is used around the world to map learners' progression in English. The CEFR provides an international standard, which is widely recognised for describing language ability. Alignment to the CEFR makes it easy for schools and parents to understand the level of the English as a Second Language programme.

Learner progression in each strand within the curriculum framework is mapped in terms of the common reference levels in the CEFR. The CEFR describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. See how Cambridge Primary and Lower Secondary English as a Second Language align to the CEFR below.

## Further study through English

### Cambridge IGCSE

Cambridge Lower Secondary English as a Second Language

Cambridge Primary English as a Second Language

9  
8  
7

6  
5  
4  
3  
2  
1

B2

B1

A2

A1

The curriculum and progression

Cambridge Primary English as a Second Language includes a comprehensive set of learning objectives that provide a structure for teaching and learning, and a reference for you to check learners’ attainment and skills against. We have designed learning objectives to ensure progression in learning from Stage 1 to Stage 6 and onwards into Cambridge Lower Secondary.



Learning objective examples

Strand	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Reading	Begin to deduce the meaning of a limited range of simple, familiar words, with support, by linking them to pictures.	Deduce the meaning of an increasing range of simple, familiar words, with support, by linking them to pictures.	Deduce meaning from context, with support, in short, simple, illustrated texts.	Deduce meaning from context, with little or no support, in short, simple texts.	Deduce meaning from context in short texts.	Deduce meaning from context, with support, in short and extended texts.
Writing	Write familiar words.	Plan and write phrases and short sentences, with support.	Plan, write and check sentences, with support.	Plan, write, edit and proofread a short sequence of sentences in a paragraph, with support.	Plan, write, edit and proofread short texts, with support.	Plan, write, edit and proofread short texts, with little or no support.
Use of English	Use familiar question words and structures.	Use question words and structures to ask basic questions.	Use question words and structures to ask questions.	Begin to use tag questions to seek agreement or clarify.	Use tag questions to seek agreement or clarify.	Use a limited range of verb forms to ask questions to develop ideas and extend understanding.
Listening	Understand, with support, a limited range of short, simple questions which ask for simple information.	Understand, with support, a limited range of short questions which ask for simple information.	Understand, with little or no support, a limited range of questions which ask for information.	Understand, with support, an increasing range of questions which ask for information.	Understand a range of questions which ask for information.	Understand a range of questions which ask for detailed information.
Speaking	Describe people, places and objects, and routine actions and events, using simple words and phrases.	Describe people, places and objects, and routine actions and events, using phrases and short sentences.	Describe people, places and objects, and routine actions and events, using sentences.	Describe people, places and objects, and routine past and present actions and events, using a short sequence of sentences.	Describe people, places and objects, and routine past and present actions and events, using a sequence of sentences.	Describe people, places and objects, and routine past and present actions and events.

English as a Second Language continued

Support for teachers

We provide a wide range of support to help you deliver English as a Second Language, including activities that you can adapt to suit your context:

Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Online training	✓
Face-to-face training	✓
Textbooks and resources from publishers	✓
Community online forum	✓
Cambridge Progression Tests and analysis tool	✓

How is this subject taught?

The curriculum supports an integrated approach to planning and teaching to develop effective communication skills in English. The five strands, and their respective learning objectives, work together to support the development of knowledge, skills and understanding.

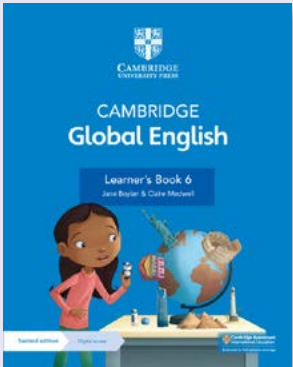
The ‘Use of English’ strand provides learners with the linguistic features they need to be able to understand and use when engaging with the language receptively (reading and listening) and productively (writing and speaking). Learners will revisit and engage with language at deeper levels and in different contexts.

How is this subject assessed?

- Cambridge Primary Progression Tests
- Cambridge Primary Checkpoint Tests
- You can also use everyday opportunities in the classroom to assess speaking skills.
- Teaching support and classroom assessment guidance is available on the primary support site.

Teaching and learning resources

With international cross-curricular topics, from nature and sport to cities and music, the series helps your class develop the skills to study across the curriculum in English. Part of a nine-stage series covering primary and lower secondary, these resources take your learners from A1 to B1/B2 CEFR level. We have included a range of fiction, non-fiction and poetry to give your learners experience with authentic language, helping them to develop their vocabulary. This series supports you and your learners through the Cambridge Primary English as a Second Language curriculum framework (0057).





