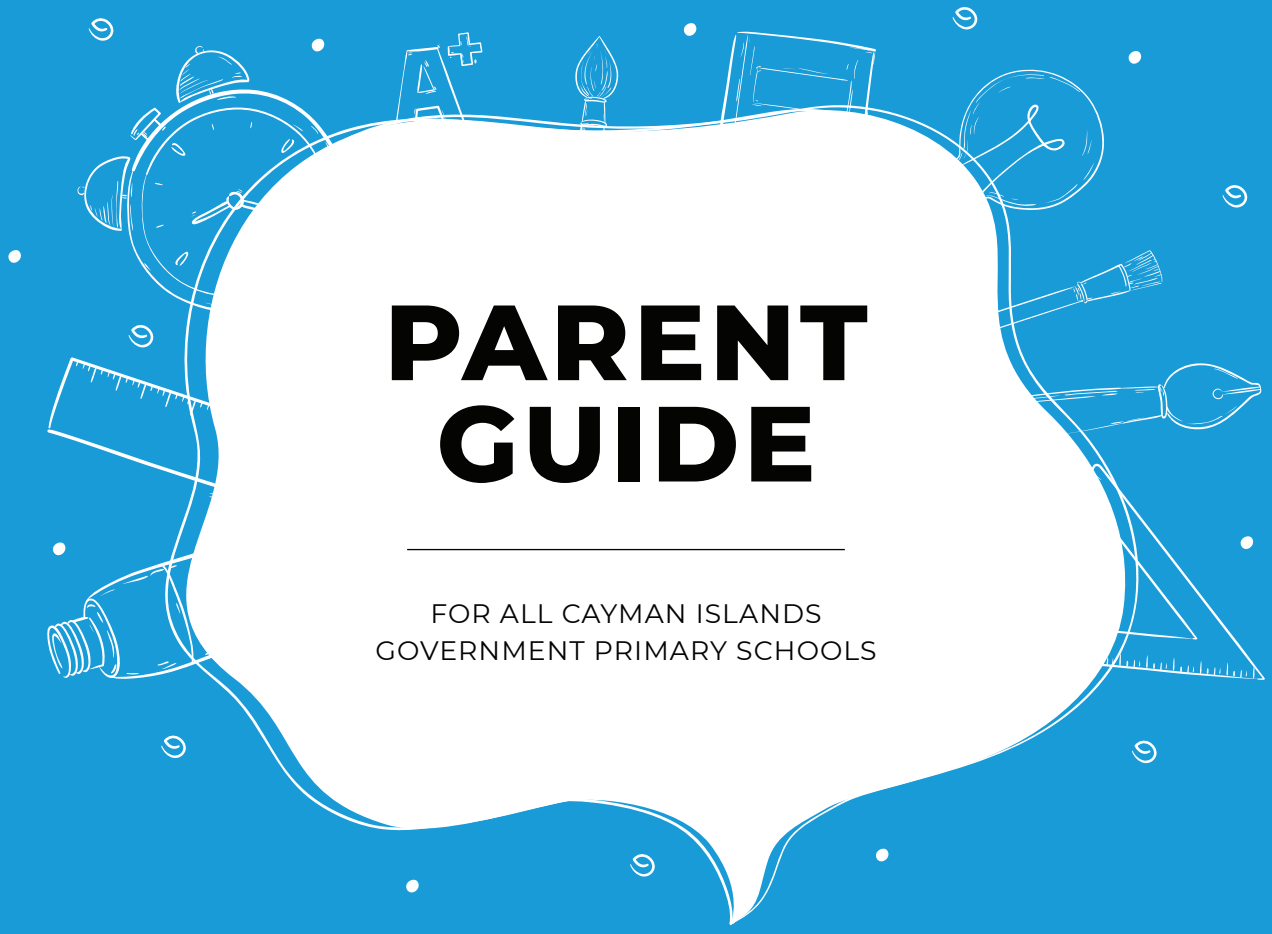
DEPARTMENT OF
EDUCATION SERVICES
CAYMAN ISLANDS GOVERNMENT



PARENT GUIDE

FOR ALL CAYMAN ISLANDS
GOVERNMENT PRIMARY SCHOOLS

www.schools.edu.ky

2019

Introduction

In August 2019, the Cayman Islands government introduced a new National Curriculum for Primary Schools. The new Cayman Islands National Curriculum for Primary schools is adapted from the 2014 English National Curriculum and is aimed at raising educational standards across the Cayman Islands. The adaptation incorporates Social Studies as a core subject area. Social Studies has been customized to reflect Caymanian history and culture.

Although the new curriculum is the main vehicle for improving teaching and learning, the Department of Education Services has also introduced other changes to support the implementation of the new curriculum.

Changes have been made to the following areas of your child's primary school educational journey:

1. **Stages of Education (Key Stages)**
2. **Early Years (Reception)**
3. **The Curriculum**
    a. Core Subjects
        i. English
        ii. Mathematics
        iii. Science
        iv. Social Studies
    b. Foundation Subjects
4. **Student Resources**
5. **Assessment**

This Parent Guide is intended to support parents and guardians of primary school students in understanding the areas of change with the implementation of the new national curriculum.

TABLE OF CONTENTS

01 | **Stages of Education** 1
Illustration 1. Stages of Education 1

02 | **Early Years** 2
Illustration 2. Early Learning Goals (ELGs) 2

03 | **The Curriculum** 4
English 4
Mathematics 10
Science 16
Social Studies 24
The Foundation Subjects 25

04 | **Resources** 27

05 | **Assessment** 28
Illustration 3. Scaled Scoring 30
Illustration 4. Teacher Judgement 30

01 | **Stages of Education**

The National Curriculum for Primary Schools is divided into two Key Stages. Under the new curriculum, Key Stage 1 is Years 1 and 2 (ages 5 to 7 years) and Key Stage 2 is now Years 3 to 6 (ages 7 to 11 years). The Early Years Foundation Stage is described as Reception age 4.

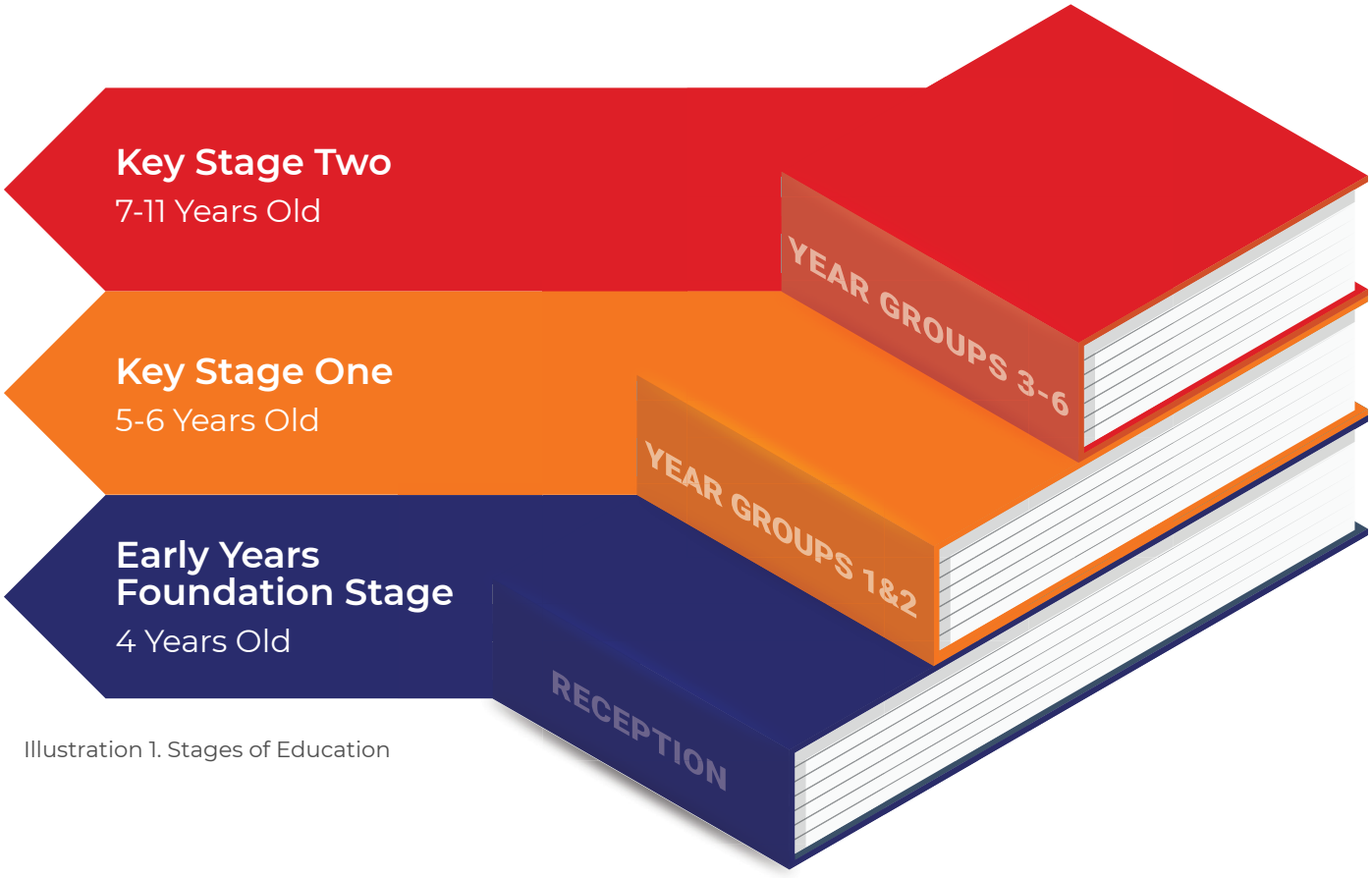


Illustration 1. Stages of Education

02 | **Early Years**

A child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. The new framework for the Early Years Foundation Stage (EYFS) ensures that Reception students meet standards that ensure that they learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives them the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Aspiration Statement

