

Teachers Training

Preparation and Implementation of Lesson Plan Using CIE/QCA/EYFS Framework & Scheme of Work

With Focus on

QCA Primary & Cambridge University Primary Program

(PILP)



Preparation and Implementation of Lesson Plan

Primary Focus

Teacher's Book



© CITC Copyright 2013 All Right Reserved

Workshop Objectives

In this workshop you will:

- 1) Become familiar with the issues, challenges, and skills needed to prepare and implement your daily lesson plan using the CIE/QCA/EYFS British National Curriculum Framework and Scheme of Work.
- 2) Be able to make connections between Framework Codes, ELG Codes and the Scheme of Work and use it in your lesson plan as well as in the classroom.
- 3) Be able to apply your teaching skills to well develop your school, your class and your pupils by preparing the weekly assessment / evaluation sheet according to CIE, QCA, EYFS standards.
- 4) Be able to link your teaching methodology to the learning objectives of CIE, National Curriculum and the CIEs requirements as well as to the QCA, EYFS and Cambridge Schools Teachers Website.

Glossary

Introduction - Glossary

For the purposes of this workshop some abbreviation will be used as follows :

CIE	Cambridge International Examination
QCA	QCA – Qualification & Curriculum Authority (Now QCDA)
CIPP	Cambridge International Primary Program
KS	Key Stage
EYFS	Early Years Foundation Stage
ELGs	Early Learning Goals
Strand	Content area, further divided into 'sub-strands'
Stage	Year of education in Cambridge Primary and Secondary 1
National Curriculum	The National Curriculum for England

Understand The National Curriculum Structure

The National Curriculum applies to pupils of The British Educational System School and foundation schools. The National Curriculum sets out the stages and core subjects the child will be taught during their time at school. Children aged five to 16 in the British Educational System schools must be taught the National Curriculum.

The National Curriculum is a framework used by all British Educational System schools to ensure that teaching and learning is balanced and consistent.

- The National Curriculum is organised into blocks of years called 'key stages'.
- There are four key stages as well as an **Early Years Foundation Stage (EYFS)**.

The EYFS covers education for children before they reach five (compulsory school age).

EYFS

3-4 KG 1 EYFS

4-5 KG2 EYFS

Primary

Key stage 1: Ages 5-7 (Years 1-2)

Key stage 2: Ages 7-11 (Years 3-6)

Middle School

Key stage 3: Ages 11-14 (Years 7-9)

High School (Secondary)

Key stage 4: Ages 14-16 (Years 10-12).

Understand The National Curriculum Structure - Key Stage

Age	Year	Key Stage (KS)	Assessment
3-4	KG 1	EYFS	
4-5	KG 2	EYFS	
5-6	Year 1	KS1	Teacher assessment in Eng.,Math,Science
6-7	Year 2	KS1	SATs tests and teacher assessment in Eng. Math and science
7-8	Year 3	KS2	Optional tests and teacher assessment in Eng. Math and science
8-9	Year 4	KS2	Optional tests and teacher assessment in Eng. Math and science
9-10	Year 5	KS2	Optional tests and teacher assessment in Eng. Math and science
10-11	Year 6	KS2	SATs tests and teacher assessments in English, maths and science
11-12	Year 7	KS3	Optional tests and teacher assessment in Eng. Math and science
12-13	Year 8	KS3	Optional tests and teacher assessment in Eng. Math and science
13-14	Year 9	KS3	Teacher assessments in English, maths and science and the other foundation subjects
14-15	Year 10	KS4	Some children take IGCSEs
15-16	Year 11	KS4	Most children take IGCSEs or other national qualifications

Subjects of The National Curriculum	
Core Subjects	Other Subjects
English Mathematics Science	Art and design Citizenship Design and technology Geography , History ICT , Music Physical education Personal, social and health education Religious education

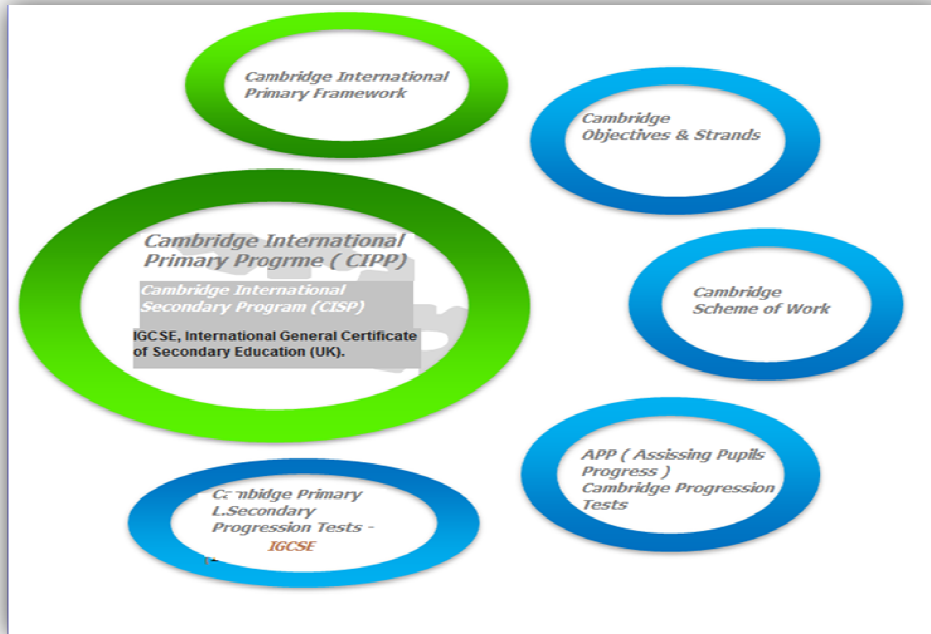
The 5 Phases of the National Curriculum

- 1- Primary Frame Work
- 2- Programs of study (Objectives)
- 3- Scheme of Work
- 4- Assessing Pupils Progress (APP)
- 5- Standard Assessment Tests (SATS)

Understand the National Curriculum Phases



Understand Cambridge Program Phases



Cambridge Programs

Cambridge Primary (5-11 years)	Cambridge Primary Cambridge Primary Checkpoint Cambridge ICT Starters
Cambridge Secondary 1 (11-14 years)	Cambridge Secondary 1 Cambridge Checkpoint Cambridge ICT Starters
Cambridge Secondary 2 (14-16 years)	Cambridge IGCSE Cambridge O Level Cambridge ICE
Cambridge Advanced (16-19 years)	Cambridge International A/AS Levels Cambridge AICE Cambridge Pre-U

Cambridge International Primary Program (CIPP)

Cambridge Primary, typically for 5-11 year olds, gives schools a curriculum framework to develop English, Mathematics, and Science skills, knowledge and understanding in younger learners. Cambridge Primary provides guidance for curriculum development and classroom teaching and learning. It enables teachers to assess children's learning as they progress with two optional assessments: Cambridge Primary Progression Tests and Cambridge Primary Checkpoint.

