



Subject	Global Perspectives
Class	English A
School Year	2024-25
Teacher	Adrián Estévez Cebreiro
Learning objectives What do we want to learn this year?	<p>Research Skills</p> <p>Formulating Research Questions</p> <ul style="list-style-type: none"> • Develop questions independently to deepen understanding of a subject. <p>Information Skills</p> <ul style="list-style-type: none"> • Identify and locate relevant information within provided sources to answer queries. <p>Conducting Research</p> <ul style="list-style-type: none"> • Carry out investigations through interviews, questionnaires, observations, and measurements. <p>Recording Findings</p> <ul style="list-style-type: none"> • Select, organise, and document information using simple charts or diagrams. <p>Analysis Skills</p>

Recognising Perspectives

- Understand that different individuals may have varying opinions or beliefs on a subject.

Interpreting Data

- Draw basic conclusions from graphical or numerical data.

Making Connections

- Discuss simple causes of personal actions and their consequences on others.

Problem-Solving

- Suggest personal actions that could positively impact an issue affecting others.

Evaluation Skills

Assessing Sources

- Analyse a source by recognising the author's perspective on the subject.

Evaluating Arguments

- Offer a reasoned opinion on another person's viewpoint.

Reflection Skills

Personal Contribution

- Recognise strengths and areas for improvement in your teamwork contributions.

Teamwork

- Evaluate how collaboration enhanced the shared outcome.

Personal Viewpoints

- Reflect on what was learned during an activity and how personal ideas have evolved.

Personal Learning

- Identify which types of activities best support your learning.

Collaboration Skills

Cooperation and Interdependence

- Allocate tasks within a team to achieve a common goal.

Engaging in Teamwork

- Contribute ideas and work constructively with others to achieve a shared outcome.

Communication Skills

Communicating Information

- Present information on a given topic clearly and in an organised manner.

Listening and Responding

- Listen attentively during discussions and respond with relevant ideas and questions.

Topics:

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

Cambridge Primary Global Perspectives is delivered through a series of Challenges. These Challenges consist of teaching and learning materials that offer engaging contexts for achieving the learning objectives.

Collaborative Learning:

We will draw upon the diverse backgrounds of our students as frames of reference.

Contextualised Resources:

Classroom materials will be designed or selected based on the students' experiences and interests.

Group Work and Experiential Learning:

Students will work in groups, complete project reports collaboratively, and participate in fieldwork outings. They will focus on utilising each other's life experiences and respecting differing opinions and perspectives to enrich the learning experience for all.

Teaching Strategies

How will we learn? -
Organisation and
practice

	<p>Differentiation:</p> <p>Tailoring instruction to meet the diverse needs of learners.</p>
<p>Cross-curricular activities:</p> <p>Connections with other subjects?</p>	<p>The programme develops the skills of research, analysis, evaluation, reflection, collaboration and communication. It strengthens the links across English as a first or second language, mathematics, science and ICT Starters.</p>
<p>Assessment</p> <p>How will we know what we have learned?</p>	<p>To gauge our learning progress, we will utilise a variety of assessment methods, including ongoing formative assessments, self-reflections, and peer feedback. Additionally, the Cambridge Primary Checkpoints will be a key tool in evaluating our understanding and skills. These checkpoints provide a comprehensive measure of student progress, allowing us to identify strengths and areas for improvement. By using these checkpoints alongside other assessment strategies, we can ensure a well-rounded understanding of the material and track our growth effectively throughout the course.</p>
<p>Materials/ other remarks:</p>	<p>Cambridge Primary Global Perspectives is taught through a series of Challenges. The Challenges are a set of teaching and learning materials that provide stimulating contexts for the teaching and learning of the learning objectives listed in Section 1 of this document.</p> <p>Books: Oxford Global Perspectives & iPrimary Global Citizenship</p>

Subject	English: Language, Writing, Phonics, Reading
Class	English A
School Year	2024-25
Teacher	Sara Knox

