



CAMBRIDGE

The best start in life is with
Cambridge Early Years

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Cambridge Pathway

Cambridge Pathway

A clear path for educational success from age 3 to 19

Cambridge Early Years

Age 3+

- An integrated programme, including:
- A holistic curriculum
 - Engaging classroom resources
 - An assessment framework

Cambridge Primary

Age 5+

Curriculum and assessment for 10 subjects (including English, Maths and Science)

Cambridge Lower Secondary

Age 11+

Curriculum and assessment for 10 subjects (including English, Maths and Science)

Cambridge Upper Secondary

Age 14+

- A wide choice of subjects at:
- Cambridge IGCSE™ (70+ subjects)
 - Cambridge O Level (40+ subjects)
- Cambridge ICE Certificate

Cambridge Advanced

Age 16+

- A wide choice of subjects at:
- Cambridge International AS & A Level (55+ subjects)
 - Cambridge AICE Diploma
 - Cambridge IPQ

Cambridge CEM baseline assessments to measure potential and progress

Cambridge Professional Development for teachers and school leaders

Learn • Discover • Achieve



CAMBRIDGE

The best start in life

- ▶ For **3 to 6 year-olds**
- ▶ The start of an **exciting educational journey**
- ▶ **Child-centred** and **play-based**
- ▶ **Everything you need for high-quality learning:**
 - ▶ A holistic, balanced curriculum
 - ▶ Engaging classroom resources
 - ▶ Professional development
 - ▶ Assessment options to measure learners' progress



The best start is with us



Our approach

Our approach

1 Experience

Learning should complement the social and cultural factors (like experiences of home and community) that shape a child's learning and development.

2 Active

Children should be actively involved in their own learning, and helped to develop competence, responsibility, confidence and self-worth.

3 Balance

Learning should balance physical, cognitive, language and communication, and social and emotional development.

4 Play

Learning should be age appropriate, play based and child centred. It should include both child- and adult-led activities.

5 Transition

Early years education should help children transition successfully to primary school, moving from informal, play-based learning to teaching that is more formal.



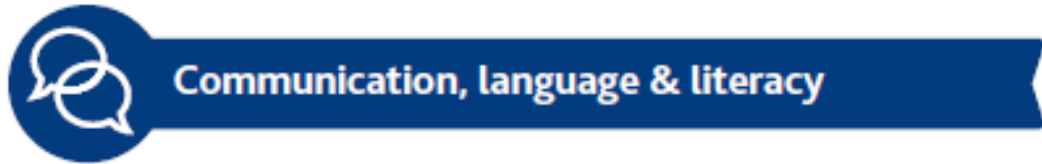
A holistic, child-focused
Curriculum

Our curriculum

- ▶ Is **holistic** and **balanced**, focusing on the **whole child**
- ▶ Develops **knowledge**, **understanding** and **skills** to prepare children for the next stage in their education
- ▶ Helps learners meet **international milestones** for early development
- ▶ **Connects learners** with the world around them



Six curriculum areas



Assessment approaches to measure learners' progress

Our assessment approach



Our approach:

- ▶ **Continuous, formative** assessment
- ▶ **Observing** how children behave **in the learning environment**
- ▶ **Gathering evidence** during learning

We provide guidance and support to help you measure your learners' progress

Cambridge Early Years Check Together

What is Check Together?

- ▶ Story-based **digital assessment**
- ▶ Designed to support our curriculum
- ▶ Covers early **literacy, numeracy** and **social & emotional development**
- ▶ Helps measure **each child's starting point of ability**
- ▶ Use **alongside** your ongoing **observational assessment** in the classroom.



