

Early years, primary and lower secondary

Teaching and learning resources

2024

CAMBRIDGE

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Ready to shape the future.

We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators like you.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead. Together, we help Cambridge learners be ready for the world.

For more information about our organisation, please visit cambridge.org/internationaleducation





Ready for the world.

Qualifications that are recognised and valued worldwide
Cambridge qualifications are recognised and valued by the world's top-ranked universities and higher education institutions local to Cambridge learners – opening doors to a world of opportunities.

Setting a global standard
With over 160 years' experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

Your path, your way
Schools can adapt our curriculum, high-quality teaching and learning resources and flexible assessment to their local context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

Learning with lasting impact
Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

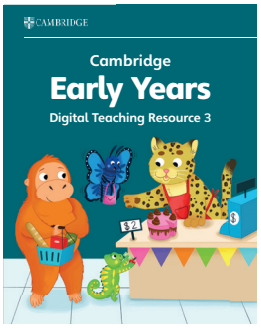
Improving learning outcomes through data-led insight and action
Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

Bringing together a community of experts
We bring together the collective knowledge of experts worldwide and our diverse community of educators in 160 countries, and support them to learn from one another, and share ideas and information.

What's new

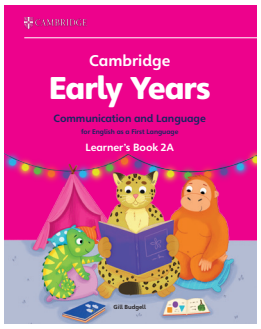


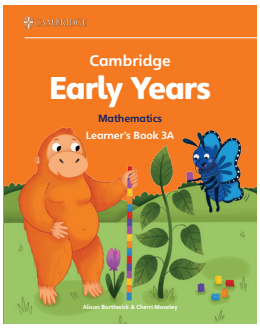
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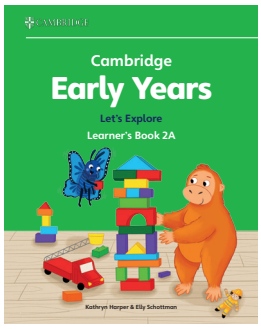


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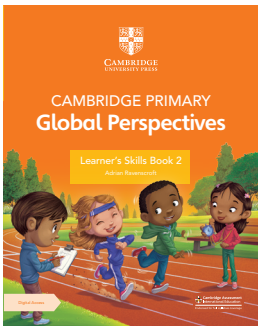




Cambridge Early Years Learner's Books
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Global Perspectives



Cambridge Primary Global Perspectives

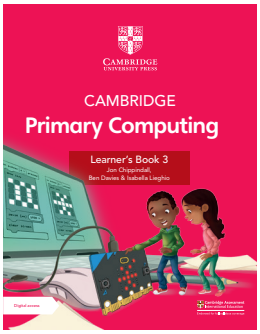
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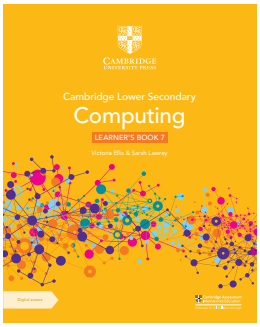
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Computing



Cambridge Primary Computing

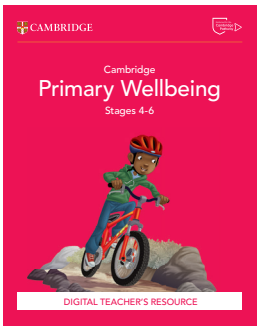
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Cambridge Lower Secondary Computing

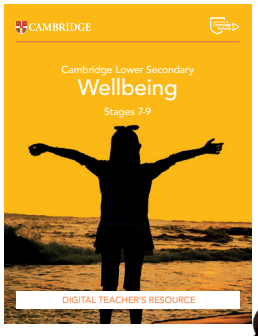
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Cambridge Primary Wellbeing

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Cambridge Lower Secondary Wellbeing

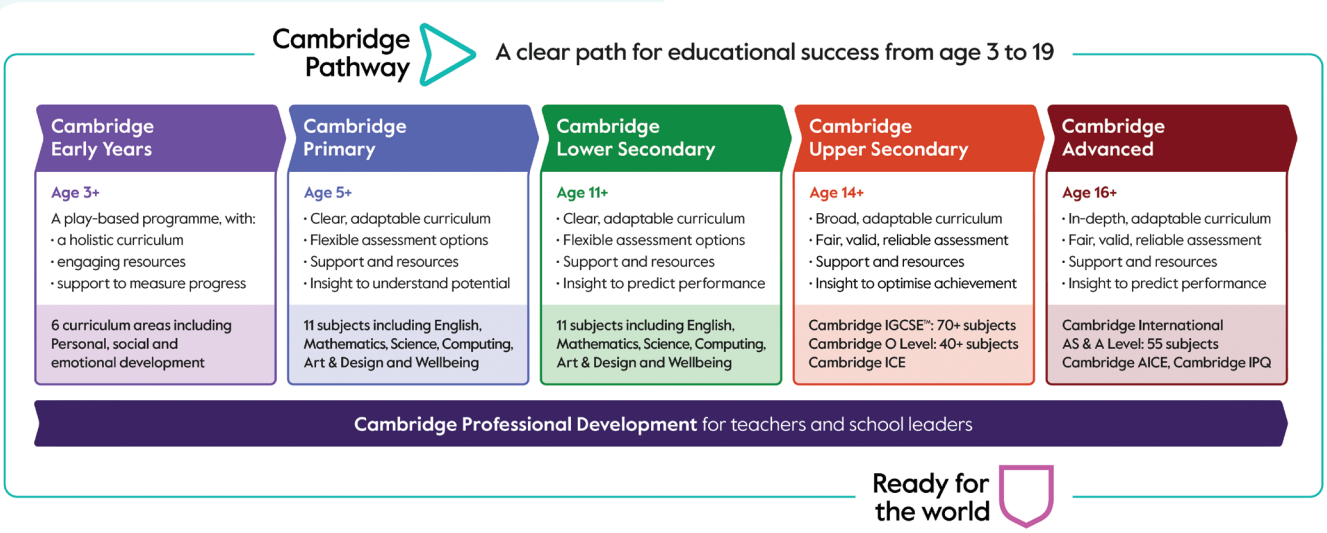
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Cambridge Pathway

Our Cambridge Pathway gives students a clear path for educational success from ages 3 to 19 and helps them develop the skills they need to achieve at school, university and work.

Each stage builds on learners' development from the previous one, or other education systems, leading seamlessly from early years to secondary and pre-university years – but they are also available separately. This gives you the flexibility to offer the Cambridge Pathway in the way that best suits your school.



The Cambridge Pathway helps students develop deep subject knowledge, conceptual understanding and higher order thinking skills. From Cambridge Primary to Cambridge Advanced, we also offer Cambridge Global Perspectives™, a unique, transformational programme that helps students develop outstanding skills, including critical thinking, research and collaboration.

To find out more, please visit cambridgeinternational.org



Becoming a Cambridge International School

Schools that register to offer Cambridge Early Years, Primary or Lower Secondary benefit from a broad and balanced curriculum that develops knowledge and skills, and provides an excellent foundation for the next stage of education.

As a Cambridge International School that offers Cambridge Early Years, Primary or Lower Secondary, you can discover:

- A range of 11 subjects including English, mathematics and science
- Flexible assessments to help you measure learners' progress, including Cambridge Checkpoint and baseline assessments from Cambridge CEM
- A secure online support site with resources to help you understand the curriculum and plan engaging lessons
- Endorsed textbooks and resources from Cambridge that are aligned with the curriculum and promote effective teaching and learning
- High-quality training and professional development opportunities for all teachers

We believe education is most effective when curriculum, teaching and learning, and assessment are closely aligned. For effective teaching and learning, there needs to be coherence between the curriculum, pedagogy and assessment – the Cambridge Primary and Lower Secondary programmes are designed around this principle.

There are four steps to becoming a Cambridge school. It is a simple process and we will support you all the way. We will work with your school to support completion of the process, which can take around 12 weeks.



Step 1 – Express your interest

We aim to contact you within two working days of submitting your expression of interest.



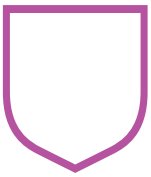
Step 2 – Complete our application form

We aim to contact you within five working days of submitting your application form.



Step 3 – We carry out an approval visit

We will arrange a time that is convenient to you. From time to time we carry out reapproval visits to make sure schools continue to meet our requirements post-registration.



Step 4 – You become a Cambridge International School

If you are approved to become a Cambridge school we will send your contract letter within 30 days of the approval visit.

Discover an education that gives students the skills they need for life, helping them achieve at school, university and work.

Find out more



Introducing Cambridge Early Years

We are excited to introduce our new programme for 3 to 6 year olds. Cambridge Early Years is the first stage in our Cambridge Pathway, which gives students a clear path for educational success from ages 3 to 19.

It gives young learners the best start in life, helping them meet key early milestones and thrive in and out of school.

Learners are encouraged to develop at their own pace, act independently and discover feelings of self-worth through our play-based approach. They will also develop the knowledge and skills they need for the next stage in their education.

* Digital versions of the teaching resources component resources are included as part of the programme fee. Learner's books and print teaching resources are available at an additional cost.

** Available at an additional cost. Please speak to your local consultant for more information.

To find out more about becoming a Cambridge Early Years centre, please visit **www.cambridgeinternational.org/earlyyears**

Cambridge Early Years includes:

Curriculum

The Cambridge Early Years curriculum follows a holistic, play-based approach that focuses on the whole child and connects their development with the world around them. The curriculum focuses on four key areas of childhood development: physical development, cognitive development, language and communication development, and social and emotional development.

Teaching and learning resources*

Bringing together the best of play-based learning and observational assessment guidance, our resources support you and help your learners discover a curiosity for learning. (See pages 10–13 for more information).

Teaching support

Available via the School Support Hub, our teaching support includes advice on implementing the curriculum, helping learners transition between Cambridge Early Years and Cambridge Primary, teaching and learning approaches and more.

Professional development

We offer a range of professional development options – from a free 'Getting to know Cambridge Early Years' webinar, to more focused courses to help you develop best practice when you have more experience with the programme. We also offer a Cambridge Professional Development Qualification (PDQ) in Early Years Good Practice. Our Preparing to Teach courses to help you get the most out of our resources are coming in 2024.

Assessment options to measure progress

Our approach is based around continuous formative assessment, including observations of children in the learning environment and evidence gathered during learning.

We also recommend using Cambridge Early Years Check Together**, a story-based digital assessment, alongside your ongoing observational assessment in the classroom.

Meet our Cambridge Early Years characters:



Kiho the Chameleon



Mia the Butterfly



Rafi the Leopard



Gemi the Orangutan

NEW Cambridge Early Years teaching resources

Alison Borthwick, Gill Budgell, Kathryn Harper, Claire Medwell, Cherri Moseley, Elly Schottman and Philippa Hines

Feel supported in your Early Years setting with high-quality, accessible teaching resources aligned to the curriculum. With guided play ideas and observational assessment tips, we help you to engage engage your learners in the wonderful world of learning.

Features include:

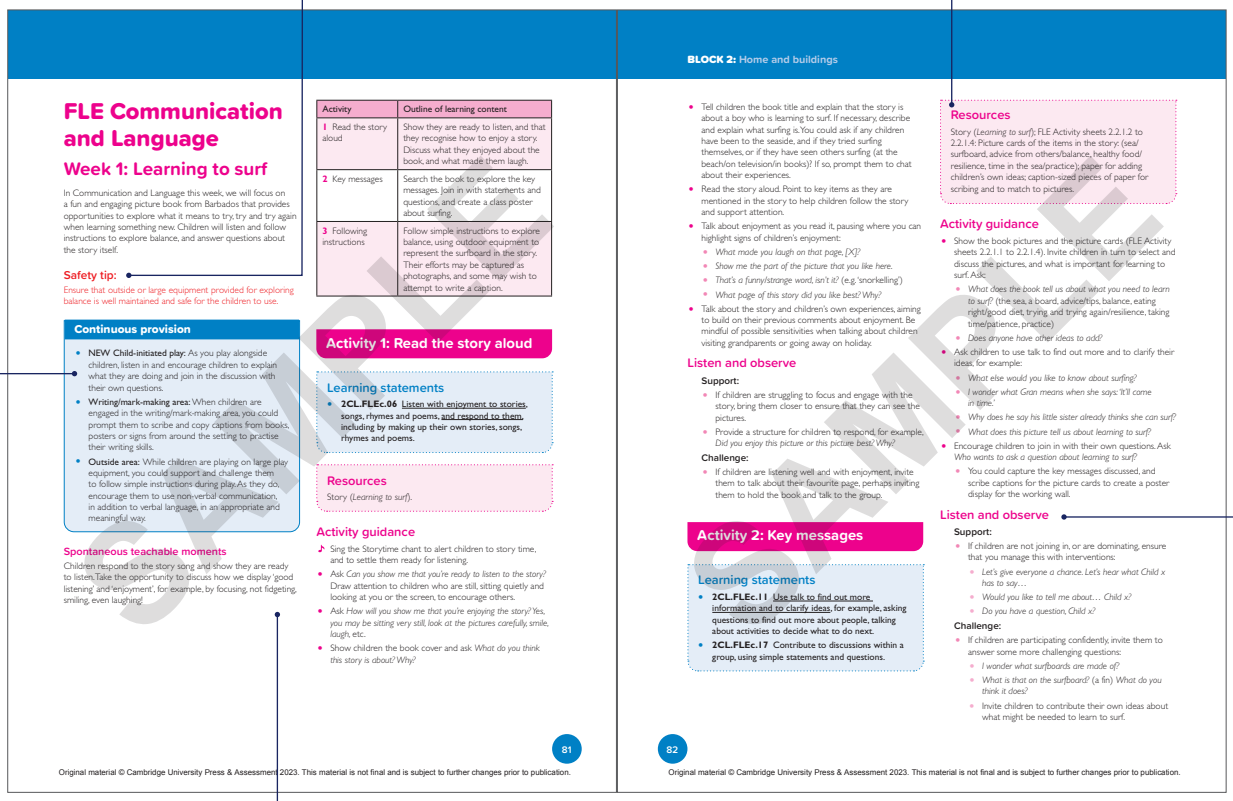
- Guided play ideas, safety tips, and advice on promoting child-initiated play aligned to the curriculum learning statements
- A focus on practical exploration with fun activity ideas that keep children engaged in their learning
- Playful activities and downloadables to support the teaching of the Cambridge Early Years learning statements
- Support for English as a second language learners including highlighted key vocabulary and flash cards
- 'Home link' activities to share with parents for further learning outside the classroom as well as editable letters that can be used to share learner updates
- Additional resources such as downloadable activity sheets and song lyrics, photocopiable puppet cards, projectable stories and more
- Story audio, videos and songs available from 2024



We recommend using your existing phonics scheme to complement Cambridge Early Years.

Actionable safety tips help you create a safe learning space.

Supporting downloadable resources are available including activity sheets, stories, flash cards and more.



FLE Communication and Language

Week 1: Learning to surf

In Communication and Language this week, we will focus on a fun and engaging picture book from Barbados that provides opportunities to explore what it means to try, try and try again when learning something new. Children will listen and follow instructions to explore balance, and answer questions about the story itself.

Safety tip:

Ensure that outside or large equipment provided for exploring balance is well maintained and safe for the children to use.

Continuous provision

- **NEW Child-initiated play:** As you play alongside children, listen in and encourage children to explain what they are doing and join in the discussion with their own questions.
- **Writing/mark-making area:** When children are engaged in the writing/mark-making area, you could prompt them to scribe and copy captions from books, posters or signs from around the setting to practise their writing skills.
- **Outside area:** While children are playing on large play equipment, you could support and challenge them to follow simple instructions during play. As they do, encourage them to use non-verbal communication, in addition to verbal language, in an appropriate and meaningful way.

Spontaneous teachable moments

Children respond to the story song and show they are ready to listen. Take the opportunity to discuss how we display 'good listening' and 'enjoyment', for example, by focusing, not fidgeting, smiling, even laughing!

Activity	Outline of learning content
1 Read the story aloud	Show they are ready to listen, and that they recognise how to enjoy a story. Discuss what they enjoyed about the book, and what made them laugh.
2 Key messages	Search the book to explore the key messages. Join in with statements and questions, and create a class poster about surfing.
3 Following instructions	Follow simple instructions to explore balance, using outdoor equipment to represent the surfboard in the story. Their efforts may be captured as photographs, and some may wish to attempt to write a caption.

Activity 1: Read the story aloud

Learning statements

- **2CL.FLE.c.06** Listen with enjoyment to stories, songs, rhymes and poems, and respond to them, including by making up their own stories, songs, rhymes and poems.

Resources

Story (*Learning to surf*).

Activity guidance

- Sing the Storytime chant to alert children to story time, and to settle them ready for listening.
- *Ask Can you show me that you're ready to listen to the story?* Draw attention to children who are still, sitting quietly and looking at you or the screen, to encourage others.
- *Ask How will you show me that you're enjoying the story? Yes, you may be sitting very still, look at the pictures carefully, smile, laugh, etc.*
- Show children the book cover and ask *What do you think this story is about? Why?*

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- Tell children the book title and explain that the story is about a boy who is learning to surf. If necessary, describe and explain what surfing is. You could ask if any children have been to the seaside, and if they tried surfing themselves, or if they have seen others surfing (at the beach/on television/in books)? If so, prompt them to chat about their experiences.
- Read the story aloud. Point to key items as they are mentioned in the story to help children follow the story and support attention.
- Talk about enjoyment as you read it, pausing where you can highlight signs of children's enjoyment:
  - *What made you laugh on that page, [X]?*
  - *Show me the part of the picture that you like here.*
  - *That's a funny/strange word, isn't it?* (e.g. 'snorkelling')
  - *What page of this story did you like best? Why?*
- Talk about the story and children's own experiences, aiming to build on their previous comments about enjoyment. Be mindful of possible sensitivities when talking about children visiting grandparents or going away on holiday.

Listen and observe

Support:

- If children are struggling to focus and engage with the story, bring them closer to ensure that they can see the pictures.
- Provide a structure for children to respond, for example: *Did you enjoy this picture or this picture best? Why?*

Challenge:

- If children are listening well and with enjoyment, invite them to talk about their favourite page, perhaps inviting them to hold the book and talk to the group.

Activity 2: Key messages

Learning statements

- **2CL.FLE.c.11** Use talk to find out more information and to clarify ideas, for example, asking questions to find out more about people, talking about activities to decide what to do next.
- **2CL.FLE.c.17** Contribute to discussions within a group, using simple statements and questions.

Resources

Story (*Learning to surf*); FLE Activity sheets 2.2.1.2 to 2.2.1.4; Picture cards of the items in the story: (sea/surfboard, advice from others/balance, healthy food/resilience, time in the sea/practice); paper for adding children's own ideas; caption-sized pieces of paper for scribing and to match to pictures.

Activity guidance

- Show the book pictures and the picture cards (FLE Activity sheets 2.2.1.1 to 2.2.1.4). Invite children in turn to select and discuss the pictures, and what is important for learning to surf. Ask:
  - *What does the book tell us about what you need to learn to surf?* (the sea, a board, advice/tips, balance, eating right/good diet, trying and trying again/resilience, taking time/patience, practice)
  - *Does anyone have other ideas to add?*
- Ask children to use talk to find out more and to clarify their ideas, for example:
  - *What else would you like to know about surfing?*
  - *I wonder what Gran means when she says: 'It'll come in time.'*
  - *Why does he say his little sister already thinks she can surf?*
  - *What does this picture tell us about learning to surf?*
- Encourage children to join in with their own questions. Ask *Who wants to ask a question about learning to surf?*
  - You could capture the key messages discussed, and scribe captions for the picture cards to create a poster display for the working wall.

Listen and observe

Support:

- If children are not joining in, or are dominating, ensure that you manage this with interventions:
  - *Let's give everyone a chance. Let's hear what Child x has to say…*
  - *Would you like to tell me about… Child x?*
  - *Do you have a question, Child x?*

Challenge:

- If children are participating confidently, invite them to answer some more challenging questions:
  - *I wonder what surfboards are made of?*
  - *What is that on the surfboard?* (a fin) *What do you think it does?*
  - Invite children to contribute their own ideas about what might be needed to learn to surf.

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SAMPLE

Listen and observe feature offers differentiated assessment advice within activities.

Full guidance on setting up various areas of your classroom such as a **mark-making area**.

Spontaneous teachable moments support play-based learning and provide extra teaching ideas.

Cambridge Early Years learner's books

Our Cambridge Early Years learner's books perfectly complement the teaching resources. They have been developed by subject experts and designed for schools worldwide to help your learners have the best start in life.

Featuring our new characters, Gemi the Orangutan, Mia the Butterfly, Rafi the Leopard and Kiho the Chameleon, each learner's book includes:

- Fun, write-in activities designed for young learners such as drawing, colouring, matching and counting
- Guidance for practitioners and parents to help you get the most out of your resources
- Activity topics such as friends, family and toys to help children relate to their learning
- Colourful stickers, playful rhymes, and bright pictures and illustrations to spark imagination

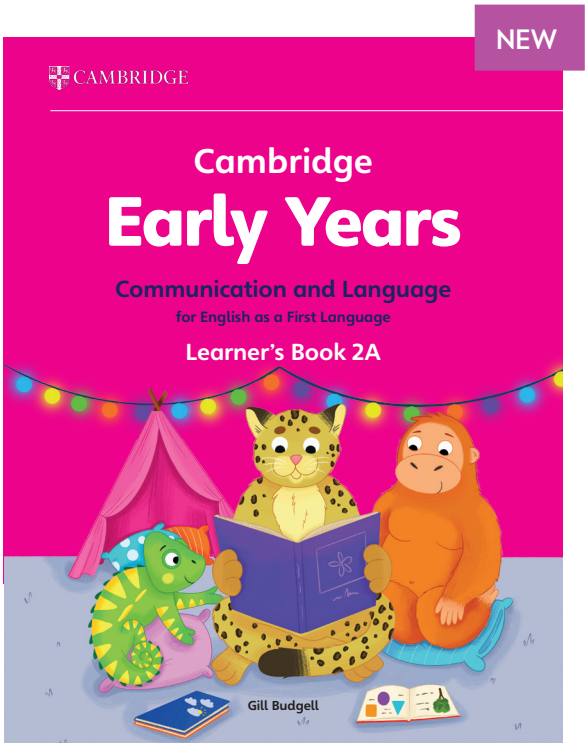
NEW Communication and Language

Support your learners on their first steps towards developing English language skills. Our story-led Communication and Language learner's books feature international fiction and non-fiction texts alongside colourful illustrations, as well as engaging activities that build important reading and writing skills.

From exploring feelings with a colour-changing elephant, to making new friends, both second language English and first language English learners are catered for.

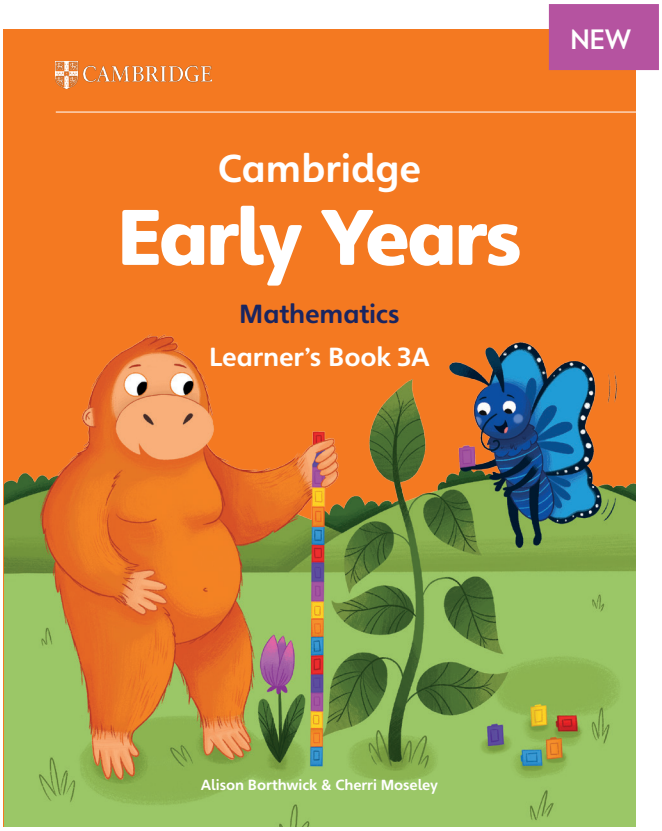
Communication and Language includes two learning paths: for First Language English learners and English as a Second Language learners.

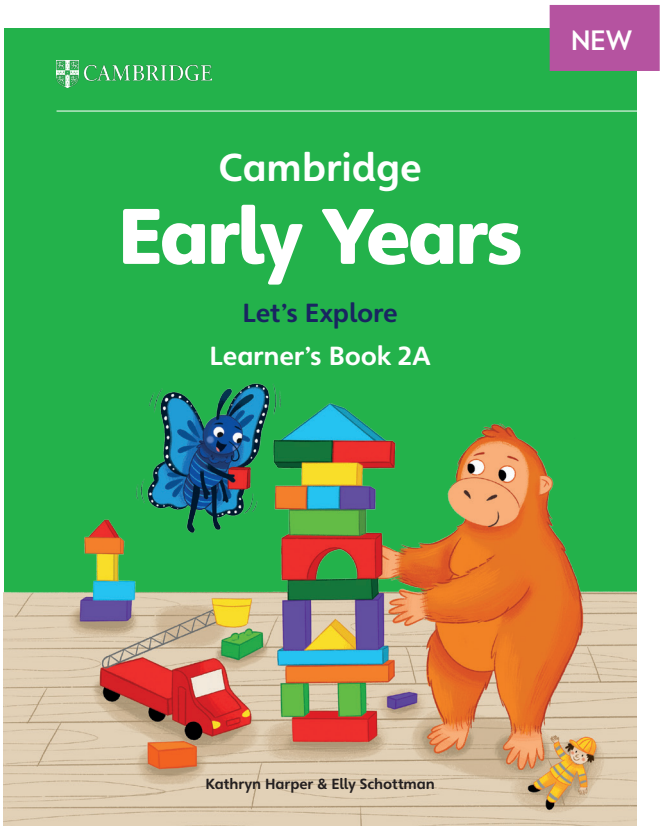




Sign up to our Cambridge Early Years mailing list to receive product updates and teaching advice to support you and your learners.

Easy ways to order – see page 73





NEW Mathematics

Numbers, shapes, fun! Our Mathematics learner's books help children develop their mathematical abilities through play-based activities including counting, problem-solving and measuring.

Learners will be encouraged to count animals in the rainforest, begin to read clocks, and talk about how things move.

NEW Let's Explore

It is time for an adventure! From 'Understanding the world', to physical, personal, social and emotional development, children learn through activities such as matching, drawing, stickers and more in our Let's Explore learner's books.

From learning about senses like taste and smell, to playing with patterns and colours, children are encouraged to explore the exciting world around them.

Why choose Cambridge Early Years?

Learn more about our play-based education programme and discover how the curriculum helps children to thrive, becoming more connected with the world and people around them.



Early Years 1

	A	B	C
NEW Learner's book	978-1-009-38783-5	978-1-009-38786-6	978-1-009-38788-0
NEW Teaching resource with digital access		978-1-009-38772-9	
NEW Digital teaching resource*		978-1-009-38778-1	

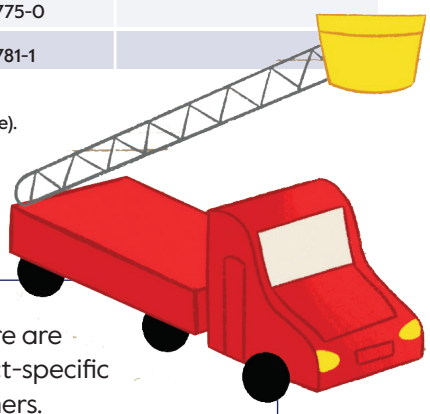
Early Years 2

	A	B	C
NEW Mathematics learner's book	978-1-009-38789-7	978-1-009-38792-7	978-1-009-38793-4
NEW Communication and language for English as a first language learner's book	978-1-009-38801-6	978-1-009-38803-0	978-1-009-38806-1
NEW Communication and language for English as a second language learner's book	978-1-009-38813-9	978-1-009-38816-0	978-1-009-38818-4
NEW Let's explore learner's book	978-1-009-38825-2	978-1-009-38827-6	978-1-009-38829-0
NEW Teaching resource with digital access		978-1-009-38773-6	
NEW Digital teaching resource		978-1-009-38779-8	

Early Years 3

	A	B	C
NEW Mathematics learner's book	978-1-009-38795-8	978-1-009-38798-9	978-1-009-38800-9
NEW Communication and language for English as a first language learner's book	978-1-009-38807-8	978-1-009-38810-8	978-1-009-38812-2
NEW Communication and language for English as a second language learner's book	978-1-009-38820-7	978-1-009-38821-4	978-1-009-38824-5
NEW Let's explore learner's book	978-1-009-38831-3	978-1-009-38833-7	978-1-009-38836-8
NEW Teaching resource with digital access		978-1-009-38775-0	
NEW Digital teaching resource*		978-1-009-38781-1	

*Digital teacher's resources are sold as site licences. Only one purchase for each stage is needed per school (site).



At Early Years 1, Communication and Language, Mathematics, and Let's Explore are combined in the same learner's books. At Early Years 2 and 3, books are subject-specific and split into three books per year to make them more suitable for young learners.

Please speak to your local sales consultant or visit our website for more information.

Coming soon: Cambridge Early Years Preparing to Teach courses

Please speak to your local consultant for more information, or visit our website www.cambridge.org/education/pd

Easy ways to order – see page 73



Introducing Cambridge Primary

Cambridge Primary takes learners on an exciting educational journey, helping them to become confident, responsible, reflective, innovative and engaged. It is typically for students aged 5 to 11 years.

By offering Cambridge Primary, you can provide a broad and balanced education for your learners, helping them to thrive throughout their schooling, work and life.

We believe that assessment should both prove and improve students' learning, giving them focus, pace and challenge. We organise our primary assessments in a way that maximises time for teaching and learning.

"Cambridge Primary is a very flexible curriculum. It is not restrictive. I can bring local and international examples into my class, and it works very well with my students."

