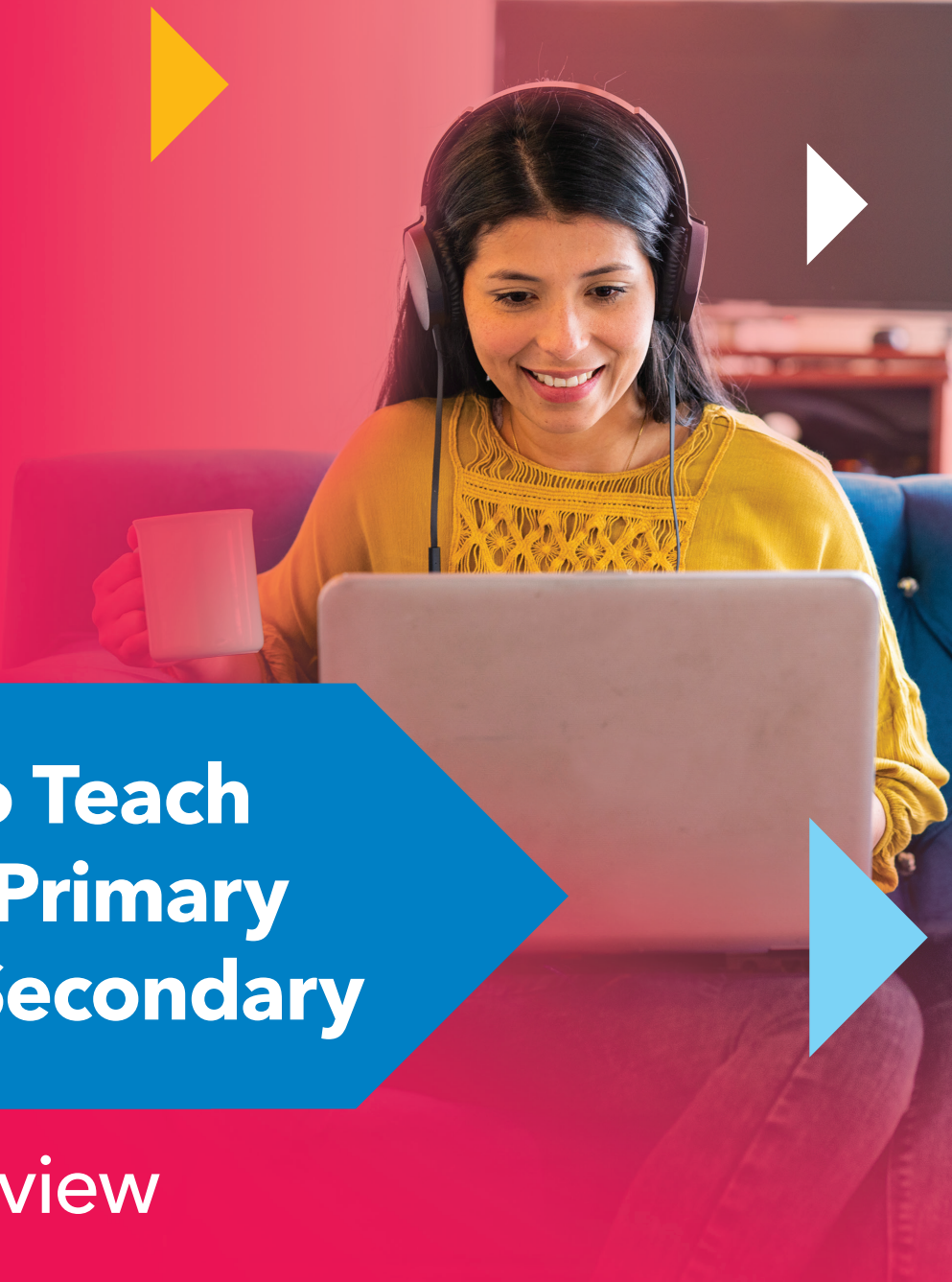




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Preparing to Teach Cambridge Primary and Lower Secondary

Course Overview

Brighter Thinking

Better Learning

Building Brighter Futures **Together**

Dear Teacher,

This professional development course is for teachers using primary and lower secondary resources from Cambridge University Press. The course is available for English, English as a second language, maths and science. For the course overview, we have used English as an example.