<p>Learning objectives</p> <p>What do we want to learn this year?</p>	<p><u>Listening Skills</u> <i>To be able to listen, understand and respond to others, students will:</i></p> <ul style="list-style-type: none"> •concentrate while others are speaking •be able to take turns in speaking and listening •make comments on what they hear •listen to others' reactions •ask questions for greater understanding. <p><u>Speaking Skills</u> <i>To be able to speak clearly, fluently and confidently, students will:</i></p> <ul style="list-style-type: none"> •develop and increase their vocabulary of English as a First or Second Language •be able to ask and answer questions using the appropriate intonation •share their experiences with others •repeat rhymes and poems in groups and individually •read their own texts clearly to others •act out everyday situations in role-play •make short plays from well-known traditional stories from a variety of cultures •take part in group activities which require co-operation and discussion. <p><u>Reading Skills</u> The pupils have to be able to recognise and remember letters, sounds, words and word patterns and rhymes. Each child does this in a different way or in a combination of ways: By looking (visual), by listening (aural), by speaking (oral), by building/making/drawing/writing (manual), or even by singing and moving around, memory can be trained and developed.</p> <p><u>Writing Skills</u> <i>Working with the teacher and in groups in order to develop their writing the students will:</i></p> <ul style="list-style-type: none"> •write and use familiar words in short, relevant texts •attempt to write unfamiliar words as part of a free text •use the texts they read as models for their own writing •learn how to use capital letters, full stops and question marks. •recognise and use speech marks
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	<ul style="list-style-type: none"> •understand that word choice and word order are vital to meaning •find and use information from an illustrated text.
<p>Teaching Strategies</p> <p>How will we learn?- Organisation and practice</p>	<ul style="list-style-type: none"> • Collaborative Learning: partnerships, mixed ability grouping, whole class • Differentiation: providing a scaffolded support to meet specific needs • Peer teaching and learning • Whole class discussions • Utilizing the diversity of our class to our advantage (Prior knowledge, peer teaching) • Student centered learning to enhance interest and engagement. • Positive reinforcement • Modelling Communication skills (assertion, respect, etc) • Integrated lessons (English + Science, Music + Math, etc) • A consideration for all learners for planning
<p>Cross-curricular activities:</p> <p>Connections with other subjects?</p>	<p>In English A, teacher will actively integrate multiple subjects into a cohesive and interconnected curriculum. It is the goal of the teacher to create an interdisciplinary, educational experience that fosters critical thinking, creativity, and problem-solving skills in all subjects. Additionally, integrating subjects when possible, allows all students to see the connection between concepts, strategies, and skills.</p>
<p>Assessment</p> <p>How will we know what we have learned?</p>	<ul style="list-style-type: none"> • Diagnostics: BOY, MOY, and EOY assessments to create baseline data for each child and track progress and gains. • Formative Assessments • Summative Assessments • Oral Assessments • Self-Assessments • Skills Assessments

Materials/ other remarks:	<p>The complete syllabus can be found on the Cambridge Primary website</p> <p>www.primary.cambridgeinternational.org/curriculum</p> <ul style="list-style-type: none"> • All literacy materials are from Oxford University press • Reading scheme is Oxford Learning Tree • Words Their Way • The Reading Strategies Book 2.0 • The Dolch Sight Words
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Subject	
Class	
School Year	2024-25
Teacher	
<p>Learning objectives</p> <p>What do we want to learn this year?</p>	<p>Numbers</p> <p>To order and recognise the numbers up to 100</p> <p>To count forwards to 100, and backwards from 100.</p> <p>To count 'one more than' a set of objects.</p> <p>To use the symbols '+', '-' and '='.</p> <p>To recognise repeating patterns.</p> <p>To add two numbers (total up to 100).</p> <p>To recognise the numerals up to 100.</p> <p>To subtract from a number of objects (up to 100).</p> <p>To recognise 'one less than' a number.</p>

Money:

To recognise the coins and know their value

To recognise the notes and know their value

To understand the concept of buying and selling.

Length:

To compare the lengths of two objects.

To compare the heights of two objects.

To measure the length using a non-standard unit.

To measure length using decimeter sticks and meter stick.

Weight:

To compare the weights of two objects by feel.

Know the units lbs, kilos, grams

Capacity:

To compare two containers by pouring.

Know the concepts: full, nearly full, half full, nearly empty, empty

Time:

To recognise the hours on digital and analogue clocks.

To recognise and order the days of the week.

To recognise and order the months of the year

To understand the terms yesterday, today, tomorrow.

2-D shapes:

To recognise and name squares, circles, triangles, rectangles, rhombus, trapezoids, hexagons, and pentagons

Know the concepts: sides

3-D shapes:

To recognise and name cubes, pyramids (triangular/square), cuboids, spheres

To sort 3-D shapes according to whether or not they roll.

Know the concepts: faces, edges, verticies

Fractions:

To recognise halves and quarters of shapes.

Graphs:

To construct a block graph.

To construct a pictograph.

Symmetry:

To create symmetrical patterns.

Draw a line of symmetry

Draw reflections

Students who are proficient in these skills will advance to stage 3 extending addition, subtraction up to 100 plus knowledge of multiplication facts for 2, 3, 4, 5, 6 and 10 tables .