Doaa Hamdy El Shaar, *Teacher, International School of Elite Education, Egypt*

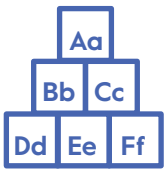
Our approach to primary education

We have built Cambridge Primary around what matters most to our schools and learners around the world:



A broad curriculum for a balanced education

With a choice of 11 subjects, a wide range of support and optional assessments, you will find plenty to help you deliver core subjects as well as develop creativity, expression and wellbeing.



A robust foundation with excellent progression

Cambridge Primary provides a strong foundation for students at the beginning of their schooling before progressing through the Cambridge Pathway in an age-appropriate way.



A global learner in a local context

Cambridge Primary encourages learners to understand their own culture, community and identity within the wider world. We want to celebrate local culture while helping learners to discuss global issues.



A flexible approach

The programme is flexible, so you can build a curriculum around how you want your students to learn. You can also adapt the content to suit your context, culture and ethos.



An aligned programme based on the latest research

We make sure that the programme, from curriculum to teaching, learning and assessment, is aligned and informed by the latest research. Aligning these four areas puts learners in the best possible position for the future and leads to a richer learning experience.

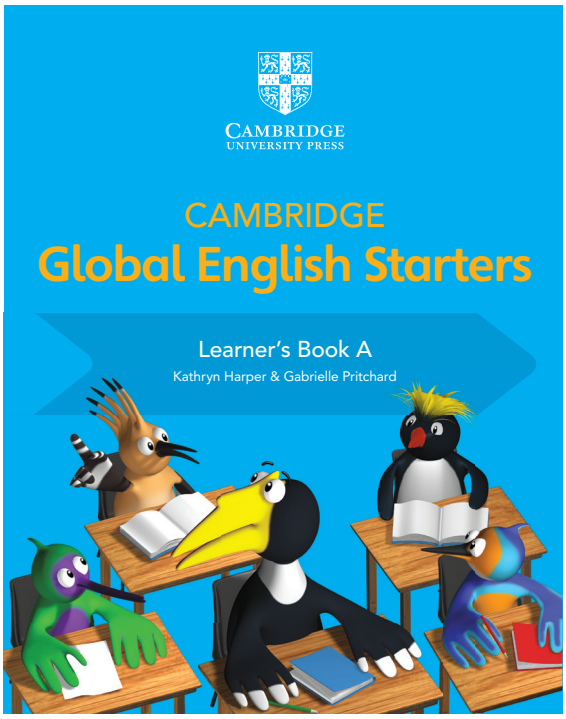
To find out more about Cambridge Primary, please visit **cambridgeinternational.org/primary**

Cambridge Global English Starters

Kathryn Harper, Gabrielle Pritchard
and Annie Altamirano

This series is written by pre-primary experts and packed with stories, stickers, songs and games to make learning English fun. It's ideal for learners going on to the Cambridge Primary or IB Primary Years Programme and can be used in kindergarten or at the start of Grade 1.

- Helps raise children's CEFR* language level to A1
- Topics, such as 'feelings' and 'the classroom', introduce children to skills that are essential for learning other subjects in English, like phonics and letter formation
- Drawing, matching and sticker activities help children develop early critical thinking and comprehension skills, while songs and chants improve their speaking and listening skills
- Our comprehensive teacher's resource includes all the information you need to confidently lead learners through the course, including suggestions for assessing progress and step-by-step support for activities



Also see
Global English 1–6
Turn to page 18>

These pages are from Global English Starters Learner's Book A

A big question introduces the enquiry-led learning approach, encouraging learners to reflect on questions and examine ideas.



Packed with games to make learning in English fun!

A short poem or chant, as well as large colourful images, lead into the topic of the unit. These help learners identify key vocabulary, while using rhythm and rhyme helps them remember.

* Common European Framework of Reference

Teacher's resource

Your essential companion to the course, the teacher's resource includes full guidance and lesson plans, along with specific assessment support and suggested questions to get learners talking. Includes access to a digital version of the resource as standard.

Learner's books

Each book covers one term and includes three units. Every unit includes a story, from traditional tales such as Goldilocks, to stories in familiar settings like the classroom. Available as a digital version to support remote learning.

Activity books

These write-in activity books provide extra activities linked to the learner's book theme and objectives.

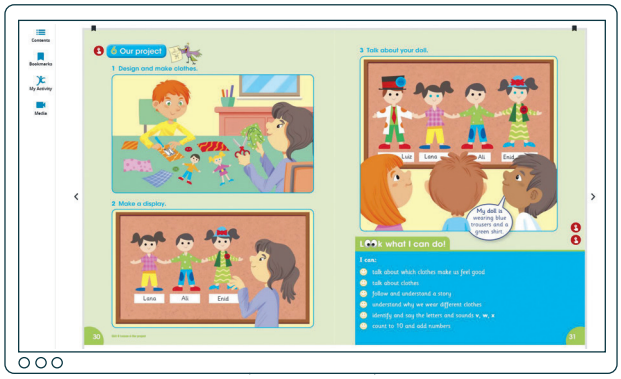
Fun with letters and sounds books

These write-in books focus on recognising, saying and writing letters: essential skills for learning to read and write confidently.

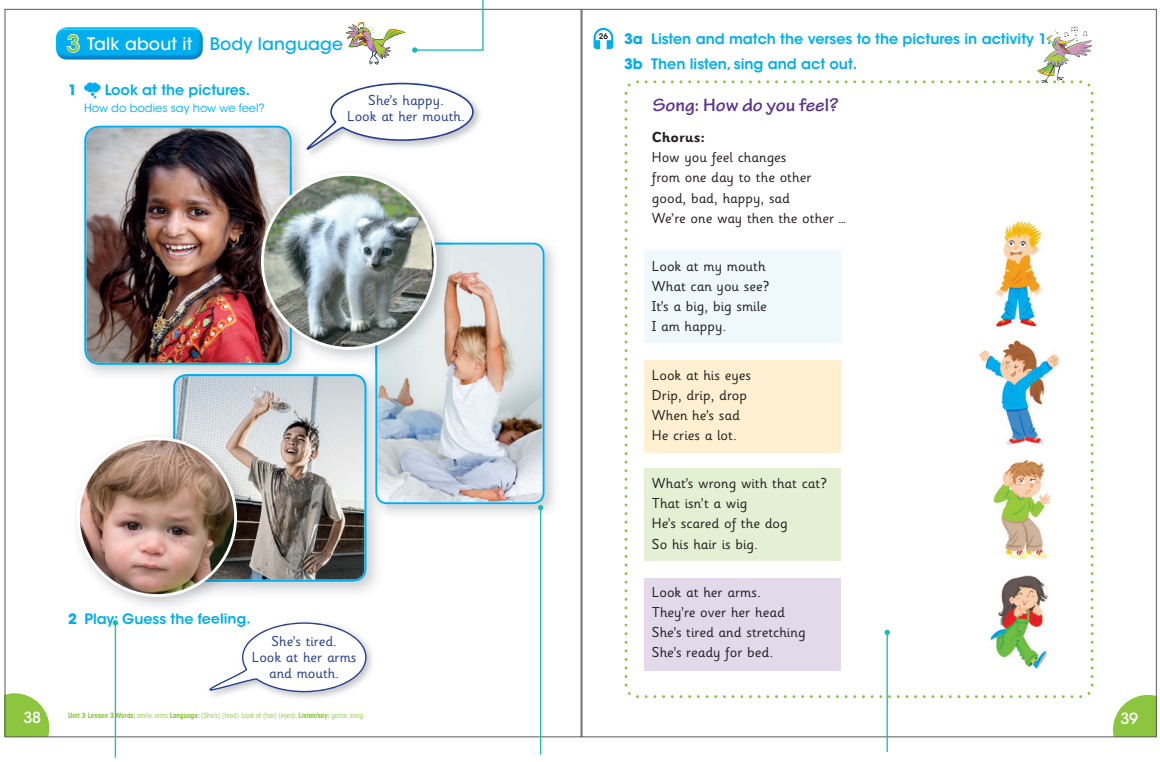
Digital Classroom

Digital Classroom gives you access to everything you need to bring your lessons to life.

This screenshot is from Global English Starters Digital Classroom



These pages are from Global English Starters Learner's Book A



A starter activity revises key vocabulary for the unit.

Fun paired and group games provide opportunities to practise new vocabulary and structure.

Images provide a stimulus for children to talk.

Songs and chants are fun and motivating and allow language to be reinforced in a natural way.

Stage	Stage A	Stage B	Stage C
Learner's book	978-1-108-70001-6	978-1-108-70003-0	978-1-108-70005-4
Digital learner's book (1 year)	978-1-108-98401-0	978-1-108-98402-7	978-1-108-98403-4
Activity book	978-1-108-70006-1	978-1-108-70007-8	978-1-108-70009-2
Fun with letters and sounds	978-1-108-70010-8	978-1-108-70011-5	978-1-108-70012-2

Teacher's resource with digital access	978-1-108-57635-2
Digital Classroom (1 year)	978-1-108-70017-7
Digital Classroom access card (1 year)	978-1-108-70019-1

This series has not been through the endorsement process for the Cambridge Pathway.

Easy ways to order – see page 73

Cambridge Global English

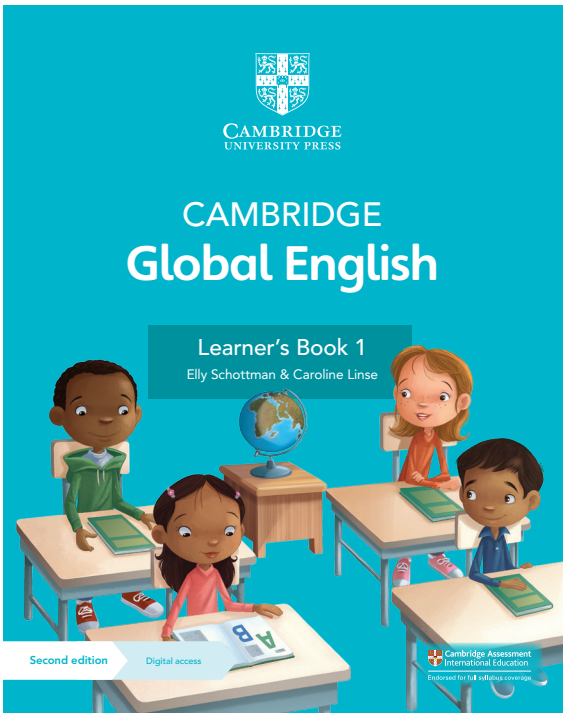
Second edition

Elly Schottman, Caroline Linse, Kathryn Harper, Claire Medwell, Jane Boylan, Paul Drury, Annie Altamirano, Helen Tiliouine, Nicola Mabbott and Alison Sharpe

With international cross-curricular topics, from adventures and space to sport and nature, the series helps your class develop the skills to study across the curriculum in English.

Part of a nine-stage series covering primary and lower secondary, these resources take your learners from A1 to B1/B2 CEFR level. We've included a range of fiction, non-fiction and poetry to give your learners experience with authentic language, helping them to develop their vocabulary.

Our print resources come with digital access as standard so you'll be fully supported, however you're teaching.



Curriculum support

This series supports you and your learners through the Cambridge Primary English as a Second Language curriculum framework (0057). The key changes we have made to our resources include:

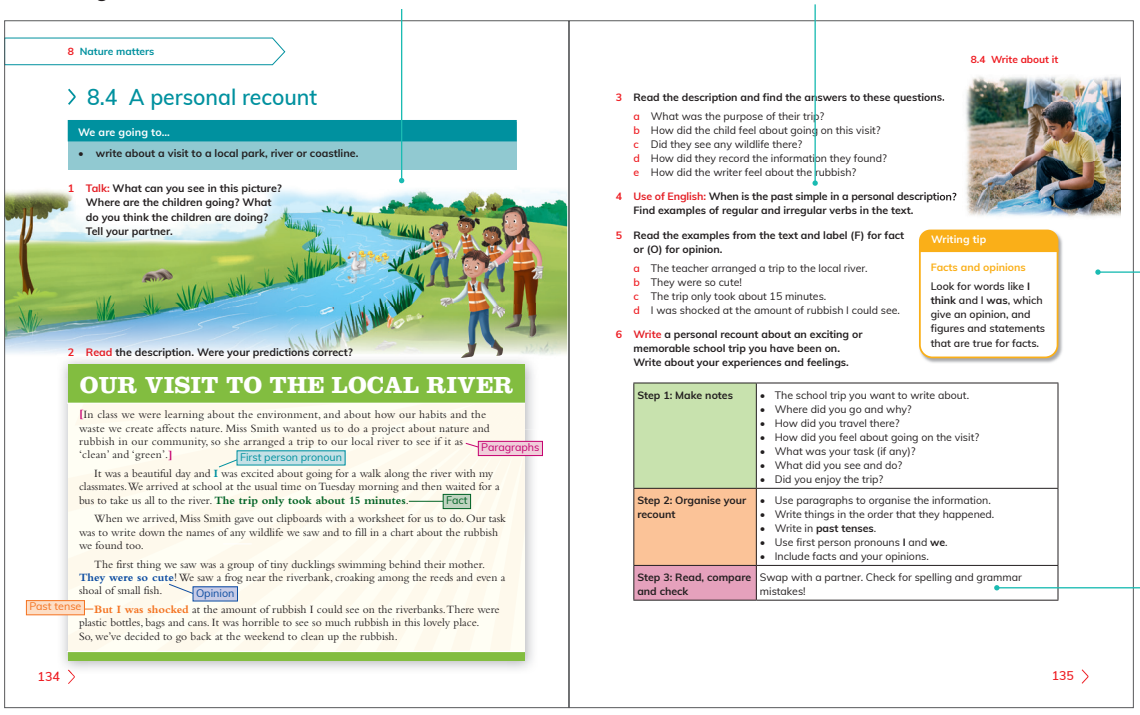
- A wide range of cross-curricular links and literary texts, reflecting the greater emphasis on exposure to authentic language in the revised curriculum framework
- Skills and language-learning tips throughout reflect the increased focus on language-learning skills in the curriculum framework
- Learning objectives have been introduced for pronunciation, fluency and accuracy – we've included an increased focus on speaking and writing in this edition to support your learners

Find out more about how our resources support you and your learners at **cambridge.org/primary**

These pages are from Cambridge Global English Learner's Book 4

Writing and oracy spreads in each unit help learners develop their productive skills.

Opportunities for grammar practice in the context of the activity help develop accuracy.

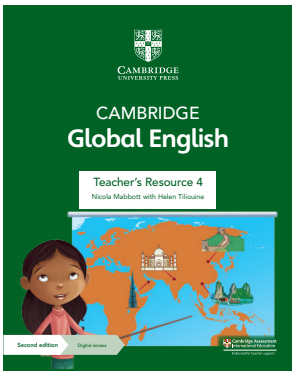


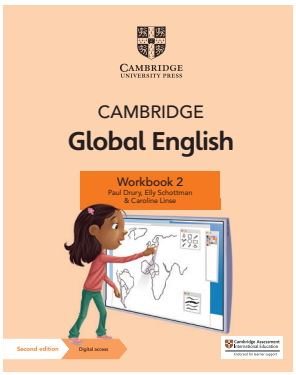
Activities to develop critical thinking skills are included throughout.

A process writing model helps learners develop confidence.

Teacher's resources

- Starter activities and additional lesson ideas keep your lessons varied and interesting
- Clearly identified assessment and differentiation ideas help you meet your learners' needs.
- Downloadable progress and unit tests with answers provide ready-made assessment opportunities





Learner's books

- Packed with songs, stickers and literature to help your learners become confident communicators
- Cross-curricular projects and 'Project Challenges' help learners develop critical thinking skills
- Reading, chanting and supported writing activities with models help learners develop their writing and phonics knowledge

Workbooks

- Activities including puzzles and quizzes provide extra support for the reading and writing curriculum strands
- Grammar practice and a short grammar presentation help learners develop important skills
- Differentiated activities split into 'Focus', 'Practice' and 'Challenge' to ensure all learners are supported
- Ideal for use in the classroom or at home

Digital Classroom

- Bring learning to life with onscreen versions of the learner's book and workbook
- Video, grammar presentations and interactive activities engage learners
- Zoom, highlight or annotate to emphasise important points

Professional development for you

Discover our Preparing to Teach courses for heads of department and subject leaders, and learn how to apply key teaching approaches effectively with *Cambridge Global English*. Also, find out more about our digital support. **See pages 52–53.**

Support to help you deliver Cambridge Primary

Registered Cambridge schools can access a wide range of support to help plan and deliver the primary programme at **primary.cambridgeinternational.org**

Stage	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Learner's book with digital access	✓ 978-1-108-96361-9	✓ 978-1-108-96362-6	✓ 978-1-108-96363-3	✓ 978-1-108-81082-1	✓ 978-1-108-81084-5	✓ 978-1-108-81085-2
Digital learner's book	✓ 978-1-108-96914-7	✓ 978-1-108-96916-1	✓ 978-1-108-96918-5	✓ 978-1-108-97729-6	✓ 978-1-108-97733-3	✓ 978-1-108-97736-4
Workbook with digital access	✓ 978-1-108-96364-0	✓ 978-1-108-96365-7	✓ 978-1-108-96366-4	✓ 978-1-108-81088-3	✓ 978-1-108-81089-0	✓ 978-1-108-81090-6
Teacher's resource with digital access	✓ 978-1-108-92161-9	✓ 978-1-108-92163-3	✓ 978-1-108-92165-7	✓ 978-1-108-93401-5	✓ 978-1-108-96382-4	✓ 978-1-108-96384-8
Digital Classroom (1 year)*	✓ 978-1-108-92545-7	✓ 978-1-108-92547-1	✓ 978-1-108-92559-4	✓ 978-1-108-92571-6	✓ 978-1-108-92573-0	✓ 978-1-108-92575-4
Digital Classroom access card (1 year)*	✓ 978-1-108-92546-4	✓ 978-1-108-92549-5	✓ 978-1-108-92569-3	✓ 978-1-108-92572-3	✓ 978-1-108-92574-7	✓ 978-1-108-92576-1

Digital Classroom is available as a site licence. Only one licence per stage is required per school (site).

✓ = Endorsed for the Cambridge Pathway

Easy ways to order – see page 73

Cambridge Primary English

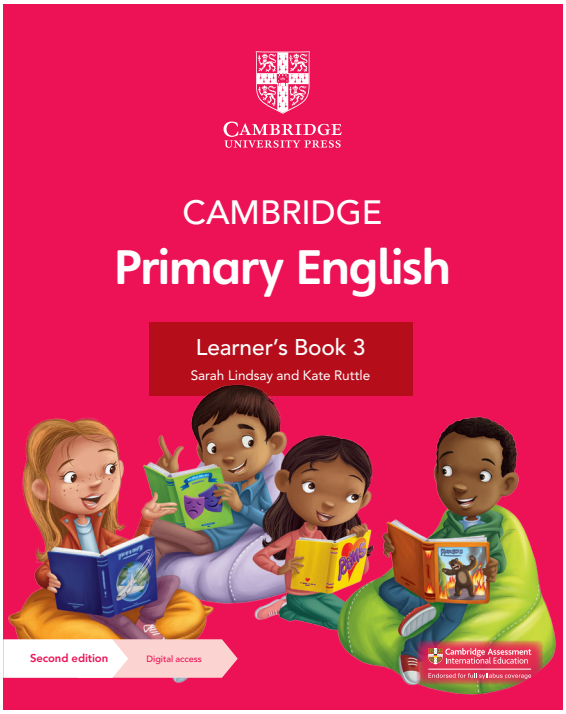
Second edition

Gill Budgell, Kate Ruttle, Sally Burt, Debbie Ridgard, Sarah Lindsay and Kathrine Hume

Your learners will develop their English skills as they explore the world through non-fiction texts, perform poetry and write their own stories. You'll find a wide range of international fiction, non-fiction, poetry and drama throughout the series to help your learners develop their understanding of different genres and text types.

All our print resources come with digital access as standard, so whatever teaching looks like for you this year, we'll support you.

The series has been developed for the Cambridge Lower Secondary English curriculum framework, providing a seamless transition for your learners.



Learner's books

- Engaging activities within each unit cover reading, writing, speaking, and listening, fostering well-rounded language proficiency
- Varied opportunities to develop 21st-century skills including collaboration and critical thinking
- Projects at the end of each unit, such as board game design, support learners in developing communication skills and applying their knowledge to real-world scenarios

Phonics workbooks

- Written for young learners, these workbooks will support them to get ready to read and write confidently
- Integrated 'Look back' feature helps learners in reviewing previous units, offering practice and consolidation
- Opportunities to trace and say letter sounds help learners develop their early speaking and writing skills

Workbooks

- Supporting the learner's books, the workbooks are filled with varied activities like mind maps, matching and crosswords, while also providing practice and consolidation opportunities
- 'Focus', 'Practice' and 'Challenge' exercises provide clear progression through each session, helping learners see what they've achieved
- Links to 'Language focus' boxes in the learner's book give your learners an opportunity to practise grammar in the context of each text type

> *The resources are cross-curricular and cross-cultural [...] in English, we also have stories from science. This consolidates the teaching and learning process.*
>
> Cambridge Primary Teacher, *Malawi*

Curriculum support

This series supports you and your learners through the Cambridge Primary English curriculum framework (0058). The key changes we have made to our resources include:

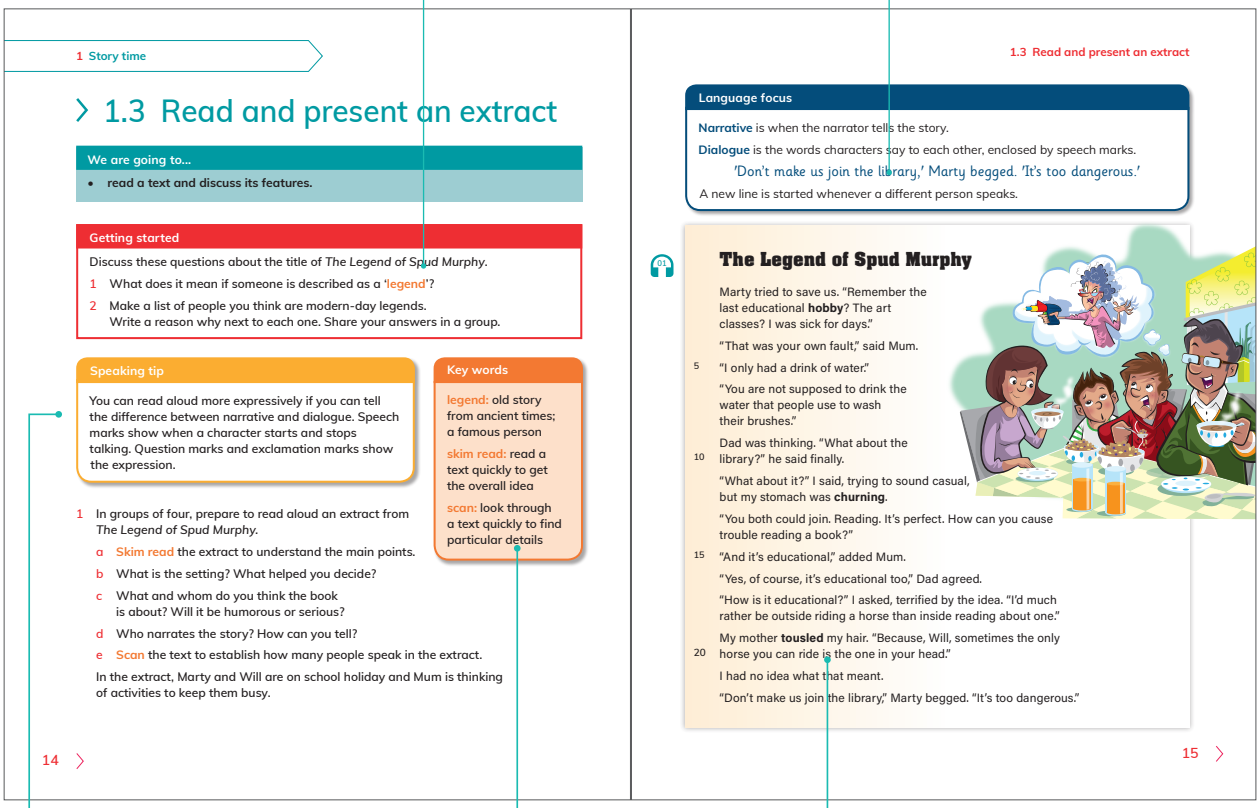
- Integrated reading, writing, speaking and listening practice in our learner's books meets the need for greater integration in the new curriculum framework
- Increased number of speaking and listening activities in our learner's books reflects the inclusion of new speaking and listening sub-strands in the curriculum framework
- A range of international texts engages learners and helps develop their reading and writing skills, supporting the requirement for experience with broader text types in the new curriculum framework

Find out more about how our resources support you and your learners at **cambridge.org/primary**

These pages are from Cambridge Primary English Learner's Book 2

Getting started features get your learners thinking and talking about what they already know.

Language focus explains key grammar and language rules.



1 Story time

1.3 Read and present an extract

We are going to...
- read a text and discuss its features.

Getting started

Discuss these questions about the title of *The Legend of Spud Murphy*.

1 What does it mean if someone is described as a 'legend'?

2 Make a list of people you think are modern-day legends. Write a reason why next to each one. Share your answers in a group.

Speaking tip

You can read aloud more expressively if you can tell the difference between narrative and dialogue. Speech marks show when a character starts and stops talking. Question marks and exclamation marks show the expression.

Key words

legend: old story from ancient times; a famous person

skim read: read a text quickly to get the overall idea

scan: look through a text quickly to find particular details

1 In groups of four, prepare to read aloud an extract from *The Legend of Spud Murphy*.

a Skim read the extract to understand the main points.

b What is the setting? What helped you decide?

c What and whom do you think the book is about? Will it be humorous or serious?

d Who narrates the story? How can you tell?

e Scan the text to establish how many people speak in the extract.

In the extract, Marty and Will are on school holiday and Mum is thinking of activities to keep them busy.

14

1.3 Read and present an extract

Language focus

Narrative is when the narrator tells the story.

Dialogue is the words characters say to each other, enclosed by speech marks.

'Don't make us join the library,' Marty begged. 'It's too dangerous.'

A new line is started whenever a different person speaks.

01

The Legend of Spud Murphy

Marty tried to save us. "Remember the last educational **hobby**? The art classes? I was sick for days."

"That was your own fault," said Mum.

"I only had a drink of water."

"You are not supposed to drink the water that people use to wash their brushes."

Dad was thinking. "What about the library?" he said finally.

"What about it?" I said, trying to sound casual, but my stomach was **churning**.

"You both could join. Reading. It's perfect. How can you cause trouble reading a book?"

"And it's educational," added Mum.

"Yes, of course, it's educational too," Dad agreed.

"How is it educational?" I asked, terrified by the idea. "I'd much rather be outside riding a horse than inside reading about one."

My mother **tousled** my hair. "Because, Will, sometimes the only horse you can ride is the one in your head."

I had no idea what that meant.

"Don't make us join the library," Marty begged. "It's too dangerous."

15

Tips throughout suggest ways to develop the four key skills.

Key words learners will encounter are explained clearly.

High-quality **international texts** with audio recordings.

Teacher's resources

- Get the most out of our series with our teaching resources filled with lesson plans and activity ideas
- Filled with starter and plenary activities, additional lesson ideas as well as learner's book and workbook answers
- Language support suggestions, along with clear assessment and differentiation ideas to help you meet all your learners' needs
- Accompanying digital resource provides access to downloadable worksheets with additional differentiation activities and further language development exercises

Professional development for you

Discover our Preparing to Teach courses for heads of department and subject leaders, and learn how to apply key teaching approaches effectively with *Cambridge Primary English*. Also, find out more about our digital support. For more information, See **pages 52–53**.

Stage	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Learner's book with digital access	✓ 978-1-108-74987-9	✓ 978-1-108-78988-2	✓ 978-1-108-81954-1	✓ 978-1-108-75999-1	✓ 978-1-108-76006-5	✓ 978-1-108-74627-4
Digital learner's book	✓ 978-1-108-96405-0	✓ 978-1-108-96407-4	✓ 978-1-108-96422-7	✓ 978-1-108-96423-4	✓ 978-1-108-96425-8	✓ 978-1-108-96427-2
Workbook with digital access	✓ 978-1-108-74271-9	✓ 978-1-108-78994-3	✓ 978-1-108-81955-8	✓ 978-1-108-76001-0	✓ 978-1-108-76007-2	✓ 978-1-108-74628-1
Teacher's resource with digital access	✓ 978-1-108-78351-4	✓ 978-1-108-80546-9	✓ 978-1-108-87610-0	✓ 978-1-108-77072-9	✓ 978-1-108-77119-1	✓ 978-1-108-77121-4

	A	B
Phonics workbook	✓ 978-1-108-78995-0	✓ 978-1-108-78996-7

✓= Endorsed for the Cambridge Pathway

Easy ways to order – see page 73

Which English resources

Is English the language of instruction in your school?

Yes

Is English the language of the country where you live?

Yes

No

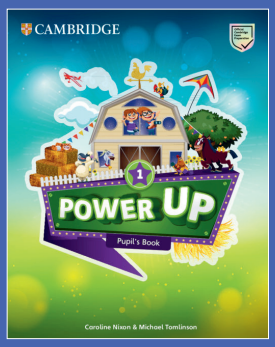
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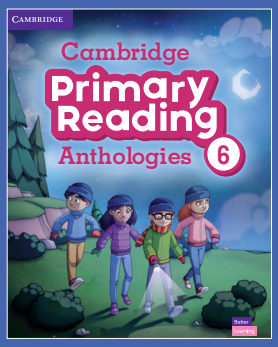
You may find

Cambridge Young Learners resources

more suitable for your students

cambridge.org/younglearners







Is English used widely in the media in the country you live in?

Yes

No

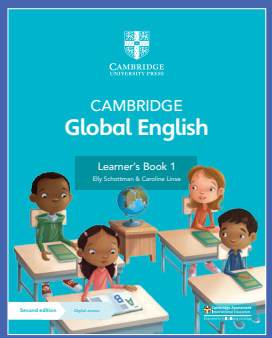


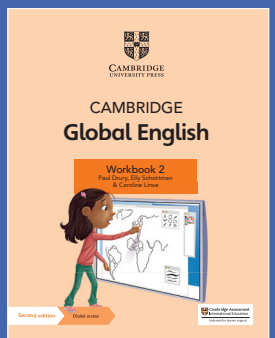
You may find

Cambridge English as a second language resources

more suitable for your students

cambridge.org/education/primaryesl





To **help you decide** which resources are most appropriate for your students, use the flowchart above.

are right for my students?