Lesson Planning

- Cambridge International Schools in Sudan follows the British National Curriculum using the Framework , Scheme of work and Learning Objectives provided by:

The 3 Core Subjects (English , Math , Science)	Framework , Scheme of work and Learning Objectives provided by CIE
Non-Core Subjects (ICT , Geography and History)	Framework , Scheme of work and Learning Objectives provided by QCA
Arabic and Religion	Books and Syllabus provided by Sudan Ministry of Education

- For Cambridge Primary Framework, the curriculum is presented in number of content areas or ‘strands’. These are further subdivided into ‘substrands’. The framework promotes an enquiry-based approach to learning to develop thinking skills and encourage intellectual engagement by applying these strands.

Framework Code Structure

- The Framework Codes comes in 4 or 5 alphanumeric characters.

First Number	Second and 3 rd Letters	3 rd or 4 th Letter	5 th Number
Stage	Strand (In Capital)	Sub Strand (In Small)	The number of the Framework code

Connection between Learning Objectives , the Scheme of Work and the Framework:

How to identify and connect the Learning Objectives , the Scheme of Work and the Framework:

**Example 1 –
Science Stage 3**

Framework /Scheme of Work /Learning Objectives Science Stage 3

The Main Strands in the Primary Science Framework:

1-Scientific enquiry

2-Biology

3-Chemistry

4-Physics

The Main Strands and Sub Strands in the Primary Math Framework

Strand	Scientific enquiry	Biology	Chemistry	Physics
Sub Strand	- Planning from ideas and evidence - Obtaining, presenting and considering evidence	- Plants - Humans and animals	- Material properties	- Forces and motion

Take the Framework code 3Bp4 in Stage 3

3Bp4

Learning objective	Stage	Strand	sub-strand	Framework code
Explain observations that plants need water and light to grow	3	Biology	Plants	3Bp4

3 = Stage 3

B= Biology – Main Strand (Capital Letter)

p = Plants (Substrand) – small letter

4= Number of the Framework Code

First Number	Second and 3 rd Letters	3 rd or 4 th Letter	5 th Number
Stage	Strand (In Capital)	Sub Strand (In Small)	The number of the Framework code

Framework Science Stage 3

Stage 3



Scientific enquiry

Ideas and evidence

- Collect evidence in a variety of contexts to answer questions or test ideas.

Plan investigative work

- Suggest ideas, make predictions and communicate these.
- With help, think about collecting evidence and planning fair tests.

Obtain and present evidence

- Observe and compare objects, living things and events.
- Measure using simple equipment and record observations in a variety of ways.
- Present results in drawings, bar charts and tables.

Consider evidence and approach

- Draw conclusions from results and begin to use scientific knowledge to suggest explanations.
- Make generalisations and begin to identify simple patterns in results.

Biology ←

Plants

- Know that plants have roots, leaves, stems and flowers.
- Explain observations that plants need water and light to grow.
- Know that water is taken in through the roots and transported through the stem.
- Know that plants need healthy roots, leaves and stems to grow well.
- Know that plant growth is affected by temperature.

Humans and animals

- Know life processes common to humans and animals include nutrition (water and food), movement, growth and reproduction.
- Describe differences between living and non-living things using knowledge of life processes
- Explore and research exercise and the adequate, varied diet needed to keep healthy.
- Know that some foods can be damaging to health, e.g. very sweet and fatty foods.
- Explore human senses and the ways we use them to learn about our world.
- Sort living things into groups, using simple features and describe rationale for groupings.

Scheme of Work Science Stage 3

Framework Codes	Learning Objective	Activities	Resources	Comments	Time
3Bh6	Can sort living things into groups, using simple features and describe rationale for groupings.	Identify what all living things can do – move, grow, reproduce, breathe, feed, use senses. Sensory activities – as a reminder of what our senses are: Taste/smell tests Feely bags Blindfold games Listening activities – identifying sounds Grouping activities	Photographs Hoops Feely bags Magnifying glasses		2 hours
3Bh2	Can describe differences between living and non-living things using knowledge of life processes.	Revise living vs non-living. Distinguish between living vs non-living. Explore different ways of moving. Investigate how we breathe.	Secondary sources – Internet, books, CD ROMs Mirrors	Link with physical education.	2 hours
3Bh1	Know life processes common to humans and animals include nutrition (water and food), movement, growth and reproduction.	Revise what we need to stay alive. Discuss animal needs also. Visit a local market and look at available foods. Revise changes from birth until now. Discuss other human physical changes e.g. growth. Animal families activities.	 Photographs	Adhere to school policy re educational visits.	2 hours 1 hour
3Bp4	Know that plants need healthy roots, leaves and stems to grow well.	Revise what plants need to grow well. Measure growing plants over a few weeks. Plant seeds and observe flowers growing.	Specimen plants for comparison, healthy, unwatered, kept in dark.	Begin plant experiments early in topic and observe regularly.	3 hours

