

**CAMBRIDGE
PRIMARY
PROGRAMME
OVERVIEW**

WELL-BEING CURRICULUM OVERVIEW

KEY BENEFITS

Cambridge Primary Wellbeing exemplifies a holistic approach to wellbeing underpinned by the research that is in our [Education brief: Learner wellbeing](#). Learners are encouraged to be active participants in the development of their own and others' well-being by reflecting on and understanding themselves, fostering positive relationships with others, and being safe and active participants in an ever-changing world.

Primary learners are in a period of development where they are learning new things, exploring the world around them, and developing important social and emotional skills. When learners have a positive sense of well-being, they are more likely to feel confident, motivated and engaged in their learning. This is crucial as they progress to adolescence – a period of rapid cognitive and emotional changes – and leads to better academic outcomes and overall success in life.

AIMS

Following the Cambridge Primary programme helps learners to lay the foundations for lifelong learning, including:

- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in and across subjects
- effective and confident communication skills, including in English
- understanding of their personal and local context, as well as having global awareness.

In Cambridge Primary Wellbeing, learners:

- develop their understanding of factors that contribute to their emotional and physical well-being
- 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 well-being of others.

Cambridge Primary Wellbeing supports learners to become:

RESPONSIBLE – Learners begin to take personal responsibility for the care of their own physical and mental health, understand the impact of their words and actions on others, develop skills for resolving conflicts, set boundaries and communicate effectively, recognise and respond to different emotions, and make informed choices that support a balanced and fulfilling life.

INNOVATIVE – Learners begin to develop their emotional intelligence and resilience, meaning they are better equipped to handle stress and uncertainty, freeing their mind to create new and innovative ideas. Additionally, a focus on self-awareness and self-reflection can help learners understand their own strengths and limitations, allowing them to better collaborate and brainstorm with others.

CONFIDENT – Learners begin to develop emotional literacy, allowing them to understand and manage their emotions, and promote healthy coping mechanisms for stress and anxiety. By building resilience and a positive self-image, learners can feel more confident in their abilities and in navigating challenges.

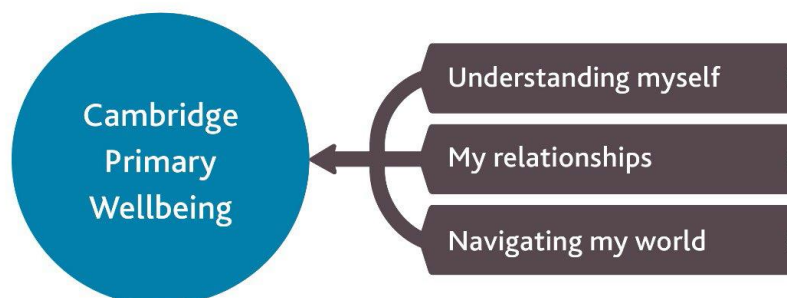
ENGAGED – Learners begin to reflect on and understand their emotions, strengths, and personal needs. This can lead to increased self-awareness and confidence, which can enhance engagement in learning and other activities. Encouraging learners to take a proactive approach to managing their own wellbeing can also foster a sense of agency and ownership over their own learning and life experiences.

REFLECTIVE – Learners begin to reflect on their thoughts, emotions, and behaviours, and how these impact their own and others' wellbeing. This can involve exploring their values and beliefs, examining their communication skills, and developing self-awareness and empathy towards others. By regularly engaging in reflection, learners can gain a better understanding of themselves and others, leading to increased confidence, engagement, and personal growth.

OVERVIEW OF THE STRANDS

This curriculum framework provides a comprehensive set of learning objectives for Cambridge Primary Wellbeing. These give a structure for teaching and learning and a reference against which learners' attainment and skills development can be checked.

We have divided the learning objectives into three main areas called 'strands', which run through every primary stage.



LANGUAGE ARTS CURRICULUM OVERVIEW

KEY BENEFITS

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

The structure of the Cambridge Primary Language Curriculum Framework is designed to support the effective teaching of languages within and across the primary stages. For example, we have made the links between reading and writing skills explicit in the learning objectives within each stage, and there is a clear progression of reading, writing, speaking and listening skills across the stages.

Cambridge Primary Language develops confident and inquisitive readers who enjoy reading for pleasure and are able to access information from texts and make decisions about its reliability. Reading and discussing a wide range of texts with diverse themes, and from different contexts, supports learners' independent reading choices and their cultural, social and emotional development.

