



Cambridge Assessment
International Education

Cambridge Primary

Together with



CAMBRIDGE
UNIVERSITY PRESS

Working together for schools

Cambridge Assessment International Education & Cambridge University Press

We are part of the University of Cambridge. Our mission is to contribute to society by enabling teaching and learning at the highest international levels of excellence.

We are at the forefront of education for 5 to 19-year-olds around the world. We share your desire to make a transformative impact on learners worldwide and unlock their potential.

We believe that education is most powerful when curriculum, assessment, teaching and learning align. We work together for excellence in these areas, supporting schools to help learners grow academically and thrive as the adults of tomorrow.

Cambridge International

The world's leading provider
of international education
for 5 to 19-year-olds

A community of over
 **10 000 schools**
in 160 countries

Established
in 1858

Cambridge University Press

Over 250 titles to support



the Cambridge Primary and Lower Secondary curricula

Used by schools in
over 126 countries

The world's oldest publisher
founded in 1534



Welcome to Cambridge Primary

Cambridge Primary starts 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 10 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 four stages lead seamlessly from primary to secondary and pre-university years. Each stage builds on the learners' development from the previous one or from other educational systems:



We work with
more than **1800**
Cambridge Primary schools
in over 95 countries 

Cambridge Pathway



A clear path for educational success from age 5 to 19

Cambridge Primary 5 to 11 years old*

A broad and balanced curriculum:

- 10 subjects (including English, Mathematics and Science)
- Classroom and external assessments

Cambridge Lower Secondary 11 to 14 years old*

A broad and balanced curriculum:

- 10 subjects (including English, Mathematics and Science)
- Classroom and external assessments

Cambridge Upper Secondary 14 to 16 years old*

A wide choice of subjects at:

- Cambridge IGCSE™ (70+ subjects)
- Cambridge O Level (40+ subjects)

Cambridge ICE Certificate

Cambridge Advanced 16 to 19 years old*

A wide choice of subjects at:

- Cambridge International AS & A Level (55+ subjects)
- Cambridge Pre-U (20+ subjects)

Cambridge AICE Diploma
Cambridge IPQ

Cambridge Professional Development for teachers and school leaders

*Age ranges are for guidance only

Learn • Discover • Achieve

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 10 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.

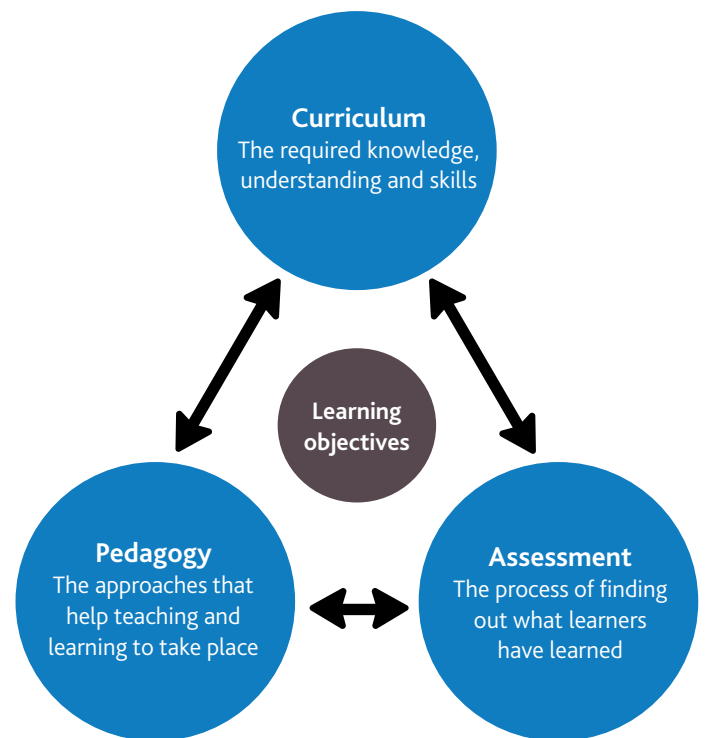
Subject experts and leading specialists develop our curricula using our own and subject-specific research. We critically review every learning objective through the lens of curriculum, teaching, learning and assessment. Aligning these four areas puts learners in the best possible position for the future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

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 10 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™
- Cambridge ICT Starters.
- Digital Literacy.
- English.
- English as a Second Language.
- Mathematics.
- Music.
- Physical Education.
- Science.