Do all your students speak English with their friends outside of class?

Yes

Do your students speak English at home?

Yes

No

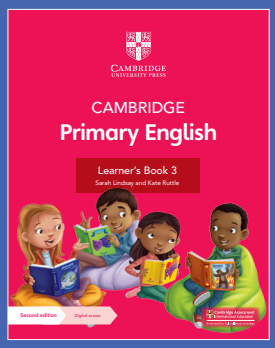
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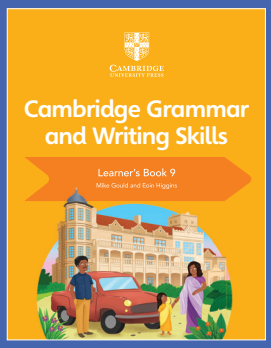
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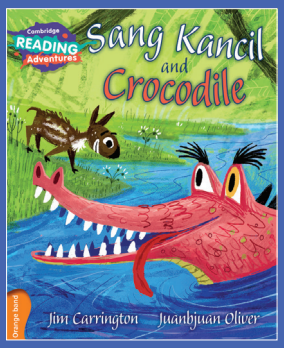
Cambridge first language English resources

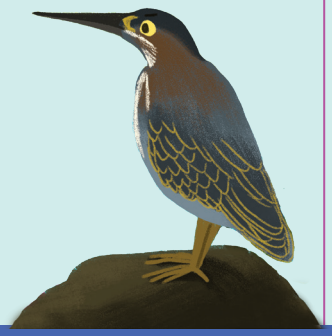
more suitable for your students

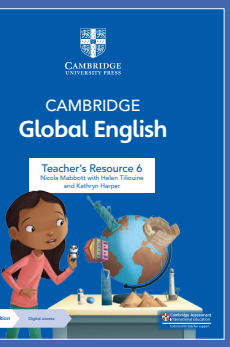
cambridge.org/education/primaryfle

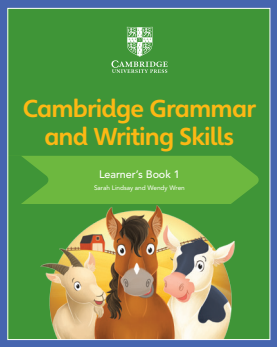


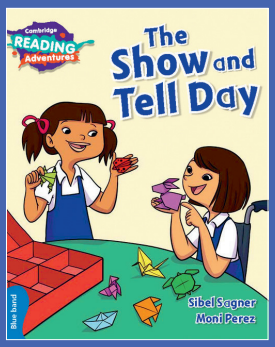










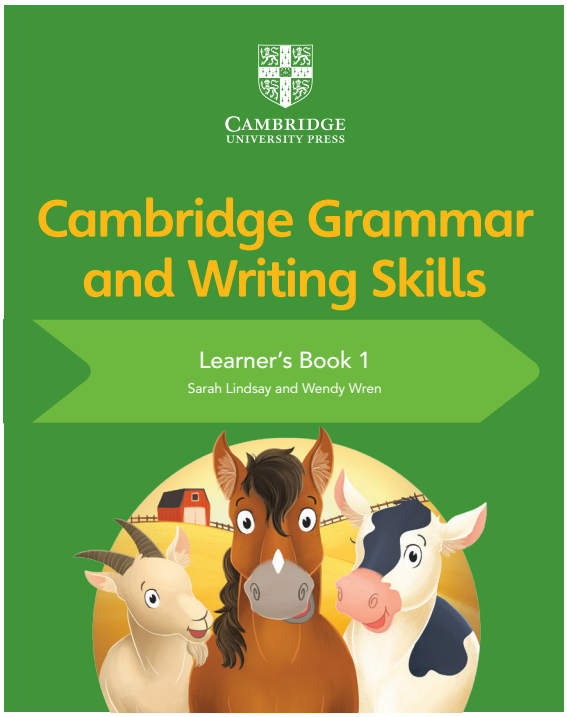




Cambridge Grammar and Writing Skills

Sarah Lindsay and Wendy Wren

Watch your learners grow in confidence as they develop their writing skills. They'll write a newspaper article, adapt a myth and even create an advert for their favourite breakfast cereal! From haikus, fairy tales and plays to biographies, recounts and instructions, this series gives your learners the knowledge and skills to tackle a range of writing types.



- Uses product and process writing approaches to provide a framework for writing
- The perfect complement to our popular *Global English*, *Primary English* and *Lower Secondary English* resources
- Written for learners from all language backgrounds, it provides valuable consolidation for first language students and gives second language learners the opportunity to extend their skills
- Digital versions of our resources support you, however you're teaching

Learner's books

Each unit focuses on a different text type such as dialogue, recounts, reports or instructions. Model texts in each chapter show what good examples of each writing type look like, and specific activities help learners practise their grammar, in the context of each text type. Planning tools and an extended writing task develop essential editing, checking, planning and creative thinking skills.



Teacher's resources

Your essential companion to the course, the print and digital teacher's resources include everything you need to lead your lessons with confidence.

Stage	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Learner's book	978-1-108-73058-7	978-1-108-73059-4	978-1-108-73061-7	978-1-108-73062-4	978-1-108-73064-8	978-1-108-73065-5
Digital learner's book	978-1-108-98404-1	978-1-108-98405-8	978-1-108-98406-5	978-1-108-98407-2	978-1-108-98408-9	978-1-108-98409-6

Stage	Stage 1–3			Stage 4–6		
Teacher's resource with digital access	978-1-108-76546-6			978-1-108-76547-3		

These resources have not been through the endorsement process for the Cambridge Pathway.

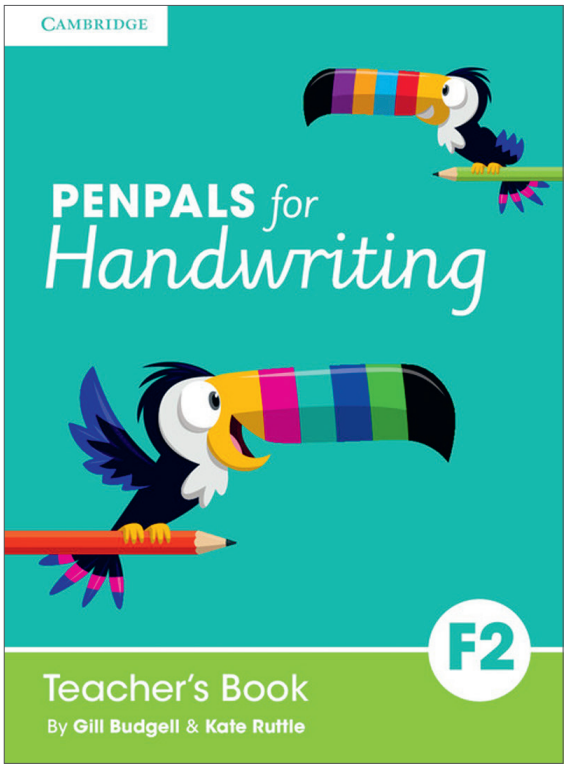
Penpals for Handwriting

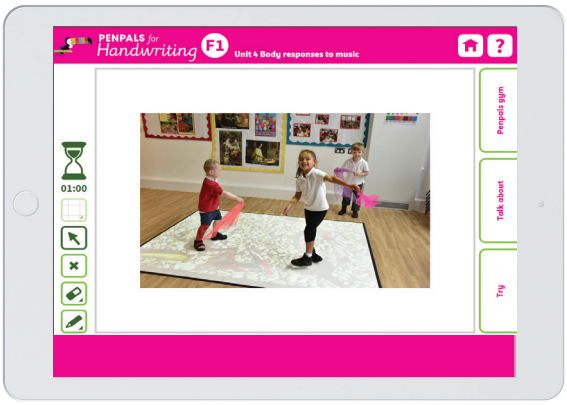
Second edition

Gill Budgell and Kate Ruttle

Penpals for Handwriting is our handwriting scheme for 3 to 11 year olds. Learning from fun characters that teach them about the different letter shapes, children progress through five stages to develop a fast, fluent handwriting style.

- 'Penpals Gym' fine and gross motor skills warm-up videos show perfect form
- Practice books for Grades 1–6
- GPS-linked handwriting practice workbooks from Foundation 2 to Grade 6
- Three baseline assessment and intervention books for identifying and supporting children who require additional help with handwriting
- Clear support for phonics teaching and the transition to spelling
- For use on PC







Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Teacher's books	978-1-845-65984-4	978-1-845-65554-9	978-1-845-65486-3	978-1-845-65563-1	978-1-845-65999-8	978-1-845-65741-3
Interactive downloads*	978-1-009-33234-7	978-1-009-33235-4	978-1-009-33236-1	978-1-009-33237-8	978-1-009-33238-5	978-1-009-33239-2
Practice books	978-1-316-50133-7	978-1-316-50137-5	978-1-316-50141-2	978-1-316-50146-7	978-1-316-50150-4	978-1-316-50154-2
Workbooks (pack of 10)	978-1-845-65440-5	978-1-845-65298-2	978-1-845-65992-9	978-1-845-65385-9	978-1-845-65861-8	978-1-845-65677-5

Also available for Foundation 1 and 2 (Kindergarten), find out more at cambridge.org/education/penpals

* Includes perpetual site and network licence for your school.

Intervention books

Book 1 (securing letter formation and introduction to joining)	978-1-845-65409-2
Book 2 (securing the joins and legibility)	978-1-845-65555-6
Book 3 (developing speed and fluency)	978-1-845-65696-6

Classroom resources

Poster pack (pack of 8)	978-1-845-65607-2
Alphabet wall frieze	978-1-845-65816-8
Pen licence business cards	978-1-845-65794-9
Font download	978-1-009-33240-8

These resources have not been through the endorsement process for the Cambridge Pathway.

Easy ways to order – see page 73

Cambridge Reading Adventures

Series editors: Sue Bodman and Glen Franklin,
UCL Institute of Education

Bring stories from around the world into your classroom with *Cambridge Reading Adventures*, our primary reading scheme for ages 4 to 12. Children explore the seas with Sinbad, marvel at the wonders of the sky above us and unearth the secrets of the ice age with this exciting series.

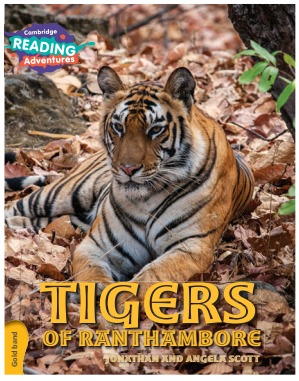
Created in partnership with the UCL Institute of Education (IOE), the series includes 11 Book Bands and four Strands taking readers beyond *White Band*. You can use *Cambridge Reading Adventures* on its own, or to support your teaching in English, maths and science.

Every book includes detailed teaching notes to help you deliver lessons that inspire a love of reading.

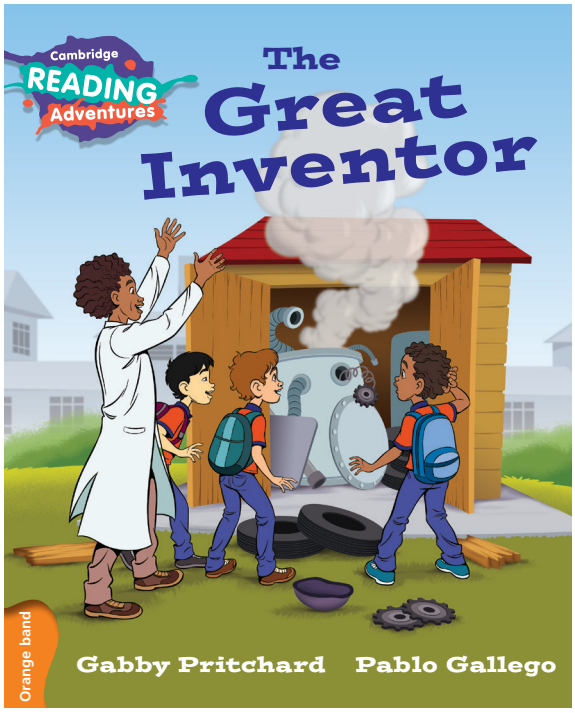
Every child will find something they love: a mix of fiction and non-fiction with diverse topics for international readers.

Children progress from simple words at *Pink A Band*, to books with up to 3,500 words at *Voyagers* Strand.









Going beyond learning to read

Our four Strands are for children reading confidently and ready to progress beyond *White Band*, moving on to more complex skills like inference and text analysis.
Go to pages 32 to 33 to find out more about *Pathfinders*, *Wayfarers*, *Explorers* and *Voyagers*.

Supporting English learning

Reading a wide range of fiction and non-fiction is one of the best ways to improve your learners' comprehension, vocabulary and grammar. *Cambridge Reading Adventures* is the perfect accompaniment to any English course.
We've mapped the titles to some of our popular English series including *Power Up*, *Super Minds*, *Guess What!* and *Kid's Box* to help you use them together in the classroom.

Wellbeing

Discover how you can use *Cambridge Reading Adventures* books to support Cambridge Primary and Lower Secondary Wellbeing.

Download the brochure today.

Cambridge CEM

Do you want to assess your students' reading age? Or see how much they have developed over the course?

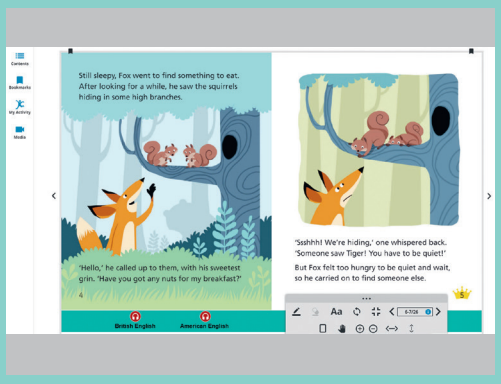
Read more about what Cambridge CEM can do for you on page 45.

These resources have not been through the endorsement process for the Cambridge Pathway.

Would you like onscreen versions of print books for front-of-class teaching?

Bring your lessons to life with Digital Classroom – perfect for introducing a text or leading sessions with your class.

- Show pages from the book for reading with your whole class
- Zoom, highlight and annotate on screen with a range of easy-to-use tools
- Download for offline use
- Listen to audio in British or American English accents to help your learners understand correct pronunciation and intonation
- Available as a 12-month site licence



Teaching and assessment guides

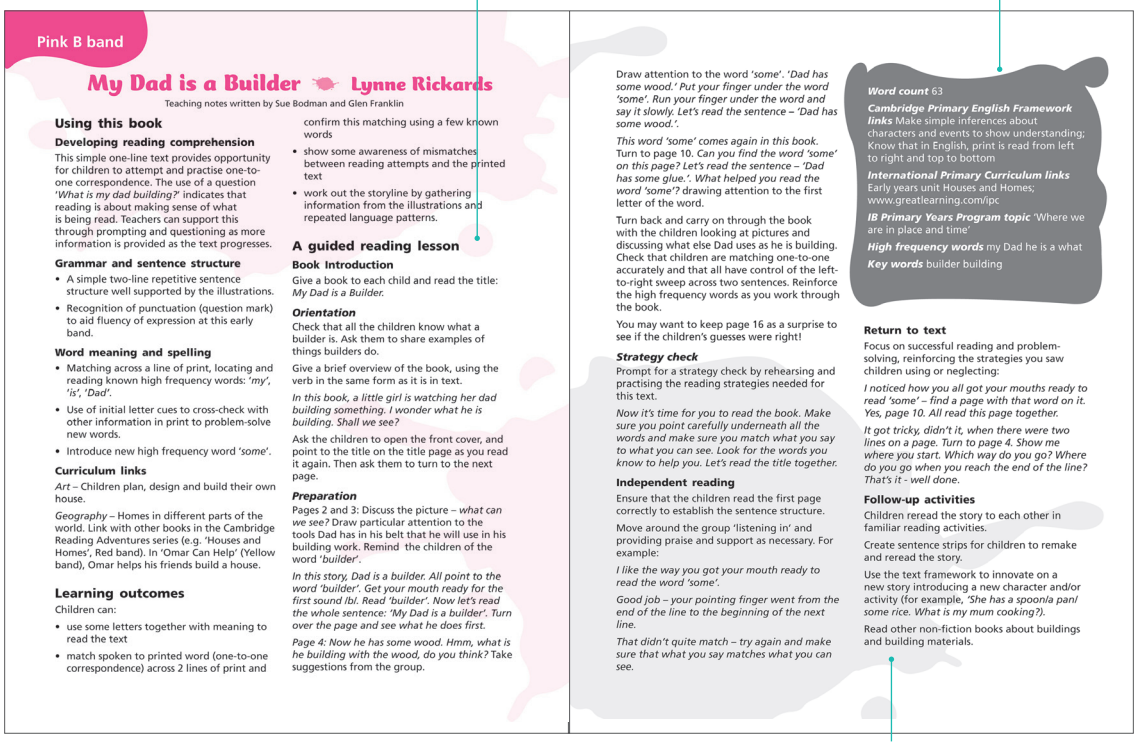
As well as teaching support in each book, we've created a teacher's resource for each stage – Early, Transitional and Conventional. These resources provide everything you need to plan and lead reading lessons with confidence. The accompanying digital resources give you access to all the information in the print guide, along with editable versions of the lesson plans, assessments and printable activity sheets for each title.

> *Photobooks were popular and had good content for encouraging boys to engage in reading.*
>
> Helen Wright, *Wilmslow Academy, UK*

Teacher's notes in Pink B title, My Dad is a Builder

Full guidance on how to run a guided reading lesson in class: introduction, teaching elements such as phonic decoding, reading aloud, checking comprehension and new vocabulary.

This panel contains key book details – word count, links to other curricula, high-frequency words and new vocabulary.



Pink B band

My Dad is a Builder – **Lynne Rickards**

Teaching notes written by Sue Bodman and Glen Franklin

Using this book

Developing reading comprehension

This simple one-line text provides opportunity for children to attempt and practise one-to-one correspondence. The use of a question *'What is my dad building?'* indicates that reading is about making sense of what is being read. Teachers can support this through prompting and questioning as more information is provided as the text progresses.

Grammar and sentence structure

- A simple two-line repetitive sentence structure well supported by the illustrations.
- Recognition of punctuation (question mark) to aid fluency of expression at this early band.

Word meaning and spelling

- Matching across a line of print, locating and reading known high frequency words: *'my', 'is', 'Dad'.*
- Use of initial letter cues to cross-check with other information in print to problem-solve new words.
- Introduce new high frequency word *'some'.*

Curriculum links

Art – Children plan, design and build their own house.

Geography – Homes in different parts of the world. Link with other books in the Cambridge Reading Adventures series (e.g. 'Houses and Homes', Red band). In 'Omar Can Help' (Yellow band), Omar helps his friends build a house.

Learning outcomes

Children can:

- use some letters together with meaning to read the text
- match spoken to printed word (one-to-one correspondence) across 2 lines of print and confirm this matching using a few known words
- show some awareness of mismatches between reading attempts and the printed text
- work out the storyline by gathering information from the illustrations and repeated language patterns.

A guided reading lesson

Book Introduction

Give a book to each child and read the title: *My Dad is a Builder.*

Orientation

Check that all the children know what a builder is. Ask them to share examples of things builders do.

Give a brief overview of the book, using the verb in the same form as it is in text.

In this book, a little girl is watching her dad building something. I wonder what he is building. Shall we see?

Ask the children to open the front cover, and point to the title on the title page as you read it again. Then ask them to turn to the next page.

Preparation

Pages 2 and 3: Discuss the picture – *what can we see?* Draw particular attention to the tools Dad has in his belt that he will use in his building work. Remind the children of the word *'builder'.*

In this story, Dad is a builder. All point to the word 'builder'. Get your mouth ready for the first sound /b/. Read 'builder'. Now let's read the whole sentence: 'My Dad is a builder'. Turn over the page and see what he does first.

Page 4: Now he has some wood. Hmm, what is he building with the wood, do you think? Take suggestions from the group.

Draw attention to the word *'some'. 'Dad has some wood.' Put your finger under the word 'some'. Run your finger under the word and say it slowly. Let's read the sentence – 'Dad has some wood.'.*

This word 'some' comes again in this book. Turn to page 10. *Can you find the word 'some' on this page? Let's read the sentence – 'Dad has some glue.'. What helped you read the word 'some'?* drawing attention to the first letter of the word.

Turn back and carry on through the book with the children looking at pictures and discussing what else Dad uses as he is building. Check that children are matching one-to-one accurately and that all have control of the left-to-right sweep across two sentences. Reinforce the high frequency words as you work through the book.

You may want to keep page 16 as a surprise to see if the children's guesses were right!

Strategy check

Prompt for a strategy check by rehearsing and practising the reading strategies needed for this text.

Now it's time for you to read the book. Make sure you point carefully underneath all the words and make sure you match what you say to what you can see. Look for the words you know to help you. Let's read the title together.

Independent reading

Ensure that the children read the first page correctly to establish the sentence structure.

Move around the group 'listening in' and providing praise and support as necessary. For example:

I like the way you got your mouth ready to read the word 'some'.

Good job – your pointing finger went from the end of the line to the beginning of the next line.

That didn't quite match – try again and make sure that what you say matches what you can see.

Word count 63

Cambridge Primary English Framework links Make simple inferences about characters and events to show understanding; Know that in English, print is read from left to right and top to bottom

International Primary Curriculum links Early years unit Houses and Homes, www.greatlearning.com/ipc

IB Primary Years Program topic 'Where we are in place and time'

High frequency words my Dad he is a what

Key words builder building

Return to text

Focus on successful reading and problem-solving, reinforcing the strategies you saw children using or neglecting:

I noticed how you all got your mouths ready to read 'some' – find a page with that word on it. Yes, page 10. All read this page together.

It got tricky, didn't it, when there were two lines on a page. Turn to page 4. Show me where you start. Which way do you go? Where do you go when you reach the end of the line? That's it - well done.

Follow-up activities

Children reread the story to each other in familiar reading activities.

Create sentence strips for children to remake and reread the story.

Use the text framework to innovate on a new story introducing a new character and/or activity (for example, *'She has a spoon/a pan/ some rice. What is my mum cooking?).*

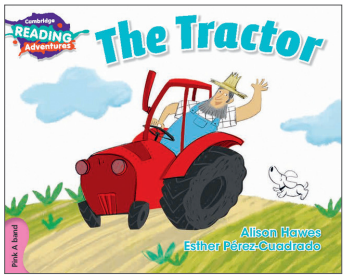
Read other non-fiction books about buildings and building materials.

Suggested follow-up activities, including following up grammar objectives, and creative writing ideas.

Pink A to Blue Bands Early Digital Classroom (1 year site licence)	978-1-108-46953-1
Pink A to Blue Bands Early teaching and assessment guide with digital access	978-1-108-58510-1
Green to White Bands Transitional Digital Classroom (1 year site licence)	978-1-108-46562-5
Green to White Bands Transitional teaching and assessment guide with digital access	978-1-108-61243-2
Pathfinders to Voyagers Conventional Digital Classroom (1 year site licence)	978-1-108-46565-6
Pathfinders to Voyagers Conventional teaching and assessment guide with digital access	978-1-108-64787-8

Easy ways to order – see page 73









Pink A and B

For new readers, *Pink A* and *B Band* books support children initially learning to use a book.

- Range of fiction and non-fiction
- Books in *Pink Band* have around 30–60 words, and feature colourful illustrations and highly predictable language

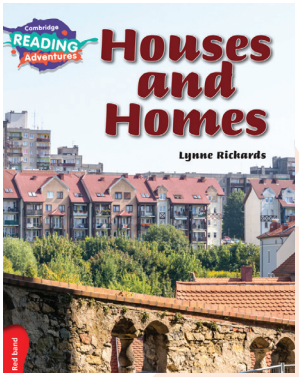
Pink A Band		
The sun is up	978-1-107-54987-6	Non-fiction
Animal homes	978-1-316-60071-9	
Games	978-1-316-60084-9	
Water	978-1-107-57584-4	
Photos	978-1-108-40066-4	
I can help	978-1-108-40566-9	
Please stop, Sara!	978-1-316-50313-3	Everyday story
Packing my bag	978-1-316-60082-5	
Jamila finds a friend	978-1-107-54963-0	
Arif goes shopping	978-1-316-60810-4	
The tractor	978-1-108-40069-5	
A hot day	978-1-316-60069-6	Animal story
Pink B Band		
At the market	978-1-107-54993-7	Non-fiction
Where do they grow?	978-1-316-60073-3	
Looking after animals	978-1-316-60582-0	
Who lays eggs?	978-1-107-54936-4	
School lunch	978-1-108-43963-3	Everyday story
Hello baby	978-1-108-43961-9	
My dad is a builder	978-1-107-54973-9	
Leela can skate	978-1-107-57582-0	
Our den	978-1-316-50078-1	
Where are you going?	978-1-108-43967-1	
The last lemon	978-1-107-54909-8	Animal story
Omar's first day at school	978-1-316-60811-1	International school series

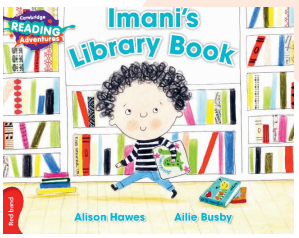
Red

In *Red Band*, a sense of story begins to be developed.

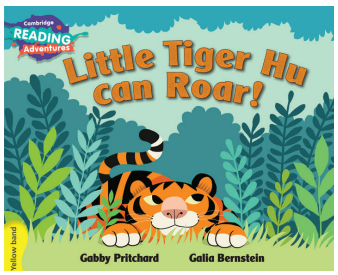
- Illustrations remain supportive, but children have to use some decoding skills
- These books have more complex sentence structures with less repetition to help students learn high-frequency words

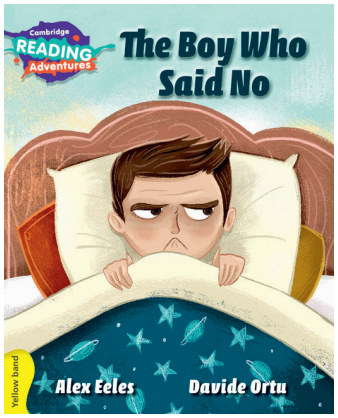
Houses and homes	978-1-107-54949-4	Non-fiction
The weather today	978-1-107-57676-6	
Our senses	978-1-316-60568-4	
In the sea	978-1-107-57578-3	
Seagull	978-1-316-50310-2	Everyday story
The enormous watermelon	978-1-107-54924-1	
Imani's library book	978-1-108-40072-5	
What little kitten wants	978-1-108-40569-0	
Bedtime on the farm	978-1-316-50081-1	Animal story
Look! It's baby duck	978-1-107-54957-9	
Leopard and his spots	978-1-316-50308-9	
Omar can help	978-1-107-57572-1	International school series





These resources have not been through the endorsement process for the Cambridge Pathway.







Yellow

Yellow Band develops longer story plots, helping readers build their inferential skills.

- More emphasis on understanding through reading and less on using illustrations to convey meaning
- Repetition is used as a dramatic device, rather than a way of learning important words

My school	978-1-107-55000-1	Non-fiction
Stars	978-1-316-50315-7	
Playgrounds	978-1-316-50318-8	
The big city	978-1-108-41079-3	
The boy who said no	978-1-108-40077-0	Everyday story
Where are my shoes?	978-1-108-43964-0	
Little Tiger Hu can roar!	978-1-107-54996-8	Animal story
Diego Fandango	978-1-107-55021-6	
Oh Bella!	978-1-107-55070-4	
A house for snail	978-1-107-55006-3	
Help!	978-1-108-40815-8	
Late for school	978-1-107-57679-7	International school series





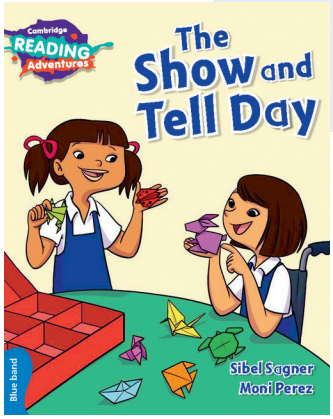
Blue

Blue Band stories become slightly more complex than *Yellow Band*, with several characters and episodes within the story to help develop comprehension.

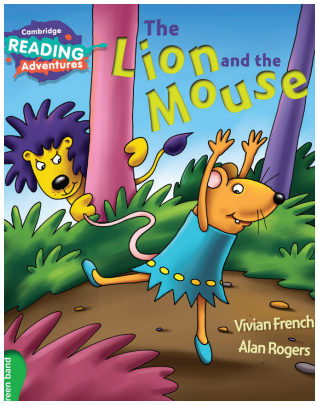
- Greater variation in sentence patterns helps students self-correct independently
- Vocabulary in non-fiction titles becomes more technically specific
- Less common words are supported by illustrations, providing opportunities to build word-reading power and knowledge of spelling patterns in English

Making a car	978-1-107-57597-4	Non-fiction
My first train trip	978-1-107-57594-3	
On the track	978-1-316-50322-5	
All kinds of plants	978-1-316-60579-0	
Crabs	978-1-108-43537-6	
It's much too early	978-1-107-56032-1	Everyday story
Suli's big race	978-1-316-60086-3	Animal story
Lost!	978-1-316-60078-8	
The mean monkey	978-1-108-43971-8	
A day at the museum	978-1-316-50320-1	International school series
The show and tell day	978-1-108-40191-3	
The big pancake	978-1-108-43972-5	Traditional story
The pumpkin monster	978-1-316-60576-9	





Easy ways to order – see page 73





Green

Green Band fiction titles usually feature several characters and story events are more developed, often lasting through several pages.

- Longer, more complex words require readers to apply word-solving skills
- Longer sentence structures focus on the use of punctuation
- Books contain topic-specific vocabulary with moderate support from the illustrations and novel words are often repeated to help learners

Baking bread	978-1-316-50327-0	Non-fiction
Dressing for the weather	978-1-316-50324-9	
Big bugs	978-1-107-55064-3	
A drop of rain	978-1-107-55060-5	
All about honey	978-1-108-40572-0	
Take Zayan with you!	978-1-107-57587-5	Everyday story
Up, up...Elephant!	978-1-108-40082-4	Animal story
Turtle is a hero	978-1-107-55046-9	
Hide and seek	978-1-107-57599-8	International school series
The lion and the mouse	978-1-107-55038-4	Traditional story



Have your say!

Let us know your feedback on this year's catalogue and be in with a chance to win a *Cambridge Reading Adventures* Band Pack of your choice!