Learners develop speaking and writing skills that enable them to share their understanding, ideas and feelings clearly and accurately through language. By analysing, evaluating and discussing spoken and written texts, learners gain competence in adapting their communication creatively and effectively for different audiences and purposes.

Learners' speaking and listening skills develop beyond simply sharing and gaining information. They also learn how to listen and respond to others effectively to achieve shared understanding or goals and to express themselves creatively through drama.

AIMS

Following the Cambridge Primary programme helps learners to lay the foundations for lifelong learning, including:

- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in and across subjects
- effective and confident communication skills, including in English and Urdu
- understanding of their personal and local context, as well as having global awareness.

In Cambridge Primary English, learners:

- become confident communicators, able to apply their reading, writing, speaking and listening skills effectively in everyday situations and in studying a range of subjects
- 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.

OVERVIEW OF THE STRANDS

This curriculum framework provides a comprehensive set of learning objectives for Cambridge Primary Language. These give a structure for teaching and learning and a reference against which learners' attainment and skills development can be checked.

We have divided the learning objectives into three main areas called 'strands' which run through every primary stage. The strand titles reflect the four language skills:

- **READING**
- **WRITING**
- **SPEAKING & LISTENING**

MATHEMATICS CURRICULUM OVERVIEW

KEY BENEFITS

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. Cambridge Primary Mathematics learners become mathematically competent and fluent in computation which they can apply to everyday situations.

A unique feature of Cambridge Primary Mathematics is Thinking and Working Mathematically. The process of thinking and working mathematically 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 assists learners in viewing the world in a mathematical way.

We have structured the *Cambridge Primary Mathematics Curriculum Framework* to support clear progression of mathematics knowledge and skills within and across the primary stages. Learners will systematically develop their mathematical skills in Number, Geometry and Measure, and Statistics and Probability. They recognise the interconnections of mathematical concepts.

The Number strand is the foundation of the primary mathematics curriculum. Learners explore the five principles of counting and develop number fluency, demonstrating flexibility, efficiency and accuracy in the computational strategies that they choose. Learners develop knowledge and skills in the Number strand that they can apply in the other strands of mathematics and in their own lives.

In the Geometry and Measure strand learners develop spatial awareness and explore various contexts in which they must apply number skills. They explore the size, shape and position of geometrical shapes, as well as how to measure attributes of objects, allowing them to visualise real-life problems.

Within the Statistics and Probability strand there is emphasis on the statistical enquiry cycle which learners follow to conduct simple statistics investigations. Learners focus on the interpretation of statistics as this is an important skill that allows them to understand the data they encounter in their everyday lives.

AIMS

In Cambridge Primary Mathematics, learners:

- 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 a variety of mathematical skills, strategies and a way of thinking that will enable 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.

OVERVIEW OF THE STRANDS

This curriculum framework provides a comprehensive set of learning objectives for Cambridge Primary Mathematics. These give a structure for teaching and learning and a reference against which learners' attainment and skills development can be checked.

We have divided the learning objectives into three main areas called 'strands' which run through every primary stage:

- **NUMBER**
- **GEOMETRY AND MEASURE**
- **STATISTICS AND PROBABILITY**

Thinking and Working Mathematically is not an independent strand, instead it is embedded within and across the other curriculum strands. Thinking and Working Mathematically brings awareness to learners' mathematical actions and assists them in finding elegant mathematical solutions.

SCIENCE CURRICULUM OVERVIEW

KEY BENEFITS

The Cambridge Primary Science curriculum supports your learners in developing life-long curiosity about the natural world and enables them to seek scientific explanations to the phenomena around them.

Learners develop a holistic approach to science by considering scientific thinking and practical skills alongside knowledge and understanding which is vital for explaining the world around us. This approach provides learners with the knowledge and skills they require to access and excel at science in later phases of education.

A unique feature of the Cambridge Primary Science curriculum is a strand called Science in Context which supports you in demonstrating the relevance of science to your learners. Improving learners' awareness of science in the world around them develops their sense that 'science is for me' and starts learners on a journey of connecting themselves to the subject.

Alongside Science in Context, the whole structure of the *Cambridge Primary Science Curriculum Framework* is designed to support and enable effective teaching of science within and across the primary stages. You are provided with clearly sequenced strands of science skills and knowledge that will enable learners to describe, explain and investigate the world around them at an age-appropriate level.