We understand that teachers and schools around the world have different needs. To suit your requirements, you can choose between three different delivery options:

- Use the materials for self-study
- Join two online masterclasses
- Attend a face-to-face workshop in your region (available from September 2021 subject to pandemic restrictions)

For all delivery options, you will gain access to our downloadable and fully customisable PowerPoint training materials. Learn from these sessions and use the materials to deliver your own in-school workshops and get the best out of our resources.

I hope that you enjoy finding out how we can support you to embed our resources.



Kathryn Joy

Teaching and Learning Lead, Professional Development
Cambridge University Press

Welcome to Preparing to Teach

What are Preparing to Teach courses?

Preparing to Teach courses are professional development courses that combine training on pedagogy and resources. They will help you learn how to use Cambridge resources confidently and effectively, with component walkthroughs, curriculum updates, practical examples of key teaching approaches and lesson planning demonstrations.

- These courses are for heads of department and subject leaders, who will then cascade the knowledge to their teaching teams through in-school workshops
- The downloadable training materials are customisable – move, translate, delete or add slides where you feel it will help
- We know that teachers are often provided with resources but are not trained on how to use them, which is where Preparing to Teach courses will be able to help

The training materials cover four sessions, which you can run as:

- One full day
- Two half days
- Four 1.5-2-hour sessions

Content of the course

What to expect

This slide shows what is covered in each session of the course. You can choose which material is relevant for you and your teaching team, in order to tailor your training.

There are workshop notes included with each slide, highlighting important information and explaining activities.



If you see this icon on a slide, it means that there is an activity on that slide for teachers to try. These activities support understanding and model good active learning techniques, which teachers can try out for themselves.



The slide features a blue background with a white Cambridge University Press logo in the top left. The title 'Content of in-school workshops' is centered at the top. Below the title, four sessions are presented in a horizontal sequence, each in a colored arrow pointing right: Session 1 (blue), Session 2 (green), Session 3 (pink), and Session 4 (purple). Below each session title, there is a list of topics or activities. The bottom of the slide includes the slogan 'Building Brighter Futures Together', the copyright notice '© Cambridge University Press 2021', and the 'Brighter Thinking Better Learning' logo in the bottom right corner.

Content of in-school workshops

Session 1
Introducing Cambridge Primary English

Session 2
Setting up for success

Session 3
Lesson planning demonstrations

Session 4
Lesson planning practice

Introducing:

- the curriculum framework from 2020
- the Cambridge resources.

- Active learning
- Classroom setup
- Daily routines
- Schemes of work
- Speaking to parents

Planning for:

- face-to-face lessons
- online lessons.

Teachers plan their first few lessons.

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Introducing the resources

Discover how the resources can be used to help you deliver the new Cambridge International curriculum frameworks from 2020.

This session includes:

- Guidance on how the resources support the curriculum changes
- Unit walkthroughs highlighting new features within the resources
- Specific examples to demonstrate how the resources support active learning, language awareness and assessment opportunities


If you are not following the Cambridge International curriculum frameworks, you will see how the resources can be used to support you to deliver active and engaging lessons.

The slide features a blue background with a white Cambridge University Press crest and logo in the top left. A yellow arrow points right, followed by the text 'Session 1 of 4 Introducing Cambridge Primary English'. On the right, there are three overlapping triangles: yellow, purple, and light blue. In the bottom right, a tagline reads 'Brighter Thinking Better Learning' with a small graphic of three overlapping triangles. The bottom left contains the text 'Building Brighter Futures Together' and '© Cambridge University Press 2021'.


