# Cambridge logo

Cambridge Early Years

# Example EY2 long-term plan

This is an example long-term plan that you could use as the basis for your own themed planning. Each themed block relates to approximately five weeks of teaching and learning. If you decide to use the themes suggested in this plan, there are still some sections of the long-term plan that you will need to complete to reflect your own context and the needs of your own children.

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| **Continuous provision across the year***This area is for you to note the continuous provision that will be in your setting across the whole year, and extra resources that you want to source for this continuous provision. Below are some useful general continuous provision areas, but you should adapt this list for your own setting.** Home area
* Role play area
* Library/reading area
* Writing/mark-making area
* Art area
* Construction and small world play area
* Sand area
* Water area
* Nature area
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## **Block 1: Underwater worlds**

|  | **Communication, Language and Literacy** | **Creative Expression** | **Mathematics** | **Personal, Social and Emotional Development** | **Physical Development** | **Understanding the World** |
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| **Possible trips, visitors and events:***This area is for you to note possible trips, visitors and events to enhance learning towards the learning statements*For example:Trip to aquariumTrip to beach, including rockpooling | **Opportunities and learning statements with close links to the theme** |
| Enjoy fiction and non-fiction texts relating to rivers, lakes and the sea, using images to support understanding (2CLc.24, 2CLc.28)Talk on a theme, including using language and learning from texts about rivers, lakes and the sea, e.g. talk about a favourite water animal (2CLc.16, 2CLc.20)Initiate and continue conversation during play in the beach role-play area (2CLc.23) | Create art and design in response to underwater stimuli, e.g. create a shoebox undersea world for small-world play after visiting the aquarium (2CEa.01, 2CEa.02, 2CEa.04)Respond to music representing, or inspired by, water through painting and movement (2CEm.02, 2CEm.05, 2CEda.01 2CEda.03)Make water related movements and change them to match music, e.g. while swimming like a turtle, pretending to flee from a shark when the music speeds up (2CEda.04)Help to create an outside beach role-play area after beach trip (2CEdr.05) | Use money in beach shop in the beach role play area (2Mn.19) | Maintain attention during floating and sinking exploration activity (2PS.02)Adapt behaviour to different contexts on trips, e.g. resisting tapping the glass at the aquarium; following safety rules at the beach (2PS.19, 2PS.23)Enjoy exploring new activities on trips, e.g. rockpooling at the beach (2PS.07) | Participate in movement activities on sand at the beach (2PD.01)Create water animal movement patterns, e.g. changing from moving like one water animal to another (2PD.09) | Explore floating and sinking (2UWs.12)Compare humans and water animals, including linking body parts and senses (2UWs.05, 2UWs.07)Record each other talk about a favourite water animal using a digital device (2UWd.01, 2UWd.02)Understand the importance of not leaving litter on the beach (2UWp.09) |
| **Other learning statements** *This area is for you to note learning statements that need more development than is possible through themed activities. We have included some learning statements, including to match Mathematics in the Cambridge Early Years Teacher’s Resources. You will need to add others to match your children’s needs and ensure that all the curriculum learning statements are fully covered across the year.* |
| Develop phonics, reading and handwriting skills using systematic schemes (2CLp.01–13)2CLc.23 Initiate and continue conversation with others in play-based and informal group contexts. |  | 2Mn.01 Say the number names zero to at least ten, in order, forwards and backwards.2Mn.04 Use ordinal numbers from 1st to 10th.2Mn.07 Read and write numerals 0 to at least 10.2Mn.19 Show awareness of money in practical situations.2Ms.06 Arrange a small collection of objects to match a simple plan and talk about how their arrangement matches the plan.2Ms.07 Respond to and use simple language of direction in everyday contexts.2Ms.08 Identify and talk about objects that move in a line (straight and curved) and things that rotate. | 2PS.02 Maintain attention on a task, but may become distracted if they think a task is too challenging.2PS.07 Enjoy exploring new activities, both indoors and outdoors. | 2PD.01 Demonstrate increasing control over their bodies when making large and small movements, for example, jump onto or off an object, hop for longer on one foot. | 2UWp.09 Show some awareness of the need to look after outdoor environments, for example, putting litter in the bin. |

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| **Resources to source***This area is for you to note extra resources that you want to source for this block, including as temporary enhancements for your continuous provision.* |

