



DELHI PUBLIC SCHOOL  
GREATER NOIDA  
SESSION 2026-27

Cambridge Early Years and Primary Curriculum Guide for Parents



"The journey of a  
thousand miles  
begins with a single  
step."  
Lao Tzu

# Introduction

Welcome to DPS, Greater Noida Cambridge Early Years and Primary Curriculum Guide.

This document is intended to support parents' understanding of our approach to education in the Cambridge Early Years and Primary Programme for children aged 3-5 for Early Years and 5-11 for Primary.

Please refer to the School Almanac for more information about general school routines and policies.



## Our Vision

Our Vision is in sync with the immortal lines of Rabindranath Tagore.

"Where the mind is without fear and the head is held high.

Where the knowledge is free,  
Where the world has not been broken up into fragments by narrow domestic walls."



## Our Mission



- To develop the mental, intellectual, and aesthetic faculties of the child through a host of curricular and co-curricular activities.
- Instill a sense of patriotism and community spirit in the students to make them worthy and responsible citizens.
- Foster team spirit and environment consciousness.
- To create opportunities to develop creativity, collaboration & critical thinking skills through an inclusive and personalised experience.
- Make the students understand that the formation of good character is the foremost objective of education.
- Impart student-friendly stress-free and value-based learning experience.
- To create a positive, safe, and nurturing learning environment in which everyone is valued as individuals, empowering them to be versatile, motivated, and caring people
- Provide state-of-the-art educational facilities.

# Our Learner Attributes

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Our job is not to prepare students for something. Our job is to prepare them for anything and everything.

-AJ Jullian



# Our Framework

Cambridge Primary is our new programme for 5-11 year-olds. It gives young learners the best start in life, helping them to meet key early milestones and thrive in and outside of school. It is a topic-based approach, enhanced by free-flow learning. This exciting and challenging curriculum is based on the observation of the children's needs, interests, and stages of development across seven areas of learning to enable the children to achieve and exceed their Early Learning Goals.



## Our Approach

### Key Principles

We have developed the Cambridge Primary in collaboration with trusted Primary experts, so it reflects the very latest educational thinking.

Our approach is built around these key principles:



# Our Cambridge Accreditation



# Our Pedagogical Approach

## Free-Flow Learning

A successful Free Flow environment offers a rich play and learning experience for children. It allows them to progress at their own pace and practice in choosing and dealing with the consequences of their choices.

It also encourages a more flexible and open-ended use of groups' resources both indoors and outdoors.

The outstanding Free-Flow provision at DPS, Greater Noida gives children the opportunity to extend their learning experience by immediately being able to take it from the indoor environment to the outdoor one, where it takes on additional meaning, enhanced context, and above all, brings the natural elements of the world around them into their learning experience.

## Areas of Learning

### Early years

The Eight areas of Learning covered by Cambridge Primary are broken down into Four Prime Areas and Four Specific Areas.

#### Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social, and Emotional Development
- Digital Literacy

#### Specific Areas:

- ESL(English as second language Literacy)
- Mathematics
- Understanding World
- Expressive Arts & Design

These areas are, of course, interlinked and are enhanced by our Free-Flow learning approach.

## Prime Areas of Learning

### • Communication and Language

Communication and Language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.



## How it's linked

Here are a few examples of how Communication and Language connect to other prime areas of learning.

### **Personal, Social and Emotional Development**

A child who can communicate feelings, needs and ideas develops a strong sense of self and is increasingly able to relate to others in rewarding and appropriate ways

### **Physical Development**

Through describing actions (which increases conscious control) and through talking about health and the factors which influence it.

## • Physical Development

Physical Development involves providing opportunities for young learners to be active and interactive; and to develop their coordination, control, and movement. Children must also be supported to understand the importance of physical activity and to make healthy choices about food for example.



## How it's linked

Here are a few examples of how Physical Development connects to other prime areas of learning.

### **Personal, Social, and Emotional Development**

Increasing physical control provides children with an experience of the self as an active agent in the environment, promoting growth in confidence and awareness of control.

### **Communication and Language**

A child who can effectively use the large movements and gestures, as well as the fine movements involved in speech, can convey messages to others.

# • Personal, Social and Emotional Development

Personal, social, and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.



## How it's linked

Here are a few examples of how Personal, Social, and Emotional Development connects to other prime areas of learning.

### Physical Development

A child who feels secure and safe is confident to expand the boundaries of exploration and is motivated to reach, move and test physical capacities.

