



Cambridge Early Years Curriculum Samples

The Cambridge Early Years curriculum provides a structure for teaching and learning across early years (EY) 1, 2 and 3. This includes six curriculum areas that are designed to be used in an holistic way, enabling children to make and apply connections between different areas.

EY1

ages 3 to 4

EY2

ages 4 to 5

EY3

ages 5 to 6

This document provides extracts from each of these curriculum areas to show the progression of learning from EY1 to EY3.



Communication, language & literacy



Mathematics



Creative expression



Personal, social & emotional development



Physical development



Understanding the world



Communication, language & literacy

This curriculum area develops speaking, listening, reading and writing in English. It supports a multilingual approach providing children with immersive experiences of English, while also valuing their home language.

There are two versions of the Communication, language and literacy curriculum area:

- English as a First Language (FLE)
- English as a Second Language (ESL).

The Communication and language learning statements for FLE can also be used as a basis for your home language curriculum.

Here is an example of progression in the FLE version of the curriculum area:

| | EY1 (ages 3 to 4) | EY2 (ages 4 to 5) | EY3 (ages 5 to 6) |
|------------------|--|--|---|
| Listening | 1CLc.05 Enjoy and begin to listen attentively to stories, to show appreciation of spoken language that does not include rhythm and rhyme (prose). | 2CL.FLEc.05 Listen attentively in a range of situations, responding with relevant comments, questions or actions, for example, listening to a story, anticipating or predicting events. | 3CL.FLEc.05 Sustain attentive listening, showing some understanding of the overall conversation or discussion by responding to what they hear with some relevant utterances, comments and questions. |

Here is the equivalent progression in the ESL version of the curriculum area. The EY1 learning statements are the same as for FLE, but with more support:

| | EY1 (ages 3 to 4) | EY2 (ages 4 to 5) | EY3 (ages 5 to 6) |
|------------------|--|---|---|
| Listening | <p>1CLc.05 Enjoy and begin to listen attentively to stories, to show appreciation of spoken language that does not include rhythm and rhyme (prose).</p> <p>To support the child, read short, simple stories accompanied by pictures, actions and puppets to engage them in the story and help them to follow it.</p> <p>By the end of EY1, the child may only enjoy listening to stories when they can build understanding of the text by being actively engaged, for example, by doing actions while saying particular words.</p> | 2CL.ESLc.04 Enjoy and begin to listen attentively to short, simple stories, accompanied by pictures, to show appreciation of spoken language that does not include rhythm and rhyme (prose). | 3CL.ESLc.04 Enjoy and listen attentively to short, simple stories, to show appreciation of spoken language that does not include rhythm and rhyme (prose), and respond with short relevant comments. |



Mathematics

This curriculum area covers:

- developing a sense of number
- handling data
- shape, space and measure.

There are lots of opportunities to develop mathematical language and mathematical thinking skills in this area. Each stage focuses on a limited number range, so children gain a secure sense of number as a firm foundation for mathematics learning.

Here are examples of progression in the Mathematics curriculum area:

| | EY1 (ages 3 to 4) | EY2 (ages 4 to 5) | EY3 (ages 5 to 6) |
|-------------------------------------|--|---|--|
| Developing a sense of number | 1Mn.04 Begin to use ordinal numbers from 1st to at least 3rd in practical contexts, for example, toys or people in a line, running races. | 2Mn.04 Use ordinal numbers from 1st to 10th in practical contexts, for example, to talk about a sequence of events or activities. | 3Mn.03 Recognise and use ordinal numbers from 1st to 10th, for example, 'What is the tiger's position in the line? ... Which toy is in front of the tiger? ... What is its position in the line?' |
| Shape, space and measure | 1Ms.06 Recognise and talk about patterns in the environment. | 2Ms.09 Copy and create simple repeating patterns of repeating units (e.g. [red, blue]; [red, blue, yellow]; [red, blue, blue]; [red, blue, blue, yellow]) and say what would come next in the pattern. | 3Ms.09 Use familiar language to describe sequences of items, including identifying errors in patterns of colour, shape or size, for example, 'It goes square, circle, triangle, square, circle, circle ... the last one is wrong, it should be a triangle.' |



Creative expression

This curriculum area covers:

- art & design
- dance
- music
- drama

It celebrates children's natural creativity, and enables them to communicate their thoughts, feelings and personalities verbally and non-verbally.

