

CAYMAN PREP AND HIGH SCHOOL

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



KS2 Curriculum Guide

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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



Key Stage 2 (Years 3-6)

Key Stage 2 (KS2) covers Years 3 to 6 and represents a vital stage in a child's educational journey. At CPHS, the focus is on nurturing confident, curious, and independent learners through a broad and balanced curriculum that builds on the foundations of the Early Years Foundation Stage (EYFS) and Key Stage 1.

During KS2, children deepen their understanding in core subjects such as English, mathematics, and science, while also exploring in greater depth and breadth, a wide range of foundation subjects including social studies, art, design and technology, computing, music, physical education, and modern foreign languages (French is taught in addition to Spanish, in Year 4). The curriculum follows the English National Curriculum, adapted to reflect the unique context of the Cayman Islands.

Key Stage 2 encourages:

- Independence in learning and thinking
- Critical and creative problem-solving
- Strong written and verbal communication skills
- Collaboration and teamwork
- Personal responsibility, including organisation and time management

Teachers at CPHS set high expectations and provide adapted instruction within a nurturing environment that promotes both academic achievement and personal growth. By the end of Year 6, students are well-prepared for the transition to secondary education, equipped with the skills, knowledge, and confidence they need to succeed.

LOWER KS2 (YEAR 3 AND 4)

To ensure a smooth and supportive transition from Year 2 to Year 3, Term 1 begins with a carefully planned approach that bridges the gap between the two stages.

The Year 3 curriculum is delivered in a way that gently moves children from the more guided and nurturing environment of Key Stage 1 to the increased independence and responsibility expected in Key Stage 2. Teachers build on the skills and knowledge developed in Year 2, while encouraging greater self-direction in learning.

In Year 4, students are supported to take on more responsibility for their learning, manage their time effectively, and work collaboratively with their peers. Teachers create a supportive environment that balances academic challenge with emotional and social development.

By the end of Year 4, children are well-prepared to meet the growing demands of upper Key Stage 2, with a strong foundation across both core subjects and the wider curriculum.

YEAR 3 EXAMPLE TIMETABLE

7:45 - 8:00	8:00 - 8:20	8:20 - 9:15	9:15 - 9:55	9:55 - 10:15	10:15 - 11:15	11:15 - 12:00	12:00 - 12:55	1:00 - 2:30
Early Morning Work and Registration	Assembly/ Devotions	English	Numeracy and Literacy Skills	Snack / Break	Maths	PSHE	Lunch	Art and Design

YEAR 4 EXAMPLE TIMETABLE

7:45 - 8:00	8:00 - 8:20	8:20 - 9:10	9:10 - 9:55	9:55 - 10:15	10:15 - 11:15	11:15 - 12:00	12:00 - 12:55	1:00 - 2:30
Early Morning Work and Registration	Assembly/ Devotions	English	Numeracy and Literacy Skills	Snack / Break	Maths	Social Studies	Lunch	Science

UPPER KS2 (YEAR 5 AND 6)

Year 5 is a year of growth, challenge, and exciting opportunities at CPHS. As students progress further into Key Stage 2, they are encouraged to take greater ownership of their learning, develop leadership skills, and embrace new experiences both inside and outside the classroom.

A highlight of Year 5 is the one-night residential trip to Prospect Point, where students take part in outdoor learning, team-building activities, and shared responsibilities. This experience fosters independence, resilience, and collaboration in a safe and supportive environment. In addition, students participate in sailing lessons, where they learn the basics of sailing, water safety, and marine awareness. These lessons build confidence while enabling students to connect with the natural beauty of the Cayman Islands.

Year 6 marks the final stage of Key Stage 2 and is a time of both academic challenge and personal growth. At CPHS, the focus is on guiding the students to become confident, responsible, reflective young citizens, and preparing them for their transition to secondary education. As part of their leadership development, each Year 6 student is paired with a Kindergarten child through our Buddy System. This special partnership helps younger students feel supported and welcomed, while giving Year 6 students the opportunity to act as positive role models. Buddies spend time together during key moments of the school year, building friendships and strengthening the sense of community across year groups.

