



Cambridge Curriculum Overview

Cambridge Primary School Curriculum (KG/Grade 1 to Grade 6)

Cambridge Primary is an education programme for young learners that combines a world-class curriculum, high-quality support for teachers, and integrated assessment.

Cambridge Primary develops skills in English, mathematics, and science. The curriculum is flexible with clear learning objectives. There is a Cambridge Primary curriculum framework for each subject (English, mathematics, and science) which provides a clear teaching structure.

English

The Cambridge Primary English curriculum enables learners to communicate confidently and effectively and to develop the critical skills that are needed to respond to a range of information, media, and texts with understanding and enjoyment. Learners who follow this curriculum 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.

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.

Science

This curriculum framework covers four content areas: scientific enquiry, biology, chemistry, and physics. Scientific enquiry is about considering ideas, evaluating evidence, planning, investigating, recording and analyzing data. Environmental awareness and some history of science are also part of the curriculum.

In addition to the above subjects, instruction is also provided in **Islamic Studies, Arabic, and Social Sciences**, using Arabic as the medium of instruction.

Information Technology

Information and Communications Technology (ICT) is now part of the educational experience worldwide and regarded as a new 'literacy' alongside reading, writing and numeracy. Learners are introduced to the key ICT applications they need so as to achieve computer literacy and to understand the impact of technology on their daily lives. Learners develop key ICT skills in a range of applications including word processing, computer graphics, databases, spread-sheets, email, internet, presentations, video/animation, and web

authoring. They also consider wider issues such as internet safety and adapting their work to an audience.

Life Skills

Life skills are taught our children so that they become well-adapted and effective members of society. The aim of teaching Life Skills is so that our young learners will come:

1. To know about feelings: anger, jealousy, excitement, fear, sadness
2. To know what makes a good friend and how to be a good friend
3. To understand how people can work together to improve the environment
4. To understand responsibility
5. To understand that you have to work hard to achieve success
6. To recognise their individuality and the individuality and uniqueness of others
7. To develop empathy, tolerance and respect for others appreciating their feelings and beliefs
8. To recognise they are part of a family and how families support each other
9. To have an awareness of hazards in the home and how to keep themselves safe
10. To understand life cycles and the different stages of life
11. To be aware of people's responsibility towards animals, as pets, in zoos, in supporting their well-being
12. To be aware of what may harm the environment, people and animals e.g. natural and man-made damage, pollution
13. To understand the concept of 'sustainability'
14. To feel positive about themselves and develop high self esteem
15. To know what jobs and careers are available and to begin to think about making choices when they are older
16. To be aware of their own fears and weaknesses as well as their interests and strengths
17. To recognise the needs of others
18. To be able to manage their own emotions e.g. anger, jealousy
19. To know how to keep themselves safe in a variety of situations
20. To be aware of the importance of a healthy diet and lifestyle
21. To recognise and value the feelings of others especially when working as part of a team
22. To develop a greater understanding of their role and the role of others within their family and their own personal history
23. To know where individuals and families can get help and support
24. To understand the concept of 'bullying', how to recognise it and address it
25. To understand the role of charities and voluntary groups in society and recognise how they contribute to our society and how the children can support their work
26. To understand the needs of different communities, local, national and international
27. To understand the importance of money for an individual and in society
28. To understand the importance of saving money and how a bank account works
29. To know what makes a healthy diet e.g. breakfast, snacks etc.
30. To know how the body works: digestive, circulatory and respiratory systems
31. To be aware of the effect of peer influence and be able to make decisions and be assertive
32. To have some basic first aid awareness and know how to deal with a medical emergency

