



Subject	Global Perspectives
Class	English C
School Year	2026 - 2027
Teacher	Adrián Estévez Cebreiro
Learning objectives What do we want to learn this year?	Research Constructing research questions. • Construct own questions to aid understanding of a topic. Information skills. • Locate relevant information and answers to questions within sources provided. Conducting research. • Conduct investigations, using interviews or questionnaires, making observations and taking appropriate measurements. Recording findings • Select, organise and record information from sources and findings from research in simple charts or diagrams Analysis Identifying perspectives: • Recognise that people think or believe different things about a topic. Interpreting data: • Draw simple conclusions from graphical or numerical data. Making connections: • Talk about simple causes of personal actions and consequences on others. Solving problems:

- Suggest personal actions that could make a positive difference to an issue affecting others.

Evaluation

Evaluating Sources:

- Discuss a source, recognising that the author has a clear viewpoint on the topic

Evaluating arguments:

- Express an opinion about another person's viewpoint, giving reasons for opinion.

Reflection

Personal contribution:

- Identify strengths and limitations of personal contribution to teamwork.

Teamwork:

- Identify how working together improved the shared outcome achieved.

Personal viewpoints:

- Talk about what has been learned during an activity and consider how personal ideas have changed

Personal learning:

- Identify which types of activities support learning

Collaboration

Cooperation and interdependence:

- The team allocate given tasks to team members to achieve a shared outcome.

Engaging in teamwork:

- The team member introduces ideas and works positively with other team members to achieve a shared outcome

Communication

Communicating information:

- Present information about a given topic clearly and with an appropriate structure.

Listening and responding:

- Listen to others in class discussions and respond with relevant ideas and questions.

Teaching Strategies How will we learn? - Organisation and practice	Cambridge Primary Global Perspectives is taught through a series of Challenges. The Challenges are a set of teaching and learning materials that provide stimulating contexts for the teaching and learning of the learning objectives. A two-year program is planned in order to cater for the BIS system whereby pupils spend two years in the English C class. These are labelled Year A and Year B, and alternate from year to year, as follows: 2024-25 Year A 2025-26 Year B 2026-27 Year A 2027-28 Year B Year A Topics: Social Justice, Peace and Conflict, Sustainable Development. Year B Topics: Globalisation and Interdependence, Human Rights, Power and Governance. Teaching Strategies: -Cooperative Learning. -We'll be using the different backgrounds of the students as frames of references. -The different materials used in the classroom will be designed/selected according to the student's experiences & interests. -Students will work in groups, complete project reports together and participate in field work outings. Students will focus on using each other's life experiences and respecting opinions and differences to enhance the learning experience for all.
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	-Differentiation. Useful principles for active learning include: • identify prior learning and build on this • use a variety of individual, pair and group work • promote high-quality talk • use success criteria so that learners are responsible for their own progress • encourage regular self-reflection and peer feedback.
Cross-curricular activities: Connections with other subjects?	The programme develops the skills of research, analysis, evaluation, reflection, collaboration and communication. It strengthens the links across English as a first or second language, mathematics, science and ICT Starters.
Assessment How will we know what we have learned?	Formative Assessment: Formative assessment can be conducted through a variety of methods, such as targeted questioning, exit questions and recap starter activities, or peer and self-assessment that promotes reflection and the sharing of knowledge. Summative Assessment: Cambridge Primary Progression Tests.
Materials/ other remarks:	Cambridge Primary Global Perspectives is taught through a series of Challenges. The Challenges are a set of teaching and learning materials that provide stimulating contexts for the teaching and learning of the learning objectives listed in Section 1 of this document.

Subject	Science
Class	English C
School Year	2026-2027
Teacher	Caroline Elizabeth Rahbek
Learning objectives What do we want to learn this year?	English C follows a program that merges the final year of the Cambridge Primary Science Curriculum Framework 2018 (CIE Stage 6) with Cambridge Secondary (CIE Year 7). <u>Year A.</u> Scientific enquiry <i>Ideas and evidence</i> • Know that scientists have combined evidence with creative thinking to suggest new ideas and explanations for phenomena. • Use observation and measurement to test predictions and make links. <i>Plan investigative work.</i> • Make predictions of what will happen based on scientific knowledge and understanding, and suggest and communicate how to test these. • Use knowledge and understanding to plan how to carry out a fair test. • Collect sufficient evidence to test an idea. • Identify factors that need to be taken into account in different contexts. <i>Obtain and present evidence</i> • Make relevant observations.

- Measure volume, temperature, time, length and force.
- Discuss the need for repeated observations and measurements.
- Present results in bar charts and line graphs.

Consider evidence and approach

- Decide whether results support predictions. Begin to evaluate repeated results.
- Recognise and make predictions from patterns in data and suggest explanations using scientific knowledge and understanding.
- Interpret data and think about whether it is sufficient to draw conclusions.

Biology

Plants

- Know that plants need energy from light for growth.
- Know that plants reproduce.
- Observe how seeds can be dispersed in a variety of ways.
- Investigate how seeds need water and warmth for germination, but not light.
- Know that insects pollinate some flowers.
- Observe that plants produce flowers which have male and female organs; seeds are formed when pollen from the male organ fertilises the ovum (female).
- Recognise that flowering plants have a life cycle including pollination, fertilisation, seed production, seed dispersal and germination.