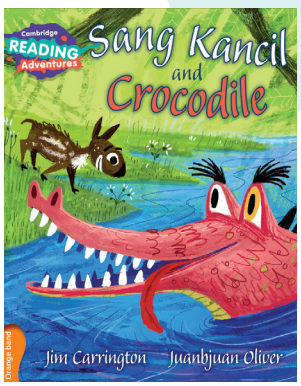
Complete the survey now

Orange

Orange Band stories are longer than in previous bands, featuring more events and greater complexity.

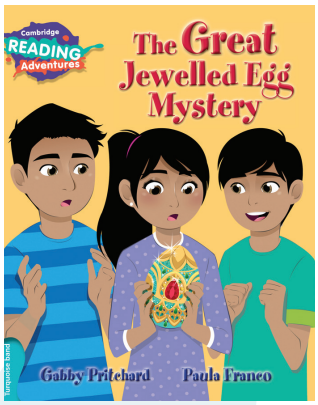
- Illustrations provide support for just one aspect of the story per page
- Sentence structures become more complex, with some use of the conditional tense (e.g. sentences that speculate what could happen, normally containing the word 'if')
- Children will recognise a large number of the high-frequency words used in this band, helping them become fluent and develop their understanding
- High-frequency words in each book are no longer specified from *Orange Band* onwards





Life on the reef	978-1-107-56022-2	Non-fiction
Town underground	978-1-316-50333-1	
Super malls	978-1-316-50335-5	
Get active!	978-1-108-43973-2	
The great inventor	978-1-316-50083-5	Everyday story
The best little bullfrog in the forest	978-1-107-56018-5	Animal story
For today, for tomorrow	978-1-107-55081-0	International school series
Omar in trouble	978-1-316-50329-4	
Sang Kancil and crocodile	978-1-107-57604-9	Traditional story
Finn saves the day	978-1-108-43977-0	Adventure story

These resources have not been through the endorsement process for the Cambridge Pathway.



Turquoise

Turquoise Band extends descriptions of places and people, with phrases and expressions that provide new challenges to reading.

- Vocabulary in both fiction and non-fiction is often less common and requires the reader to use their knowledge of spelling patterns
- Non-fiction texts begin to use maps, charts and diagrams
- Readers learn to navigate information presented alphabetically in glossaries and indexes

Motorcycles	978-1-107-57624-7	Non-fiction
How chocolate is made	978-1-107-57616-2	
Clever computers	978-1-316-50331-7	
Draw the world	978-1-107-57684-1	
A dark winter	978-1-108-43978-7	
The great jewelled egg mystery	978-1-107-57614-8	Everyday story
Power cut	978-1-316-60586-8	
Little Fennec Fox and Jerboa	978-1-108-43092-0	Animal story
Sinbad goes to sea	978-1-316-50338-6	Traditional story
Sang Kancil and the tiger	978-1-107-55092-6	

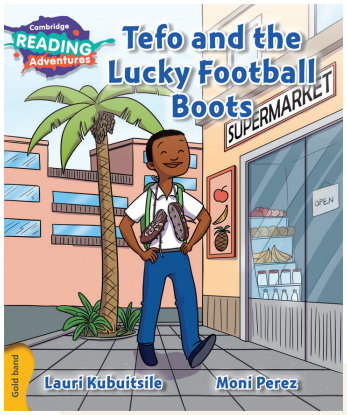
Purple

The *Purple Band* includes storylines that often reflect character and/or author viewpoint, providing opportunities to discuss character motivation and response.

- Story language develops further, with phrases found in traditional stories and storytelling, such as 'long, long ago' and 'once upon a time'
- Non-fiction texts offer more in-depth information and technical vocabulary



Ships, boats and things that float	978-1-107-56041-3	Non-fiction
Going on a plane	978-1-316-50088-0	
The book of world facts	978-1-316-60080-1	
Colourful birds	978-1-108-43569-7	
Pterosaur!	978-1-107-55108-4	
Sorry isn't good enough	978-1-108-40081-7	International school series
Sinbad and the roc	978-1-316-50340-9	Traditional story
King fox	978-1-107-56215-8	
Sandstorm	978-1-107-57607-0	Adventure story



Gold

Gold Band books are for children approaching independence in predicting and evaluating story development.

- Chapter books build tension, giving the opportunity for more sustained reading
- Texts become longer to match growing reading stamina
- More complex language structures throughout

Scarface: The real lion king	978-1-107-56047-5	Non-fiction
Giants of the ocean	978-1-107-55165-7	
Animals of the ice age	978-1-107-55162-6	
From rags to bags	978-1-316-50086-6	
A world of deserts	978-1-108-40585-0	
Tigers of Ranthambore	978-1-108-43613-7	International school series
Tefo and the lucky football boots	978-1-107-55141-1	Traditional story
Yu and the great flood	978-1-107-56225-7	
Sang Kancil and the farmer	978-1-108-40574-4	Adventure story
Lost at sea	978-1-316-50344-7	

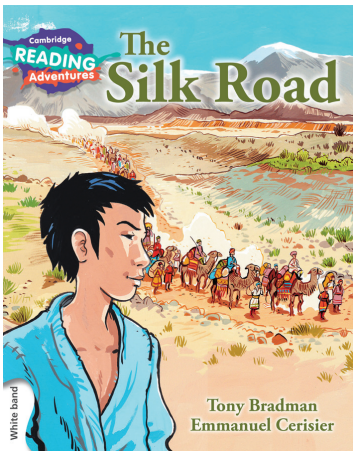
Easy ways to order – see page 73

White

White Band titles match the growing maturity of the reader and stories provide opportunities to explore 'why?' questions when responding to texts.

- Readers encounter complex sentences with a wide range of grammar, such as 'we're' and 'they're'
- Non-fiction topics may employ different genre styles across one text

The great migration	978-1-107-56065-9	Non-fiction
Earthquakes	978-1-316-50342-3	
Sticks and bricks and bits of stone	978-1-107-56056-7	
The mobile continent	978-1-316-60067-2	
The rise of the Sauropods	978-1-108-40576-8	
What's for lunch?	978-1-108-41187-5	
Don't give up yet!	978-1-108-40078-7	International school series
Mei and the pirate queen	978-1-316-50090-3	Traditional story
The great escape	978-1-107-55158-9	
The silk road	978-1-107-56232-5	Adventure story

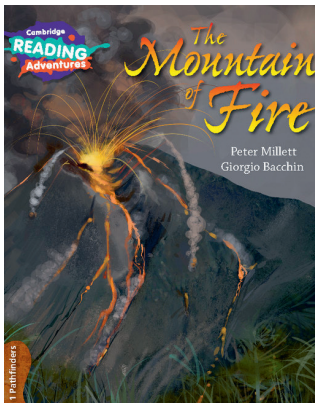


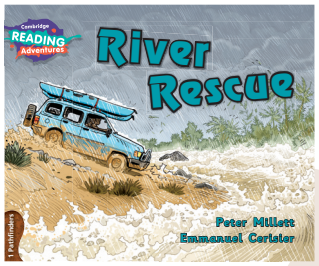


Our Pathfinders, Wayfarers, Explorers and Voyagers titles are ideal for confident readers able to:

- Use the text to find and interpret information as well as use glossaries and indexes
- Manage more mature topics and themes
- Use higher order thinking skills to evaluate characters, predict plot development and tackle sub-plots
- Tackle complex words, greater variation in text and greater range of genres/text types







Strand 1: Pathfinders

- Pupils begin to justify their point of view about what they read
- Stories and subject matter are suited to growing maturity of the reader
- Literary devices that convey emotions begin to emerge

Honey and Toto: The story of a cheetah family	978-1-108-43615-1	Non-fiction
Connections	978-1-108-43094-4	
Leila's game	978-1-108-40820-2	International school series
River rescue	978-1-108-40071-8	Adventure story
The mountain of fire	978-1-108-40074-9	
Four clever brothers	978-1-108-41081-6	Playscript

Cambridge Reading Adventures packs

You can buy *Cambridge Reading Adventures* books as individual titles, or in packs. For more information about packs, go to **cambridge.org/cra**

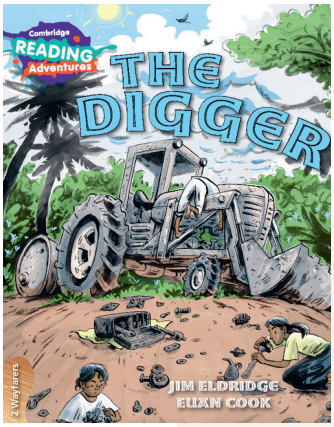
Brighter Thinking Pod

Listen to our podcast with the International Literacy Centre.

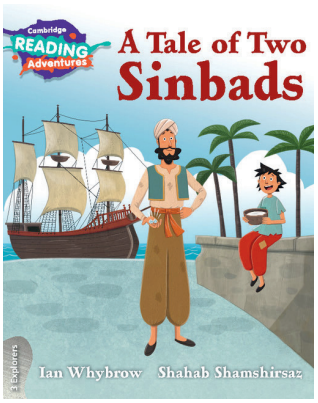
These resources have not been through the endorsement process for the Cambridge Pathway.

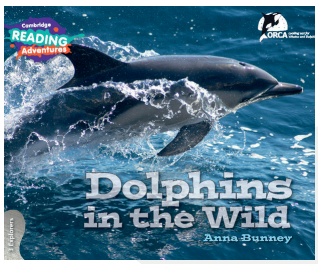
Strand 2: Wayfarers

- Developing knowledge and skills of reading non-fiction across a range of subjects, texts integrate a good deal of dialogue alongside literary language
- Children working at this Strand will be reading beyond what is on the page
- Readers will need to infer characters' feelings, thoughts and motives from their actions, justifying these with evidence



Timbuktu	978-1-108-41085-4	Non-fiction
Diving under the waves	978-1-108-41164-6	
Who is the greatest?	978-1-108-43617-5	
The digger	978-1-108-40093-0	Everyday story
The mystery of Sol	978-1-108-43672-4	Playscript
You and me	978-1-108-41083-0	Poetry anthology



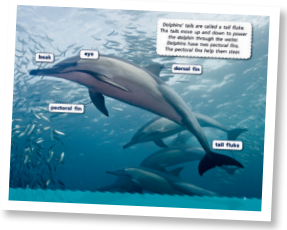


Strand 3: Explorers

- Most books require reading silently unless the task calls for reading aloud – e.g. plays
- Children are able to discuss their reading preferences and read critically, considering the author's effectiveness
- Fiction books are likely to contain chapters that reflect sustained reading in one book over a short period of time
- Non-fiction books contain all features seen at Transitional stage
- Many texts now have sections that follow different genres or styles – e.g. brief recount within a report

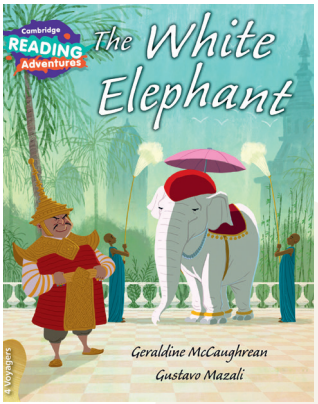
Skyscrapers	978-1-108-41189-9	Non-fiction
Dolphins in the wild	978-1-108-40583-6	
The changing climate	978-1-108-40578-2	
A tale of two Sinbads	978-1-108-43097-5	Traditional story
Hunters of the sea	978-1-108-40099-2	Adventure story
Journey to Callisto	978-1-108-40581-2	





Strand 4: Voyagers

- Readers will be able to discuss how language is used and how the words chosen cause reactions and inferences in the reader
- Texts will use writing devices like flashbacks, parody, summary and commentary
- Stories are longer (short novel) and follow a range of characters
- Fiction books contain chapters offering opportunities for sustained reading, while others may be shorter but with deeper inferential meaning



Movie world	978-1-108-40106-7	Non-fiction
The refugee camp	978-1-108-40108-1	Everyday story
The white elephant	978-1-108-40588-1	Traditional story
Meltdown	978-1-108-43485-0	Adventure story
Tamerlane and the boy	978-1-108-41087-8	Historical story
The cave at the end of the world	978-1-108-43979-4	

Easy ways to order – see page 73

2023 Cambridge Dedicated Teacher Awards

Meet our 2023 Cambridge Dedicated Teacher Awards winner

From over 11,000 deserving entries for dedicated teachers, our panel of judges chose six regional winners for the public vote.

You voted and decided your 2023 Cambridge Dedicated Teacher Awards winner is...

Akeem Badru

St Michael RCM Primary School, Nigeria



How did it feel when you found out you had won the global Cambridge Dedicated Teacher Award?

"This recognition ignites a fire within me, further fuelling my passion to make a difference in the lives of those I have the privilege to teach. It fuels my determination to overcome any challenges and continue to positively impact the world through education. I am deeply grateful for this opportunity and remain committed to the pursuit of excellence in my noble calling."

Why did you become a teacher?

"Growing up, I faced numerous challenges and encountered failures at every turn. Academic struggles followed me until the end of primary school, and financial difficulties forced me to abandon my secondary education at the age of 20. I became the epitome of an underachiever in my community. However, rather than succumbing to despair, I embraced these hardships as catalysts for achieving greatness. Given my background, I chose to pursue a career in teaching, driven by a deep desire to uplift underprivileged children and defy societal expectations. Being a teacher allows me to instil hope in those who feel hopeless and empower them to rise above their circumstances."

Did you have a favourite teacher who inspired you when you were at school? If so, why were they so inspiring? What did you learn from them?

"Mr Alade, my Government teacher at Ebenezer Comprehensive High School in Lagos, Nigeria, exemplifies passion and dedication in his profession. Unlike other teachers who retreat to the staff room, Mr Alade can always be found lingering in the corridors near the classroom where he teaches. He seizes every opportunity, even during idle hours, to impart knowledge to his students."

Please share three words to describe your typical week teaching

"Optimism, passion and dedication."

Watch the winners ceremony

Teachers play an important part in shaping futures. Our **Cambridge Dedicated Teacher Awards** are an opportunity to show appreciation for the incredible work teachers do every day.

Congratulations to our regional winners!

Region: Central & Southern Africa

GLOBAL WINNER



Akeem Badru
St Michael RCM Primary School,
Nigeria

Region: Middle East and Pakistan



Uzma Siraj
Future World School,
Pakistan

Region: Australia, NZ and Sout-East Asia



Goh Kok Ming
SJKC Hua Lian 1,
Malaysia

Region: East & South Asia



Gaurav Sharma
FirstSteps School,
India

Region: Europe



Selçuk Yusuf Arslan
Atatürk MTAL,
Turkey

Region: North & South America



Nathalie Roy
Glasgow Middle School,
Baton Rouge, United States

For more information about our dedicated teachers and their stories go to:

dedicatedteacher.cambridge.org

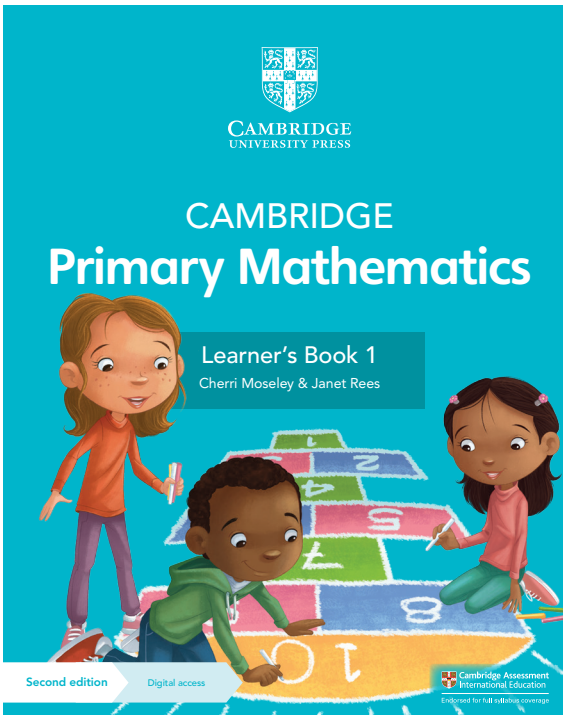
Cambridge Primary Mathematics

Second edition

Cherri Moseley, Janet Rees, Emma Low, Mary Wood, Greg Byrd and Lynn Byrd

Whether your learners are creating a house with 3D shapes or using recipes to understand fractions, this series focuses on getting them to think mathematically.

All resources come with digital access so however you're teaching, you'll be fully supported.



Learner's books

- Worked examples and practice exercises help learners build confidence and develop skills
- Support for English as a second language learners with key word boxes, clear diagrams and supporting illustrations
- Project ideas developed by NRICH* to help learners investigate mathematical ideas and concepts more deeply

Workbooks

- Filled with activities including puzzles, ordering and matching to give learners extra practice
- Specific questions focused on developing learners' Thinking and Working Mathematically skills
- Differentiated activities split into 'Focus', 'Practices' and 'Challenges' – ideal for use in the classroom or at home

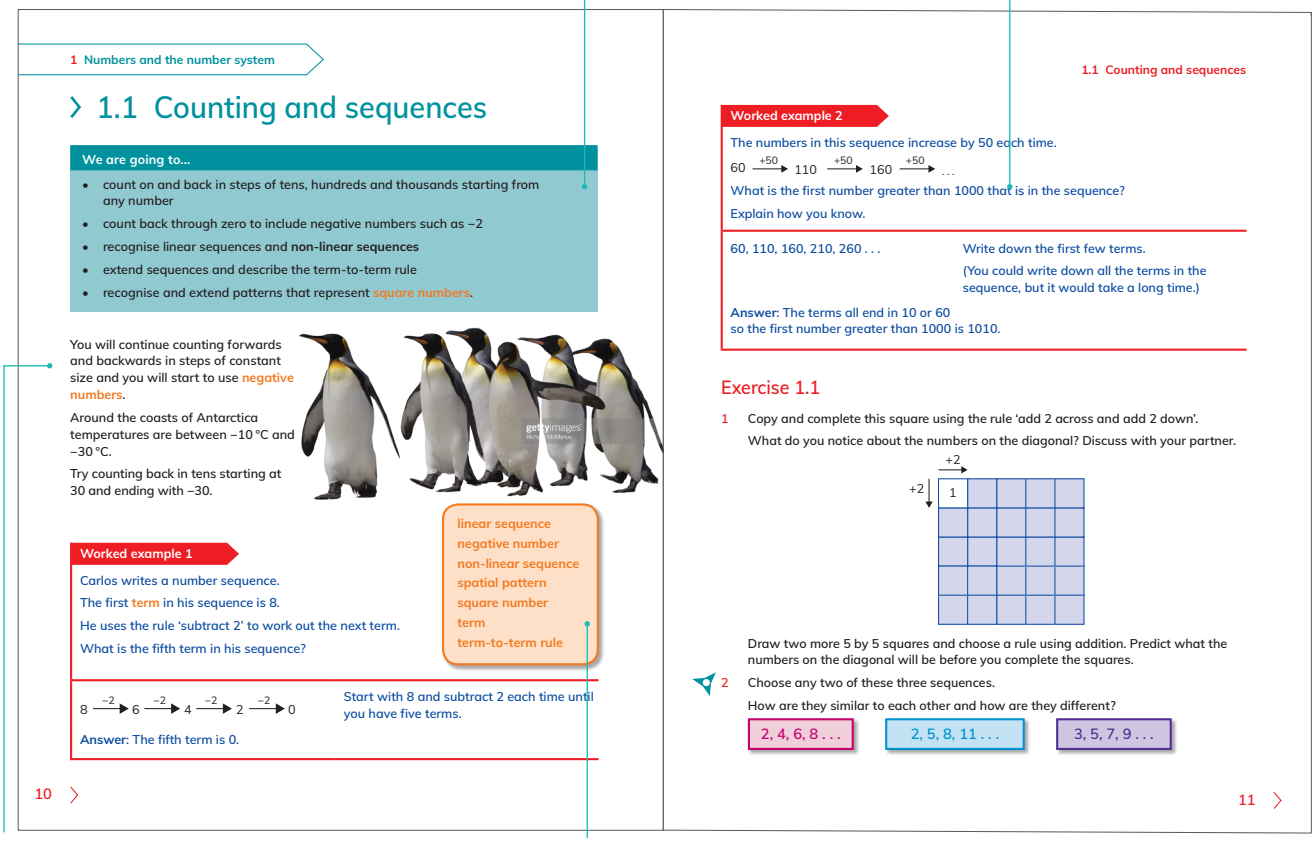
Games books

- With activities from fractions dominoes to ratio snap, learners have fun while developing their understanding of maths
- Includes games books, games cards, downloadable templates and record sheets to save lesson planning time

These pages are from Cambridge Primary Mathematics Learner's Book 4

Clear information on what learners will cover.

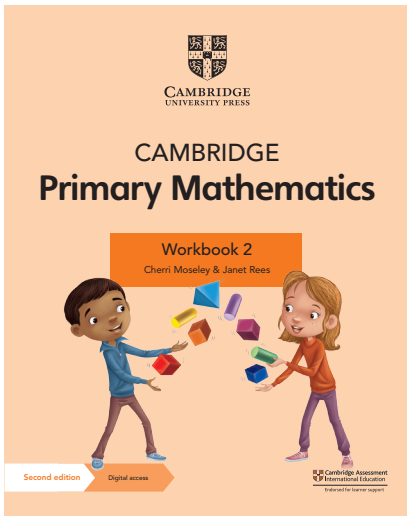
Worked examples to help students see how to apply new skills.



Key terms highlighted in the context of use.

Key vocabulary terms for learners to become familiar with.

* NRICH is a collaboration between the Faculties of Mathematics and Education at the University of Cambridge which helps students learn mathematics through exploration and discussion.



Differentiation activities in this series were inspired by teachers on the Cambridge Panel. Find out more on **page 58.**

Support to help you deliver Cambridge Primary

Registered Cambridge schools can access a wide range of support to help plan and deliver the primary programme at **primary.cambridgeinternational.org**

Curriculum support

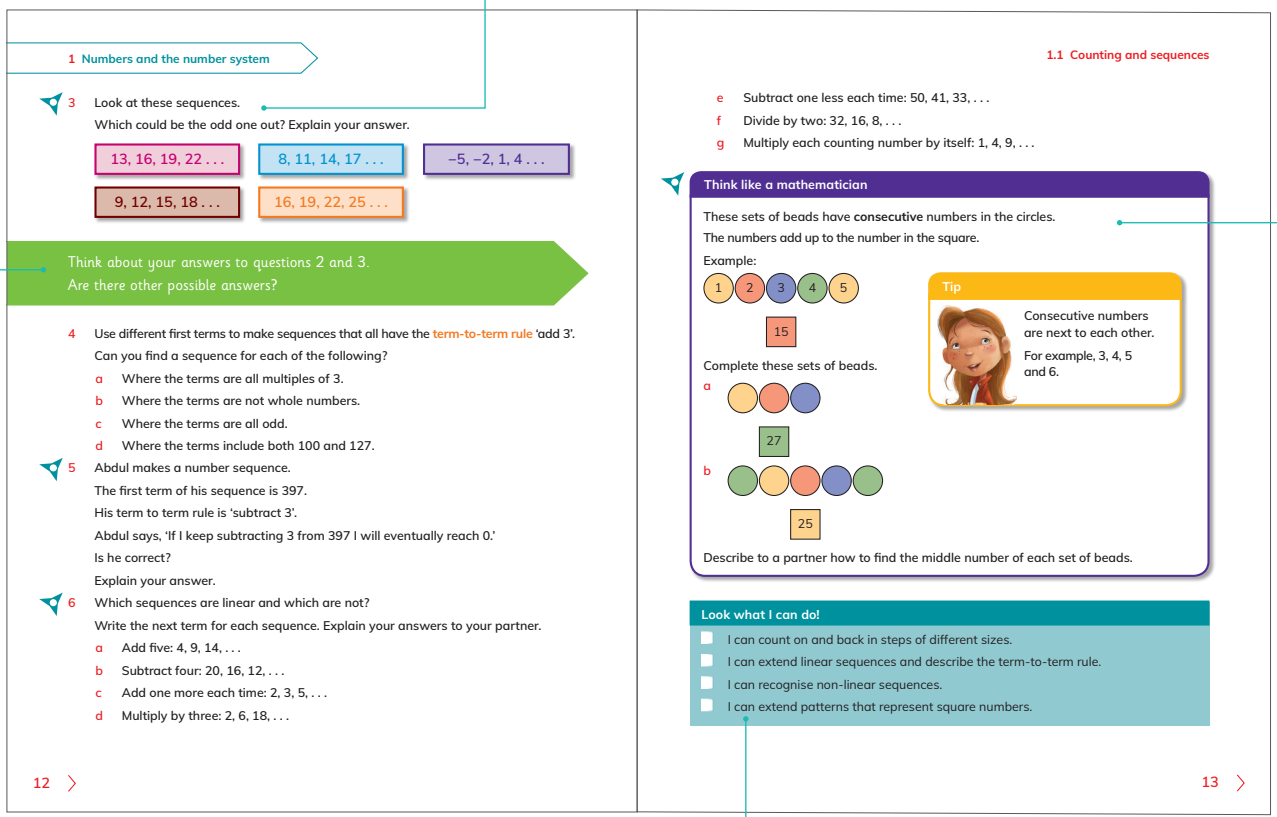
This series supports you and your learners through the Cambridge Primary Mathematics curriculum framework (0096). The key changes we have made to our resources include:

- Questions in our learner's books and workbooks – indicated with an icon – that support the new Thinking and Working Mathematically curriculum framework approach
- Opportunities in each unit for you to develop, encourage and consolidate your learners' mental maths skills and strategies
- Matching the progression of skills to the greater alignment of primary and lower secondary found in the new curriculum framework. We've also included a diagnostic, mid-year and end-of-year test from Stage 3 onwards so you can understand what your learners already know

Find out more about how our resources support you and your learners at **cambridge.org/primary**

These pages are from Cambridge Primary Mathematics Learner's Book 4

Thinking and Working Mathematically questions clearly identified.



1 Numbers and the number system

3 Look at these sequences.
Which could be the odd one out? Explain your answer.

13, 16, 19, 22 . . .
8, 11, 14, 17 . . .
−5, −2, 1, 4 . . .
9, 12, 15, 18 . . .
16, 19, 22, 25 . . .

Think about your answers to questions 2 and 3.
Are there other possible answers?

4 Use different first terms to make sequences that all have the term-to-term rule 'add 3'.
Can you find a sequence for each of the following?
a Where the terms are all multiples of 3.
b Where the terms are not whole numbers.
c Where the terms are all odd.
d Where the terms include both 100 and 127.

5 Abdul makes a number sequence.
The first term of his sequence is 397.
His term to term rule is 'subtract 3'.
Abdul says, 'If I keep subtracting 3 from 397 I will eventually reach 0.'
Is he correct?
Explain your answer.

6 Which sequences are linear and which are not?
Write the next term for each sequence. Explain your answers to your partner.
a Add five: 4, 9, 14, . . .
b Subtract four: 20, 16, 12, . . .
c Add one more each time: 2, 3, 5, . . .
d Multiply by three: 2, 6, 18, . . .

12

1.1 Counting and sequences

e Subtract one less each time: 50, 41, 33, . . .
f Divide by two: 32, 16, 8, . . .
g Multiply each counting number by itself: 1, 4, 9, . . .

Think like a mathematician

These sets of beads have **consecutive** numbers in the circles.
The numbers add up to the number in the square.
Example:
1 2 3 4 5
15

Tip
Consecutive numbers are next to each other.
For example, 3, 4, 5 and 6.

Complete these sets of beads.
a
27
b
25

Describe to a partner how to find the middle number of each set of beads.

Look what I can do!
- I can count on and back in steps of different sizes.
- I can extend linear sequences and describe the term-to-term rule.
- I can recognise non-linear sequences.
- I can extend patterns that represent square numbers.

13

Reflection questions to help students think about how they are learning.

A summary checklist at the end of each section helps students state what they have done.

Additional 'Think like a mathematician' feature provides investigative activities that encourage learners to apply the Thinking and Working Mathematically characteristics.

Easy ways to order – see page 73

Teacher's resources

- Discover everything you need to plan and deliver your lessons with activity ideas and lesson plans
- Includes answers for the learner's book and workbook activities
- Language support suggestions and clearly identified assessment and differentiation ideas ensure all learners are supported
- Downloadable worksheets and additional teaching ideas available via Cambridge GO

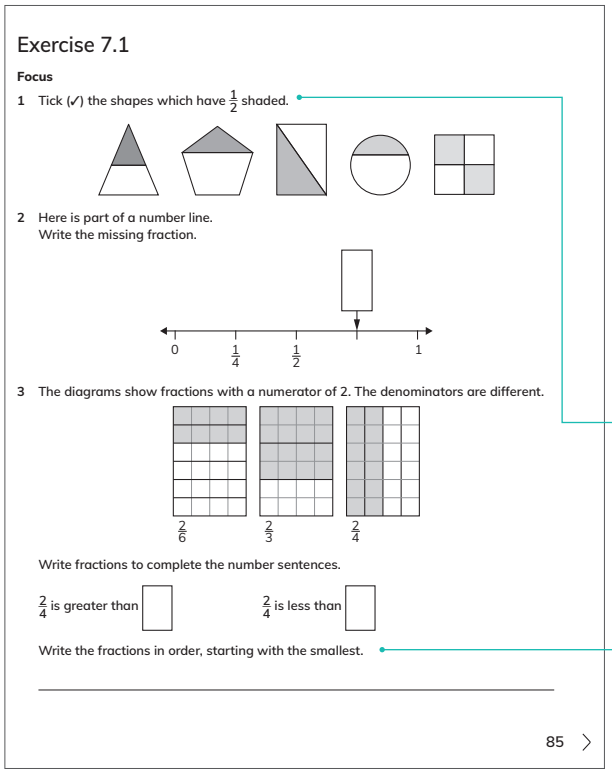
Digital Classroom

- Bring learning to life with onscreen versions of the learner's book and workbook
- Video, slideshows and interactive activities engage learners
- Zoom, highlight or annotate to emphasise important points

Professional development for you

Discover our Preparing to Teach courses for heads of department and subject leaders, and learn how to apply key teaching approaches effectively with *Cambridge Primary Mathematics*. Also, find out more about our digital support. See **pages 52–53**.

This page is from Cambridge Primary Mathematics Workbook 4



Exercise 7.1

Focus

1 Tick (✓) the shapes which have $\frac{1}{2}$ shaded.

2 Here is part of a number line.
Write the missing fraction.

0 $\frac{1}{4}$ $\frac{1}{2}$ 1

3 The diagrams show fractions with a numerator of 2. The denominators are different.

$\frac{2}{6}$ $\frac{2}{3}$ $\frac{2}{4}$

Write fractions to complete the number sentences.