Year 6 students are also entrusted with a variety of responsibilities that allow them to contribute meaningfully to school life. These include positions such as House Captains, Sports Captains, School Ambassadors, and Leading Lights, where students help organise events, support peers, and represent the school with pride. Such roles foster leadership, teamwork, and ownership as students prepare for secondary school.

Highlights of Year 6 include Island Enterprise, where students develop practical, real-world skills through a student-led business project. They design, create, and sell their own products, learning valuable lessons in creativity, entrepreneurship, and teamwork. All proceeds are donated to charity, making it a meaningful way for students to apply practical skills while contributing positively to the community. Students in Year 6 also have the opportunity to let their lights shine on the stage in the end-of-Year 6 theatrical production, whether they are budding actors or competent stage hands, everyone has an important role to play.

One of the most exciting opportunities for Year 6 is the CCMI (Central Caribbean Marine Institute) trip to Little Cayman, where students fly to Little Cayman with their class and gain experience in hands-on marine science activities. This residential opportunity allows them to explore coral reefs, study ocean conservation, and gain a deeper appreciation of the natural world.

By the end of Year 6, students leave CPHS with a strong academic foundation, a sense of social responsibility, and the confidence to thrive in the next stage of their education.



Key Stage 2 Subjects

KEY STAGE 2 SUBJECTS

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 • Personal, Social, Health, and Economics (PSHE) • Religious Education (RE) • Social Studies incorporating History and Geography
Specialist Foundation Subjects Taught by our specialist teachers	• Computing • Art and Design • Modern Foreign Languages (MFL) - Spanish and French • Music • PE (Physical Education)



English

Intent

English at Primary in CPHS is:

- Logically sequenced lessons
- Locally rooted and globally aware
- Wide-ranging texts
- Engaging and thought-provoking lessons
- Grounded in Christian values

Implementation

English is taught daily through reading and writing in structured and engaging 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 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 this is achieved:

- Reading a wide variety of texts, including stories, poems, plays, and non-fiction, to build vocabulary and a love for reading.
- Exploring how books and poems connect with real-world topics.
- Understanding the writing process through planning, editing, and proofreading.
- Strengthening knowledge of spelling, punctuation, grammar, and paragraphing to improve writing.
- Developing speaking and listening skills through discussions, debates, and presentations in class and to wider audiences.

During their time at CPHS, children also participate in co-curricular activities such as drama, assemblies, yearly productions, and Student Council.



English

In Key Stage Two, students are taught and reminded of correct punctuation and grammar, appropriate to their age and ability. Lessons may be taught discretely, with learning then embedded across all English lessons and writing opportunities. Extended writing provides opportunities for students to demonstrate their understanding and apply skills learned. Students are encouraged to enjoy writing and understand its purpose. They are motivated to write articulately, eloquently, and with meaning. Lessons and homework include opportunities to write for authentic audiences, including the wider community.

Assessment and Feedback

Summative writing assessments are conducted five times a year. Outcomes are recorded to monitor each pupil's progress against specific learning objectives.

Assessment schedule:

- Baseline (first week Term 1.1): Narrative
- End of Term 1.1 Narrative
- Term 1.2 Instructions/Explanation text
- Term 2.1 Non-chronological reports
- Term 3 Descriptive writing

Impact

The impact of our English curriculum is seen in students' enthusiasm, confidence, and progress as readers, writers, and communicators. By the end of Key Stage Two, students:

- Develop a secure understanding of language and how it is used effectively for different purposes and audiences.
- Read fluently with comprehension, enjoyment, and an ability to make connections across texts.
- Write with increasing accuracy, creativity, and sophistication, demonstrating control over grammar, punctuation, and style.
- Communicate clearly and confidently in speech, contributing to discussions, debates, and presentations.
- Appreciate literature as a reflection of both local identity and the wider world.