The digestive system

- Learn about the different parts of the human digestive system and their functions.
- Make a model digestive system.
- Digestive systems of other animals.

- Balanced diets / what is a balanced diet and why do we need it.

Seasons and adaptations of plants and animals (Physics and Biology)

- Describe the orbit of the Earth around the sun
- Describe how the tilt of the Earth can create different seasons in different places.
- How animals adapt to the seasonal changes and different environments.
- How plants adapt to the seasonal changes and different environments.
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Chemistry

States of matter

- Know that evaporation occurs when a liquid turns into a gas.
- Know that condensation occurs when a gas turns into a liquid and that it is the reverse of evaporation.
- Know that air contains water vapour and when this meets a cold surface it may condense.
- Know that the boiling point of water is 100°C and the melting point of ice is 0°C.
- Know that when a liquid evaporates from a solution the solid is left behind.

Physics

Sound

- Investigate how sounds are made by vibrating sources.
- Plan a fair test to investigate how well sounds travel through different materials and identify the independent, dependent and control variables.
- Volume and pitch
- Changing the volume of sounds.

Forces and magnetism

- Identify gravity and normal and applied forces.
- Friction, air resistance, water resistance and upthrust.
- Magnets and magnetic materials.

Year B.

Scientific enquiry

Ideas and evidence

- Consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena.
- Collect evidence and data to test ideas including predictions.

Plan investigative work

- Discuss how to turn ideas into a form that can be tested.
- Make predictions using scientific knowledge and understanding.
- Choose what evidence to collect to investigate a question, ensuring that the evidence is sufficient.
- Identify factors that are relevant to a particular situation.
- Choose which equipment to use.

Obtain and present evidence

- Make a variety of relevant observations and measurements using simple apparatus correctly.
- Decide when observations and measurements need to be checked by repeating to give more reliable data.
- Use tables, bar charts and line graphs to present results.

Consider evidence and approach

- Make comparisons. Evaluate repeated results.
- Identify patterns in results and results that do not appear to fit the pattern.
- Use results to draw conclusions and to make further predictions.
- Suggest and evaluate explanations for predictions using scientific knowledge and understanding and communicate these clearly to others.
- Say if and how evidence supports any prediction made.

Biology

Humans and animals

- Use scientific names for some major organs of body systems.
- Identify the position of major organs in the body.
- Describe the main functions of the major organs of the body.
- Explain how the functions of the major organs are essential.

Living things in their environment

- Explore how humans have positive and negative effects on the environment, e.g. loss of species, protection of habitats.

- Explore a number of ways of caring for the environment, e.g. recycling, reducing waste, reducing energy consumption, not littering, encouraging others to care for the environment.
- Know how food chains can be used to represent feeding relationships in a habitat and present these in text and diagrams.
- Know that food chains begin with a plant (the producer), which uses energy from the sun.
- Understand the terms producer, consumer, predator and prey.
- Explore and construct food chains in a particular habitat.

Chemistry

Material changes

- Distinguish between reversible and irreversible changes.
- Explore how solids can be mixed and how it is often possible to separate them again.
- Observe, describe, record and begin to explain changes that occur when some solids are added to water.
- Explore how, when solids do not dissolve or react with water, they can be separated by filtering, which is similar to sieving.
- Explore how some solids dissolve in water to form solutions and, although the solid cannot be seen, the substance is still present.

Physics

Forces and motion

- Distinguish between mass measured in kilograms (kg) and weight measured in Newtons, noting that kilograms are used in everyday life.
- Recognise and use units of force, mass and weight and identify the direction in which forces act.
- Understand the notion of energy in movement.

	- Recognise friction (including air resistance) as a force which can affect the speed at which objects move and which sometimes stops things moving. <i>Electricity and magnetism</i> - Investigate how some materials are better conductors of electricity than others. - Investigate how some metals are good conductors of electricity while most other materials are not. - Know why metals are used for cables and wires and why plastics are used to cover wires and as covers for plugs and switches. - Predict and test the effects of making changes to circuits, including length or thickness of wire and the number and type of components. - Represent series circuits with drawings and conventional symbols.
Teaching Strategies How will we learn?- Organisation and practice	A two-year program is planned in order to cater for the BIS system whereby pupils spend two years in the English C class. These are labelled Year A and Year B, and alternate from year to year, as follows: 2024-25 Year B 2025-26 Year A 2026-27 Year B 2027-28 Year A Information and Computer Technology (ICT) will be integrated into topics where appropriate. Practical science work will be incorporated where appropriate.
Cross-curricular activities:	Emphasis will be put on English language development, written and verbal, and on maths skills where they have relevance to the area of study.

Connections with other subjects?	
Assessment	Formative Assessment: Formative assessment can be conducted through a variety of methods, such as targeted questioning, exit questions and recap starter activities, or peer and self-assessment that promotes reflection and the sharing of knowledge.
How will we know what we have learned?	Summative Assessment: Cambridge Primary Progression Tests.
Materials/ other remarks:	The textbook 'Hodder Cambridge Primary Science Learner's' is provided by the school, with the expectation that students will cover the book at the start of the school year, and generally take care of it. Students whose book is damaged unreasonably will be required to pay for a replacement.

