

CAYMAN PREP AND HIGH SCHOOL

Owned and operated by the United Church in Jamaica and the Cayman Islands



Early Years and KS1 Curriculum Guide

Cayman Prep and High School
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Welcome

Cayman Prep and High School offers a broad and balanced British international education from KG to Year 13, when students complete their preparation for university entrance. This guide is one of a series that summarises the curriculum at the following stages: Early Years Foundation Stage – EYFS (KG), Key Stage 1 (Year 1 and Year 2), and Key Stage 2 (Year 3 to Year 6).

These guides are important as they give parents and students an overview of what we deliver across the complete school age range. This guide should be read after a careful review of our website and in conjunction with attendance at all events and information evenings.



In this guide, you will find more background about what makes Cayman Prep and High School so special, and it will give you a feel for the Cayman Prep and High School Advantage, as students of all ages grasp the opportunities of an extensive range of learning experiences offered through both our main curriculum, co-curricular and extra-curricular programmes. Our students' high academic achievements are balanced by our incredible commitment for our students in sports programmes, outdoor education, educational trips and visits, vertical learning, and our cultural and community activities and service projects. We are proud to be one of the top performing schools in the Cayman Islands, with diverse and wide-spanning school trips, a record of winning national competitions, a strong commitment to community contribution, and a proud tradition of championing sports, the arts and creativity.

As our students progress through the school, we expect them to acquire the skills and motivation to become independent learners who seek knowledge and fulfilment actively while also establishing balance in their lives. We want them to take risks, learn from their mistakes, and question curiously. These are the skills that will prepare them for the next stage of their education and get them ready for the challenges of the world of work in the 21st century. We are very proud of the quality of teaching and learning that takes place at Cayman Prep and High School, and we hope that this guide and our other publications will help you understand more about what we set out to achieve here as we introduce increasingly challenging material to our students as they progress through the school.

We would be delighted to help you in any way once you have read this curriculum guide. Please do not hesitate to contact us through the admissions address or via our Primary and Secondary school offices should you need any further information. We are here to assist you.

Mrs. Sacha Strand
Primary School Principal



Early Years

The Early Years Curriculum covers children from birth to five years old, but at CPHS we specifically teach the Early Years Curriculum to 4 and 5-year-olds in Kindergarten (KG). At this stage, the curriculum ensures that children are healthy, safe, and equipped with the knowledge and skills needed for their continued journey through school. We are proud of the broad, balanced, and innovative curriculum we offer our students.

In Kindergarten, children learn primarily through play, games, and rhyme. There are **seven distinct areas** of learning and development, divided into **three Prime Areas** and **four Specific Areas**:

PRIME AREAS

- **Communication and Language**
- **Personal, Social and Emotional Development (PSED)**
- **Physical Development**

SPECIFIC AREAS

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

CLASSES

All children in KG are placed into one of three classes: C, P, or H. Each class, consisting of 24 children, is taught by a specialist Early Years teacher and supported by an Early Years-trained learning assistant. The KG teaching team regularly participates in training and professional development to stay up to date with best practices, ensuring the best possible experience for each child. Additionally, every KG child is paired with a Year 6 student buddy who supports them throughout their time in KG.



Communication and Language

At CPHS, we know that in the early years, communication and language are foundational to all learning. They are considered prime areas of learning and development within the Early Years Foundation Stage (EYFS). The development of children's spoken language is crucial, with back-and-forth interactions and rich language environments forming the basis for cognitive development. In the KG classroom at CPHS, activities such as storytelling, role-play, and sensitive, open-ended questioning, along with a strong focus on vocabulary and language structures, are always evident.

Communication and language are vital elements that support our children to be curious about the world around them and to build the foundational blocks needed to become lifelong learners.

Children's development is assessed through observations and ongoing assessments, focusing on their understanding of concepts and their ability to apply them. The key areas of **communication and language** in EYFS are:

- **Listening, Attention and Understanding**
- **Speaking**

This area of the Early Years curriculum is designed to create the foundational blocks on which to build future learning and prepare children for Year 1 in the following ways:

- **Underpinning all other areas of learning**
- **Preparing children for fluency in reading and writing**
- **Enabling children to understand and express their thoughts and feelings**
- **Building confidence and social skills**
- **Helping children become effective communicators**



Personal, Social and Emotional Development

Personal, social and emotional development (PSED) supports children to learn how to get on with others and make friends, understand and talk about their feelings, distinguish between positive and negative behaviours, develop independence, and ultimately feel good about themselves.

Children's development is assessed through observations and ongoing assessments, focusing on their understanding of concepts and their ability to apply them. The key areas of **PSED** in the EYFS are:

- **Self-regulation**
- **Managing Self**
- **Building Relationships**

This area of the Early Years curriculum is designed to create the foundational blocks on which to build future learning and prepare children for Year 1 in the following ways:

- **Understanding and following instructions**
- **Building independence and resilience**
- **Making informed choices in own learning and development**
- **Working increasingly collaboratively in effective groups**
- **Making and building good friendships**



Physical Development

Physical development in the early years focuses on the incremental growth and changes in a child, particularly their motor skills and how they interact with their environment. It encompasses both gross motor skills (large movements such as running and jumping) and fine motor skills (small, precise movements such as grasping and drawing). Effective physical development is crucial for overall well-being and lays the foundation for later learning and development.

