



TLT

THE LEARNING TREE

**EARLY YEARS
& LOWER
PRIMARY SCHOOL**

**Parents' Handbook
Aug 2025 – May 2026**

A booklet for TLT parents to gain information about the curriculum, activities, values and the policies and procedures at The Learning Tree.

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Dear Learning Tree Families,

Welcome to The Learning Tree Early Years and Lower Primary School programs. Our aim is to provide the essential combination of factors that will enable our students to thrive. Firstly, we are committed to offering challenging, enriching, and relevant academic experiences. We strive to lay the foundation for future learning by ensuring our young learners possess the skills necessary to excel. Alongside fostering academic growth, we prioritize early character development. To achieve this, we cultivate a genuinely warm, nurturing, and supportive atmosphere. This balance between high expectations and nurturing creates conditions in which individuals can flourish – both as students and as people.

At The Learning Tree, our qualified faculty and pedagogical leaders implement a rich and varied curriculum that emphasizes the discovery of excellence within oneself. While we set goals for skill mastery at each grade level, we encourage children to take pride in their own progress rather than comparing themselves to others for validation.

Recognizing that young children learn at varied rates and in diverse ways, our teachers employ a variety of methods and materials to accommodate different learning styles. Whether working on projects with the whole class, in small groups, or individually, our curriculum allows for integrated learning. Concepts and skills from one subject area are reinforced across multiple disciplines. Much of our learning is organized around concrete themes that hold meaning for young children, enabling them to better interpret information from various sources. Through books, songs, discussions, artwork, and other mediums, children engage with these themes to deepen their understanding.

At The Learning Tree, we place great emphasis on both individual learning and collaborative work. Diversity is central to our mission and core values. We view diversity as a reflection of the real world, encompassing differences in identity, experiences, backgrounds, beliefs, and ideas. A diverse school community fosters a culture of respect, social awareness, moral responsibility, and academic excellence, promoting lifelong learning. A Learning Tree student emerges as a well-rounded, articulate, and morally responsible individual.

The joy, excitement, and hard work of learning radiate from our lower school classrooms into every corner of the school. We believe that children learn best in an atmosphere where they are encouraged to take risks and feel safe enough to make mistakes. The pursuit of learning, especially for children, must be rooted in joy. A joyful school is one where children are engaged, happy, known, and loved. While challenges are inherent in the learning process, joyful learning is purposeful and meaningful.

As Program Director, it is my responsibility to ensure that all aspects of a holistic education are provided at The Learning Tree. If you have any concerns about your child's development, please feel free to approach Ms Huma Qazi, the Head of Early Years & Lower Primary School, Ms Sakina Nanjiani, Assistant Head of Early Years and Lower Primary School or myself, we are available to support your child and assist you with any matters.

We hope you and your child will find The Learning Tree to be a happy, enjoyable, and stimulating experience.

Naila Jamall
Head of School

CAMBRIDGE LEARNER & TEACHER ATTRIBUTES

	Cambridge learners	Cambridge teachers
Confident	<p>Confident in working with information and ideas – their own and those of others.</p> <p>Cambridge learners are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.</p>	<p>Confident in teaching their subject and engaging each student in learning.</p> <p>Cambridge teachers know their subject well and know how to teach it. They seek to understand their students and their educational needs. They strive to communicate a love of learning and to encourage students to engage actively in their own learning.</p>
Responsible	<p>Responsible for themselves, responsive to and respectful of others.</p> <p>Cambridge learners take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.</p>	<p>Responsible for themselves, responsive to and respectful of others.</p> <p>Cambridge teachers are highly professional in their approach to teaching and they are collaborative and supportive. They understand their actions will help shape future generations and they are concerned about the holistic development of every individual they teach.</p>
Reflective	<p>Reflective as learners, developing their ability to learn.</p> <p>Cambridge learners understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be life-long learners.</p>	<p>Reflective as learners themselves, developing their practice.</p> <p>Cambridge teachers are themselves learners, seeking to build on and develop their knowledge and skills through a virtuous circle of reflection on practice – involving research, evaluation and adaptation. They support students to become independent and reflective learners.</p>
Innovative	<p>Innovative and equipped for new and future challenges.</p> <p>Cambridge learners welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.</p>	<p>Innovative and equipped for new and future challenges.</p> <p>Cambridge teachers are creative, experimenting with new ideas and pursuing an enquiring approach in their teaching. They are open to new challenges, being resourceful, imaginative and flexible. They are always ready to learn and apply new skills and techniques.</p>
Engaged	<p>Engaged intellectually and socially, ready to make a difference.</p> <p>Cambridge learners are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.</p>	<p>Engaged intellectually, professionally and socially, ready to make a difference.</p> <p>Cambridge teachers are passionate about learning within and beyond the classroom, sharing their knowledge and skills with teachers in the wider educational community.</p>

