



CAMBRIDGE

Cambridge Early Years

El primer paso en el Cambridge Pathway

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Noviembre de 2023

The image features a graphic design with a dark teal background. On the left side, there are several overlapping, semi-circular shapes in various shades of teal and light blue. In the center, there is a white shield with a light teal border. Inside the shield, the text "Ready for the world" is written in a dark teal, serif font, arranged in three lines.

**Ready
for the
world**



Quiz

- 1.- Mencione algunas de las áreas curriculares en que dividiría un programa de Early Years
- 2.- Si pensamos que los programas tienen tres dimensiones: enseñanza, aprendizaje y evaluación, ¿cómo piensan la evaluación en esta etapa?

Agenda

- ▶ Cambridge Early Years
- ▶ Currículo
- ▶ Midiendo el progreso
- ▶ Recursos
- ▶ Soporte para Profesores
- ▶ Desarrollo Profesional

El Cambridge Pathway

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

10+ 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

10+ 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: 50+ subjects
Cambridge AICE, Cambridge IPQ

Cambridge Professional Development for teachers and school leaders

Ready for
the world 

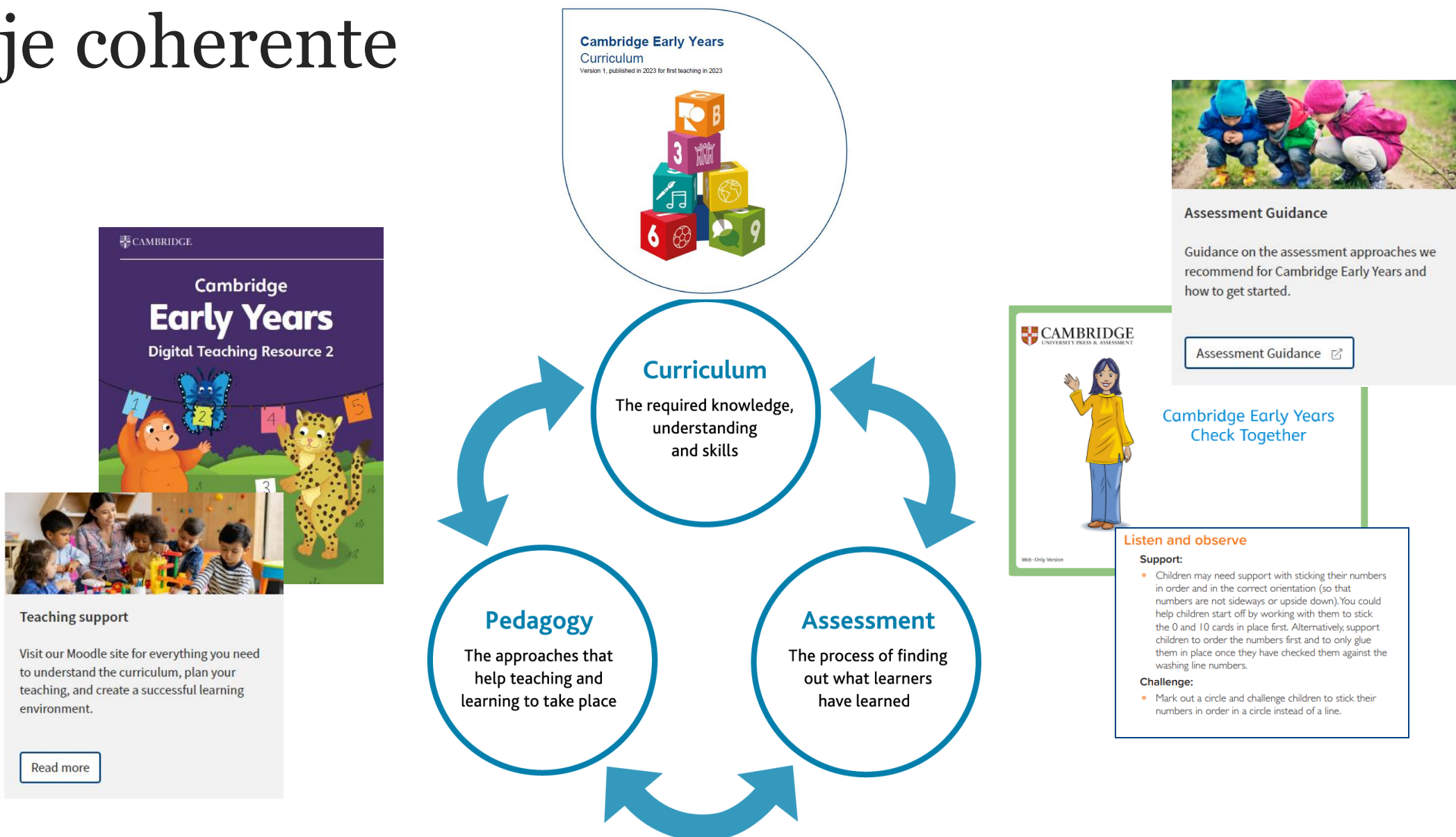
Cambridge Early Years

El primer paso en el Recorrido Cambridge

- Para niños de **3 a 6 años**
- El comienzo de un **emocionante recorrido educativo**
- **Centrado en el niño**, y basado en el **juego**
- Todo lo que se necesita para un aprendizaje de alta calidad:
 - Un currículo holístico y equilibrado
 - Recursos de aula estimulantes
 - Desarrollo profesional
 - Opciones de evaluación para medir el progreso de los alumnos



Abordaje coherente



Por qué Cambridge Early Years?