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

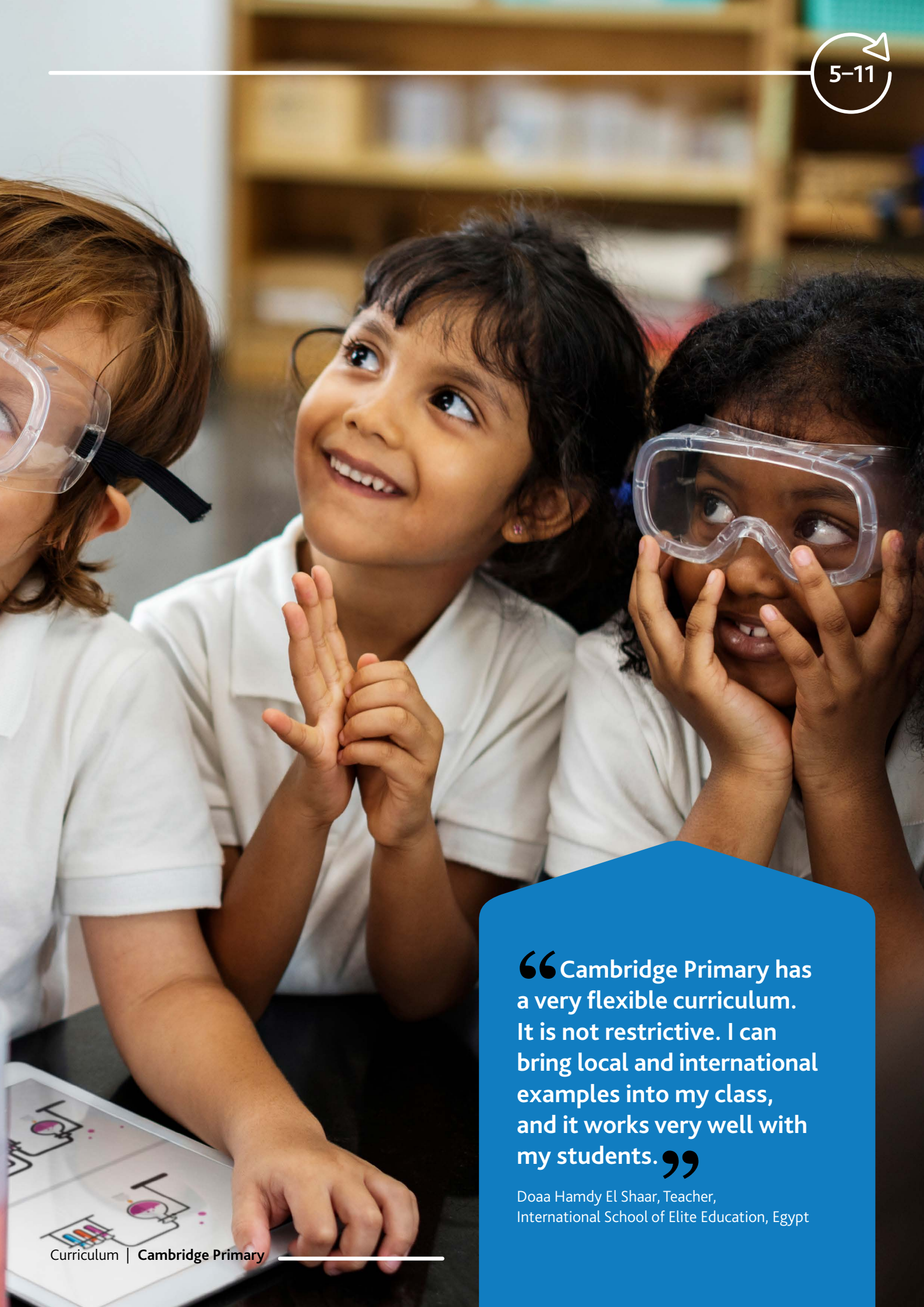
The curriculum and progression

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

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.