Subject	French
Class	English C
School Year	2026-2027
Teacher	Merete Brydensholt

Learning objectives What do we want to learn this year?	Introduction to listening, reading, speaking, and writing in French, focusing on themes such as personal life, town, school, and holidays. Develop cultural awareness through engaging texts and authentic materials. Objectives for year 5: • Introducing yourself • Ask and answer simple questions • Understand familiar classroom French • Read short texts • Write simple sentences • Describe people and things using simple adjectives Objectives for year 6: • Holding short conversations • Expressing opinions • Describing your daily life • Understanding the main ideas in short texts • Writing a connected paragraph • Using present tense confidently
Teaching Strategies How will we learn?- Organisation and practice	- Use a range of vocabulary, grammatical structures, and explicit teaching of phonics. - Participation in in-house and competitions. - Phonics teaching to improve literacy. -Online Learning Platforms, Bingo 1 and 2

Cross-curricular activities: Connections with other subjects?	- Compare French to English to enhance understanding of English grammar and use of metalanguage. - Link lessons to history, geography, and current affairs in French-speaking countries.
Assessment How will we know what we have learned?	Formative Assessment: Formative assessment can be conducted through various methods, such as targeted questioning, exit questions and recap starter activities, or peer and self-assessment that promotes reflection and sharing knowledge. Summative Assessment: Reading, Writing, and Oral Tests. Assessment Objectives: - AO1 (Listening): Understanding and responding to basic spoken language. - AO2 (Speaking): Communicating and interacting in speech. - AO3 (Reading): Understanding and responding to basic written language. - AO4 (Writing): Communicating in basic writing.
Materials/ other remarks:	Textbook: “Bingo 1 and 2” with Digital Access.

Subject	English
Class	EC
School Year	2026-2027
Teacher	Caroline Rahbek
Learning objectives What do we want to learn this year?	Learners develop skills and understanding in four areas: reading, writing, speaking and listening. To become confident communicators, able to apply all four skills effectively in everyday situations. To develop as readers, engaging with a range of texts for information and for pleasure, including texts from different times and culture. To recognise and know purposes of texts. To begin to develop inference skills. To use the written word clearly and creatively for a range of different audiences and purposes. To identify how the structure of texts can affect interpretation. To begin to use figurative language. Use synonyms and antonyms. Increase confidence spelling homophones. To begin to know and identify different sentence types. Begin to support answers with detailed evidence.

	To listen carefully to discussions and to respond in an appropriate manner considering other points of view. To develop tone and pace when delivering presentations. Begin to think about how to structure a speech and support points with evidence.
Teaching Strategies How will we learn? - Organisation and practice	Appropriate use of formative and summative assessment Direct instruction Questioning techniques and thinking skills Differentiation A combination of whole class activities led by the teacher involving responses to both fiction and non-fiction texts, group work, individual responses. Blended learning with the use of technology
Cross-curricular activities: Connections with other subjects?	Global Perspectives Art History We will complete projects with the parallel class DC
Assessment	Cambridge Primary Progression Tests

How will we know what we have learned?	Comprehension and creative writing assessments set and marked by teacher. Weekly spelling tests. Questioning and discussions with peers and whole class.
Materials/ other remarks:	We will read fiction of different genres, poetry, playscripts and non-fiction texts.

Subject	Math
Class	EC
School Year	2026-27
Teacher	Itziar Ochoa de Alaiza Gracia
Learning objectives What do we want to learn this year?	<u>Stage 5</u> 1. Number a. Counting and sequences i. 5Nc.01 Count on and count back in steps of constant size, and extend beyond zero to include negative numbers. ii. 5Nc.02 Recognise the use of objects, shapes or symbols to represent two unknown quantities in addition and subtraction calculations. iii. 5Nc.03 Use the relationship between repeated addition of a constant and multiplication to find any term of a linear sequence.

- iv. 5Nc.04 Recognise and extend the spatial pattern of square and triangular numbers.
- b. Integers and powers
 - i. 5Ni.01 Estimate, add and subtract integers, including where one integer is negative.
 - ii. 5Ni.02 Understand which law of arithmetic to apply to simplify calculations.
 - iii. 5Ni.03 Understand that the four operations follow a particular order.
 - iv. 5Ni.04 Estimate and multiply whole numbers up to 1000 by 1-digit or 2-digit whole numbers.
 - v. 5Ni.05 Estimate and divide whole numbers up to 1000 by 1-digit whole numbers.
 - vi. 5Ni.06 Understand and explain the difference between prime and composite numbers.
 - vii. 5Ni.07 Use knowledge of factors and multiples to understand tests of divisibility by 4 and 8.
 - viii. 5Ni.08 Use knowledge of multiplication to recognise square numbers (from 1 to 100).
- c. Place value, ordering and rounding
 - i. 5Np.01 Understand and explain the value of each digit in decimals (tenths and hundredths).
 - ii. 5Np.02 Use knowledge of place value to multiply and divide whole numbers by 10, 100 and 1000.
 - iii. 5Np.03 Use knowledge of place value to multiply and divide decimals by 10 and 100.
 - iv. 5Np.04 Compose, decompose and regroup numbers, including decimals (tenths and hundredths).
 - v. 5Np.05 Round numbers with one decimal place to the nearest whole number.
- d. Fractions, decimals, percentages, ratio and proportion
 - i. 5Nf.01 Understand that a fraction can be represented as a division of the numerator by the denominator (unit fractions, three-quarters, tenths and hundredths).
 - ii. 5Nf.02 Understand that proper fractions can act as operators.
 - iii. 5Nf.03 Recognise that improper fractions and mixed numbers can have an equivalent value.
 - iv. 5Nf.04 Recognise that proper fractions, decimals (one decimal place) and percentages can have equivalent values.
 - v. 5Nf.05 Estimate, add and subtract fractions with the same denominator and denominators that are multiples of each other.
 - vi. 5Nf.06 Estimate, multiply and divide unit fractions by a whole number.
 - vii. 5Nf.07 Recognise percentages of shapes, and write percentages as a fraction with denominator 100.