Learn more about the Cambridge learner:

https://www.youtube.com/watch?v=QIJqQus82n8&ab_channel=CambridgeInternationalEducation

**CAMBRIDGE EARLY
YEARS'
PROGRAMME
OVERVIEW**

CURRICULUM AREAS

These six curriculum areas provide a comprehensive framework for nurturing children's development in the early years across various domains.

By addressing these curriculum areas holistically, we support children's development in a well-rounded manner, ensuring they are equipped with the skills and knowledge needed for future success.

1. **COMMUNICATION AND LITERACY:** This area focuses on developing language skills such as speaking, listening, reading, and writing. By engaging children in activities that emphasize the importance of language and exposing them to a wide range of texts, we encourage a lifelong curiosity for learning.
2. **CREATIVE EXPRESSION:** Creative expression allows children to communicate their ideas and nurture their imagination through various mediums such as art, music, dance, and drama. It integrates skills and cognitive processes from multiple disciplines, fostering holistic development.
3. **MATHEMATICS:** Early exposure to mathematical concepts is crucial for children to understand its relevance in daily life. Through games and activities, children can become familiar with mathematical language, thinking, and concepts, preparing them for primary education and beyond.
4. **PHYSICAL DEVELOPMENT:** This area promotes the development of movement skills through play, instilling positive attitudes towards physical activity and laying the groundwork for healthy, active lifestyles.
5. **PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT:** Central to children's overall well-being and success, this area focuses on fostering social relationships, emotional regulation, empathy, and self-esteem. It forms the foundation for learning in all other areas.
6. **UNDERSTANDING THE WORLD:** Encouraging children's natural curiosity, this area encompasses exploration of their surroundings and lays the groundwork for subjects like science, digital literacy, computing, and humanities. It nurtures a sense of wonder and inquiry about the world.

OUR APPROACH TO TEACHING & LEARNING

At The Learning Tree, we firmly believe in the power of play-based learning as a foundation of education. Guided by our skilled practitioners, children actively participate in play to acquire knowledge and skills, making learning a meaningful and enjoyable experience.

BENEFITS OF PLAY-BASED LEARNING

- **Play-based learning strengthens development, especially in the early years.** Play is essential when implementing a holistic curriculum and supporting all aspects of child development. For example, play-based learning often involves social interaction, which is vital for language development and also helps children to develop friendships, which are an essential part of social and emotional development. Play-based learning also supports cognitive and physical development by allowing children to build their working memory and make connections through actively taking part. For example, mark-making supports children's fine motor skills (physical development) as well as their understanding that writing conveys meaning.