Children will be self-confident, resilient, critical thinkers who are intrinsically motivated to explore their world through play and active learning, and are able to clearly and creatively communicate their thoughts and ideas with respect to the people and the world around them.

Early Learning Goals (ELGs)

Students' expected level or progress will be determined by their ability to fulfill 17 ELGs:

01 **Communication and Language Development**
1. Listening and attention
2. Understanding
3. Speaking

02 **Physical Development**
4. Moving and Handling
5. Health and Self-care

03 **Personal, Social and Emotional Development**
6. Self-confidence and Self-Awareness
7. Managing feelings and Behaviour
8. Making relationships

04 **Literacy**
9. Reading
10. Writing

05 **Mathematics**
11. Numbers
12. Shape, space and measures

06 **Understanding the World**
13. People and Communities
14. The World
15. Technology

07 **Expressive Arts and Design**
16. Exploring and using media and materials
17. Being imaginative

Illustration 2. Early Learning Goals (ELGs)

Characteristics of Effective Learning

Teachers will consider the individual needs, interests and stage of development of each child and use this information to plan challenging and enjoyable learning experiences for each student. In planning and guiding students' activities, teachers will reflect on the different ways that students learn and reflect these in their practice. The 3 characteristics of effective teaching and learning are:

1. **Playing and exploring** - students investigate and experience things, and 'have a try'
2. **Active learning** - students concentrate and keep on trying if they encounter difficulties, and enjoy achievements
3. **Creating and thinking critically** - students have and develop their own ideas, make links between ideas, and develop strategies for doing things

Early Years Assessment (Reception)

An Early Years Foundation Stage (EYFS) learning profile will now be created for each child at the end of their EYFS learning journey, during the summer term of the year when the child reaches age five, (usually in the reception class).

The EYFS profile summarises and describes:

- The child's attainment in relation to the 17 early learning goals (ELGs).
- A short narrative (write-up) describing the child's 3 characteristics of effective learning.

Reception students will also be exposed to life skills, in addition to all the other subjects such as Cayman history, geography and culture. This provides a comprehensive foundation that will ensure students have the opportunity to acquire the necessary skills to help them navigate life's challenges as they progress with their education.

03 | The Curriculum

English, Maths and Science remain very important and are the core subjects in both primary and secondary education. Social Studies is now considered a core subject. The National Curriculum sets out in some detail what must be taught in each of these subjects, and they will take up a substantial part of your child's week of learning. Alongside these are the familiar foundation subjects: Art, Computing, Design & Technology, Religious Education, Music, Life Skills, Spanish and Physical Education.

For the first time, resources will be provided to enable Spanish to be taught at all primary schools instead of only at International Baccalaureate (IB) schools.

Schools have been given a progression of skills which details what should be taught in the new curriculum and when. In some subject areas the content of the new primary curriculum is significantly more demanding than in the past.

For example, in mathematics there is now much greater focus on the skills of arithmetic and also on working with fractions. In science, there will be a greater focus on working scientifically using investigative skills across all topics of science, rather than understanding the nature and methods of science in abstract terms. In English there will now be a greater focus on the spoken language than before, with students now being taught spelling, punctuation and grammar explicitly.

Higher Achievers

If your child is achieving above the expected standard, rather than moving on to the following year group's work, schools will encourage more in-depth and investigative work to allow a greater mastery and understanding of concepts and ideas.

i. English



The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping students with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils: read easily, fluently and with good understanding; develop the habit of reading widely and often, for both pleasure and information; acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language; appreciate our rich and varied literary heritage; write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences; use discussion in order to learn; develop the ability to elaborate and explain clearly their understanding and ideas; are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Quick Fact

The English language occupies a prominent place in education, society and in the world. A high-quality education in English teaches students to speak and write fluently so that they can communicate their thoughts and feelings to others and through their reading and listening, others can communicate with them. Through reading, students have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

English in Year 1

During the early years of compulsory schooling, much of the focus is to develop confident readers, mainly using the phonics approach. All public schools will follow the Read, Write, Inc. Phonics programme which is a systematic and comprehensive early literacy programme for students in Reception to Year 2. Read, Write, Inc. Phonics also provides detailed guidance for parents and guardians on how they can support their child's reading and writing development at home.

Phonics is the relationship between printed letters and the sounds they make. Students will first learn the most common letter sounds and then look at more difficult patterns such as recognising that 'ow' sounds different in 'cow' than in 'low', or that both 'ai' and 'ay' make the same sound in different words.

Speaking and Listening

The spoken language objectives are set out for the whole of primary school, and teachers will cover many of them every year as students' spoken language skills develop. In Year 1, some focuses may include:

- Listen and respond to adults and other children
- Ask questions to extend their understanding
- Learn new vocabulary related to topics or daily life

Reading Skills

- Learn the 40+ main speech sounds in English and the letters that represent them
- Blend sounds together to form words
- Read aloud when reading books that contain familiar letter-sound patterns
- Listen to, and talk about a range of stories, poems and non-fiction texts
- Learn about popular fairy tales and folk stories, and retell the stories
- Join in with repeated phrases in familiar books
- Make predictions about what might happen next in a book
- Explain clearly what has happened in a book they've read or listened to

Writing Skills

- Hold a pen or pencil in the correct and comfortable way
- Hold a pen or pencil in the correct and comfortable way
- Name the letters of the alphabet in order
- Write lower-case letters starting and ending in the right place
- Write capital letters and the digits 0 to 9
- Spell simple words containing the main sounds they've learned in reading
- Spell the days of the week
- Learn to write words with common endings, such as –ed, –ing, –er and –est
- Plan out sentences aloud before writing them
- Write simple sentences, and those using joining words such as 'and'
- Begin to use full stops and capital letters for sentences
- Combine some sentences to make short descriptions or stories



Parent Tip:
Many schools will offer books to read at home; these will range from a mix of books which your child can read to you, and those which are more complex that they can listen to you read to them – both are important skills. Children can also join the local library service and choose books of their own.

English in Year 2

As students move through Key Stage 1, the new curriculum intends that almost all students will secure the basic skills of decoding so that they can become fluent readers. As their reading confidence grows, they can begin to write their ideas down.

Decoding is the ability to read words aloud by identifying the letter patterns and matching them to sounds. Once students can 'decode' the writing, they can then start to make sense of the words and sentences in context. Watch out for hard-to-decode words such as 'one' and 'the'. These just have to be learned by heart.

At the end of Year 2, all students will sit the National Curriculum Tests for Key Stage 1. These will include two short reading tests, a grammar and punctuation test, and a spelling test of ten words.

Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as students' spoken language skills develop.

In Year 2, some focuses may include:

- Articulate and justify answers and opinions
- Give well-structured explanations and narratives, for example in show-and-tell activities

Reading Skills

- Read words aloud confidently, without obvious blending or rehearsal
- Learn letter patterns so that decoding becomes fluent and secure by the end of Year 2
- Blend letter sounds, including alternative patterns, e.g., **recognising 'ue' as the 'oo' sound**
- Read aloud words which contain more than one syllable
- Recognise common suffixes, such as –ing and –less
- Read words which don't follow phonetic patterns, such as 'one' and 'who'
- Become familiar with a wide range of fairy stories and traditional tales
- Discuss favourite words and the meaning of new words
- Check that what has been read makes sense, and self-correct reading where necessary
- Make predictions about what might happen next in a story



Parent Tip:
Reading aloud at home continues to be vitally important at this age. You may even get your child to read their own writing aloud, attempting to add expression appropriate to the sentence.