- viii. 5Nf.08 Understand the relative size of quantities to compare and order numbers with one decimal place, proper fractions with the same denominator and percentages, using the symbols =, > and <.
- ix. 5Nf.09 Estimate, add and subtract numbers with the same number of decimal places.
- x. 5Nf.10 Estimate and multiply numbers with one decimal place by 1-digit whole numbers.
- xi. 5Nf.11 Understand that:
 - a proportion compares part to whole
 - a ratio compares part to part of two or more quantities.

2. Geometry and Measure

a. Time

- i. 5Gt.01 Understand time intervals less than one second.
- ii. 5Gt.02 Compare times between time zones in digital notation (12- and 24-hour) and on analogue clocks.
- iii. 5Gt.03 Find time intervals in seconds, minutes and hours that bridge through 60.
- iv. 5Gt.04 Recognise that a time interval can be expressed as a decimal, or in mixed units.

b. Geometrical reasoning, shapes and measurements

- i. 5Gg.01 Identify, describe, classify and sketch isosceles, equilateral or scalene triangles, including reference to angles and symmetrical properties.
- ii. 5Gg.02 Estimate and measure perimeter and area of 2D shapes, understanding that shapes with the same perimeter can have different areas and vice versa.
- iii. 5Gg.03 Draw compound shapes that can be divided into rectangles and squares. Estimate, measure and calculate their perimeter and area.
- iv. 5Gg.04 Identify, describe and sketch 3D shapes in different orientations.
- v. 5Gg.05 Identify and sketch different nets for a cube.
- vi. 5Gg.06 Use knowledge of reflective symmetry to identify and complete symmetrical patterns.
- vii. 5Gg.07 Estimate, compare and classify angles, using geometric vocabulary including acute, right, obtuse and reflex.
- viii. 5Gg.08 Know that the sum of the angles on a straight line is 180° and use this to calculate missing angles on a straight line.

c. Position and transformations

- i. 5Gp.01 Compare the relative position of coordinates (with or without the aid of a grid).

- ii. 5Gp.02 Use knowledge of 2D shapes and coordinates to plot points to form lines and shapes in the first quadrant (with the aid of a grid).
- iii. 5Gp.03 Translate 2D shapes, identifying the corresponding points between the original and the translated image, on square grids.
- iv. 5Gp.04 Reflect 2D shapes in both horizontal and vertical mirror lines to create patterns on square grids.

3. Statistics and Probability

a. Statistics

- i. 5Ss.01 Plan and conduct an investigation to answer a set of related statistical questions, considering what data to collect (categorical, discrete and continuous data).
- ii. 5Ss.02 Record, organise and represent categorical, discrete and continuous data. Choose and explain which representation to use in a given situation:
 - Venn and Carroll diagrams
 - tally charts and frequency tables
 - bar charts
 - waffle diagrams
 - frequency diagrams for continuous data
 - line graphs
 - dot plots (one dot per data point).
- iii. 5Ss.03 Understand that the mode and median are ways to describe and summarise data sets. Find and interpret the mode and the median, and consider their appropriateness for the context.
- iv. 5Ss.04 Interpret data, identifying patterns, within and between data sets, to answer statistical questions. Discuss conclusions, considering the sources of variation.

b. Probability

- i. 5Sp.01 Use the language associated with likelihood to describe and compare likelihood and risk of familiar events, including those with equally likely outcomes.
- ii. 5Sp.02 Recognise that some outcomes are equally likely to happen and some outcomes are more (or less) likely to happen, when doing practical activities.
- iii. 5Sp.03 Conduct chance experiments or simulations, using small and large numbers of trials, and present and describe the results using the language of probability.