At CPHS, children in Kindergarten have the opportunity to develop both their fine and gross motor skills through structured learning time and play-and-exploration sessions. In addition, children take part in specific Physical Education lessons with a specialist Physical Education teacher to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility.

Children's development is assessed through observations and ongoing assessments, focusing on their understanding of concepts and their ability to apply them. The key areas of **physical development** in the EYFS are:

- **Gross Motor Skills**
- **Fine Motor Skills**

This area of the Early Years curriculum is designed to create the foundational blocks on which to build future learning and prepare children for Year 1 in the following ways:

- **Core strength to support correct writing posture**
- **Strengthening pincer grip to aid writing stamina and drawing accuracy**
- **Developing hand-eye co-ordination for ball sports and co-ordination tasks**
- **Muscle development to support increasingly demanding physical activity**



Literacy

The focus in KG at CPHS is moving from mark-making in the pre-school phase to learning to write, and to learning key words and sounds through phonics. In KG, with an emphasis on learning to write using many different mediums, the children have the opportunity to write on a large scale with a range of textures, including whiteboards, chalk, sand, and paper. The classes have a wide range of books in the book corner, which the children are encouraged to explore independently, with their peers, or with an adult. Children are supported with their reading and writing through daily phonics sessions, play-and-explore time, and child-initiated learning.

Children's development is assessed through observations and ongoing assessments, focusing on their understanding of concepts and their ability to apply them. The key areas of **literacy** in the EYFS are:

- **Language Comprehension**
- **Word reading**
- **Writing**

This area of the Early Years curriculum is designed to create the foundational blocks on which to build future learning and prepare children for Year 1 in the following ways:

- **Strong understanding of the roots of words through phonics is key to fluent reading**
- **Literacy development supports cognitive skills, critical thinking and memory**
- **Activities such as storytelling and shared reading support social and emotional growth**
- **A love of reading from a young age supports a lifelong passion for books and learning**



Mathematics

Focusing on developing children's understanding of numbers and numerical patterns mathematics in KG underpins all future learning in this area. At this stage of their education, children learn mathematical concepts through teacher-led activities and independent exploration, focusing on building foundational skills in number and patterns. Children learn to count, understand and use numbers, and solve simple addition and subtraction problems. At CPHS, we provide enabling environments where children can discover mathematical concepts naturally through play and exploration.

Mathematics is integrated into play both indoors and outdoors. Children might use building blocks to explore shapes and sizes or count toys while playing games. The adults at CPHS help children see how mathematics is relevant to their everyday lives, making learning more meaningful and contextual. Children are encouraged to explore, investigate, and solve problems, fostering curiosity and critical thinking. Mathematical vocabulary is also introduced through everyday activities, games, songs, and interactions.

Children's mathematical development is assessed through observations and ongoing assessments, focusing on their understanding of concepts and their ability to apply them. The key areas of **Mathematics** in EYFS are:

- **Number**
- **Numerical Patterns**

This area of the Early Years curriculum is designed to create the foundational blocks on which to build future learning and prepare children for Year 1 in the following ways:

- **Being able to subitise – recognising quantities without counting – is a fundamental skill that supports concepts such as addition and subtraction.**
- **Recognising numerals and identifying mathematics in the environment around them gives children confidence to work with numbers and solve problems independently.**
- **Comparing amounts and quantities supports learning not only in mathematics but also in the science curriculum.**



Understanding the World

This area of learning encourages children to explore and make sense of the world around them, including people, places, technology, and natural phenomena. At CPHS, this is a key area where children in KG learn in detail about the Cayman Islands - its history, geography, and traditions.

For children at CPHS, understanding the world involves making sense of their physical environment, their community, and the diverse cultures and technologies within it. It's about fostering curiosity, critical thinking, and respect for others and for the environment. This understanding is developed through exploration, observation, and interactions with the world immediately around them, as well as connections they may have to places further afield.

Children's development in this area is assessed through observations and ongoing assessments, focusing on their understanding of concepts and their ability to apply them. The key areas of Understanding the World in the EYFS are:

- **Past and Present**
- **People, Culture and Communities**
- **The Natural World**

This area of the Early Years curriculum is designed to create the foundational blocks on which to build future learning and prepare children for Year 1 in the following ways:

- **Understand their place in the world, geographically and historically, as a foundation for developing skills in history and geography.**
- **Gain a growing appreciation of similarities and differences between their community and those in other countries.**
- **Develop a platform of curiosity that underpins more detailed scientific investigations and predictions about the natural world around them.**



Expressive Art and Design

This area fosters children's creativity, imagination, and self-expression through various art forms, music, and design. At CPHS, children in Kindergarten have opportunities to be expressive through art and design during both structured learning time and child-led play and exploration sessions. These opportunities focus on enabling children to explore and experiment with a wide range of media and materials.

This area encompasses activities such as art, music, movement, dance, role-play, and design and technology, encouraging children to express their thoughts, ideas, and feelings. In addition, children participate in dedicated lessons in art and design, music, computing, language, and PE with specialist teachers.