Learners will systematically develop their scientific knowledge through the strands of Biology, Chemistry, Physics and Earth and Space while developing scientific practices through the Thinking and Working Scientifically strand. An understanding of science through these strands of study gives learners knowledge and skills to prepare them for the future and to make informed choices. This includes considering sustainability issues and meeting the challenges facing our environment.

AIMS

In Cambridge Primary Science, learners:

- build curiosity and fascination about the world to stimulate their interest about science
- first meet foundational scientific concepts, that then develop through the Cambridge Pathway
- develop their scientific skills so they can become increasingly independent when questioning and investigating phenomena
- begin to understand that scientific models are used to understand and explain phenomena
- recognise that scientific understanding changes over time
- link science to real-world contexts that are personal, local, national and global, identifying the relevance of science to the modern world.

OVERVIEW OF THE STRANDS

This curriculum framework provides a comprehensive set of learning objectives for Cambridge Primary Science. These give a structure for teaching and learning and a reference against which learners' attainment and skills development can be checked.

We have divided the learning objectives into main areas called 'strands' which run through every primary stage. Each strand is further divided into 'sub-strands'. Sub-strands are based around the key concepts of each strand. Sub-strands help to identify progression and are useful when designing long-term plans, medium-term plans and other teaching resources.

In Cambridge Primary Science there are three categories of strands all of which support learners in understanding and investigating natural phenomena and providing a foundation for developing future scientific skills, knowledge and attitudes:

1. **A SKILLS STRAND – THINKING AND WORKING SCIENTIFICALLY**
2. **CONTENT STRANDS – BIOLOGY, CHEMISTRY, PHYSICS, AND EARTH AND SPACE**
3. **A CONTEXT STRAND – SCIENCE IN CONTEXT**

SOCIAL STUDIES CURRICULUM OVERVIEW

KEY BENEFITS

The Social Studies curriculum allows learners to develop and embed the skills of analysis, collaboration, communication, evaluation, reflection and research from the beginning of their formal education. Research shows that the earlier learners start to develop and practise these transferable skills, the greater the impact on their learning. These skills will support them in their studies in primary and prepare them for Cambridge Lower Secondary and beyond.

Through the units of inquiry, we are able to select topics and global issues that are interesting and relevant for your learners, for example, issues related to sustainability. Learners explore different perspectives, which helps them to develop a global outlook. Learners start to express their own opinions and develop an understanding that there is always more than one point of view.

The units provide teaching and learning prompts and resources called central ideas. Each line of inquiry enables you to support your learners to develop a particular skill using a topic as the context for age-appropriate activities. There are examples of how you can use Cambridge teaching and learning approaches like active learning and formative assessment.

The Units of Inquiry are designed to be flexible so you can deliver them in the best way for your school. At the end of Primary, your learners can demonstrate their skills as they work together on a Team Project in which teams identify a local issue and work together to improve, change or resolve it. The Team Project is written in English and provides an opportunity for learners to practise writing in English without the pressure of a formal, timed, assessment of their English skills. Completing the Team Project helps prepare learners for later stages.

AIMS

Through the Units of Inquiry, learners:

- become increasingly independent learners able to apply the skills of analysis, collaboration, communication, evaluation, reflection and research in everyday situations and when studying other subjects
- explore personal, local and global perspectives to make sense of, and feel connected to, the world around them
- develop an understanding and awareness of global issues, their causes and consequences
- make decisions about the information they read, hear and see
- work together as a team to achieve shared goals
- engage with others' ideas, ask questions and communicate their own views
- reflect on their progress, contributions and learning
- use information and sources to suggest solutions for problems faced by their community.

COMPUTING CURRICULUM OVERVIEW

KEY BENEFITS

Cambridge Primary Computing supports young learners to discover the technological world and to understand how many of the things that they see and use every day actually work. Learners will understand that computers and machines are not operated by magic or by another unseen human being. They will also begin to understand how the data that we input is combined with logical sequences of instruction to generate the outputs that we require from different devices.

Primary aged learners are already likely to be developing an understanding of how they are informed and entertained by a range of digital devices, through their personal explorations and through other areas of their education. The Cambridge Primary Computing curriculum takes this further by enabling them to see what happens on the inside of a computer. Learners will understand how a range of core principles, some of which are centuries old, are applied to the development of increasingly capable computers and machines, and to the services that are controlled by these devices.