$\frac{2}{4}$ is greater than ☐ $\frac{2}{4}$ is less than ☐

Write the fractions in order, starting with the smallest.

85

Activities which focus on Thinking and Working Mathematically competencies are clearly identified.

Links to the unit focus in the learner's book.

Brighter Thinking Pod

Find out how to **maximise mathematics**

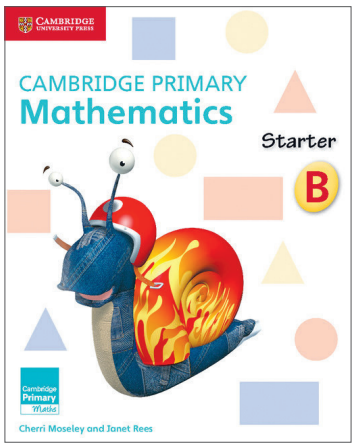
Stage	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Learner's book with digital access	✓ 978-1-108-74641-0	✓ 978-1-108-74644-1	✓ 978-1-108-74648-9	✓ 978-1-108-74529-1	✓ 978-1-108-76003-4	✓ 978-1-108-74632-8
Digital learner's book	✓ 978-1-108-96410-4	✓ 978-1-108-96412-8	✓ 978-1-108-96413-5	✓ 978-1-108-96416-6	✓ 978-1-108-96418-0	✓ 978-1-108-96421-0
Workbook with digital access	✓ 978-1-108-74643-4	✓ 978-1-108-74646-5	✓ 978-1-108-74649-6	✓ 978-1-108-76002-7	✓ 978-1-108-74631-1	✓ 978-1-108-74633-5
Teacher's resource with digital access	✓ 978-1-108-77149-8	✓ 978-1-108-78387-3	✓ 978-1-108-78393-4	✓ 978-1-108-77067-5	✓ 978-1-108-77120-7	✓ 978-1-108-77136-8
Digital Classroom (1 year)	✓ 978-1-108-82441-5	✓ 978-1-108-82442-2	✓ 978-1-108-82446-0	✓ 978-1-108-82449-1	✓ 978-1-108-82453-8	✓ 978-1-108-82457-6
Digital Classroom access card (1 year)	✓ 978-1-108-82436-1	✓ 978-1-108-82444-6	✓ 978-1-108-82447-7	✓ 978-1-108-82451-4	✓ 978-1-108-82455-2	✓ 978-1-108-82458-3
Games book with digital access	✓ 978-1-009-09942-4	✓ 978-1-009-09943-1	✓ 978-1-009-09944-8	✓ 978-1-108-98685-4	✓ 978-1-108-98687-8	✓ 978-1-108-98688-5

Digital Classroom is sold as a site licence and only one purchase for each stage is needed per school (site).

✓ = Endorsed for the Cambridge Pathway

Supporting resources for Cambridge Primary Mathematics

As well as our core series, we also offer resources to further support your teaching – these can be used alongside whichever maths series you use and to support any curriculum.



Starter activity books*

Develop your learners' early numeracy skills and get them ready for Grade 1.

Varied activities help children at Kindergarten/Reception level, or starting Grade 1, to develop the basic numeracy skills they will need, such as numbers, counting, identifying shapes and comparing sizes and quantities.

Book A	978-1-316-50910-4
Book B	978-1-316-50911-1
Book C	978-1-316-50912-8

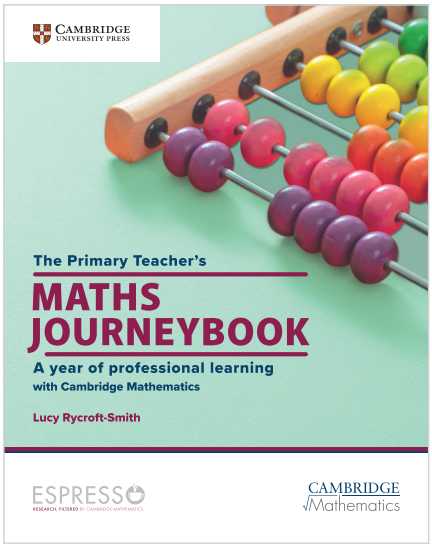
The Primary Teacher's Maths Journeybook: A Year of Professional Learning*

Lucy Rycroft-Smith

From Cambridge Mathematics, this evidence-informed book doubles as a professional learning record for primary mathematics teachers.

Its innovative format allows teachers to annotate, highlight, and respond to prompts and reflective questions – all in one book, with space to be signed off by a senior leader or mentor as a complete, teacher-led record of professional learning for the year.

Organised into seasons, the book includes 20 specially chosen and adapted 'Espressos' – accessible research summaries for maths teachers – as well as guided questions, activities, infographics, questionnaires and even a hexaflexagon to make.



What to expect:

- 20 specially adapted 'Espressos' exploring key issues in mathematics education to impact and enhance your approaches in the classroom
- 'Espressos' on topics such as visual representations of proportional reasoning, using graphical symbols, and strategies for teaching multiplication of negative numbers
- Prompt questions and spaces to write directly into the journeybook to keep track of your progress
- 'Talking points' throughout the book to encourage guided reflection
- Thoughts and insights from teachers, researchers and experts to provide supportive points of view on interpreting mathematics research
- Stimulus material to support your understanding of using research in the mathematics classroom

Paperback	978-1-009-15739-1

What is an 'Espresso'?

An 'Espresso' is a small representation of filtered research on mathematics education, expressly designed with teachers in mind. Each Espresso considers one particular issue in mathematics education and how the latest research can provide helpful guidance and further reading.

Take a look at some example 'Espressos' at **cambridgemaths.org**

* These resources have not been through the endorsement process for the Cambridge Pathway.

Easy ways to order – see page 73

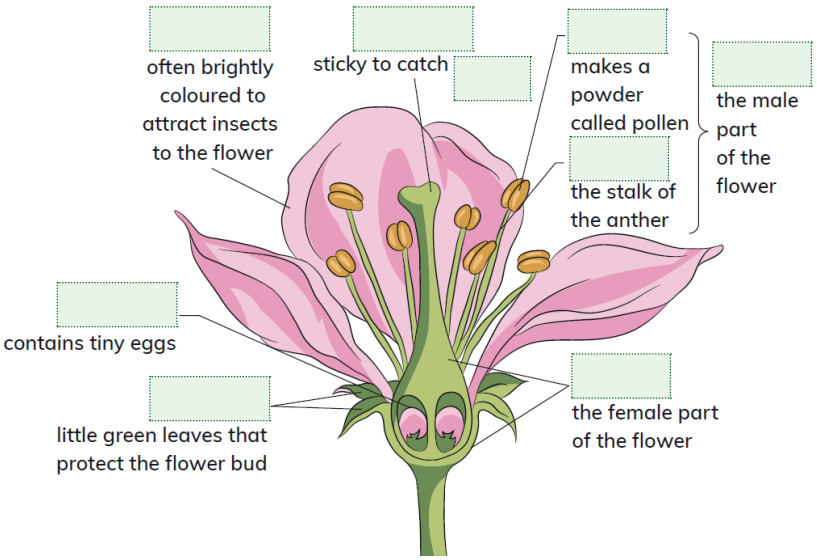
Which type of pollination?

Pollination is the movement of pollen from the stamen of a flower to the stigma of the same kind of flower. There are two main ways that pollen is moved like this: **by insects or by wind**.

Models and representations

Start by adding labels to the diagram to indicate the main parts of the flower and explain what they do.

Anther	Stigma	pollen
Ovary	Carpel	Stamen
Petals	Filament	Sepals





Identifying and classifying

You will need: a hand lens, paper, pencils

- Look at different flowers in the school grounds, the local community or in pictures.
- Sort the flowers into groups according to how they are pollinated.
- Describe how each flower is adapted to the type of pollination you identified.
- Which type of scientific enquiry did you use in this investigation?

This activity has been adapted from *Cambridge Primary Science Stage 5 Learner's book*.

Find out more about the principles of Thinking and Working Scientifically on our blog or see pages 41-43 to read about *Cambridge Primary Science*.

Cambridge Primary Science

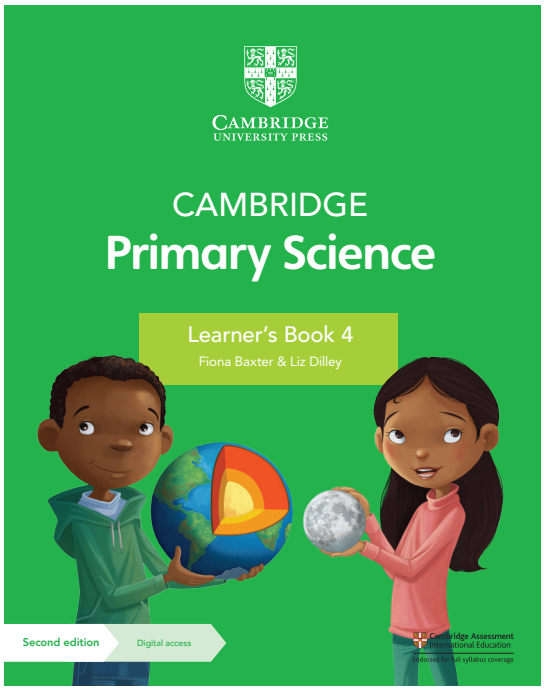
Second edition

Jon Board, Alan Cross, Fiona Baxter and Liz Dilley

From finding out if water conducts electricity, to discovering how energy is transferred, Cambridge Primary Science gets your learners thinking like scientists!

All our resources include digital access as standard, so whatever teaching looks like this year, we can support you.

Packed with opportunities to plan experiments, make predictions and gather results, this edition supports the Cambridge Primary Science curriculum framework.



Learner's books

- Practical activities to develop learners' Thinking and Working Scientifically skills
- Topics like discovering how our muscles work and what causes volcanos keep learners engaged and encourage scientific thinking
- Projects at the end of each unit, such as creating a presentation on worm farms, assist learners in applying what they've learned and understanding connections to the real world
- Vocabulary boxes, clear diagrams and supporting illustrations make science accessible for learners with English as a second language

Digital Classroom

- Bring learning to life with onscreen versions of the learner's book and workbook
- Videos, slideshows and interactive activities, such as 'Cambridge Science Investigators' videos featuring experiments like melting points and plastic strength, keep learners engaged
- Zoom, highlight or annotate to emphasise important points

These pages are from Cambridge Primary Science Learner's Book Stage 1



Key vocabulary is identified in the text.

Learners are clear on what they will be covering in the lesson.

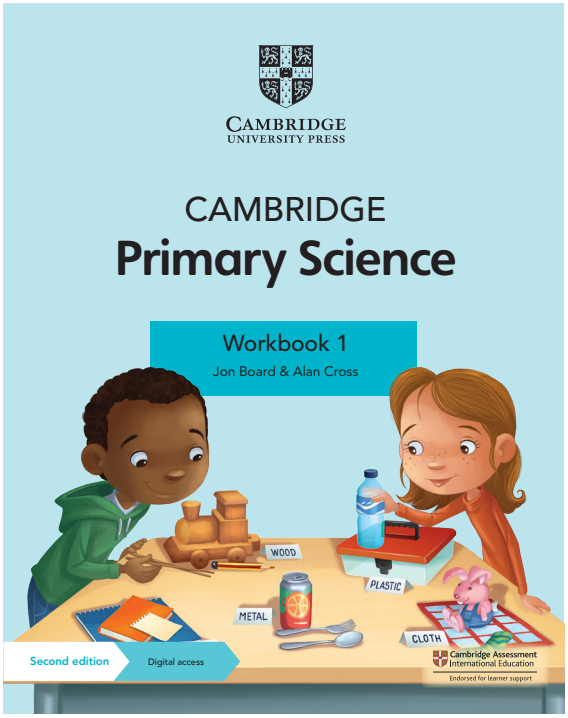
Topic-specific vocabulary is clearly shown.

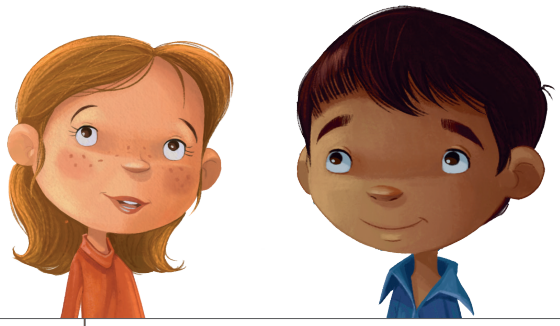
Easy ways to order – see page 73

Workbooks

- Engaging opportunities to encourage your learners to think and work scientifically as well as consolidate their learning
- Differentiated activities split into 'Focus', 'Practice' and 'Challenge' to provide clear progression through each topic, helping learners see what they've achieved
- Filled with drawing and writing activities to expand learners' experience with scientific vocabulary, fostering language skills, and suitable for both classroom and remote learning

Differentiation activities in this series were inspired by teachers on the Cambridge Panel.
Find out more on **page 58**.





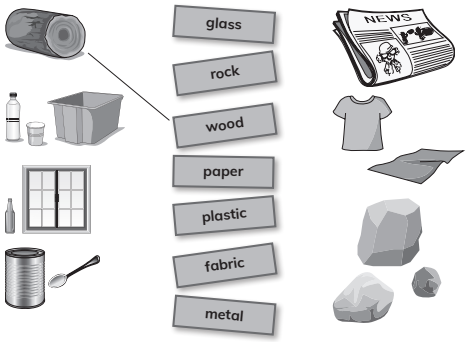
These pages are from Cambridge

3 Materials in my world

3.1 Different materials

Focus

Draw lines to match the pictures with the materials.
One has been done for you.

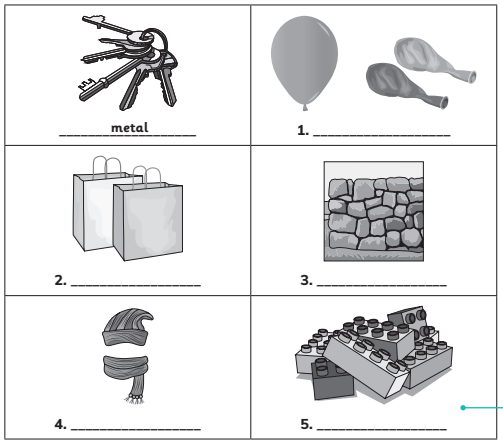


Practice

What materials are these things made of?
Use these words to help you.

plastic | rubber | metal | paper | fabric | rock

One has been done for you.



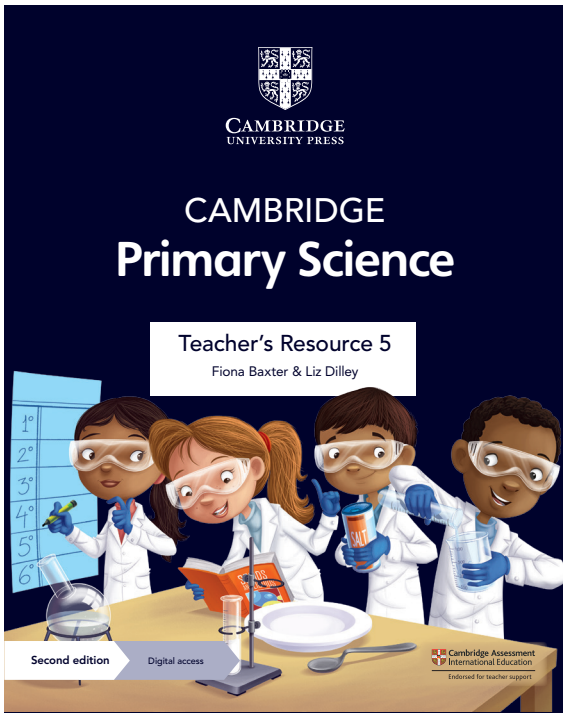
Clearly linked to learner's book.

Three-tiered activities help learners consolidate what they have learnt and work at an appropriate level of challenge.

Write-in for ease of use.

Teacher's resources

- Get the most out of our series with our teaching resources filled with lesson plans, activity ideas and guidance on scientific concepts for the non-specialist teacher
- Filled with starter activities, additional lesson ideas, as well as answers to all the questions and exercises
- Language support suggestions, along with clearly identified assessment and differentiation ideas to help you meet all your learners' needs
- Accompanying digital resource provides access to downloadable worksheets with additional differentiation activities and further language development exercises



Professional development for you

Discover our Preparing to Teach courses for heads of department and subject leaders, and learn how to apply key teaching approaches effectively with *Cambridge Primary Science*. Also, find out more about our digital support. See **pages 52–53**.

Curriculum support

This series supports you and your learners through the Cambridge Primary Science curriculum framework (0097). The key changes we have made to our resources include:

- Specific support for the Earth and Space strands of the curriculum framework
- Activities throughout our learner's books – including our 'Think like a scientist' feature – help your learners develop their skills for Thinking and Working Scientifically, which replaces scientific enquiry skills in the new curriculum framework
- Examples of models and representation throughout our resources to support the increased focus on this important area

Find out more about how our resources support you and your learners at **cambridge.org/primary**



Stage	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Learner's book with digital access	✓ 978-1-108-74272-6	✓ 978-1-108-74274-0	✓ 978-1-108-74276-4	✓ 978-1-108-74293-1	✓ 978-1-108-74295-5	✓ 978-1-108-74297-9
Digital learner's book	✓ 978-1-108-97254-3	✓ 978-1-108-97255-0	✓ 978-1-108-97257-4	✓ 978-1-108-97260-4	✓ 978-1-108-97261-1	✓ 978-1-108-97263-5
Workbook with digital access	✓ 978-1-108-74273-3	✓ 978-1-108-74275-7	✓ 978-1-108-74277-1	✓ 978-1-108-74294-8	✓ 978-1-108-742962	✓ 978-1-108-74298-6
Teacher's resource with digital access	✓ 978-1-108-78357-6	✓ 978-1-108-78506-8	✓ 978-1-108-78510-5	✓ 978-1-108-78528-0	✓ 978-1-108-78532-7	✓ 978-1-108-78536-5
Digital Classroom access card (1 year)*	✓ 978-1-108-92551-8	✓ 978-1-108-92553-2	✓ 978-1-108-92555-6	✓ 978-1-108-92557-0	✓ 978-1-108-92560-0	✓ 978-1-108-92562-4

Digital Classroom is available as a site licence. Only one licence per stage is required per school (site).

✓ = Endorsed for the Cambridge Pathway

Easy ways to order – see page 73

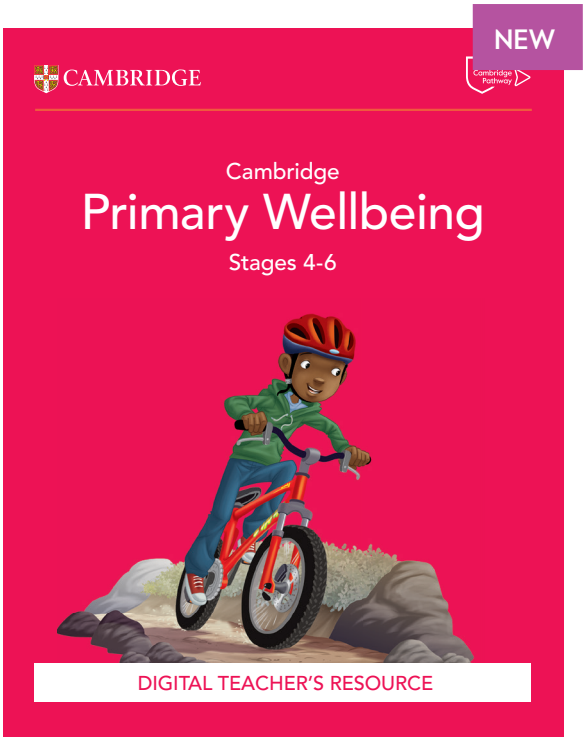
NEW Cambridge Primary Wellbeing

Help your learners understand themselves and develop a positive sense of wellbeing with our *Cambridge Primary Wellbeing* digital teacher's resources.

With resources available for Stages 1–3 and 4–6, learners will develop skills to understand emotions, build relationships and celebrate diversity through roleplaying, stories and games.

Our digital teacher's resources include:

- Flexible lesson plans for each of the curriculum learning objectives that you can adapt to your timetable and school context
- A letter and presentation to share with parents on the benefits of teaching wellbeing
- Varied activities to engage learners in natural, open discussion
- Guidance on how to teach wellbeing flexibly alongside other subjects like English, maths and science
- Direct links to our popular reading scheme, *Cambridge Reading Adventures* (see pages 26-33), so you can teach wellbeing through engaging, international stories
- Lesson plans linked to the areas reported on in the Cambridge Wellbeing Check, including 'Life Satisfaction' and 'Negative Emotions', so you can provide targeted support (Stages 4-6 only)
- Information and insights about the benefits of teaching wellbeing
- Each resource sold as a site licence and accessed via Cambridge GO



NEW Digital teacher's resource 1-3	978-1-009-46838-1
NEW Digital teacher's resource 1-3 access card	978-1-009-46837-4
NEW Digital teacher's resource 4-6	978-1-009-46839-8
NEW Digital teacher's resource 4-6 access card	978-1-009-46840-4

Cambridge Wellbeing Check

The Cambridge Wellbeing Check gives you a clear picture of wellbeing at your school and supports you in helping students aged 7-18 feel their best. The check equips you with the tools you need to evaluate, explore, teach and promote wellbeing – and have a lasting, positive impact.

Find out more here or speak to your local consultant.



● = Working towards endorsement for the Cambridge Pathway

CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

Centre for Evaluation & Monitoring

Measure Potential
with
Cambridge Primary Insight

Cambridge Primary Insight is a child and teacher-friendly assessment tool, designed to empower teachers to build a strong foundation and unlock the potential of primary children aged 5 to 11.
By using an adaptive baseline assessment across five key developmental areas, you get invaluable insight in an instant.



Cambridge Primary Insight is here to:

- Benchmark your students' levels of ability from the start.
- Highlight undiscovered strengths or suggest where additional support is needed.
- Give you the opportunity to tailor your teaching, using personalised reports.

Find out more about baseline assessments for international schools:

cem.org/international

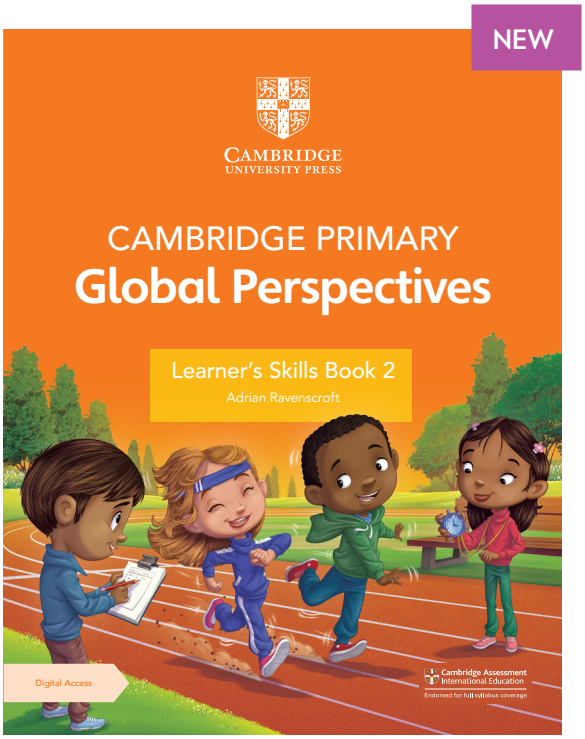
NEW Cambridge Primary Global Perspectives 1–3

First edition

Adrian Ravenscroft, Achama Matthew
and Gillian Ravenscroft

Start your learners on a path to becoming global citizens with our *Cambridge Primary Global Perspectives* resources.

Developed to encourage critical thinking and exploration of local, national and global perspectives, this project-based series unlocks the potential of your learners and helps them grow in confidence as they develop transferable skills for their future. This series has been developed for the Cambridge Primary Global Perspectives curriculum framework (0838).



Learner's skills books with digital access

- A variety of projects help learners develop key skills including analysis, collaboration, communication, evaluation, reflection and research
- Projects based on topics from the curriculum framework engage learners by focusing on areas they can relate to, such as family and education
- Various activities included in each project, such as writing tasks, speaking tasks, drawing and poster making, keep lessons interesting and varied
- Write-in format, highlighted learning goals and reflection opportunities let learners record their experiences and help you track skills development
- Video and audio included to enrich the learner experience and model examples of useful words and question types
- Vocabulary and key terms are a key focus of each project and help learners build their understanding over time
- Support for English as a second language learners included, such as highlighted key words, audio and a glossary

Teacher's resources with digital access

- Lesson teaching notes outlining learning objectives, prior learning, starter ideas, reflection activities and much more support your lesson planning
- Ideas on how to integrate the sustainability theme across all projects
- Cross-curricular links show how you can teach Cambridge Global Perspectives™ alongside other subjects, such as science and English
- Downloadable worksheets save lesson planning time and bring new ideas into your classroom
- Differentiated activity suggestions ensure all learners are suitably challenged
- Mapping shows how our resources can be used effectively alongside the curriculum framework



Stage	Stage 1	Stage 2	Stage 3
NEW Learner's skills book with digital access (1 year)	978-1-009-35415-8	978-1-009-35417-2	978-1-009-35419-6
NEW Teacher's resource with digital access	978-1-009-35416-5	978-1-009-35418-9	978-1-009-35420-2

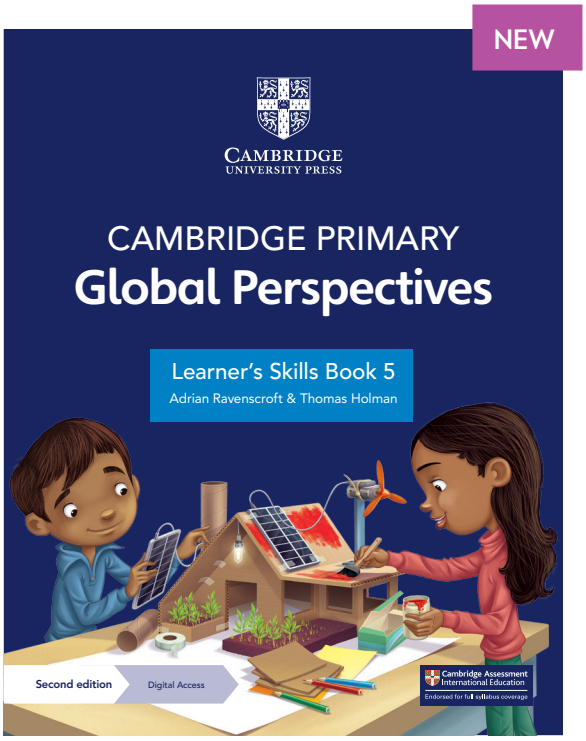
● = Working towards endorsement for the Cambridge Pathway

NEW Cambridge Primary Global Perspectives 4–6

Second edition

Adrian Ravenscroft and Thomas Holman

Join Arun, Sofia, Marcus and Zara and explore important global issues with your learners, such as ways we can look after planet Earth, alongside developing key skills such as communication and analysis.



Learner's skills books with digital access

- Units dedicated to each of the six skills: analysis, collaboration, communication, evaluation, reflection and research
- Lively section openers introduce each skill area with suggested links to 'Challenges' to support and engage learners
- Clearly defined lesson objectives and criteria to measure against ensure you can work through the curriculum with confidence
- Each unit is split into 'Starting with', 'Developing' and 'Getting better at' to help learners develop skills confidently
- Filled with adaptable skills-based activities that promote active learning
- Write-in format allows learners to record experiences and evaluate their learning, and surfaces understanding

Teacher's resources with digital access

- Comprehensive teacher support with adaptable lesson plans and guidance on effective questioning
- Support on how to provide learners with effective feedback and advice on how to teach the curriculum
- Cross-curricular links show how you can teach global perspectives alongside other subjects, such as science and English
- Downloadable worksheets and project ideas save lesson planning time and bring new ideas into your classroom
- Differentiated activity suggestions ensure all learners are suitably challenged
- Letter to parents introducing our Cambridge Primary and Lower Secondary resources
- Mapping to show how our resources can be used effectively alongside the curriculum framework

Curriculum support

This series supports you and your learners through the Cambridge Primary Global Perspectives curriculum framework (0838). The key changes we have made to our resources include:

- We have included advice in our teacher's resources on integrating the theme of sustainability. In the learner's skills books, our characters face a number of challenges centred on promoting sustainability to encourage learners to explore this important topic.
- A mapping document shows how the learning goals for each lesson can be mapped to the curriculum frameworks.
- Each chapter in the learner's skills books contains an 'Independent reflection' activity. These activities help learners think about how they are progressing with their skills development and encourage them to take ownership of their learning.

Find out more about how our resources support you and your learners at **cambridge.org/education/lower_secondary**

Stage	Stage 4	Stage 5	Stage 6
NEW Learner's skills book with digital access (1 year)	✓ 978-1-009-32563-9	✓ 978-1-009-32570-7	✓ 978-1-009-32573-8
NEW Teacher's resource with digital access	✓ 978-1-009-325677	✓ 978-1-009-32571-4	✓ 978-1-009-32577-6

✓ = Endorsed for the Cambridge Pathway

Easy ways to order – see page 73

Expert advice and ideas for primary and lower secondary

Take some time out to browse our range of supporting webinars and discover how to get started with active learning, effective differentiation, language acquisition and more. Our most recent webinars cover a range of topics including computing and sustainability.

Practical differentiation that does not increase your workload

In this webinar, Mike Gershon unlocks the secrets of differentiation and shares his ideas for applying it without creating lots of extra resources or planning multiple lessons.

Watch this webinar



Teaching sustainability in the Cambridge Global Perspectives classroom

Learn more about how to bring sustainability into your Cambridge Global Perspectives classroom. This webinar includes lots of teaching ideas and project activities, as well as real-life examples from a school.

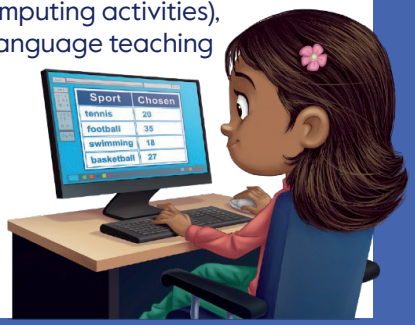
Watch this webinar



Teaching tips for Cambridge Primary and Lower Secondary Computing

Author and EdTech consultant Cat Lamin gives her advice on online safety, blended learning (online and offline computing activities), English as a second language teaching tips and much more!