Teaching Strategies

- Collaborative Learning: partnerships, mixed ability grouping, whole class

<p>How will we learn? - Organisation and practice</p>	<ul style="list-style-type: none"> • Differentiation: providing a scaffolded support to meet specific needs • Peer teaching and learning • Whole class discussions • Utilizing the diversity of our class to our advantage (Prior knowledge, peer teaching) • Student centered learning to enhance interest and engagement. • Positive reinforcement • Modelling Communication skills (assertion, respect, etc) • Integrated lessons (English + Science, Music + Math, etc) • A consideration for all learners for planning
<p>Cross-curricular activities: Connections with other subjects?</p>	<p>In English A, teacher will actively integrate multiple subjects into a cohesive and interconnected curriculum. It is the goal of the teacher to create an interdisciplinary, educational experience that fosters critical thinking, creativity, and problem-solving skills in all subjects. Additionally, integrating subjects when possible, allows all students to see the connection between concepts, strategies, and skills.</p>
<p>Assessment How will we know what we have learned?</p>	<ul style="list-style-type: none"> • Diagnostics: BOY, MOY, and EOY assessments to create baseline data for each child and track progress and gains. • Formative Assessments • Summative Assessments • Oral Assessments • Self-Assessments • Skills Assessments
<p>Materials/ other remarks:</p>	<p>EA follow the Cambridge Primary Maths Curriculum</p>

Subject	Physical Education
Class	EA
School Year	2024-25
Teacher	Sara Knox
<p>Learning objectives</p> <p>What do we want to learn this year?</p>	<ul style="list-style-type: none"> • Physical education is based on the pupils' different assumptions and knowledge about physical activity. • Students should develop their basic motor skills and general knowledge of the body: students will discover the many possibilities of the body through a wide variety of meaningful physical activities and games. • Through introduction to versatile sports activities, students must develop their understanding of the diversity of sport: students will actively play games, rhythm and gymnastics. • Students will talk about the emotions that occur in play and physical exercise, but also what reactions the body has on physical activity. • Students should work in physical exercise and exercise their physical form, increase their knowledge of the body's strength and ability, and acquire skills and knowledge that physical activity can enhance physics and the individual's health and well-being. • It is crucial to work with the students' ability to collaborate and understand rules and agreements in sporting contexts based on socialization and acceptance. Basic elements of cooperation and rules work through versatile movements in play and play. • Moving well: Practise and refine basic movement skills.

	<ul style="list-style-type: none"> • Understanding movement: Describe own and others' movement using simple activity-specific vocabulary • Moving creatively: Explore a variety of movements and movement patterns that begin to demonstrate creativity.
<p>Teaching Strategies</p> <p>How will we learn? - Organisation and practice</p>	<ul style="list-style-type: none"> • Collaborative Learning: partnerships, mixed ability grouping, whole class • Differentiation: providing a scaffolded support to meet specific needs • Peer teaching and learning • Whole class discussions • Utilizing the diversity of our class to our advantage (Prior knowledge, peer teaching) • Student centered learning to enhance interest and engagement. • Positive reinforcement • Modelling Communication skills (assertion, respect, etc) • Integrated lessons (English + Science, Music + Math, etc) • A consideration for all learners for planning
<p>Cross-curricular activities:</p> <p>Connections with other subjects?</p>	<p>In English A, teacher will actively integrate multiple subjects into a cohesive and interconnected curriculum. It is the goal of the teacher to create an interdisciplinary, educational experience that fosters critical thinking, creativity, and problem-solving skills in all subjects. Additionally, integrating subjects when possible, allows all students to see the connection between concepts, strategies, and skills.</p>
<p>Assessment</p>	<ul style="list-style-type: none"> • Formative Assessments • Oral Assessments • Self-Assessments • Skills Assessments

How will we know what we have learned?	
Materials/ other remarks:	Sports materials: balls, nets, cones, scarves, etc

Subject	Art
Class	EA
School Year	2024-25
Teacher	Sara Knox
Learning objectives What do we want to learn this year?	<p><u>Experiencing</u></p> <p><i>Students will understand:</i></p> <p>Simple formal elements of art, such as texture, are encountered and discussed, as is art and design in a range of forms, and from different times and cultures.</p> <p><u>Making</u></p> <p><i>Students will be encouraged to:</i></p>

	<p>develop their skills, both independently and with support, and should be praised for trying new things, and for showing confidence.</p> <p><u>Reflecting</u></p> <p><i>Students will:</i></p> <p>begin to critique and connect their own and others' work as part of the artistic process, for example by forming connections between their own work and that of a peer or other artist.</p> <p><u>Thinking and Working Artistically</u></p> <p><i>Students will:</i></p> <p>Find simple ways for their artwork to be refined and share the process of working on a particular task.</p>
<p>Teaching Strategies</p> <p>How will we learn? - Organisation and practice</p>	<ul style="list-style-type: none"> • Collaborative Learning: partnerships, mixed ability grouping, whole class • Differentiation: providing a scaffolded support to meet specific needs • Peer teaching and learning • Whole class discussions • Utilizing the diversity of our class to our advantage (Prior knowledge, peer teaching) • Student centered learning to enhance interest and engagement. • Positive reinforcement • Modelling Communication skills (assertion, respect, etc) • Integrated lessons (English + Science, Music + Math, etc) • A consideration for all learners for planning

