



	Key Skills	Qualities
Art and Design	<ul style="list-style-type: none"> • Evaluate and analyse a range of artists and their creative work, using the language of Art. • To be proficient in a range of art and design techniques. • To plan, design, create and evaluate their work choosing appropriate materials, tools and techniques. • To think critically about their own work and the work of others. • To be able to reflect and communicate their ideas about their own work and the work of others. • To explore and express pupils individuality and ideas through Art and Design. 	<p>A Cambridge pupil has a good understanding and knowledge of a range of artists. They are curious about art and design and use this curiosity to further their learning through asking questions and experimenting within the subject. Pupils are able plan and evaluate independently and collaboratively, taking ownership over their work. Pupils are proud of themselves and others abilities and achievements. Pupils have a positive attitude towards Art, they are confident in exploring the subject and expressing their thoughts and ideas in a brave and innovative way. Pupils can work independently and collaboratively using a range of tools and techniques which they enjoy, pupils can justify their choices and reflect on their own work.</p>
Computing	<ul style="list-style-type: none"> • Demonstrate digital literacy, whilst using digital technologies effectively and safely; knowing what their associated limitations and dangers are. • Confidently and creatively use a variety of software and multimedia for a range of purposes. • Critically evaluate a variety of hardware and software, choosing the best devices and programs for a specific purpose. • Analytically create, test and de-bug programs. • Critically evaluate their own work and that of others. • Demonstrate resilience and problem solving skills when using computer hardware and software. 	<p>A Cambridge pupil shows a true understanding and enjoyment across the five strands (digital literacy, communication, multimedia, programming and data) of computing. They demonstrate bravery when using new software or hardware and when voicing their views and opinions with their peers. A Cambridge pupil learns to think innovatively to problem solve and, by collaborating with others, they are able to develop resilience and their critical thinking skills. Through their developed sense of ownership, pupils continuously reflect on their learning and achievements in computing.</p>
Design & Technology	<ul style="list-style-type: none"> • Evaluate and analyse a range of designers, makers and their creative works using the language of design and technology. • To be proficient in a range of design and technology processes and techniques. • To design, make and evaluate effectively choosing appropriate materials, tools and techniques. • To think critically about their own work and the work of others. • To be able to reflect and communicate their ideas about their own work and the work of others. • To have a secure understanding of health and safety measures in each area of DT and be confident in demonstrating these. 	<p>A Cambridge pupil has a good understanding and knowledge of a range of designers, makers and different design and technology processes and techniques. Pupils are brave when trying new ideas and processes. Pupils are innovative in their designs and take ownership of their work, they are able to self-reflect and think critically about the products made. Pupils can work collaboratively and independently, they are confident in exploring design and technology.</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">English</p>	<ul style="list-style-type: none"> • Proficiency and curiosity in reading to acquire knowledge and expand vocabulary whilst developing imagination to inspire creativity. • Secure reading comprehension to draw inferences, conclusions and determine what is important in text. • Predict outcomes and events, identify messages and underlying themes. • Communicating effectively with a command of Standard English, through active listening and responding. • Confidently speaking in a range of situations and for different purposes; justifying and reasoning for debates and discussions in addition to sustaining a range of roles in drama activities and performances. • Understanding and using a broad, deep and rich vocabulary with confidence in conversation and throughout all written work. • Adapting language and style to write different text types for a range of purposes and audiences. Applying accurate spelling and grammar throughout all written work. 	<p>A Cambridge pupil has an enthusiasm for reading and literature with the confidence to discuss the wide range of text types, authors and illustrators they know and enjoy. Curiosity to explore new texts in response to recommendations and self-assurance to question and give opinions about what they have read. Ownership to use text as a tool for developing creativity and to gain a deeper understanding of areas of interest, for expanding knowledge or to complete investigation. The ability to communicate through speech and written word showing confidence and bravery to use a high standard of English and adventurous vocabulary across the curriculum and in a range of situations. Creativity and innovation across writing with accurate grammar and spelling. Collaboration with peers to generate ideas and reflect on their writing to improve and amend.