Choose from
10 subjects
in any combination





“Cambridge Primary has a very flexible curriculum. It is not restrictive. I can bring local and international examples into my class, and it works very well with my students.”

Doaa Hamdy El Shaar, Teacher,
International School of Elite Education, Egypt

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 CEM's computer-based assessments for 5 to 11-year-olds help you identify and diagnose learning needs, and measure and benchmark learners' potential. The 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

Computer-based 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 Cambridge CEM assessments, go to www.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.

We receive **106 000** 
Cambridge Primary Checkpoint
entries every year



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 International.



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 teaching resources for free from the Cambridge Primary support site:

<https://primary.cambridgeinternational.org>



Endorsed resources

We work with a range of third-party publishers to produce high-quality textbooks and resources to support our core subject frameworks.

Subject experts review and evaluate each endorsed title against detailed criteria to make sure that it:

- aligns with the Cambridge Primary curriculum framework.
- has an appropriate focus on knowledge and skills.
- is truly international.
- promotes effective teaching and learning.

In order to provide choice for Cambridge International Schools, we encourage publishers to develop resources of varying styles and approaches so that teachers can access the best support for their particular classroom.

If a resource is endorsed, you can be confident that all the learning objectives are covered.

How to find endorsed resources

To find endorsed resources for your subject, visit the relevant subject page at www.cambridgeinternational.org/primary

Choose from
over 270
endorsed resources

Cambridge resources for Cambridge Primary

Cambridge University Press works with teachers and education experts around the world to create resources that make a difference in the classroom. This approach, along with close collaboration with the team at Cambridge International, makes sure resources cover the whole curriculum framework while developing enthusiastic lifelong learners.



Supporting an active approach

The teaching and learning approaches in Cambridge resources support our aim to 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, training provided by Cambridge 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

Now, more than ever, it is important to give you choice. We provide a both print and digital books as well as digital front-of-class support so you can teach in a way that suits your context.

For more information about Cambridge University Press resources, go to www.cambridge.org/education/primary



Art & Design

Art and design 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. They 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.

What will students learn?

Cambridge Primary Art & Design students will:

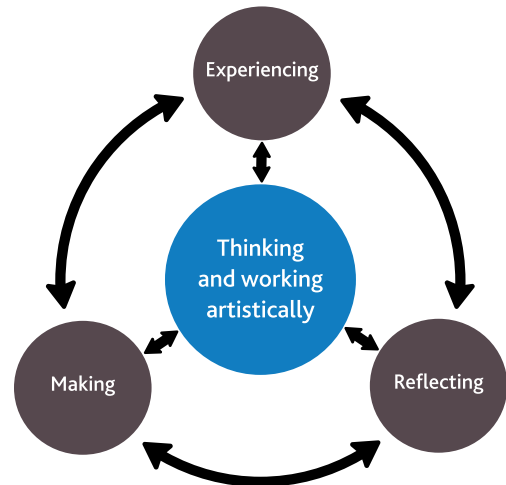
- learn to see themselves as artists and become increasingly reflective and independent.
- develop the skills needed to express creative ideas and communicate visually.
- understand their place and the place of others in a creative and innovative world.
- make increasingly informed decisions about the art and design they encounter.

“Cambridge International 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

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

The Cambridge Primary Art & Design curriculum is designed so that learners are able to continually develop their artistic skills and thought processes, therefore the same set of learning objectives apply 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 to the right.