## **Block 2: Superheroes**

|  | **Communication, Language and Literacy** | **Creative Expression** | **Mathematics** | **Personal, Social and Emotional Development** | **Physical Development** | **Understanding the World** |
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| **Possible trips, visitors and events:***This area is for you to note possible trips, visitors and events to enhance learning towards the learning statements*For example:Visit from children or staff from classes to listen to children’s storytellings or retellings | **Opportunities and learning statements with close links to the theme** |
| Retell familiar stories and tell own stories about superheroes (2CLc.10)Handle books with care when retelling a superhero story using the pictures in the book (2CLc.25)Listen and respond to others during superhero role-play (2CLc.01, 2CLc.02)Express ideas and feelings in discussions about favourite superheroes (2CLc.09, 2CLc.17, 2CLc.19)Write speech bubbles or captions for a superhero image and say what they have written (2CLc.33) | Design and make costume and props for superhero role-play and dance, and talk about each other’s creations (2CEa.05, 2CEa.07, 2CEa.08,))Pretend to be superheroes through role-play and dance (2CEda.02, 2CEdr.03, 2CEda.03, 2CEda.07)Describe pieces of music and say which piece best suits their favourite superhero (2CEm.04, 2CEm.07) | Use answers to problems about number order to break codes and free superheroes (2Mn.02, 2Mn.03, 2Mn.09)Use language related to days of the week when describing the events in a superhero’s week (2Ms.13)Use ordinal numbers to talk about their races as superheroes (2Mn.04) | Talk about own ideas confidently and respond to others’ ideas positively in discussions about favourite superheroes (2PS.08, 2PS.15)Talk about how superheroes resolve conflicts with others peacefully (2PS.10, 2PS.17, 2PS.18) | Participate in superhero-themed activities that require some spatial awareness, balance and coordination, e.g. an obstacle course in a superhero context; moving around a space as superheroes; races as superheroes (2PD.02, 2PD.03)Participate in superhero-themed activities that require hand-eye coordination and control, e.g. pretending to be a superhero by rescuing toys who are locked away, tied up etc. (2PD.07) | Explore the role of body parts in superhero-themed physical activity, e.g. how can their superhero run faster, jump further etc. (2UWs.03, 2UWs.04)Explore materials, their properties and how they can be manipulated, and use their observations to choose materials for a superhero costume or prop (2UWs.08, 2UWs.09)Describe the events in a superhero’s day and week (2UWp.05) |
| **Other learning statements** *This area is for you to note learning statements that need more development than is possible through themed activities. We have included some learning statements for you, including to match Mathematics in the Cambridge Early Years Teaching and Learning Resources. You will need to add others to match your children’s needs and ensure that all the curriculum learning statements are fully covered across the year.* |
| Develop phonics, reading and handwriting skills using systematic schemes (2CLp.01–13) |  | 2Mn.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*.2Mn.03 Arrange in order a complete set of numerals from 0 to 10.2Mn.04 Use ordinal numbers from 1st to 10th in practical contexts.2Mn.06 Count up to 10 things that cannot be touched.2Mn.09 Find one more or one fewer in practical contexts.2Ms.13 Recall the days of the week and use appropriate language to express relationships between days and to sequence events.2Ms.14 Show awareness of the purpose of clocks, and of clock times.2Ms.15 Read most o’clock times on an analogue clock. | 2PS.03 Control their impulses sometimes, including resisting tempting opportunities and planning ahead with support.2PS.10 Begin to build strategies for resolving conflicts with others, for example, finding a compromise by sharing.2PS.16 Talk about how they and others show their feelings, and about their own and others’ behaviour and its consequences (positive and negative), recognising that some behaviour is unacceptable. | 2PD.07 Manipulate small objects with control and improved hand-eye coordination, for example, building bridges with building blocks. |  |

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| **Resources to source***This area is for you to note extra resources that you want to source for this block, including as temporary enhancements for your continuous provision.* |