Students will be expected to read aloud books which are appropriate for their reading ability. During Year 2, their increasing knowledge of decoding should allow them to read a wide range of children's books.

Writing Skills

- Form letters of the appropriate size, using capital letters where appropriate
- Use appropriate spaces between words when writing
- Begin to use joins between letters where needed
- Spell longer words by breaking them into their sound parts
- Learn to spell some common homophones, recognising the difference between them
- Use the possessive apostrophe in simple phrases, such as 'the boy's football'.
- Write about real events and personal experiences
- Plan out writing in advance, including by writing down keywords
- Re-read writing to check that it makes sense and to make corrections, including punctuation
- Use question marks, exclamation marks, apostrophes and commas in lists
- Use the present and past tenses correctly in writing
- Begin to write longer sentences by using conjunctions, such as 'and',' but', 'if' or 'because'

Homophones are words which sound the same, such as 'blue' and 'blew', or 'one' and 'won' .

English in Year 3 & Year 4

In lower Key Stage 2, your child will build on their work from the infants to become more independent in both their reading and their writing. Most students will be confident at decoding most words – or will have extra support to help them to do so – and so now they will be able to use their reading to support their learning about other subjects. They will begin to meet a wider range of writing contexts, including both fiction and non-fiction styles and genres.

Speaking and Listening

The spoken language objectives are set out for the whole of primary school, and teachers will cover many of them every year as students' spoken language skills develop. In Years 3 and 4, some focuses may include:

- Use discussion and conversation to explore and speculate about new ideas
- Begin to recognise the need to use Standard English in some contexts
- Participation in performances, plays and debates
- Explain thinking and feeling in well-structured statements and responses

Reading Skills

- Extend skills of decoding to tackle more complex words, including with unusual spelling patterns
- Read a wide range of fiction, non-fiction and literary books
- Recognise some different forms of poetry
- Use dictionaries to find the meanings of words
- Become familiar with a range of traditional and fairy tales, including telling some orally
- Identify words which have been chosen to interest the reader
- Ask questions about what they have read
- Draw simple inferences about events in a story, such as how a character might be feeling
- Make predictions about what might happen next in a story
- Summarise ideas from several paragraphs of writing
- Find and record information from non-fiction texts
- Take part in discussions about reading and books

Students begin to identify how authors choose words for effect, e.g., by selecting **wailed** instead of **cried**, or **enraged** rather than **cross**. They may begin to make such choices in their own writing, too.

Writing Skills

- Write with joined handwriting, making appropriate join choices
- Spell words that include prefixes and suffixes, such as **anticlockwise**
- Spell some commonly misspelt words correctly, taken from the Y3/4 list
- Use a dictionary to check spellings
- Use possessive apostrophes correctly in regular and irregular plurals, such as **children's** and **boys'**
- Use examples of writing to help them to structure their own similar texts
- Plan out sentences orally to select adventurous vocabulary
- Use paragraphs to organise ideas
- Use description and detail to develop characters and settings in story-writing
- Write interesting narratives in stories
- In non-fiction writing, use features such as sub-headings and bullet points
- Review their own work to make improvements, including editing for spelling errors
- Read others' writing and suggest possible improvements
- Read aloud work that they have written to be clearly understood
- Extend sentences using a wider range of conjunctions, including subordinating conjunctions
- Use the present perfect verb tense
- Use nouns and pronouns with care to avoid repetition
- Use conjunctions, adverbs and prepositions to add detail about time or cause
- Use fronted adverbials
- Use direct speech, with correct punctuation



Parent Tip:
When children are writing outside of school – or when you are looking at school work with them – why not discuss their choices of vocabulary? Some common words, such as 'went' and 'said' can often be replaced by more specific words that give a sense of the action, such as 'raced' or 'yelled'. You can also take opportunities to look at words like this that pop up in books you read with your child, considering how the choice of word affects your understanding of a story.

Young children tend to repeat nouns or pronouns, leading to several sentences containing '**He**' or '**They**'. They can use alternatives to make writing more interesting. For example, alternatives for describing an individual character might include **he**, **the burglar**, **Mr. Smith**, **John**, **the criminal**, **the villain**, etc.

To add information to a sentence about its location, children might use conjunctions "**Although it was still early…**", adverbs "**Early that morning…**" or prepositions "**At about six-thirty that morning…**". Often these techniques allow children to write more complex sentences.

Grammar Help

For many parents, the grammatical terminology used in schools may not be familiar. Here are some useful reminders of some of the terms used:

- Present perfect tense: a tense formed using the verb 'have' and a participle, to indicate that an action has been completed at an unspecified time, e.g., **The girl has eaten her ice-cream**.
- Fronted adverbial: a word or phrase which describes the time, place or manner of an action, which is placed at the start of the sentence, e.g., **Before breakfast...** or **Carrying a heavy bag...**.
- Direct speech: words quoted directly using inverted commas, as opposed to being reported in a sentence, e.g., "**You'll never guess what I saw!**" said Fran.

English in Year 5 & Year 6

In upper Key Stage 2, your child will increasingly meet a wider range of texts and types of writing and will be encouraged to use their skills in a broader range of contexts. Their knowledge of grammar will also increase as they prepare for the National Curriculum Tests to be taken in the summer term of Year 6.

Year 6 students will take a reading test of about one hour, a grammar and punctuation test of about forty-five minutes, and a spelling test of twenty words. These will be sent away for marking, with the results coming back before the end of the year. Your child's teacher will also make an assessment of whether or not your child has reached the expected standard by the end of the Key Stage.

Speaking and Listening

The spoken language objectives are set out for the whole of primary school, and teachers will cover many of them every year as students' spoken language skills develop. In Years 5 and 6, some focuses may include:

- Speak clearly in a range of contexts, using Standard English where appropriate
- Monitor the reactions of listeners and react accordingly
- Consider different viewpoints, listening to others and responding with relevant views
- Use appropriate language, tone and vocabulary for different purposes

Reading Skills

- Read a wide range of fiction, non-fiction, poetry, plays and reference books
- Learn a range of poetry by heart
- Perform plays and poems using tone, volume and intonation to convey meaning
- Use knowledge of spelling patterns and related words to read aloud and understand new words
- Make comparisons between different books, or parts of the same book
- Read a range of modern fiction, classic fiction and books from other cultures and traditions
- Identify and discuss themes and conventions across a wide range of writing
- Discuss understanding of texts, including exploring the meaning of words in context
- Ask questions to improve understanding of texts
- Summarise ideas drawn from more than one paragraph, identifying key details
- Predict future events from details either written in a text or by 'reading between the lines'
- Identify how language, structure and presentation contribute to meaning
- Discuss how authors use language, including figurative language, to affect the reader
- Make book recommendations, giving reasons for choices
- Participate in discussions about books, building on and challenging ideas
- Explain and discuss understanding of reading
- Participate in formal presentations and debates about reading
- Provide reasoned justifications for views

Figurative language includes metaphorical phrases such as '**raining cats and dogs**' or '**an iron fist**', as well as using language to convey meaning, e.g., by describing the Sun as '**gazing down**' upon a scene.

Themes & Conventions

As students' experience of a range of texts broadens, they may begin to notice conventions, such as the use of first person for diary-writing, or themes such as heroism or quests.

Writing Skills

- Write with increasing speed, maintaining legibility and style
- Spell some words with silent letters, such as knight and solemn
- Recognise and use spellings for homophones and other often-confused words from the Y5/6 list
- Use a dictionary to check spelling and meaning
- Identify the audience and purpose before writing, and adapt accordingly
- Select appropriate grammar and vocabulary to change or enhance meaning
- Develop setting, atmosphere and character, including through dialogue
- Write a summary of longer passages of writing
- Use a range of cohesive devices
- Use advanced organisational and presentational devices, such as bullet points
- Use the correct tense consistently throughout a piece of writing
- Ensure correct subject and verb agreement
- Perform compositions using appropriate intonation, volume and movement
- Use a thesaurus
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses
- Recognise vocabulary and structures that are appropriate for formal use
- Use passive verbs to affect the presentation of information
- Use the perfect form of verbs to mark relationships of time and cause
- Recognise the difference in informal and formal language
- Use grammatical connections and adverbials for cohesion
- Use ellipses, commas, brackets and dashes in writing
- Use hyphens to avoid ambiguity
- Use semi-colons, colons and dashes between independent clauses
- Use a colon to introduce a list
- Punctuate bullet points consistently



Parent Tip:
As children get older, they will increasingly take responsibility for their own work and homework tasks. That's not to say that parents can't help though. Encourage your child to work independently on their homework, but also take the opportunity to discuss it with them and to have them explain their understanding to you.