Progression 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 & 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 the programme 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, including 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 Art & Design assessed?

There are no Cambridge Primary Progression Tests or Cambridge Primary Checkpoint Tests for this subject.



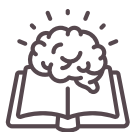
Classroom assessment and guidance

Cambridge Global Perspectives™

Cambridge Global Perspectives is a unique, transformational programme that helps students 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.

Making Cambridge Global Perspectives available to younger students will develop and embed cross-curricular skills at an earlier age, supporting them in their studies as they progress to Cambridge Lower Secondary and beyond.

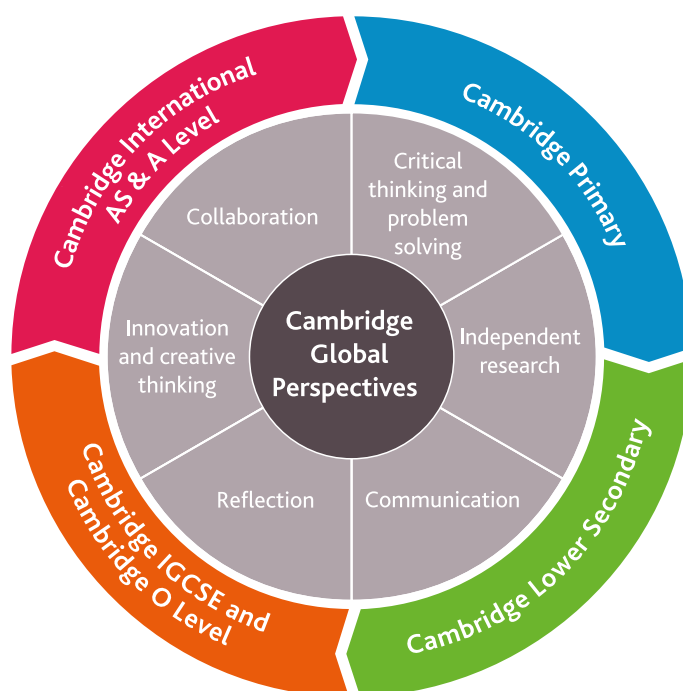
Research says that the **earlier students start to develop and practise their skills, the greater the impact on their learning**



What will students learn?

Cambridge Primary Global Perspectives helps learners to:

- 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.

Cambridge Primary Global Perspectives promotes progression along the Cambridge Pathway.

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	Stage 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	✓

“Parents often share how curious and creative their kids have become, that they can't stop talking about the sessions and how they look forward to their lesson, week after week.”

Snehlata Alphonso, JBCN International School, Borivali, India

How is the programme 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 Cambridge Global Perspectives assessed?