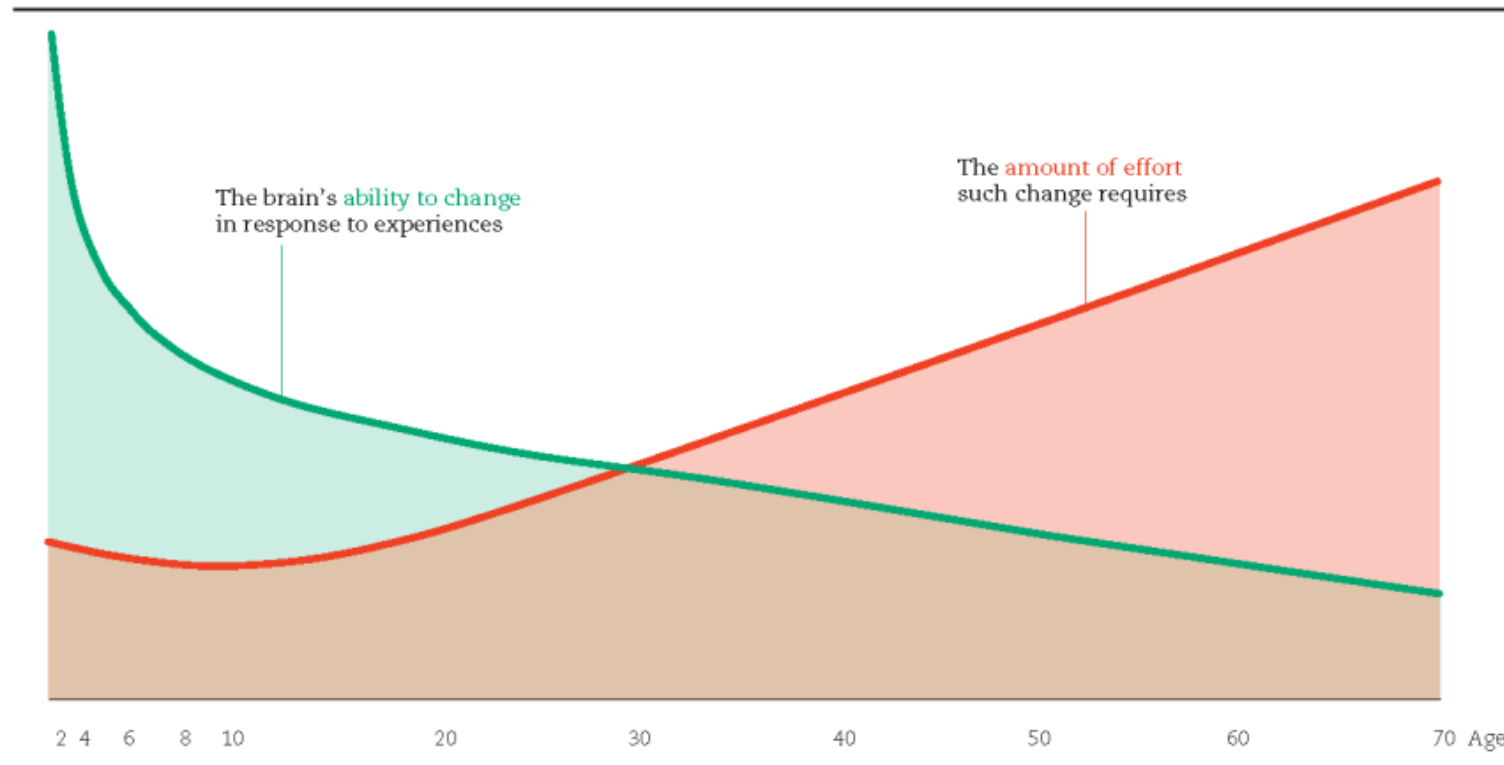
- Globalmente, hay un mayor interés y una mejor comprensión acerca de la importancia del cuidado y la educación de alta calidad en la primera infancia.
- Durante los primeros cinco años de vida, los niños aprenden más rápidamente que en cualquier otra etapa de la vida.
- Los niños desarrollan habilidades básicas cognitivas y socioemocionales fundamentales para sus conquistas futuras en la escuela y más tarde en la vida adulta.
- Esas habilidades son también la base para el bienestar general.
- Los niños que participan de programas de alta calidad en esta etapa están mejor preparados para su escolaridad futura, y en general presentan un mejor rendimiento académico.



El 85% del cerebro se desarrolla en los primeros cinco años de vida

Buenas noticias para los niños... no tanto para mi!

FIGURE 1 THE BRAIN'S ABILITY TO CHANGE AND THE AMOUNT OF EFFORT REQUIRED FOR SUCH CHANGE



Source: C.A. Levitt (2009), *From Best Practices to Breakthrough Impacts: A Science-Based Approach to Building a More Promising Future for Young Children and Families*, Center on the Developing Child, Harvard University, Cambridge, MA.

Principios clave / Key principles

Lo que dicen los expertos

2. Los niños aprenden de manera más efectiva cuando están comprometidos e **involucrados activamente** en su aprendizaje, apoyados por un docente a través de **experiencias bien planificadas...**

3. El aprendizaje debe estar basado de manera equilibrada en el desarrollo de los aspectos físicos, cognitivos, de comunicación y lenguaje y socio-emocionales.