Cohesive devices are words or phrases used to link different parts of writing together. These may be pronouns such as 'he' or 'it' to avoid repeating a name, or phrases such as 'After that...' or 'Meanwhile' to guide the reader through the text.

Grammar Help

For many parents, the grammatical terminology used in schools may not be familiar. Here are some useful reminders of some of the terms used:

- Noun phrase: a group of words which takes the place of a single noun. e.g., **The big brown dog with the fluffy ears**.
- Modal verb: a verb that indicates possibility. These are often used alongside other verbs. e.g., **will, may, should, can**.
- Relative clause: a clause which adds extra information or detail. e.g., **The boy who was holding the golden ticket won the prize**.
- Passive verb: a form of verb that implies an action being done to, rather than by, the subject. e.g., **The boy was bitten by the dog**.
- Perfect form: a form of verb that implies that an action is completed. e.g., **The boy has walked home**.

ii. Mathematics



There is a new teaching approach called 'mastery' within mathematics that has been introduced. Mathematics mastery aims to develop conceptual understanding to improve reasoning, problem solving and fluency skills, and has been proven successful in high performing countries such as Singapore. When teaching mathematics for mastery, the whole class moves through topics at broadly the same pace. Each topic is studied in depth and the teacher does not move to the next stage until all students demonstrate that they have a secure understanding of mathematical concepts. Students are given time to think deeply about the maths and really understand concepts at a relational level rather than as a set of rules or procedures. This slower pace leads to greater progress because it ensures that students are secure in their understanding and teachers don't need to revisit topics once they've been covered in depth.

A teaching programme called 'Power Maths' has been purchased for all schools to support both the updated mathematics curriculum and the mastery approach."

Quick Fact

Mathematics is all around us, in everything we do and as such all citizens should be able to reason using mathematics in order to function successfully in society and be a discerning consumer. In the 21st century mathematics skills are increasingly important as a requirement for employment, and therefore they have a key role in sustaining the Cayman Islands economic growth.

Mathematics in Year 1

As students begin their compulsory schooling in Year 1, schools will naturally work to build on the learning that takes place in the Reception year. Here are some of the main things your child is likely to be taught during their time in Year 1.

Number and Place Value

Place value is central to mathematics. Recognising that the digit '5' in the number 54 has a different value from the number 5 or the '5' in 504 is an important step in mathematical understanding.

- Count, both forwards and backwards, from any number, including past 100
- Read and write numbers up to 100 as digits
- Count in 2s, 5s and 10s
- Find 'one more' or 'one less' than a number
- Use mathematical language such as 'more', 'less', 'most', 'least' and 'equal'

Calculations

- Use the +, – and = symbols to write and understand simple number calculations
- Add and subtract one- and two-digit numbers, up to 20
- Solve missing number problems, such as 10 – ? = 6
- Begin to use simple multiplication by organising and counting objects

Fractions

- Understand ¼ and ½ to explain parts of an object or number of objects

Measurements

- Use practical apparatus to explore different lengths, weights and volumes
- Use language such as 'heavier', 'shorter' and 'empty' to compare things they have measured
- Recognise the different coins and notes of Caymanian currency
- Use language of time, such as 'yesterday', 'before', days of the week and months of the year
- Tell the time to the hour and half-hour, including drawing clock faces

Shape

- Recognise and name some common 2-d shapes, such as squares, rectangles and triangles
- Recognise and name some common 3-d shapes, such as cubes, cuboids and spheres
- Describe movements, including quarter turns



Parent Tip:
There are plenty of opportunities for maths practice at home, from counting objects to simple games, such as dominoes and Snakes & Ladders. You can also begin to explore using money and clocks both in playtime at home and when out and about.

Mathematics in Year 2

During Key Stage 1, there is a big focus on developing basic number skills. That means securing a good understanding of place value, and recognising number bonds to 20. Practicing these skills frequently will help students' mathematical thinking throughout school.

Number bonds are essential to the understanding of maths. Students in Year 2 learn their number bonds to 20, that is being able to quickly recall the total of any two numbers up to 20, e.g., **5 + 9 = 14**, rather than having to count on to find the answer.

At the end of Year 2, all students will sit the National Curriculum Tests for Key Stage 1. This will include a short arithmetic test of 15 questions, and a second paper of broader mathematics which will last around 35 minutes.

Number and Place Value

- Read and write numbers up to 100 as words
- Count in 2s, 3s and 5s
- Compare and order numbers up to 100
- Use the < and > symbols to represent the relative size of numbers

Calculations

- Recall number bonds up to 20 fluently
- Add and subtract numbers mentally and using objects, including two-digit numbers
- Show that adding two numbers can be done in any order, but subtracting cannot
- Recognise that addition and subtraction are inverse operations
- Learn the multiplication and division facts for the 2x, 5x and 10x tables
- Show that multiplying two numbers can be done in any order, but dividing cannot
- Solve problems using the x and ÷ symbols



Parent Tip:
Parents can always take a lead role in practical maths. Encouraging your child to help with the purchasing of small items at the newsagent, or measuring themselves and others, is a great way to start exploring number relationships.

Fractions

- Find ¼, ¾ and ¾ of an object or set of objects
- Find the answer to simple fraction problems, such as finding ½ of 6

Measurements

- Use standard units to measure length (centimetres and metres), mass (grams and kilograms), temperature (degrees Celsius) and capacity (millilitres and litres)
- Use the $ and ¢ symbols for money amounts
- Combine numbers of coins to make a given value, e.g., **to make 62 cents**
- Tell the time to the nearest five minutes on an analogue clock
- Know the number of minutes in an hour and hours in a day

Shape

- Identify the number of sides and a line of symmetry on 2-D shapes
- Identify the number of faces, edges and vertices on 3-D shapes
- Use mathematical language to describe position and direction, including rotations and turns

Graphs and Data

- Construct and understand simple graphs such as bar charts and pictograms

Mathematics in Year 3

During the years of lower Key Stage 2 (Year 3 and Year 4), the focus of mathematics is on the mastery of the four operations (addition, subtraction, multiplication and division) so that students can carry out calculations mentally and using written methods. In Year 3 your child is likely to be introduced to the standard written column methods of addition and subtraction.



Parent Tip:
Most schools will have a calculation policy which sets out the order in which calculation strategies are taught. Check on your child's school's website to see if they have one for parents that shows what methods are used in school and when they are usually introduced.

Number and Place Value

- Count in multiples of 4, 8, 50 and 100
- Recognise the place value of digits in three-digit numbers (using 100, 10s and 1s)
- Read and write numbers up to 1,000 using digits and words
- Compare and order numbers up to 1,000

Calculations

- Add and subtract numbers mentally, including adding either 1s, 10s or units to a 3-digit number
- Use the standard column method for addition and subtraction for up to three digits
- Estimate the answers to calculations, and use inverse calculations to check the answers
- Learn the 3x, 4x and 8x tables and the related division facts, e.g., **knowing that 56 ÷ 8 = 7**
- Begin to solve multiplication and division problems with two-digit numbers

Fractions

- Equivalent fractions are fractions which have the same value, such as ½ and or ¼ and ⅜.
- Understand and use tenths, including counting in tenths
- Recognise and show equivalent fractions with small denominators
- Add and subtract simple fractions worth less than one, e.g., **⅝ + ⅛ = ⅔**
- Put a sequence of simple fractions into size order

Measurements

- Solve simple problems involving adding and subtracting measurements such as length and weight
- Measure the perimeter of simple shapes
- Add and subtract amounts of money, including giving change
- Tell the time to the nearest minute using an analogue clock
- Use vocabulary about time, including a.m. and p.m., hours, minutes and seconds
- Know the number of seconds in a minute and the number of days in a year or leap year

Shape and Position

- Draw familiar 2-D shapes and make familiar 3-D shape models
- Recognise right angles, and know that these are a quarter turn, with four making a whole turn
- Identify whether an angle is greater than, less than or equal to a right angle
- Identify horizontal, vertical, perpendicular and parallel lines

Parallel lines are those which run alongside each other and never meet. Perpendicular lines cross over each other meeting exactly at right angles.

Graphs and Data

- Present and understand data in bar charts, tables and pictograms
- Answer questions about bar charts that compare two pieces of information

Mathematics in Year 4

By the end of Year 4, students will be expected to know all of their times tables up to 12 x 12 by heart. This means not only recalling them in order but also being able to answer any times table question at random, and also knowing the related division facts. e.g., **in knowing that 6 x 8 = 48, students can also know the related facts that 8 x 6 = 48 and that 48 ÷ 6 = 8 and 48 ÷ 8 = 6**. This expertise will be particularly useful when solving larger problems and working with fractions.