Children's development is assessed through observations and ongoing assessments, focusing on their understanding of concepts and their ability to apply them. The key areas of **expressive arts and design** in the EYFS are:

- **Creating with materials**
- **Being imaginative and expressive**

This area of the Early Years curriculum is designed to create the foundational blocks on which to build future learning and prepare children for Year 1 in the following ways:

- **Supporting children to grow in confidence as they express themselves through many different mediums**
- **Providing opportunities for children to explore different textures, sounds, colours, and movements, stimulating their senses and enhancing their creativity**
- **Nurturing children's innate creativity, enabling them to explore, experiment, and express themselves in meaningful ways through a range of artistic and design activities**

THE EYFS (KG) SCHOOL DAY

At CPHS, we are focused on the smooth transition from each child’s previous Early Years setting, whether it be nursery, pre-school, or home. To facilitate this, the Early Years curriculum structure is gradually built upon throughout Term 1. Children develop at different rates, and our KG team is experienced in supporting this. The staff have high expectations but will also structure and adapt the curriculum to meet each child's needs, where possible. The children initiate much of their own learning, with adult prompts.

By the mid-Term 1 break, children in KG will be comfortable and settled in, following the structure of the day as set out below:

7:30 - 7:50	7:50 - 8:00	8:00 - 8:20	8:20 - 9:45	9:45 - 10:15	10:15 - 11:30	11:30 - 12:10	12:10 - 1:40	1:40 - 2:00	2:00 - 2:15
Supervised Early Morning Play (gate opens at 7:30)	Registration	Assembly / Devotions	Phonics followed by Play & Explore	Outdoor Play and Snack	Maths followed by Play & Explore	Lunch and Outdoor Play	Foundation Subject followed by Play and Explore	Play and Explore and Outdoor Play	Tidy up, Story & Home Time

ASSEMBLIES

As a school owned and operated by the United Church in Jamaica and the Cayman Islands, coming together in fellowship to worship as a whole school is a key part of our day. Children in KG are gradually introduced to the whole school assembly timetable, starting initially with smaller Early Years and KS1 assemblies.

On Monday, we begin the week with an empowering whole school message focused on one of our school values, which are rotated monthly. These assemblies are led by our Chaplain, a member of our leadership team, or a member of the church.

On Tuesday and Wednesday, devotions take place in classrooms for Early Years and KS1, led by the class teacher with a pastoral focus.

On Thursday, we hold a dedicated assembly for our Early Years and KS1 children. We finish the week with a Whole School Celebration Assembly on Friday, led by our Year 6 ‘Leading Lights’. This is a wonderful opportunity to appreciate extraordinary learning, showcase our talented young musicians, and celebrate other extra-curricular achievements.

Each term, we also hold special assemblies in place of one of the regular assemblies, where we welcome speakers from the community and recognise events such as Caymanian traditions through storytelling and music, national holidays, and charity organisations.



Pastoral Care and the Buddy Programme

Starting school can feel overwhelming, and at CPHS we are committed to ensuring that every child feels happy, safe, and secure as they settle into their new environment. Our pastoral care approach places great emphasis on building trust, confidence, and positive relationships, so that every child is nurtured and supported from the very beginning of their journey with us.

To help our youngest learners integrate gradually into the wider school community, specialist lessons for Kindergarten (KG) are delivered in their own classrooms. PE sessions, held twice a week in the school hall, provide a smaller, cooler space where children can develop their physical skills in a safe and encouraging setting. Teachers and Learning Assistants also take time to really get to know each child, fostering strong, supportive relationships that help them feel valued and understood.

Alongside this dedicated adult care, our Year 6 Buddy Programme offers an additional layer of support. Each KG child is paired with a Year 6 student who acts as a mentor and role model, helping them to settle into school life with confidence.

This programme benefits both age groups:

- Year 6 students gain leadership experience, empathy, and responsibility.
- KG children enjoy a smoother transition, knowing they have a trusted older peer to guide them, provide reassurance, and encourage positive friendships.

Through this strong foundation of pastoral care and peer mentoring, children develop the confidence, independence, and security they need to thrive at CPHS.



Key Stage 1 (Years 1 and 2)

The Early Years Foundation Stage provides an excellent foundation upon which students can build their knowledge and skills as they transition into Key Stage 1.

YEAR 1

To ensure a smooth move from KG to Year 1 for all students, the curriculum - during the first half of Term 1 - adopts a hybrid approach. This supports students as they shift from play-based, exploratory learning to a more structured and guided approach to learning and discovery.

At CPHS, we use the end-of-EYFS expectations as a starting point to shape the initial weeks of Year 1. Once students have settled in, teachers begin delivering the full Year 1 curriculum, which is based on the English National Curriculum and adapted for the Cayman Islands.

By the mid-term break in Term 1, Year 1 students are expected to be comfortable with, and fully settled into, the daily routines and expectations of the Year 1 learning environment, as outlined below:

7:50 - 8:00	8:00 - 8:20	8:20 - 9:05	9:05 - 9:50	9:50 - 10:15	10:15 - 11:00	11:00 - 11:45	11:45 - 12:45	12:45 - 13:30	13:30 - 14:20
Registration	Assembly / Devotions	English Phonics / Journal	Maths	Snack / Break	Maths Mtg / Reading Strands	Science	Lunch	PSHE	Show and Tell Story & Prayer

YEAR 2

Year 2 builds seamlessly on the foundations laid in Year 1, continuing to develop the knowledge and skills introduced previously. At this stage, there is a growing expectation for increased independence in learning and more advanced social interactions. We also continue to support students’ personal and emotional development throughout the year.