Stage 6

1. Number

a. Counting and sequences

- i. 6Nc.01 Count on and count back in steps of constant size, including fractions and decimals, and extend beyond zero to include negative numbers.
- ii. 6Nc.02 Recognise the use of letters to represent quantities that vary in addition and subtraction calculations.
- iii. 6Nc.03 Use the relationship between repeated addition of a constant and multiplication to find and use a position-to-term rule.
- iv. 6Nc.04 Use knowledge of square numbers to generate terms in a sequence, given its position.

b. Integers and powers

- i. 6Ni.01 Estimate, add and subtract integers.
- ii. 6Ni.02 Use knowledge of laws of arithmetic and order of operations to simplify calculations.
- iii. 6Ni.03 Understand that brackets can be used to alter the order of operations.
- iv. 6Ni.04 Estimate and multiply whole numbers up to 10 000 by 1-digit or 2-digit whole numbers.
- v. 6Ni.05 Estimate and divide whole numbers up to 1000 by 1-digit or 2-digit whole numbers.
- vi. 6Ni.06 Understand common multiples and common factors.
- vii. 6Ni.07 Use knowledge of factors and multiples to understand tests of divisibility by 3, 6 and 9.
- viii. 6Ni.08 Use knowledge of multiplication and square numbers to recognise cube numbers (from 1 to 125).

c. Place value, ordering and rounding

- i. 6Np.01 Understand and explain the value of each digit in decimals (tenths, hundredths and thousandths).
- ii. 6Np.02 Use knowledge of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000.
- iii. 6Np.03 Compose, decompose and regroup numbers, including decimals (tenths, hundredths and thousandths).
- iv. 6Np.04 Round numbers with 2 decimal places to the nearest tenth or whole number.

- d. Fractions, decimals, percentages, ratio and proportion
 - i. 6Nf.01 Understand that a fraction can be represented as a division of the numerator by the denominator (proper and improper fractions).
 - ii. 6Nf.02 Understand that proper and improper fractions can act as operators.
 - iii. 6Nf.03 Use knowledge of equivalence to write fractions in their simplest form.
 - iv. 6Nf.04 Recognise that fractions, decimals (one or two decimal places) and percentages can have equivalent values.
 - v. 6Nf.05 Estimate, add and subtract fractions with different denominators.
 - vi. 6Nf.06 Estimate, multiply and divide proper fractions by whole numbers.
 - vii. 6Nf.07 Recognise percentages (1%, and multiples of 5% up to 100%) of shapes and whole numbers.
 - viii. 6Nf.08 Understand the relative size of quantities to compare and order numbers with one or two decimal places, proper fractions with different denominators and percentages, using the symbols $=$, $>$ and $<$.
 - ix. 6Nf.09 Estimate, add and subtract numbers with the same or different number of decimal places.
 - x. 6Nf.10 Estimate and multiply numbers with one or two decimal places by 1-digit and 2-digit whole numbers.
 - xi. 6Nf.11 Estimate and divide numbers with one or two decimal places by whole numbers.
 - xii. 6Nf.12 Understand the relationship between two quantities when they are in direct proportion.
 - xiii. 6Nf.13 Use knowledge of equivalence to understand and use equivalent ratios.

2. Geometry and Measure

- a. Time
 - i. 6Gt.01 Convert between time intervals expressed as a decimal and in mixed units.
- b. Geometrical reasoning, shapes and measurements
 - i. 6Gg.01 Identify, describe, classify and sketch quadrilaterals, including reference to angles, symmetrical properties, parallel sides and diagonals.
 - ii. 6Gg.02 Know the parts of a circle:
 - centre
 - radius

- diameter
- circumference.
- iii. 6Gg.03 Use knowledge of area of rectangles to estimate and calculate the area of right-angled triangles.
- iv. 6Gg.04 Identify, describe and sketch compound 3D shapes.
- v. 6Gg.05 Understand the difference between capacity and volume.
- vi. 6Gg.06 Identify and sketch different nets for cubes, cuboids, prisms and pyramids.
- vii. 6Gg.07 Understand the relationship between area of 2D shapes and surface area of 3D shapes.
- viii. 6Gg.08 Identify rotational symmetry in familiar shapes, patterns or images with maximum order 4. Describe rotational symmetry as 'order
- ix. 6Gg.09 Classify, estimate, measure and draw angles.
- x. 6Gg.10 Know that the sum of the angles in a triangle is 180° , and use this to calculate missing angles in a triangle.
- xi. 6Gg.11 Construct circles of a specified radius or diameter.
- c. Position and transformations
 - i. 6Gp.01 Read and plot coordinates including integers, fractions and decimals, in all four quadrants (with the aid of a grid).
 - ii. 6Gp.02 Use knowledge of 2D shapes and coordinates to plot points to form lines and shapes in all four quadrants.
 - iii. 6Gp.03 Translate 2D shapes, identifying the corresponding points between the original and the translated image, on coordinate grids.
 - iv. 6Gp.04 Reflect 2D shapes in a given mirror line (vertical, horizontal and diagonal), on square grids.
 - v. 6Gp.05 Rotate shapes 90° around a vertex (clockwise or anticlockwise).