Through carefully sequenced lessons, high-quality texts, and real-world opportunities, students leave CPHS prepared to engage with the demands of secondary education and inspired to be lifelong readers, writers, and thinkers.



Mathematics

Intent

The Mathematics curriculum at CPHS for Key Stage 2 aims to:

- Provide a high-quality, engaging, and challenging mathematics education for all students.
- Develop students' conceptual understanding, procedural fluency, and problem-solving skills.
- Encourage resilience, independence, curiosity, and confidence in applying mathematics in a range of contexts.
- Ensure progression in knowledge and skills, with each year building on prior learning and increasing in complexity.
- Enable students to make real-world connections and apply their mathematical understanding purposefully.

Implementation

- The curriculum follows NC2014 via White Rose Maths long-term and medium-term plans, providing a structured and cumulative approach.
- Learning builds sequentially, with each block revisiting and deepening concepts previously taught.
- Key features include:
 - **Concrete–Pictorial–Abstract (CPA)** approach in all lessons.
 - Use of precise mathematical vocabulary and sentence stems to support reasoning and discussion.
 - Daily retrieval practice to support long-term retention.
 - Flexible grouping and scaffolding to support all learners.
 - Formative assessment to inform and adapt teaching in real time.

Impact

- Students develop a secure understanding of mathematical concepts, reasoning, fluency and solving problems independently.
- Confidence and enthusiasm for mathematics grows which reflects in students' ability to engage with challenging tasks.
- Consistent opportunities for discussion, retrieval, and application support deep understanding and retention.
- Students leave Key Stage 2 with strong numeracy skills, ready to access secondary mathematics with confidence and independence.



Science

Intent

The Science curriculum at CPHS for Key Stage 2 aims to:

- Provide a wide-ranging and engaging programme of scientific learning.
- Develop curiosity, critical thinking, and problem-solving skills through practical investigations.
- Foster a strong understanding of scientific concepts and their application in real-world contexts.
- Encourage awareness of local and global environments, linking learning to the Cayman Islands and wider world.
- Instill responsibility, care for creation, and ethical consideration in the use of scientific knowledge.

Implementation

- The curriculum follows NC2014, enhanced with local content and outdoor learning opportunities.
- Lessons are carefully sequenced so that each concept builds on prior knowledge.
- Key features include:
 - Direct teaching of scientific knowledge.
 - Hands-on investigations and opportunities to design fair tests.
 - Use of precise scientific vocabulary and recording of results in varied formats.
 - Opportunities to analyse and draw conclusions from data.
 - Integration of real-world contexts and partnerships (e.g., CCMI, Botanic Park, mangrove restoration projects).



Science

Year Group Topics

Year Group	Topics
3	Plants; Animals including humans; Rocks; Light; Forces and magnets
4	Living things and their habitats; Animals including humans; States of matter; Sound; Electricity
5	Living things and their habitats; Animals including humans; Properties and changes of materials; Earth and space; Forces
6	Living things and their habitats; Animals including humans; Evolution and inheritance; Light; Electricity

Impact

By the end of Key Stage 2, students will:

- Demonstrate a secure understanding of key scientific concepts and vocabulary.
- Apply their knowledge to plan and carry out a range of scientific investigations, including designing fair tests.
- Collect, present, and interpret data accurately to draw valid conclusions.
- Make connections between scientific learning, the local Cayman Islands environment, and global issues.
- Show curiosity, critical thinking, and confidence when discussing and exploring scientific ideas.
- Be fully prepared for the transition to secondary science with strong investigative and problem-solving skills.



Art and Design

Intent

At CPHS, Art in Key Stage 2 nurtures students' creativity, self-expression, and visual literacy. Through a rich and varied curriculum, children explore a wide range of materials, techniques, and artistic traditions, developing their ability to communicate ideas, emotions, and observations through art.

Art encourages students to take creative risks, reflect on their work, and appreciate the value of experimentation. It fosters resilience, imagination, and critical thinking, while also deepening their understanding of cultural heritage that is specific to the Cayman Islands. It also develops their understanding of the role of art in shaping the world around them.