## **Block 3: Alphabet**

## **Note:** This theme provides a context for securing learning so far from phonics and handwriting schemes

|  | **Communication, Language and Literacy** | **Creative Expression** | **Mathematics** | **Personal, Social and Emotional Development** | **Physical Development** | **Understanding the World** |
| --- | --- | --- | --- | --- | --- | --- |
| **Possible trips, visitors and events:***This area is for you to note possible trips, visitors and events to enhance learning towards the learning statements*For example:Visit to the local library to explore books | **Opportunities and learning statements with close links to the theme** |
| Listen to and talk about alphabet poems and stories (2CLc.05, 2CLc.24)Apply phonics learning so far, including to read regular words, e.g. writing as many animals as possible beginning with a given letter; playing word-to-picture snap, engaging with books at the library (2CLp.02-06)Explore sounds and meanings of new words, including clapping and counting syllables (2CLp.01, 2CLc.14)Apply handwriting learning so far, including to write for a purpose, e.g. creating a class alphabet book for a child beginning to learn the alphabet (2CLp.07–13) | Create an image for a collaborative class alphabet book (2CEa.08, 2CEa.09)Respond to pulse through movement, and maintain pulse and melody while singing alphabet songs (2CEm.03, 2CEm.09, 2CEm.10, 2CEm.11)Make up their own alphabet song (2CEm.08, 2CEm.12)Produce writing to help to create a role-play area based on own experiences, e.g. by writing an eye chart for an opticians or labels for shopping items (2CEdr.01, 2CEdr.05) |  | Self-regulate their emotions and behaviours, during group phonics activities, e.g. taking turns to control the mouse when playing phonics games on digital devices (2PS.09, 2PS.24) | Work collaboratively, using bodies to represent letters, e.g. make a letter A and then move smoothly into the letter B (2PD.01, 2PD.10, 2PD.13)Try to throw or bat balls into labelled buckets in an order that spells out regular words (2PD.04)Match initial letters, or words, to items spread out around a large space (2PD.13) | Group objects according to how they move and use emerging writing skills to write labels for their groups (2UWs.11)Name components of digital devices, e.g. using emerging reading skills to match name labels to components (2UWd.04)Play simple phonics games on digital devices (2UWd.02, 2UWd.03)  |
| **Other learning statements** *This area is for you to note learning statements that need more development than is possible through themed activities. We have included some learning statements for you, including to match Mathematics in the Cambridge Early Years Teaching and Learning Resources. You will need to add others to match your children’s needs and ensure that all the curriculum learning statements are fully covered across the year.* |
| Develop phonics, reading and handwriting skills using systematic schemes (2CLp.01–13) | 2CEm.03 Recognise and respond to the pulse of different pieces of music with appropriate and co-ordinated movements.2CEm.10 Sing songs following a pulse and at different speeds, for example, getting faster or slowing down.2CEm.11 Begin to maintain melodic shape and pulse when singing while clapping or playing an instrument to a steady pulse. | 2Mn.05 Count up to at least 10 items including counting out or taking a specified number of objects from a larger collection.2Mn.13 Explore different ways to group up to 10 items.2Mn.16 Begin to recognise, without counting, familiar patterns, arrangements and representations of numbers up to 10, using understanding of composing and decomposing.2Mh.02 Sort objects into two or more groups each with a different characteristic and talk about their sorting.2Ms.04 Recognise some properties that help us to identify shape names.2Ms.05 Use mathematical names for some common 2D and 3D shapes. | 2PS.09 Join in group activities, including taking on different roles, paying attention to what others say and responding constructively.2PS.24 Self-regulate their emotions and behaviours in relation to their understanding of right and wrong, for example, not showing distress if they make a mistake or lose at a game.2PS.25 Settle quickly to an appropriate task and work on it independently. | 2PD.01 Demonstrate increasing control over their bodies when making large and small movements, for example, jump onto or off an object, hop for longer on one foot.2PD.04 Show some control and coordination in using small and large equipment, including throwing, catching and bouncing a medium-sized ball, and beginning to use a bat and ball.2PD.10 Follow basic rules and sequences of simple movement instructions, including instructions containing simple directional language, for example, ‘Stretch up.’, ‘Crouch down.’. | 2UWs.11 Explore and describe how familiar objects move, for example, *forwards, backwards, fast, slow, in a straight line, turns.* |

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| **Resources to source***This area is for you to note extra resources that you want to source for this block, including as temporary enhancements for your continuous provision.* |