Introducing the resources

Session 1 will start with an introduction to the structure of the curriculum framework. This slide focuses on the differences between the Cambridge Primary English as a First Language curriculum framework and Cambridge Primary English as a Second Language curriculum framework, and will be included in both English Preparing to Teach courses.

Other slides explore 'what's new', including new curriculum sub-strands, learning intentions and the integration of key skills. You can ask your teachers to remember the 'key changes' and reflect on the benefits they hope to enjoy when using the resources.



Introducing the Cambridge Primary English Curriculum Framework from 2020



English as a First Language	English as a Second Language
What are the aims?	
<ul style="list-style-type: none"> using language for a range of different purposes and audiences evaluation and analysis skills critical reading skills with a range of texts foundation for further study of English as a First Language and English Literature. 	<ul style="list-style-type: none"> effective, practical communication awareness of language-learning skills foundation for further study of the English language and for study using English as the medium of instruction.
How is the curriculum content organised?	
Learning objectives are organised into three strands: Reading, Writing, Speaking and Listening. Grammar is embedded in Reading and Writing.	Learning objectives are organised into five strands: Reading, Writing, Speaking, Listening and Use of English.
What is assessed?	
Paper 1 Reading and Writing (non-fiction) Paper 2 Reading and Writing (fiction) Grammar is assessed within both papers.	Paper 1 Reading and Usage Paper 2 Writing Paper 3 Listening.

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Here is an example of a slide which explores some of the new curriculum sub-strands for Cambridge Primary English. The workshop notes provide an insight into how the resources support these new sub-strands.

Activity example 1

Ask teachers the following questions before going through the sub-strands:

- Why do you think Cambridge has placed this emphasis on speaking and listening?
- Which strands will be most challenging for your learners?

Encourage discussion in pairs and then share responses. Mention the importance of 21st century skills.

Go through the sub-strands with your teachers one by one.

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New speaking and listening sub-strands

Which of these sub-strands will be most challenging for your learners? How confident are they about speaking? Are they able to listen actively and effectively to others?

Speaking and listening sub-strands

Why do you think there is a much greater emphasis on talk?

- Making yourself understood
- Showing understanding
- Group work and discussion
- Performance
- Reflection and evaluation

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Introducing the resources

Session 1 will continue to provide an introduction to the resources, including an overview of the components and key approaches to teaching and learning.

The slides will follow a unit walkthrough, looking at specific examples of how the resources support the key teaching approaches.

The unit walkthrough will explore:

- Structure and contents of the components
- Unit plan
- Starting a session
- Features to support key skills development
- Differentiation features
- Ending the unit and assessment opportunities



Unit plan

> 2 Exploring Earth

Unit plan

Session	Approximate number of learning hours	Outline of learning content	Resources
2.1 Words in context	1	Understand difficult words in context Analyse the purpose and language of a book introduction Add to a reading log	Learner's Book 2.1 Workbook 2.1 Worksheet 4.15 Language worksheets 2A and 2B
2.2 Key words, phrases and sentences	0.75	Identify key words, phrases and sentences Use key words and phrases to write full sentences Check each other's work for meaning and accuracy	Learner's Book 2.2 Workbook 2.2
2.3 Make notes and summarise	1	Analyse a text and identify the main ideas Make notes on a mind map using key words and phrases Write a short summary using notes Listen and respond appropriately in a discussion	Learner's Book 2.3 Workbook 2.3 Worksheets 4.1, 4.5 and 4.6
2.4	1	Identify past, present and future tense Identify and use the verb to be accurately Write sentences in different tenses	Learner's Book 2.4 Workbook 2.4 Worksheet 4.3