By the end of Year 2, students will typically be reading and writing fluently for up to 20 minutes at a time. Their handwriting will be joined, and they will have secure spelling of common words.

By the second week of Term 1, Year 2 students are expected to be comfortable with, and fully acclimatised to, the daily routines and expectations of the Year 2 learning environment, as outlined below:

7:50 - 8:00	8:00 - 8:20	8:20 - 9:05	9:05 - 9:50	9:50 - 10:15	10:15 - 11:00	11:00 - 11:45	11:45 - 12:45	12:45 - 13:30	13:30 - 14:25
Registration	Assembly / Devotions	Phonics / English	Reading Strands	Snack / Break	Maths	RE	Lunch	Maths Mtg / Science	Reading / Handwriting followed by Story & Prayer

SUBJECTS COVERED IN KEY STAGE 1

KEY STAGE 1

Subject Category	Subjects
Core Subjects Taught by the class teacher	- English - reading and writing - Maths - Science
Foundation Subjects Taught by the class teacher	- Design and Technology - PSHE (Personal, Social, Health, and Economic) - RE (Religious Education) - Social Studies - History and Geography
Specialist Foundation Subjects Taught by our specialist teachers	- Art and Design - Computing - Modern Foreign Languages (MFL) - Spanish - Music - PE (Physical Education)



English

Intent

English at CPHS Primary is:

- Taught through logically sequenced lessons
- Locally rooted and globally aware
- Built around a wide range of texts
- Engaging and thought-provoking
- Grounded in our Christian values

Implementation

English is taught daily through reading and writing in engaging, structured lessons that develop key literacy skills. Learning is carefully sequenced from Kindergarten (KG) to Year 6 to build strong reading, writing, and communication abilities, ensuring steady progress and growing confidence in language use.

The NC2014 curriculum is taught using Oak Academy as a framework, which provides a structured and cumulative approach. Each block of learning builds on the one before, allowing concepts to be revisited and deepened over time.

How We Achieve This:

- Pupils read a wide variety of texts, including stories, poems, plays, and non-fiction, to build vocabulary and foster a love of reading.
- Books and poems are used to explore and reflect on real-world topics and ideas.
- The writing process is taught explicitly through planning, drafting, editing, and proofreading.
- Knowledge of spelling, punctuation, grammar, and paragraphing is strengthened to improve writing quality.
- Speaking and listening skills are developed through classroom discussions, debates, and presentations to peers and wider audiences.
- All students at CPHS also participate in a range of co-curricular activities, including drama, assemblies, annual productions, and the Student Council.



English

Building on Kindergarten foundations, writing in KS1 is closely linked to:

- Secure phonics knowledge
- Having meaningful content to write about
- Effective communication skills
- Fine motor control
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Students participate in daily phonics sessions, focusing on letter-sound knowledge and segmenting words for spelling. Writing is taught through direct instruction, scaffolding, and guided practice, with an emphasis on basic punctuation and grammar.

Spelling records are maintained at the front of English books to support independent reference during writing tasks.

Assessment and Feedback

Summative writing assessments are conducted five times per year to monitor individual progress against key learning objectives.

Assessment Overview:

- **Baseline – Narrative:** Term 1.1, first week
- **Narrative:** End of Term 1.1
- **Instructions/Explanation Text:** Term 1.2
- **Non-Chronological Reports:** Term 2.1
- **Descriptive Writing:** Term 3

Impact

By the end of Key Stage 1, students are confident readers and writers, equipped with strong foundational literacy skills. They demonstrate growing independence in communication, creativity in writing, and a love of reading that prepares them for a smooth transition into Key Stage 2.



Mathematics

Intent

At CPHS, our KS1 mathematics curriculum aims to:

- Provide all students with a high-quality, engaging, challenging, and inclusive mathematics education.
- Develop both conceptual understanding and procedural fluency through varied representations and hands-on activities.
- Encourage resilience, independence, and curiosity through problem-solving.
- Ensure progression in knowledge and skills, with each year building on prior learning and increasing in complexity.
- Enable students to apply mathematical skills in real-world contexts.

Implementation

- **Curriculum Structure:** We follow the NC2014 using White Rose Maths long-term and medium-term plans. This structured and cumulative approach allows concepts to be revisited and reinforced over time.
- **Concrete–Pictorial–Abstract (CPA) Approach:** All lessons use CPA to make abstract concepts accessible.
- **Mathematical Language:** Precise vocabulary and sentence stems are used to encourage discussion and reasoning.
- **Daily Practice:** Retrieval exercises support long-term memory and skill retention.
- **Flexible Grouping and Scaffolding:** Lessons are adapted to meet the needs of all learners.
- **Formative Assessment:** Teachers continually assess learning to adjust instruction in real time.

Impact

By the end of KS1, students are able to:

- Approach mathematical problems confidently and independently.
- Demonstrate a deep and secure understanding of mathematical concepts.
- Reason mathematically, explaining their thinking using correct vocabulary.
- Apply mathematics to everyday situations.
- Retain knowledge through regular practice, discussion, and application.