Implementation

- Lessons are delivered by a specialist Art and DT teacher and are carefully sequenced to build skills progressively across Key Stage 2.
- Students are supported in developing techniques, including control and use of materials, with creativity and experimentation.
- Opportunities are provided to:
 - Create sketchbooks to record observations, develop ideas, and review work.
 - Improve mastery of techniques in drawing, painting, sculpture, and mixed media.
 - Study and evaluate the work of notable artists, architects, and designers from history and contemporary practice.
- Classroom practice includes discussion, evaluation, and reflection to support critical and evaluative thinking.
- Art learning is linked to cross-curricular themes and projects where possible, enriching students' understanding of the world.

Impact

- Students develop confidence in using a variety of media and techniques.
- Creativity, critical thinking, and problem-solving skills are evident across projects and independent work.
- Students gain an appreciation of the cultural and historical significance of art and design.
- By the end of Key Stage 2, students are able to express ideas visually with skill and imagination, and can evaluate their own work and that of others effectively.
- Students leave Key Stage 2 with the artistic skills, knowledge, and confidence to engage with more complex projects in secondary education.



Design and Technology

Intent

At CPHS, Design and Technology (DT) in Key Stage 2 inspires students to be innovative, resourceful, and practical problem-solvers. The curriculum encourages creativity and imagination while giving students opportunities to design, make, and evaluate products that solve real and relevant problems in a variety of contexts. DT promotes resilience, critical thinking, and collaboration, while also fostering an appreciation of the role design and technology plays in society and the wider world.

Implementation

- Lessons are delivered by a specialist Art and DT teacher and are structured around the design-make-evaluate cycle, giving students a clear process to follow.
- Students learn and apply technical knowledge, including:
 - Mechanisms and structures (e.g. levers, pulleys, bridges).
 - Electrical systems (e.g. circuits, switches).
 - Textiles (e.g. joining, stitching, and pattern making).
 - Food technology (e.g. nutrition, food preparation, and cooking).
- The curriculum is sequenced progressively, with increasing complexity of skills and knowledge in each year group.
- Strong links are made to other curriculum subjects such as science, mathematics, art, and computing.
- Students are encouraged to evaluate and reflect on their own work and that of others, developing resilience and problem-solving skills.

Impact

- Students leave KS2 with practical skills and the ability to think critically and creatively when solving problems.
- They develop confidence in applying technical knowledge to real-life contexts.
- Students gain an understanding of nutrition and healthy eating through food technology.
- By the end of KS2, students can design, make, and evaluate products with increasing independence and originality, preparing them for further challenges in secondary education and beyond.



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

Intent

At CPHS, Personal, Social, Health and Economic Education (PSHE) is central to the personal development and wellbeing of our students. Rooted in our Christian ethos and the values of the Cayman Islands, PSHE equips students with the knowledge, skills, and values they need to make healthy choices, build positive relationships, and take their place as responsible citizens in an ever-changing world. The curriculum is taught as a dynamic, spiral programme that revisits and deepens learning across Key Stage 2, ensuring students develop confidence, resilience, and respect for themselves and others.

Implementation

Our PSHE curriculum is delivered through three interwoven strands:

- **Health & Wellbeing:** Students learn how to look after their physical, emotional, and mental health. Topics include resilience, self-care, healthy lifestyles, managing feelings, personal safety, and understanding risks (including those online). Children are encouraged to develop positive habits that promote lifelong wellbeing.
- **Relationships:** Students explore how to form and maintain healthy, respectful relationships with peers, family, and the wider community. They learn about communication, empathy, trust, conflict resolution, and the importance of boundaries and consent. Lessons help students recognise the qualities of positive and unhealthy relationships and know how to seek support when needed.
- **Living in the Wider World:** Students consider their role in society and their responsibilities as global citizens. Topics include diversity, rights and responsibilities, environmental stewardship, financial literacy, and community engagement. Students develop an understanding of laws, governance, and how they can contribute positively to their local, national, and international communities.