V1 1Y07

Science Stage 3

3

Learning Objectives
Science
Stage 3

Learning objective	Stage	Strand	Assessment sub-strand (in the reports)	Curriculum framework code
Collect evidence in a variety of contexts to answer questions or test ideas	3	Scientific enquiry	Planning from ideas and evidence	3Ep1
Suggest ideas, make predictions and communicate these	3	Scientific enquiry	Planning from ideas and evidence	3Ep2
With help, think about collecting evidence and planning fair tests	3	Scientific enquiry	Planning from ideas and evidence	3Ep3
Observe and compare objects, living things and events	3	Scientific enquiry	Obtaining, presenting and considering evidence	3Eo1
Measure using simple equipment and record observations in a variety of ways	3	Scientific enquiry	Obtaining, presenting and considering evidence	3Eo2
Present results in drawings, bar charts and tables	3	Scientific enquiry	Obtaining, presenting and considering evidence	3Eo3
Draw conclusions from results and begin to use scientific knowledge to suggest explanations	3	Scientific enquiry	Obtaining, presenting and considering evidence	3Eo4
Make generalisations and begin to identify simple patterns in results	3	Scientific enquiry	Obtaining, presenting and considering evidence	3Eo5
Know that plants have roots, leaves, stems and flowers	3	Biology	Plants	3Bp1
Explain observations that plants need water and light to grow	3	Biology	Plants	3Bp2
Know that water is taken in through the roots and transported through the stem	3	Biology	Plants	3Bp3
Know that plants need healthy roots, leaves and stems to grow well	3	Biology	Plants	3Bp4
Know that plant growth is affected by temperature	3	Biology	Plants	3Bp5
Know life processes common to humans and animals include nutrition (water and food), movement, growth and reproduction	3	Biology	Humans and animals	3Bh1
Describe differences between living and non-living things using knowledge of life processes	3	Biology	Humans and animals	3Bh2
Explore and research exercise and the adequate, varied diet needed to keep healthy	3	Biology	Humans and animals	3Bh3
Know that some foods can be damaging to health, e.g. very sweet and fatty foods	3	Biology	Humans and animals	3Bh4

Connection between Learning Objectives , the Scheme of Work and the Framework: Science Stage 3

Framework Codes	Learning Objective	Activities	Resources	Comments	Time
3Bh6	Can sort living things into groups, using simple features and describe rationale for groupings.	Identify what all living things can do – move, grow, reproduce, breathe, feed, use senses. Sensory activities – as a reminder of what our senses are: Taste/smell tests Feely bags Blindfold games Listening activities – identifying sounds Grouping activities	Photographs Hoops Feely bags Magnifying glasses		2 hours
3Bh2	Can describe differences between living and non-living things using knowledge of life processes.	Revise living vs non-living Distinguish between living vs non-living Explore different ways of moving Investigate how we breathe	Secondary sources – Internet, books, CD ROMs Mirrors	Link with physical education	2 hours
3Bh1	Know life processes common to humans and animals include nutrition (water and food), movement, growth and reproduction.	Revise what we need to stay alive. Discuss animal needs also. Visit a local market and look at available foods. Revise changes from birth until now. Discuss other human physical changes – e.g. growth. Animal families activities		Adhere to school policy re educational visits	2 hours
3Bp4	Know that plants need healthy roots, leaves and stems to grow well.	Revise what plants need to grow well. Measure growing plants over a few weeks. Plant seeds and observe flowers growing	Specimen plants for comparison, healthy, unwatered, kept in dark.	Begin plant experiments early in topic and observe regularly.	3 hours

V1 1Y07

Science Stage 3

3

Stage 3

Scientific enquiry

Ideas and evidence

- Collect evidence in a variety of contexts to answer questions or test ideas.

Plan investigative work

- Suggest ideas, make predictions and communicate these.
- With help, think about collecting evidence and planning fair tests.

Obtain and present evidence

- Observe and compare objects, living things and events.
- Measure using simple equipment and record observations in a variety of ways.
- Present results in drawings, bar charts and tables.

Consider evidence and approach

- Draw conclusions from results and begin to use scientific knowledge to suggest explanations.
- Make generalisations and begin to identify simple patterns in results.

Biology

Plants

- Know that plants have roots, leaves, stems and flowers.
- Explain observations that plants need water and light to grow.
- Know that water is taken in through the roots and transported through the stem.
- Know that plants need healthy roots, leaves and stems to grow well.
- Know that plant growth is affected by temperature.

Humans and animals

- Know life processes common to humans and animals include nutrition (water and food), movement, growth and reproduction.
- Describe differences between living and non-living things using knowledge of life processes.
- Explore and research exercise and the adequate, varied diet needed to keep healthy.
- Know that some foods can be damaging to health, e.g. very sweet and fatty foods.
- Explore human senses and the ways we use them to learn about our world.
- Sort living things into groups, using simple features and describe rationale for groupings.

Stage 3

Cambridge Primary Science Curriculum Framework (for use from 2011)

5

Learning Objectives

Science

Stage 3

Learning Objective	Map	Strand	Assessment sub-objectives	Scientific Framework
Collect evidence in a variety of contexts to answer questions or test ideas	3	scientific enquiry	Planning from ideas and evidence	3EP1
Suggest ideas, make predictions and communicate these	3	scientific enquiry	Planning from ideas and evidence	3EP2
With help, think about collecting evidence and planning fair tests	3	scientific enquiry	Planning from ideas and evidence	3EP3
Observe and compare objects, living things and events	3	scientific enquiry	Obtaining, presenting and considering evidence	3EO1
Measure using simple equipment and record observations in a variety of ways	3	scientific enquiry	Obtaining, presenting and considering evidence	3EO2
Present results in drawings, bar charts and tables	3	scientific enquiry	Obtaining, presenting and considering evidence	3EO3
Draw conclusions from results and begin to use scientific knowledge to suggest explanations	3	scientific enquiry	Obtaining, presenting and considering evidence	3EO4
Make generalisations and begin to identify simple patterns in results	3	scientific enquiry	Obtaining, presenting and considering evidence	3EO5
Know that plants have roots, leaves, stems and flowers	3	Biology	Plants	3BP1
Explain observations that plants need water and light to grow	3	Biology	Plants	3BP2
Know that water is taken in through the roots and transported through the stem	3	Biology	Plants	3BP3
Know that plants need healthy roots, leaves and stems to grow well	3	Biology	Plants	3BP4
Know that plant growth is affected by temperature	3	Biology	Plants	3BP5
Know life processes common to humans and animals include nutrition (water and food), movement, growth and reproduction	3	Biology	Humans and animals	3BH1
Describe differences between living and non-living things using knowledge of life processes	3	Biology	Humans and animals	3BH2
Explore and research exercise and the adequate, varied diet needed to keep healthy	3	Biology	Humans and animals	3BH3
Know that some foods can be damaging to health, e.g. very sweet and fatty foods	3	Biology	Humans and animals	3BH4

How To Use The Text Books Provided By The School To Apply The Learning Objectives , The Scheme of Work and the Framework :

Using the same example 1 (Science Stage 3)

The Strand : Biology

Sub Strand : Plants

Framework Code : 3Bp4

The Strand : Biology - Sub Strand : Plants -
Framework Code : 3Bp4

Objectives : Know that plants need healthy roots, leaves and stems to grow well.