33. To have an understanding of conservation and how we have a responsibility to all living things; to understand the need to manage the world's resources effectively and fairly across the world; to understand the importance of re-cycling
34. To know what pollution is and learn about the different types and the effect it is having on the planet
35. To understand that cleanliness and hygiene in the home and is important
36. To understand who takes responsibility for keeping our world peaceful and safe and the part we can play in this in our everyday lives
37. To understand the concepts of justice and injustice and the need for rules and laws
38. To have a knowledge of basic human rights
39. To understand how memories impact upon our present and future behaviour and be able to celebrate and share special memories
40. To understand how children's actions can have a positive impact on their aspirations and be aware of choice they can make as they get older
41. To recognise that children's actions can affect their friends feelings; to discuss feelings e.g. jealousy
42. To ensure children know how to find help
43. To appreciate the need for tact and diplomacy and security within the family situation

Physical Exercise (PE)

Purpose (Why is it taught?):

1. to develop the student's physical competence and confidence
2. to develop the student's physical abilities to perform well in a range of physical activities
3. to promote the child's physical development and knowledge of the body in action
4. to allow the child to be creative and face physical challenges as an individual and as a member of a group
5. to promote a positive attitude towards a healthy body and lifestyle
6. to teach the importance of planning in the performance of action
7. to teach the importance of teamwork in the execution of a competitive activity involving teams
8. to teach the value of perseverance and stamina with respect to physical challenges that take place over an extended period of time
9. to teach the child to swim and be safe in an aquatic environment

Content (What is taught?):

1. acquiring and developing basic physical skills, remembering them and repeating them with increasing control
2. selecting skills, applying skills with tactics, and compositional ideas
3. evaluating and improving physical performance
4. knowledge and understanding of fitness and health
5. develop skills involved in dance, games activities, and gymnastic activities

Teaching and Learning Experience (How is it taught?):

1. In a fun and exciting atmosphere where due regard to health and safety is given, the student will:
 - a. remember and repeat skills
 - b. observe and copy physical actions
 - c. describe their own and other's physical actions
 - d. recognize and describe how their bodies feel during different activities

- e. warm up and prepare appropriately for different activities
- f. engage in simple dance activities, where rhythm, direction of movement, and creative expression is encouraged
- g. participate in games activities, with a ball, working as a team against another team
- h. practice gymnastic activities which link sequences of movement with a clear beginning, middle, and end, with contrasts in direction, level, and speed
- i. engage in competitive activities that demand speed, stamina, or power

Art

Purpose (Why is it taught?):

1. to stimulate the child's creativity and imagination
2. to provide the child with a unique way of understanding and responding to the world
3. to teach the child to use colour, form, texture, and pattern to communicate
4. to make informed value judgements on aesthetic and practical decisions with respect to their own and others' art
5. to be able to use a variety of tools, techniques, and materials in the creation of art
6. to be able to compare and discuss art from different parts of the world

Content (What is taught?):

1. exploring and developing artistic ideas
2. investigating and making art, craft, and design
3. evaluating and developing artistic work
4. knowledge and understanding of different materials, colour, patterns, texture, shape, form, and space
5. art from different parts of the world

Teaching and Learning Experience (How is it taught?):

1. first-hand observation, experience, and imagination as sources of inspiration to create art
2. practical investigation of different materials and their artistic use
3. try out different tools and techniques in creating art
4. make comparisons and evaluations between different artefacts
5. use appropriate ICT resources to investigate and produce art
6. working as an individual and collaborating with others on 2- and 3-dimensional projects
7. class visits to museums, the natural environment, and the Internet to experience art in its different forms

Music

Children are taught to:

1. use their voices expressively and creatively by singing simple songs, speaking chants and rhymes
2. play simple tuned and un-tuned instruments musically
3. listen with concentration to a range of recorded music and respond thoughtfully to such music
4. experiment with, create, select, and combine sounds

5. to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures, and reproducing sounds from aural memory.
6. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression
7. listen with attention to detail and recall sounds with increasing aural

Extra-curricular activity

Memorization of parts of the Holy Quran نأرقلا

Children of Muslim parents will receive instruction in proper recitation and memorization of the Holy Quran, in an environment of support and encouragement which is informed by respect for the text and the process of recitation and memorization, and by a spirit of brotherly and sisterly love and support.