### Communication and Language

Communication and language within relationships that establish turn-taking or collaborative learning, develops a desire to communicate and build an understanding of the shared meaning of words.

## Specific Areas of Learning

### Mathematics

Mathematics involves providing children with opportunities to develop their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and describing shapes, spaces, and measures. Under the framework, children will be able to count from 1 to 20 and beyond and carry out basic addition and subtraction.

When looking at shape, space, and measures, children should be able to problem-solve and compare quantities using measurements such as size, weight, capacity, position, distance, time, and money. Children will also develop their understanding of different patterns



# English as Second Language



Literacy development involves encouraging children to link sounds and letters and to begin to read and write.

Children learn how to read and comprehend simple sentences, using phonic knowledge. As they advance, they will be able to understand some of the more commonly used irregular words and to converse with others about what they are reading.

Using phonic knowledge, children should learn how to write words based on the sound of the word when it is spoken, including some irregular words. They work towards writing simple sentences that can be understood and read out.

At DPS, we use Jolly Phonics methods to teach & learn the sounds of the alphabet and move on to diagraphs, which are two letters together which make a sound, such as 'ai'.

## Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe, and find out about people, places, technology, and the environment.

As such, there are three segments to this section:

- Past and Present – children will be able to talk about similarities between the past and present and relate to these through stories and their current environment.
- People, Cultures, and Communities – talking about events in their lives, children will be able to describe things that have happened to themselves and family members and recognise that there can be differences in what other people enjoy doing, including different traditions.
- The Natural World – children will be able to recognise similarities and differences in their living environment and that of others, whether place, object, material or living things, such as plants and animals

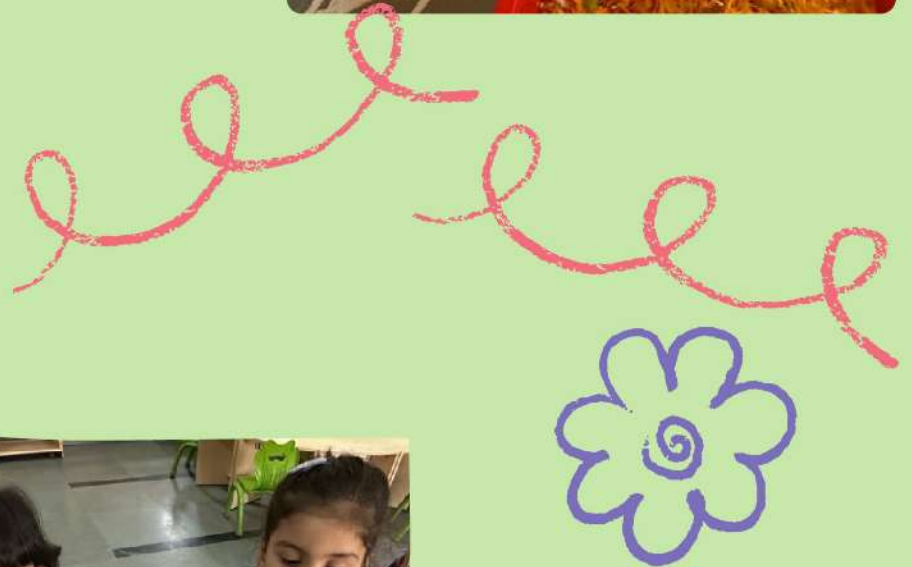


# Expressive Arts & Design

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for the sharing of thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, design and technology.

Whilst exploring and using different media, children will sing, make music, and dance, as well as use different materials, tools, and techniques to experiment with colour, design, texture, form and function.

Being imaginative is also very important. Children are encouraged to represent their own ideas, thoughts and feelings using media and materials through creative activities such as art and design, music, dance, role play and storytelling.