The text book used for stage 3 science is (CGP Book) - KS2 Science – The Study Book

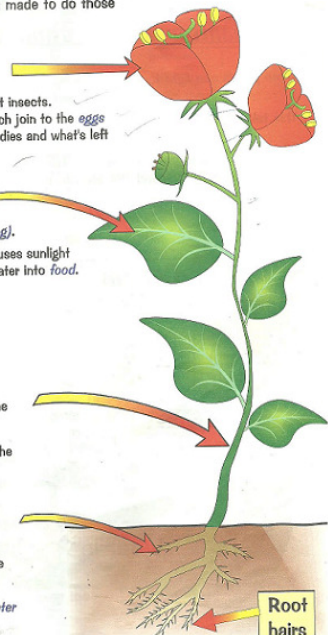
Could be found in Page 19 onwards of the study text book provided by the school.

Section Three — Green Plants 19

Plants

Plants are Built to do the Four Life Processes

There are 4 main parts to a plant, all made to do those four life processes (see page 1).



- 1) Flowers**
— necessary for **REPRODUCTION**.
They have **colour** and **smell** to attract insects. They make **pollen** (male sex cells) which join to the **eggs** (female sex cells). Part of the flower dies and what's left becomes the new fruit with **seeds**.
- 2) Leaves**
— necessary for **NUTRITION** (feeding).
The **green chlorophyll** in the leaves uses sunlight to change carbon dioxide gas and water into food.
- 3) Stem**
— necessary to **HOLD** and **MOVE** the plant up towards the light.
It carries **water** and **minerals** from the roots to the rest of the plant.
- 4) Roots**
— these **ANCHOR THE PLANT** to the ground so it doesn't blow away.
They have **root hairs** to soak up **water** and **minerals** from the soil. The roots are therefore needed for **NUTRITION** (feeding).

Root hairs

Plants — there's more to them than pretty flowers...
The name of the game here is to **learn** everything on the page — there's no easy way to say it I'm afraid. Take **one** part of the plant at a time and see which of the life processes it's built to do. Then **cover up** the bit under the heading and see how much you can **remember**. Enjoy.

Section Three — Green Plants

How To Use The Teachers Website Interactive Materials To Apply The Learning Objectives , The Scheme of Work and the Framework (Science Stage3):

Using the same example 1 (Science Stage 3)

The Strand : Biology

Sub Strand : Plants

Framework Code : 3Bp4

The Strand : Biology - Sub Strand : Plants -
Framework Code : 3Bp4

could be found in the Teachers Website :
go to * Science * Primary 3 * Plants & Animals.

There are 4 Interactive Resources Materials :

[Parts of a Flower](#)

A narrated animation of the parts of a flower. Click on the various parts of the flower to see what they do.

[Helping Plants Grow Well](#)

An activity where you need to see if you can make the plant grow well by providing warmth and water.

[Plant Reproduction](#)

A great site for learning how plants reproduce. Learn the parts of a flower and the role in pollination and how seeds are dispersed. There is an option to download the lesson pack.

[Plant Life Cycles](#)

This site has an animation of the life cycle of a plant. You can then do a comprehension exercise on this and a quiz

Compulsory resources and materials: (KS 2)

Science - Key Stage 2 (7-11 year olds)

Select a Category: [General Science Topics](#) | [Dissolves](#) | [Materials and their Properties](#) | [Plants and Animals](#) | [Light and Electricity](#)
[Earth and Space](#) | [Environment](#) | [Forces](#)

[Animals and Us](#)

Animals and Us is an interactive resource from the RSPCA. There are lots of quizzes, drag and drop activities, videos and interactive stories about animals and their care.

[Energy Quiz 1](#)

A Flash quiz about energy.

[Energy Quiz 2](#)

How Energy Efficient are You?

INSTRUCTIONS:

Take the quiz and find out how much you know about reducing energy and greenhouse gases. To start, chose a room in the house. Search for questions by clicking on things in the room. As you answer the questions you'll find out some cool facts about how you can save energy around the house.

[Life Cycles](#)

Learn the names of the different parts of a flower by taking a flower apart and labelling them. Use the magnifying glass to learn the functions of each part.

[Parts of a Flower](#) ←

A narrated animation of the parts of a flower. Click on the various parts of the flower to see what they do.

[Factors affecting Plants](#)

A useful site to revise the structure of a plant. It also looks at how plants need water, light and heat.

[Helping Plants Grow Well](#)

An activity where you need to see if you can make the plant grow well by providing warmth and water.

[Plant Reproduction](#) ←

A great site for learning how plants reproduce. Learn the parts of a flower and the role in pollination and how seeds are dispersed. There is an option to download the lesson pack.

[Plant Life Cycles](#) ←

This site has an animation of the life cycle of a plant. You can then do a comprehension exercise on this and a quiz

How To Apply The Learning Objectives , Scheme of Work , Framework and The Teachers Website Interactive Materials To Your Lesson (Plan Science Stage 3) :

Science Daily Lesson Plan - Khartoum School

E-mail Address: *

You Full Name *

This Daily Lesson Plan for Class *

Define The Class (A-B-C) etc. *

Duration *

Lesson Plan Date *

Which Science Branch You Are Planning To Teach? *

Lesson Title *

Objectives *

Scheme-Ref. *

Book Title *

Unit Number

Page Number

Teaching Aids *

Define other teaching aids

Lesson Outlines *

Activities *

Home Work *

Arrows in the image indicate the following connections:

- Green arrow: From the 'Learning Objectives' table to the 'Objectives' field.
- Red arrow: From the 'Learning Objectives' table to the 'Objectives' field.
- Yellow arrow: From the 'Scheme of Work' table to the 'Scheme-Ref.' field.
- Yellow arrow: From the 'Scheme of Work' table to the 'Lesson Title' field.
- Blue arrow: From the 'Interactive Materials' page to the 'Define other teaching aids' field.