- **Play-based learning helps children to develop their social and cultural identities and positive relationships.** Play-based learning, especially when it is child-initiated, gives children greater freedom to experiment with different identities. For example, during a role-playing game, a child might pretend to be a mischievous character by deliberately making a mess and refusing to clean up. Opportunities like these help children to test which behaviours get the most favourable responses, helping them to see what is most appropriate in their wider social context. Similarly, children may mimic cultural customs in their play (for example, marching when pretending to be a soldier or bowing to show respect to a child wearing a crown). Sensitive and appropriately timed interactions from skilled practitioners help children to reflect on these experiences and begin to form a deeper understanding of their social and cultural identities. Play-based learning also provides children with countless opportunities to rehearse interpersonal skills such as co-operating and working with others, and this in turn helps children to build positive relationships.
- **A play-based approach encourages positive behaviours for learning.** Child-directed, play-based learning requires children to make decisions about how they spend their time and the amount of effort they put into activities. This supports perseverance, resilience and intrinsic motivation (that is, the desire to do something which is driven by a child's own goals or ambitions and does not depend on reward or praise from others). These positive behaviours for learning are all related to good [self-regulation](#).
- **Play-based learning encourages self-expression and creativity.** A play-based approach gives children the time and space to interact with open-ended, multi-sensory resources, resulting in plenty of opportunities for self-expression and creativity. For example, when provided with spoons, containers and teabags of different flavours, some children might brew, smell and taste the tea they've created, while others may use these resources to create tuned percussion instruments by filling the containers to different levels and noticing the different sounds they make when tapped with spoons.
- **Play-based learning in a familiar environment helps children to become more comfortable with risk-taking and problem-solving.** Children feel a sense of security and belonging in a familiar environment. When this environment has resources which capture children's interests, they will explore and investigate. As they play, children develop the confidence to direct their own learning, try different ways of achieving a task or solving a problem, and take risks without fear of failure.

SETTLING YOUR CHILD INTO SCHOOL

Taking the time to settle your child into their new school environment is crucial. While some children adapt quickly, others may need more time. Regardless, having a familiar presence during this transition is essential for all children.

We recommend that you plan to accompany your child for the first few days and gradually increase the time apart each day until they are comfortable staying for the entire session. During the initial weeks of the school term, our focus is on helping children adjust to the school routine.

NAVIGATING GOODBYES:

UNDERSTANDING SEPARATION IN THE SCHOOL SETTING

Separation is an inevitable and challenging aspect of life. From small losses like a favourite jacket to more significant ones like the passing of a loved one, we all encounter separation throughout our lives. How we handle separation is often shaped by our early experiences.

Attentive caregivers acknowledge the importance of separation for young children. Rather than rushing through goodbyes, they recognize that children need to experience and manage the process of separation. It's common for young children to express fear and helplessness when separated from familiar family members, often manifesting as frustration, anger, or withdrawal. Guiding a child through these emotions towards a sense of trust is both challenging and rewarding for parents and educators alike. Trust, in oneself and others, is a fundamental aspect of growing up. Sensitivity between parents and teachers is crucial in supporting children through this process.

STRATEGIES FOR PARENTS TO EASE SEPARATION

PREPARE YOUR CHILD: Familiarize your child with the school environment by visiting together and discussing what to expect in simple terms they can understand. Spend 1-2 hours at the school following the provided orientation agenda before your child starts.

BRIDGE THE GAP: Share your child's routines, preferences, and dislikes with the teacher. Involve your child in selecting comforting items to bring to their "new place."

MAKE THE TIME REAL: Help your child understand when you'll return by narrating the sequence of activities. For example, "First, Mommy goes home or to work, then you play with your friends, and after snack-time, I'll come to take you home."

TALK POSITIVELY: While it's normal for parents to feel ambivalent about leaving, express confidence in the chosen situation. Children may interpret parental hesitation as the new environment being unsafe.

ACCEPT YOUR CHILD'S FEELINGS: Acknowledge your child's emotions if they resist going to school. Verbalize their fears, such as "I know it feels scary to go to a new place," or "you seem really upset when I leave."

GIVE SOME AREAS OF CONTROL: Allow your child to make small decisions, like choosing what to wear or bring to share, to empower them in a situation where they lack control.

TELL STORIES: Share personal anecdotes about feeling nervous in new situations to normalize your child's emotions. Knowing that adults also experience these feelings can be reassuring for children.

DEVELOP A ROUTINE: Establish a consistent goodbye routine, whether it's holding hands up to the door, singing a song in the car, or sharing a hug and kiss. Predictability helps ease anxiety and allows children to engage more fully in the school program.