# Progression & Development

## Cambridge Pathways

Cambridge  
Pathway



A clear path for educational success from age 3 to 19

### Cambridge Early Years

#### Age 3+

A play-based programme, with:

- a holistic curriculum
- engaging resources
- support to measure progress

6 curriculum areas including  
Personal, social and  
emotional development

### Cambridge Primary

#### Age 5+

- Clear, adaptable curriculum
- Flexible assessment options
- Support and resources
- Insight to understand potential

11 subjects including English,  
Mathematics, Science, Computing,  
Art & Design and Wellbeing

### Cambridge Lower Secondary

#### Age 11+

- Clear, adaptable curriculum
- Flexible assessment options
- Support and resources
- Insight to predict performance

11 subjects including English,  
Mathematics, Science, Computing,  
Art & Design and Wellbeing

### Cambridge Upper Secondary

#### Age 14+

- Broad, adaptable curriculum
- Fair, valid, reliable assessment
- Support and resources
- Insight to optimise achievement

Cambridge IGCSE™: 70+ subjects  
Cambridge O Level: 40+ subjects  
Cambridge ICE

### Cambridge Advanced

#### Age 16+

- In-depth, adaptable curriculum
- Fair, valid, reliable assessment
- Support and resources
- Insight to predict performance

Cambridge International  
AS & A Level: 55 subjects  
Cambridge AICE, Cambridge IPQ





Cambridge  
Primary

# The start of an exciting journey

We believe in an education that takes your child further. That's why we have designed Cambridge Primary to give students a strong foundation, helping them thrive throughout school, work and life.

To learn more, visit [cambridgeinternational.org/primary](https://cambridgeinternational.org/primary)



CAMBRIDGE

Cambridge  
Pathway 



"Great things often  
start off small."  
— "James and the Giant Peach"



## Understanding Cambridge Primary

**CAMBRIDGE PRIMARY IS AN INTERNATIONAL CURRICULUM THAT PROVIDES A STRONG FOUNDATION FOR CHILDREN AGED 5–11 YEARS FOCUSING ON DEVELOPING LIFELONG SKILLS IN CRITICAL THINKING, PROBLEMS-SOLVING AND INQUIRY.**

**THE CURRICULUM IS DESIGNED TO BE FLEXIBLE AND ADAPTABLE TO SO THE DIVERSE NEEDS OF STUDENTS, PROVIDING THEM THE KNOWLEDGE AND SKILLS. THE NEED FOR THE NEXT STAGE OF THE EDUCATION.**



## Curriculum

The required knowledge, understanding and skills.



Cambridge Assessment  
International Education

# Cambridge Primary: an aligned approach



## Teaching & learning

The approaches that help teaching and learning to take place.



## Assessment

The process of finding out what learners have learned.



## CORE PRINCIPLES OF THE CAMBRIDGE PRIMARY CURRICULUM

**HOLISTIC  
DEVELOPMENT**

**INQUIRY-BASED  
LEARNING**

**CONTINUOUS  
ASSESSMENT**

**GLOBAL  
CITIZENSHIP**



Cambridge Assessment  
International Education

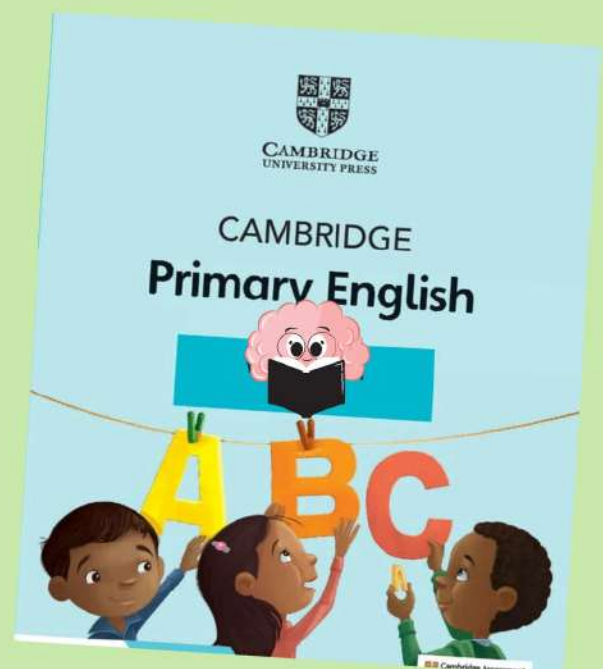
Cambridge International School

# Areas of Learning in Cambridge Primary

- English as Second Language
- Mathematics
- Science
- Computing and Digital Literacy
- Wellbeing
- Art and Design
- Global Perspective
- Music
- Physical Education

## English as Second Language

Learners develop skills and understanding in four areas: reading, writing, speaking and listening. They will learn how to communicate effectively and respond to a range of information, media and texts to become confident communicators, able to apply all four skills effectively in everyday situations see themselves as readers, engaging with a range of texts for information and for pleasure, including texts from different times and cultures see themselves as writers, using the written word clearly and creatively for a range of different audiences and purposes.