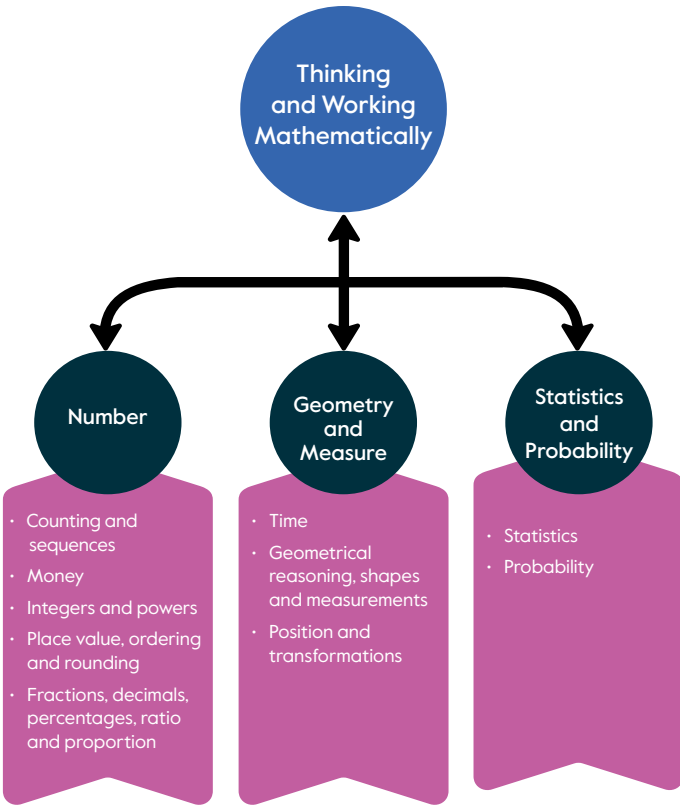
# Mathematics

Cambridge Primary Mathematics (0096) encourages lifelong enthusiasm for analytical and rational thinking. Learners develop a holistic understanding of the subject, focusing on principles, patterns, systems, functions and relationships. They will become mathematically competent and fluent in computation, which they can apply to everyday situations.

## What will students learn?

Learners will develop mathematical skills in Number, Geometry and Measure, and Statistics and Probability. They will recognise the interconnections of mathematical concepts as they:

- engage in creative mathematical thinking to generate elegant solutions
- improve numerical fluency and knowledge of key mathematical concepts to make sense of numbers, patterns, shapes, measurements and data
- develop mathematical skills, strategies and a way of thinking that will help them to describe the world around them and play an active role in modern society
- communicate solutions and ideas logically in spoken and written language using appropriate mathematical symbols, diagrams and representations
- understand that technology provides a powerful way of communicating mathematics, one which is particularly important in an increasingly technological and digital world.



## The curriculum and progression

This framework provides a balanced coverage of mathematics skills and knowledge. Although divided into strands, they are interrelated and should be taught in conjunction with each other. In particular, the Thinking and Working Mathematically characteristics should be integrated into the teaching of the other strands.



## Learning objective examples

Strand	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Number	Understand and visualise that halves can be combined to make wholes.	Understand and visualise that wholes, halves and quarters can be combined to create new fractions.	Estimate, add and subtract fractions with the same denominator (within one whole).	Estimate, add and subtract fractions with the same denominator.	Estimate, add and subtract fractions with the same denominator and denominators that are multiples of each other.	Estimate, add and subtract fractions with different denominators.
Geometry and Measure	Differentiate between 2D and 3D shapes.	Identify 2D and 3D shapes in familiar objects.	Recognise pictures, drawings and diagrams of 3D shapes.	Match nets to their corresponding 3D shapes.	Identify and sketch different nets for a cube.	Identify and sketch different nets for cubes, cuboids, prisms and pyramids.
Statistics and Probability	Describe data, using familiar language including reference to more, less, most or least to answer non-statistical questions and discuss conclusions.	Describe data, identifying similarities and variations to answer non-statistical and statistical questions and discuss conclusions.	Interpret data, identifying similarities and variations, within data sets, to answer non-statistical and statistical questions and discuss conclusions.	Interpret data, identifying similarities and variations, within and between data sets, to answer statistical questions. Discuss conclusions, considering the sources of variation.	Interpret data, identifying patterns, within and between data sets, to answer statistical questions. Discuss conclusions, considering the sources of variation.	Interpret data, identifying patterns, within and between data sets, to answer statistical questions. Discuss conclusions, considering the sources of variation, and check predictions.

## How is this subject taught?

We advocate an active learning approach where teaching and learning are student centred so that they align with the experiences and needs of individuals.

Learners are encouraged to work both individually and collaboratively to find solutions to mathematical problems.

The three-step teaching approach – concrete, representational, abstract (CRA) – is developed in all primary stages of learning where learners:

- use objects to support them in understanding a new concept
- transform the concrete model to a pictorial representation of the same concept
- are shown how the pictorial representations relate to conventional mathematics symbols and notations.



# Mathematics continued

### Thinking and Working Mathematically is a unique feature of our curriculum.

This process encourages learners to talk with others, challenge ideas and to provide evidence that validates conjectures and solutions.




When learners are thinking and working mathematically, they actively seek to make sense of ideas and build connections between different facts, procedures and concepts. This supports higher order thinking that helps them to view the world in a mathematical way.

## Support for teachers

We provide a wide range of support to help you deliver mathematics, including activities that you can adapt to suit your context:

Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Online training	✓
Face-to-face training	✓
Textbooks and resources from publishers	✓
Cambridge Primary Progression Tests and analysis tools	✓
Textbooks and resources from publishers	✓

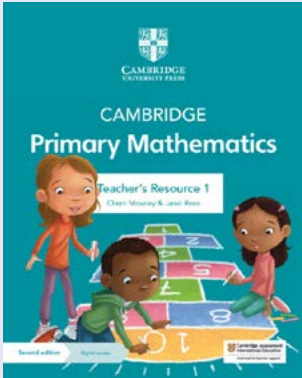
## How is this subject assessed?

-  Cambridge Primary Progression Tests
-  Cambridge Primary Checkpoint
-  Teaching support and classroom assessment guidance is available on the primary support site.



### Teaching and learning resources

Whether your learners are creating a house with 3D shapes or using recipes to understand fractions, this series helps them develop critical thinking, communication and collaboration skills. You will find explanations of mathematical skills and plenty of opportunities for practice, investigation and mental maths throughout. This series supports you and your learners through the Cambridge Primary Mathematics curriculum framework (0096).





“The programme not only gives students a solid grounding in scientific thinking but also equips them with the language to tackle higher order skills.”