Number and Place Value

- Count in multiples of 6, 7, 9, 25 and 1,000
- Count backwards, including using negative numbers
- Recognise the place value in numbers of four digits (1000s, 100s, 10s and 1s)
- Put larger numbers in order, including those greater than 1,000
- Round any number to the nearest 10, 100 or 1,000
- Read Roman numbers up to 100

Roman Numerals' Basics: I = 1 ; V = 5 ; X = 10 ; L = 50 ; C = 100 Letters can be combined to make larger numbers. If a smaller value appears in front of a larger one then it is subtracted, e.g., **IV (5 – 1) means 4**. If the larger value appears first then they are added, e.g., **VI (5 + 1) means 6**.

Calculations

- Use the standard method of column addition and subtraction for values up to four digits
- Solve two-step problems involving addition and subtraction
- Know the multiplication and division facts up to 12 x 12 = 144
- Use knowledge of place value, and multiplication and division facts to solve larger calculations
- Use factor pairs to solve mental calculations, e.g., **knowing that 9 x 7 is the same as 3 x 3 x 7**
- Use the standard short multiplication method to multiply three-digit numbers by two-digit numbers

Fractions

- Use hundredths, including counting in hundredths
- Add and subtract fractions with the same denominator, e.g., **⅘ + ⅕**
- Find the decimal value of any number of tenths or hundredths, e.g., **$\frac{7}{100}$ is 0.07**
- Recognise the decimal equivalents of ¼, ½ and ¾
- Divide one- or two-digit numbers by 10 or 100 to give decimal answers
- Round decimals to the nearest whole number
- Compare the size of numbers with up to two decimal places

Measurements

- Convert between different measures, such as kilometres to metres or hours to minutes
- Calculate the perimeter of shapes made of squares and rectangles
- Find the area of rectangular shapes by counting squares
- Read, write and convert times between analogue and digital clocks, including 24-hour clocks
- Solve problems that involve converting amounts of time, including minutes, hours, days, weeks and months

Shape and Position

- Classify groups of shapes according to the properties, such as sides and angles
- Identify acute and obtuse angles
- Complete a simple symmetrical figure by drawing the reflected shape
- Use coordinates to describe the position of something on a standard grid
- Begin to describe movements on a grid by using left/right and up/down measures

Graphs and Data

- Construct and understand simple graphs using discrete and continuous data

Discrete data is data which is made up of separate values, such as eye colour or shoe size. Continuous data is that which appears on a range, such as height or temperature.



Parent Tip:
Playing traditional games, such as battleships or even draughts and chess, is great for exploring coordinates and movements across the coordinate grid.

Mathematics in Year 5

During the years of upper Key Stage 2 (Year 5 and Year 6), students use their knowledge of number bonds and multiplication tables to tackle more complex problems, including larger multiplication and division, and meeting new material. In Year 5, this includes more work on calculations with fractions and decimals and using considerably larger numbers than previously.

Number and Place Value

- Recognise and use the place value of digits in numbers up to 1 million (1,000,000)
- Use negative numbers, including in contexts such as temperature
- Round any number to the nearest 10, 100, 1,000, 10,000 or 100,000
- Read Roman numerals, including years

Calculations

- Carry out addition and subtraction with numbers larger than four digits
- Use rounding to estimate calculations and check answers are of a reasonable size
- Find factors of multiples of numbers, including finding common factors of two numbers
- Know the prime numbers up to 19 by heart, and find primes up to 100
- Use the standard methods of long multiplication and short division
- Multiply and divide numbers mentally by 10, 100 or 1,000
- Recognise and use square numbers and cube numbers

Factors are numbers which multiply to make a product, e.g., **2 and 9 are factors of 18**. Common factors are numbers which are factors of two other numbers, e.g., **3 is a factor of both 6 and 18**.

Fractions and Decimals

- Put fractions with the same denominator into size order, e.g., **recognising that ⅗ is larger than ⅖**
- Find equivalents of common fractions
- Convert between improper fractions and mixed numbers, e.g., **recognising that ⅝ is equal to 1 ¼**
- Add and subtract simple fractions with related denominators, e.g., **⅔ + ⅙ = ⅚**
- Convert decimals to fractions, e.g., **converting 0.71 to $^{71}/_{100}$**
- Round decimals to the nearest tenth
- Put decimals with up to three decimal places into size order
- Begin to use the % symbol to relate to the 'number of parts per hundred'

In a fraction, the numerator is the number on top; the denominator is the number on the bottom.

Measurements

- Convert between metric units, such as centimetres to metres or grams to kilograms
- Use common approximate equivalences for imperial measures, such as 2.5cm ≈ 1 inch

Shape and Position

- Estimate and compare angles, and measure them to the nearest degree
- Know that angles on a straight line add up to 180°, and angles around a point add up to 360°
- Use reflection and translation to change the position of a shape

Graphs and Data

- Read and understand information presented in tables, including timetables
- Solve problems by finding information from a line graph



Parent Tip:
Much of the knowledge in Year 5 relies on number facts being easily recalled. For example, to find common factors or to make simple conversions, knowledge of multiplication tables is essential. Any practice at home to keep these skills sharp will certainly be appreciated by your child's class teacher!

Mathematics in Year 6

By the end of Year 6, students are expected to be confident with the use of all four standard methods for written calculations, and to have secured their knowledge of the key number facts for the four operations. Their work will focus more on fractions, ratio, proportion and the introduction of algebra.

In May of Year 6, students will take an arithmetic test of thirty minutes, and two broader mathematics tests of forty minutes each. Your child's teacher will also make an assessment of whether or not your child has reached the expected standard by the end of the Key Stage.

Number and Place Value

- Work with numbers to up ten million (10,000,000) including negative numbers
- Round any number to any required number of digits or magnitude

Calculations

- Use the standard method of long multiplication for calculations of four-digit numbers by two-digit numbers
- Use the standard method of long division for calculations of four-digit numbers by two-digit numbers • Identify common factors, common multiples and prime numbers
- Carry out complex calculations according to the mathematical order of operations
- Solve complex problems using all four operations

The mathematical order of operations requires that where calculations are written out in long statements, first calculations in brackets are completed, then any multiplication or division calculations, and finally any addition or subtraction. e.g., **the calculation 4 + 3 x (6 + 1) has a solution of 25, not 43 or 49**.

Fractions and Decimals

- Use common factors to simplify fractions, or to add fractions with different denominators
- Place any group of fractions into size order
- Multiply pairs of fractions together
- Divide fractions by whole numbers, e.g., **⅓ ÷ 2 = ⅙**
- Use division to calculate the decimal equivalent of a fraction
- Know and use common equivalences between fractions, decimals and percentages, such as ½ = 0.5 = 50%

Ratio and Proportion

- Find percentages of quantities, such as 15% of $360
- Use ratio to explain relationships and solve problems
- Use simple scale factors for drawings, shapes or diagrams

Ratio is represented using the colon symbol. e.g., **if $100 is shared in a ratio of 1:3 between two people, then the first person receives $25 (one part), with the other receiving $75 (three parts)**.

Algebra

- Use simple formulae
- Describe sequences of numbers where the increase between values is the same each time
- Solve missing number problems using algebra
- Find possible solutions to problems with two variables, such as a + b = 10

Measurements

- Convert between any metric units and smaller or larger units of the same measure
- Convert between miles and kilometres
- Use a given formula to find the area of a triangle or parallelogram



Parent Tip:
Playing traditional games, such as battleships or even draughts and chess, is great for exploring coordinates and movements across the coordinate grid.

Shape and Position

- Draw 2-D shapes using given sizes and angles
- Use knowledge of 2-D shapes to find missing angles in triangles, quadrilaterals and other regular shapes
- Name and label the radius, diameter and circumference of a circle
- Find missing angles in problems where lines meet at a point or on a straight line
- Use a standard grid of coordinates including negative values

Graphs and Data

- Construct and understand pie charts and line graphs
- Calculate the mean average of a set of data

Mean average is calculated by adding up all the values and dividing by the number of items. e.g., **the mean average of 3, 5, 8, 9 and 10 is 7 (3 + 5 + 8 + 9 + 10 = 35, then 35 ÷ 5 = 7)**.

iii. Science



In science, there will be a greater focus on working scientifically to investigative skills across all topics of science rather than understanding the nature and methods of science in abstract terms. The new national curriculum for science aims to ensure that all students; develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics; develop understanding of the nature, processes and methods (skills) of science through different types of science enquiries that help them to answer scientific questions about the world around them; are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future; to become active participants in their own learning by helping to establish learning success criteria, understanding and utilising metacognitive strategies, critical thinking, as well as using and responding to feedback from teachers and peers.