Session	Approximate number of learning hours	Outline of learning content	Resources
2.5 Organising information	0.75	Compare contents and index pages Find information using a contents and index page Create a contents and/or index page using correct organisational features	Learner's Book 2.5 Workbook 2.5 Worksheets 4.1, 4.5 and 4.6
2.6 Alphabetical order	0.75	Order words alphabetically Compare and use a dictionary and a glossary Start a spelling log	Learner's Book 2.6 Workbook 2.6 Worksheet 4.7
2.7 Root words	1	Identify word roots Explore words with the same root and compare their meanings Use dictionaries to extend vocabulary Improve reading skills	Learner's Book 2.7 Workbook 2.7 Worksheets 4.7 and 4.14 Language worksheet 2A
2.8 Recording facts	1	Identify facts and opinions Analyse information Research and present facts on a topic Check each other's work	Learner's Book 2.8 Workbook 2.8 Worksheets 4.1, 4.5 and 4.6
2.9 Joining sentences	1	Identify connectives in sentences Join sentences using connectives Write multi-clause sentences using a range of connectives	Learner's Book 2.9 Workbook 2.9 Worksheet 4.8
2.10 Different types of sentences	1	Identify and write different types of sentences Change statements to questions Write questions to research Read aloud with understanding and expression	Learner's Book 2.10 Workbook 2.10 Language worksheet 2A


The approximate teaching time for each session helps teachers plan a sequence of lessons.

The unit plan outlines the learning content and available resources for each session.

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Teacher's Resource

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Here is an example of a slide which explores 'Starting a session' using the resources. The workshop notes provide guidance on how features within the resources support active learning and language awareness, as well as the key skills which are integrated within the task.

Activity example 2

Work through the listening activity about the natural world on this slide.

- Play the audio recording or read the text
- Listen to the recording several times if needed
- Draw teachers' attention to the glossary boxes for vocabulary support
- Encourage teachers to support learners during listening activities, by stopping the audio at intervals to discuss vocabulary and analyse the text

Starting a session

2.3 Make notes and summarise

We are going to...

- make notes on a mind map and write a short summary.

Getting started

- 1 Write five key words and phrases to describe yourself on a mind map.
- 2 Swap with a partner. Compare your mind maps.

1 Listen and follow as your teacher reads the text *Our Wonderful World*.

Our Wonderful World

Our world is a natural wonder. It is made up of sea, land and sky. Millions of plants and animals inhabit the Earth. From dry deserts to thick jungles, from deep seas to high mountains, plants and animals live in every type of environment.

The sea is a large body of water that covers over 70% of the Earth. It plays an essential role in the water cycle and climate patterns. It is a salt-water home to an enormous variety of creatures. The Colossal Squid lives in deep, dark parts of the ocean. Its eyes are the largest eyes of any creature in the animal kingdom. These large eyes allow it to see in dark waters when it is hunting for food.

The land is the Earth's crust that appears above the water. It is constantly changing and is shaped by natural activities like earthquakes, volcanoes, hurricanes, floods and droughts. The hottest places on Earth are found along the equator while the coldest places are at the Poles. The driest places on Earth are the hot and cold deserts. The Camels can survive in ... in the hot, dry desert where there is very little water. They are able to survive a week without water. Their humps store fat which provides nourishment when food is hard to find.

Glossary

inhabit: to live in a place
essential: necessary or needed
equator: an imaginary line drawn around the middle of the Earth
nourishment: food that you need to grow and stay healthy

atmosphere: the mixture of gases around the Earth
talons: sharp nails on the foot of a bird that it uses when hunting animals
skilled: having the abilities to do a job well

The sky is everything above the surface of the Earth, including the atmosphere and outer space. The sky is home to 9700 bird species of all shapes and sizes. The Peregrine Falcon is found on every continent except Antarctica. It is the fastest animal on the planet. It dives at speeds of over 322 kph (200 mph). That's as fast as a sports car! With its speed, excellent eye-sight, strong beak and dangerous talons, this bird is a skilled hunter.

Altogether, there are endless examples of plants and animals that are adapted to live in the sea, on the land or in the sky. Each species has its own special way to survive. That is why our world was, is and always will be a wonderful place.