Chris Barker, International Director,  
Nanjing Hankai Academy, China



# Science

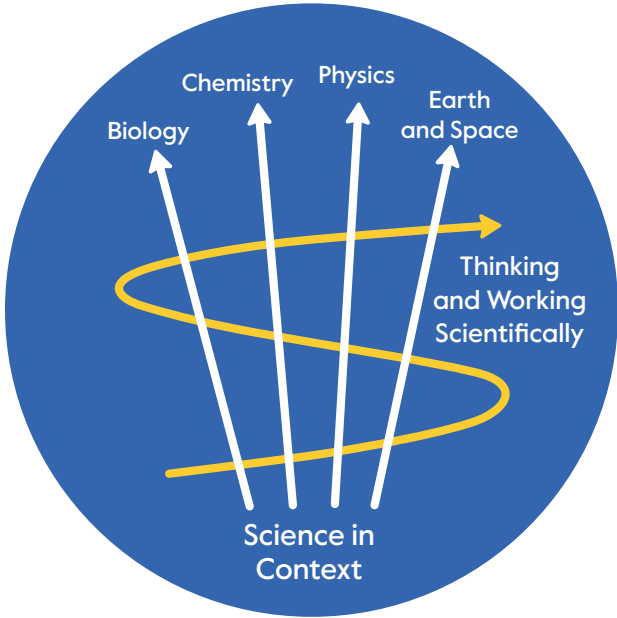
Cambridge Primary Science (0097) helps learners develop a lifelong curiosity about the natural world and helps them to seek scientific explanations of the phenomena around them.

Students 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 them with the knowledge and skills they need to excel at science in later stages of education. It also helps them to make informed choices, including considering sustainability issues and meeting the challenges facing our environment.

## What will students learn?

This curriculum covers six strands that work together so that you can teach science holistically:

- **Biology** – living things and how they interact.
- **Chemistry** – properties and changes of materials and substances.
- **Physics** – the interactions of matter and energy.
- **Earth and Space** – planet Earth, the wider Solar System and beyond.
- **Thinking and Working Scientifically** – develops understanding and skills of scientific models and representations, scientific enquiry and practical work.
- **Science in Context** – helps teachers demonstrate the relevance of science to learners and is unique to our Science curriculum.



## The curriculum and progression

Due to the nature of developing science, some learning objectives are developed over multiple years, for example in Thinking and Working Scientifically, to support mastery of a skill.

Other scientific concepts are introduced in one year and then further developed after a gap, for example introducing food chains in Stage 3 and further developing it in Stage 4 then Stage 6. This gives you time to cover the breadth of scientific content as well as developing learners' depth of understanding over the whole curriculum.

## Learning objective examples

Strand	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Thinking and Working Scientifically	Make predictions about what they think will happen.		Make a prediction describing some possible outcomes of an enquiry.		Make predictions, referring to relevant scientific knowledge and understanding within familiar and unfamiliar contexts.	
Biology	Recognise and name the major external parts of the human body.	Identify the different types of human teeth, explain how they are suited to their functions and describe how to care for teeth.	Identify some of the important organs in humans (limited to brain, heart, stomach, intestine and lungs) and describe their functions.	Identify some of the important bones in the human body (limited to skull, jaw, rib cage, hip, spine, leg bones and arm bones).	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.	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.
Chemistry	Understand that all materials have a variety of properties.	Describe a property as a characteristic of a material and understand that materials can have more than one property.	Describe differences in the properties of solids and liquids.	Use the particle model to explain the properties of solids and liquids.	(No learning objective example in the progression sequence.)	Know that gases have properties, including mass.
Physics	(No learning objective example in the progression sequence.)	Explore the construction of simple series circuits (limited to cells, wires and lamps).	(No learning objective example in the progression sequence.)	Describe how changing the number or type of components in a series circuit can make a lamp brighter or dimmer.	(No learning objective example in the progression sequence.)	Make simple circuits and compare the brightness of lamps in series and parallel circuits.
Earth and Space	(No learning objective example in the progression sequence.)	(No learning objective example in the progression sequence.)	Describe the relative movement of the Earth and Moon.	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.	Describe the orbit of the Earth around the Sun (limited to slight ellipse, anticlockwise direction and the duration).	Describe the relative position and movement of the planets, the Moon and the Sun in the Solar System.
Science in Context	Talk about how science helps us understand our effect on the world around us.			Discuss how the use of science and technology can have positive and negative environmental effects on their local area.		





# Science continued

## Support for teachers

We provide a wide range of support to help you deliver science, including activities that you can adapt to suit your context:

Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Online training	✓
Face-to-face training	✓
Textbooks and resources from publishers	✓
Cambridge Primary Progression Tests and analysis tool	✓
Community online forum	✓




## How is this subject taught?

The programme is designed to give you maximum flexibility, so you can integrate all of the 'strand' categories into a holistic science learning experience.

For example, you can teach content from Biology and develop a skill from Thinking and Working Scientifically while using a context, prompted by Science in Context, to make sure learning is engaging and relevant to students. However, you can also teach content learning objectives on their own.

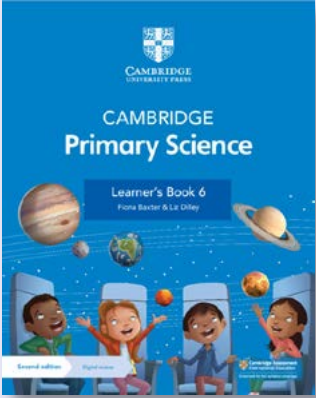
Science is an experimental subject and learners should have many opportunities to develop their skills in scientific enquiry. Not only does this help them to experience and understand different areas of science, but it also helps them to appreciate that scientific understanding changes over time.