PSHE is taught through engaging lessons, assemblies, enrichment activities, and cross-curricular links, ensuring learning is relevant and meaningful.



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

Impact

By the end of Key Stage 2, students at CPHS will:

- Understand how to stay physically and emotionally healthy.
- Demonstrate respect, empathy, and kindness in their relationships.
- Be confident in managing challenges, making informed decisions, and seeking help when needed.
- Recognise their responsibilities as members of a community and global society.
- Be resilient, reflective, and ready to flourish in the next stage of their education and beyond.



Religious Education

Intent

At CPHS, Religious Education (RE) in Key Stage 2 is a valued subject that helps students deepen their understanding of faith, belief, and values. Rooted in our Christian ethos, it supports children in developing dignity, respect, and harmonious relationships while preparing them to thrive in a diverse and interconnected world.

KS2 students encounter Christianity in greater depth, exploring how it has shaped Caymanian and British heritage and continues to influence communities worldwide. They also study other major world religions and worldviews, fostering appreciation, tolerance, and respect for diversity.

Implementation

RE in KS2 is taught through weekly lessons, carefully sequenced to ensure students build progressively on prior knowledge from Key Stage 1. Lessons are structured around three core strands:

- Believing – exploring religious beliefs, teachings, and questions of meaning, purpose, and truth.
- Expressing – understanding forms of religious and spiritual expression, and issues of identity and diversity.
- Living – learning about religious practices, values, and commitments in everyday life.

Key Stage 2 students are encouraged to:

- Ask and explore challenging questions about faith, belief, and morality.
- Compare similarities and differences between Christianity and other world religions.
- Develop critical thinking and reflection skills through discussions, debates, and writing.
- Apply their understanding to real-life contexts, including Caymanian traditions and global issues.

The RE Today and National Association of Teachers of Religious Education schemes of work provide the frameworks for teaching, which are enriched with local content and experiences relevant to the Cayman Islands. Opportunities such as visits to local churches, engagement with community leaders, and outdoor learning experiences deepen students' understanding and bring learning to life.



Religious Education

Impact

By the end of Key Stage 2, students will:

Students demonstrate secure knowledge of Christianity and an awareness of other world religions and worldviews. They reflect thoughtfully on moral and ethical issues, using subject-specific vocabulary confidently when discussing religious and philosophical ideas. They appreciate the role of faith in shaping identity, culture, and community, and recognise the relevance of Religious Education to their own lives and to the wider world.

Assessment

In KS2, assessment in RE is ongoing and purposeful. Teachers use:

- Classroom dialogue, questioning, and observation.
- Written work, projects, and presentations.
- Students' self-reflection and peer discussion.

Impact is measured not only through progress against objectives but also through student voice, engagement in lessons, and contribution to wider RE and community activities.



Social Studies, Geography and History

Intent

At CPHS, the Social Studies, Geography and History curriculum in Key Stage 2 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 KS2 Social Studies curriculum is taught through three strands:

- Strand 1: Social Organisation, Civics and Economics – students learn about roles and responsibilities in society, the development of democracy and law in the Cayman Islands, parliament and governance, and the importance of trade and industry.
- Strand 2: Geography and the Environment – students carry out geographical enquiries, and in doing this, they ask geographical questions about people, places and environments. They will use geographical skills and resources such as globes, maps, atlases, and photographs alongside discussing the human impact on the environment. Students also study the Cayman Islands and compare these with other world regions, developing geographical knowledge in fieldwork skills. They explore sustainability, environmental stewardship, and the impact locally, nationally and internationally.
- Strand 3: History, Culture and Identity – Students learn relationships between people and events, through time, to interpret these relationships and actions and the ways in which they have changed. Students understand what things were like in the past and how things change and develop so they can imagine possible futures. Students investigate ancient civilizations and world history alongside Caymanian history, traditions, and national holidays. They learn to interpret primary, secondary, and tertiary sources to understand continuity, change, and cause and effect.