Teaching support and guidance

Teaching support and guidance

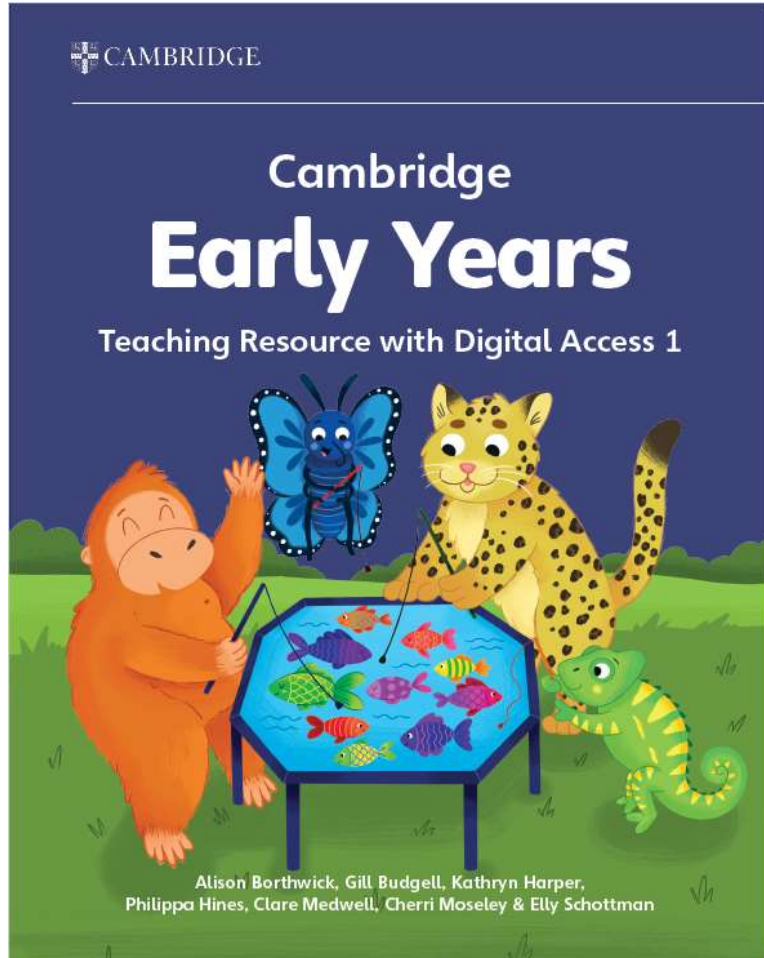


We offer support with:

- ▶ Implementing the curriculum
- ▶ Helping your learners transition to primary education
- ▶ Active and play-based learning approaches
- ▶ Short, medium & long-term planning
- ▶ Creating a safe, inclusive learning environment
- ▶ Supporting EAL learners

Engaging
**Teacher and learner
resources**

Teaching resources



- ▶ **Suggested activities, advice** and **guidance**
- ▶ **Downloadable resources** like activity sheets, song lyrics, stories and more
- ▶ **‘Listen and observe’ assessment guidance** to monitor learners’ development
- ▶ **Language guidance** to support English as a second language learners
- ▶ **‘Home-link’ activities** to share with parents for further learning outside the classroom

Inside the Teaching Resources

BLOCK 6: Different communities

Let's Explore

Week 1: Me and my communities

This week, we look at the communities we belong to. We will go to know each other and look at interests and how they will explore friendships and some of the school rules.

Continuous Provision

Note-play: Home area. Use something that is familiar to them and can make them feel at ease. Try to mirror traditional family areas such as kitchen and living areas for your location. Talk about their home life as you play and encourage discussions around this, supporting children to settle back into school and making new friendships or re-visiting old ones, promoting cooperative play discussing similarities and differences for their home life.

Construction and small world: Various construction materials and play people that reflect a range of cultures and ages e.g. babies, children, adults. Model play with these around family roles and life, friendships and the buildings in the local community.

Outdoors: Equipment for large and small group games e.g. balls and bats, large balls, skipping ropes, hoops. Invite children to join you to play and teach them how to use the equipment and any corresponding rules.

Books: Fictional and factual books based on the culture and traditions of the context and wider community. Use these for discussion around similarities and differences, respect, tolerance, equality and diversity.