Use these questions to discuss how the text is organised:

- What is the title and main idea of the text?
- Can you identify the introduction and conclusion?
- How many other paragraphs are there? What is the main idea of each one?

Read only the first sentence of each paragraph. What do you notice? ... each paragraph.

Learning objectives help learners know where they are going.

Recordings of texts available in digital editions

Getting started activities engage learners and help teachers find out what the learner knows already.

Key vocabulary is defined.

Integration of all four skills with multiple opportunities for speaking and listening

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Learner's Book

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Setting up for success

Learn best practice for setting up an active learning classroom.

This session focuses on active learning as one of the key approaches to teaching and learning.

Active learning focuses on how students learn, not just on what they learn. Active learning encourages students to 'think hard' rather than passively receiving information. It encourages students to take responsibility for their learning and supports them in becoming independent and confident learners.

This session will also cover:

- Classroom set-up
- Daily routines
- Schemes of work
- Speaking to parents



Is your classroom set up for active learning?



Flexible seating means that learners can interact with each other; in pairs, in groups as a class.



Classroom displays are in English to support learners with their work.



Teacher position during the lesson is important – are you able to move around the classroom?



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Here is an example of a slide which explores an example classroom routine for active learning. The workshop notes provide an explanation of the 'No hands up' approach and ideas for how to use it within the classroom.

Activity example 3

Ask teachers to think about how they run their classroom to encourage active learning:

- How do they make sure that all learners are engaged in their learning?
- What other classroom techniques are effective in engaging all learners?



Example routine for active learning



The 'No hands up' approach



Learners know that they may be asked a question at any time – it does not depend on them putting their hand up.



The teacher has a random selection technique for taking answers – for example, 'lolly sticks' with each of the learners' names on them.



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Setting up for success

This session also supports departments with practical considerations, such as unit structure and timetabling.

When teaching with Cambridge resources, you need to think about how the units will be taught across each stage, while also ensuring that you have time to build in some creativity and freedom.

This slide shows an example of a scheme of work from a teacher's resource for Cambridge Primary English, which provides an outline of the learning intentions and approximate number of learning hours. We recommend that teachers adapt it for their school.

An additional slide explores some ideas for giving learners even more English practice, such as a reading programme, film club or pen pals.



How many lessons should I spend on each session?

Topic	Approximate number of learning hours	Outline of learning content	Resources
1.1 Friends at school	2+	Learners read a poem about what humans are made of. They listen to a story about a 'Show and Tell' day and answer questions about it. Finally, they plan their own 'Show and Tell' presentation.	Learner's Book Session 1.1 Workbook Session 1.1 Differentiation worksheets 1A-C Audio track 01
1.2 A family adventure	1.5	Learners read part 1 of a story about a family adventure. They answer comprehension questions, and explore words and phrases – including those with prefixes and suffixes.	Learner's Book Session 1.2 Workbook Session 1.2 Language worksheet 1.1
1.3 Retelling and acting	2+	Learners recall part 1 of the story and tell part 2 using a sequence of pictures. They sequence the whole story and act it in groups.	Learner's Book Session 1.3 Workbook Session 1.3 Worksheets 1.2 and 1.3
	2.5	Learners listen to a list poem and answer questions about it. They explore vocabulary, spelling and the use of the comma in a list. They write their own lists.	Learner's Book Session 1.4 Workbook Session 1.4 Worksheet 1.4
		Learners talk about challenges before listening to and then silently reading this first story about brothers. They answer questions, explore word and phrase meanings and identify verb endings –ed and -ing.	Learner's Book Session 1.5 Workbook Session 1.5 Worksheet 1.5
1.6 Brother trouble	2	Learners explore another story about the brothers. They listen and read the story. They then answer questions that require some inference and explanation, and explore words and phrases.	Learner's Book Session 1.6 Workbook Session 1.6
1.7 Sequencing and adding to a story	2.5	Learners retell a story using captions. They identify connectives in sentences and then plan and write their own version of the story.	Learner's Book Session 1.7 Workbook Session 1.7 Worksheet 1.5


Approximate number of learning hours for this unit

All the relevant resources for this unit from Cambridge Primary English

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Teacher's Resource





This slide explores how to introduce parents and school leaders to Cambridge resources. The workshop notes provide example answers to the questions on the slide, but as each school context is different we recommend that you consider how parents at your school will respond.