TAKE CARE OF YOURSELF: Recognize that separation can be harder on parents than on children. Don't hesitate to reach out to the school or teacher for updates on your child's adjustment. Share your feelings with your partner or a friend, and remember to take moments for self-care, including a deep breath or a quiet moment away from your child's view. Pat yourself on the back for supporting your child through one of life's significant emotional milestones—loving and saying goodbye.

**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.

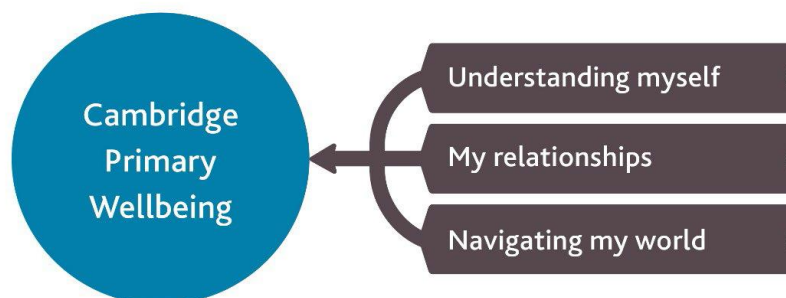
ENGAGED – Learners begin to reflect on and understand their emotions, strengths, and personal needs. This can lead to increased self-awareness and confidence, which can enhance engagement in learning and other activities. Encouraging learners to take a proactive approach to managing their own wellbeing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

GLOBAL PERSPECTIVES CURRICULUM OVERVIEW

KEY BENEFITS

Cambridge Primary Global Perspectives allows learners aged 5 to 11 to develop and embed the skills of analysis, collaboration, communication, evaluation, reflection and research from the beginning of their formal education. Research says that the earlier learners start to develop and practise these transferable skills, the greater the impact on their learning. These skills support them in their studies in primary and prepare them for Cambridge Lower Secondary and beyond.

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.

AIMS

Following Cambridge Primary Global Perspectives 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 English
- understanding of their personal and local context, as well as having global awareness.

In Cambridge Primary Global Perspectives, 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.

OVERVIEW OF THE STRANDS

The curriculum is divided into strands, each representing a skill through which students approach challenges or issues. These challenges may be personal, local or Global.

Each strand corresponds to one of the skills:

- | | | |
|------------------------|------------------------|---------------------|
| ▪ ANALYSIS | ▪ COMMUNICATION | ▪ REFLECTION |
| ▪ COLLABORATION | ▪ EVALUATION | ▪ RESEARCH |

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 developing 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 has 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 an artist and as a creative thinker.

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, to consider approaches to solving problems, to pursue new approaches to their own work, and to 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**

SCHOOL-WIDE EVENTS

At TLT, we are committed to providing a well-rounded educational journey that transcends mere academic boundaries. We firmly assert that a holistic education encompasses not only scholastic pursuits but also embraces the realms of sports, drama, and various extracurricular activities. These events serve as invaluable platforms for students to showcase their talents, allowing them to flourish beyond the confines of the classroom.

SPORTS DAY

Sports and athletics are integral components of our extracurricular program. Our annual Sports Day event offers every student the opportunity to participate. While we encourage and train students to perform at their best, our primary goal is to foster a spirit of participation in competitive sports, free from the fear of failure. Through drills and practices, students develop the skills necessary to enhance their athletic abilities.

ART EXHIBITION

The annual Art Exhibition at The Learning Tree presents a platform for students to proudly exhibit their artistic talents and unleash their creativity. Through this event, students are given the chance to express themselves through various forms of art and design, showcasing the skills they've honed in their art classes. Guided by a theme, they delve into their imaginations, producing unique and thought-provoking pieces. What makes this exhibition even more enriching is the involvement of professional artists from the local community who serve as judges, providing valuable feedback and recognition for the students' efforts and achievements.

THEATER EXTRAVAGANZA

Our theatrical productions not only cultivate self-confidence but also provide a platform for students to explore their talents and collaborate as a team. Each play is carefully selected and adapted to suit the age and grade level, with roles assigned based on individual strengths. We ensure that every child plays a significant role, delivering at least one dialogue. Teachers invest considerable time and effort into rehearsing students, culminating in a memorable performance that showcases the collective efforts of students and staff.