## How is this subject assessed?

-  Cambridge Primary Progression Tests
-  Cambridge Primary Checkpoint Tests
-  Teaching support and classroom assessment guidance is available on the primary support site.

## Teaching and learning resources

From finding out if water conducts electricity to discovering how energy is transferred, this series helps your learners develop critical thinking, communication and collaboration skills. You will find support for subject-specific vocabulary development and plenty of opportunities to develop scientific enquiry skills. Packed with opportunities to plan experiments, make predictions and gather results, this edition supports the Cambridge Primary Science curriculum framework (0097).





# Humanities

Cambridge Primary Humanities (0065) helps learners develop a lifelong curiosity about our world and its people. Through their studies of people, the past and places, learners build knowledge and skills to prepare them to be informed, engaged and empathetic members of their communities.

## What will students learn?

Learners will explore the world, its people and places, locally, nationally and globally, in the past, present and future. They will develop knowledge, understanding and skills related to:

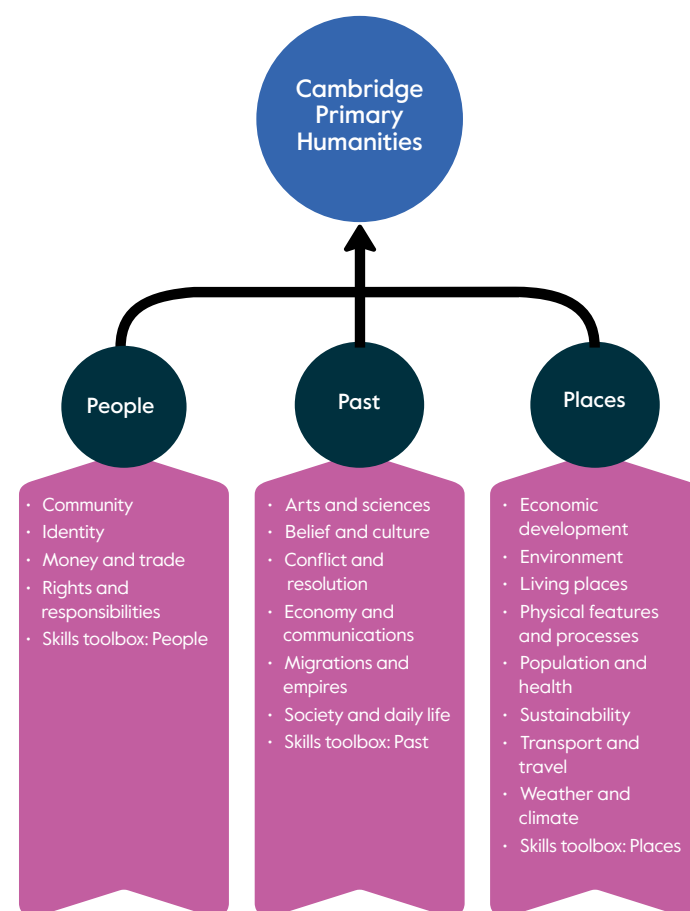
- how the world works and changes – key concepts, events, processes and interconnections
- how they make sense of the world – worldviews, narratives, ideas, interpretations and explanations
- their role in the world as informed individuals and community members
- diversity in the human, natural and physical world
- questioning and reflecting to broaden and deepen understanding and inform future thinking
- humanities and social sciences subjects, to support progression to future study and a lifelong interest in these subjects.

## The curriculum and progression

The Cambridge Primary Humanities curriculum is organised into three strands: People, Past and Places. The three strands are connected through common themes, but are distinct, as they each develop discipline-specific knowledge and skills.

- **People:** Learners explore identities, communities and societies through worldviews, commonly held beliefs and practices. The People strand relates to humanities and social science subjects such as psychology, sociology and economics.
- **Past:** Learners explore how the world has changed over time, how we construct the past, why there are different interpretations of the past and how this can inform us when making decisions in the future. The Past strand relates to history.
- **Places:** Learners explore places, spaces and environments, locally, nationally and globally. The Places strand relates to geography.

The learning objectives are grouped into Stages 1 to 3 and Stages 4 to 6. This gives you the flexibility to decide when it is most appropriate to cover each learning objective with your learners. You also have the choice of whether to cover a learning objective only in one stage, spread the content across multiple stages, or revisit and reinforce learning across multiple stages.



The Cambridge Primary Humanities curriculum progresses to the Cambridge Lower Secondary Humanities curriculum, which in turn progresses to a range of Cambridge IGCSE humanities subjects.



## Learning objective examples

Strand	Stages 1 to 3	Stages 4 to 6
<b>People</b>	Describe what makes up a community and why people like living together.	Analyse the characteristics that communities share and the benefits of being part of a community.
<b>Past</b>	From a past context, describe one or more significant scientific discoveries or inventions.	From a past context, explain how a scientific discovery or invention resulted in social change.
<b>Places</b>	Give examples of the types of work people do in their local area.	Describe the basic employment structure and types of work in their country.

## Support for teachers

We provide a wide range of support to help you deliver Cambridge Primary Humanities including:

Curriculum framework	✓
Progression grid	✓
Learning objective exemplifications	✓
Humanities enquiry approach guide	✓
Teacher guide	✓
Assessment guidance	✓
Example enquiries	✓
Skills videos	✓
Online training	✓
Community online forum	✓

## How is this subject taught?

We recommend that you follow our enquiry approach. This approach will help learners achieve a deep understanding of challenging topics, develop their subject-specific skills and help them tell their stories. With this approach learners actively engage with the topics they are studying and develop a comprehensive understanding of the world, as well as critical thinking skills. You will plan challenging enquiries that are engaging and relevant to your learners.