Activity example 4

Discuss the questions on the slide with your teachers so everyone feels confident answering questions from parents.

- Why don't learners complete all the exercises in the learner's book?
- Why is it important for children to ask questions and feel safe to make mistakes?
- Why are there fewer tests with grades?
- How can Cambridge Primary English work alongside other literacy schemes?




Preparing parents & school leaders for Primary English

The following questions may be worth discussing with parents and leaders before the start of term:

- Why don't learners complete all the exercises in the Learner's Book?
- Why is it important for children to ask questions and feel safe to make mistakes?
- Why are there fewer tests with grades?
- How can Primary English work alongside other literacy schemes?

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Lesson planning demonstrations

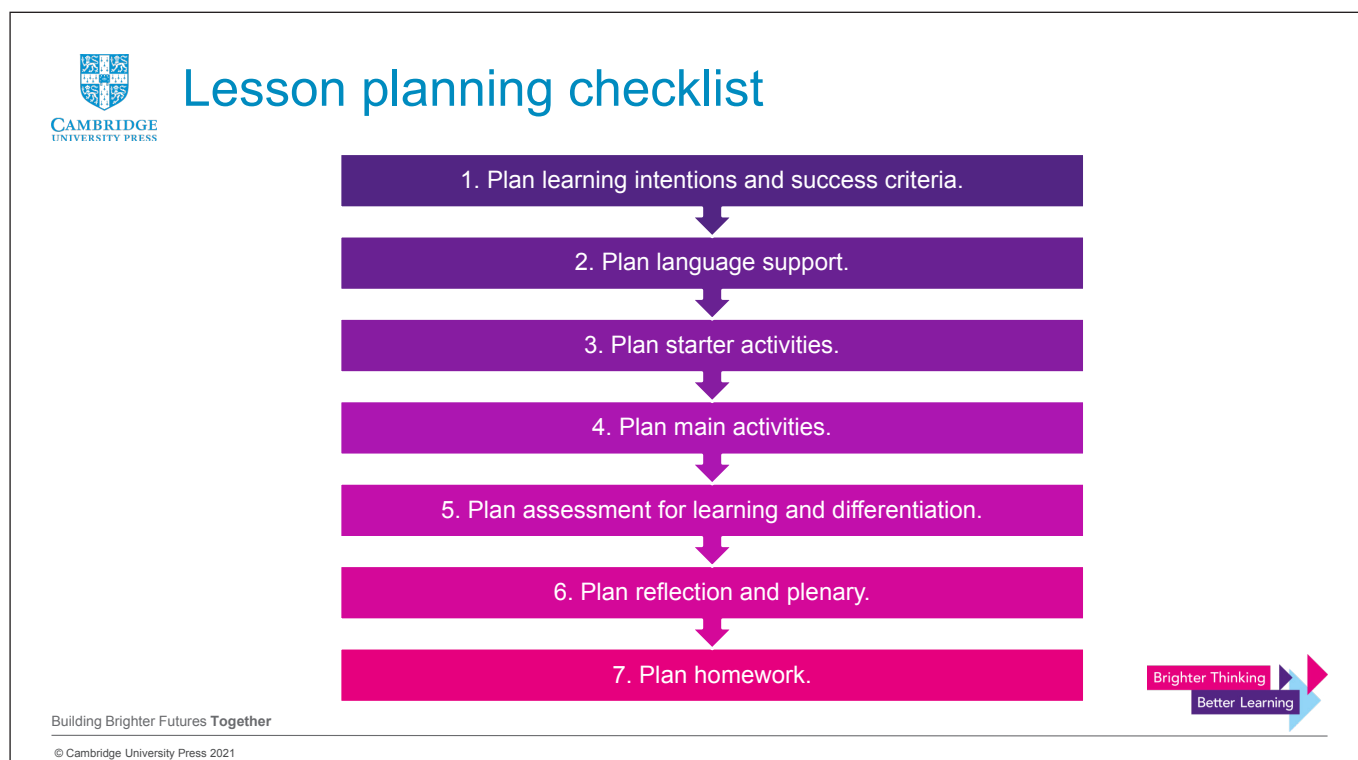
Start practising how to plan lessons that embed the key approaches to teaching and learning, using Cambridge resources.