3. Statistics and Probability

- a. Statistics
 - i. 6Ss.01 Plan and conduct an investigation and make predictions for a set of related statistical questions, considering what data to collect (categorical, discrete and continuous data).
 - ii. 6Ss.02 Record, organise and represent categorical, discrete and continuous data. Choose and explain which representation to use in a given situation:
 - Venn and Carroll diagrams

	- tally charts and frequency tables - bar charts - waffle diagrams and pie charts - frequency diagrams for continuous data - line graphs - scatter graphs - dot plots. iii. 6Ss.03 Understand that the mode, median, mean and range are ways to describe and summarise data sets. Find and interpret the mode (including bimodal data), median, mean and range, and consider their appropriateness for the context. iv. 6Ss.04 Interpret data, identifying patterns, within and between data sets, to answer statistical questions. Discuss conclusions, considering the sources of variation, and check predictions. b. Probability i. 6Sp.01 Use the language associated with probability and proportion to describe and compare possible outcomes. ii. 6Sp.02 Identify when two events can happen at the same time and when they cannot, and know that the latter are called 'mutually exclusive'. iii. 6Sp.03 Recognise that some probabilities can only be modelled through experiments using a large number of trials. iv. 6Sp.04 Conduct chance experiments or simulations, using small and large numbers of trials. Predict, analyse and describe the frequency of outcomes using the language of probability.
Teaching Strategies How will we learn?- Organisation and practice	• Active learning: Active learning involves learners being engaged in their learning rather than passively listening and copying information. Learners take part in a variety of activities that involve thinking hard. The focus should always be on the learning objective, rather than the task itself. • Learner groupings: use an effective balance of individual, pair, group and whole-class activities to develop both independence and collaboration • Developing effective communication: ○ Language awareness ○ Promoting talk ○ Managing discussions

	○ Promoting learner questions ● Thinking and Working Mathematically: When learners think and work mathematically, they actively engage with their learning of mathematics. They try to make sense of ideas and build connections between different facts, procedures and concepts. Thinking and Working Mathematically has eight characteristics that are presented in four pairs: ○ Specialising and Generalising ○ Conjecturing and Convincing ○ Characterising and Classifying ○ Critiquing and Improving
Cross-curricular activities: Connections with other subjects?	Here are some examples of activities that apply knowledge, understanding and skills from Cambridge Lower Secondary Mathematics in the context of other subjects: ● Science: Learners use data handling skills to choose how to present findings from a scientific investigation. ● Art & Design: Learners first investigate the features of 2D designs (e.g. shapes, sequences, symmetry). Then they use their findings as a prompt for their own artistic design. They should use effective measuring strategies when creating 3D designs. ● Global Perspectives: Developing key skills in analysis, collaboration and communication evaluation, reflection and research.
Assessment How will we know what we have learned?	● Written tests at the end of each section. ● Cambridge Primary Progression Tests ● Cambridge Primary Checkpoint
Materials/ other remarks:	Stage 5: Cambridge Primary Mathematics Workbook 5 Stage 6: Cambridge Primary Mathematics Workbook 6

Subject	Art & Design
Class	EC
School Year	2026-27
Teacher	Jonathan Bauer
Learning objectives	Experiencing • Encounter, sense, experiment with and respond to a wide range of sources, including a range of art from different time,s and cultures. • Explore media, materials, tools, technologies, and processes. • Gather and record experiences and visual information. Making • Learn to use a range of media, materials, tools, technologies and processes with increasing skill, independence and confidence. • Select appropriate media, materials, tools, technologies, and processes for a purpose. Reflecting • Celebrate artistic experiences and learning. • Analyse, critique and connect own and others' work as part of the artistic process.
What do we want to learn this year?	

	Thinking and Working Artistically • Generate, develop, create, innovate, and communicate ideas by using and connecting the artistic processes of experiencing, making, and reflecting. • Embrace challenges and opportunities, working with growing independence. • Review and refine own work.
Teaching Strategies How will we learn?- Organisation and practice	• hold discussions on the work of other artists and designers • learners practice new skills and equipment • learners experiment with different art media • learners generate their own ideas to make individual designs or artwork • learners contribute to team projects • learners' produce a final output for a given task.
Cross-curricular activities: Connections with other subjects?	Art combined with History and Global Perspectives with pertinent cultural and societal connections Math – parallel lines, understanding distance Science – color and light, how pigments are made Well-being
Assessment	Formative assessments in the classroom through discussion, observation, and lesson outputs. Discuss with learners 'what went well' and how they can improve further, so learners can reflect on, and improve, their performance.

How will we know what we have learned?	
Materials/ other remarks:	Art instruments such as pencils, brushes, plasticine, wax, paper, and a variety of online and print resources

Subject	Music
Class	EC
School Year	2026-27
Teacher	Jeff Weber
Learning objectives What do we want to learn this year?	Music topics are the same for all classes but are taught at different levels for each class. Each class will be taught in these major categories. • Training of the voice; learning intonation, breathing techniques and how to sing collectively. • Exercises with various instruments and creating our own instruments based on instruments around the world. • Listening to a wide variety of different musical styles, genres. • We work on rhythmic coordination and style. • Fundamental notation and sight-reading. • Singing songs in Danish, English and other languages. These songs are found within the traditional and popular genres.
Teaching Strategies How will we learn? - Organisation and practice	We will sing, listen, dance and play together. • Various media will be used to show students the many types of music that exist, so they can learn to appreciate them. • There will be performances, collective singing for assemblies. • Hopefully the goal will be to inspire the students to listen, play and appreciate music in their daily lives.