ACADEMIC EXHIBITION

The annual 'Academic Exhibition' offers a platform for showcasing student learning across key developmental areas. Parents are invited to participate in activities and games conducted by students, gaining practical insights into our curriculum at various grade levels. This event fosters meaningful interactions between students and parents, deepening understanding of our academic programs.

GREAT KINDNESS CHALLENGE

Each year, our school eagerly participates in The Great Kindness Challenge, a significant event that underscores our commitment to fostering a culture of compassion and empathy within our community. This global initiative serves as a proactive and positive self-focused bullying prevention program, elevating our school climate and enhancing student engagement.

Throughout The Great Kindness Challenge, which spans several weeks, our school community collaboratively engages in a myriad of activities aimed at nurturing kindness. By utilizing the kindness checklist provided, students enthusiastically accept the challenge, demonstrating through their actions that kindness truly matters.

This event not only reinforces the importance of empathy but also strengthens the bonds within our school community. It serves as a poignant reminder that small acts of kindness can have a profound impact, fostering a culture where everyone feels valued and supported.

CULTURAL AND RELIGIOUS HOLIDAYS

We commemorate various cultural and religious observances through celebrations, storytelling sessions, singalongs, and other activities. In an increasingly interconnected world, we recognize the importance of exposing children to diverse cultures to nurture acceptance and tolerance, key attributes of global citizenship.

CO-CURRICULAR ACTIVITIES

Our primary school students have access to a range of extracurricular activities both on and off campus. The popular 'activities' allow students to engage in activities of their choice each term, led by professionals who prioritize student well-being.



TLT

THE LEARNING TREE

**GENERAL PROCEDURES
& GUIDELINES**



SCHOOL TERM DATES AND TIMINGS 2025-26

	TERM BEGINS	MID-TERM BREAK	TERM ENDS
1st Term	August 2025	October 2025	December 2025
2nd Term	January 2026	March 2026	May 2026

A detailed school calendar will be posted on the school website and emailed via Quickschools at the beginning of each term.

SCHOOL HOURS (Monday to Thursday):

Pre-Nursery Students:	9:30 a.m.	11:30 a.m.
Nursery Students:	9:00 a.m.	12:00 p.m.
Pre-Kindergarten Students:	8:00 a.m.	12:30 p.m.
Kindergarten Students:	7:50 a.m.	1:00 p.m.
Grade I – Grade III Students:	7:50 a.m.	1:15 p.m.

SCHOOL HOURS (Friday Only):

Pre-Nursery Students:	9:30 a.m.	11:30 a.m.
Nursery Students:	9:00 a.m.	12:00 p.m.
Pre-Kindergarten Students:	8:00 a.m.	11:45 a.m.
Kindergarten Students:	7:50 a.m.	12:00 p.m.
Grade I Students:	7:50 a.m.	12:00 p.m.
Grade II & Grade III Students:	7:50 a.m.	11:45 a.m.

GENERAL SCHOOL POLICIES

Morning and Home Time Guidelines

Entrance and Exits / Parking: Please park your cars in an orderly manner outside the school. Please avoid parking in front of any gate. All cars are to approach the school from Rojhan Road (please follow the traffic flow map) and exit from the Bagh-e-Mucca side (ONE-WAY traffic only). Please refrain from driving fast and blowing your car horns.

Kindly convey these instructions to your drivers (the traffic map is attached on the last page of the handbook).

Pick and Drop Rules:

We emphasize children being punctual. The door will be closed at the times indicated below:

Pre-Nursery students	9.40 a.m.
Nursery students	9.10 a.m.
Pre-K - Grade III students	8:05 a.m.

Children and teachers find it very disruptive to have parents walking in and out during school hours. If you arrive late please do not knock on the main door; instead, intercom the office. If you wish to pick up your child early, please inform your child's teacher in the morning and intercom the office once you arrive to collect your child

Collect your child promptly at home time, or call us if there is any delay, so that we can reassure your child. Parents should wait outside till they hear the 12:00 noon bell at home time before they enter the building.