Ever since computers were first introduced into classrooms and workplaces, improvements in technology have been continual, dynamic and, in many industries, have revolutionised the way that people work. Therefore, it is important that learners understand how hardware, software and computational thought processes are combined to make computers such essential and exciting parts of our lives. This curriculum therefore supports learners to:

- understand the role of each physical part of a computer system and how software drives what happens inside each of those parts
- develop logical thinking skills, including decomposition, abstraction, pattern recognition and precision.

Learners can apply these thinking skills across all areas of their education, including in Computing where they are used in the creation of computer programs, starting with simple sequences of instructions using a fun and visual programming language. Creating their own programs will support learners to increasingly understand:

- the relationship between inputs and outputs
- how to identify and solve problems, and
- how to program a computer to make decisions based upon the information that it has been given.

Learners will also represent their algorithms verbally and visually, recognising the need to be precise and concise.

Learners will also understand the role of data within computers and how computers are used to gather, store, sort and represent data within spreadsheets and other databases. They will consider how data is transferred between devices and the risks that are associated with data transfer.

The Cambridge Primary Computing curriculum emphasises the increasing scale by which computers are used to control other devices. This provides a valuable opportunity for learners to explore the role of technology in industrial processes and in service industries. Overall, this curriculum helps learners to understand how computers work and how they impact on local and global economies.

AIMS

In Cambridge Primary Computing, learners:

- become confident computational thinkers, who can abstract key information from a set of instructions, break down problems into smaller parts and recognise patterns within sequences of instruction. They can represent sequences of instructions both verbally and visually, with increasing precision.
- think logically, and identify and solve errors in increasingly complex computing scenarios.
- see themselves as computer scientists, who identify opportunities for skills such as programming and logical thinking in a range of local and global industries.
- understand the role that data plays in the lives of individuals, businesses and in the wider world. They also understand how to use computers to gather, store, sort and present data for a range of purposes.
- develop the vocabulary that is regularly associated with computers and with computational thinking.
- evaluate sequences of instructions and understand the value of working collaboratively so that a range of skills can be applied to the development of computer programs.
- understand how computers and other machines are interconnected and how they play a vital role in a range of industries.

OVERVIEW OF THE STRANDS

This curriculum framework provides a comprehensive set of learning objectives for Cambridge Primary Computing. These give a structure for teaching and learning and a reference against which learners' attainment and skills development can be checked.

We have divided the learning objectives into five main areas called 'strands' which run through every primary stage. The strands are listed below:

- **COMPUTATIONAL THINKING**
- **PROGRAMMING**
- **MANAGING DATA**
- **NETWORKS AND DIGITAL COMMUNICATION**
- **COMPUTER SYSTEMS**

ART & DESIGN CURRICULUM OVERVIEW

KEY BENEFITS

Cambridge Primary Art & Design will enable learners to explore the limitless possibilities that exist both in art and in their own creativity. As art and design is a wide-ranging discipline that brings together skills and intellectual thought processes from across the curriculum, learners will also become experimental, reflective, critical and decisive thinkers. They will understand the benefits of concentration, perseverance and collaboration, as well as develop the motor skills that are generally associated with producing art. The enjoyable and collaborative nature of art and design will also provide them with many opportunities for social development.

Throughout history, art and design have evolved, embraced opportunities and made bold statements, therefore Cambridge Primary learners are encouraged to explore, push boundaries and express themselves through their artistic work. They will view the work of others with increasing curiosity and make connections between different perspectives, different genres and between art that has been created in different historical, geographic and cultural contexts. They will embrace art's potential for expressing things that cannot be captured in words and the links that exist between human feeling and creative output.

Through experimentation with materials and media, learners will begin to master techniques and processes. However, the focus is that they work with increasing autonomy to produce individual outcomes that articulate personal responses to stimuli, the available materials and their own imaginations. This personal and autonomous approach challenges negative views of failure or lack of natural artistic ability and allows learners to reflect upon and appreciate their progress, both as artists and as creative thinkers.

Cambridge Primary Art & Design provides a platform for personal expression and encourages learners to embrace every opportunity to pursue their own ideas. Learners will also benefit from regular opportunities for collaboration, sharing ideas and learning from others. They will collaborate with peers to solve problems, share experimentation and celebrate outcomes. The Cambridge Primary Art & Design classroom allows learners to work creatively with the confidence that comes from knowing that they have the support of their classmates.