4. La pedagogía en este nivel debe estar basada en el juego, adecuada a la etapa de desarrollo y centrada en el niño...

Key principles for the Cambridge Early Years Programme

Cambridge has synthesised evidence and research relating to quality and impact of early years education to derive and set out the following principles:

1. A child's learning and development are shaped by social and cultural factors through the contexts of their home, community and early years settings.
(Jensen and Rasmussen, 2019; Melhuish et al., 2017; Pufall Jones and Mistry, 2019; Sylva et al., 2010; Whalley et al., 2007)
2. Children learn most effectively when they are engaged and actively involved in their learning, supported by the practitioner through well-planned experiences which provide children with feelings of competence, agency, emotional attachment and self-worth.
(Bandura, 1997; Deci and Ryan, 2008; Evangelou et al., 2009; Malaguzzi, 1993a, 1993b; Montessori, 1949; Moss, 2010; Papatheodorou and Moyles, 2008; Pekrun et al., 2002; Perry et al., 2019; Stewart, 2014)
3. Early years learning should be based on an appropriate balance of physical development, cognitive development, language and communication development, and social and emotional development.
(Kumpulainen, 2018; Siraj-Blatchford and Sylva, 2004; Stephen, 2010; Sylva et al., 2010)
4. Early years pedagogy should be play-based, developmentally age-appropriate and child-centred, and should include both child-initiated and adult-led practice.
(Broadhead, 2018; Callanan et al., 2017; Colliver, 2019; Li, 2020; Hirsh-Pasek et al., 2008; Rogers, 2014; Sylva, 2010; Zosh et al., 2018)

Currículo

Cambridge Early Years Curriculum

Version 1, published in 2023 for first teaching in 2023



Un currículo holístico y equilibrado

- Currículo holístico y equilibrado, **enfocado en el niño**
- Desarrolla conocimiento, comprensión y habilidades que **preparan a los niños para la próxima etapa de su educación**
- Equilibrio entre el desarrollo **físico, cognitivo, de lenguaje y comunicación** y el desarrollo **socioemocional**
- Los alumnos se desenvuelven **a su propio ritmo.**



Estructura

El programa Cambridge Early Years propone **objetivos de aprendizaje que estructuran la enseñanza y el aprendizaje en 3 etapas.**

Esos objetivos muestran **qué se espera** del aprendizaje y las habilidades **al final de cada etapa.**

EY1

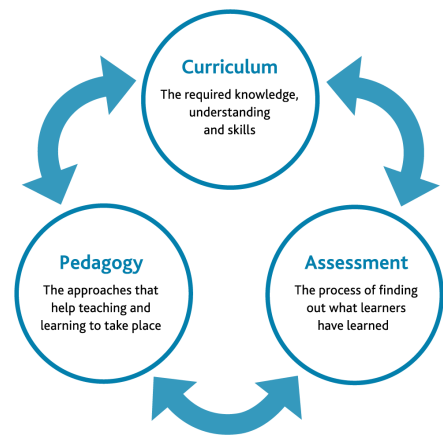
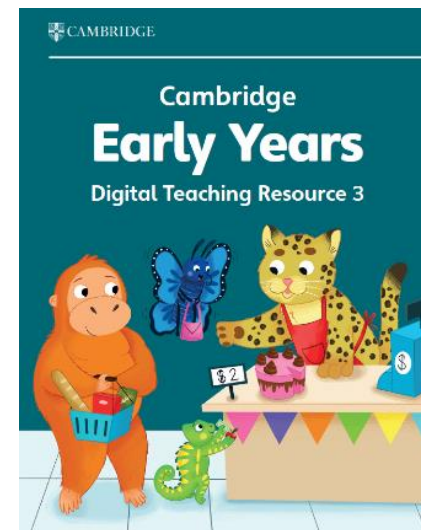
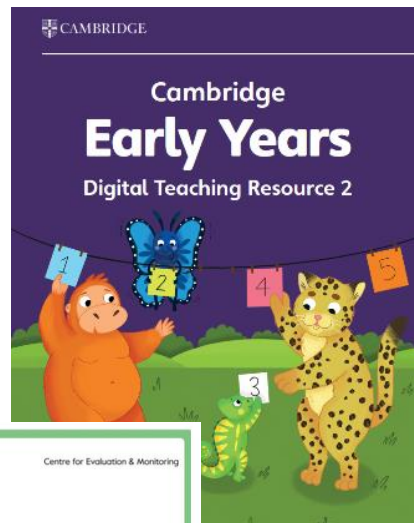
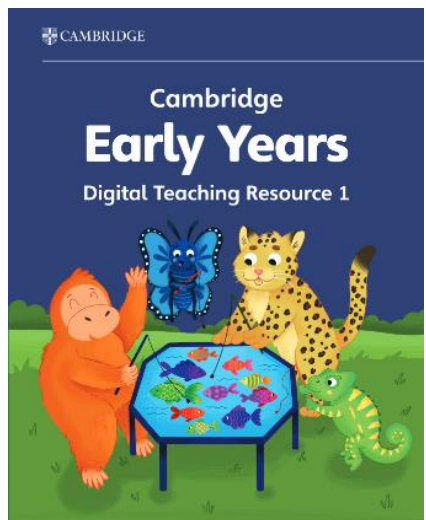
3 a 4 años