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p>	<ul style="list-style-type: none"> • Analyse evidence and draw conclusions from aerial photos/ pictures for locations, populations and temperature. • Use maps, atlases and globes to locate countries and describe features. • Name and locate cities of the United Kingdom, identifying human and physical features • Describe and understand key aspects of physical geography relating to climate change/ climate zones • Understand the geographical similarities and difference through the study of human and physical geography in and outside of the United Kingdom. 	<p>A Cambridge pupil has an awareness of geographical locations around the world in relation to temperatures and populations in those countries. They work collaboratively with their peers to develop that understanding of how people live and their cultures. They become passionate about the environment we are living in and have an awareness of global environmental issues, taking ownership of their contribution they can make towards these. They are enthusiastic to learn about the United Kingdom and other countries around the World and brave when facing new concepts. They have developed an understanding and interest of human and physical features, locally, nationally and internationally; an interest which has grown as they have moved through the school. A Cambridge pupil is innovative when thinking about strategies and skills to seek answers about geographical questions that relate to things such as climate change.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">German</p>	<ul style="list-style-type: none"> • Understand and respond to spoken and written language from a variety of sources • Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say. • Write at varying length, for different purposes, identifying patterns and developing techniques to improve pronunciation and vocabulary. • Develop awareness that learning a language means learning about and appreciating other cultures. • Understand basic grammar appropriate to the language being studied. • Broaden vocabulary and develop their ability to understand new words by using a dictionary. • Develop accurate pronunciation and intonation through study of phonics. 	<p>A Cambridge pupil experiments and take risks. They are brave to make and learn from mistakes when learning to use spoken and written language for different purposes. A child will take ownership of their learning and ask questions to broaden their knowledge of the language learnt. A child will collaborate with their peers to build confidence and develop their use of spoken language and accurate punctuation.</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">History</p>	<ul style="list-style-type: none"> Form a critical arguments and opinions on a historical event and support it with evidence from primary/secondary sources. Evaluate the validity of historical sources. Demonstrate a strong chronological understanding of historical knowledge in greater depth. Compare and contrast historical events. Record and present historical information in a range of different forms. Produce an explanation (written or spoken) of historical events, referring to cause and effect using evidence to support the explanation. 	<p>A Cambridge pupil is inquisitive and shows bravery when developing opinions on historical events. They show enthusiasm to work both independently and collaboratively to research historical events; using a variety of sources to deepen their understanding and knowledge. Pupils innovatively present their findings and confidently explain historical events, drawing on connections with other events, demonstrating an awareness of the chronological order. Pupils are excited and enthusiastic to steer their learning; taking ownership in research projects, applying critical thinking and asking probing questions.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science</p>	<ul style="list-style-type: none"> Ask curious questions about scientific enquiry for a purpose Apply scientific knowledge to carry out careful observations, to answer questions and therefore draw conclusions. Take ownership to carry out science investigations using a range of scientific equipment. Choose scientific diagrams to record and analyse data. Draw conclusions or identify evidence from scientific enquiries to support or refute ideas. Expose and develop awareness of scientific connections in everyday life and the possibly of careers in STEM. 	<p>A Cambridge pupil has a clear understanding that science is present in our everyday life and have developed a natural curiosity towards investigating more. They will have taken ownership in their learning and are brave to plan, conduct and conclude their own experiments. We believe science encompasses the acquisition of knowledge, concepts, skills and positive attitudes. Pupils work collaboratively to develop knowledge and acquire scientific skills. The Cambridge continues to reflect on prior learning and enable the children to see links between previous and future learning. We provide a curriculum that gives each child the confidence and motivation to further develop their science skills into the next stage of their education.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Maths</p>	<ul style="list-style-type: none"> To approach problems with a can do attitude and resilience whilst applying skills using prior knowledge Become confident in the fundamentals of mathematics, developing conceptual knowledge and an ability to recall and apply knowledge rapidly and accurately Use a wide range of models, visual manipulatives and practical resources to develop a deep understanding alongside procedural fluency Use reasoning skills to be curious and investigate number Use and understand mathematical language and recognise its importance as a language for communication and thinking To work collaboratively and independently to problem solve, discuss ideas and justify reasoning 	<p>The Cambridge pupil is brave, using appropriate methods to be curious, and a growth mind-set to solve problems. They are equipped with a range of innovative methods to resolve problems with more than one-step and use prior knowledge to support their enquiries and explain their methods and thinking process. They have developed resilience to face challenges and embraced that they learn through making mistakes. They take ownership in justifying their reasoning and are open to work collaboratively to investigate number and prove their understanding.</p>