## **Block 4: Buildings and places**

|  | **Communication, Language and Literacy** | **Creative Expression** | **Mathematics** | **Personal, Social and Emotional Development** | **Physical Development** | **Understanding the World** |
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| **Possible trips, visitors and events:***This area is for you to note possible trips, visitors and events to enhance learning towards the learning statements*For example:Walk around the locality looking at buildingsTrip to local parkTrips to places of worship | **Opportunities and learning statements with close links to the theme** |
| Recognise and respond to school sounds (2CLc.04)Use talk to gain information and clarify ideas about the purpose of different buildings (2CLc.11)Share past, present and future experiences related to trips (2CLc.18)Enjoy texts about buildings and places, beginning to recognise how texts for different purposes look different, e.g. a story about a builder and an information text about buildings (2CLc.24, 2CLc.29)Write signs for their model town (2CLc.34) | Making a collaborative town model after observing building designs in the locality (2CEa.01, 2CEa.09, 2CEa.10) Create art inspired by the interior decoration of a place of worship (2CEa.03, 2CEa.06)Listen and respond to music related to a place of worship (2CEm.01, 2CEda.02)Take on real and imaginary roles using their town models as a setting for small-world play (2CEdr.01, 2CEdr.03) | Explore shapes and repeating patterns in building interiors and exteriors (2Ms.01, 2Ms.09) | Use a range of strategies to construct buildings and bridges (2PS.04, 2PS.12, 2PS.13) Learn and apply the overlapping brick pattern to make a block wall stronger (2PS.05)Talk about their experiences in their own place of worship (2PS.14, 2PS.26) | Apply movement skills on trips, e.g. use less familiar playground equipment in the local park, climb stairs in buildings (2PD.05, 2PD.06, 2PD.16, 2PD.17)Use blocks to build a tall tower and bridges (2PD.07) | Compare everyday sounds, e.g. on a main street and in the park (2UWs.14)Identify the materials that parts of buildings are made from and choose some materials according to their properties when creating their model town (2UWs.09, 2UWs.10)Identify items in buildings that require electricity (2UWs.13)Describe and compare local buildings and places e.g. a place of worship and the local park (2UWp.07, 2UWp.08)Develop awareness of the need to look after outdoor environments, e.g. putting litter in the bin in the park (2UWp.09) |
| **Other learning statements** *This area is for you to note learning statements that need more development than is possible through themed activities. We have included some learning statements for you, including to match Mathematics in the Cambridge Early Years Teaching and Learning Resources. You will need to add others to match your children’s needs and ensure that all the curriculum learning statements are fully covered across the year.* |
| Develop phonics, reading and handwriting skills using systematic schemes (2CLp.01–13) |  | 2Mn.10 Begin to add numbers, recognising addition as combining groups to find a total.2Mn.11 Begin to subtract numbers, recognising subtraction as taking objects away from a collection to find how many are left.2Mn.12 Find how many there are in two groups by combining and counting them.2Mn.08 Compare two groups of items, recognising differences between unequal groups and saying how many more and fewer there are.2Ms.01 Experiment with and talk about shapes and patterns, including using 2D shape tiles to create pictures, and creating symmetrical images.2Ms.09 Copy and create simple repeating patterns of repeating units and say what would come next in the pattern. | 2PS.12 Attempt new activities with confidence and begin to approach activities and problem-solving with some independence, sourcing the resources they need for their chosen activities.2PS.05 Learn a skill or strategy and reproduce it consistently on future occasions when requested. | 2PD.16 Recognise the importance of their own and others’ safety when tackling new movement challenges and equipment.2PD.17 Manage some risks, practising some appropriate safety measures without direct supervision. | 2UWd.02 Explore using a wider range of software on digital devices, for example, with support, record themselves talking about a favourite activity.2UWd.03 Explore and interact with on-screen items by pointing and clicking, tapping, dragging, dropping, scrolling and swiping. |

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| **Resources to source***This area is for you to note extra resources that you want to source for this block, including as temporary enhancements for your continuous provision.* |