## How is this subject assessed?



Teaching support and classroom assessment guidance is available on the primary support site.

# Modern Foreign Language

Cambridge Primary Modern Foreign Language (0064) is a generic framework that provides a structured approach to teaching any foreign language that a school chooses, except English. Students will learn how to communicate effectively through the skills of reading, writing, listening and speaking. Our curriculum also includes strands on cultural understanding, vocabulary and grammar. Learning a foreign language from a young age can improve the process of learning, including memory, concentration, and problem-solving skills.

## What will students learn?

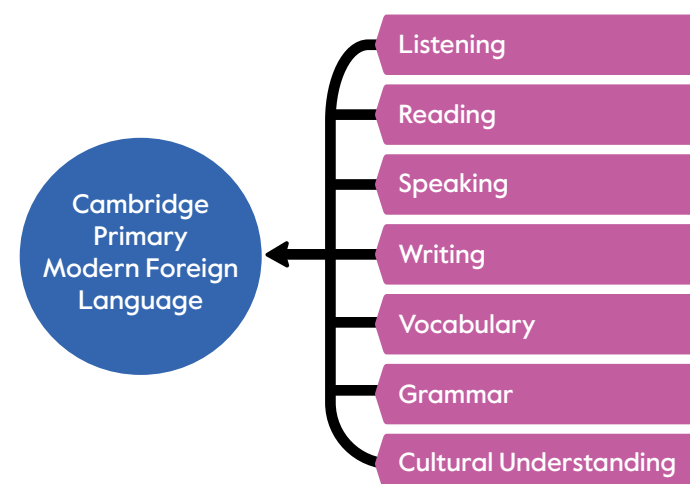
Cambridge Primary Modern Foreign Language students will:

- develop awareness of the nature of language and language learning
- develop a curiosity about languages and cultures and how these shape their perceptions of the world
- enjoy learning and using languages
- develop a solid foundation in the skills required for continued study of a foreign language.

## The curriculum and progression

Cambridge Primary Modern Foreign Language starts from Stage 4 and is designed for learners aged from 8 to 9 years old onwards. This allows learners to gain some transferable language-learning strategies and skills from their first language, before they start learning foreign languages.

We have divided the learning objectives into seven main areas called 'strands', most of which run through every primary stage: Listening, Reading, Speaking, Writing, Vocabulary, Grammar, and Cultural Understanding. These seven strands and their respective learning objectives work together to support the development of knowledge, skills and understanding.



## Learning objective examples

Strand	Sub-strand	Stage 4	Stage 5	Stage 6
Listening	Listening for global meaning	Recognise everyday, familiar words and phrases, accompanied by visuals and gestures, if the speech they hear is slow and clear.	Understand short, simple, personal questions and statements, accompanied by visuals and gestures, if the speech they hear is slow and clear.	Understand short, simple, general questions and statements, if the speech they hear is slow and clear.
Reading	Reading for global meaning	Recognise everyday, familiar words and phrases, accompanied by visuals.	Understand everyday, familiar words and phrases, without visuals.	Understand the main information in a short, simple text, accompanied by visuals.
Speaking	Communication	Use short, isolated, rehearsed words, using gestures.	Use short, isolated, rehearsed words and phrases, using gestures.	Use phrases, pausing to search for expressions and to repair communication.
Writing	Communication	Write isolated words.	Write isolated words and short phrases, with the use of a dictionary.	Write simple phrases and sentences, with the use of a dictionary.
Vocabulary	Reading	Recognise times and places in simple notes, text messages, posters, flyers and notices.	Understand words in simple letters, cards or emails, about personal information.	Understand words and phrases in a short, simple text, such as advertisements, leaflets and brochures, about sports, music and travel.
Grammar	Speaking	-	-	Use some simple grammatical structures, allowing for frequent, basic mistakes.
Cultural Understanding		Recognise the benefits of speaking another language and differences between the language they study and their first language (alphabet, pronunciation).	Recognise differences between the language they study and their first language (different ways of numbering, measuring distance or telling the time, or other differences).	Recognise and apply basic cultural customs in everyday social exchanges, such as rituals for greeting and saying goodbye.





# Modern Foreign Language continued

## Support for teachers

We provide a wide range of support to help you deliver modern foreign language, including innovative training and professional development so that you can give your learners the best possible learning experience.

Our support materials, which are designed to help you implement this approach, include:

School leaders' guide	✓
Progression grids	✓
Schemes of work	✓
Teacher guide	✓
Assessment guidance	✓
Suggested resources	✓
Online training	✓

## How is this subject taught?

Cambridge Primary Modern Foreign Language can be adapted to teach any foreign language, except English. Our framework and supporting materials will help schools structure this effectively. It is expected that teachers will adopt an integrated approach to planning and teaching Cambridge Primary Modern Foreign Language. Each lesson needs to provide opportunities to practise all four skills (listening, reading, speaking and writing), as well as a learning objective from the Cultural Understanding strand, where possible.

At a cross-curricular level, the Content and Language Integrated Learning (CLIL) approach should be used. This involves learning another subject (e.g. science or mathematics) through a language, and learning a foreign language through studying other subjects.

Language learning is meaningful when it is presented and practised in context.