EY2

4 a 5 años

EY3

5 a 6 años



Seis áreas curriculares



Comunicación, lenguaje y alfabetización



Matemática



Desarrollo físico



Expresión creativa



Desarrollo personal, social y emocional



Entendiendo el mundo



Comunicación, lenguaje y alfabetización

- **Comunicación y lenguaje**
- **Phonics, ortografía y caligrafía**



Matemática

- **Sentido del número**
- **Manejo de datos**
- **Formas, espacios y medidas**



Desarrollo físico

- **Movimiento apropiado y adecuado**
- **Comprensión del movimiento**
- **Participación en actividades con movimiento**



Expresión creativa

- **Arte y diseño**
- **Música**
- **Danza**
- **Teatro**



Desarrollo personal, social y emocional

- Desarrollo de la auto-regulación
- Construcción de relaciones
- Desarrollo de la auto-confianza
- Manejo de las emociones y el comportamiento
- Cuidado de la salud y auto-cuidado
- Desarrollo de la responsabilidad y la identidad



Entendiendo el mundo

- Pensamiento científico
- Tecnología digital
- Culturas, tiempo y espacio



Ready for
the **world**

Cambridge Learner Attributes

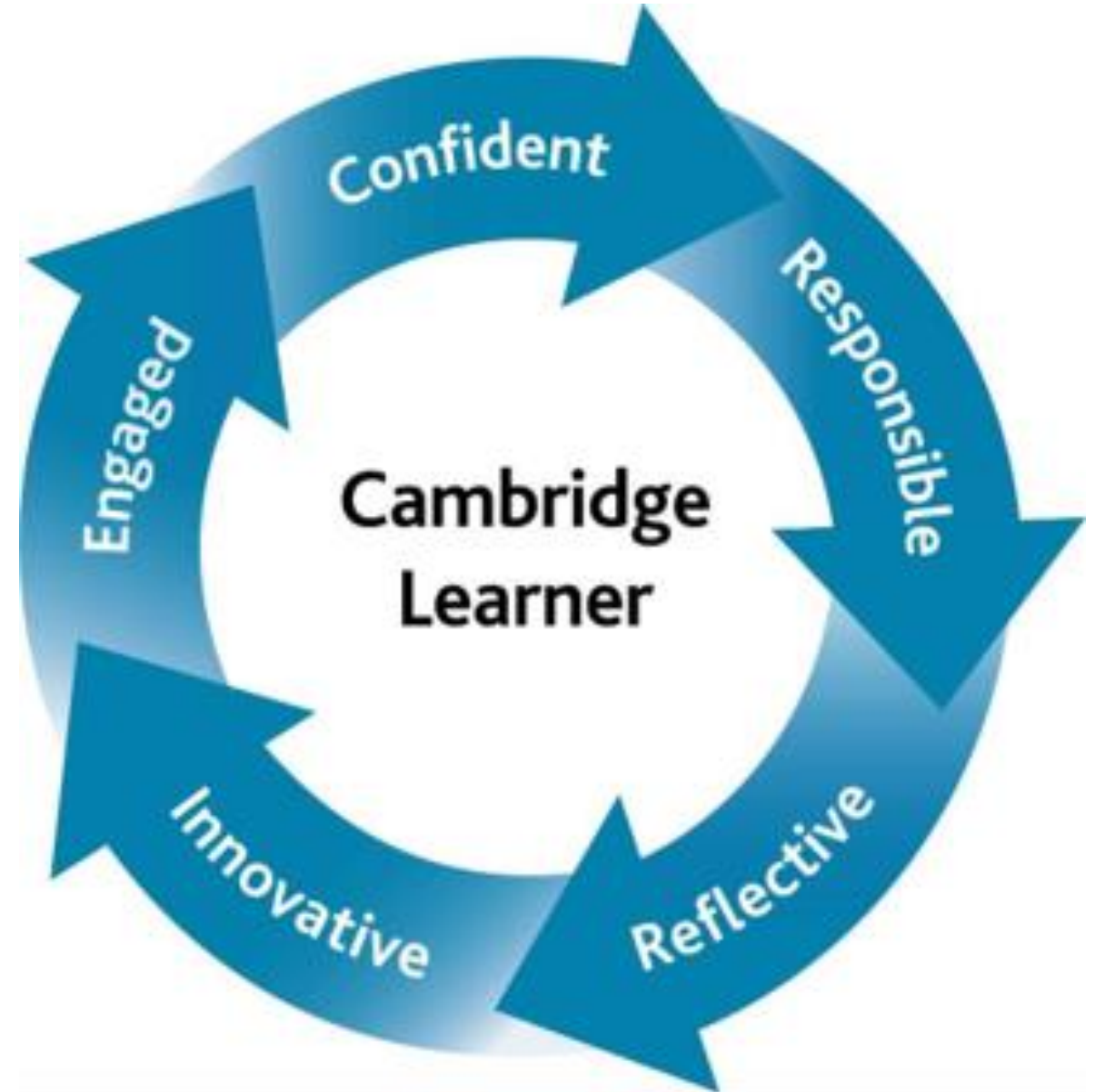
Seguros

Responsables

Reflexivos

Innovadores

Comprometidos



Transición a Cambridge Primary



	3 a 4 años	4 a 5 años	5 a 6 años	6 a 7 años
Ruta 1	EY1	EY2	EY3	Stage 2
Ruta 2	EY1	EY2	Stage 1	Stage 2

