

Transitioning from Cambridge Assessment International Education (CAIE) to iPrimary

This document is designed to help Primary schools moving from the CAIE Curriculum to iPrimary. It indicates iPrimary objectives that will not have been covered by CAIE by your point of transitioning and may need separate teaching to provide children with a solid base for their learning. The curriculum document will provide further examples of what each objective looks like in practice.

Your Year group	Additional iPrimary objectives to teach	How you can address these
Year 2	<p>Y1: Animals</p> <p>Y1: Light and dark</p>	<p>Discuss and describe the observable features of local vertebrates. Work with students to group animals on criteria they decide (for example, number of legs, if it has hair, etc.)</p> <p>Observe and describe movements of local wildlife and domestic animals. Can students also describe some simple changes that occur as animals get older?</p> <p>Ensure students know that light comes from a light source and not from their eyes. They should know that without a light source (in complete darkness) they will not be able to see.</p> <p>Name a series of different light sources. Address any misconceptions (e.g. students should know the Moon is not a light source, but reflects light from the Sun at the Earth).</p>
Year 3	Y2: Health and growth	<p>Discuss what a human's basic needs are and the difference between <i>needs</i> and <i>wants</i>. Decide what is needed to stay healthy, including a balanced diet and exercise and ensure students understand these terms.</p>

	<p>Y2: Invertebrates</p> <p>Y2: Space</p>	<p>Encourage students to keep a food diary, and group foods into meat, fish and eggs; starchy foods; fruit and vegetables; milk and dairy and sugary and fatty foods.</p> <p>Examine invertebrates in the local environment and discuss their common features and their differences.</p> <p>Research the life cycles of some simple invertebrates or observe these practically by keeping some in an appropriate enclosed environment within the classroom.</p> <p>Ensure students know that the Earth, Sun and Moon are part of the Solar System. Ensure they know that the Sun is one of many stars that exist in space.</p>
Year 4	<p>Y3: Teeth</p> <p>Y3: Rocks and soils</p>	<p>Discuss the fact that human teeth vary in size and shape. Examine each other's mouths to prove this fact.</p> <p>Discuss what each tooth is used for – tearing, chewing or grinding food.</p> <p>Discuss how different teeth are suited for different tasks and consider what tooth shape might tell us about the diet of a specific animal.</p> <p>Compare and contrast different rock samples found in the local environment. Go on collection walks, and then group findings by properties.</p> <p>Research and discuss how rocks erode and are broken down over time.</p>

	Y3: Light	<p>Ensure students know that light comes from a light source and not from their eyes. They should know that without a light source (in complete darkness) they will not be able to see.</p> <p>Name a series of different light sources. Address any misconceptions (e.g. students should know the Moon is not a light source, but reflects light from the Sun at the Earth).</p> <p>Introduce students to the concept of a shadow. Investigate the relationship between the length of an object's shadow and its distance from a light source.</p>
Year 5	Y4: Solids, liquids and gases	<p>Practically mix and then attempt to separate solids, such as: sugar and raisins, sugar and flour, split pins and sand. Practically mix <i>solutions</i> (liquid and solid) and then attempt to separate them, such as: sugar and water, sand and water. Decide on the most appropriate methods of separation from sieving, filtering, evaporating or using a magnet. Use the terms <i>solution</i>, <i>filtration</i> and <i>evaporation</i>.</p>
Year 6	<p>Y5: Living things in danger</p> <p>Y5: Diet and digestion</p>	<p>Find out the effects of environmental change by observing a patch of ground outside that had been previously covered up. Count and identify invertebrates, noting the differences before and after the ground was covered. Explain the terms <i>extinct</i>, <i>endangered</i> and <i>conservation</i> and research examples for each from the local and wider areas.</p> <p>Keep food diaries of the meals eaten over the course of a week. Work with students to group foods into proteins, carbohydrates, fats, fibre and water. Discuss minerals and vitamins and their presence in a wide variety of sources. Discuss what is meant by a 'balanced diet'.</p>

	Y5: Earth and space	<p>Understand that the Sun appears to move across the sky because the Earth rotates into and out of the path of sunlight. It appears that the sun is moving but really it is the Earth moving on its axis.</p> <p>Investigate patterns in shadow lengths by creating simple sundials or shadow clocks.</p> <p>Research how knowledge about the Solar System has changed over time and know some examples of now outdated beliefs (for example, that the Sun orbited the Earth).</p>
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