This session includes two example lesson plans using the resources:

- Face-to-face lesson
- Online lesson

The lesson planning demonstrations provide a walkthrough of how each of the example lesson plans were put together.

The demonstration will follow the structure of the lesson planning checklist. The workshop notes will provide step-by-step guidance on how to create a lesson plan, with a focus on how the resources can be used to support each step for both teachers and learners. There will also be slides showing how to record your ideas on a lesson planning template.



Here is an example of a slide which demonstrates part of step 3 on the lesson planning checklist, 'Plan starter activities'. On this slide, teachers are asked to engage in the example activity to experience active learning first-hand and to see how it fits within the lesson plan.

Activity example 5

You could try this activity with your group:

- Ask your team to take on the role of the learner
- Call out each word from the slide and ask 'learners' to write the letter they think corresponds to the correct definition
- 'Learners' hold their 'boards' face down with the answers
- Count to three and then ask 'learners' to hold up their answers

Step 3: Plan starter activities

introduction character resolution extract

Text taken from a story The beginning of a story A personal, animal or fictional being in a story The solving of a problem

A B C D


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Lesson planning demonstrations

Here is an example of a slide which demonstrates part of step 6 on the lesson planning checklist, 'Plan reflection and plenary'. The workshop notes explain that the teacher will need to look for an activity which consolidates the learning from the lesson and provides extra assessment for learning opportunities.

The example on the slide shows a page from the teacher's resource, which suggests three possible plenary activities. The workshop notes also explain how to use the workbook, as part of the plenary session and to set homework tasks.



Step 6: Plan reflection and plenary



Plenary ideas

Plenary idea
What's your story? (5 minutes)
Resources: A couple of short stories to tell the learners
Description:
• At the end of the session, bring the learners together and share one or two short stories of your own. Ask if your story is a tale, anecdote, fable or other type of story.
• Survey the learners to find out what genre of stories they told each other, and which is the most popular genre. If time, invite volunteers to share their stories with the class.
• Ask learners to reflect on whether they know what they like to read. What would help them make better choices about which books to read in future?

1.2 Extend your reading range

LEARNING PLAN	Learning intentions	Success criteria
48a.01, 48i.02, 48i.03, 48i.16	• Discuss and compare features of stories based on personal response	• Learners can talk about what they enjoy in a book.
48a.01, 48a.02, 48a.03, 48w.06	• Choose a book for a partner	• Learners can discuss character and setting and link it to their experience.
48w.06, 48w.05, 45Lm.03	• Start a reading log	• Learners can use a reading log as a record of their reading with their comments.
45La.01, 45Lg.02		

1

Story time

› 1.1 What makes a story a story?

Focus

- Skim read the book cover and blurb in Activity 4 in the Workbook and then fill in this reading log.

Today's date	Title	Author	Publisher

- Write the names of the four characters mentioned on the book cover.

a. _____

b. _____

c. _____

d. _____

Practice

- Complete the sentence to explain who the main characters in this story are.
I think _____ are the main characters because _____
- Some books can be more than one genre. Circle the likely genres for the book below.

adventure story

historical story

story from another culture

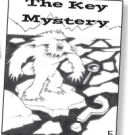
detective story

mystery story

story set in an imaginary world

fantasy story

real life story



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Teacher's Resource

Workbook

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After you have explored step 7 on the lesson planning checklist, 'Plan homework', you will be encouraged to review the planning process with teachers once again at the end of the session.