Art centre: Paints, pens, paper, coloured paper, scissors, glue, pencils, for children to design and make their own flags representing/presenting of their country or community. Have a book of flags and create a table to spark ideas and conversation. Talk to them about their ideas and design and support where necessary teaching children how to use the tools safely.

Computer area: This may be in another room or on a device. Have the website ready to enable children to extend the knowledge of how to use the device, certain programmes and apps.

Guided play ideas

After their work on the 100 squares, children have access to iPads that they need to be fully supervised to ensure safe internet use is practiced but allow it to be completely child-led. Children can make flags for other communities they're part of in the art centre following their work on Day 4.

Spontaneous teachable moments

Remind children about online safety rules as they research their communities.

Activities	Outline of learning context
1. Looking at communities	Selection of different communities
2. Make a My Communities book	Make a book about communities
3. Create chart	Using computers, books or magazines to find out more about their community (neighbourhood, town, region or country) and make a chart/chart.
4. Designing flag	Choosing a community and making a flag for it.
5. Teaching a class reflection	Children use their flag to lead the others in a class. Reflected on the week.

Activity 1: Looking at communities

Learning statements

- 20M.01** Show a sense of belonging to more than one community, for example, school, local community, religious community.
- 20L.18** Show an understanding of cultural and social traditions of their community but also begin to develop a sense of global identity by allowing respect for the similarities and differences between individual, nation and beyond their community.

Resources

PDFs are here

Full guidance on setting up play stations – continuous provision in the classroom

All activities support a play-based approach to learning

Each block of five weeks has a holistic theme

My Communities

Dot pattern cards

1	3	4
5	2	0

Downloadable activities

Inside the Teaching Resources

Each learning strand is covered in weekly blocks – this is Mathematics

Teaching resources are packed with activity ideas, with resources and key vocab listed

Special feature: spontaneous teachable moments to support play-based learning

'Listen and observe' feature gives assessment advice within activities

All activities are clearly linked to learning statements

BLOCK 1: Different mathematics **WEEK 6: Mathematics**

Mathematics

Week 6: Seeing quantity and counting sounds

The week 6 children begin to recognise the difference between counting objects in the world around them and counting the items on a number line for more exact counting.

Safety tips
When children are playing with counting sticks, ensure that they are not used as projectiles and that they are not used to throw or hit anyone.

Continuous Provision

After Activity 1 Provide a variety of counting sticks for children to use, including some that are made from different materials (e.g. sticks, straws, etc.) and some that are made from different lengths of string.

Outdoor (Play Area)
After Activity 1, take children to an outdoor area where they can play with the counting sticks. Encourage them to use the sticks to make patterns and to count the sticks in the patterns.

Spontaneous teachable moments
Look out for opportunities where you can ask children to describe a number of objects, to describe a pattern, or to describe a sequence of events. Encourage them to use the counting sticks to help them.

Activity	Outline of learning content
1 Count	Count the number of dots on each side of a die.
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Activity 1: Dot patterns

Learning statements

- **IP6a.8** Recognise small numbers of objects without counting and transfer patterns, arrangements and representations of numbers up to at least 5, for example dots on a standard 6-sided die, patterns of fingers, ladybirds.
- **IP6a.9** Use the number names in order to at least 5.

Resources

A large number of small objects (e.g. beads, buttons, etc.) and a large sheet of paper on which to draw the patterns.

Key vocabulary

one, two, three, four, five, many, few, lots, pattern

Activity ideas

- Show children the large number of small objects and ask them to count them.
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Listen and observe

Support

- If children struggle to count the objects, encourage them to use their fingers to count the objects.
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Challenge

- Encourage children to begin to use the number names to count the objects.
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Activity 2: Musical counting

Learning statements

- **IP6a.7** Begin to count things that cannot be touched, for example repeated actions or their sounds made in regular patterns.
- **IP6a.8** Recognise small numbers of objects without counting and transfer patterns, arrangements and representations of numbers up to at least 5, for example dots on a standard 6-sided die, patterns of fingers, ladybirds.