As well as collaborating with peers, learners seek inspiration, solve problems, increase their understanding of the world and develop visual appreciation through viewing, reflecting upon and responding to the work of other artists. Learners should approach each encounter as an opportunity to gain inspiration, consider approaches to solving problems, pursue new approaches to their own work, and make informed responses to what they see and feel. The ability to articulate their responses and to recognise the creative possibilities afforded by reflection will help learners throughout their education and as they move towards careers in a world where creative thinking is becoming increasingly valued.

AIMS

In Cambridge Primary Art & Design, learners:

- see themselves as artists and become increasingly independent and reflective
- develop the skills needed to express creative ideas and to communicate visually
- understand their place and the place of others in an interconnected, creative and innovative world

- make increasingly informed decisions about creative practices and products and about the art and design they encounter, engage with and generate
- understand the roles of creative arts in society
- analyse and reflect on creative intentions and ideas, practices and outputs from different perspectives.

OVERVIEW OF THE STRANDS

This curriculum framework provides a comprehensive set of learning objectives for Cambridge Primary Art & Design. These give a structure for teaching and learning and a reference against which learners' attainment and skills development can be checked.

We have divided the learning objectives into four main areas called 'strands' which run through every primary stage. These are:

- **EXPERIENCING**
- **MAKING**
- **REFLECTING**
- **THINKING AND WORKING ARTISTICALLY.**

Although each strand is discrete, they are all intimately connected due to the holistic focus on the development of the learner as an artist and upon the overall artistic process.

PHYSICAL EDUCATION CURRICULUM OVERVIEW

KEY BENEFITS

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 also 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.

Cambridge Physical Education is about **learning to move** and also about **moving to learn**.

Learners start **learning to move** by practising the basic movement skills which are the foundation of all physical activities. These include balancing, running, jumping, landing, climbing, hopping and ball skills. There is evidence that children who are competent and confident in these skills are more likely to continue with physical activities throughout their lives.

In Cambridge Primary Physical Education learners develop and combine these skills through a wide variety of age- appropriate physical activities, including games, team sports, gymnastics and dance. Through these activities they develop their coordination, flexibility, speed, stamina and strength. Learners also develop their creative thinking in different physical activities by applying their existing skills to less familiar contexts.

As well as being able to move well, learners develop their understanding of movement. They identify and describe different ways of moving and use this to begin to analyse their own and others' movements. In addition, they learn the parts of their bodies that are involved in different movements and understand the importance of movement for health.

Physical activities also provide many opportunities for **moving to learn**.

Learners practise important social skills such as taking turns, sharing space and equipment and cooperating with others. Learners develop their individual responsibility for moving and using equipment and space safely. They learn how to ask for help and become more active in making decisions.

Learners develop their skills and understanding of leadership, collaboration and fair play through a range of team and group activities. They use these skills to help others to participate and achieve, sometimes leading and sometimes following others. In addition, they practise offering constructive and specific feedback to others, identifying strengths and suggesting future movement goals.

AIMS

In Cambridge Primary Physical Education, learners:

- develop their movement competence and confidence, linking movement skills together with increasing control, fluency and variety
- progress their knowledge and understanding of movement through the learning of movement concepts, rules, tactics/strategies and compositional ideas
- enhance their creativity and innovation in addressing movement challenges by varying elements to help build and extend their movement vocabulary
- participate and perform as individuals and group members in respectful and responsible ways, engaging appropriately and safely in team/group work and fulfilling associated expectations and roles
- develop their knowledge and understanding of how physical education can contribute to a healthy and active lifestyle
- develop transferable skills promoting physical, cognitive and social development, becoming independent, critical and reflective movers and thinkers.

OVERVIEW OF THE STRANDS

This curriculum framework provides a comprehensive set of learning objectives for Cambridge Primary Physical Education. These give a structure for teaching and learning and a reference against which learners' attainment and skills development can be checked.

We have divided the learning objectives into six main areas called 'strands' which run through every primary stage. Although each strand is discrete, it is intimately connected to the five other strands due to the holistic focus in Cambridge Primary Physical Education on the physical, cognitive and social development of the learner.

- **MOVING WELL**
- **UNDERSTANDING MOVEMENT**
- **MOVING CREATIVELY**
- **TAKING PART**
- **TAKING RESPONSIBILITY**
- **HEALTHY BODIES**