Classroom assessment and guidance



Cambridge Primary Checkpoint

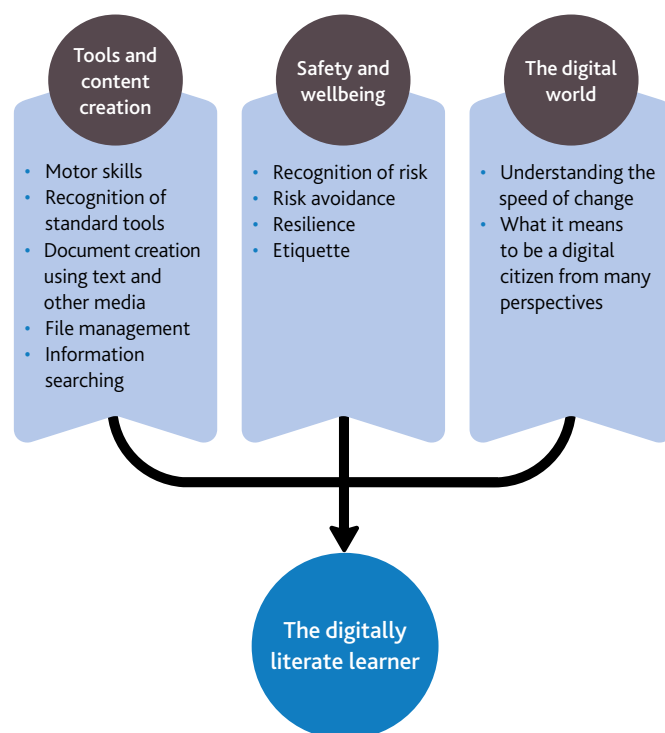
Digital Literacy

The digital world allows us to connect, collaborate and discover new information on an ever-broadening scale. 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.



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.

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 a range of artistic contexts and resources:

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

How is the programme 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.

How is Digital Literacy assessed?

There are no Cambridge Primary Progression Tests or Cambridge Primary Checkpoint Tests for this subject.



Classroom assessment and guidance



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

English

Cambridge Primary English 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.

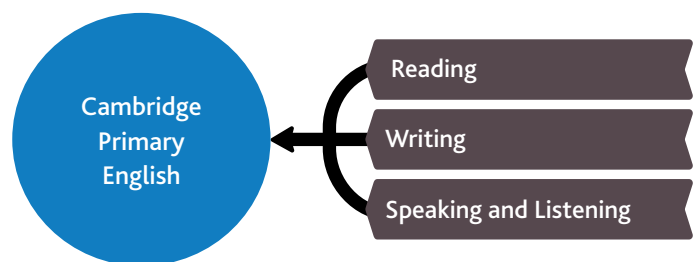
Together, the reading, writing, speaking and listening skills acquired through Cambridge Primary English support learners' overall intellectual, creative and social development. They will:

- 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 to the right shows some examples of how knowledge, understanding and skills progress across the stages.

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	✓

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.

How is the programme 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.

How is English assessed?



Cambridge Primary Progression Tests



Cambridge Primary Checkpoint Tests

We do not assess Speaking and Listening with these tests. Support materials, available on our Cambridge Primary support site, provide guidance on teaching and assessing these skills within the classroom.

English as a Second Language

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

This subject 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.

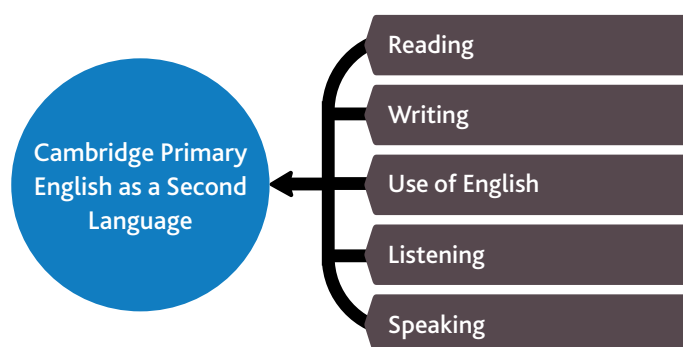
There is no expectation that learners will already have experience of English before starting Stage 1 of Cambridge Primary English as a Second Language.

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 on the right.

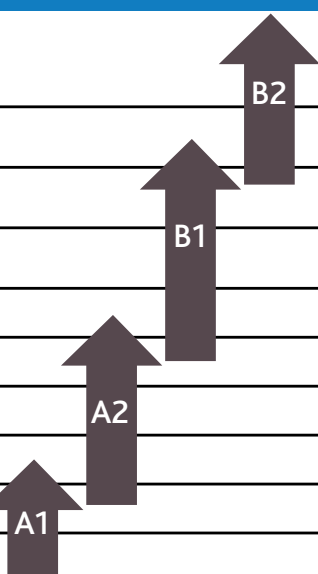
Further study through English

Cambridge IGCSE

Cambridge Lower Secondary English as a Second Language

Cambridge Primary English as a Second Language

9
8
7
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5
4
3
2
1



The curriculum and progression

Cambridge Primary English 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 a range of artistic contexts and resources:

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 the programme 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 English as a Second Language assessed?