Cross-curricular activities:	In English A, teacher will actively integrate multiple subjects into a cohesive and interconnected curriculum. It is the goal of the teacher to create an interdisciplinary, educational experience that fosters critical thinking, creativity, and problem-solving skills in all subjects. Additionally, integrating subjects when possible, allows all students to see the connection between concepts, strategies, and skills.
Connections with other subjects?	
Assessment	<ul style="list-style-type: none"> • Formative Assessments • Oral Assessments • Self-Assessments • Skills Assessments
How will we know what we have learned?	
Materials/ other remarks:	

Subject	Music
Class	EA
School Year	2024-25
Teacher	Sara Knox
Learning objectives	

<p>What do we want to learn this year?</p>	<p>Making music</p> <p><i>Students will actively:</i></p> <p>Contribute to performances with mostly accurate timing and awareness of pulse and melodic shape.</p> <p>Making sense of music</p> <p><i>Students will actively:</i></p> <p>Listen and respond to music through asking and answering questions and making sounds and movement.</p>
<p>Teaching Strategies</p> <p>How will we learn? - Organisation and practice</p>	<ul style="list-style-type: none"> • Collaborative Learning: partnerships, mixed ability grouping, whole class • Differentiation: providing a scaffolded support to meet specific needs • Peer teaching and learning • Whole class discussions • Utilizing the diversity of our class to our advantage (Prior knowledge, peer teaching) • Student centered learning to enhance interest and engagement. • Positive reinforcement • Modelling Communication skills (assertion, respect, etc) • Integrated lessons (English + Science, Music + Math, etc) • A consideration for all learners for planning
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Connections with other subjects?	
Assessment How will we know what we have learned?	<ul style="list-style-type: none"> • Diagnostics: BOY, MOY, and EOY assessments to create baseline data for each child and track progress and gains. • Formative Assessments • Summative Assessments • Oral Assessments • Self-Assessments • Skills Assessments
Materials/ other remarks:	

Subject	Science
Class	EA
School Year	2024-25
Teacher	Sara Knox
Learning objectives What do we want to learn this year?	<ul style="list-style-type: none"> • Biology – living things and how they interact - Students will be able to recognise and name the major external parts of the human body.

- **Chemistry – properties and changes of materials and substances.**
 - Students will be able to describe a property as a characteristic of a material and understand that materials can have more than one property.

- **Physics – the interactions of matter and energy.**
 - Students will explore the construction of simple series circuits (limited to cells, wires and lamps).

- **Earth and Space – planet Earth, the wider Solar System and beyond.**
 - Students will be introduced to planet names, constellations, the sun, and the moon

- **Thinking and Working Scientifically**
 - Students will develop an understanding of the scientific models and representations, scientific enquiry and practical work.

Scientific enquiry

Ideas and evidence:

- Collect evidence in a variety of contexts.
- Test an idea or prediction based on scientific knowledge and understanding.

Plan investigative work:

- Suggest questions that can be tested and make predictions; communicate these.
- Design a fair test and plan how to collect sufficient evidence.

	<p>-Choose apparatus and decide what to measure.</p> <p><i>Obtain and present evidence:</i></p> <ul style="list-style-type: none"> -Make relevant observations and comparisons in a variety of contexts. -Measure temperature, time, force and length. -Begin to think about the need for repeated measurements of, for example, length. -Present results in drawings, bar charts and tables. <p><i>Consider evidence and approach:</i></p> <ul style="list-style-type: none"> -Identify simple trends and patterns in results and suggest explanations for some of these. -Explain what the evidence shows and whether it supports predictions. Communicate this clearly to others. -Link evidence to scientific knowledge and understanding in some contexts.
<p>Teaching Strategies</p> <p>How will we learn? - Organisation and practice</p>	<ul style="list-style-type: none"> • Collaborative Learning: partnerships, mixed ability grouping, whole class • Differentiation: providing a scaffolded support to meet specific needs • Peer teaching and learning • Whole class discussions • Utilizing the diversity of our class to our advantage (Prior knowledge, peer teaching) • Student centered learning to enhance interest and engagement. • Positive reinforcement • Modelling Communication skills (assertion, respect, etc) • Integrated lessons (English + Science, Music + Math, etc) • A consideration for all learners for planning
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