Here are examples of progression in the Creative expression curriculum area:

| | EY1 (ages 3 to 4) | EY2 (ages 4 to 5) | EY3 (ages 5 to 6) |
|-------------------------|--|--|--|
| Art & design | 1CEa.01 Explore visual and tactile qualities in the natural and made world, for example, help to make a 'feely wall' with surfaces that have different textures (e.g. rough, smooth, soft). | 2CEa.01 Respond to natural, made and imaginary worlds through play and by making art & design, for example, visit a forest and then collaborate to paint or construct their own miniature forest. | 3CEa.01 Gather, record and respond to experiences and visual information from natural and made sources, for example, make a collection of textures from outside surfaces using plasticine impressions and printing. |
| Music | 1CEm.06 Express musical preferences and communicate choices using sounds, gestures or words. | 2CEm.07 Share musical choices and preferences. | 3CEm.08 Discuss musical choices and preferences. |

Cambridge Early Years Curriculum Samples continued



Personal, social & emotional development

This curriculum area covers:

- developing self-regulation
- building relationships
- developing self confidence
- managing feelings and behaviour
- maintaining health and self-care
- developing responsibility and identity.

Here is an example of progression in the Personal, social & emotional development curriculum area:

| | EY1 (ages 3 to 4) | EY2 (ages 4 to 5) | EY3 (ages 5 to 6) |
|---|--|--|--|
| Developing self-regulation | 1PS.06 Reflect on their activities and experiences, saying what they liked and disliked. | 2PS.06 Reflect on their activities and experiences, saying why they like some activities more than others, and talking about their achievements and challenges. | 3PS.07 Join in with group discussion and debate about their activities and experiences, contributing relevant ideas and offering some explanation for their thinking. |
| Developing responsibility and identity | 1PS.29 Show an understanding of the difference between right and wrong, although they may need adult support to respond to the situation appropriately. | 2PS.24 Self-regulate their emotions and behaviours in relation to their understanding of right and wrong, for example, not showing distress if they make a mistake or lose at a game. | 3PS.26 Use past experiences to inform self-regulation of feelings and behaviours. |



Physical development

This curriculum area builds on the physical development that occurs naturally during children's play.

It supports children in:

- moving well
- understanding movement
- taking part in movement activities.

Here are examples of progression in the Physical development curriculum area:

| | EY1 (ages 3 to 4) | EY2 (ages 4 to 5) | EY3 (ages 5 to 6) |
|-------------------------------|--|--|--|
| Moving well | 1PD.04 Show some ball control, including catching, rolling, bouncing, throwing overarm and kicking a ball. | 2PD.04 Show some control and coordination in using small and large equipment, including throwing, catching and bouncing a medium-sized ball, and beginning to use a bat and ball. | 3PD.04 Show increased control, coordination and confidence in using a range of apparatus and equipment, for example, when playing simple bat and ball games. |
| Understanding movement | 1PD.09 Respond appropriately to movement instructions, including in imaginative contents, for example, 'Stomp like an elephant.', 'Leap from rock to rock.', 'Twist to see if the pirate is chasing you.' | 2PD.10 Follow basic rules and sequences of simple movement instructions, including instructions containing simple, directional language, for example, 'Stretch up.', 'Crouch down.' | 3PD.10 Follow movement instructions and basic rules, including instructions that include <i>left</i> and <i>right</i> , for example 'Jump left.', 'Side-step right.' 3PD.11 Begin to use basic tactics, for example, in a team relay race being alert and ready to take their turn. |

Cambridge Early Years Curriculum Samples continued



Understanding the world

This curriculum area covers:

- scientific thinking
- digital technology
- people, time and place.

It encourages children's natural curiosity and equips them to reflect on, question, explore and interact with the world around them.

Here are examples of progression in the Understanding the world curriculum area:

| | EY1 (ages 3 to 4) | EY2 (ages 4 to 5) | EY3 (ages 5 to 6) |
|---------------------------------|---|---|--|
| Scientific thinking | 1UWs.03 Follow instructions to grow plants from seeds and talk about their observations as the plants grow. | 2UWs.02 Grow and care for different plants, knowing that they need light and water to survive. | 3UWs.03 Grow and care for different plants, exploring what makes a difference to how well a plant grows (e.g. not giving too much water, some plants only grow well in the sunniest spots in the garden). |
| Digital technology | 1UWd.03 Ask for permission before using a digital device. 1UWd.04 Ask for help when they encounter problems or unexpected behaviour when using a digital device. | 2UWd.04 Recognise that digital devices should be used only for short periods of time. 2UWd.05 Handle digital devices with care and consideration for others. | 3UWd.05 Recognise that online content may be available to everyone connected to the internet, so they should tell an adult if any online content makes them feel unsafe or uncomfortable. |
| People, time & place | 1UWp.03 Show a sense of belonging to their family. | 2UWp.03 Show a sense of belonging to the school community. | 3UWp.03 Show a sense of belonging to more than one community, for example, school, local community, religious community. |

Visit our website to find out more about our early years programme, including how to become a Cambridge Early Years centre at www.cambridgeinternational.org/earlyyears