How to identify and connect the Learning Objectives , the Scheme of Work and the Framework:

Example 2

Math Stage 5

The Main Strands in the Primary Math Framework

Number

Geometry

Measure

Handling data

Problem solving

The Main Strands and Sub Strands in the Primary Math Framework

Strand	Number	Geometry	Measure	Handling data	Problem solving
Sub Strand	- Numbers and the number system - Calculation	- shapes and geometric reasoning - Position and movement	- Time - Area and perimeter	- Organising, categorising and representing data	- Using techniques and skills in solving mathematical problems

Take the Framework code 5Nn13 in Math Stage 5

5Nn13

Learning objective	Stage	Strand	sub-strand	Framework code
Recognise odd and even numbers and multiples of 5, 10, 25, 50 and 100 up to 1000	5	Number	Numbers and the number system	5Nn13

5 = Stage 5

N= Number (Capital Letter)

n = - Numbers and the number system (Substrand) – small letter

13= Number of the Framework Code

Framework Mathematics – Stage 5

Stage 5

It is important that learners become confident users of calculators. They need to recognise that the calculator is a tool of which they are in control and to understand how it can help them to develop their mathematics. Learners can be taught how to use a calculator effectively and to recognise how and when it is appropriate to do so; by first deciding if mental and pencil-and-paper methods are quicker or more reliable. Note that to use a calculator effectively requires a secure knowledge of number, which has to be the prime aim.

Strand → **Number**

Numbers and the number system

- Count on and back in steps of constant size, extending beyond zero.
- Know what each digit represents in five- and six-digit numbers.
- Partition any number up to one million into thousands, hundreds, tens and units.
- Use decimal notation for tenths and hundredths and understand what each digit represents.
- Multiply and divide any number from 1 to 10 000 by 10 or 100 and understand the effect.
- Round four-digit numbers to the nearest 10, 100 or 1000.
- Round a number with one or two decimal places to the nearest whole number.
- Order and compare numbers up to a million using the > and < signs.

- Order and compare negative and positive numbers on a number line and temperature scale.
- Calculate a rise or fall in temperature.
- Order numbers with one or two decimal places and compare using the > and < signs.
- Recognise and extend number sequences.
- Recognise odd and even numbers and multiples of 5, 10, 25, 50 and 100 up to 1000.
- Make general statements about sums, differences and multiples of odd and even numbers.
- Recognise equivalence between: $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{8}$; $\frac{1}{2}$ and $\frac{1}{4}$; $\frac{1}{4}$ and $\frac{1}{8}$.
- Recognise equivalence between the decimal and fraction forms of halves, tenths and hundredths and use this to help order fractions, e.g. 0.6 is more than 50% and less than $\frac{1}{10}$.
- Change an improper fraction to a mixed number, e.g. $\frac{7}{4}$ to $1\frac{3}{4}$; order mixed numbers and place between whole numbers on a number line.
- Relate finding fractions to division and use to find simple fractions of quantities.
- Understand percentage as the number of parts in every 100 and find simple percentages of quantities.
- Express halves, tenths and hundredths as percentages.

10
Cambridge Primary Mathematics Curriculum Framework (for use from 2011)

Scheme of Work Mathematics – Stage 5

Framework Code →

Framework Codes	Learning Objective	Activities	Resources	Comments
5Nn13	Recognise odd and even numbers and multiples of 5, 10, 25, 50 and 100 up to 1000.	Make general statements about odd and even numbers and give examples. Encourage discussion. Make general statements about multiples of 5, 10, 25, 50 and 100 up to 1000 giving examples.	Number grid and multiplication grid for support.	Challenge statements with a question? E.g. if a student says 'when multiplying by 10, add a nought' Ask, 'what about decimals?'
	Calculation Mental strategies			
5Nc3	Know multiplication and division facts for the 2x to 10x tables.	Class chanting of tables facts. Challenge students to find the division fact to go with a given multiplication fact, and visa versa.	Multiplication square for support.	
5Nc4	Know and apply tests of divisibility by 2, 5, 10 and 100.	Recognise that a whole number is divisible by 100 if the last 2 digits are 00; a number is divisible by 10 if the last digit is 0; a number is divisible by 5 if the last digit is a 5 or a 0. Students choose numbers, put them into the display and divide by 2, 5, 10 or 100. What can they find out?	Calculator.	Some students may be able to already do this, so a task could be to come up with a rule to see if a number is divisible by 4.
5Nc5	Recognise multiples of 6, 7, 8 and 9 up to the 10 th multiple.	Using a calculator, put in one of the numbers, press = (or =) and see what happens. Keep pressing. What do you notice about the numbers in the display? Record your discoveries. Use for discussion and feedback.	Calculator. Multiples square. Paper and pencil.	

Learning Objectives Mathematics Stage 5

Learning objective	Stage	Strand	Sub-strand	Curriculum framework code
Count on and back in steps of constant size, extending beyond zero	5	Number	Numbers and the number system	5Nn1
Know what each digit represents in five- and six-digit numbers	5	Number	Numbers and the number system	5Nn2
Partition any number up to one million into thousands, hundreds, tens and units	5	Number	Numbers and the number system	5Nn3
Use decimal notation for tenths and hundredths and understand what each digit represents	5	Number	Numbers and the number system	5Nn4
Multiply and divide any number from 1 to 10 000 by 10 or 100 and understand the effect	5	Number	Numbers and the number system	5Nn5
Round four-digit numbers to the nearest 10, 100 or 1000	5	Number	Numbers and the number system	5Nn6
Round a number with one or two decimal places to the nearest whole number	5	Number	Numbers and the number system	5Nn7
Order and compare numbers up to a million using the > and < signs	5	Number	Numbers and the number system	5Nn8
Order and compare negative and positive numbers on a number line and temperature scale	5	Number	Numbers and the number system	5Nn9
Calculate a rise or fall in temperature	5	Number	Numbers and the number system	5Nn10
Order numbers with one or two decimal places and compare using the > and < signs	5	Number	Numbers and the number system	5Nn11
Recognise and extend number sequences	5	Number	Numbers and the number system	5Nn12
Recognise odd and even numbers and multiples of 5, 10, 25, 50 and 100 up to 1000	5	Number	Numbers and the number system	5Nn13
Make general statements about sums, differences and multiples of odd and even numbers	5	Number	Numbers and the number system	5Nn14
Recognise equivalence between: $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{8}$; $\frac{1}{2}$ and $\frac{3}{4}$ and s	5	Number	Numbers and the number system	5Nn15
Recognise equivalence between the decimal and fraction forms of halves, tenths and hundredths and use this to help order fractions	5	Number	Numbers and the number system	5Nn16

