

Highlights of the Day

- ❑ Changes in Cambridge program for coming academic session (2021/2022)

- ❑ Curriculum frameworks
- ❑ Teacher Guides &
- ❑ Schemes of Work
- ❑ Supporting documents

- ❑ **Math Resources Link:**

https://drive.google.com/drive/u/0/folders/1Jhb5baTg9ozz4l5BcbgkQz_q9wB_vzKK

- ❑ **Science Resources Link:**

https://drive.google.com/drive/u/0/folders/1GzV2qEskFBkryn8_TJDKuHCBZtANmL3k

New Curriculum starting September 2021

❖ **Primary**

Let's watch a video

Subjects	Old	New
Math	0845	0086
Science	0846	0097
English	0084	0054

❖ **Lower Secondary**

Subjects	Old	New
Math	1112	0862
Science	1113	0893
English	1111	0861
ESL	1110	0876

Curriculum Framework

- ❖ The *Curriculum Framework* details the key benefits and aims of the Cambridge **Primary Science** / Math programme and provides a comprehensive set of learning objectives detailing what learners should know and be able to do by the end of each stage
- ❖ Cambridge Primary Curriculum Framework (Science 0097)
- ❖ Cambridge Primary Science Learning Objectives
- ❖ Cambridge Primary Science Progression
- ❖ **Teacher Guide**

Progression from Stage 1 to 6

- ❖ To assist you with your planning we have provided a separate document that contains the learning objectives
- ❖ A new document to help you with your planning.
- ❖ The progression grid demonstrates how the learning objectives support learners to progress in their knowledge, understanding and skills from Stage 1 to Stage 6.
- ❖ Refer **progression grid**

Curriculum Framework

- ❖ The *Curriculum Framework* details the key benefits and aims of the Cambridge **Primary Math** programme and provides a comprehensive set of learning objectives detailing what learners should know and be able to do by the end of each stage
- ❖ **Cambridge Primary Curriculum Framework (Math 0096)**
- ❖ **Primary Math Learning Objectives**
- ❖ **Cambridge Primary Grid Progression (0096)**
- ❖ **Cambridge Primary Teacher Guide (0096)**

Transition Guides

- ❖ **How to transition from the current to the new Curriculum Frameworks**
- ❖ **Please refer for the grade(s) you are teaching**
 - Scenario 1: Gaps in understanding
 - Scenario 2: Repetition in learning
 - Scenario 3: Learning objectives now earlier in the curriculum
 - Scenario 4: New learning objectives in the curriculum

Teacher Guide

- ❖ The *Teacher Guide* will help you to **plan** and **deliver lessons** using effective teaching and learning approaches.
- ❖ It includes **step-by-step guidance** on the planning process, effective teaching for Cambridge Primary Mathematics, creating a positive learning environment, and monitoring learners' progress and evaluating evidence to inform next steps for teaching and learning.
- ❖ This *Teacher Guide* should be read alongside the *Curriculum Framework* and the accompanying *Schemes of work*.
- ❖ Refer **Teacher Guide (Secondary Math)**

Biology: Structure and Function

Cambridge Lower Secondary Science 0893 Curriculum Framework. Learning objectives by stage

Stage 7	Stage 8	Stage 9
<p>7Bs.01 Understand that all organisms are made of cells and microorganisms are typically single celled.</p> <ul style="list-style-type: none">• 7Bs.02 Identify and describe the functions of cell structures (limited to cell membrane, cytoplasm, nucleus, cell wall, chloroplast, mitochondria and sap vacuole).• 7Bs.03 Explain how the structures of some specialised cells are related to their functions (including red blood cells, neurones, ciliated cells, root hair cells and palisade cells).• 7Bs.04 Describe the similarities and differences between the structures of plant and animal cells.• 7Bs.05 Understand that cells can be grouped together to form tissues, organs and organ systems.	<p>8Bs.01 Identify ball-and-socket and hinge joints, and explain how antagonistic muscles move the bones at a hinge joint.</p> <ul style="list-style-type: none">• 8Bs.02 Describe the components of blood and their functions (limited to red blood cells transporting oxygen, white blood cells protecting against pathogens and plasma transporting blood cells, nutrients and carbon dioxide).• 8Bs.03 Describe how the structure of the human respiratory system is related to its function of gas exchange (in terms of lung structure and the action of the diaphragm and intercostal muscles) and understand the difference between breathing and respiration.• 8Bs.04 Describe the diffusion of oxygen and carbon dioxide between blood and the air in the lungs	<p>9Bs.01 Describe the pathway of water and mineral salts from the roots to the leaves in flowering plants, including absorption in root hair cells, transport through xylem and transpiration from the surface of leaves.</p> <ul style="list-style-type: none">• 9Bs.02 Describe the structure of the human excretory (renal) system and its function (limited to kidneys filtering blood to remove urea, which is excreted in urine).• 9Bs.03 Know that chromosomes contain genes, made of DNA, and that genes contribute to the determination of an organism's characteristics.

Can be found in SOW and Teacher Guides for each stage

Translating Learning Objective to Assessment

- ❖ 7Bs.01 Understand that all organisms are made of cells and microorganisms are typically single celled.
 - Success Criteria?
 - Type of question?

- ❖ 7Bs.02 Identify and describe the functions of cell structures (limited to cell membrane, cytoplasm, nucleus, cell wall, chloroplast, mitochondria and sap vacuole).
 - Success Criteria?
 - Type of question?

Scheme of Work

- ❖ a long-term plan which groups the learning objectives into units and suggests how long to spend teaching each unit
- ❖ suggested units showing how the learning objectives in the curriculum framework can be grouped and ordered, including Thinking and Working Mathematically characteristics
- ❖ common misconceptions
- ❖ at least one suggested teaching activity for each learning objective
- ❖ a list of subject-specific vocabulary that will be useful for your learners
- ❖ sample lesson plans

Assignment

1. Select from SOW any strand of your choice a unit (40min teaching) and prepare a Lesson Plan with the followings:

- Objective
- Lesson focus /Success Criteria
- Prior knowledge /Prior Learning
- Plan: Introduction, Main activities, End/Close/Reflection/Summary
- Refer documents given in Google Drive

2. Reflection on the workshop

Thank You !