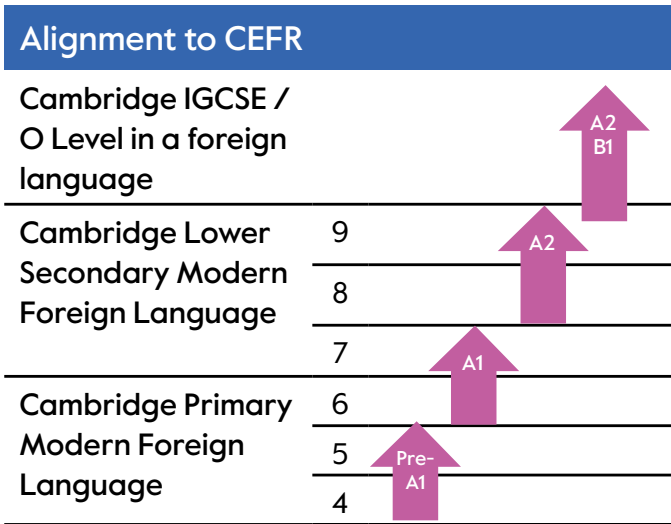
## How is this subject assessed?

Teaching support and classroom assessment guidance is available on the primary support site..

## Language levels

The learning objectives for learners of Cambridge Primary Modern Foreign Language are based on the Council of Europe's Common European Framework of Reference for Languages (CEFR). The alignment of Cambridge Primary and Lower Secondary Modern Foreign Language to the CEFR is illustrated below.

Cambridge Primary and Lower Secondary Modern Foreign Language programmes provide a solid foundation for the further study of a foreign language at Cambridge IGCSE or O Level and beyond:



# Wellbeing

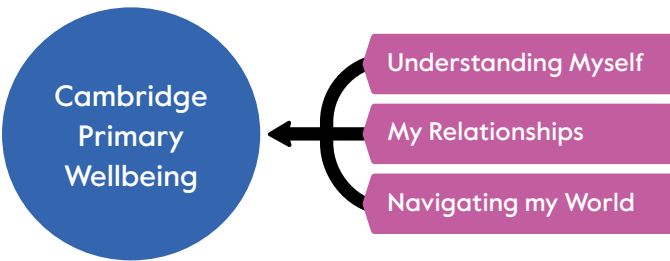
Cambridge Primary Wellbeing (0034) is a holistic programme that encourages learners to be active participants in the development of their own and others' wellbeing. This is done by reflecting on and understanding themselves, fostering positive relationships with others, and being safe and active participants in an ever-changing world.

## What will students learn?

- In Cambridge Primary Wellbeing, learners:
- develop their understanding of factors that contribute to their own and others' emotional and physical wellbeing
  - practise a wide range of strategies for managing their emotional and physical wellbeing
  - explore a wide range of interpersonal relationships, including friendships, family, the importance of community and social responsibility
  - demonstrate positive expressive and receptive communication skills when interacting with others
  - are empowered to manage their own safety and respond to change in a wide range of situations
  - explore how they can contribute to the wellbeing of others.

## The curriculum and progression

We have divided Cambridge Primary Wellbeing learning objectives into three strands.



The learning objectives within each strand have been grouped by stages: Stages 1 to 3 and Stages 4 to 6. We have designed our learning objectives to ensure progression in learning from Stage 1 to Stage 6 and onwards into Cambridge Lower Secondary. The table on the next page shows some examples of how knowledge, understanding and skills progress across the Cambridge Primary stages.

# Wellbeing continued

## Learning objective examples


Strand	Stages 1 to 3	Stages 4 to 6
Understanding Myself	Understand that experiencing a wide range of emotions is normal.	Understand that emotions can change over time due to planned and unplanned external factors.
My Relationships	Discuss why it is important to include people in activities and how they might feel if they are not included.	Explore the difference between a joke and bullying.
Navigating my World	Recognise and celebrate the ways they are the same as, and different from, other people.	Understand the importance of diversity and the benefits of living in a diverse community.

## Support for teachers

We provide a wide range of support to help you deliver wellbeing, including activities that you can adapt to suit your context:

Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Online training	✓
Assessment guidance	✓
Community online forum	✓

## How is this subject assessed?.

 Teaching support and classroom assessment guidance is available on the primary support site.

## How is this subject taught?

The programme is designed to be flexible to suit your context. You can:

- teach the learning objectives as a standalone subject
- integrate the learning objectives into the teaching and learning of the rest of your curriculum
- do both.

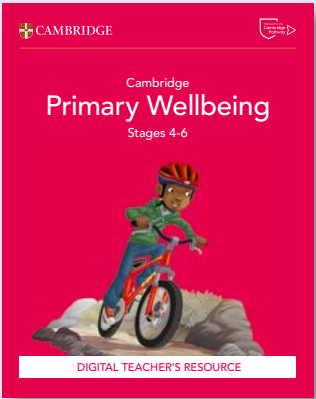
Each learning objective can be taught independently of the others. However, Cambridge Primary Wellbeing has been designed as a holistic programme where learning objectives from all three strands can be taught together to provide a richer teaching and learning experience. For example, you can explore triggers for their emotions (Understanding Myself) while developing conflict resolution skills (My Relationships) in a safe environment (Navigating my World).

We acknowledge that intervention for specific wellbeing needs should be timely for learners in order to have the greatest impact. Therefore, our schemes of work also provide examples of spontaneous teachable moments in addition to the more structured suggested teaching ideas.



## Teaching and learning resources

Help your learners understand themselves and develop a positive sense of wellbeing with our digital teacher's resources. With resources available for Stages 1 to 3 and 4 to 6, learners will develop skills to understand emotions, build relationships and celebrate diversity through roleplaying, stories and games. These resources also include materials you can share with parents on the benefits of teaching wellbeing and can be used alongside Cambridge Reading Adventures to teach wellbeing through stories. This series supports teachers and learners of the Cambridge Primary Wellbeing curriculum frameworks (0034).