Cross-curricular activities:	• Many references to literature, art, religion/philosophy and culture are made in music class. • We discuss and learn about the scientific production of sound and use this in creative ways. • After examination of the media (tapes, CDs, videos and live performances), the classes will be asked themselves to make music, dance, art, and do drama to some extent.
Connections with other subjects?	
Assessment	
How will we know what we have learned?	• Much of the learning is collective but we will have quizzes and opportunities for each student to apply what they have learned. • Active participation and collaborative efforts are noted twice during the school year, as well as individual development and skills.
Materials/ other remarks:	• We will be listening to recordings online as well as live performances. • A song list will be collected as we go which is copied and credited. • We will be working with various rhythm instruments. • Students are encouraged to join one of the many after school music schools in the area as well as private lessons for solo instruments.

Subject	Physical Education
Class	EC
School Year	2026-27
Teachers	LR og JS

Learning objectives What do we want to learn this year?	Physical Education Physical Education consists of five content areas. The content described within these areas constitutes the core subject matter of the subject. • Ball Skills and Ball Games focuses on combining technical mastery and tactical understanding with fair play, while developing familiarity and confidence with balls used in different ball-game cultures. • Dance and Expression focuses on performing, creating and understanding dance through encounters with different dance genres, working with bodily expression and creating stories and choreographies. • Diversity in Sport and Physical Activity focuses on providing opportunities to explore specific forms of physical activity and arenas that connect the subject with the local community and movement cultures beyond those covered by the other content areas. • The Body and Training focuses on body awareness and physical ability through diverse forms of movement and targeted training. This combines practical experience with strength, endurance and coordination with an understanding of human anatomy and training principles. • Apparatus Activities focuses on developing body control through movements in, on and over different types of apparatus. Students play, explore and practise performing skills and creating aesthetic outcomes through encounters with both gymnastics and parkour. Learning Objectives • Students participate in games and small-sided games. • Students create short choreographies together. They combine practised techniques and their own movements into rhythmic sequences, which they present to one another. • Students experiment with different possibilities for movement and take shared responsibility for their school's local environment. They adapt their physical actions to one another and to the conditions of different environments. • Students participate in different forms of basic physical training. They do so by collaborating to perform and adjust exercises and activities that challenge their physical abilities, and by describing how different forms of training feel in the body.
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	Students practise performing skills within gymnastics and parkour. They work together to ensure safe spotting and reception.
Teaching Strategies How will we learn?- Organisation and practice	Physical education instruction is based on students' diverse abilities, prior experiences, and knowledge of physical activity. Students are expected to develop their fundamental motor skills and a general understanding of the human body. Teaching should provide opportunities for students to experience and explore the many possibilities of movement through a broad range of meaningful games, play, and physical activities. By being introduced to a variety of physical education activities, students develop an understanding of the diversity of sport and movement. Through active participation in a wide range of physical activities—including games, sports, rhythmic movement, and gymnastics—students develop an understanding of the body's different responses to physical activity. Classroom discussions should encourage students to reflect on the emotions that arise during play and physical activity, as well as the body's physiological responses to exercise and their own observations and reflections on these experiences. As part of physical training, students should both improve their physical fitness and increase their understanding of the body's strength and capabilities. They should acquire the knowledge and skills needed to recognise that regular physical activity can enhance physical fitness, health, and overall well-being. A key focus of instruction is the development of students' ability to cooperate and to understand rules and agreements in physical education settings, with an emphasis on socialisation and mutual acceptance. Fundamental principles of teamwork and fair play are developed through varied movement activities, games, and sports. For example, within the area of Dance and Creative Expression, students may work together to create balance-based group formations in which every member of the group actively participates.
Teaching course:	The programme is divided into a series of activity units. Please note that changes to the course content may be made throughout the school year.

	The activity units include: • Danish Dodgeball (Høvdingebold) • Yoga • Dance • Basketball • Olympic Athletics (Track and Field) • Net Games • Acrobatics • Parkour • Physical Training
Evaluation	There will be ongoing evaluation of the students' competencies within the various activities.
Materials/ other remarks:	https://idraet3-6.gyldendal.dk

Subject	Krea
Class	EC
School Year	2026-27

Teachers	LR og JB
Learning objectives What do we want to learn this year?	In "Krea" (Creative Arts), the focus is primarily on Craft and Design (4/5) and partly on Food Science (1/5). Purpose and Coherence of the Content Areas The purpose of the content areas is: Crafts and Creative Processes: • In the subject, creative processes involve craftsmanship, exploration and development, incorporating elements from different design processes. The aim is for students to become familiar with basic tools, equipment, machinery and craft techniques in such a way that each student is able to make, decorate and repair objects that they can be proud of. Students should be given opportunities to use their imagination through aesthetic learning processes, imaginative processes and simple design processes. Materials and Resources: • Craftsmanship always involves working with a material, and students will therefore gain practical experience of how a material looks, smells, sounds, feels and responds when worked with using craft techniques. Practical experience with material properties is connected to knowledge about the origin, production and life cycle of materials. Insight into how people process and work with materials provides inspiration for students' own work and contributes to an understanding of how geographical and cultural factors influence the way we use materials. Objects and Culture: • In connection with themes and learning activities, students engage in physical and sensory experiences with objects – both through encounters with specific cultural artefacts and materials, and through experiencing objects in use. Students experiment with forms of expression, techniques and construction, and articulate their own work. They become familiar with observing, describing and evaluating elements