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 Key Stage 2, students will:

- Demonstrate secure knowledge of Caymanian heritage, culture, and civic responsibility.
- Understand and apply key geographical skills, including mapwork and field studies.
- Identify significant physical features of countries and continents around the world.
- Identify human features and their impact in countries and continents around the world.
- Explain historical change and continuity, drawing on evidence from different sources.
- Chronologically identify significant events in history and in living history across periods of time.
- Engage in debates and conversations on issues that support society, culture, sustainability, and identity.
- Develop into confident, thoughtful, and active citizens, ready to contribute positively to both the Cayman Islands and the wider world.

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

At CPHS, Computing in Key Stage 2 aims to develop confident, competent, and responsible users of technology. It equips students with computational thinking and problem-solving skills, fosters creativity through digital content creation and coding, and encourages safe and responsible use of digital tools and the internet. The curriculum also builds understanding of how technology impacts daily life, society, and the wider world.

Implementation

Lessons are delivered by a specialist computing teacher and are carefully sequenced to build skills progressively across Key Stage 2. Lessons include practical, hands-on activities, paired and group work, and real-world problem-solving tasks. These are always underpinned by e-safety alongside discrete e-safety learning at the beginning of each academic year.

- Students learn to:
 - Understand algorithms, how they are implemented as programs, and the concept of precise instructions.
 - Create, test, and debug simple programs.
 - Use logical reasoning to predict and explain the behaviour of programs.
 - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.
 - Recognise common uses of information technology beyond the classroom.
 - Use technology safely and respectfully, keeping personal information private and understanding where to seek help.

Opportunities for cross-curricular application are provided, integrating computing skills into other subjects where relevant.



Computing

Impact

- Students demonstrate confidence in using digital tools independently and collaboratively.
- Students develop a strong understanding of key computing concepts and are able to apply them in practical tasks.
- Computational thinking and problem-solving skills are evident in coding projects and digital creation.
- Students understand the importance of digital safety and responsible technology use.
- By the end of Key Stage 2, students are well-prepared for secondary-level computing and equipped with transferable digital skills for life.
- Approach computing tasks with curiosity, creativity, and confidence.



MFL (Modern Foreign Languages)

Intent

At CPHS Spanish and French are the taught Modern Foreign Languages. They are taught by a specialist language teacher, providing students with an engaging and accessible introduction to language learning. The Modern Foreign Languages curriculum aims to foster an enthusiasm and curiosity for learning new languages, develop listening, speaking, reading, and writing skills in both French and Spanish. This enables students to build cultural awareness and appreciation of different traditions, values, and ways of life. It also provides students with the confidence to communicate in another language and lays a strong foundation for continued language study in secondary school.

Implementation

- Students learn Spanish from Kindergarten, and French is introduced at Key Stage 2 in Year 4.
- Lessons are interactive, practical, and engaging, making use of songs, games, role play, and storytelling.
- The curriculum is carefully sequenced so that knowledge and skills are built progressively across Key Stage 2.
- Students develop:
 - Listening and speaking through conversations, repetition, and role play.
 - Reading and writing through exposure to simple texts, stories, and written exercises.
 - Grammar and vocabulary through structured teaching and practice.
- Cultural elements are embedded in lessons to provide a broader context and bring the language to life.

Impact

- Students develop a secure foundation in both French and Spanish, with confidence in basic communication.
- Students demonstrate enthusiasm for language learning and curiosity about other cultures.
- By the end of Key Stage 2, students can understand and express simple ideas, facts, and feelings in French and Spanish.
- Students are well-prepared for further study of languages at secondary level, equipped with essential skills and motivation to progress.



Music

Intent

At CPHS, Music in Key Stage 2 continues to develop a universal language that fosters creativity, confidence, and self-expression. It aims to inspire a lifelong love of music, nurture talents, and develop cultural awareness while supporting wider academic achievement. Through the curriculum, students perform, listen to, review, and evaluate music from diverse historical periods, genres, and cultures. They sing, compose, and use technology to create and refine music, while developing an understanding of musical elements such as pitch, rhythm, dynamics, timbre, texture, structure, and tempo. Students also recognise music's role in society, building respect for different traditions and communities.