<p>Music</p>	<ul style="list-style-type: none"> • Listen with an enquiring mind. • Appraise and understand recorded and live music, different genres and cultures, great composers and musicians from a range of time periods. • Play and perform in solos and ensembles with confidence. • With creativity and flare, experiment, plan, improvise and compose music. • Develop an understanding for different forms of musical notation. • Develop an understanding of the music from different cultures and across a range of time periods. 	<p>A Cambridge pupil learner is able to show bravery when learning new instruments and when sharing their ideas and opinions about different genres and pieces of music from different time periods. Children are brave when asking questions about music to extend their knowledge of composers and musicians further. Children will be innovative when applying their knowledge of music when composing new pieces and take ownership of what they have produced. Children will have opportunities to collaborate alongside their peers in small groups or larger ensembles to celebrate music and take part in performances.</p>
<p>PE</p>	<ul style="list-style-type: none"> • Know the impact exercise has on our mental and physical well-being. • Confident in a range of sporting activities, fundamental movement skills, fine and gross motor skills • Demonstrate teamwork individually and collaboratively. • Able to create, perform and evaluate in sporting activities for themselves and their peers. • Demonstrate and understand the sporting values; Honesty, Teamwork, Respect, self-belief, Passion and Determination • Assess their involvement and performance providing support to peers and themselves. 	<p>A Cambridge pupil embeds their knowledge and skills of the sporting values and displays these throughout any sporting activities they have explored and experienced. Children are brave to explore a range of sporting activities allowing them to recognise, demonstrate and enhance their own individual talents. They have the opportunity to try new things and build a resilience to any sporting challenges should they occur. They are enthusiastic; demonstrating, organising and innovating sporting games individually or with their peers. A Cambridge pupil works collaboratively; displaying good team skills and attributes providing support when required. They have apply tactical thinking and problem solving across various sporting activities and games and take ownership of how they approach or engage, giving them the skills to self-reflect and evaluate their learning.</p>
<p>PSHE & RSE</p>	<ul style="list-style-type: none"> • Articulate and express emotions appropriately using a range of learnt techniques • Recognise and support others' feelings; mentally, physically, and emotionally • Take responsibility for themselves and their actions and are able to explain why something has happened or occurred • Aware of difference and respectful to these; celebrating diversity. • Recognise and identify what make a healthy relationship and friendship. • Demonstrate resilience when faced with a challenge and have strategies to overcome these. 	<p>A Cambridge pupil is confident and self-aware; they are respectful and take ownership over their emotions and PSHE learning. They are kind and supportive to their peers and are able to work independently and collaboratively to further their knowledge and understanding. They show a responsible attitude towards their learning and in their relationships; taking ownership of their actions. Pupils show resilience and persevere when facing a challenge, they are brave when exploring new things and celebrate themselves and others achievements. Pupils are independent thinkers and demonstrate their innovative nature.</p>
<p>RAW (Religion & World Views)</p>	<ul style="list-style-type: none"> • Confidently reflect on their own experiences and concepts explored. • Actively apply their understanding and empathy of religion and world views. • Enquire and have a deeper understanding of the diverse range of religions emerged in our world. • Be curious about religious life and beliefs and seek answers through primary and secondary sources. • To analyse and express opinions on religious life and world views considering past and current affairs. 	<p>A Cambridge pupil has a natural curiosity and level of respect towards a wide range of religions and world views. They take ownership of their cultural understanding and learn by raising appropriate and inquisitive questions; knowing how to seek answers to their enquiries through primary and secondary sources. Pupils will collaboratively share experiences, opinions and knowledge through quality discussions to further their comprehension on the diverse range of religions and beliefs submerged in our society. Throughout their RAW educational journey at The Cambridge, they acquire personal opinions and beliefs about the world around them, using past and current affairs as a development tool, and are brave in sharing these opinions with their peers.</p>