Science

Intent

The KS1 Science curriculum at CPHS Primary is designed to:

- Explore diverse scientific ideas, investigations, and real-life applications.
- Build learning step by step with clear goals and age-appropriate skills.
- Connect science to the Caymanian environment and global issues.
- Spark curiosity, wonder, and deeper thinking.
- Promote care for creation, responsibility, and ethical use of science.

Implementation

Science follows the National Curriculum (2014), enriched with local content relevant to the Cayman Islands. Students study living things (plants, animals, humans and habitats), physical sciences (forces, light, electricity), seasonal changes, and materials, with progression mapped across Year 1 and Year 2.

Learning is sequenced to revisit and deepen understanding, supported by precise scientific vocabulary. Pupils develop skills in observing, measuring, designing fair tests, recording, presenting, drawing conclusions, and evaluating results.

Lessons combine direct teaching, questioning, enquiry, and varied recording formats. Outdoor learning and partnerships (e.g. CCMI – Reefs Go Live, the Botanic Park, mangrove restoration) provide authentic, real-world experiences.

Impact

By the end of KS1, students will:

- Be curious, confident, and enthusiastic about science.
- Develop core skills in observing, testing, recording, and evaluating.
- Understand key concepts progressively from Year 1 to Year 2.
- Apply learning to real-life contexts, including local environmental projects.
- Show care for the environment, responsibility, and ethical thinking.

KS1 Science equips every child with the knowledge, skills, and love of learning to succeed in KS2 and beyond.



Art and Design

Intent

Art and design in Key Stage 1 at CPHS is:

- Logically sequenced to build skills and understanding over time.
- Locally rooted and globally aware, reflecting cultural context and artistic heritage.
- Based on a wide range of texts, media, and artistic practices.
- Engaging and thought-provoking to inspire creativity and curiosity.
- Grounded in Christian values, promoting care, respect, and ethical engagement with creative work.

The curriculum aims to develop students' critical thinking, careful observation, and creative problem-solving. It also supports character education, aligning with enrichment themes across the school.

Implementation

Lessons are delivered by a specialist Art and DT teacher through structured, practical sessions that combine exploration, skill-building, and reflection. Learning is carefully sequenced to ensure progression in techniques and understanding across KS1.

Key aspects of implementation include:

- Using a variety of materials to design and make creative products.
- Developing ideas through drawing, painting, and sculpture.
- Exploring art and design techniques including colour, pattern, texture, line, shape, form, and space.
- Studying the work of artists, craft makers, and designers, comparing practices and making links to personal work.
- Encouraging discussion and evaluation using appropriate artistic vocabulary.
- Providing opportunities for independent experimentation alongside guided instruction.

Impact

By the end of KS1, students:

- Demonstrate confidence and enjoyment in exploring a range of materials and techniques.
- Apply critical and evaluative thinking to their own work and that of others.
- Show awareness of the historical and cultural context of art and design.
- Develop a lasting appreciation for creativity, supporting independent learning and lifelong engagement with the arts.



Design and Technology

Intent

At CPHS Primary, Design & Technology in KS1 inspires students to be creative, resourceful, and practical. The curriculum aims to:

- Develop problem-solving, design, and making skills.
- Foster curiosity, imagination, and resilience.
- Build confidence in using tools, materials, and techniques safely.
- Connect learning to real-life contexts, including the Cayman Islands environment.
- Encourage teamwork, reflection, and pride in completed products.

Implementation

The DT curriculum is delivered through purposeful projects where students design, make, and evaluate their own products. These projects are linked to real-world contexts and often integrated with other subjects such as Science, Maths, and Art.

Children learn to:

- Generate ideas through drawings and simple plans.
- Select and use a range of tools and materials safely.
- Build structures, explore mechanisms, and experiment with simple textiles.
- Prepare and evaluate basic food products as part of Cooking and Nutrition.

Key features include:

- Hands-on, practical lessons taught termly.
- Clear progression of skills across Year 1 and Year 2.
- Opportunities to evaluate and improve their work.
- Cross-curricular links with Caymanian culture, such as local crafts or foods.

Impact

By the end of KS1, students will:

- Show creativity and independence in designing and making.
- Use tools and materials safely and with growing confidence.
- Evaluate their work, identifying successes and next steps.
- Recognise how DT connects to everyday life, both locally and globally.
- Develop resilience, collaboration, and problem-solving skills that prepare them for KS2 projects.



Personal, Social, Health, and Economic (PSHE) Education

Intent

At CPHS Primary, PSHE is a vital part of the KS1 curriculum, supporting pupils' personal development, wellbeing, and preparation for life in modern society. The curriculum is a spiral programme, revisiting key themes in age-appropriate ways to build confidence, resilience, and understanding.

Rooted in Caymanian values and our Christian ethos, PSHE equips pupils to:

- Make healthy, informed choices.
- Build positive, respectful relationships.
- Understand their responsibilities in school, the community, and the wider world.

Implementation

PSHE is taught through lessons, cross-curricular links, assemblies, and enrichment activities. Learning is organised into three strands:

1. Health & Wellbeing – Pupils learn about healthy eating, hygiene, exercise, feelings, resilience, self-care, safety (including online basics), and managing risks.
2. Relationships – Pupils develop friendship skills, cooperation, family awareness, kindness, respect for boundaries, and positive conflict resolution.
3. Living in the Wider World – Pupils explore rules and responsibilities, diversity, caring for the environment, early money awareness, and active citizenship.