Cambridge Primary Progression Tests



Cambridge Primary Checkpoint Tests

You can also use everyday opportunities in the classroom to assess speaking skills. Support materials, which are available on the Cambridge Primary support site, provide guidance on teaching and assessing speaking within the classroom.



Cambridge ICT Starters

Information and Communications Technology (ICT) is regarded as a 'literacy' alongside reading, writing and numeracy, and part of the educational experience worldwide.

Cambridge ICT Starters introduces learners to the key applications they need to be digitally literate and to understand the impact of technology.

The programme gives you a flexible framework to develop learners' ICT competence. You can deliver the modules according to the needs of each learning situation and age of your learners – across the curriculum or as a separate course.

The programme includes a series of modules that assess candidates' ability to use a range of computer software to communicate, handle information, model and program solutions. It is suitable for students of any age and is typically for learners aged 5 to 14 years.



How is the programme taught?

Learners will develop key ICT skills in a range of applications including computer programming, word processing, digital graphics, databases, spreadsheets, email, presentations, video/animation, the internet and web authoring. They will also consider wider issues such as eSafety and how to adapt their work to suit their audience.

How is Cambridge ICT Starters assessed?

Cambridge ICT Starters is assessed in the classroom through a structured scheme of assessment, operating at three levels:

- Initial steps.
- Next steps.
- On track.

Each level is made up of two stages and certificates are available on successful completion of each stage.

Syllabus modules contain assessment criteria, which learners must meet to achieve a Pass or Merit, as well as an example assessment activity.

You are free to design your own assessment activities related to the school curriculum you are delivering, and can assess this subject in English or Spanish. We moderate the tests.

There are no Cambridge Primary Progression Tests or Cambridge Primary Checkpoint Tests for this subject.



Classroom assessment

What will students learn?

This course helps learners to:

- create increasingly complex programs.
- gather and analyse information.
- communicate and share ideas.
- use ICT effectively for particular purposes.

Because Cambridge ICT Starters is not dependent on a particular operating system, students will learn techniques and skills that are transferable to a range of software.

Support for teachers

Textbooks and resources from publishers



Mathematics

Cambridge Primary Mathematics 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.

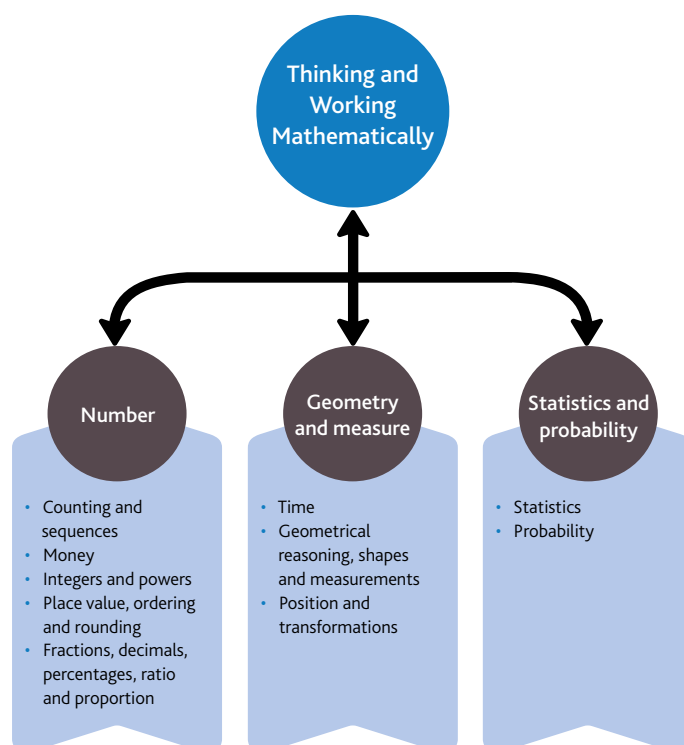
What will students learn?