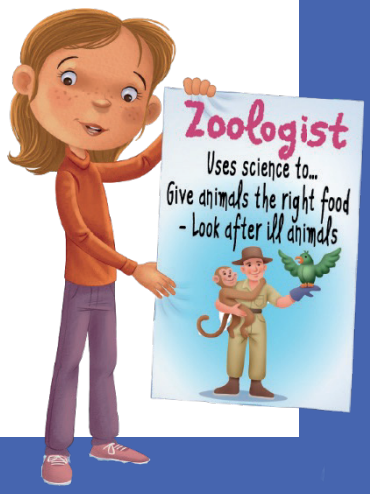
Watch this webinar



Language and topic-based learning

Teacher, trainer and author Claire Medwell shares valuable insights on how to engage learners effectively across key topics, with the aim to support their English language acquisition.

Watch this webinar



Discover our full list of primary and lower secondary webinars on our YouTube channel.

NEW Cambridge Primary Computing

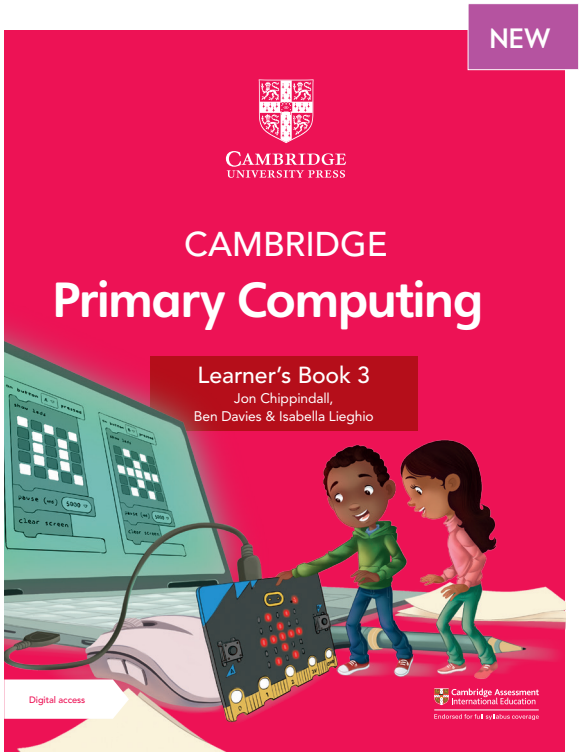
First edition

Stages 1-6

Jon Chippindall, Ben Davies, Isabella Lieghio, Neil Rickus, Ceredig Cattanach-Chell, Nicky Lacey, Cat Lamin, Yianni Dimitriadis, Bernie Fishpool, Luke Craig and Sarah Matthews

Join Arun, Sofia, Marcus and Zara on an exciting computing journey from algorithm planning to robot design, all while developing essential skills for the 21st century.

Along the way, learners will discover interesting computing facts and tips for online safety, inspiring and engaging them in the fascinating world of technology. These resources cover the computing strands Computational Thinking, Programming, Managing Data, Networks and Digital Communication, and Computer Systems and have been developed for the Cambridge Primary Computing curriculum framework (0059).



Learner's books with digital access

- Reflection activities and in-unit questions encourage learners to assess their work, track progress and collaborate with their peers
- 'Unplugged' activities model key computing concepts with fun games and puzzles that take place away from a computer, such as going on a computer hunt
- Technical computing terminology explained in everyday language, supported by familiar examples, guide English as a second language learners
- Tasks and activities support group, individual and paired learning with a focus on building computing skills and knowledge through programming
- 'Stay safe' tips help learners keep safe online

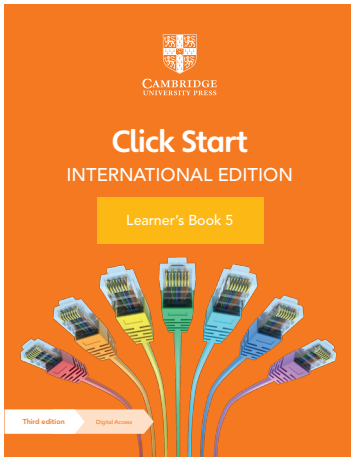
Digital teacher's resources

- Filled with a wealth of teaching ideas and activities to keep lessons fresh and interesting
- Guidance on the PRIMM approach (Predict–Run–Investigate–Make–Modify) helps you teach computing in an accessible way while providing a structure to follow
- Cross-curricular links show where you can make connections with other Primary subjects
- Downloadable worksheets and homework ideas give learners the opportunity to demonstrate what they've learnt in the classroom
- 'Source files', such as spreadsheets, linked to the learner's book activities save you lesson planning time
- Highlighted common computing misconceptions help you identify them in your learners and give advice for overcoming them

Stage	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
NEW Learner's book with digital access	✓ 978-1-009-29698-4	✓ 978-1-009-30921-9	✓ 978-1-009-30922-6	✓ 978-1-009-30925-7	978-1-009-30928-8	978-1-009-32054-2
NEW Digital learner's book	✓ 978-1-009-29697-7	✓ 978-1-009-32042-9	✓ 978-1-009-32045-0	✓ 978-1-009-32047-4	978-1-009-32051-1	978-1-009-32055-9
NEW Digital teacher's resource	✓ 978-1-009-29708-0	✓ 978-1-009-32064-1	✓ 978-1-009-32065-8	✓ 978-1-009-30933-2	978-1-009-32068-9	978-1-009-32069-6
NEW Digital teacher's resource access card	✓ 978-1-009-29707-3	✓ 978-1-009-30931-8	✓ 978-1-009-30932-5	✓ 978-1-009-32066-5	978-1-009-32067-2	978-1-009-30934-9

✓ = Endorsed for the Cambridge Pathway

Easy ways to order – see page 73



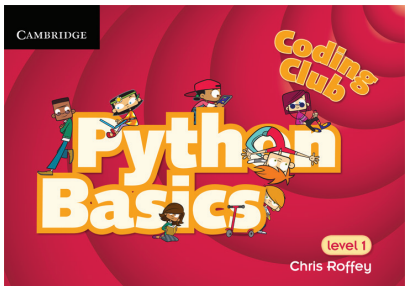
Click Start International edition*

Introduce learners to programming concepts and help them develop their ICT skills with this series for 5 to 14 year olds. They'll develop their programming skills through introductions to MSWLogo, Scratch, QB64, HTML, JavaScript and Python as well as learning essential Microsoft Office® software including Word, Excel and PowerPoint.

- Updated to various tools and software (Windows 10 updates; Microsoft Office® 2010 with updates on 2016; Scratch 3.0)
- Develops students' critical thinking and problem-solving skills, with real-world examples and projects
- Project work equips learners with the problem-solving and computational thinking skills to tackle computing problems efficiently
- Includes additional activities and resources such as slide shows, videos and interactive self-marking questions in the accompanying digital resource

Learner's book 1 with digital access	978-1-108-95180-7
Digital learner's book 1 (1 year)	978-1-108-94847-0
Learner's book 2 with digital access	978-1-108-95182-1
Digital learner's book 2 (1 year)	978-1-108-94849-4
Learner's book 3 with digital access	978-1-108-95184-5
Digital learner's book 3 (1 year)	978-1-108-94851-7
Learner's book 4 with digital access	978-1-108-95186-9
Digital learner's book 4 (1 year)	978-1-108-94853-1

Learner's book 5 with digital access	978-1-108-95188-3
Digital learner's book 5 (1 year)	978-1-108-94855-5
Learner's book 6 with digital access	978-1-108-95190-6
Digital learner's book 6 (1 year)	978-1-108-94857-9
Learner's book 7 with digital access	978-1-108-95192-0
Digital learner's book 7 (1 year)	978-1-108-94859-3
Learner's book 8 with digital access	978-1-108-95194-4
Digital learner's book 8 (1 year)	978-1-108-94861-6





The code is suitable for Mac, Windows and Linux users and is compatible with the Raspberry Pi.

Coding Club*

Chris Roffey

Coding is one of the most sought-after skills in today's job market. *Coding Club* is our unique series of coding books that guides young programmers through creating their own versions of familiar games and apps. With clear explanations and a step-by-step layout, the series starts at beginner level and works its way up over three levels.

- Clear explanations and step-by-step layout to introduce the basics of coding
- Core books introduce essential skills, while additional books give students the chance to develop and practise skills in areas that interest them
- Suitable for Mac, Windows, Linux and compatible with Raspberry Pi

Level 1	
Python: basics	978-1-107-65855-4
Python: basics with digital access (1 year) school site licence	978-1-107-49534-0
Python: programming art supplement 1	978-1-107-63109-0
Python: programming art supplement 1 with digital access (1 year) school site licence	978-1-107-49647-7
Level 2	
Python: next steps	978-1-107-62325-5
Python: next steps with digital access (1 year) school site licence	978-1-107-49642-2
Python: interactive adventures supplement 2	978-1-316-63411-0
Python: interactive adventures supplement 2 with digital access (1 year) school site licence	978-1-316-63412-7
Level 3	
Python: building big apps	978-1-107-66687-0
Python: building big apps with digital access (1 year) school site licence	978-1-107-49643-9
Black flag	978-1-107-67140-9

* These resources have not been through the endorsement process for the Cambridge Pathway.

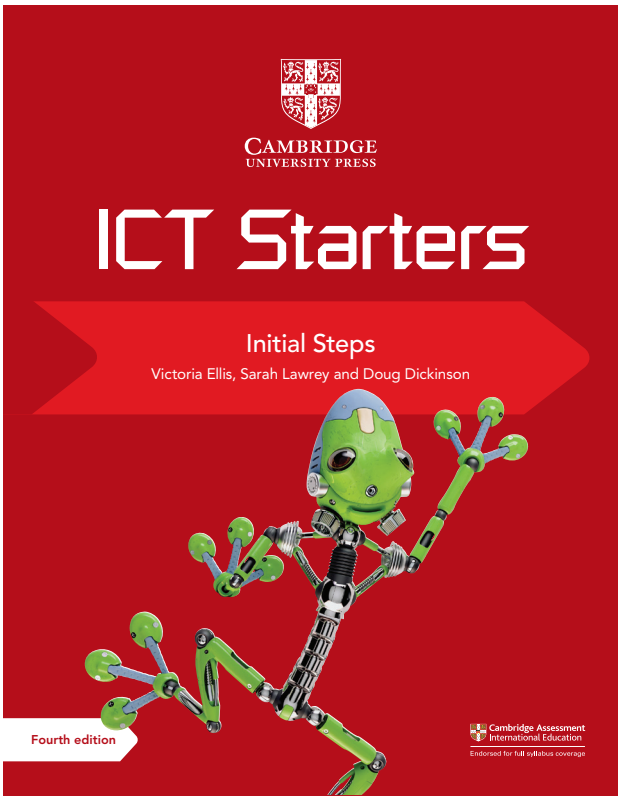
ICT Starters

Fourth edition

Victoria Ellis, Sarah Lawrey and Doug Dickinson

Help your students learn essential ICT skills, from using Microsoft Office® basics to creating animations and websites. This series brings a fresh approach to ICT for students from 7 to 14 years old, mapped to the Cambridge ICT Starters syllabus.

- Clear module objectives at the start of every chapter highlight specific syllabus skills and whether they correspond to a Pass or Merit level
- A 'Before you start' section links back to prerequisite knowledge, ensuring students are prepared and ready to start the chapter
- A strong emphasis on e-safety helps students stay safe on the internet
- Fun activities – including creating images, exploring multimedia and programming – provide a steady step-by-step approach
- A practical activity at the end of each chapter provides task-based learning where students can consolidate all of their skills
- Opportunities for reflection allow students to monitor their learning and consider what and how they have learnt



Digital teacher's resource

Our comprehensive digital teacher's resource provides teaching guidance for all experience levels.

Covering all five coursebooks in one, you'll save planning and preparation time with:

- Sample answers to coursebook activities
- Expert lesson delivery guidance
- Support on the technical language of computing
- Even more lesson ideas to ensure your students are engaged

Available online and offline via our app – don't miss out on the perfect teaching companion for ICT!

The Cambridge ICT Starters curriculum framework will soon be withdrawn. The last entry submission date for all modules will be 25 February 2024. Please consider Cambridge Primary and Lower Secondary Computing as an alternative.

Wondering which of our computing series is right for you?

Find out more

Initial steps	✓ 978-1-108-46351-5
Next steps stage 1	✓ 978-1-108-46352-2
Next steps stage 2	✓ 978-1-108-46353-9
On track stage 1	✓ 978-1-108-46354-6
On track stage 2	✓ 978-1-108-46355-3
Digital teacher's resource access card	✓ 978-1-108-45730-9
Digital teacher's resource	✓ 978-I-I08-45728-6

✓ = Endorsed for the Cambridge Pathway

Easy ways to order – see page 73



Preparing to Teach

Suitable for heads of department and subject leaders

Download our customisable self-study materials and develop your own in-school workshops, tailored to your school's unique needs. Our Preparing to Teach courses provide you with flexibility to deliver the most effective workshops for your teaching team.

- Detailed guidance on how the resources support syllabus changes and key teaching approaches
- Example classroom routines help you encourage an active learning approach
- Lesson planning demonstrations using specific examples from the resources help you and your team feel confident in your teaching approach, both online and in the classroom
- Lesson planning checklists and downloadable templates guide you and your team through the planning process
- Additional support available with online masterclass and face-to-face workshop options, which involves guidance from a trainer on how to adapt the self-study materials to deliver your in-school workshops

NEW Cambridge Primary and Lower Secondary Global Perspectives

NEW Preparing to Teach Cambridge Primary Global Perspectives (Self-Study)	978-1-009-32578-3
NEW Preparing to Teach Cambridge Primary Global Perspectives (Online Masterclasses with Self-Study)	978-1-009-32579-0
NEW Cambridge Lower Secondary Global Perspectives (Self-Study)	978-1-009-31622-4
NEW Cambridge Lower Secondary Global Perspectives (Online Masterclass with Self-Study)	978-1-009-31608-8

Also available for:

Cambridge Lower Secondary English, English as a Second Language, Maths and Science

Preparing to Teach Cambridge Primary and Lower Secondary (Self-Study)	978-1-108-97843-9
Preparing to Teach Cambridge Global English Stages 1–6 (Online Masterclasses with Self-Study)	978-1-108-97865-1
Preparing to Teach Cambridge Global English Stages 7–9 (Online Masterclasses with Self-Study)	978-1-108-97868-2
Preparing to Teach Cambridge Primary English (Online Masterclasses with Self-Study)	978-1-108-97844-6
Preparing to Teach Cambridge Lower Secondary English (Online Masterclasses with Self-Study)	978-1-108-97847-7
Preparing to Teach Cambridge Primary Mathematics (Online Masterclasses with Self-Study)	978-1-108-97857-6
Preparing to Teach Cambridge Lower Secondary Mathematics (Online Masterclasses with Self-Study)	978-1-108-97861-3
Preparing to Teach Cambridge Primary Science (Online Masterclasses with Self-Study)	978-1-108-97850-7
Preparing to Teach Cambridge Lower Secondary Science (Online Masterclasses with Self-Study)	978-1-108-97854-5

Find out more

For more details on Preparing to Teach, download our professional development brochure.

These resources have not been through the endorsement process for the Cambridge Pathway.

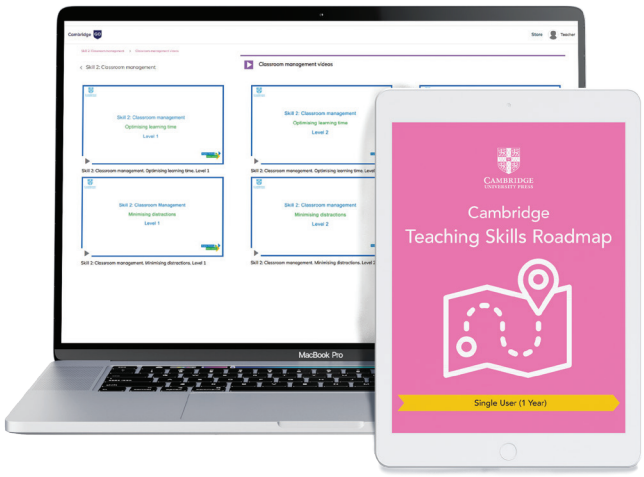
Cambridge Teaching Skills Roadmap

Cambridge Lower Secondary English, English as a Second Language, Maths and Science

Introduce long-term professional development support with the Cambridge Teaching Skills Roadmap, an online tool providing comprehensive guidance across six key teaching skills based on the latest educational research.

From the 'Film Club Model' to the 'Learning Together Model', discover different ways of using the roadmap and choose the best approach for you and your team. Wherever you are on your teaching journey, reflect on your strengths and identify development goals as an individual or with your team.

- Key teaching skills include planning, classroom management, clarity on instruction, active learning, creating a supportive environment and assessment for learning
- Downloadable lesson planning templates and action plans help you structure your professional development to reach your goals
- Learn from real teachers around the world with videos demonstrating how to apply the skills in practice, so you feel more confident applying new skills



Take a look at some of the videos from the roadmap, demonstrating how to apply key skills.

Cambridge Teaching Skills Roadmap school site licence (1 year)	978-1-108-97839-2
Cambridge Teaching Skills Roadmap single user (1 year)	978-1-108-97840-8

Watch our helpful videos to learn more

Introduction videos

Discover how we can support you in our detailed introduction videos for Preparing to Teach and the Cambridge Teaching Skills Roadmap.

Watch the videos



Webinars

Catch up on our guidance webinars exploring each type of professional development support in detail.

Watch the videos



Easy ways to order – see page 73



Introducing Cambridge Lower Secondary

Cambridge Lower Secondary is typically for learners aged 11 to 14 years. It helps you prepare students for the next step of their education, helping them to become confident, responsible, reflective, innovative and engaged.

By offering Cambridge Lower Secondary, you can provide a broad and balanced education for your learners, helping them to thrive throughout their schooling, work and life.

We believe that assessment should both prove and improve students' learning, giving them focus, pace and challenge. We organise our lower secondary assessments in a way that maximises time for teaching and learning.

"Parents often share how curious and creative their kids have become, that they can't stop talking about the sessions and how they look forward to their lesson, week after week."

Doaa Hamdy El Shaar, *Teacher, International School of Elite Education, Egypt*

Our approach to lower secondary education

We have built Cambridge Lower Secondary around what matters most to our schools and learners around the world:



A broad curriculum for a balanced education

With a choice of 11 subjects, a wide range of support and optional assessments, you will find plenty to help you deliver core subjects as well as develop creativity, expression and wellbeing.



A robust foundation with excellent progression

Cambridge Lower Secondary helps you prepare learners for the next step of their education, providing a clear path as they progress through the Cambridge Pathway in an age-appropriate way.



A global learner in a local context

Cambridge Lower Secondary encourages learners to understand their own culture, community and identity within the wider world.



A flexible approach

Cambridge Lower Secondary is flexible, so you can build a programme that adapts to your learners' needs and works with your local context.



An aligned programme based on the latest research

We make sure that the programme, from curriculum to teaching, learning and assessment, is aligned and informed by the latest research. Aligning these four areas puts learners in the best possible position for the future and leads to a richer learning experience.

To find out more about Cambridge Lower Secondary, please visit **cambridgeinternational.org /lowersecondary**

We need your feedback!

- Do you already use our primary and lower secondary resources?
- What do you like about them?
- What could we improve?
- If you have answers to these questions, we want to hear from you!



Share your thoughts

NEW Cambridge Lower Secondary Computing

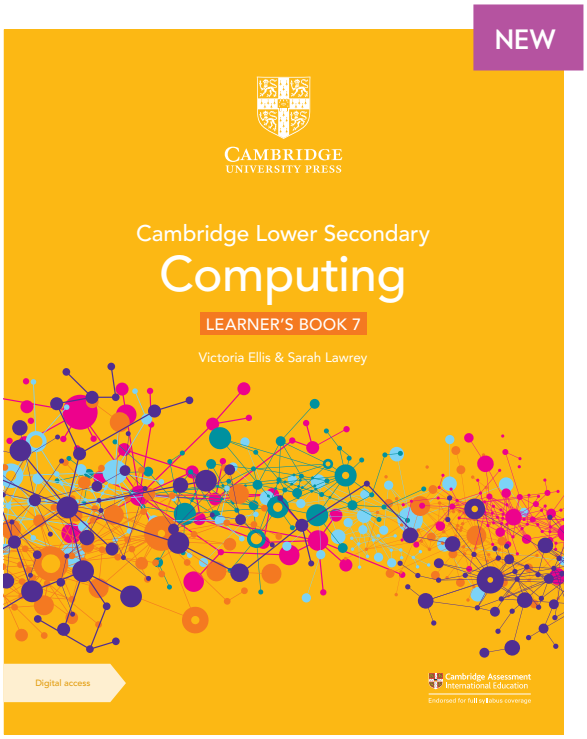
First edition

Stages 7-9

Victoria Ellis, Sarah Lawrey, Bernie Fishpool and Evans Chikasa

From exploring data types to planning a computer game, these resources support your learners as they continue their journey towards becoming confident computational thinkers.

As learners engage with various activities and projects, they will develop 21st-century computing skills including programming, problem-solving, logical thinking and data handling. These resources cover the computing strands of Computational Thinking, Programming, Managing Data, Networks and Digital Communication, and Computer Systems, and have been developed for the Cambridge Lower Secondary Computing curriculum framework (0860).



Learner's books with digital access

- 'Practical tasks' for practising essential computing skills on devices ensure learners are not only familiar with theory, but with practice
- Technical computing terminology explained in everyday language, supported by familiar examples, guides English as a second language learners
- 'Stay safe!' features give learners tips for staying safe online, including how to protect their personal data
- 'Summary checklists' at the end of each topic support learners to track their progress based on the learning objectives
- 'Projects' promote collaboration and critical thinking, and are perfect for group or pair work
- Knowledge-based questions help learners develop their computing skills and help you assess their understanding

Digital teacher's resources

- Filled with a wealth of teaching ideas and activities to keep lessons fresh and interesting
- Guidance on the PRIMM approach (Predict–Run–Investigate–Make–Modify) to help you teach computing in an accessible way while providing a structure to follow
- 'Language support' feature highlights computing vocabulary where learners may require extra support
- At-a-glance unit plans support course planning and provide an easy reference guide that shows how the units cover the curriculum learning objectives
- Downloadable worksheets and homework ideas give learners the opportunity to demonstrate what they've learnt in the classroom
- 'Source files', such as spreadsheets, linked to the learner's book activities save you lesson planning time

Stage	Stage 7	Stage 8	Stage 9
NEW Learner's book with digital access	✓978-1-009-29705-9	978-1-009-30929-5	978-1-009-32063-4
NEW Digital learner's book	✓978-1-009-29703-5	978-1-009-32057-3	978-1-009-32062-7
NEW Digital teacher's resource	✓978-1-009-29709-7	978-1-009-36309-9	978-1-009-36312-9
NEW Digital teacher's resource access card	✓978-1-009-29710-3	978-1-009-36308-2	978-1-009-36310-5

Stay up to date with changes to the syllabuses you teach

Subscribe to receive the latest news and details of syllabus changes for your subject area:
cambridgeinternational.org/syllabusupdates

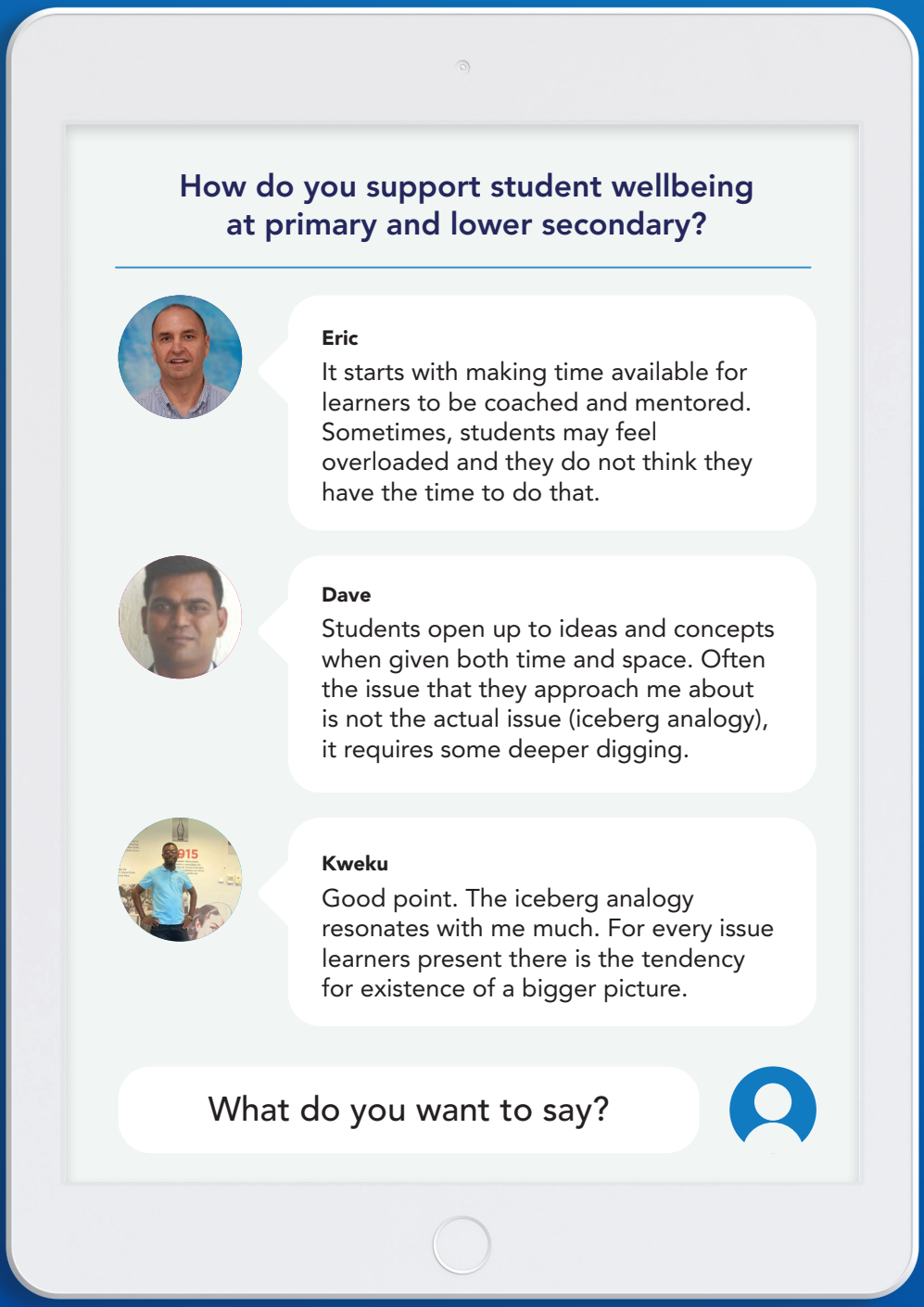
✓= Endorsed for the Cambridge Pathway

Easy ways to order – see page 73

Join the conversation

Cambridge Panel

Join our exclusive research community of like-minded educators all over the world. We discuss a wide variety of topics to learn what life in school is really like.



Have your say at **thepanel.cambridge.org**



Bring learning to life!

Digital Classroom helps you deliver engaging lessons at the front of the class or when teaching online.

- Present your books on screen
- Play videos and audio straight from the page
- Complete interactive activities with your learners
- Save lesson-planning time with pre-made presentations
- Display answers in one click!

Available for: *Cambridge Global English Stages 1–12, Cambridge Primary Mathematics, Cambridge Primary Science* and *Cambridge Reading Adventures.*

"Digital Classroom is by far the most incredible thing that I've implemented in my class because I am able to use resources such as videos, games and end of unit questions to check my students' understanding."

Karen, *Primary Teacher & International Curriculum Coordinator, Portugal*

Cambridge Lower Secondary

Our resources give full support for the new Cambridge Lower Secondary curriculum frameworks. They are suitable for learners aged 11 to 14 and are the ideal progression from Cambridge Primary, or as a standalone curriculum. They develop learners' skills and confidence in English, mathematics and science, helping prepare them for Cambridge IGCSE™ or Cambridge O Level.

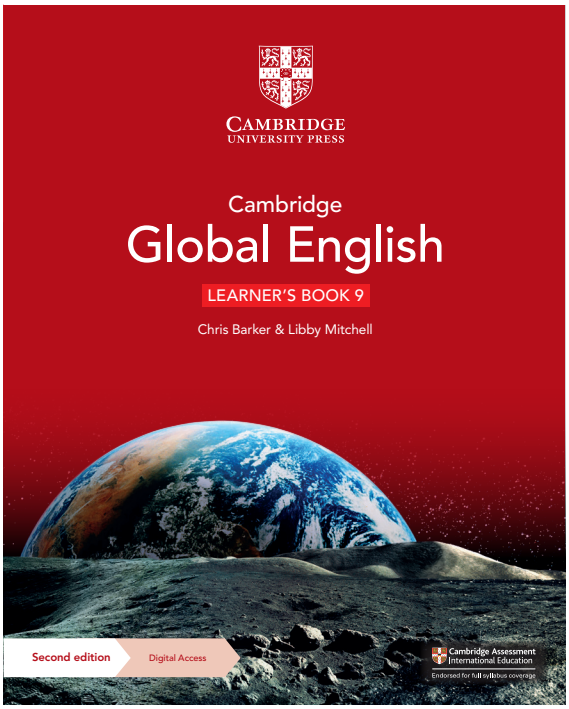
Cambridge Global English

Second edition

Chris Barker, Libby Mitchell, Olivia Johnston, Annie Altamirano, Nicola Mabbott, Mark Little, Bob Hubbard, Ingrid Wisniewska and Margaret Cooze

Cambridge Global English is a nine-stage series that covers primary and lower secondary, taking your learners from A1 to B1/B2 CEFR level. A variety of fiction, non-fiction and poetry gives young students an opportunity to read and listen to a range of text types, helping them to develop a broad vocabulary. With international topics from adventures in space, to sport and nature, the course helps your class develop the skills to study across the curriculum in English.

All our resources come with digital access so you'll be supported whether you're in the classroom or teaching remotely.