Impact

By the end of KS1, pupils will:

- Express feelings confidently and make healthy choices.
- Show kindness, empathy, and respect in relationships.
- Understand the value of rules, responsibility, and cooperation.
- Recognise ways to contribute positively to their community and the wider world.
- Develop resilience and self-worth, preparing them for KS2.



Religious Education

Intent

Religious Education (RE) at Cayman Prep and High School is a valued, compulsory subject, central to the school's Christian character. It enables every child to flourish and "live life in all its fullness" (John 10:10), while promoting dignity, respect, and harmonious relationships in a diverse world.

Through RE, pupils encounter Christianity as the principal religion in the Cayman Islands, while also exploring other major world faiths and worldviews. This develops knowledge, appreciation, tolerance, and respect, preparing pupils to live well with others.

Implementation

The KS1 RE curriculum follows the RE Today scheme, enriched with Cayman-specific content. It is taught weekly and sequenced from KG to Year 6 to build knowledge and critical thinking. Learning is organised into three strands:

- Believing – exploring beliefs, teachings, and questions of meaning.
- Expressing – learning about worship, prayer, celebrations, and spiritual expression.
- Living – understanding how beliefs shape daily life, values, and choices.

In KS1, pupils:

- Learn Christian stories, celebrations, and values such as love, kindness, and forgiveness.
- Explore Judaism, Islam, and other world faiths through festivals, symbols, and stories.
- Develop respect for different identities and beliefs.
- Begin to ask and respond to "big questions."
- Express ideas through art, drama, storytelling, and role-play.

Learning Approaches include direct teaching, questioning and reflection, storytelling, role-play, creative arts, use of artefacts, and where possible, outdoor learning and community links.

Impact

By the end of KS1, pupils will:

- Show an emerging understanding of Christianity and awareness of other faiths.
- Demonstrate respect for different beliefs, cultures, and traditions.
- Use simple religious vocabulary to describe practices and celebrations.
- Reflect on values and how they influence their own actions.

Assessment includes teacher observation, practical and written outcomes, pupil voice, and contributions to discussion. Impact is also seen through participation in assemblies, services, and community events.



Social Studies, Geography and History

Intent

At CPHS, the Social Studies, Geography and History curriculum in Key Stage 1 develops students' knowledge, skills, and attitudes so that they become informed, responsible, and active citizens. Rooted in the Cayman Islands Social Studies Curriculum (2019), it enables students to explore national and international history, physical and human geography, civics, and economics in ways that connect directly to their lives.

Implementation

The KS1 Social Studies curriculum is taught through three strands:

- Strand 1: Social Organisation, Civics and Economics – Students learn about the roles and responsibilities of individuals within their families, school, and local community. They begin to understand how rules help people live and work together, explore the importance of helping others, and develop an awareness of how goods and services meet people's needs.
- Strand 2: Geography and the Environment – Students ask questions about people, places, and environments and use maps, globes, photographs, and fieldwork to develop their geographical knowledge and skills. They learn about world geography, including the seven continents, and study the Cayman Islands while making simple comparisons with other places around the world. Students explore how people interact with their environment and develop an understanding of the importance of caring for the world around them.
- Strand 3: History, Culture and Identity – Students learn about three key areas of history: their own living memory, events beyond living memory, and significant individuals who have shaped the world. They explore Caymanian history, traditions, and national holidays while developing an understanding of chronology. Through photographs, stories, and artefacts, they investigate the past, compare it with the present, and begin to understand how historical events and individuals influence the world around them today.

Social Studies provides the foundations as a framework for cross-curricular learning, allowing links to English, Science, Art, and PSHE. Learning combines direct teaching with enquiry-based learning, practical investigations, and real-world experiences such as National Heroes Day, Cayman Week, and STEAM Week.



Social Studies, Geography and History

Impact

By the end of KS1, students will:

- Have a basic knowledge of Caymanian identity, community roles and cultural traditions.
- Use simple geographical vocabulary and mapping skills.
- Identify continents, oceans and some seas around the world.
- Recall key events and figures from their own past, Caymanian society and the wider world.
- Show respect for the environment and begin to think critically about fairness, responsibility and their role in their community.

This is measured through teacher observations of students, questioning, creative outcomes (e.g. role play, model making, writing), and student participation in events such as Cayman Week and STEAM week.



Computing

Intent

Computing at CPHS is designed to:

- Foster the belief that developing technological skills is central to enhancing life chances.
- Set high expectations for all students to achieve and enjoy using technologies.
- Enable students to apply skills in a range of contexts and for different purposes.
- Encourage understanding of learning within historical and cultural contexts, exploring cultural values.
- Provide a well-rounded experience in using, exploring, and creating with technological resources.
- Instil a love of technology, a passion for discovery, and confidence to explore imagination, supporting lifelong learning.
- Ensure learning is carefully sequenced to build skills progressively.