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.

Thinking and Working Mathematically
brings awareness to learners' mathematical actions,
helping them to find elegant mathematical solutions

We provide a comprehensive set of learning objectives for Cambridge Primary Mathematics. These give a structure for teaching and learning and a reference against which you can check learners' attainment and skills development.



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 the programme 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	✓

How is Mathematics assessed?

-  Cambridge Primary Progression Tests
-  Cambridge Primary Checkpoint Tests

Science

Our primary science curriculum helps learners develop a lifelong curiosity about the natural world and helps them to seek scientific explanations to 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.

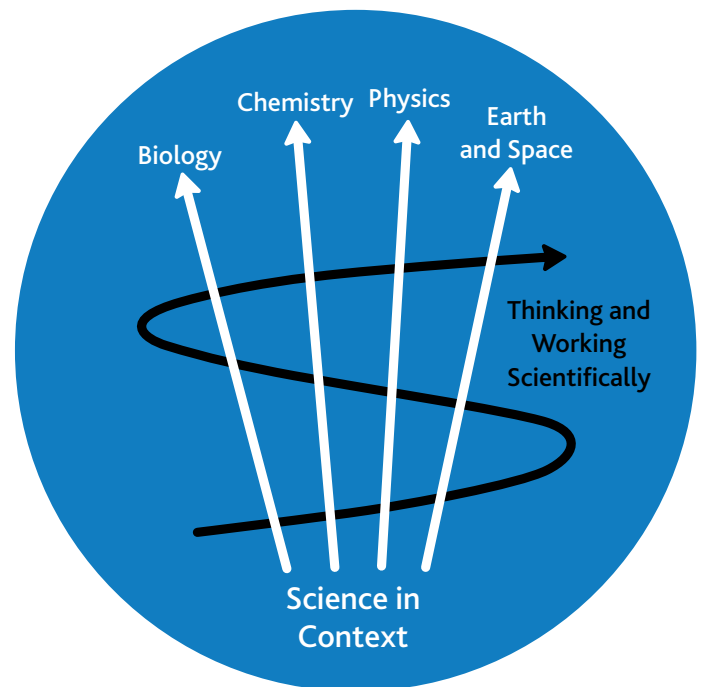
“The programme not only gives students a solid grounding in scientific thinking but also equips them with the language to tackle higher order skills.”

Chris Barker, International Director,
Nanjing Hankai Academy, China

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.		



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	✓

Improving learners' awareness of science in the world around them develops their sense that **'science is for me'**, helping to connect them **to the subject**



How is the programme 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 Science assessed?



Cambridge Primary Progression Tests



Cambridge Primary Checkpoint Tests

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 broadens learners' experience as they explore music as performers, composers and listeners while making, understanding and appreciating music from different cultures, times and places.

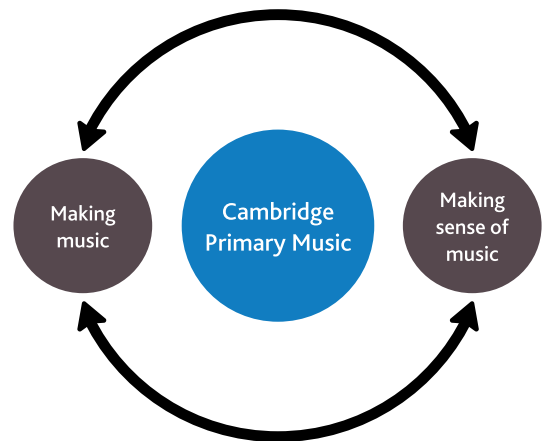
**Learners explore music
as performers, 
composers and listeners**

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. Here are some examples of how knowledge, understanding and skills progress across the stages.