Kindly direct your maids to wait a couple of minutes after the bell before they enter the building. The reason behind this policy is so that teachers can scrutinize ID cards and avoid overcrowding inside the building. Drivers are not allowed inside the school premises and must wait next to the main gate, and hand over the ID card to the school guard or maid, who will then proceed to bring your child to the main entrance.

Collect your child yourself or notify the school office if someone else is collecting him or her from school. They must always show the issued ID card at the gate. Please remember that once a teacher hands over your child to you or the maid/driver, the teachers are not responsible for the supervision of your child.

Identity Cards:

Please Note: -

- As a safety precaution, all students will be issued with an I.D. card at the beginning of the term. This must be shown at the main entrance gate by whoever collects the child or enters the school premises.
- Unidentified persons will not be permitted to take a child away from school.
- When any change is to be made in the method of a child's departure, please notify the class teachers or school office by a note or telephone.
- We cannot accept messages delivered orally by children.
- If you require a duplicate copy of the card, kindly send an application along with a passport-sized photograph of your child to the school office.

Personal Care:

ILLNESS

It is the parent's responsibility to inform the school immediately if a child becomes ill. Parents are asked to keep children at home until they are well to minimize the spread of any illness.

If the child becomes ill during the school day, the parents will be notified promptly and the child will be cared for until a parent or designated person (who shows the issued identity card) comes to collect the child.

Parents are responsible for keeping the school informed about emergency telephone numbers and it is expected that sick children will be picked up promptly upon notification.

PLEASE MAKE SURE YOUR CHILD IS FULLY FIT BEFORE RETURNING TO SCHOOL. If your child has had a contagious illness, e.g. chicken pox, typhoid or any such infection, he/she will not be permitted to rejoin school without a clearance doctor's certificate.

MEDICINE AND SPECIAL MEDICAL ATTENTION

The Learning Tree will not administer non-prescription or prescription medicine to children. We do, however, appreciate that in certain circumstances – as in the case of asthmatic children - immediate attention in the form of inhalers may well be required. We ask all parents to complete the school's Medical Form prior to their child starting school and any necessary medicine for emergency purposes must be noted on the form.

EMERGENCY MEDICAL TREATMENT

The school has a well-equipped First Aid box and staff has been given basic First Aid training by Indus hospital representatives. In the event of a serious accident, parents or the emergency contact noted on the Medical Form will be telephoned immediately. The Aga Khan Hospital / South City Hospital will be used as a treatment centre.

HEAD LICE:

To ensure hygiene and safety requirements are maintained we carry out regular checks in school. If it is discovered that there is a case of head lice, we immediately notify parents to take their child home. It is kindly requested that parents do not send their child to school till they are certain that their child's hair is completely lice-free.

Miscellaneous Notes:

SNACK TIME:

Nursery & Pre-Nursery: The students are not required to bring a lunch box or a water bottle. The school will provide a healthy snack and a drink, e.g. fruits, vegetables, cookies & mineral water.

Pre-Kindergarten - Grade III: Students are required to bring their own snacks and a water bottle. A snack menu will be issued at the beginning of the term. No juices or fizzy drinks are allowed.

SCHOOL UNIFORM:

Nursery & Pre-Nursery: Students are required to dress in casual comfortable attire. However, every Wednesday of the week, they will be required to wear The Learning Tree sports practice uniform available at Naam Sports. Please note that you will be informed of your child's house colour, therefore kindly refer to the notice before purchasing the uniform.

Pre-Kindergarten - Grade III: Students are required to be dressed in complete school uniform with white socks and P.E. shoes. However, on PE days, they will be required to wear The Learning Tree sports practice uniform available at Naam Sports. Please note that you will be informed of your child's house colour, therefore kindly refer to the notice before purchasing the uniform.

PERSONAL ITEMS / TOYS:

We do understand that children enjoy bringing their own special items to school from time to time. Please try to ensure that these are collected on the same day to avoid loss, as we can not guarantee looking after them.