Scientific knowledge and Conceptual Understanding

The programmes of study describe a sequence of knowledge and concepts. While it is important that students make progress, it is also vitally important that they develop secure understanding of each key block of skills, knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: students may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content. Therefore, students should build upon and use: preconceptions, self-regulation, modelling, memory, practical investigations, scientific vocabulary and feedback.

Students should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider school curriculum: teachers will wish to use different contexts to maximise their students' engagement with and motivation to study science.

Science in Year 1

In the first years of schooling, much of the science curriculum is based around real life experiences for students. This includes everyday plants and animals, as well as finding out about different materials and the four seasons. There are likely to be lots of opportunities for exploring scientific ideas both in the classroom and the local surroundings.

Working Scientifically

The working scientifically objectives are the same for both Years 1 and 2 to develop a solid foundation and working knowledge of the scientific skills that need to be applied.

- Asking scientific enquiry questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests and investigations
- Identifying and classifying measurements and observations
- Using their observations and ideas to suggest answers to questions
- Gathering, recording and communicating data to help in answering questions and making comparisons.

Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

Deciduous trees are those which lose their leaves in autumn, whereas evergreen trees – as the name implies – are those which retain their green colour all year round.

Animals, including humans

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Herbivores: animals which feed only on plants, e.g., **rabbits**
Carnivores: animals which feed on other animals, e.g., **eagles**
Omnivores: animals which eat both plants and animals, e.g., **humans**

Everyday Materials

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal Changes

- Gather secondary research on changes across the four seasons
- Observe and describe weather associated with seasons in the Cayman Islands (including hurricanes) and how day length varies.

Quick Fact

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics encompassed within scientific enquiry. Science has changed our lives and is vital to the world's future prosperity, and all students should be taught essential aspects of the knowledge, methods, processes and uses of science.

Science in Year 2

In the first years of schooling, much of the science curriculum is based around real life experiences for students. This includes everyday plants and animals, as well as finding out about different materials and the four seasons. There are likely to be lots of opportunities for exploring scientific ideas both in the classroom and the local surroundings.

Working Scientifically

The objectives for working scientifically are the same for both Years 1 and 2 to develop a solid foundation and working knowledge of the scientific skills that need to be applied.

- Asking scientific enquiry questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment performing simple tests and investigations
- Identifying and classifying measurements and observations
- Using their observations and ideas to suggest answers to questions
- Gathering, recording and communicating data to help in answering questions and making comparisons.

Living things and their habitats

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including micro- habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Habitats are simply the different types of places living things are found. This can range from the vast, such as oceans and rainforests, through to local features such as rock pools, or to the small, such as under a single log.

Plants

- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Quick Fact

At certain times of the year you may also be lucky enough to witness some of the growth cycle in animals, such as tadpoles in a pond, or goats (kidding) at a local farm. *Kidding is the act of the birthing process in goats.*



Parent Tip:
Growing your own plants or flowers at home can be an exciting process for children to take part in. Why not try some quick growing seeds such as lettuce or cabbage and watch how the processes of growth are similar for all plants?

Uses of everyday materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Science in Year 3

During Key Stage 2 (Years 3 to 6), the strands of science begin to become more recognisable as biology, chemistry and physics, although they will usually be grouped together in primary school. Students will continue to carry out their own experiments to find out about the world around them, and to test their own hypotheses about how things work.

Working Scientifically

The working scientifically objectives are the same for both Years 3 and 4 to develop a solid foundation and working knowledge of the scientific skills that need to be applied.

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, graphs, and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identifying differences, similarities or changes related to simple scientific ideas and processes
- Using straightforward scientific evidence to answer questions or to support their findings.

Plants

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Pollination is the act of reproduction in which pollen is transferred – usually to another plant – to make seeds. Seed dispersal is the distribution of seeds by actions such as sprinkling, through the wind, or by being eaten as part of a fruit.

Animals, including humans

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed
- Recognise that soils are made from rocks and organic matter.

At this level, rocks are often grouped into one of three categories: Igneous: rocks formed from magma under the Earth's surface, often after a volcano, or deep underground. Metamorphic: rocks formed under great heat or pressure under the Earth's surface, such as slate or marble. Sedimentary: rocks formed where sediment builds up in deposits under lakes or oceans.

Light

- Recognise that they need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object
- Find patterns in the way that the size of shadows change.

pg | 19

Forces and Magnets

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.



Parent Tip:
Many families will have a magnet of some form about the house, and this makes a great tool for scientific investigation. A fun experiment is to compare whether household objects are attracted to magnets, such as keys, tins, cans, and even different denominations of coin.

Science in Year 4

In Year 4 students will develop their understanding of more complex ideas in science such as classification of living things, changing states of matter, how sound works and the fundamentals of electrical circuits.

Working Scientifically

The working scientifically objectives are the same for both Years 3 and 4 to develop a solid foundation and working knowledge of the scientific skills that need to be applied.

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, graphs, and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.

Living Things and their Habitats

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things.

A common example of classification is the grouping of vertebrates into fish, amphibians, reptiles, mammals and birds.

Animals including Humans

- Describe the basic functions of the parts of the digestive system, such as mouth, oesophagus, stomach and intestines
- Identify the different types of teeth in humans, and their functions
- Construct a variety of food chains to show producers, predators and prey

States of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) and Fahrenheit (°F).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

The water cycle is the process of water being evaporated from the Earth's surface, and then condensing to form clouds and rain before falling back to Earth.

Sound

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases.

Electricity

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators and associate metals with being good conductors.

Science in Year 5

As students get older, they begin to meet more abstract concepts in science – things which are not so easily tested in the classroom, such as the bodies of the solar system, or comparisons between the life cycles of different animals. They will continue to carry out experiments but may also use more secondary resources for research or investigation.

Working Scientifically

The working scientifically objectives are the same for both Years 5 and 6 to develop a solid foundation and working knowledge of the scientific skills that need to be applied.

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

Living Things and their Habitats

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life processes of reproduction in some plants and animals

Life cycles include different stages for the main vertebrate groups, such as eggs, larvae and pupae. These can be seen in tadpoles and frogs, caterpillars and butterflies, and of course the chicken and the egg.

Animals including Humans

- Describe the changes as humans develop to old age

Properties and Changes of Materials

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

pg | 21

- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.



Parent Tip:
Plenty of exciting experiments can take place at home looking at reversible and irreversible changes. Try searching online for the 'vinegar bomb' experiment, or the now-famous 'Coke and Mentos' experiment. Try it!

Earth and Space

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- Describe the movement of the Moon relative to the Earth
- Describe the Sun, Earth and Moon as approximately spherical bodies
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Since 2006, scientists defined Pluto as only a dwarf planet. Students are now taught that there are only eight planets orbiting the Sun (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune), although many will also explain the history of Pluto's past.

Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Science in Year 6

In Year 6, many of the scientific concepts that students meet are more abstract, such as the study of evolution, or the behaviour of light. There are still plenty of opportunities for investigation and also to find out about the work of some great scientists of today and the past.

Working Scientifically

The working scientifically objectives are the same for both Years 5 and 6 to develop a solid foundation and working knowledge of the scientific skills that need to be applied.

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

Living Things and their Habitats

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro- organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics.

At this age, invertebrate animals can be grouped into categories such as; worms, arthropods (insects, arachnids, crustaceans and myraipods are all part of this group), molluscs (e.g., **snails**), echnionderms (e.g., **starfish**), cnidarians (e.g., **jellyfish**), and sponges.

Animals including Humans

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans

Adaptation and Inheritance

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Evolution is not a planned process of adaptation, but rather the unintended result of more random changes which led to animals being better-suited to the environments in which they lived.

Light

- Recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram

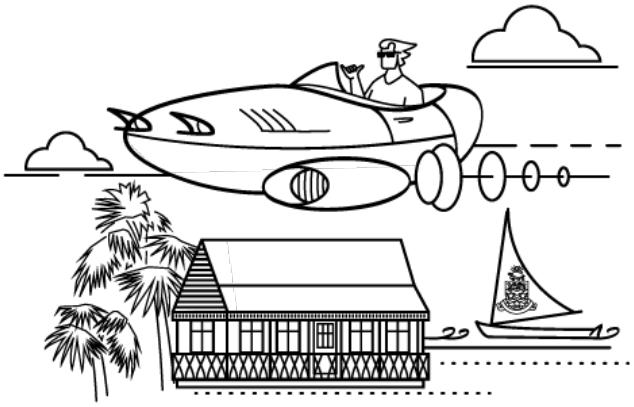


Parent Tip:
Conversations about evolution and inheritance often lead to interesting discussions at home. Some traits which are inherited are not always passed on, such as hair or eye colour. Interestingly, you can also compare whether members of your family have attached or detached earlobes, or whether they can roll their tongues.