- ▶ Cambridge Early Years ofrece una transición natural al programa Cambridge Primary
- ▶ También ofrece una orientación para la transición del hogar al inicio del Programa Cambridge Early Years

Midiendo el progreso

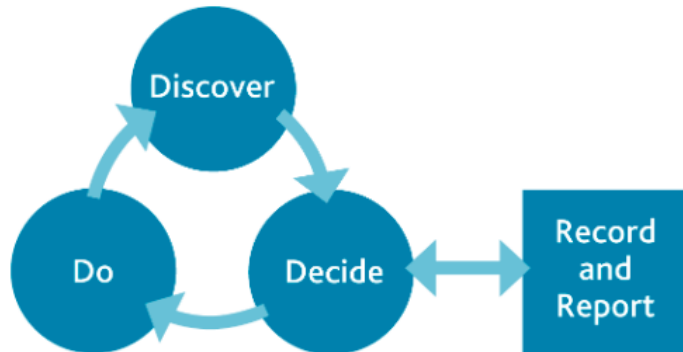
Abordaje para la evaluación



- Conocer a **cada niño individualmente**.
- Identificar su **forma de aprender y de desenvolverse** de acuerdo con los objetivos de aprendizaje.
- **Intervenir rápido**, si el progreso esperado no es alcanzado (*responding quickly*).
- Identificar los **intereses** particulares y **áreas de mayor aptitud** de cada niño.

Abordaje para la evaluación

- Basada en la **observación y colección de evidencias** durante el aprendizaje.
- Evaluación **continua y formativa**
- **Cambridge Early Years Check Together** disponible para EY2 (al inicio y al fin del año).



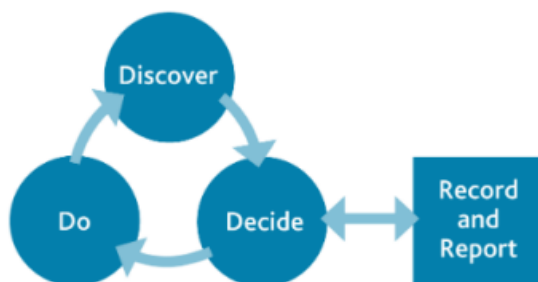
Orientación disponible

Teaching Support: Assessment Guidance

Overview of assessment guidance

Early years assessment is about knowing each child well as an individual, and evaluating their progress using the learning statements in the curriculum.

This section of the Teaching Support will help you to understand the assessment approaches recommended for Cambridge Early Years.



In this section you can find further information on:

- Overview of early years assessment
- Continuous assessment
- Observation for assessment
- Assessing children at the beginning and end of the year
- Recording progress digitally
- Case studies to exemplify the assessment approaches



What does good assessment look like?

See examples of how assessments are used successfully across different early years settings.



Understand our assessment approach

Find out more about the assessment approaches we recommend for Cambridge Early Years, and how to get started.



Record your learners' progress

You can keep a record of progress on paper or digitally. If you want to use a digital solution, see our advice on selecting the right one for your centre.

Cambridge Early Years Check Together

- Evaluación **digital, formativa, adaptativa, opcional, *story-based***
- Desarrollada para dar **soporte al currículo** de Cambridge Early Years, **disponible para EY2**
- Evalúa **lecto-escritura, aritmética y desarrollo socio-emocional**
- Ayuda a medir el punto de partida para **las áreas mencionadas y su progreso**, 2 veces en el año.

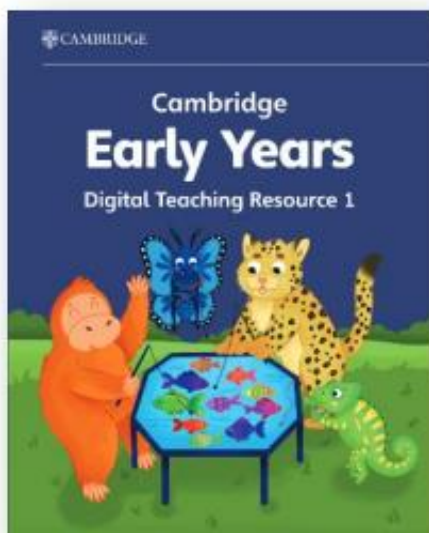


Recursos

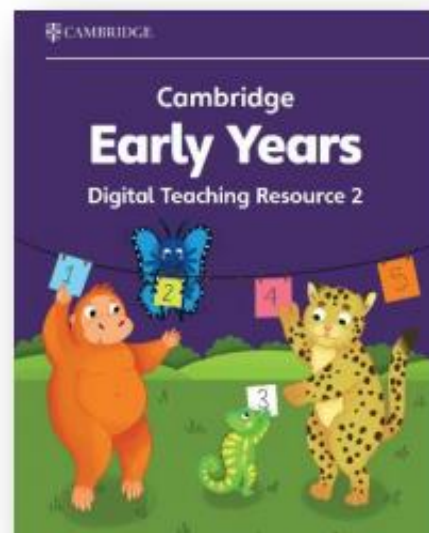
Recursos para profesores

EY1

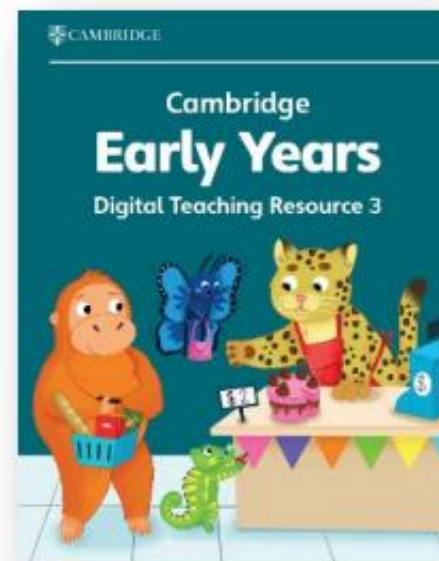
ages 3 to 4

**EY2**

ages 4 to 5

**EY3**

ages 5 to 6



Contiene actividades para:

- **Matemática**
- **Comunicación, lenguaje y alfabetización**
- **Let's Explore**

Desarrollo físico,

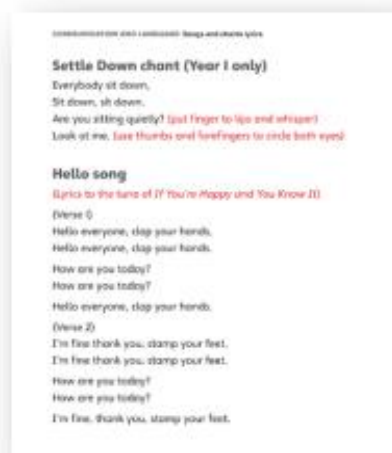
Expresión creativa,

Desarrollo personal, social y emocional

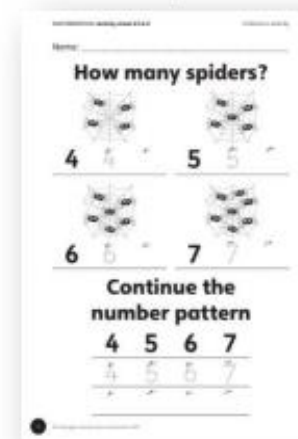
Entendiendo el mundo.



Actividades, historias
proyectables, worksheets,
song lyrics, flashcards y
más.



Slideshows para Let's
Explore y actividades
extra para matemática.



6 bloques temáticos que representan 5 semanas de clase cada uno.

Área, semana trabajada y temas claros

Objetivos de aprendizaje claros y sugerencias para evaluar los logros.

WEEK 2 Mathematics

Mathematics

Week 2: Ordering numbers

In Mathematics this week, we will focus on ordering the numbers 0 to 10. Children will learn to compare which number is one more than and one less than when looking at numbers on a washing line or on a number track. They will build towers using one to ten connecting cubes and begin to understand that each adjacent number represents one more/ fewer objects. Note that 'one more' and 'one less' are taught together and given equal weighting and teaching time. Avoid giving the children the impression that identifying one less is more difficult than identifying one more.

Continuous provision and guided play

- Whole setting/general:**
 - Find or make simple board games that use number tracks as part of the game.
 - Include some washing lines with sets of numerals with different textures and child safe pegs in the setting – these can be completed or partly completed for children to play with.
 - After Activity 1, include packs of numeral cards from 0 to 10 around the setting (including small sets inside and larger laminated sets outside). Join children who are playing with a pack of cards and ask if they can put them in order, asking children which number in the set comes first, second, third and so on. You could arrange the numbers in order but remove one and ask children to work out which number is missing.
- Key resources:**
 - For the continuous provision, print some sets of the Activity 2 resources in the Art area.
 - Construction and small world play area and Outside area:** After Activity 3, ensure that children have plenty of opportunities to build staircases using different materials, such as crates outside and building blocks inside. Join children who are building staircases and ask them questions such as: 'This tower has six blocks. How many blocks will you need for the next tower?'

Spontaneous teachable moments

When children are lining up or waiting for something, you could play simple games such as 'I'm thinking of a number. It is one more than five. Can you tell me what it is?'

Activity	Outline of learning content
1. Everything is in order	Begin to learn how to order numerals from 0 to 10 as a linear arrangement.
2. Sticky numbers	Continue to learn how to order numerals from 0 to 10 while using the language of 'one more than' and 'one less than'.
3. Staircase numbers	Learn how to build a staircase out of cubes and begin to recognise that every number is one more or one less than the previous number.

Activity 1: Everything is in order

Learning statements

- 2Ma.02** Say which number comes before or after a specified number, within the range 0 to at least 10, including using the vocabulary one more than and one less than.
- 2Ma.03** Arrange in order a complete set of numerals from 0 to 10, for example, as a linear number track or circular arrangement (similar to a clock face) to use as a game board.

Resources

Large numeral cards with the numerals 0 to 10 (created using Mathematics Activity sheet 2.2.1.1) washing line with numerals 0 to 10 in order

Key vocabulary

one more than, one less than

Safety tips

- Ensure that children are closely supervised when using glue sticks as the kids could pose a choking hazard; make sure you use child safe glue.
- Ensure that children are closely supervised when using crates to build staircases outside.

99

BLOCK 2: Home and buildings

Activity 1: Sticky numbers

- Choose 11 children and ask them to stand in a line facing the rest of the class, give each of them one large numeral card (0 to 10) to hold up, ensuring that the numbers are not already in the correct order.
- Ask the remaining children to explain how the 11 children could arrange themselves in order from 0 to 10, indicating the left end of the line as the starting point. For example, they might say 'Kavya needs to go first, because she is holding the zero card'.
- Work with the class's suggestions until all 11 children are standing in order from 0 to 10.
- Encourage children to use the displayed washing line to check that the order is correct.
- Count the numerals from 0 to 10 forwards and backwards together.
- Now ask questions such as: 'Which number is one more than six?' 'Which number is one less than five?'
- Invite children to ask similar questions using 'one more' and 'one less'.
- Repeat the whole activity with a different group of children holding the numeral cards until all children have taken part in both aspects of the activity.