There will be a separate walkthrough for the online lesson plan.

Activity example 6

Review the planning process with teachers. You could ask:

- What is new for them?
- What is the same?
- What is better?
- How will using elements of this process help learners and teachers?



Step 7: Plan homework

1

Story time

› 1.1 What makes a story a story?

Focus

1 Skim read the book cover and blurb in Activity 4 in the Workbook and then fill in this reading log.

Today's date	Title	Author	Publisher

2 Write the names of the four characters mentioned on the book cover.

a _____ c _____


b _____ d _____

1.1 What makes a story a story?

"The only way to learn history is to bring it to life. Choose what you want to learn about, open the book and let history teach you!" announced Madame Histrion, the International Schools' fourth-form history teacher.

Faiek and Jehan didn't expect Madame's words to be literally true, so imagine their surprise when they followed her instructions in the school library and met Pliny.

Pliny whisks his new companions away on a whirlwind adventure through Ancient Roman history meeting a host of historical characters along the way from Caesars to slaves. But Madame's instructions did not include the end of the lesson – how were they meant to get back to school?



The Pliny Adventures

By BC Loveit

Challenge

5 Do you think you would enjoy reading *The Pliny Adventures*? Why, or why not?

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Workbook

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Workbook activities

Question 5 – extension

Lesson planning demonstrations

Here is an example from the online lesson planning demonstration. In this example, the teacher decides to use assessment for learning and the workshop notes suggest ideas on how to achieve this remotely.

Online tip:

Learners can show their understanding visually in an online environment - as long as cameras are activated.

- They can use faces to show confidence:
 - A smiley face for 'yes, I am confident with this'.
 - A straight face for 'I understand most of this'.
 - A downward smiley for 'I am not feeling confident'.

Some online platforms have interactive functions that could also be used to gain a sense of confidence from learners.

Step 5: Plan assessment for learning and differentiation

I feel confident that I can sequence the steps of a recipe.

I understand most of this work but am not fully confident yet.

I need more help with this.

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Lesson planning practice

This session is an opportunity for you and your teaching team to plan together using the resources.

Lesson planning template:

- You may decide to provide your own planning template or use the template provided as part of the course
- The template can be used for individual lessons or a sequence of lessons
- By planning a series of lessons together, you can see how the activities within the resources support the key approaches and learning objectives



Planning template

Lesson plan template

This template can be used for individual lessons or a sequence of lessons in the same topic.

Teacher's initials:	School:	
Subject/age group:	Date:	
Learning objectives (from the Cambridge curriculum framework):		
Topic/Session/Unit/Lesson: <small>e.g. 1.1 What makes a story? (Cambridge Primary English Stage 4)</small>	Learning intentions: <small>Learning intentions can be found in the Learning plan table in the Teacher's Resource. Select some or all of the intentions, depending on how you plan to focus the lesson.</small>	Success criteria: <small>Success criteria can be found in the Learning plan table in the Teacher's Resource. These describe what learners will be able to do by the end of the lesson/session, if they have achieved the learning intentions.</small>
Resources: <small>The relevant Cambridge resources are listed in the Unit plan table in the Teacher's Resource. Use this space to record any practical resources you may need, e.g. number squares for mathematics, magnifying glasses for science or a handout for English.</small>		
1		
Language support, including any key vocabulary:		
2		
Introducing the lesson:		Timing:
3		
Main activities:		Timing:
4		


Teacher's Resource

Section headings:

- Learning intentions
- Success criteria
- Resources
- Language support, including key vocabulary
- Introducing the lesson
- Main activities
- Assessment opportunities
- Differentiation opportunities
- Plenary and reflection
- Homework (if required)
- Notes

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