Curriculum support

This series supports you and your learners through the Cambridge Lower Secondary English as a Second Language curriculum framework (0876). The key changes we have made to our resources include:

- A wide range of cross-curricular links and literary texts, reflecting the greater emphasis on exposure to authentic language in the revised curriculum framework
- Skills and language-learning tips throughout support the increased focus on language–learning skills in the new curriculum framework
- Learning objectives have been introduced for pronunciation, fluency and accuracy – we've included an increased focus on speaking and writing in this edition to support your learners

Find out more about how our resources support you and your learners at **cambridge.org/education/lower_secondary**

Learner's books

- Writing and speaking activities support learners to become confident communicators
- 'Summary checklists' and 'Check your progress' features help students reflect on their learning
- 'Project challenges' at the end of each unit develop collaboration and critical thinking skills
- International cross-curricular topics, from celebrations around the world to sports and news, engage learners
- Advice for transitioning from primary to lower secondary in Stage 7

Workbooks

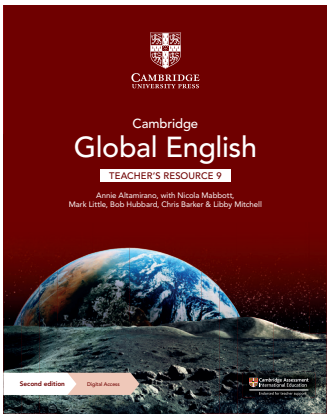
- Ideal for learners looking for extra practice to develop their English skills
- Varied activities, from crosswords to word matching, keep learning interesting
- Extra grammar practice and differentiated activities both support and challenge learners
- Can be used in the classroom or at home

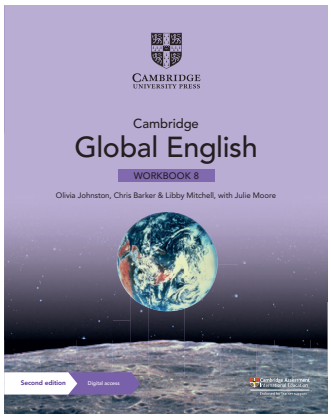
Teacher's resources

- Get the most out of our series with our teaching resources filled with lesson plans and activity ideas
- Includes photocopiable games and activities to save lesson planning time
- Tests in every unit help you check learners' knowledge and provide targeted support

Digital Classroom

- Bring learning to life with onscreen versions of the learner's book and workbook
- Videos, grammar presentations and interactive activities engage learners
- Zoom, highlight or annotate to emphasise important points



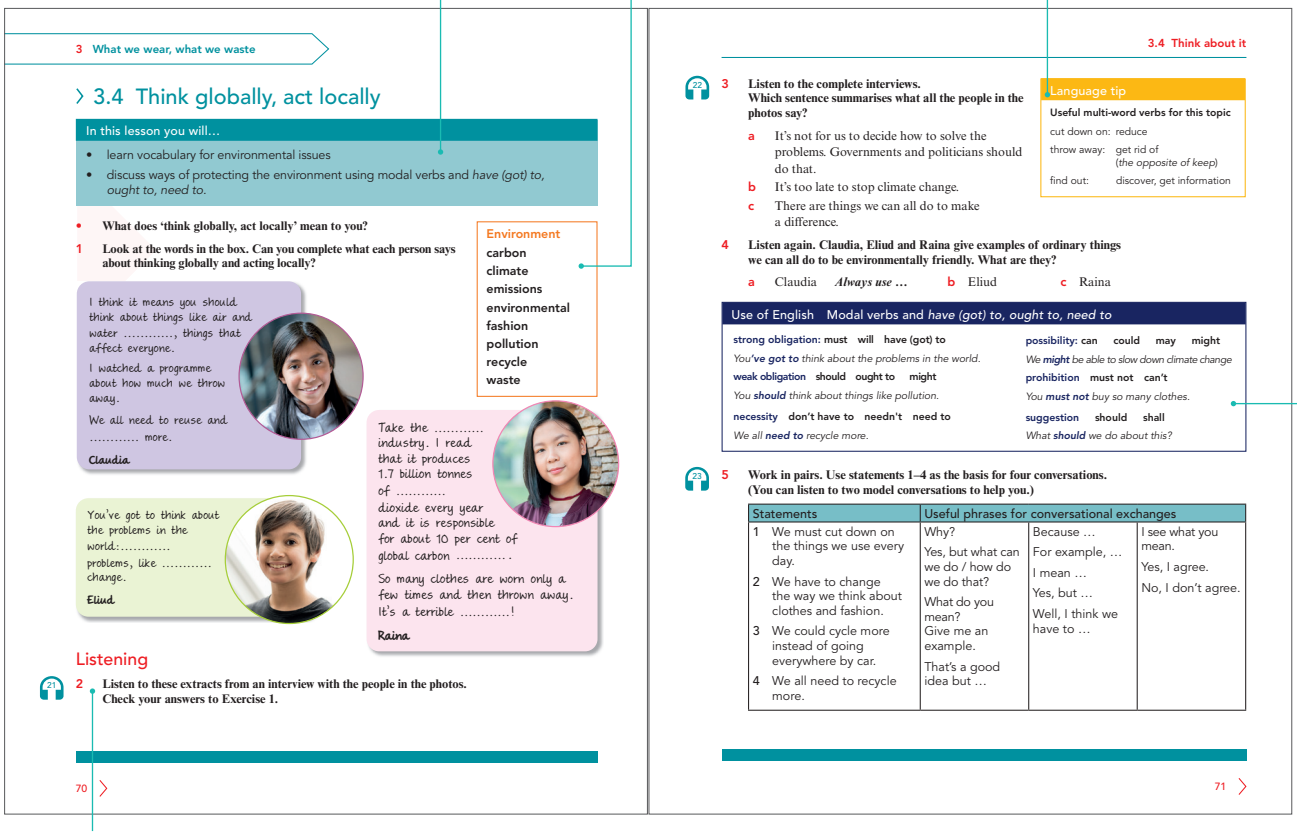


These pages are from Cambridge Global English Learner's Book 7

Clear learner-friendly **objectives**.

Topic-specific **vocabulary** clearly identified.

Suggestions to help students with their learning.



3 What we wear, what we waste

3.4 Think globally, act locally

In this lesson you will...
- learn vocabulary for environmental issues
- discuss ways of protecting the environment using modal verbs and *have (got) to, ought to, need to.*

- **What does 'think globally, act locally' mean to you?**

1 **Look at the words in the box. Can you complete what each person says about thinking globally and acting locally?**

Environment
carbon
climate
emissions
environmental
fashion
pollution
recycle
waste

I think it means you should think about things like air and water ....., things that affect everyone.
I watched a programme about how much we throw away.
We all need to reuse and ..... more.
Claudia

Take the ..... industry. I read that it produces 1.7 billion tonnes of ..... dioxide every year and it is responsible for about 10 per cent of global carbon .....
So many clothes are worn only a few times and then thrown away. It's a terrible .....!
Raina

You've got to think about the problems in the world:..... problems, like ..... change.
Eliud

Listening

2 **Listen to these extracts from an interview with the people in the photos. Check your answers to Exercise 1.**

70

3.4 Think about it

3 **Listen to the complete interviews. Which sentence summarises what all the people in the photos say?**
- a It's not for us to decide how to solve the problems. Governments and politicians should do that.
- b It's too late to stop climate change.
- c There are things we can all do to make a difference.

Language tip
Useful multi-word verbs for this topic
cut down on: reduce
throw away: get rid of (*the opposite of keep*)
find out: discover, get information

4 **Listen again. Claudia, Eliud and Raina give examples of ordinary things we can all do to be environmentally friendly. What are they?**
a Claudia *Always use ...* b Eliud c Raina

Use of English Modal verbs and *have (got) to, ought to, need to*

strong obligation: must will have (got) to
You've got to think about the problems in the world.
weak obligation should ought to might
You should think about things like pollution.
necessity don't have to needn't need to
We all need to recycle more.
possibility: can could may might
We might be able to slow down climate change
prohibition must not can't
You must not buy so many clothes.
suggestion should shall
What should we do about this?

5 **Work in pairs. Use statements 1–4 as the basis for four conversations. (You can listen to two model conversations to help you.)**

Statements	Useful phrases for conversational exchanges		
1 We must cut down on the things we use every day.	Why?	Because ...	I see what you mean.
2 We have to change the way we think about clothes and fashion.	Yes, but what can we do / how do we do that?	For example, ...	Yes, I agree.
3 We could cycle more instead of going everywhere by car.	What do you mean? Give me an example.	I mean ...	No, I don't agree.
4 We all need to recycle more.	That's a good idea but ...	Yes, but ...	
		Well, I think we have to ...	

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Speaking and listening opportunities are included throughout.

Use of English feature shows the key grammar points from the unit.

Stage	Stage 7	Stage 8	Stage 9
Learner's book with digital access	✓ 978-1-108-81658-8	✓ 978-1-108-81664-9	✓ 978-1-108-81667-0
Digital learner's book	✓ 978-1-108-81661-8	✓ 978-1-108-81665-6	✓ 978-1-108-81668-7
Workbook with digital access	✓ 978-1-108-96370-1	✓ 978-1-108-96371-8	✓ 978-1-108-96367-1
Teacher's resource with digital access	✓ 978-1-108-92167-1	✓ 978-1-108-92169-5	✓ 978-1-108-92171-8
Digital Classroom (1 year)	✓ 978-1-108-92577-8	✓ 978-1-108-92580-8	✓ 978-1-108-92582-2
Digital Classroom access card (1 year)	✓ 978-1-108-92579-2	✓ 978-1-108-92581-5	✓ 978-1-108-92583-9

Digital Classroom is available as a site licence. Only one licence per stage is required per school (site).

✓= Endorsed for the Cambridge Pathway

Easy ways to order – see page 73

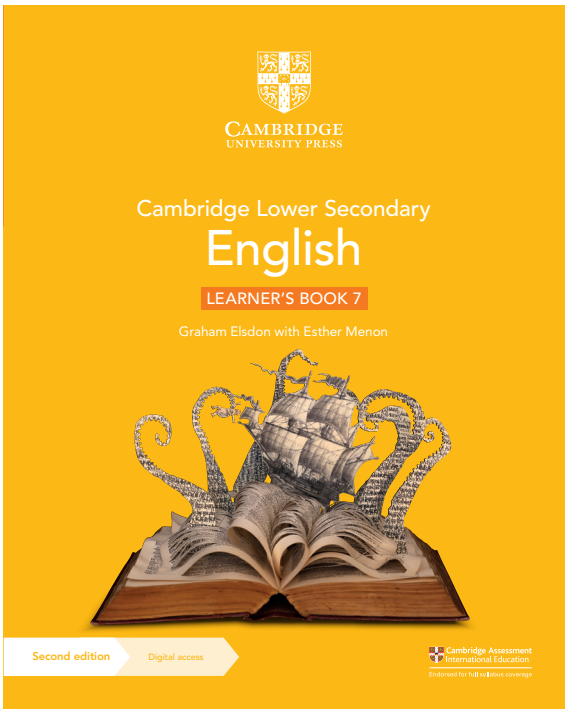
Cambridge Lower Secondary English

Second edition

Graham Elsdon, Patrick Creamer, Giles Clare, Duncan Williams, Esther Menon and Helen Rees-Bidder

Develop your learners' English skills as they explore the world through non-fiction texts, perform poetry and write their own stories! You will find a range of international fiction, non-fiction, poetry and drama throughout this series to help your learners develop their understanding of different genres and text types.

All resources come with digital access, so however you're teaching this year, we can support you.



Curriculum support

This series supports you and your learners through the Cambridge Lower Secondary English curriculum framework (0861). The key changes we have made to our resources include:

- Integrated reading, writing, speaking and listening practice in our learner's books meets the need for greater integration in the new curriculum framework
- Increased number of speaking and listening activities in our learner's books reflects the inclusion of new speaking and listening sub-strands in the curriculum framework
- A range of texts engages learners and helps develop their reading and writing skills, supporting the requirement for experience with broader text types in the new curriculum framework

Find out more about how our resources support you and your learners at **cambridge.org/education/lower_secondary**

Learner's books

- Activities within each unit engage learners in reading, writing, speaking and listening while also nurturing 21st-century skills such as collaboration and critical thinking
- Projects at the end of each unit, such as conducting a class debate, help learners to enhance their confidence and effective communication skills

Workbooks

- Varied activities like quizzes, completing sentences and identifying words, allow students to apply and reinforce their learning effectively
- Accommodating diverse learning needs, the three-tiered activities within the workbooks ensure targeted support for differentiation
- Can be used in the classroom or at home

Professional development for you

Discover our Preparing to Teach courses for heads of department and subject leaders, and learn how to apply key teaching approaches effectively with *Cambridge Lower Secondary English*. Also, find out more about our digital support. See **pages 52–53**.

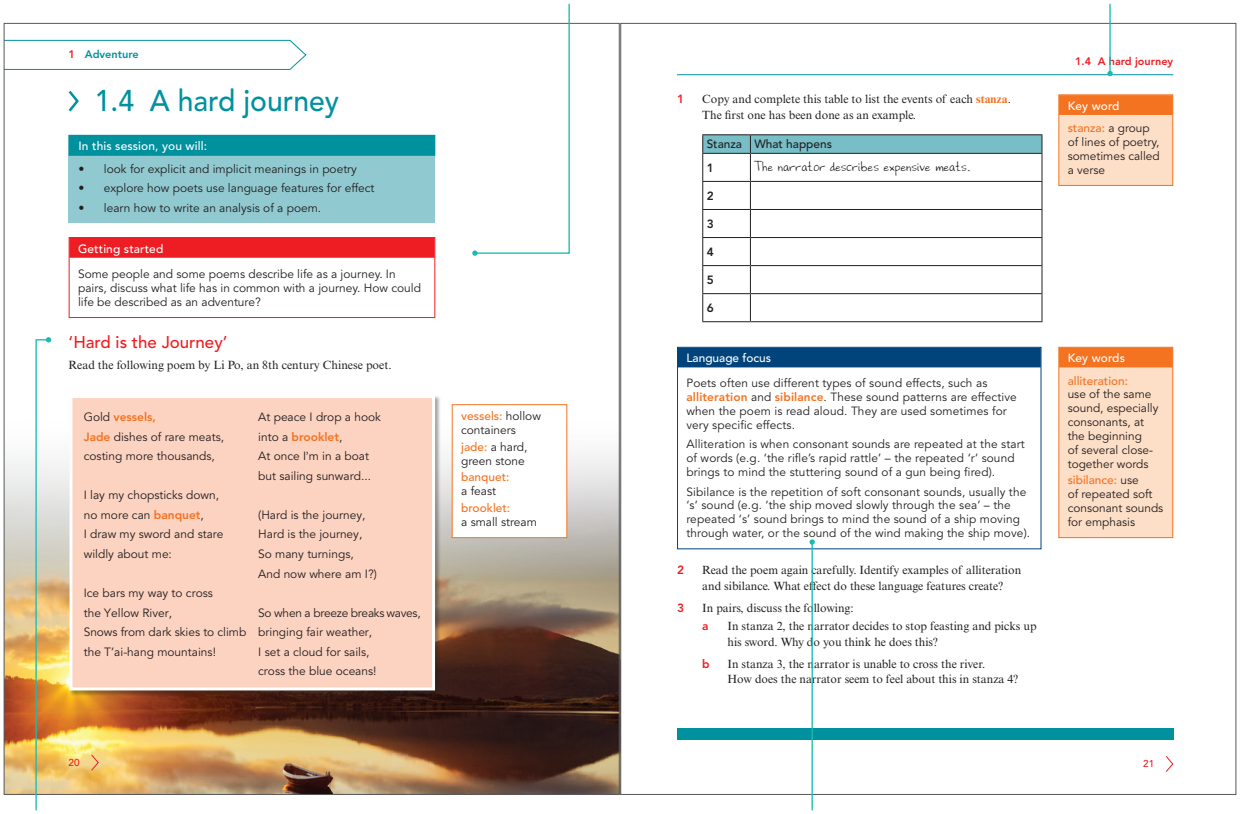
Support to help you deliver Cambridge Lower Secondary

Registered Cambridge schools can access a wide range of support to help plan and deliver the lower secondary programme at **lowersecondary.cambridgeinternational.org**

These pages are from Cambridge Lower Secondary English Learner's Book 7

Questions or activities to get learners thinking and talking about what they already know.

Important words are highlighted and clearly explained.



1 Adventure

1.4 A hard journey

In this session, you will:

- look for explicit and implicit meanings in poetry
- explore how poets use language features for effect
- learn how to write an analysis of a poem.

Getting started

Some people and some poems describe life as a journey. In pairs, discuss what life has in common with a journey. How could life be described as an adventure?

'Hard is the Journey'

Read the following poem by Li Po, an 8th century Chinese poet.

Gold vessels,
Jade dishes of rare meats,
costing more thousands,

I lay my chopsticks down,
no more can banquet,
I draw my sword and stare
wildly about me:

Ice bars my way to cross
the Yellow River,
Snows from dark skies to climb
the T'ai-hang mountains!

At peace I drop a hook
into a brooklet,
At once I'm in a boat
but sailing sunward...

(Hard is the journey,
Hard is the journey,
So many turnings,
And now where am I?)

So when a breeze breaks waves,
bringing fair weather,
I set a cloud for sails,
cross the blue oceans!

vessels: hollow containers
jade: a hard, green stone
banquet: a feast
brooklet: a small stream

20

1.4 A hard journey

1 Copy and complete this table to list the events of each stanza. The first one has been done as an example.

Stanza	What happens
1	The narrator describes expensive meats.
2	
3	
4	
5	
6	

Key word

stanza: a group of lines of poetry, sometimes called a verse

Language focus

Poets often use different types of sound effects, such as alliteration and sibilance. These sound patterns are effective when the poem is read aloud. They are used sometimes for very specific effects.

Alliteration is when consonant sounds are repeated at the start of words (e.g. 'the rifle's rapid rattle' – the repeated 'r' sound brings to mind the stuttering sound of a gun being fired).

Sibilance is the repetition of soft consonant sounds, usually the 's' sound (e.g. 'the ship moved slowly through the sea' – the repeated 's' sound brings to mind the sound of a ship moving through water, or the sound of the wind making the ship move).

Key words

alliteration: use of the same sound, especially consonants, at the beginning of several close-together words
sibilance: use of repeated soft consonant sounds for emphasis

2 Read the poem again carefully. Identify examples of alliteration and sibilance. What effect do these language features create?

3 In pairs, discuss the following:

a In stanza 2, the narrator decides to stop feasting and picks up his sword. Why do you think he does this?

b In stanza 3, the narrator is unable to cross the river. How does the narrator seem to feel about this in stanza 4?

21

International texts chosen to engage learners from around the world.

Clear explanations of key language and grammar.

Teacher's resources

- Get the most out of our series with our teaching resources filled with lesson plans and activity ideas
- Filled with starter and plenary activities, additional lesson ideas, as well as answers to the learner's book and workbook
- Includes language support suggestions, along with clearly identified assessment and differentiation ideas to help you meet all your learners' needs
- Accompanying digital resource provides access to downloadable worksheets

Differentiation activities in this series were inspired by teachers on the Cambridge Panel.

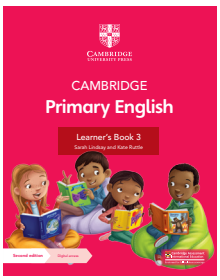
Find out more on **page 58**.

Also see

Cambridge Primary English

Develop your learners' English skills as they write and perform poetry and discover new versions of classic fairy tales.

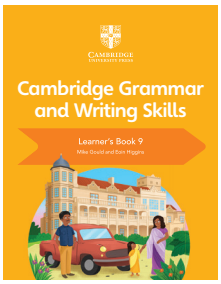
Page 20 >



Cambridge Grammar and Writing Skills

Give your learners more opportunities to practise creative writing and extended writing.

Page 24 >



Stage	Stage 7	Stage 8	Stage 9
Learner's book with digital access	✓ 978-1-108-74658-8	✓ 978-1-108-74663-2	✓ 978-1-108-74666-3
Digital learner's book	✓ 978-1-108-74659-5	✓ 978-1-108-74664-9	✓ 978-1-108-74667-0
Workbook with digital access	✓ 978-1-108-74662-5	✓ 978-1-108-74665-6	✓ 978-1-108-74669-4
Teacher's resource with digital access	✓ 978-1-108-78212-8	✓ 978-1-108-78214-2	✓ 978-1-108-78216-6

✓= Endorsed for the Cambridge Pathway

Easy ways to order – see page 73

Let's learn – Verbs

Photocopy and use this worksheet with your Stage 2 learners.

Verbs are **doing words**

They tell us what people, animals and things can do.

Some doing words tell us what people, animals and things **did in the past**.

For most verbs we add **ed**.

For verbs that end in e we add **d**

*'My three friends cheer**ed** and wave**d** as I ran past them'*



Add **ed** or **d** to write these verbs in the past tense.

1. scratch____
2. like____
3. push____
4. live____
5. dive____
6. scream____
7. finish____
8. brush____
9. smile ____

Write a past tense verb ending in **ed** or **d** in each of these sentences:

1. Tuhil _____ his friends in his race.
2. He _____ when his friends won his race.
3. Tuhil _____ to his friends after the race.
4. Tuhil and his friends were tired when they _____ home.

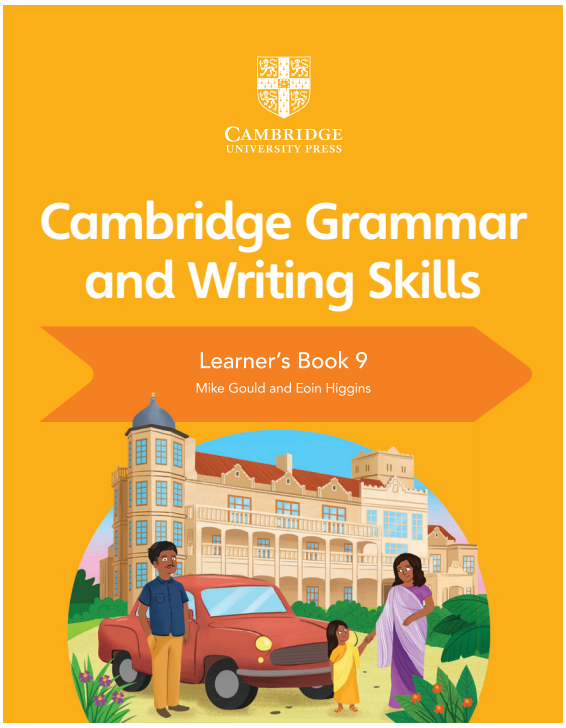


This activity is taken from our *Cambridge Grammar and Writing Skills Learner's Book 2*.
To find out more about our *Cambridge Grammar and Writing Skills* resources, please see **page 24**.

Cambridge Grammar and Writing Skills

Mike Gould, Eoin Higgins and Annie Altamirano

Watch your learners grow in confidence as they develop their writing skills. They'll write a newspaper article, adapt a myth and even create an advert for their favourite breakfast cereal! From haikus, fairy tales and plays to biographies, recounts and instructions, this series gives your learners the knowledge and skills to tackle a range of writing types.



- Uses product and process writing approaches to provide a framework for writing
- The perfect complement to our popular *Global English*, *Primary English* and *Lower Secondary English* resources
- Written for learners from all language backgrounds, it provides valuable consolidation for first language students and gives second language learners the opportunity to extend their skills
- Digital versions of our resources support you, however you're teaching

Learner's books

Each unit focuses on a different text type such as dialogue, recounts, reports or instructions. Model texts in each chapter show what good examples of each writing type look like – whether it's character dialogue, recounts, reports or instructions. Specific activities help learners practise their grammar, while planning tools and an extended writing task develop essential editing, checking, planning and creative thinking skills.

- Improve comprehension skills with the 'Text analysis' section in each unit, which encourages learners to discuss the model text
- The 'Writer's checklist' supports learners with activity tips
- Helpful tools, like planning scaffolds and mind maps, help learners understand how to plan extended writing tasks

Teacher's resource

Your essential companion to the course, the print and digital teacher's resource includes everything you need to lead your lessons with confidence.

- Full guidance and lesson plans, along with unit warm-ups, marking criteria and ideas for assessment give you complete classroom support
- Answer keys for each activity help you quickly and easily check your learners' answers

Brighter Thinking Pod

Hear more from author Annie Altamirano.

Learner's book 7	978-1-108-71929-2
Digital learner's book 7 (1 year)	978-1-108-98410-2
Learner's book 8	978-1-108-71930-8
Digital learner's book 8 (1 year)	978-1-108-98411-9
Learner's book 9	978-1-108-71931-5
Digital learner's book 9 (1 year)	978-1-108-98412-6
Teacher's resource with digital access 7–9	978-1-108-76196-3

These resources have not been through the endorsement process for the Cambridge Pathway.

Easy ways to order – see page 73

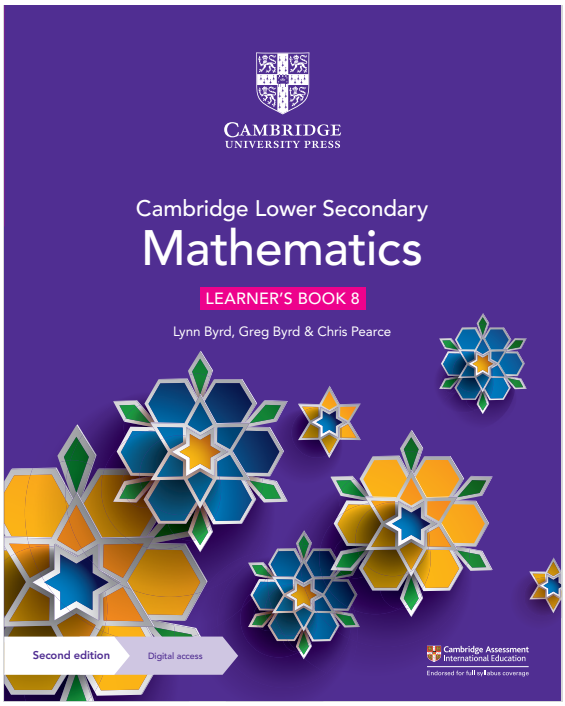
Cambridge Lower Secondary Mathematics

Second edition

Lynn Byrd, Greg Byrd and Chris Pearce

Whether your students are learning about integers, probability or translating shapes using vectors, this series helps them develop their mathematical thinking skills.

Digital versions of our print resources are provided so you'll be fully supported however you're teaching.



Learner's books

- Worked examples and activities provide plenty of practice opportunities
- Projects throughout allow for deeper investigation of mathematical ideas and concepts, such as constructing algebraic expression
- Includes access to Cambridge Online Mathematics, complete with auto-marked exam questions and interactive worked examples
- Key word boxes, clear diagrams and illustrations support English as a second language learners

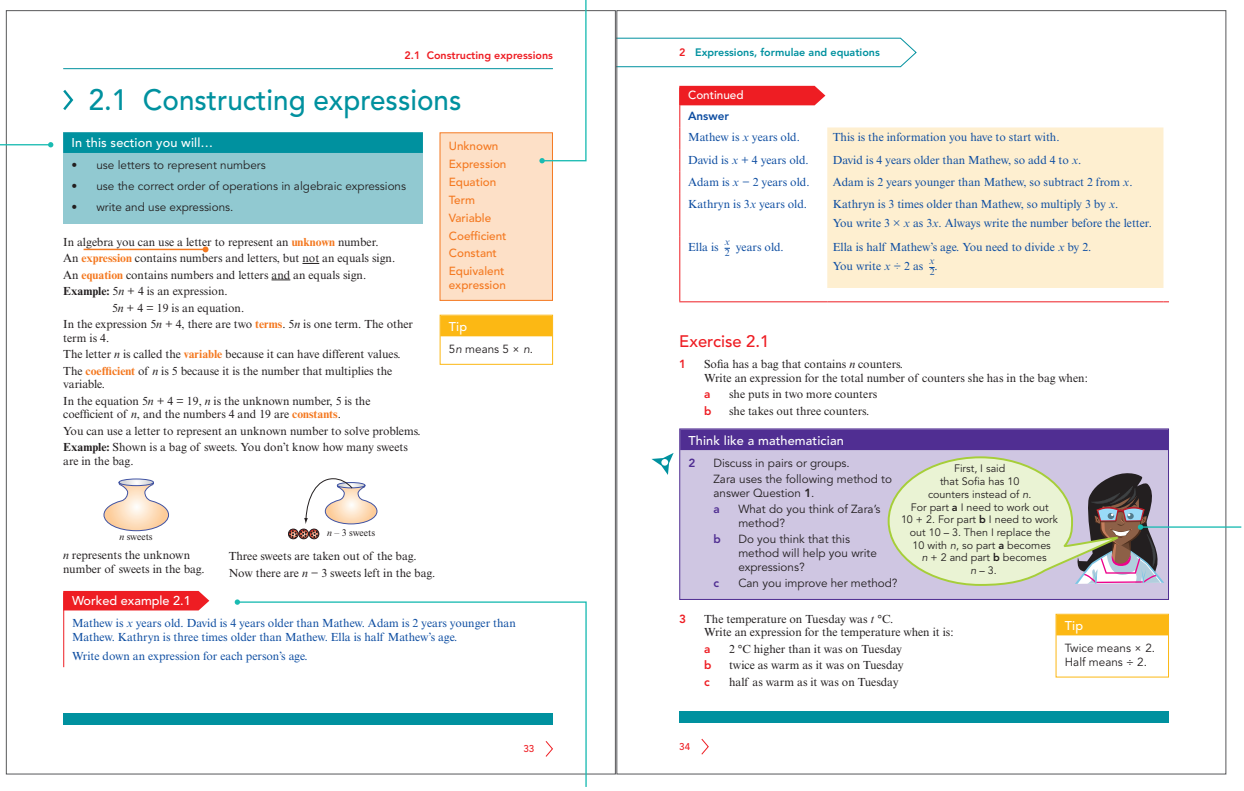
Cambridge Online Mathematics is available for *Cambridge Lower Secondary Mathematics* Stages 7, 8 and 9.

Workbooks

- Opportunity for extra practice beyond the coursebook with more exercises and activities
- Specific questions that develop students' Thinking and Working Mathematically skills
- Differentiated activities ensure all learners are supported and challenged
- Ideal for use in the classroom or at home

These pages are from Cambridge Lower Secondary Mathematics Learner's Book 7

Key vocabulary highlighted.



2.1 Constructing expressions

2.1 Constructing expressions

In this section you will...
- use letters to represent numbers
- use the correct order of operations in algebraic expressions
- write and use expressions.