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 the programme 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. We provide a wide range of support to help deliver Cambridge Primary Music, including suggested activities that can be adapted to suit a range of contexts.

How is Music assessed?

There are no Cambridge Primary Progression Tests or Cambridge Primary Checkpoint Tests for this subject.



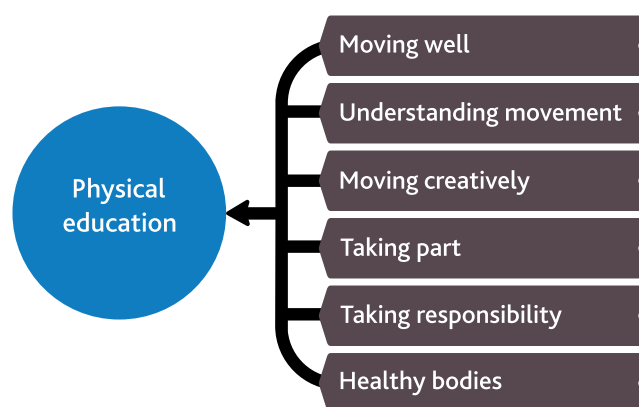
Classroom assessment and guidance

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. 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?

Cambridge Primary Physical Education is about learning to move and about moving to 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.

Physical activity improves personal and mental wellbeing, social inclusion, perceived academic attainment and employability.

Source: 2018 British Universities & Colleges Sport Active Students Survey



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 the programme 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.

We provide a wide range of support to help deliver Cambridge Primary Physical Education, including suggested activities that can be adapted to suit a range of contexts.

How is Physical Education assessed?

There are no Cambridge Primary Progression Tests or Cambridge Primary Checkpoint Tests for this subject.



Classroom assessment and guidance

Training

We offer a wide range of professional development and training for teachers and school leaders. We run face-to-face and online training, so you can choose the format that suits you best.

Guide to Cambridge Primary

Included in your programme fee, our new *Guide to Cambridge Primary* is for teachers and school leaders who are new to the programme and provides an overview of the programme.

- Learn how Cambridge Primary is structured.
- Understand the materials, support resources and assessments available.
- Start teaching Cambridge Primary with confidence.
- Free to all registered Cambridge International Schools.

Introductory training £

For teachers who are new to Cambridge Primary.

- Learn about the content and assessment of the programme.
- Discover new resources to support teaching.
- Connect with other Cambridge teachers and share ideas.
- Teach our programmes with greater confidence.

Every year, we run
more than 1000
training
courses 
for 20 000
education professionals



Extension training £

For teachers who have already attended Introductory training, or who have been teaching our programmes for at least two years.

- Develop a deeper understanding of the curriculum aims and assessment objectives.
- Learn about curriculum updates and explore new teaching strategies.
- Understand how to use sample questions, end-of-series reports and mark schemes to prepare your learners for Cambridge Primary Checkpoint.
- Connect with other Cambridge teachers and share ideas.

Enrichment professional development £

Enrichment training helps teachers and school leaders transform their approach to teaching and learning.

- Learn about key concepts and skills.
- Reflect on your current teaching or leadership practice and discover ways to improve.
- Develop practical strategies to use in your school.
- Meet other Cambridge teachers and share ideas.

Preparing to Teach

For schools using Cambridge resources there are a range of courses to help teachers build confidence and deliver effective teaching using the new series.

For more information visit
cambridge.org/education/pd

Become a Cambridge International School

If you would like to register your school with us, you will need to follow 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.



Start working with us

Welcome to Cambridge International

When you have completed the registration process, we will send you a *Welcome to Cambridge International* pack. This contains all the guidance you need to get started.


Fees

We charge each school an annual registration fee, plus fees for some of our assessments and training courses. To find out more, speak to your local Cambridge International 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.

www.cambridgeinternational.org/toolkit

Every year, 
**nearly a
million**
learners prepare
for their future
with an education from
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