Objectives →

← Framework Code

How To Use The Text Books Provided By The School To Apply The Learning Objectives , The Scheme of Work and the Framework :

Using the same example 2 (Math Stage 5)

The Strand : Number

Sub Strand : Number and Number System

Framework Code : 5Nn13

Objectives : Recognise odd and even numbers and multiples of 5, 10, 25, 50 and 100 up to 1000

The text book used for stage 5 Math is (CGP Book) - KS2 Math – The Study Book

Could be found in Page 47 onwards of the study text book provided by the school.

47

Even & Odd Numbers

There are **four** special types of numbers that you should **know**:

Even Numbers

2 4 6 8 10 12 14 16 18 20 ...

All **EVEN** numbers end with a 0, 2, 4, 6 or 8.

EXAMPLE: 344, 690, 18, 6 and 1732 are all even numbers, because they all end in 0, 2, 4, 6 or 8.

In other words the **2 times table**.

Odd Numbers

1 3 5 7 9 11 13 15 17 19 21 ...

All **ODD** numbers end with either a 1, 3, 5, 7 or 9.

EXAMPLE: 5, 911, 183, 257 and 79 are all odd numbers, because they all end in 1, 3, 5, 7 or 9.

All whole numbers are either **even** or **odd**.

Some Useful Facts about Even & Odd Numbers:

EXAMPLES:

- 1) $26 \div 2 = 13$
- 2) $57 \div 2 = 28 \text{ rem } 1$
- 3) $36 + 8 = 44$
- 4) $13 + 27 = 40$
- 5) $41 + 16 = 57$
 $20 + 31 = 51$

It doesn't matter which order you add them in.

ODD numbers? — I reckon all numbers are weird...

Learn what **EVEN** and **ODD** numbers are. Turn the page and write the first 10 of each. Pick out: 1) all the even numbers, and 2) all the odd numbers from this list:

27	49	100	81	125	31	132	50
----	----	-----	----	-----	----	-----	----

SECTION TWO — MORE NUMBER STU

How To Use The Teachers Website Interactive Materials To Apply The Learning Objectives , The Scheme of Work and the Framework (Math Stage 5) :

Using the same example 1 (Math Stage 5)

The Strand : Number

Sub Strand : Number and Number System

Framework Code : 5Nn13

The Strand : Number - Sub Strand : Number and Number System - Framework Code : 5Nn13

could be found in the Teachers Website :

go to * Math * Primary 5 * Numbers.

There are 2 Interactive Resources Materials :

Odd or Even

Drag and drop the number tiles to their correct position on the Venn diagram.

Doorway Odd and Even

Interactive odd and even maths games involving odd and even numbers.

Compulsory resources and materials: (KS 2)

Maths - Key Stage 2 (7-11 year olds)

Select a Category: [\[Numbers - rdering and Sequencing \]](#) [\[Place Value \]](#) [\[Addition and Subtraction \]](#) [\[Multiplication and Division \]](#) [\[Fractions and Decimals \]](#) [\[Shape, Position and Movement \]](#) [\[Measures \]](#) [\[Data Handling \]](#) [\[Problem Solving \]](#)

Numbers - rdering and Sequencing

Ordering

You'll love this ordering game! Order numbers, prices and weights. Varying ability levels. Very versatile, but please note the capacity section has bugs.

Counter square

A hundred square with movable counters and lots of different ideas on how you can use this as a teaching aid.

Higher and Lower

Lots of examples of ordering numbers from simple ordering numbers to 10 to fractions, decimals or negative and positive numbers.

Thinking of a Number

Children need to guess a number below 100 from clues on the clouds. Good for developing mathematical vocabulary.

Estimate

A teaching tool for interactive whiteboards for estimating numbers on a numberline. Useful for decimals too.

Number Line

An excellent teaching tool for displaying different number lines.

Number Line

An interactive numberline to support the teaching of number and scales. Useful for teaching negative numbers.

Number Sequences

Brilliant for practising number sequences. Lots of different levels from counting on and back in ones to decimals.

Prime and Composite Numbers

The site helps you to identify, test for and list prime numbers

Odd or Even ←

Drag and drop the number tiles to their correct position on the Venn diagram.

Doorway Odd and Even ←

Interactive odd and even maths games involving odd and even numbers.

TOP

How to identify and connect the Learning Objectives , the Scheme of Work and the Framework English Stage 2:

Example 3

English Stage 2

The Main Strands in the Primary English Framework

For Cambridge Primary English, the curriculum is presented in five content areas or ‘strands’. These are further subdivided into ‘substrands’. The framework promotes an enquiry-based approach to learning to develop thinking skills and encourage intellectual engagement. The five strands and substrands are:

Phonics, spelling and vocabulary Grammar and punctuation <ul style="list-style-type: none"> • Reading • Writing Reading <ul style="list-style-type: none"> • Fiction and poetry • Non-fiction Writing <ul style="list-style-type: none"> • Fiction • Non-fiction • Presentation Speaking and Listening	Cambridge strand	Cambridge sub-strand
	Phonics, spelling and vocabulary	Phonics Spelling
		Vocabulary
	Grammar and punctuation	Reading
		Writing
	Reading	Fiction and poetry
		Non-fiction
	Writing	Fiction
		Non-fiction
		Presentation
	Speaking and listening	<i>No sub-strands</i>