Implementation

In KS1, students learn computing through practical, hands-on activities that promote understanding, creativity, and safe use of technology. Lessons focus on:

- **Algorithms and Programming:** Understanding what algorithms are and how they are implemented on digital devices. Pupils create and debug simple programs and predict their behaviour using logical reasoning.
- **Digital Literacy:** Using technology purposefully to create, organise, store, manipulate, and retrieve digital content.
- **Real-World Contexts:** Recognising common uses of information technology beyond school.
- **Online Safety:** Using technology safely and respectfully, keeping personal information private, and identifying where to seek help if concerns arise about online content or contact.

Impact

By the end of KS1, students are able to:

- Demonstrate basic programming and problem-solving skills.
- Navigate digital tools confidently to create and manage content.
- Understand the role of technology in everyday life and the wider world.
- Show responsible and safe use of technology, including awareness of online safety and privacy.
- Approach computing tasks with curiosity, creativity, and confidence.



MFL (Modern Foreign Languages)

Intent

Spanish is taught by a specialist languages teacher and provides students with an engaging and accessible introduction to language learning. The curriculum aims to:

- Develop awareness of others through co-operative learning, building trust and respect.
- Encourage appreciation of different linguistic experiences and cultural values.
- Support students in developing their own beliefs and values in light of new experiences.
- Foster respect for other people, their beliefs, and their lifestyles.
- Promote curiosity and an enquiring attitude towards languages.

Learning is underpinned by three core strands of essential knowledge:

1. Phonics – recognising and applying Spanish phonetic patterns.
2. Vocabulary – building a growing bank of high-frequency words and phrases.
3. Grammar – introducing simple structures to form meaningful sentences.

Implementation

- Pupils continue with a weekly Spanish lesson. Songs, games, and role-play are central to learning, allowing students to practise conversational exchanges in meaningful contexts. As confidence grows, students are introduced to the phonetic structures of words and phrases and begin to translate simple vocabulary.
- Pupils recognise familiar words and phrases, including greetings, colours, numbers, and classroom objects.
- Cultural Enrichment: Whole-school events such as Language Day raise the profile of language.

Impact

By the end of KS1, students:

- Show enthusiasm and curiosity for learning languages.
- Use simple greetings, questions, and responses with increasing confidence.
- Recognise and apply basic Spanish phonics in spoken work.
- Appreciate the importance of language learning in connecting people and cultures.
- Are well prepared to build upon their linguistic knowledge in KS2.



Music

Intent

At CPHS, music is taught by specialist teachers. The curriculum aims to:

- Provide all students with the opportunity to perform, create, and respond to music.
- Develop an understanding of music across a range of historical periods, genres, styles, and traditions.
- Encourage confidence and enjoyment in singing, playing, and composing.
- Foster creativity, discipline, and teamwork through ensemble work.
- Build listening and analytical skills to deepen appreciation of music.

Implementation

Lessons are carefully sequenced to balance practical music-making with knowledge of musical elements and contexts.

Pupils are taught to:

- Use their voices expressively and creatively by singing songs, chants, and rhymes.
- Play tuned and untuned instruments musically, developing control and co-ordination.
- Experiment with, create, select, and combine sounds using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, and structure).
- Listen with concentration and understanding to a range of live and recorded music.
- Take part in performances within the classroom, assemblies, and wider school events.

Opportunities for enrichment include:

- Participation in school choirs, concerts, and productions.
- Exposure to music from different cultures and traditions, supporting global awareness.
- Incorporation of music technology for composition and performance.

Impact

By the end of KS1, students will:

- Sing with confidence and enjoyment, both individually and as part of a group.
- Play instruments with increasing control and accuracy.
- Create and perform simple compositions using voice, instruments, and technology.
- Demonstrate an awareness of different musical styles, traditions, and cultures.
- Listen attentively and respond with imagination and understanding.

Pupils leave KS1 with a strong foundation in music, ready to deepen their knowledge, skills, and appreciation in Key Stage 2. This will also prepare them for participation in events such as the National Children's Festival of the Arts (NCFA).



Physical Education

Intent

PE at CPHS aims to:

- Develop co-ordination, balance, agility, and gross motor skills.
- Introduce students to a range of games and physical activities.
- Build confidence in individual performance and teamwork.
- Teach the values of fair play, respect, winning, and losing with integrity.
- Promote enjoyment of physical activity through structured lessons and wider opportunities.

Implementation

PE is taught by specialist teachers twice weekly. Lessons are carefully structured to ensure progression from Early Years through KS2. KS1 students are introduced to a variety of sports and physical activities. They begin to learn the rules of simple team and individual games, developing confidence and understanding of tactics. They also improve hand-eye co-ordination and movement skills using a wide range of equipment and apparatus.

Key areas of focus in KS1 include:

- Fundamental movement skills (running, jumping, throwing, catching, balancing).
- Gymnastics and movement using apparatus.
- Simple team games with a focus on cooperation and competition.
- Dance and creative movement to express ideas physically.
- Opportunities to practise fairness, respect, and sportsmanship.
- Beyond the curriculum, students have access to a wide range of after-school sporting clubs that further develop skills and encourage participation in physical activity.

Impact

By the end of KS1, students will:

- Demonstrate control, co-ordination, and agility in movement.
- Show confidence when participating in games, sports, and physical challenges.
- Work effectively as part of a team, showing respect and sportsmanship.
- Understand and apply the principles of winning and losing with resilience.
- Develop a positive attitude towards physical activity, preparing them for Key Stage 2 PE and lifelong engagement in sport.