# Cambridge Wellbeing Check

The Cambridge Wellbeing Check is here to give you a clear picture of wellbeing at your school and support you in helping students aged 7 to 18 feel their best. The check equips you with the tools you need to evaluate, explore, teach and promote wellbeing – and have a lasting, positive impact.

It helps you to:

- assess students' day-to-day wellbeing
- monitor the times when they might be feeling low, stressed, pressured by assessment, or coping with change
- teach, explore and evaluate your students' wellbeing
- improve your teaching with actionable reports
- help students feel good and do better.

Find out more about the Cambridge Wellbeing Check at [cem.org/wellbeing](https://cem.org/wellbeing)



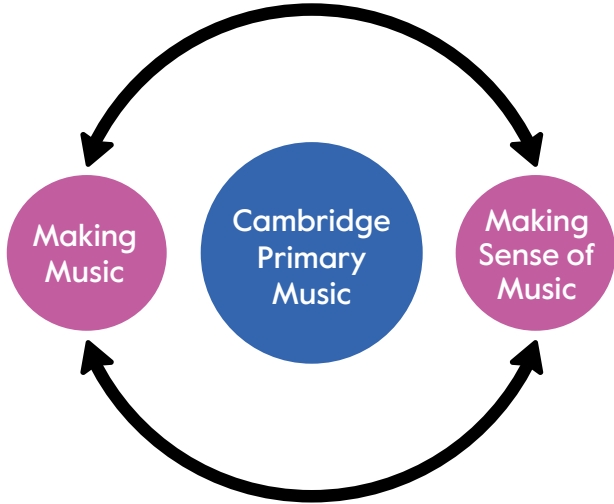


# Music

Music fosters creativity and builds confidence. It helps learners to develop a deeper understanding of self-expression and shows them the importance of communication as they learn to connect with other musicians and audiences. Cambridge Primary Music (0068) broadens learners’ experience as they explore music as performers, composers and listeners while making, understanding and appreciating music from different cultures, times and places.

## What will students learn?

- Cambridge Primary Music learners will:
- cultivate a joy of music by participating in meaningful and enjoyable experiences
  - develop the knowledge, skills and attitudes needed to contribute as musicians
  - collaborate with others in purposeful and expressive ways through singing and playing instruments
  - nurture their individual and collective creativity
  - use their growing knowledge to explore and generate music.
- Students develop the creative skills that will help with many aspects of their future learning and development.



## The curriculum and progression

Cambridge Primary Music learning objectives provide a structure for teaching and learning, and a reference for you to check learners’ attainment and skills against. These learning objectives are divided into two main areas called ‘strands’ that can be taught separately or together.

We have designed learning objectives to ensure progression in learning from Stage 1 to Stage 6 and onwards into Cambridge Lower Secondary.

## Learning objective examples

Strand	Stage 2	Stages 3 and 4	Stages 5 and 6
Making Music	Contributing to performances with mostly accurate timing and awareness of pulse and melodic shape.	Contributing to performances with mostly accurate timing and with increasingly accurate tuning, control and expression.	Performing with increasing confidence, expression, skill and level of musicality and making adjustments to own performance in response to others.
Making Sense of Music	Listening and responding to music through asking and answering questions and making sounds and movement.	Listening and responding to music, beginning to use technical language accurately to describe features of the music.	Beginning to discuss how music reflects the contexts in which it is created, performed and heard.

## Support for teachers

We provide a wide range of support to help you deliver music, including activities that you can adapt to suit your context:


Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Online training	✓
Assessment guidance	✓
Community online forum	✓

## How is this subject taught?

This course is designed to be flexible so learners can perform through singing and playing musical instruments of any kind – as well as found objects and music technology.

We recommend that learners experience music from their own culture as well as exploring music from other times and places. The course is designed to complement, rather than replace, instrumental or singing lessons.

## How is this subject assessed?

 Teaching support and classroom assessment guidance is available on the primary support site.

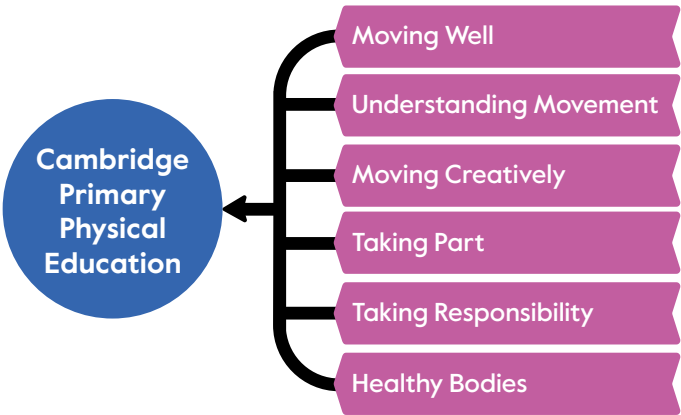


# Physical Education

Physical education is a vital part of a balanced school curriculum. Regular exercise improves both physical and mental health, and there is growing evidence that it improves academic performance across the curriculum. Cambridge Primary Physical Education (0069) is about learning to move and moving to learn. Establishing good patterns of exercise in primary schools also provides learners with the foundation of an active and healthy lifestyle for life.

## What will students learn?

Learners develop movement skills through a wide variety of age-appropriate physical activities, including games, team sports, gymnastics and dance. They will improve their coordination, flexibility, speed, stamina and strength. This course develops important social skills such as taking turns and sharing, as well as an understanding of leadership, collaboration and fair play.



Cambridge Primary Physical Education learners will:

- participate as individuals and group members in respectful and responsible ways, engaging appropriately and safely
- improve knowledge and understanding of how physical education can contribute to a healthy and active lifestyle
- develop transferable skills promoting physical, cognitive and social development
- become independent and reflective movers and thinkers
- develop their confidence, moving with increasing control, fluency and variety.