Listen and observe

Support:

- Support children to ask questions by providing a question stem to use, for example, 'Which number is one more than...?' 'Which number is one less than...?'

Challenge:

- Swap two numbers on the washing line and ask children to spot, explain and correct the mistake.

Activity 2: Sticky numbers

Learning statements

- 2Ma.02** Say which number comes before or after a specified number, within the range 0 to at least 10, including using the vocabulary one more than and one less than.
- 2Ma.03** Arrange in order a complete set of numerals from 0 to 10, for example, as a linear number track or circular arrangement (similar to a clock face) to use as a game board.

Resources

A set of 0 to 10 numeral cards (unlaminated, created using Mathematics Activity sheet 2.2.1.1), a glue stick and strips of coloured paper (long enough for the 11 numeral cards to be stuck on), one of each per child (have some spare numerals in case mistakes are made) washing line displaying the numerals 0 to 10 (for support).

Preparation: A set of 0 to 10 numeral cards (unlaminated), created using Mathematics Activity sheet 2.2.1.1.

Key vocabulary

one more than, one less than

Activity guidance

- Give each child a set of 0 to 10 numerals, a glue stick and a strip of coloured paper and ask children to stick their numbers onto the strip of paper in order.
- Move around the class as children work, asking questions such as: 'Which number is one more than 6?' 'Which number is one less than 10?' as appropriate, depending on the progress of each child.
- Make sure children have their names written on the back of the strips as they will need them in the next activity. In the meantime, you could peg the strips on a washing line or make a temporary display.

Listen and observe

Support:

- Children may need support with sticking their numbers in order and in the correct orientation (so that the numbers are not sideways or upside down). You could help children start off by working with them to stick the 0 and 10 cards in place first. Alternatively support children to order the numbers first and to only glue them in place once they have checked them against the washing line numbers.

Challenge:

- Mark out a circle and challenge children to stick their numbers in order in a circle instead of a line.

100

Sugerencias de observación para la evaluación.

Soporte para el Play Based Approach

Slideshows y actividades para descargar



BLOCK 2: Home and buildings

Let's Explore
Week 1: Inside

In **Let's Explore** this week, we will look at the inside of homes and settings. Children will look at a variety of bedrooms and create their 'dream' bedroom from craft materials. They will also explore sounds that we hear inside and how we move indoors.

Activities	Outline of learning content
1 My bedroom	Make a bedroom in a box.
2 Inside sounds	Exploring what sounds you can hear inside.
3 Indoor movements	Moving around obstacles.

Continuous provision and guided play

- Home area:** Include pots and pans, fluffy cushions, soft blankets, furry rugs, items of clothing and a role-play kitchen for children to play with. While they are playing, encourage children to talk about how things feel to touch and how they look.
- Library/reading area:** Add books that include pictures of animals to help children talk about patterns and fur and any age-appropriate touch and feel books.
- Construction and small world play area:** This area will already have a range of materials (e.g., wooden blocks, connecting building blocks, magnetic tiles, etc.) that children can build homes for play people or animals from the EFL Communication and Language Construction and small world play area. While the children are playing, support them in problem solving how their buildings can be big and strong enough, encouraging them to think about the materials that are using that might work best for what they are building. Remind children to be aware of space when walking around those using the building blocks and to be careful so that they don't knock anything over.
- Music area:** Provide materials that are good for sound effects, such as rainmakers, shakers, wind instruments, coconut shells and percussion instruments. Children who have completed Activity 2 can explore different sounds with each other. Can you make a sound like a horse's hooves? How would you make a sound that is like a door slamming?

Spontaneous teachable moments

When the occasion arises, draw the children's attention to the volume of their voices and the sounds they are making and their effects on others. Practise moderating their voices.

Activity 1: My bedroom

Learning statements

- 2CEa.05** Talk about the visual and tactile qualities of items that they discover and play with, as a starting point for new ideas, for example, talk about the different patterns on the coats and skins of various animals before designing a pattern for an imaginary creature.
- 2CEa.10** Make some considered changes to their art and design, for example, add more detail to a model after talking about it with an adult or peer.

Resources

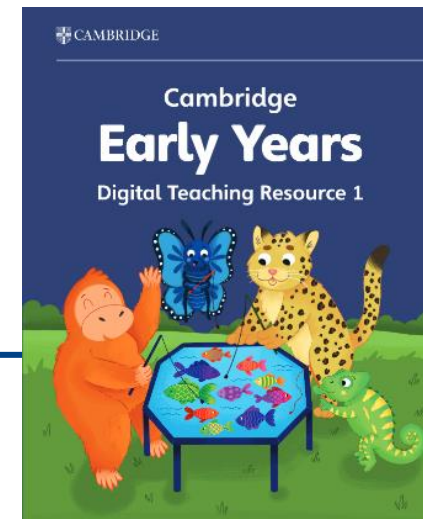
Shoeboxes; things to decorate the bedroom in a box (e.g., wallpaper samples, magazines to cut out from, paint colour cards, wrapping paper, scraps of material, tin foil, felt); child scissors; glue; small boxes to make beds.