Learning Support

At CPHS, every child is valued as an individual and encouraged to reach their full potential. Sometimes, additional support is required to help students access the curriculum, achieve their best, and develop as independent, lifelong learners. Support for Learning is offered on a discretionary basis for students with a diagnosis of Special Educational Needs or Disabilities (SEND) and who require extra help to access learning.

Identification and Support

- Class teachers and learning assistants work closely with the Learning Support team to identify students who may have specific learning needs.
- Highly experienced teachers use a range of assessments and observations to build a clear understanding of each child's strengths and areas for development.
- Where appropriate, a Learning Support Plan is created with clear, achievable outcomes to guide provision and progress.

In-Class Support

- Support is tailored for students who require extra help within the classroom environment.
- Class teachers adapt curriculum delivery to ensure that learning remains inclusive and accessible.
- Learning assistants provide additional help so that students remain engaged, confident, and able to participate fully in lessons.

Small Group and Specialist Intervention

- Some students benefit from working in small groups where targeted support is provided across the curriculum.
- Specialist intervention programmes are delivered by the Learning Support team, under the guidance of the SENDCo (Special Educational Needs and Disabilities Co-ordinator).
- These interventions focus on core skills, specific learning needs, and strategies that help students transition successfully into the next stage of their education.

Impact

The Support for Learning provision ensures that students with SEND:

- Receive the help they need to make progress academically and socially.
- Gain confidence, resilience, and strategies for independent learning.
- Achieve the outcomes set in their Learning Support Plans.
- Experience a smooth and successful transition as they move through the school.

Our aim is to ensure that all students, regardless of their needs, have equal access to a broad, balanced, and enriching curriculum that prepares them to thrive both in school and beyond.



Student Council

The **Cayman Prep and High School Student Council** is a body of elected students representing Year 1 through to High School. Its purpose is to make real, student-led change both within the school and the wider community.

Every class from Year 1 to Year 6 nominates a representative who gathers the views and ideas of their classmates and shares them with the teacher mentor. These views can cover all aspects of school life, from homework to after-school activities, non-uniform days to inter-house competitions, and charity events.

Representatives complete proposal forms outlining why the issue is important and suggesting possible solutions. Proposals are discussed at monthly council meetings, and, if agreed upon, are presented to the Principal. Representatives then feed back to their classes so that every student remains involved in the process.

One of the first events of each academic year is the **Student Council Retreat**, where representatives work together to plan the school's annual calendar. This includes identifying inter-house events and selecting the charities that students will support through fundraising across the year.



Houses

At CPHS, every student is placed into one of three Houses: **Elmslie, Redpath, or Young**. The Houses are named after former ministers of the United Church of Jamaica and the Cayman Islands.

- Students remain in the same House as they move through Primary and into High School.
- Siblings are usually placed in the same House.
- Each House is led by an adult House Coordinator and adult Heads of House, with Year 6 House Captains elected to represent their peers.
- Every teacher is also allocated to a House, helping to build a strong sense of community.

Throughout the year, students take part in a wide range of House competitions that test mental agility, sporting ability, artistic creativity, and public speaking skills. Past events have included football, basketball, computer gaming, and debating.

Teachers also compete in their own House competitions – always a highlight for students, who enjoy cheering on their teachers!



Co-Curricular Opportunities

To enrich classroom learning, the curriculum is enhanced with a variety of **educational visits** and **guest speakers**. These experiences help children learn with context, which supports deeper understanding and long-term memory.

Examples include:

- Mangrove walks
- Museum visits
- Library visits
- Boat trips

In addition, visitors from the local community regularly come into school to share their knowledge and experiences, linking real-world expertise with classroom topics.

Extra-Curricular Clubs

At CPHS, extra-curricular clubs play a key role in offering a well-rounded education. These clubs provide opportunities for students to develop social, physical, creative, and intellectual skills in a safe and enjoyable environment.

Aims of Extra-Curricular Clubs

- To enrich the educational experience through diverse activities.
- To allow students to explore new interests and develop existing talents.
- To support the holistic development of every child, in line with the school's ethos.

Club Availability

- Clubs are available from Year 1 to Year 6.
- Clubs run at lunchtimes and after school (2:30 PM – 3:15 PM).

With a wide variety of clubs to choose from, every child has the chance to participate in activities that inspire, challenge, and engage them.

A photograph of two young children, a girl with blonde hair and a boy with dark hair, both wearing blue and white checkered shirts and aprons. They are standing at a wooden table, working with a large container filled with pink foam. The girl is in the foreground, and the boy is slightly behind her. They are both focused on their task. The background shows a classroom environment with white railings and blue accents.

“Students receive
EXCELLENT
support and guidance
across the school.”

CAYMAN PREP AND HIGH SCHOOL
INSPECTION REPORT, OCTOBER 2023

MISSION STATEMENT

*Cayman Prep and High School
provides a stimulating learning environment,
firmly rooted in Christian principles,
in which our students become critical, creative
thinkers, responsible citizens and lifelong learners
in an ever-changing world.*

CAYMAN PREP AND HIGH SCHOOL

Owned and operated by the United Church in Jamaica and the Cayman Islands

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