Students develop the collaborative and leadership skills that will help with many aspects of their future learning and development.

## The curriculum and progression

Cambridge Primary Physical Education learning objectives provide a structure for teaching and learning, and a reference for you to check learners' attainment and skills against. These learning objectives are divided into six main areas called 'strands' that can be taught separately or together.

We have designed learning objectives to ensure progression in learning from Stage 1 to Stage 6 and onwards into Cambridge Lower Secondary. Here are some examples of how knowledge, understanding and skills progress across the stages:



## Learning objective examples

Strand	Stages 1 to 3	Stages 4 to 6
Moving Well	Practise and refine basic movement skills.	Practise, refine and consolidate a broad range of movement skills.
Understanding Movement	Describe own and others' movement using simple activity-specific vocabulary.	Describe own and others' movement using some activity-specific vocabulary and be able to identify more and less effective movement.
Moving Creatively	Explore a variety of movements and movement patterns that begin to demonstrate creativity.	Show creativity and innovation in a range of individual, group, expressive, competitive and cooperative contexts.

## Support for teachers


We provide a wide range of support to help you deliver physical education, including activities that you can adapt to suit your context:

Curriculum framework	✓
Teacher guide	✓
Schemes of work	✓
Online training	✓
Assessment guidance	✓
Community online forum	✓

## How is this subject taught?

Cambridge Primary Physical Education is taught through a broad range of tasks, challenges and physical activities. It includes cooperative, competitive, athletic, adventurous and health-based contexts that are appropriate for each learning stage. Learners will move for as much of each lesson as possible, with activities designed to promote their confidence, self-esteem, cognitive abilities and social skills.

## How is this subject assessed?

 Teaching support and classroom assessment guidance is available on the primary support site.



# Training

We offer a wide range of professional development and training for teachers and school leaders. Choose the format that suits you best, whether online, virtual or face to face.

## Guide to Cambridge Primary

Included in your programme fee, our *Guide to Cambridge Primary* provides an overview for teachers and school leaders who are new to the programme. You will learn how our programme is structured while exploring our support materials.

## Introduction courses £

Our introduction courses will support you as you learn about our curriculum frameworks and key content for teaching. You will also become familiar with the Cambridge approach to teaching and learning alongside your teaching peers.

## Focus on Teaching courses £

Focus on Teaching courses are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.

## Focus on Assessment courses £

Focus on Assessment courses are for teachers who want to understand the assessment of a syllabus in greater depth.

## Enrichment professional development £

Transform your approach to teaching with a better understanding of key concepts and skills.

## Learn more and book a place

Go to: [cambridgeinternational.org/events](https://cambridgeinternational.org/events)



## Preparing to Teach courses

Learn how to embed key teaching approaches inside our teaching and learning resources.



## Cambridge Teaching Skills Roadmap

Master key teaching skills to ensure a consistent approach to teaching across your school with the support of our resources.

Every year, we run  
more than  
**1500**  
training courses  
for **30 000**  
education professionals

From self-study materials to online help, access support that suits you and your school. Find out more at [cambridge.org/education/subject/teacher-development](https://cambridge.org/education/subject/teacher-development)





# Become a Cambridge school

If you would like to register your school with Cambridge, you will need to follow these four simple steps. We will guide you through the whole process.



### Step 1: Express your interest

We aim to contact you within two working days of submitting your expression of interest.



## Step 2: Complete our application form

We aim to contact you within five working days of submitting your application form.



### Step 3: We carry out an approval visit

We will arrange a time that is convenient to you. From time to time we carry out reapproval visits to make sure schools continue to meet our requirements post-registration.



### Step 4: You become a Cambridge school

If you are approved to become a Cambridge school we will send your contract letter within 30 working days of the approval visit.

We are now also accepting registrations from schools that wish to offer the Cambridge Pathway online.  
Learn more: [cambridgeinternational.org/join](https://cambridgeinternational.org/join)

## Start working with us

## Welcome to Cambridge

When you have completed the registration process, you will be an official Cambridge International School. You will be able to use this name, as well as a version of our logo, on your website and marketing materials. When you register, we will send you a *Welcome to Cambridge* pack. This contains all the guidance you need to get started.

### Keep up to date with changes

Get updates about changes to our syllabuses  
– sign up for email alerts at:  
**[cambridgeinternational.org/syllabusupdates](http://cambridgeinternational.org/syllabusupdates)**



## Fees

We charge each school an annual registration fee, plus fees for each examination entry. To find out more, speak to your local Cambridge team.

## Talking to parents and students about us

Visit our website to find free marketing materials that you can download and use to explain the Cambridge Pathway to parents and students.  
**[cambridgeinternational.org/toolkit](https://www.cambridgeinternational.org/toolkit)**

## Notes





## Sign up

for our Cambridge Primary and Lower  
Secondary mailing list to get all the latest  
updates straight to your inbox.

**[bit.ly/cambridge-forms-primary-and-lowersecondary](https://bit.ly/cambridge-forms-primary-and-lowersecondary)**

Cambridge University Press & Assessment,  
Shaftesbury Road, Cambridge,  
CB2 8EA, United Kingdom

**Call:** +44 1223 553554

**[cambridgeinternational.org](https://cambridgeinternational.org)**

We are committed to making our documents accessible in accordance with the WCAG 2.2 Standard. We're always looking to improve the accessibility of our documents. If you find any problems or think we're not meeting accessibility requirements, contact us at **[info@cambridgeinternational.org](mailto:info@cambridgeinternational.org)** with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.



\*0638936167\*