Unknown
Expression
Equation
Term
Variable
Coefficient
Constant
Equivalent expression

In algebra you can use a letter to represent an **unknown** number.
An **expression** contains numbers and letters, but not an equals sign.
An **equation** contains numbers and letters and an equals sign.
Example: $5n + 4$ is an expression.
$5n + 4 = 19$ is an equation.
In the expression $5n + 4$, there are two **terms**. $5n$ is one term. The other term is 4.
The letter n is called the **variable** because it can have different values.
The **coefficient** of n is 5 because it is the number that multiplies the variable.
In the equation $5n + 4 = 19$, n is the unknown number, 5 is the coefficient of n, and the numbers 4 and 19 are **constants**.
You can use a letter to represent an unknown number to solve problems.
Example: Shown is a bag of sweets. You don't know how many sweets are in the bag.

Tip
$5n$ means $5 \times n$.

n sweets
n represents the unknown number of sweets in the bag.

$n - 3$ sweets
Three sweets are taken out of the bag.
Now there are $n - 3$ sweets left in the bag.

Worked example 2.1
Mathew is x years old. David is 4 years older than Mathew. Adam is 2 years younger than Mathew. Kathryn is three times older than Mathew. Ella is half Mathew's age.
Write down an expression for each person's age.

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2 Expressions, formulae and equations

Continued

Answer

Mathew is x years old.	This is the information you have to start with.
David is $x + 4$ years old.	David is 4 years older than Mathew, so add 4 to x.
Adam is $x - 2$ years old.	Adam is 2 years younger than Mathew, so subtract 2 from x.
Kathryn is $3x$ years old.	Kathryn is 3 times older than Mathew, so multiply 3 by x. You write $3 \times x$ as $3x$. Always write the number before the letter.
Ella is $\frac{x}{2}$ years old.	Ella is half Mathew's age. You need to divide x by 2. You write $x \div 2$ as $\frac{x}{2}$.

Exercise 2.1

1 Sofia has a bag that contains n counters.
Write an expression for the total number of counters she has in the bag when:
- **a** she puts in two more counters
- **b** she takes out three counters.

Think like a mathematician

2 Discuss in pairs or groups.
Zara uses the following method to answer Question **1**.
- **a** What do you think of Zara's method?
- **b** Do you think that this method will help you write expressions?
- **c** Can you improve her method?

First, I said that Sofia has 10 counters instead of n. For part **a** I need to work out $10 + 2$. For part **b** I need to work out $10 - 3$. Then I replace the 10 with n, so part **a** becomes $n + 2$ and part **b** becomes $n - 3$.

3 The temperature on Tuesday was t °C.
Write an expression for the temperature when it is:
- **a** 2 °C higher than it was on Tuesday
- **b** twice as warm as it was on Tuesday
- **c** half as warm as it was on Tuesday

Tip
Twice means × 2.
Half means ÷ 2.

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Helps learners develop their mathematical thinking skills.

Clear lesson objectives.

Worked examples help learners understand concepts.

Teacher's resources

- Everything you need to plan and run lessons including lesson ideas and varied activities
- Language support suggestions alongside clearly identified assessment and differentiation ideas to support all learners
- Downloadable materials including language development worksheets and tests

Professional development for you

Discover our Preparing to Teach courses for heads of department and subject leaders, and learn how to apply key teaching approaches effectively with *Cambridge Lower Secondary Mathematics*. Also, find out more about using our digital support.
See **pages 52–53**.

Curriculum support

This series supports you and your learners through the Cambridge Lower Secondary Mathematics curriculum framework (0862). The key changes we have made to our resources include:

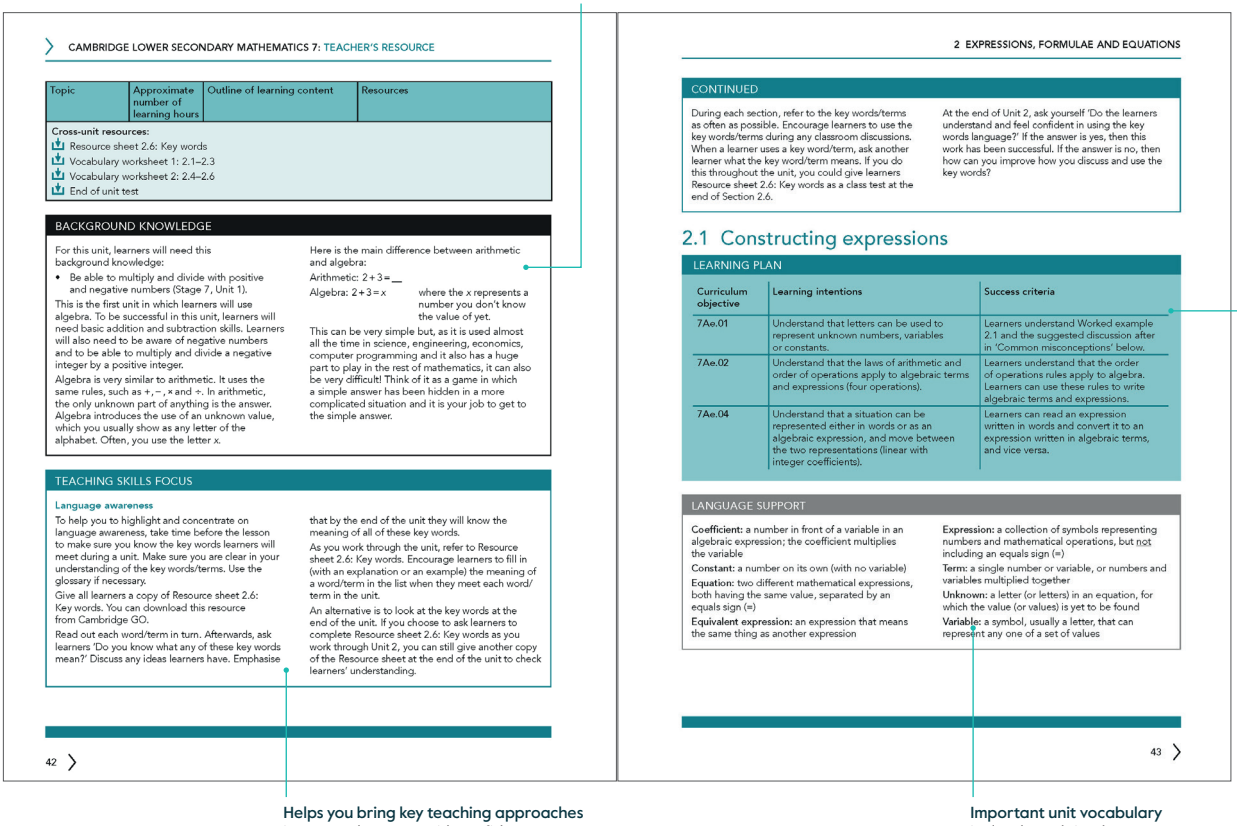
- Questions in our learner's books and workbooks – indicated with an icon – that support the new Thinking and Working Mathematically curriculum framework approach
- Opportunities in each unit for you to develop, encourage and consolidate your learners' mental maths skills and strategies
- Progression of skills matches the alignment of the new primary and lower secondary curriculum frameworks. We've also included a diagnostic test at the start of each stage so you can understand what your learners already know

Find out more about how our resources support you and your learners at **cambridge.org/education/lower_secondary**

These pages are from Cambridge Lower Secondary Mathematics Teacher's Resource 7

Background knowledge section gives you key information for each unit.

Learning intentions and success criteria for each lesson.



CAMBRIDGE LOWER SECONDARY MATHEMATICS 7: TEACHER'S RESOURCE

Topic	Approximate number of learning hours	Outline of learning content	Resources

Cross-unit resources:
- Resource sheet 2.6: Key words
- Vocabulary worksheet 1: 2.1–2.3
- Vocabulary worksheet 2: 2.4–2.6
- End of unit test

BACKGROUND KNOWLEDGE

For this unit, learners will need this background knowledge:
- Be able to multiply and divide with positive and negative numbers (Stage 7, Unit 1).

This is the first unit in which learners will use algebra. To be successful in this unit, learners will need basic addition and subtraction skills. Learners will also need to be aware of negative numbers and to be able to multiply and divide a negative integer by a positive integer.

Algebra is very similar to arithmetic. It uses the same rules, such as +, −, × and ÷. In arithmetic, the only unknown part of anything is the answer. Algebra introduces the use of an unknown value, which you usually show as any letter of the alphabet. Often, you use the letter *x*.

Here is the main difference between arithmetic and algebra:

Arithmetic: 2 + 3 = __

Algebra: 2 + 3 = *x* where the *x* represents a number you don't know the value of yet.

This can be very simple but, as it is used almost all the time in science, engineering, economics, computer programming and it also has a huge part to play in the rest of mathematics, it can also be very difficult! Think of it as a game in which a simple answer has been hidden in a more complicated situation and it is your job to get to the simple answer.

TEACHING SKILLS FOCUS

Language awareness

To help you to highlight and concentrate on language awareness, take time before the lesson to make sure you know the key words learners will meet during a unit. Make sure you are clear in your understanding of the key words/terms. Use the glossary if necessary.

Give all learners a copy of Resource sheet 2.6: Key words. You can download this resource from Cambridge GO.

Read out each word/term in turn. Afterwards, ask learners 'Do you know what any of these key words mean?' Discuss any ideas learners have. Emphasise that by the end of the unit they will know the meaning of all of these key words.

As you work through the unit, refer to Resource sheet 2.6: Key words. Encourage learners to fill in (with an explanation or an example) the meaning of a word/term in the list when they meet each word/term in the unit.

An alternative is to look at the key words at the end of the unit. If you choose to ask learners to complete Resource sheet 2.6: Key words as you work through Unit 2, you can still give another copy of the Resource sheet at the end of the unit to check learners' understanding.

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2 EXPRESSIONS, FORMULAE AND EQUATIONS

CONTINUED

During each section, refer to the key words/terms as often as possible. Encourage learners to use the key words/terms during any classroom discussions. When a learner uses a key word/term, ask another learner what the key word/term means. If you do this throughout the unit, you could give learners Resource sheet 2.6: Key words as a class test at the end of Section 2.6.

At the end of Unit 2, ask yourself 'Do the learners understand and feel confident in using the key words language?' If the answer is yes, then this work has been successful. If the answer is no, then how can you improve how you discuss and use the key words?

2.1 Constructing expressions

LEARNING PLAN

Curriculum objective	Learning intentions	Success criteria
7Ae.01	Understand that letters can be used to represent unknown numbers, variables or constants.	Learners understand Worked example 2.1 and the suggested discussion after in 'Common misconceptions' below.
7Ae.02	Understand that the laws of arithmetic and order of operations apply to algebraic terms and expressions (four operations).	Learners understand that the order of operations rules apply to algebra. Learners can use these rules to write algebraic terms and expressions.
7Ae.04	Understand that a situation can be represented either in words or as an algebraic expression, and move between the two representations (linear with integer coefficients).	Learners can read an expression written in words and convert it to an expression written in algebraic terms, and vice versa.

LANGUAGE SUPPORT

Coefficient: a number in front of a variable in an algebraic expression; the coefficient multiplies the variable

Constant: a number on its own (with no variable)

Equation: two different mathematical expressions, both having the same value, separated by an equals sign (=)

Equivalent expression: an expression that means the same thing as another expression

Expression: a collection of symbols representing numbers and mathematical operations, but not including an equals sign (=)

Term: a single number or variable, or numbers and variables multiplied together

Unknown: a letter (or letters) in an equation, for which the value (or values) is yet to be found

Variable: a symbol, usually a letter, that can represent any one of a set of values

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Helps you bring key teaching approaches into your classroom with confidence.

Important unit vocabulary is clearly explained.

Stage	Stage 7	Stage 8	Stage 9
Learner's book with digital access	✓978-1-108-77143-6	✓978-1-108-77152-8	✓978-1-108-78377-4
Digital learner's book	✓978-1-108-74637-3	✓978-1-108-74642-7	✓978-1-108-74651-9
Workbook with digital access	✓978-1-108-74636-6	✓978-1-108-74640-3	✓978-1-108-74650-2
Teacher's resource with digital access	✓978-1-108-77140-5	✓978-1-108-77145-0	✓978-1-108-78389-7

✓= Endorsed for the Cambridge Pathway

Easy ways to order – see page 73

Cambridge Lower Secondary Science

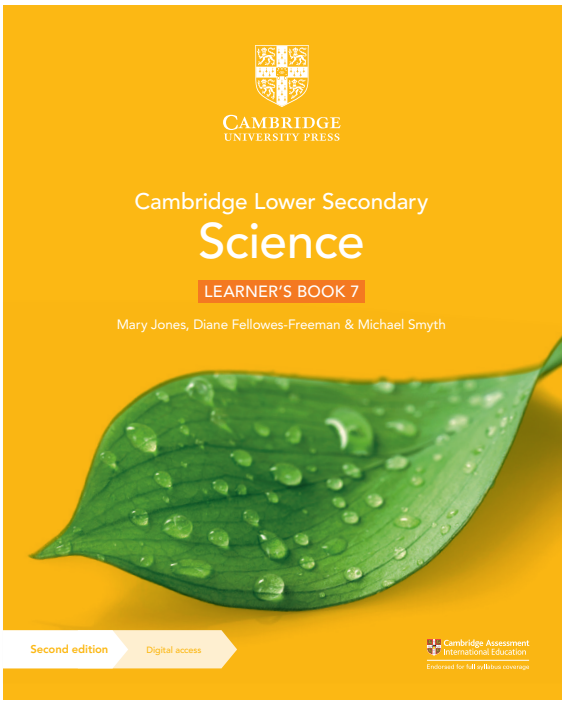
Second edition

Mary Jones, Diane Fellowes-Freeman,
Michael Smyth and Sally Burbeary

From discovering how we breathe, to finding out how gravity works, *Cambridge Lower Secondary Science* gets your learners thinking like scientists!

This series helps students think and work scientifically, with opportunities to plan experiments, make predictions and gather results. Each unit ends with a project, such as using chromatographs to solve a mystery, which helps students to better understand topics and how they relate to the real world.

You'll have access to digital resources so whether you're teaching in class or remotely, you'll be fully supported.



Learner's books

- Packed with vocabulary boxes, clear diagrams and supporting illustrations to make science accessible for learners with English as a second language
- Students are encouraged to engage with topics in a practical manner, allowing them to explore questions and develop a deeper understanding

Workbooks

- Packed with engaging activities to help students practise what they have learnt, while encouraging them to think and work scientifically
- Differentiated activities split into 'Focus', 'Practice' and 'Challenge' to provide clear progression through each topic, helping learners see what they've achieved
- Ideal for use in the classroom or at home

Teacher's resources

- Offer comprehensive support, including answers to all questions and exercises, enabling you to make the most of the series
- Language support suggestions, along with assessment and differentiation ideas to help you meet all your learners' needs
- Access additional differentiation activities and language development exercises along with downloadable worksheets in the accompanying digital resource

Curriculum support

This series supports you and your learners through the Cambridge Lower Secondary Science curriculum framework (0893). The key changes we have made to our resources include:

- Specific support for the new Earth and Space strands of the curriculum framework
- Activities throughout our learner's books – including our 'Think like a scientist' feature – help your learners develop their skills for Thinking and Working Scientifically, which replaces scientific enquiry skills in the new curriculum framework
- Examples of models and representation throughout our resources support the increased focus on this important area

Find out more about how our resources support you and your learners at **cambridge.org/education/lower_secondary**

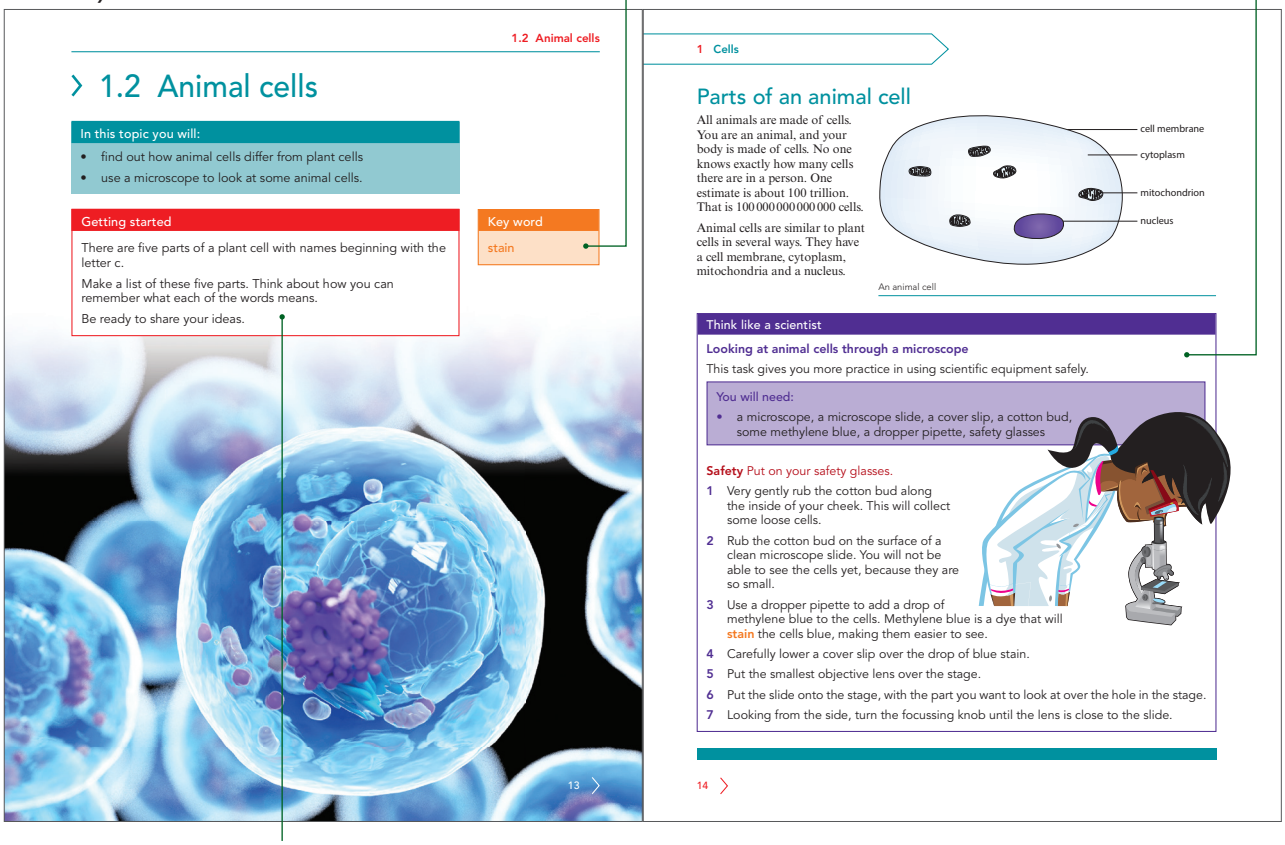
What do teachers think?

Last year we reached 1.5 million teachers and learners with our resources, so we made it our mission to find out what they like. Watch our new video to discover what teachers think about our Cambridge Primary and Lower Secondary resources.

These pages are from Cambridge Lower Secondary Science Learner's Book 7

Important words are highlighted for learners to check in the glossary.

Helps students develop their scientific enquiry skills.



1.2 Animal cells

1.2 Animal cells

In this topic you will:
- find out how animal cells differ from plant cells
- use a microscope to look at some animal cells.

Getting started

There are five parts of a plant cell with names beginning with the letter c.

Make a list of these five parts. Think about how you can remember what each of the words means.

Be ready to share your ideas.

Key word
stain

13

1 Cells

Parts of an animal cell

All animals are made of cells. You are an animal, and your body is made of cells. No one knows exactly how many cells there are in a person. One estimate is about 100 trillion. That is 100 000 000 000 000 cells.

Animal cells are similar to plant cells in several ways. They have a cell membrane, cytoplasm, mitochondria and a nucleus.

cell membrane
cytoplasm
mitochondrion
nucleus

An animal cell

Think like a scientist

Looking at animal cells through a microscope

This task gives you more practice in using scientific equipment safely.

You will need:
- a microscope, a microscope slide, a cover slip, a cotton bud, some methylene blue, a dropper pipette, safety glasses

Safety Put on your safety glasses.

1 Very gently rub the cotton bud along the inside of your cheek. This will collect some loose cells.
2 Rub the cotton bud on the surface of a clean microscope slide. You will not be able to see the cells yet, because they are so small.
3 Use a dropper pipette to add a drop of methylene blue to the cells. Methylene blue is a dye that will stain the cells blue, making them easier to see.
4 Carefully lower a cover slip over the drop of blue stain.
5 Put the smallest objective lens over the stage.
6 Put the slide onto the stage, with the part you want to look at over the hole in the stage.
7 Looking from the side, turn the focussing knob until the lens is close to the slide.

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Gets students thinking and talking about what they already know.

English language skills workbooks

- Our English skills for science workbooks enhance understanding of scientific terms and effective expression, aiding the challenges of studying science in English
- Engaging activities like data presentation and diagram labelling foster language skill development and English fluency in the context of science
- The 'English Skills and Support' section supports students by offering information on essential English topics relevant to their science studies

Professional development for you

Discover our Preparing to Teach courses for heads of department and subject leaders, and learn how to apply key teaching approaches effectively with *Cambridge Lower Secondary Science*. Also, find out more about our digital support. See **pages 52–53**.

Support to help you deliver Cambridge Lower Secondary

Registered Cambridge schools can access a wide range of support to help plan and deliver the lower secondary programme at **lowersecondary.cambridgeinternational.org**

Stage	Stage 7	Stage 8	Stage 9
Learner's book with digital access	✓ 978-1-108-74278-8	✓ 978-1-108-74282-5	✓ 978-1-108-74286-3
Digital learner's book	✓ 978-1-108-74279-5	✓ 978-1-108-74283-2	✓ 978-1-108-74287-0
Workbook with digital access	✓ 978-1-108-74281-8	✓ 978-1-108-74285-6	✓ 978-1-108-74289-4
English language skills workbook	✓ 978-1-108-79902-7	✓ 978-1-108-79905-8	✓ 978-1-108-79906-5
Teacher's resource with digital access	✓ 978-1-108-78514-3	✓ 978-1-108-78518-1	✓ 978-1-108-78522-8

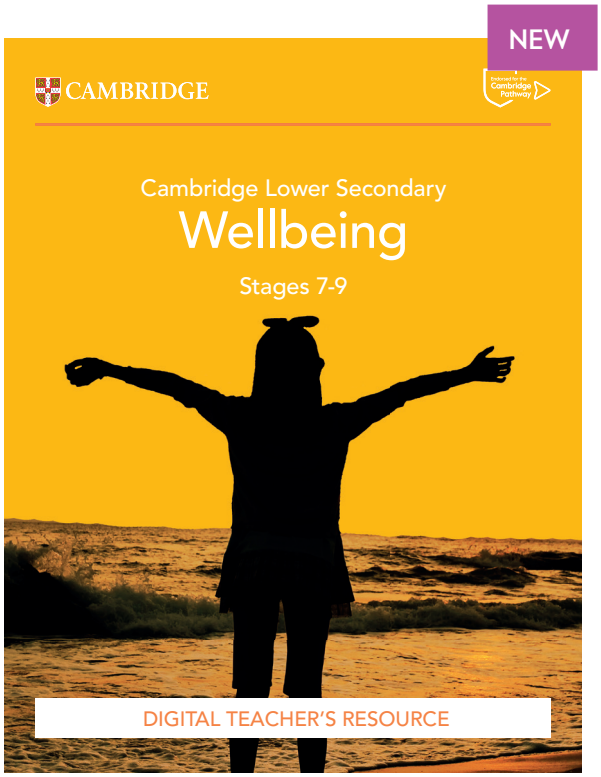
✓= Endorsed for the Cambridge Pathway

Easy ways to order – see page 73

NEW Cambridge Lower Secondary Wellbeing

Support your lower secondary learners to foster positive relationships and understand their emotions with our *Cambridge Lower Secondary Wellbeing Digital Teacher's Resource Stages 7–9.*

This resource is filled with activity ideas that support the curriculum learning objectives and encourage learners to address discrimination, look more closely at their own emotions, and identify bullying.



Our digital teacher's resource includes:

- Flexible lesson plans for each of the curriculum learning objectives that you can adapt to your timetable and school context
- A letter and presentation to share with parents on the benefits of teaching wellbeing
- Varied activities to engage learners in natural, open discussion such as role plays, stories and games
- Guidance on how to teach wellbeing flexibly alongside other subjects like English, mathematics and science
- Lesson plans linked to the areas reported on in the Cambridge Wellbeing Check, including 'Life Satisfaction' and 'Negative Emotions', so you can provide targeted support
- Information and insights about the benefits of teaching wellbeing
- Resource sold as a site licence and accessed via Cambridge GO

NEW Digital teacher's resource 7-9	978-1-009-46851-0
NEW Digital teacher's resource 7-9 access card	978-1-009-46852-7

Cambridge Wellbeing Check

The Cambridge Wellbeing Check gives you a clear picture of wellbeing at your school and supports you in helping students aged 7-18 feel their best. The check equips you with the tools you need to evaluate, explore, teach and promote wellbeing – and have a lasting, positive impact.

Find out more here or speak to your local consultant.



= Working towards endorsement for the Cambridge Pathway

NEW Cambridge Lower Secondary Global Perspectives

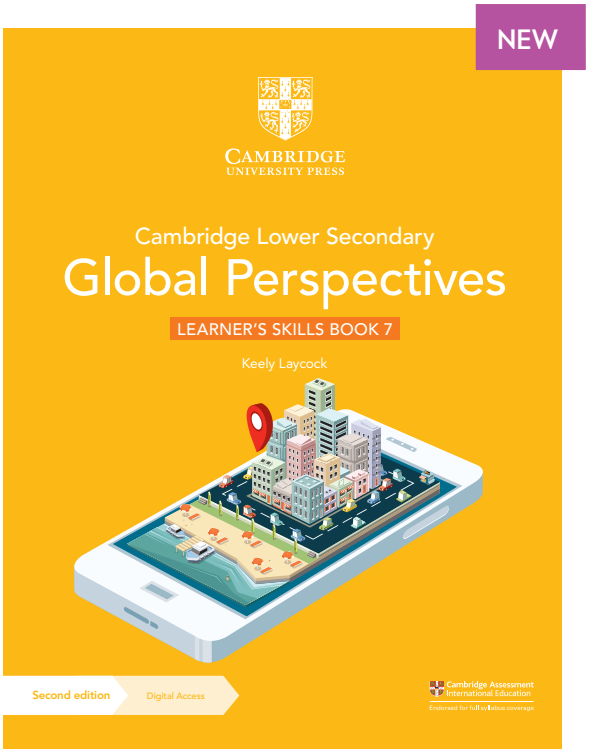
Second edition

Stages 7-9

Keely Laycock

Covering Stages 7–9, our *Cambridge Lower Secondary Global Perspectives* resources champion learners' skills development by exploring global issues.

This series supports the Cambridge Lower Secondary Global Perspectives curriculum framework (1129).



Learner's skills books with digital access

- Write-in format allows learners to record experiences and evaluate their learning, and surfaces understanding to teachers
- Skills map highlights cross-curricular links and important assessment requirements
- Units on the six skills of analysis, collaboration, communication, evaluation, reflection and research grow in difficulty through a defined structure of 'Starting with', 'Developing' and 'Getting better at'
- 'Prior learning' feature surfaces understanding through active learning activities
- Peer feedback opportunities so learners can assess the work of their peers, practise giving feedback and measure their progress against the learning goals
- Activities that support learners to build awareness of and reflect on different perspectives on a topic or issue

Digital teacher's resources

- Letter to parents introducing our Cambridge Primary and Lower Secondary resources
- Mapping to show how our resources can be used effectively alongside the curriculum framework
- 'Approach to Global Perspectives' unit with advice on how to plan for the subject, integrate the theme of sustainability, and transfer your teaching skills to teach global perspectives effectively
- Assessment support throughout with an introduction to assessment as well as self-assessment ideas
- Downloadable worksheets and project ideas save you lesson-planning time

Curriculum support

This series supports you and your learners through the Cambridge Lower Secondary Global Perspectives curriculum framework (1129). The key changes we have made to our resources include:

- The learner's skills books provide opportunities to practise writing reports through a variety of different output activities. We also provide additional focused support for writing research reports in our Stage 9 resources, including advice for showcasing skills and activities to encourage learners' enthusiasm.
- A new mapping document shows how the learning goals for each lesson can be mapped to the curriculum frameworks.
- We have included advice in our teacher's resources on integrating the theme of sustainability. In the learner's skills books, our characters face a number of challenges centred on promoting sustainability to encourage learners to explore this important topic.

Find out more about how our resources support you and your learners at **cambridge.org/education/lower_secondary**

Stage	Stage 7	Stage 8	Stage 9
NEW Learner's skills book with digital access (1 year)	✓978-1-009-31598-2	✓978-1-009-31605-7	✓978-1-009-31616-3
NEW Digital learner's skills book	✓978-1-009-31596-8	✓978-1-009-31603-3	✓978-1-009-31619-4
NEW Teacher's resource with digital access	✓978-1-009-31600-2	✓978-1-009-31606-4	✓978-1-009-31621-7

✓ = Endorsed for the Cambridge Pathway

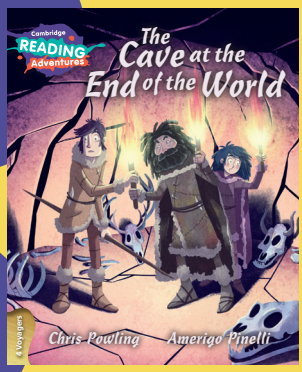
Easy ways to order – see page 73

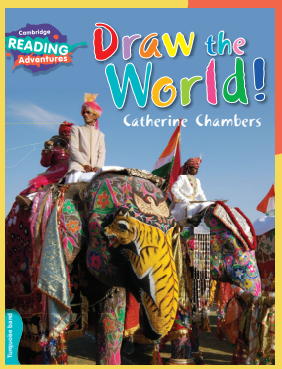


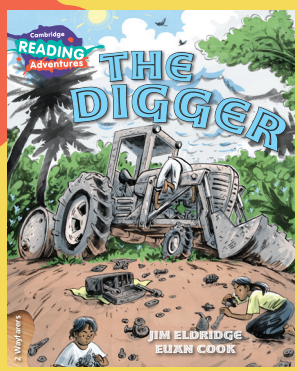
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Create your shopping basket at **cambridge.org/education** and place your order. Please register to use your credit card.

Place a firm order or request a sample
Contact your local consultant.

Ordering for teachers

Please place all orders through your local bookshop or supplier.

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