Parent Tip:
A full breakdown of topic areas and supporting materials that you can use to support you child in science can be found on the Hamilton Trust website for free: **https://www.hamilton-trust.org.uk/science/**

iv. Social Studies

The National Council for Social Studies best explains the purpose of social studies when it states that the "primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an inter-dependent world". Furthermore, the 2016 Education Law outlines the requirements for teaching and learning in the Cayman Islands. The requirements detailed in Section 4 and 17 of the law now stipulate that studies should include and promote the importance of history, culture and values of the Cayman Islands, develop an understanding of the constitution and laws whilst preparing the people of the Cayman Islands to participate in both the local and the global economy and society.



The Social Studies curriculum is divided into three strands: **1. Social Organisation, Civics and Economics**; **2. Geography and The Environment**; and **3. History, Culture and Identity**. Social Organisation, Civics and Economics will look at citizenship, the roles of societal groups and allow students to examine people's rights, needs, roles, responsibilities. In Geography and The Environment students will explore the impact of humans on the environment, our roles in minimizing the negative impact as well as deliberate the human impact on the environment. Lessons in History, Culture and Identity will allow students to delve into local culture, heritage and identity through the study of significant events such as the discovery of the Cayman Islands, emancipation and the study of our National Heroes.

Social Studies in Year 1 and 2

History, Culture and Identity

Students focus on personal and locally significant events and people which include discovery of the Cayman Islands, the Treaty of Madrid, early settlement, establishment of the Coat of Arms, Christopher Columbus, William Eden and the importance of the national symbols. Students will also delve into local culture and heritage and how families and Caymanians express culture through food, dance, storytelling, song and dance.

Social Organisation, Civics and Economics

Students begin to look at citizenship, roles of groups, the difference between needs and wants and that there are many types of jobs.

Geography and the Environment

Students learn about the continents and the oceans as well as focusing on naming and identifying the Cayman Islands. They will use the four main compass directions and simple maps to learn about their local area. They will explore the impact of humans on the environment and what our roles are in minimizing the negative impact.

Social Studies in Years 3 to 6

History, Culture and Identity

Students look at two ancient civilizations as well as deepening their knowledge of local history, culture and identity through the study of our national heroes, Caymanians who changed the lives of others, cultural significance of holidays and events and the chronological history of Cayman including land grants and empancipation.

Social Organisation, Civics and Economics

Students examine people's rights, needs, roles, responsibilities and the consumption and production of goods and services. They will look at the evolving function of government including a detailed look at the development and changes of the of the Cayman Islands Government and the importance of civic participation whilst exploring ways to contribute to society.

Geography and the Environment

Students will locate other countries in the world. They will use geographical vocabulary to describe and examine a variety of environments and make links between different places in the world. They will use geographical skills and resources and ask geographical questions and deliberate the human impact on the environment.

Though students will learn a great deal of content, our aim is that students will develop skills as they use the social studies processes of inquiry, values, exploration and decision making; to value their roots, explore their pasts, understand their contexts and participate responsibly.

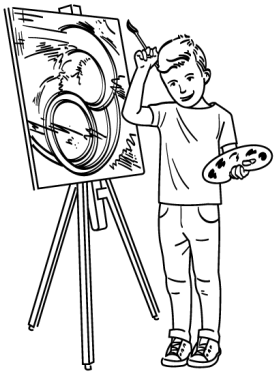
Parent Tip:
As parents and guardians you can support your child's learning by asking questions to follow up on their learning, supporting their participation in school projects, discussing current events happening in the Cayman Islands, asking students how they feel about various events and becoming familiar with the curriculum and the learning intentions sent home form the school.

The Foundation Subjects

At primary school, English, maths, science and social studies make up the bulk of the timetable. The other foundation subjects play a key part in providing a broad and balanced curriculum. This is a brief outline of what will be covered in the foundation subjects during primary school:

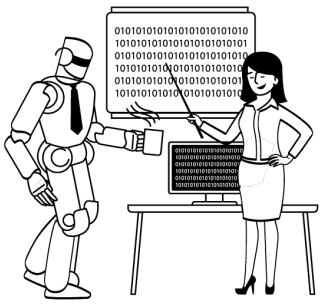
Art

Students will explore a range of different techniques such as drawing, painting and sculpture, and will use a variety of materials, from pencil and paint to charcoal and clay, to create their own art pieces. In addition, during Key Stage 2, students will study the works of some great artists, architects and designers from history.



Computing

There are three main strands of the new Computing curriculum: information technology, digital literacy and computer science. Information technology is about the use of computers for functional purposes, such as collecting and presenting information, or using search technology.

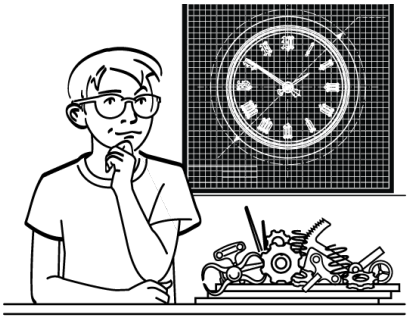


Digital literacy is about the safe and responsible use of technology, including recognising its advantages for collaboration or communication. Finally, computer science will introduce students of all ages to understand how computers and networks work. It will also give all students the opportunity to learn basic computer programming, from simple floor robots in Years 1 and 2, up to creating on-screen computer games and programmes by Year 6.

All schools will use the software **ICompute** which is an ever-adapting curriculum resource that supports the delivery of computing in the curriculum. Schools will also include regular teaching of e-safety to ensure that students feel confident when using computers and the Internet and act responsibly if they encounter inappropriate content

Design and Technology

This subject includes designing, construction and engineering, in which students will design, make and evaluate products while learning to use a range of tools and techniques for construction. There may also be some cross-over with Art and Science as students incorporate levers, pulleys or electrical circuits into their designs for finished products.





Life Skills

Life Skills lessons are geared at providing students with the knowledge, skills and understanding that will allow them to cope as they become more independent and more physically and socially aware. At the end of primary school, students should be able to understand the concept of a healthy lifestyle; learn to develop and maintain healthy relationships within a range of social/ cultural concepts and understand how to respect themselves as well as others around them through the adaptation of responsible behaviours.

Music

Over the course of primary school, students will listen to and perform a range of music. In the first years of schooling this will often include singing songs and rhymes and playing untuned instruments such as tambourines or rainmaker sticks. In Key Stage 2, students will perform pieces both alone and as part of a group using their own voice and a range of musical instruments, including those with tuning such as glockenspiels or keyboards. They will both improvise and compose pieces using their knowledge of the different dimensions of music such as rhythm and pitch. During the later years they will also begin to use musical notation, and to learn about the history of music.





Physical Education

Physical Education lessons will continue to include a range of individual disciplines that incorporates the six focus sports namely netball, football, basketball, athletics, swimming and cricket. Gymnastics, and dance have also been added to the curriculum. Through these sports, students should learn the skills of both cooperation and competition. During Key Stage 2, the range of games and sports taught will be broader, and the students will also take part in outdoor and adventurous activities such as orienteering. They will perform dances, take part in athletics and gymnastics, and attempt to achieve personal bests in various activities. In addition, all students should learn to swim at some point during their primary school career.

Religious Education

Throughout primary school students will be taught to recognise Christianity as a major influence on the way of life in the Cayman Islands. They will also be taught about different Christian denominations such as the Roman Catholic, Orthodox, Anglican, and Protestant Churches. Students will also gain an understanding of other world religions such as Buddhism, Hinduism, Islam, Judaism and Sikhism and how these impact society at large. As a consequence of this learning, students should be able to reflect upon what it means to be a part of a faith community and to reflect on sources of inspiration in their own lives.

Spanish

For the first time, Spanish will be compulsory in schools for students at Key Stage 2 (Years 3 to 6). Over the course of their four years in Key Stage 2, students will be expected to ask and answer questions, present ideas to an audience both in speaking and writing, read a range of words, phrases and sentences, and write simple phrases, sentences and descriptions in Spanish. Students will also be expected to learn about the appropriate intonation and pronunciation of the language.



04 | **Resources**

Students have been equipped with exciting new tools to support learning in and outside of the classroom. These resources are both text and computer based which are easily accessible to each student to effectively reinforce the curriculum content in all aspects their learning.

Key Stage 1 and 2

Power Maths (textbook and computer software) is a whole-class mastery programme designed to spark curiosity and excitement and help nurture confidence in maths. At the heart of Power Maths is the belief that all students can achieve. It's built around a child-centered lesson design that models and embeds a growth mindset approach to maths.