Phonics, spelling and vocabulary – Main Strand (PSV)

Grammar and punctuation - Main Strand (GP)

• Reading - Sub Strand (r)

• Writing - Sub Strand (w)

Reading - Main Strand (R)

• Fiction and poetry - Sub Strand (f)

• Non-fiction - Sub Strand (n)

Writing - Main Strand (W)

• Fiction - Sub Strand (f)

• Non-fiction - Sub Strand (n)

• Presentation - Sub Strand (p)

Speaking and Listening - - Main Strand (SL)

Take the following Framework codes (as an example)
in English Stage 2

2PSV9
2GPw1
2GPw4
2Wf1
2Wf2
2Wf4
2Wf6
2Wf7
2Wf8
2Wf9

Learning objective	Stage	Strands	sub-strands	Framework code
To write a story with: <ul style="list-style-type: none"> • a planned structure; • planned characters and setting; • interesting words and phrases; • a variety of connecting words; language to signal time	2	Phonics, spelling and vocabulary Grammar and punctuation Writing	Writing Fiction	2PSV9 2GPw1 2GPw4 2Wf1 2Wf2 2Wf4 2Wf6 2Wf7 2Wf8 2Wf9

PSV= (Main Strand) Phonics, spelling and vocabulary

W= (Main Strand) Writing

GP = (Main Strand) Grammar and punctuation

w = (Sub Strand) Writing

f = (Sub Strand) Fiction

Framework English Stage 2:

Frame work Codes	Learning Objective	Activities	Resources
2PSV9 2GPw1 2GPw4 2Wf1 2Wf2 2Wf4 2Wf6 2Wf7 2Wf8 2Wf9	To write a story with: <ul style="list-style-type: none"> • a planned structure; • planned characters and setting; • interesting words and phrases; • a variety of connecting words; • language to signal time. 	<p>Once children have read, discussed and considered a story they should attempt to write their own version of it, or to retell it. Before they write their story, encourage them to plan it using a simple flow diagram to map out the basic structure of the story: beginning, middle and end.</p> <p>On the plan, encourage children to write down carefully chosen words and phrases to describe the main characters and the setting. Some children benefit from a planning sheet.</p> <p>Depending on the development of the children, the story can vary between:</p> <ul style="list-style-type: none"> • writing longer captions under a sequence of pictures to retell the story; • drawing a picture of the story before writing it; • writing about some particular aspects of the story; • retelling the story in a story frame; • retelling the story independently. <p>As children write, encourage them to use:</p> <ul style="list-style-type: none"> • a phonic representation of tricky unknown words; • high frequency words they should know; • full stops or question marks to mark the end of sentences; • speech marks to show dialogue; • connectives to link ideas; • time connectives to show how time is passing. <p>Always ask children to read back what they have written soon after they have finished.</p>	

Framework Codes

Learning Objectives English Stage 2:

Framework Codes	Learning Objective
2GPw3 2Wf4 2Wf8 2Wf9	To develop awareness of the skills of the author including: <ul style="list-style-type: none"> • considering the different connectives to link sentences; • looking at choice of vocabulary; • looking at how time is signalled.
2PSV9 2GPw1 2GPw4 2Wf1 2Wf2 2Wf4 2Wf6 2Wf7 2Wf8 2Wf9	To write a story with: <ul style="list-style-type: none"> • a planned structure; • planned characters and setting; • interesting words and phrases; • a variety of connecting words; • language to signal time.
2GPr1 2GPw1 2GPw2 2GPw3 2GPw6	To reread and improve their own writing.

From the above:

- 2PSV9 = Student must learn (Phonics, spelling and vocabulary)
- 2GPw1= Student must learn (Grammar and punctuation with writing)
- 2GPw4 = Student must learn (Grammar and punctuation with writing)
- 2Wf1 = Student must learn (Writing fiction)
- 2Wf2= Student must learn (Writing fiction)
- 2Wf4= Student must learn (Writing fiction)
- 2Wf6= Student must learn (Writing fiction)
- 2Wf7= Student must learn (Writing fiction)
- 2Wf8= Student must learn (Writing fiction)
- 2Wf9= Student must learn (Writing fiction)

Type of Writing and type of Fiction

Go to the Scheme of Work to know what exactly meant by (w1-f1-f2 .. etc)

How To Use The Teachers Website Interactive Materials To Apply The Learning Objectives , The Scheme of Work and the Framework (English Stage 2) :

For English stage 2

To write a story with:

- a planned structure;
- planned characters and setting;
- interesting words and phrases;
- a variety of connecting words;
- language to signal

Codes:

2PSV9

2GPw1

2GPw4

2Wf1

2Wf2

2Wf4

2Wf6

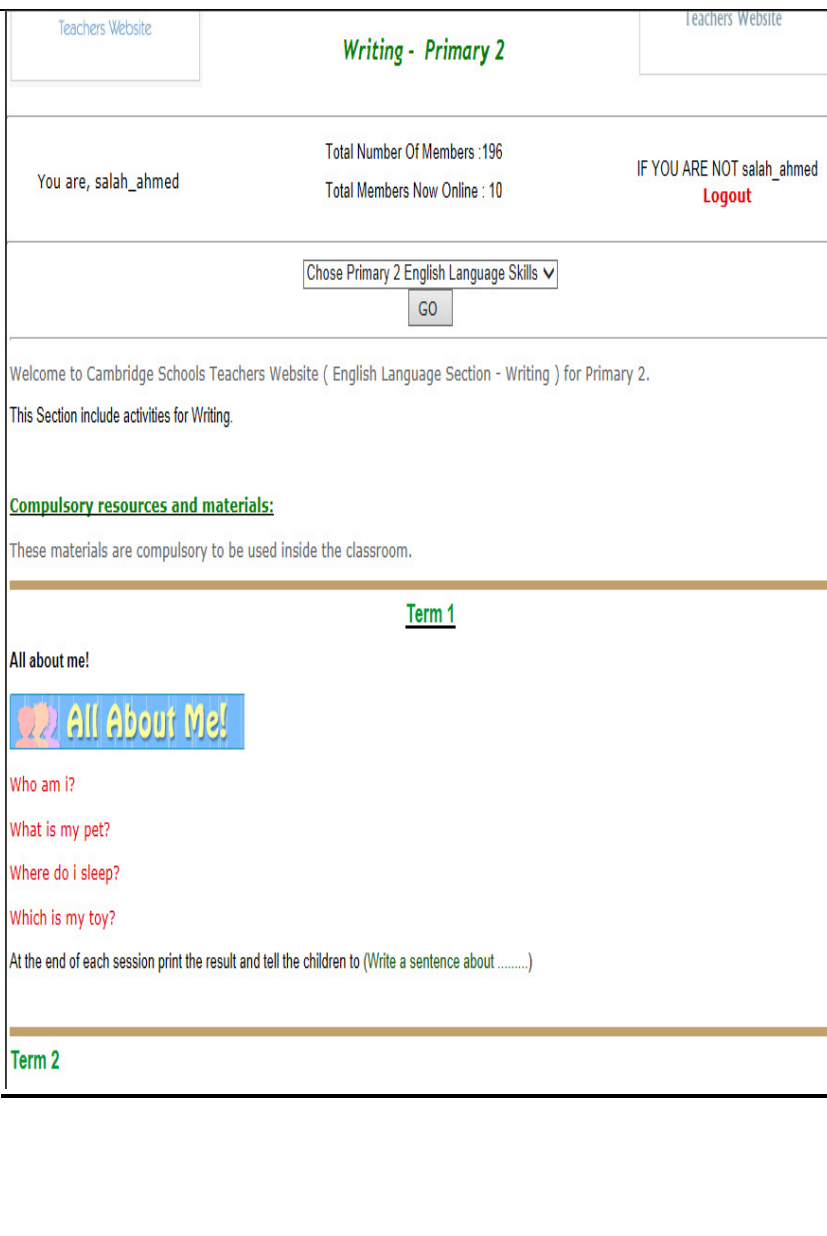
2Wf7

2Wf8

2Wf9

- Interactive materials could be found in the teachers website;

Go to*English * Primary 2 * Writing * (All About Me)



EYFS

All providers of education and care to children from birth to the age of five must follow the standards set in the early years foundation stage (EYFS) framework.

Early Years Foundation Stage Framework

The areas of learning of EYFS are associated to ELGs (*Early Learning Goals*).

In the EYFS Framework there are 7 areas of learning (Main Strands)

- 1) Communication and language
- 2) Physical development
- 3) Personal, social and emotional development
- 4) Literacy
- 5) Mathematics
- 6) Understanding the world
- 7) Expressive arts and design

Divided into 17 ELGs (Sub Strands)

Strands / ELGs / Sub Strands

Area of learning (Strand)	ELGs	Sub Strand - Aspect
Communication and language	ELG 01	Listening and attention
	ELG 02	Understanding
	ELG 03	Speaking
Physical development	ELG 04	Moving and handling
	ELG 05	Health and self-care
Personal, social and emotional development	ELG 06	Self-confidence and self-awareness
	ELG 07	Managing feelings and behaviour
	ELG 08	Making relationships
Literacy	ELG 09	Reading
	ELG 10	Writing
Mathematics	ELG 11	Numbers
	ELG 12	Shapes, space and measures
Understanding the world	ELG 13	People and communities
	ELG 14	The world
	ELG 15	Technology
Expressive arts and design	ELG 16	Exploring and using media and materials
	ELG 17	Being imaginative

Example 4

Take The framework Main Strand 9 – Literacy

Take Sub Strand – ELG 09 – Reading

Specific areas of learning		
Main Strand Literacy	<p>Literacy development involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wider range of reading materials – books, poems, and other</p>	
Sub Strand ELG09 Reading	<p>ELG 09 Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they</p>	Objectives
	<p>Explanatory note: <i>The child uses cues such as pictures, letter/word recognition, knowledge of the story or context and reading for meaning, in order to help them comprehend a range of fiction and non-fiction texts. The child blends and segments words independently and applies their phonic knowledge to regular and irregular unfamiliar words. The child shares</i></p>	
	<p>ELG 10 Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	
	<p>Explanatory note: <i>The child writes for a range of purposes in meaningful contexts. The child's writing may include features of different forms such as stories, lists, labels, captions, recipes, instructions and letters. The child's writing is phonetically plausible when he or she writes simple regular words and particularly when he or she attempts to write more complex words. The child and others can read and make sense of the text.</i></p>	

How To Use The Teachers Website Interactive Materials To Apply The Learning Objectives , The Scheme of Work and the Framework - ELGs (EYFS):

Using the same example 4

The Strand : Literacy

Sub Strand : ELG 09 – Reading

Could be found in the Teachers Website :




go to * English * PreK- KGs * KG2 * (Words That Go Together)

There are many Interactive Resources Materials :(Words That Go Together) is one of them







The KG stage is an exciting time of exploration as kids discovers many things around her/him. Make the most of the early years of the child. Develop a love for learning and let your child utilize his/her time more productively. Expose your child to basic concepts of language. Keeping in mind the child's tender mind Language videos help in the early learning stages of sound, speech and literacy skill development.


Term 1
You must use username and password
You may use the [Related Worksheets Where Applicable](#)

Revision

		
---	---	--

Term 1
Provided by
TURTLE DIARY



Teacher's Book

Preparation and Implementation of Lesson Plan Using CIE/QCA/EYFS Framework & Scheme of Work

With Focus on

QCA Primary & Cambridge University Primary Program

(PILP)

In this book:

- 1) Become familiar with the issues, challenges, and skills needed to prepare and implement your daily lesson plan using the CIE/QCA/EYFS British National Curriculum Framework and Scheme of Work.
- 2) Be able to make connections between Framework Codes, ELG Codes and the Scheme of Work and use it in your lesson plan as well as in the classroom.
- 3) Be able to apply your teaching skills to well develop your school, your class and your pupils by preparing the weekly assessment / evaluation sheet according to CIE, QCA, EYFS standards.
- 4) Be able to link your teaching methodology to the learning objectives of CIE, National Curriculum and the CIEs requirements as well as to the QCA, EYFS and Cambridge Schools Teachers Website.



© CITC Copyright 2013 All Right Reserved