## Mathematics

‘Thinking and working mathematically’, a unique feature of our curriculum, encourages learners to talk with others, challenge ideas and to provide evidence that validates conjectures and solutions. When learners are thinking and working mathematically, they actively seek to make sense of ideas and build connections between different facts, procedures and concepts. This supports higher order thinking that helps them to view the world in a mathematical way.



## Science

Students will think scientifically and develop practical skills alongside knowledge and understanding, which is vital for explaining the world around us. Improving learners’ awareness of science in the world around them develops their sense that ‘science is for me’, helping to connect themselves to the subject.



## Computing and Digital Literacy

Computing and Digital Literacy Students develop the digital skills that will help with many aspects of their future learning and development. They will understand their place, and the place of others, in an interconnected world and make educated decisions about the information that they encounter online develop knowledge and understanding that will allow them to respond to, and evaluate technology of the future develop skills to create increasingly sophisticated documents and presentations learn how to become positive contributors to the digital world



# Music

Learners explore music as performers, composers and informed listeners. They make, understand and appreciate music from different cultures, times and places, helping them to develop leadership and collaboration skills as well as self-confidence.

Cambridge Primary Music learners: cultivate a joy of music through participating in meaningful and enjoyable experiences

develop the knowledge, skills and attitudes necessary to contribute as musicians collaborate with others in purposeful and expressive ways through singing and playing instruments nurture their individual and collective creativity use their growing knowledge to explore and generate music that is unique, relevant and valuable.



# Physical Education

Students develop creative skills that will help with many aspects of their future learning and development. They will learn to see themselves as artists and become increasingly reflective and independent develop the skills needed to express creative ideas and to communicate visually understand their place and the place of others in a creative, innovative and interconnected world

# Wellbeing

In Cambridge Primary Wellbeing, learners: develop their understanding of factors that contribute to their emotional and physical wellbeing practise a wide range of strategies for managing their emotional and physical wellbeing explore a wide range of interpersonal relationships, including friendships, family, the importance of community and social responsibility demonstrate positive expressive and receptive communication skills when interacting with others are empowered to manage their own safety and respond to change in a wide range of situations explore how they can contribute to the wellbeing of others



## Art and Design

Students develop creative skills that will help with many aspects of their future learning and development. They will learn to see themselves as artists and become increasingly reflective and independent develop the skills needed to express creative ideas and to communicate visually understand their place and the place of others in a creative, innovative and interconnected world


















## Global Perspective

The programme develops the skills of research, analysis, evaluation, reflection, collaboration and communication. It strengthens the links across English as a first or second language, mathematics, science and ICT Starters. Research says that the earlier students start to develop and practise their skills, the greater the impact on their learning. Making Cambridge Global Perspectives available to younger students will develop and embed cross-curricular skills at an earlier age, supporting them in their studies as they progress to and beyond.



# Our School Day

## Timetable

	8:40-9:00	9:00-9:35	9:35-10:05	10:05- 10:35	10:35- 11:05	11:05-11:35	11:35-12:05	12:05-12:35
Monday	Arrival Time	Circle Time	PE 	abc Phonics	Lunch Time	Disco Dough 	Oracy 	Art 
Tuesday			Outdoor Learning 	abc Phonics		Music 	Numeracy 1 2 3	Free Play 
Wednesday			Role Play 	abc Phonics		PE 	Understanding the World 	Numeracy 1 2 3
Thursday			Story Time 	abc Phonics		Dance 	Oracy 	Outdoor Learning 
Friday			1 2 3 Numeracy	abc Phonics		Art 	Understanding the World 	Hustle Bustle Room 

Please note that this is only a sample timetable, to give you an idea of the structure of the day.

The timetable would be shared by the Homeroom Teacher.

## Healthy Eating

### School Lunch & Snacks

Packed lunches be brought in from home each day, labeled with the student's name. We encourage children to bring a healthy Lunch with them, as well as a water bottle, labeled with their name.

Snacks and lunch might include:

- Sandwiches
- Cubes of cheese
- Fruit
- Cereal bars

- Savoury biscuits
- Small pieces of cooked meat
- Cut-up carrots/cucumber/cherry tomatoes
- Small plain cake
- Fresh juice or water



# Our School at Glance

Dual Board  
CBSE  
and  
Cambridge\*

Number of  
Faculty  
200+



Number of  
students  
5000

Languages Taught:

- English
- Hindi
- German
- Spanish
- German
- Japanese