	of form, materials and modes of expression. Investigations into function, use and meaning serve as inspiration for, or provide perspectives on, students' own design work. Learning Objectives - Students apply basic craft techniques using tools, equipment and machines permitted for student use, and experience a sense of mastery and enjoyment when working through creative processes involving simple design tasks. Food Studies Food Studies has four content areas. The content described within these areas constitutes the core subject matter of the subject. - Cooking focuses on craftsmanship and taste in relation to food. - Food Products focuses on knowledge of food products and their possible uses in cooking. - Food, Body and Planet focuses on the significance of food and cooking in relation to health and sustainability. - People and Meals focuses on the social and cultural significance of food and meals in people's lives.
Teaching Strategies How will we learn? - Organisation and practice	They will work both individually and in small groups.
Teaching course:	The teaching courses may change continuously, as the students should have enough time to complete their projects. This year the classes will be mixed Jonathan

	• Lea • Sunprint •
Evaluation	There will be ongoing evaluation of the students' competencies within the various activities.
Materials/ other remarks:	We do not use specific books or platforms, but we often use instructional videos from YouTube and various websites with recipes.

Subject	Wellbeing
Class	EC
School Year	2026-27
Teachers	Caroline Rahbek
Learning objectives What do we want to learn this year?	Understanding Myself Identifying emotions • Identify a wide range of emotions in themselves and others using a range of vocabulary. • Understand how emotion can physically affect their bodies. • Understand that emotions can change over time due to planned and unplanned external factors.

- Explore emotions related to loss and bereavement.

Managing emotions

- Explore triggers for different emotions.
- Evaluate whether their behaviour is appropriate for a given situation.
- Practise a range of strategies to support emotional self-care and identify which they find most useful.
- Practise a range of strategies they can use when self-managing unpleasant or intense emotions and identify which strategies they find most useful.
- Explore different facets that contribute to their identity and the importance of having a positive attitude towards themselves.
- Understand that comparing themselves with others can contribute to an unhealthy mindset.

Healthy habits

- Explore the impact of habits on wellbeing.
- Recognise signs of physical and mental ill health and know who to tell.
- Understand why a balanced diet may be different for different individuals.
- Understand how food and drink can affect their oral health.
- Explore the benefits of movement for both body and mind.
- *Identify at least one physical activity they enjoy and practise regularly.
- Know why personal hygiene is important.
- Explore factors that affect their ability to rest.
- Explore factors that affect their ability to sleep.
- Identify a personal sleep routine that promotes good sleep.
- Explore the benefits of natural light on wellbeing.
- Understand the effects of medicines and when to use them.
- Understand how vaccinations protect us from diseases.
- *Offer help and suggestions to others to help them manage their wellbeing.

My Relationships

Healthy relationships

- Describe the role of different types of relationships in their life.
- Explain the importance of friends and how they can support each other when they need help or are unhappy.
- Understand that they can have different relationships with different friends.

- Know how mutual compromise can be used to resolve conflict.
- Explore reasons why friendships change over time.
- Explore the difference between a joke and bullying.
- Know what to do if they, or others, are being bullied.
- Identify different types of peer pressure and know strategies to combat it.
- Explore how stereotypes can have a negative effect.
- Discuss different types of families and the similarities and differences between them.
- Identify activities they and their family can take part in to support their wellbeing.
- Recognise different ways of expressing and receiving love.
- Discuss how they may become part of different communities during their lifetime.
- *Communicate their own boundaries to others.
- *Respect other people's boundaries.
- Explain the importance of respecting others, even when they have different.
- Identify home and school rules and consider why they are important and different.
- *Understand and demonstrate why active listening skills are important.
- Compare different types of communication.
- Explore the differences between a secret and a surprise, and discuss the appropriateness of sharing each.

Navigating My World

Staying safe

- *Know how to respond safely in interactions with strangers.
- *Identify who they can ask for help if they feel unsafe or uncomfortable in some situations.
- Know basic first aid techniques.
- Understand the importance of passwords, PINs and safety features to keep information secure and safe.
- Identify possible hazards in a range of familiar and unfamiliar contexts and know how to assess and manage them.
- Understand the effects of extreme heat and cold and how to mitigate them.
- Explore the different rules, regulations and restrictions that are in place to keep them safe.
- Explore the ways in which websites use clickbait and advertising to encourage time online.

Dealing with change

- Describe the physical and emotional impact that changes can have on people.

	• Understand that different people respond to change in different ways. • Identify different ways of managing changes in their life and where to seek support. • *Explore how mistakes can become positive learning experiences. • *Demonstrate metacognitive strategies in their learning.
Teaching Strategies How will we learn? - Organisation and practice	Teacher and student led discussions Questionnaires Cooperative learning groups Notebook for written activities Class trips Guest Speakers Videos and Music
Cross curricular:	It will link particularly to English, Art and Global Perspectives.
Evaluation	. Children will record work in a wellbeing notebook. Questionnaires Whole class and small group discussions.

	Teacher will take anecdotal observations.
Materials/ other remarks:	Use of music , videos and art