Activity guidance

- Invite the children to talk about their bedrooms. Ask questions such as Do you share your bedroom? What colour is it? What do you have in your bedroom – toys? books? games? What do you do in your bedroom?
- Begin to talk about some of the materials you find in a bedroom (this will come up later), for example, glass for the windows, wood for the bed or walls, fabric for the curtains and bedspreads. Tell the children that they are going to make their dream bedroom in a box.
- Encourage them to work in pairs to discuss and plan the room first. They can exchange ideas of what their dream bedroom would be like. Ask What colour would your dream bedroom be? What would you like in your bedroom?

El bloque Let's Explore contempla las áreas curriculares de desarrollo físico, expresión creativa, desarrollo personal, social y emocional, y entendiendo el mundo.

Modelos de preguntas y sugerencias de actividades extra.



EY1 All about me Senses Food and the things we grow Animals Who helps us? Let's Move	EY2 Friends, family and me Home and buildings Working and playing together Wonderful water Growing The living world	EY3 Places near and far Farms Caring for ourselves and the world Then and now How things work Space, planets and the future
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Publicados durante el 2024.



Desarrollo Profesional

Soporte y orientación para profesores

- Implementación
- Orientaciones sobre diferentes abordajes
- Reggio Emilia y Montessori
- Transición al programa Cambridge Primary
- E1L - E2L (primera o segunda lengua)
- Ambiente seguro e inclusivo
- Planificación



Soporte para Profesores

Nuestro webinar gratuito - **Getting to know Cambridge Early Years webinar** ofrece una visión general del programa y dónde encontrar soporte.

<https://www.cambridgeinternational.org/support-and-training-for-schools/professional-development/professional-development-calendar/?format=Webinar>

Antes de empezar a utilizar el programa, recomendamos el curso **Early Years- Introduction online course** de nuestro menú de PD

<https://www.cambridgeinternational.org/support-and-training-for-schools/professional-development/syllabus-specific-courses/introduction-courses/online-introduction-courses/>



Ready for
the **world**

Después de un año de experiencia,
puede continuar su desarrollo
profesional con otros cursos como
**Focus on creating an effective
learning environment**



Y pronto estará disponible nuestro
**Cambridge PDQ Certificate y
Diploma en Early Years Good
Practice**



**Ready
for the
world**

Tiene disponible esta guía en nuestra página pública:

Getting Started with Play-based Learning in Early Years



<https://www.cambridge-community.org.uk/professional-development/gswpbl/index.html>

Ready for
the **world**

Próximos WEBINARS

Play-based learning in the early years classroom – practical tips and teaching advice con Claire Medwell

(Miércoles **15 de noviembre**
16 a 17 hs. GMT- **en inglés**)



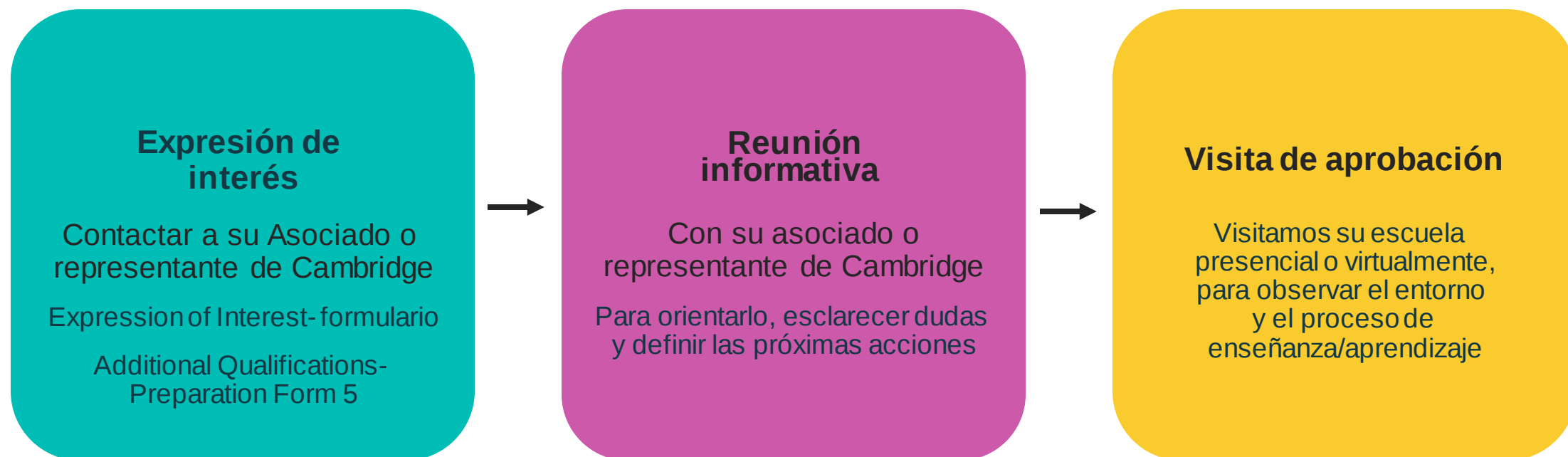
What does a good early years environment look like?

(Miércoles **22 de noviembre**,
16 a 17 hs. GMT- **en inglés**)



**Ready
for the
world**

Cómo adherir al programa



¿Preguntas?

Muchas gracias.

¡Contáctenos!

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