Implementation

Music is taught by one of two specialist teachers (some lessons are team taught), through weekly lessons. The curriculum aligns with the UK National Curriculum and is enriched with practical experiences. Every student has an opportunity to play a range of instruments. Students will:

- Sing individually and in groups with expression and control.
- Play instruments, both tuned and untuned, exploring different techniques.
- Compose and improvise using voices, instruments, and digital tools.
- Perform in class, assemblies, productions, and community events.
- Listen and appraise live and recorded music, analysing key features.

Learning is carefully sequenced from Year 3 to Year 6, ensuring progression in technical skills, vocabulary, and musical understanding. Enrichment opportunities include choirs, instrumental lessons, and annual school concerts.

Impact

By the end of KS2, students will:

- Perform confidently in solo and group contexts.
- Compose and refine music using a variety of tools.
- Listen with focus and evaluate using musical vocabulary.
- Appreciate music from different times, places, and cultures.
- Express creativity and build confidence through performance.

Impact is seen in students' performances, class participation, and enthusiasm for music both in and beyond the classroom.



Physical Education

Intent

At CPHS, Physical Education (PE) is essential in developing students' physical skills, teamwork, resilience, and healthy lifestyles. By the end of KS2, students will have experienced a wide range of sports and physical activities that build confidence, discipline, and enjoyment of physical activity, preparing them for lifelong participation in sport.

Implementation

PE in KS2 is taught by specialist teachers twice a week. Lessons focus on:

- Sport-specific skills: building on KS1 foundations to develop accuracy, control, and technique in a wide range of sports (e.g. football, cricket, rugby, netball, athletics, swimming and sailing).
- Rules and strategies: learning key rules of gameplay, tactics, and fair competition.
- Teamwork and cooperation: developing communication, leadership, and collaboration in group activities.
- Health and fitness: understanding the importance of exercise, stamina, and wellbeing.

Students take part in inter-house competitions and represent the school in national sporting events, gaining experience in competitive play. Lessons are sequenced from Year 3 to Year 6 to ensure progression from basic skill acquisition to more advanced performance and tactical understanding.

In addition to curriculum PE, students have access to a wide range of after-school sports clubs to further develop their interests and abilities.

Impact

By the end of KS2, students will:

- Demonstrate a wide range of physical skills across different sports.
- Show understanding of rules, tactics, and fair play in competitive situations.
- Work cooperatively and communicate effectively as part of a team.
- Develop resilience, confidence, and a positive attitude to health and fitness.
- Participate enthusiastically in school and national sporting events.

Impact is evident in students' active participation, skill progression, and willingness to embrace both competitive and recreational physical activity.



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 children access the curriculum, achieve their best, and develop as independent, lifelong learners. Support for Learning is offered on a discretionary basis for children 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 children 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 children 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 children remain engaged, confident, and able to participate fully in lessons.

Small Group and Specialist Intervention

- Some children 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 children transition successfully into the next stage of their education.

Impact

The Support for Learning provision ensures that children 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 children, 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.
- A staff House Coordinator oversees a staff lead for each 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.
- For Key Stage 2 (Y3–Y6), clubs run at lunchtimes and after school (2:45 PM – 3:30 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 a female teacher with brown hair in a ponytail, wearing a dark blue blazer over a floral top and a red poppy pin. She is leaning over a desk, assisting two students. The students, a girl with glasses and a boy, are both wearing blue and white checkered school uniforms. The girl is looking up at the teacher, while the boy is focused on writing in his notebook. On the desk, there is a yellow container with various school supplies like pens, pencils, and scissors. In the background, there are educational posters on the wall, including multiplication tables for 7, 8, 9, 10, 11, and 12. A whiteboard with some writing is also visible.

*"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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