



Overview

This document outlines all the assessable subjects offered in SSTC International Academy's Cambridge Primary School. Besides the assessable subjects, students will also be exposed to Arts/Science Discovery and Physical Education at all levels.

Students who possess the basic English language proficiency to cope with the English subject may be required to attend English as a Second Language in lieu of the English subject.

The assessable subject offered at each level are:

Year	Subjects
Year 1	English or English as a Second Language Mathematics ICT Starters Global Perspectives
Year 2	English or English as a Second Language Mathematics ICT Starters Global Perspectives
Year 3	English or English as a Second Language Mathematics Science ICT Starters Global Perspectives
Year 4	English or English as a Second Language Mathematics Science ICT Starters Global Perspectives
Year 5	English or English as a Second Language Mathematics Science ICT Starters Global Perspectives
Year 6	English or English as a Second Language Mathematics Science ICT Starters Global Perspectives

1. English

The Cambridge Primary English framework provides a comprehensive set of progressive learning objectives for English. The objectives detail what the learner should know or what they should be able to do in English in each year of primary education. They provide a structure for teaching and learning and a reference against which learners' ability and understanding can be checked.

The Cambridge Primary English curriculum is presented in five content areas. The framework promotes an enquiry-based approach to learning to develop thinking skills and encourage intellectual engagement. Phonics, spelling and vocabulary and Grammar and punctuation are about use of English. Grammar and punctuation is further divided into Reading and Writing to reflect the different ways in which grammar and punctuation are applied in each of these skills. Reading, Writing, and Speaking and listening are about developing thinking skills and encouraging intellectual engagement. This curriculum aims to enable learners to communicate confidently and effectively and to develop critical skills in order to respond to a range of information, media and texts with enjoyment and understanding. Learners who follow this framework will develop a first language competency in English based on a curriculum designed to be successful in any culture and to promote cross-cultural understanding. The Cambridge Primary English curriculum framework provides a solid foundation on which the later stages of education can be built.

The Cambridge Curriculum is founded on the values of the University of Cambridge and best practice in schools. The curriculum is dedicated to developing learners who are confident, responsible, innovative and engaged. Each curriculum framework for English, mathematics and science is designed to engage learners in an active and creative learning journey.

2. Mathematics

The mathematics curriculum framework explores five content areas: number, geometry, measure, handling data and problem solving. This curriculum focuses on principles, patterns, systems, functions and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject.

The Cambridge Primary Mathematics curriculum is presented in five content areas: Number, Geometry, Measure, Handling data and Problem solving. The first four content areas are all underpinned by Problem solving, which describes using techniques and skills and the application of understanding and strategies in solving problems. Mental strategies are also a key part of the Number content. This curriculum focuses on principles, patterns, systems, functions and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject. The Cambridge Primary Mathematics curriculum framework provides a solid foundation upon which the later stages of education can be built.

3. Science

Science as a standalone subject is offered from Year 3 onwards.

This framework provides a comprehensive set of progressive learning objectives for science. The objectives detail what the learner should know or what they should be

able to do in science in each year of primary education. They provide a structure for teaching and learning and a reference against which learners' ability and understanding can be checked.

The Cambridge Primary Science curriculum is presented in four content areas: Scientific enquiry, Biology, Chemistry and Physics. Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work and recording and analysing data. The Scientific enquiry objectives underpin Biology, Chemistry and Physics, which are focused on developing confidence and interest in scientific knowledge. Environmental awareness and some history of science are also incorporated. The Cambridge Primary Science curriculum framework provides a solid foundation upon which the later stages of education can be built.

4. Global Perspectives

Cambridge Global Perspectives® is a unique, transformational programme that helps students at every stage of school education develop outstanding transferable skills, including critical thinking, research and collaboration. This innovative and stimulating skills-based programme places academic study in a practical, real-world context. It gives students the opportunity to develop transferable skills such as critical thinking, problem solving, research, communication and collaboration that they need to be successful at school and university as well as in their future careers.

The programme develops the skills of research, analysis, evaluation, reflection, collaboration and communication and offers valuable opportunities to reinforce links with and skills learnt in English as a first or second language, mathematics, science and ICT Starters. Research says that the earlier students start to develop and practise their skills, the greater the impact on their learning. Making Cambridge Global Perspectives available to younger students will develop and embed cross-curricular skills at an earlier age, supporting them in their studies as they progress to Cambridge Lower Secondary and beyond.

Cambridge Global Perspectives taps into the way today's students enjoy learning, including group work, seminars, projects and working with other students around the world. The emphasis is on developing students' ability to think critically about a range of global issues where there is always more than one point of view. Students study global topics that are relevant to them – for example, the environment, education and keeping healthy.

5. ICT Starters

Cambridge ICT Starters introduces learners to the key ICT applications they need to acquire computer literacy and to understand the impact of technology on our daily lives. The syllabus provides a framework in which ICT competence and practical skills can be developed within an environment that is appropriate for the age of the learners. It also provides a structured scheme of assessment. Where appropriate, guidance on the eSafety and ethical implications of the technologies used within each module are outlined.

6. English as a Second Language

The frameworks for English as a Second Language provide a comprehensive set of progressive learning objectives for learners of English as a Second Language. They are based on the Council of Europe's Common European Framework of Reference for Languages (CEFR), which is used widely both within and beyond Europe to map learners' progression in English. The curriculum frameworks are divided into five strands: Reading, Writing, Use of English, Listening and Speaking. In line with the CEFR, learning outcomes in each strand for each successive stage are defined in terms of what learners *should be able to do* in English. This framing of learning objectives as a progressive *can-do* sequence should encourage the use of learning-centred, activity-based approaches by teachers in the implementation of the curriculum frameworks.

It is envisaged that learners will progress in terms of the CEFR across the Speaking, Listening and Use of English strands in the curriculum at a marginally faster pace. The main reason for this is the primacy of modified oral input in early years second language teaching where learners may not have sufficient literacy skills in their own language to develop English through reading and writing. This can be further complicated for learners whose first languages are non-Roman script languages – involving the mapping of new foreign sounds to equally foreign symbols. Although such early literacy considerations may vary within different learning contexts, what remains constant in the pedagogic approach within the curriculum framework is that the teacher's use of structured talk will be the key facilitating factor in supporting early primary learning and that all learning in the classroom will be characterised by high-quality interaction in which the teacher seeks to encourage the active use of English by learners in completing all tasks. This focus on modified oral input – which enables learners to focus on forms as well as meanings – will support the slightly faster incremental development of Speaking, Listening and Use of English skills across the curriculum.

The assessment framework (see table below) is designed to support the implementation of the curriculum framework by providing teachers and learners with motivational end-of-stage goals and to help teachers, learners and parents monitor progress being made. There are end-of-year progression tests for all stages from Year 3 to Year 6.

Year	CEFR Level
6	
5	A2
4	
3	A1
2	
1	