SCHOOL EQUIPMENT:

All school equipment, however trivial must remain on the premises. If your child inadvertently takes anything home, please return it to the school as soon as possible.

BIRTHDAYS:

The Learning Tree does mark the occasion with a birthday song and celebration. Parents are welcome to bring a special treat for their child's birthday. Please check with the class teacher a few days before, who will let you know the number of children and the best day for the treat to take place, in case the birthday falls on a weekend. Presents of any kind are not permitted, e.g., candy, toys or any other form of a giveaway.

HOLIDAYS:

Parents are requested to take trips and holidays during the scheduled school holidays rather than in term-time. Parents will be notified of the half-term and public holidays at the start of every term. Please remember that absence hinders progress at every level in the school. One week's notice of holidays should be given in writing to the Administrator. Parents are also advised to check the notice board (located in front of the main door) for any important announcements.

In the event of an unscheduled holiday during the term, parents will receive a text message through our official school bulk SMS system. You are also advised to regularly check our school website: www.tlt.edu.pk

PARENT-TEACHER MEETINGS:

Pre-Nursery & Nursery: Parent-teacher meetings are held once a year, at the end of the first term (December). However, should a parent need to discuss a particular aspect of the child's schooling or have any queries, we are happy to arrange an appointment with your child's teacher, academic coordinator or the head of school at any time during the school year.

Pre-Kindergarten – Grade III: Parent-teacher meetings are held thrice a year (October, December, March). However, should a parent need to discuss a particular aspect of the child's schooling or have any queries, we are happy to arrange an appointment with your child's teacher, academic coordinator or the head of school at any time during the school year.

WEEKLY ASSEMBLY:

Weekly assembly will be held every Wednesday for Lower Primary School. Parents are welcome to attend the assembly. During the weekly assemblies, special announcements are made. Students from one section of a grade level are chosen to recite the 'tilawat', with English and Urdu translations. In addition, they present their new learning and understanding of concepts to members of their school community.

DISCIPLINE POLICY AT THE LEARNING TREE

Our policy is that a child is never naughty, but certain actions or reactions are not acceptable. We do not physically reprimand. If the problem cannot be solved quickly, we will remove a child/children from situations for a 'cool down' period and then return them to the classroom.

GENERAL TRAFFIC GUIDELINES FOR ALL PARENTS

Dear Parents,

In order to maintain a smooth and safe traffic flow in the mornings, we have formulated the following set of traffic guidelines, which you are required to follow while dropping off your child at school. Please go through the traffic flow plan with great care. These guidelines are there for your child's safety.

GENERAL GUIDELINES:

1. Please Park your cars in an orderly manner outside the school.
2. Please avoid parking in front of any gate.
3. All cars are to approach the school from Rojhan Road (please follow traffic flow map) and exit from the Hosh Mohd Park side (ONE-WAY traffic only).
4. Please refrain from driving fast and blowing your car horns.
5. School staff will be there every morning to ensure the safety of your children and the enforcement of the traffic rules.
6. If you want to accompany your children and drop them off personally, please park your car at an appropriate parking place and in a manner that does not inconvenience others.
7. Please do not park in the NO PARKING areas.
8. Please inform your drivers and other family members of these traffic rules.

DROP ZONES:

1. Please drop off your children in the Drop Zone ONLY:
 - Pre-Nursery – Pre-Kindergarten at **Gate 1**
 - Kindergarten & Grade 1 at **Gate 2**
 - Grade 2 & Grade 3 at **Gate 3**
2. Please make sure that your children sit on the left side of the car so that they can exit quickly and a smooth flow of traffic is maintained.
3. Kindly avoid keeping the school bags/lunch boxes, etc. in the boot of the car, as their retrieval will slow down the flow of traffic.

Parents, you are the role models for our students, and we depend on you to follow rules and contribute to our school community to set an example for your children. It is your positive attitude towards the institution that sets the tone for a conducive and happy learning environment. I look forward to having a mutually beneficial year ahead of us and thank you for your cooperation.

Naila Jamall
Head of School

THE LEARNING TREE

Preschool Location Map