I-Compute (computer software) leads the way in teaching primary computing curriculum with inspirational, creative, schemes of work that provides full statutory coverage of the National Curriculum for computing. It is suitable for teachers with any level of experience and includes detailed lesson plans, assessment toolkits, online diagnostic tests, worksheets, online activities, video screen casts, links to free software and more.

Getset4PE (computer software) is written and designed by teachers for teachers. It is simple and easy to use giving teachers subject knowledge, confidence and support in their assessment, development and delivery of quality physical education. It features lesson plans, schemes of work, curriculum mapping and access to assessment criteria.

Charanga Musical School (computer software) is the United Kingdom's leading provider of music education technology and digital resource for schools. Key features are the use of technology, great visuals, beautifully orchestrated backing tracks mixed with well-known repertoire. It provides massive support for non-music specialists by boosting their knowledge of the subject.

Cracking Comprehension (textbook and computer software) is a range of multi-format resources that support students in developing and improving their key reading comprehension skills across a range of text types and genres. Key features are students guides, practice quizzes, modelling software, fun activities, and step-by-step support for teachers.

Key Stage 1

Students in Reception to Year 2 will utilize the **Read Write Inc. Phonics** programme which is aligned to the English National Curriculum and is a systematic and comprehensive early literacy programme. It teaches students to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step. Read Write Inc. Phonics also provides detailed guidance for parents on how they can support their child's reading and writing development at home.

Early Years Foundation Stage

Teachers have been equipped with electronic tablets to conduct real-time tracking of student progress. They are loaded with **Early to Primary Essence** software.

Early to Primary Essence is a comprehensive solution which provides efficient, flexible, engaging and accurate analysis of children's learning. It will help to provide parents with the most current developmental information.



Parent Tip:
Students will recieve compostion books as a tool to copy down school work and notes. Free of cost!
These books are colour coded for each core and foundation subject to help with organisation.

05 | **Assessment**

The National Curriculum 'Programmes of Study' communicates the expectations for all students. Assessment of students' attainment and progress is directly linked to the curriculum and evaluates students' knowledge and understanding of subject requirements.

The purpose of assessment is to empower students to become better learners by understanding their own attainment and guiding them on how to progress and achieve beyond it. Assessment information provides an understanding of the current and potential outcomes of your child.



Parent Tip: The term assessment is used to describe methods or tools which educators use in order to evaluate, measure, make inferences and document the academic readiness, learning progress, skill acquisition, or educational needs of students. Assessments are also used as the basis for identifying the strengths and weaknesses of students so that specialised support can be provided as needed.

There are **three** main forms of assessment that will be used in schools:

01 | Formative Assessment

Formative assessment will be utilized by teachers to evaluate students' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly

Examples include:

- Answering questions during class
- Marking of students' work
- Observational assessment
- Regular short re-cap quizzes
- Scanning work for student attainment and development

02 | In-school Summative Assessment

In-school Summative assessment assesses student performance at the end of a period of teaching. This may consist of a combination of assessments developed by their teacher and common standardised assessments that are used across the education system.

Examples include:

- End of school year examinations
- End of topic or end of unit tests
- Reviews for students with SEN and disabilities
- Assessments performed to quality assure teacher judgements

03 | National Statutory Summative Assessment

National assessment is a measure of student performance in comparison to national expectations. This is used to measure long term patterns in student and school performance and to hold school leaders accountable for the performance of the students within their schools.

Examples include:

- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1

Reporting

The purpose of reporting is to support and improve student learning by providing parents and guardians with the results of the student assessments. Under the new curriculum reporting will be an on-going process which provides clear information on a student's strengths, areas for development and specifically what needs to be done to ensure continued progress and improved standards of achievement.

Methods of reporting include:

1. **Formal and Informal Parent/teacher Consultation Events**
   - At the end of each term teachers will organize reporting events to share students' age-related attainment against national expectations, next step targets and the progress students have made to date

2. **End of Term Written Report**
   - Schools will report teacher judgements for students on a termly basis as well as the student's performance on standardised tests in reading, writing and mathematics. All other subjects will be reported as teacher judgements.

3. **End of Key Stage Test Results Report**
   - At the end of each academic year, schools will issue Standardized Assessment Test results to parents and guardians of students who come to the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6)

4. **Phonic Screening Test**
   - Students in Year 1 will receive a notification to say whether or not they have passed the Year 1 Phonic Screening Test. Students in Year 2 who did not pass at the end of Year 1 will also be informed of their performance on the phonics test.

5. **EYFS Assessment/Reception Report**
   - In the final term of the year in which a child reaches age five, the EYFS Profile must be completed for each child. The Parents and guardians of reception students will be provided with a written report as well as a notification of progress against the Early Learning Goals (ELGs).



Parent Tip:
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Grading Schemes

Assessments will be now be reported using Scaled Scores and Teacher Judgements.

Scaled Score

Lots of schools use tests at all stages of their work. For the most part, these are part of a normal classroom routine, and support teachers' assessment. However, at certain stages of schooling there are also national tests which must be taken by all students of government-operated schools. Standardized Assessment Tests, often informally known as 'SATs', these tests are compulsory for students at the end of each Key Stage which is Year 2 and Year 6. Students in these year groups will undertake tests in Reading, Mathematics, Punctuation, Grammar & Spelling. The results will be reported to schools and parents/guardians at the end of the year.

A score of 100 represents the expected level for each age group as seen in the illustration below.

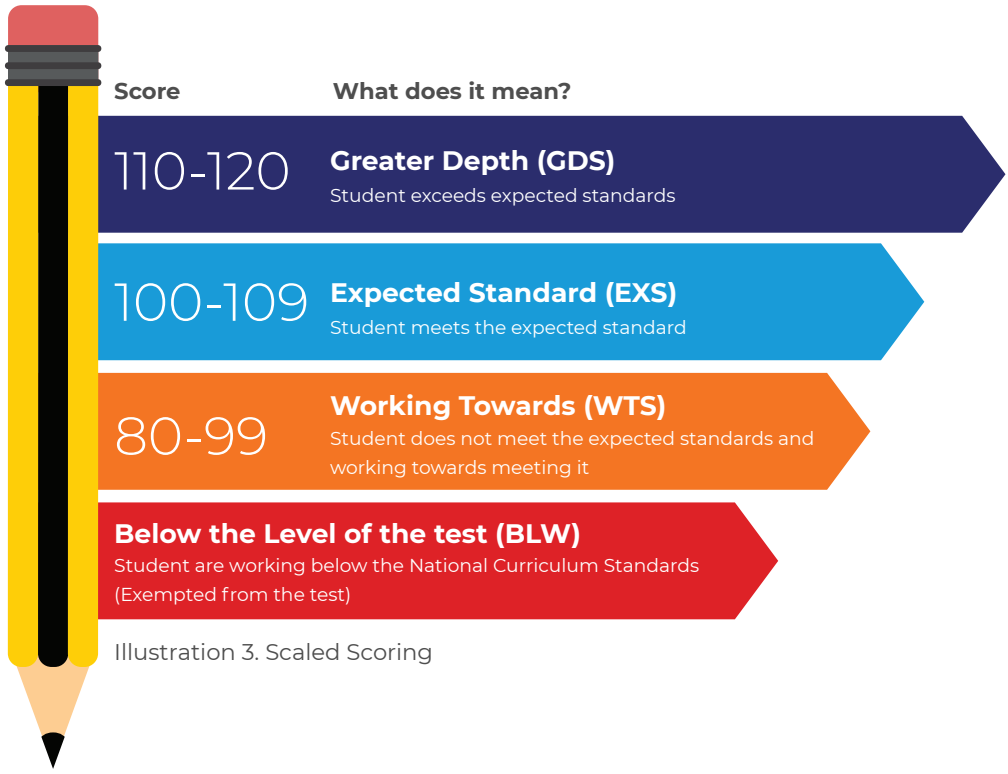

Illustration 3. Scaled Scoring

Teacher Judgement

Social Studies and all foundation subjects are assessed using teacher judgements and/or internally set tests. Students' performance in all subjects will be judged against the National Curriculum standards as one of the following qualitative descriptors:

Grade	Descriptor	What does it mean?
GDS	Greater depth	Student exceeds expected standard of learning
EXS	Working at expectations	Student meets the expected standard
WTS	Working towards expectations	Student does not meet the expected standard
BLW	Below	Student is working below national curriculum assessment standards

Illustration 4. Teacher Judgement

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CAYMAN ISLANDS GOVERNMENT

The Department of Education Services (DES) is the operational arm of the Cayman Islands Government education service. While the Ministry of Education provides the strategic and policy direction for government schools, DES provides the resources and support to schools to implement the various policies and procedures.

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Some contents of this guide have been adapted from the Michael Tidd and Rising Stars – Guide for Parents for the new national curriculum in English primary schools.

For more information please visit **www.schools.edu.ky**