Resources

A range of percussive musical instruments (e.g. drums, triangles, etc.) and a large sheet of paper on which to draw the patterns.

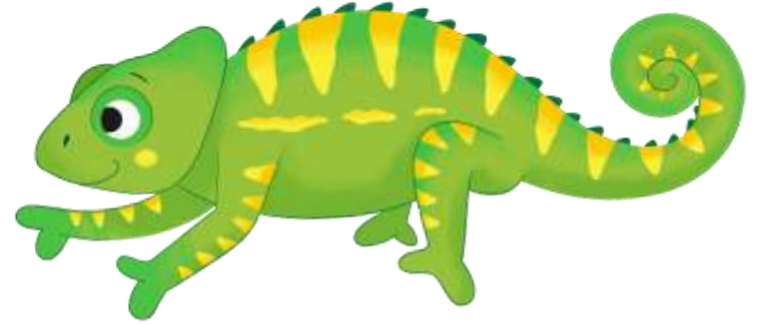
Key vocabulary

one, two, three, four, five, many, few, lots, pattern

Activity ideas

- Use each child's percussive musical instrument (e.g. drums, triangles, etc.) and ask them to count the sounds.
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Learner's Books: Communication & Language

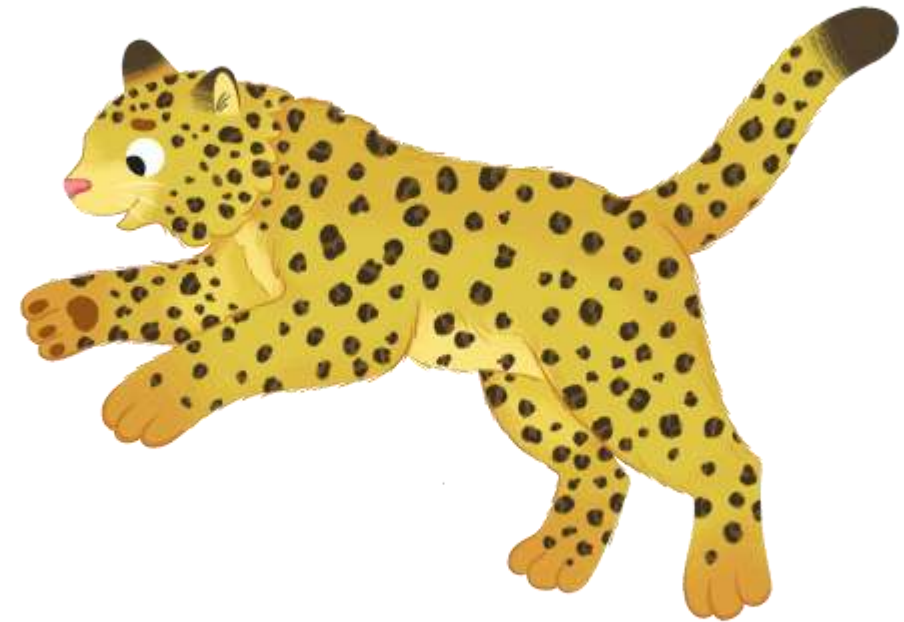


Our story-led **Communication and Language Learner's Books*** feature international fiction and non-fiction texts, as well as engaging activities that build important reading and writing skills.

*Available in 2024

Learner's Books: Mathematics

Our **Mathematics Learner's Books*** help learners develop their mathematical abilities through play-based activities including counting, colouring and measuring.



*Available in 2024

Learner's Books: Let's explore

From 'Understanding the world', to Physical, Personal, Social and Emotional Development, children learn through activities such as matching, drawing, sticker activities and more in our **Let's Explore Learner's Books.***



*Available in 2024

Professional development

Professional development

Our free **Getting to know Cambridge Early Years webinar** will give you an overview of the programme and where to find support

Before you start to teach, we recommend you attend our **Introductory professional development**



CAMBRIDGE

Thank you