## **Block 5: Once upon a time**

|  | **Communication, Language and Literacy** | **Creative Expression** | **Mathematics** | **Personal, Social and Emotional Development** | **Physical Development** | **Understanding the World** |
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| **Possible trips, visitors and events:***This area is for you to note possible trips, visitors and events to enhance learning towards the learning statements*For example:Visit from a storyteller | **Opportunities and learning statements with close links to the theme** |
| Talk about stories, including asking questions, anticipating events and linking with their own experiences (2CLc.05, 2CLc.12, 2CLc.13, 2CLc.31) Retell stories and tell their own, including applying language they have heard (2CLc.03, 2CLc.06, 2CLc.10, 2CLc.30, 2CLc.32, 2CLc.34)Use verbal and non-verbal communication, (e.g. when retelling a story) (2CLc.15, 2CLc.21, 2CLc.22)Recognise and read some sentences in stories (2CLc.26, 2CLc.27) | Create images to help them to tell their own stories (2CEa.01, 2CEa.02)Create musical ideas to accompany stories (2CEm.13, 2CEm.14, 2CEm.16) Ask and answer questions about music or songs from an animated version of a story (2CEm.06)Develop group dance ideas for a piece of music from an animated version of a story (2CEda.02 2CEda.05, 2CEda.06)Take on the role of a character in a group story (2CEdr.04) | Record, organise and represent data to answer the question ‘Which of these stories do we like best?’ (2Mh.03, 2Mh.04) | Listen attentively during a storyteller visit (2PS.02)Tell their own stories and give opinions on stories (2PS.14)Listen to and talk about stories involving resolving conflict (2PS.17, 2PS.18) | Use movement to help tell a story as a group (2PD.08, 2PD.14) Talk about own and others’ movements and how to make improvements when using movement to help tell a story (2PD.12) | Talk about close family relationships in stories (e.g. Red Riding Hood’s Granny as her mum’s mum) and relate them to their own relationships (2UWp.01)Compare their own observations of the moon with the story ‘Papa, Please Get the Moon for Me’ by Eric Carle (2UWs.15)Compare others’ preferences about stories with their own, e.g. favourite stories; favourite characters in a book (2UWp.02) Interact with stories on digital devices, e.g. watching animated versions of stories, listening to ebooks (2UWd.02, 2UWd.03, 2UWd.05, 2UWd.06) |
| **Other learning statements** *This area is for you to note learning statements that need more development than is possible through themed activities. We have included some learning statements for you, including to match Mathematics in the Cambridge Early Years Teaching and Learning Resources. You will need to add others to match your children’s needs and ensure that all the curriculum learning statements are fully covered across the year.* |
| Develop phonics, reading and handwriting skills using systematic schemes (2CLp.01–13) |  | 2Mh.01 Identify and describe similarities and differences in the characteristics of objects including those linked to counting.2Mh.03 Begin to answer questions by representing data using ‘object graphs’.2Mh.04 Begin to answer questions by recording, organising and representing data using pictures and in simple lists and tables.2Ms.02 Use everyday language to talk about how 2D and 3D shapes are similar to and different from shapes in the environment.2Ms.03 Identify shapes that are similar or different and describe how they are similar or different. | 2PS.09 Join in group activities, including taking on different roles, paying attention to what others say and responding constructively.2PS.11 Maintain some friendships, gaining respect amongst their peers for their ideas and opinions. | 2PD.14 Show respect for others in group movement activities and some understanding of different roles. | 2UWs.15 Recognise the Sun, the Moon and stars in the sky, and talk about what they notice about them, for example, observe change in how the Moon looks across a month.2UWd.05 Recognise that digital devices should be used only for short periods of time. |

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| **Resources to source***This area is for you to note extra resources that you want to source for this block, including as temporary enhancements for your continuous provision.* |

## **Block 6: Growing**

|  | **Communication, Language and Literacy** | **Creative Expression** | **Mathematics** | **Personal, Social and Emotional Development** | **Physical Development** | **Understanding the World** |
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| **Possible trips, visitors and events:***This area is for you to note possible trips, visitors and events to enhance learning towards the learning statements*For example:Visit from doctor or nurse to talk about how to stay healthy | **Opportunities and learning statements with close links to the theme** |
| Follow two-stage instructions to plant seeds (2CLc.07)Enjoy and talk about stories and poems that relate to growing, e.g. Jack and the Beanstalk (2CLc.05, 2CLc.24, 2CLp.06)Talk about how their lives have changed as they have grown and may change in the future (2CLc.12, 2CLc.13, 2CLc.18, 2CLc.26) | Create art and design in response to their own experiences of growing plants, and to paintings of plants (2CEa.01, 2CEa.02)Represent the process of a seed growing into a flower through movement and sound (2CEdr.02, 2CEda.02)Improvise using instruments and body percussion to accompany time-lapse photography of a plant growing (2CEm.15) | Using comparative language in descriptions related to growing (2Ms.10, 2Ms.11, 2Ms.12) | Remember and follow two-stage instructions to plant seeds (2PS.01)Observe plant growth over time, and reflect on the activity and achievements (2PS.02, 2PS.06)Talk about what we need to do to stay healthy and safe as we grow (2PS.20, 2PS.21, 2PS.22, 2PS.23) | Talk about how their activities at home have changed as they have grown and may change in the future (2PD.15) | Explore and describe parts of plants, and grow and care for them (2UWs.01, 2UWs.02) Talk about what helps us to grow (2UWs.06)Participate in a whole-school activity to plant and care for a vegetable garden (2UWp.03)Talk about their own or others’ past, present and future experiences of growing up (2UWp.04, 2UWp.06)Take photographs to record growth of plants (2UWd.02) |
| **Other learning statements** *This area is for you to note learning statements that need more development than is possible through themed activities. We have included some learning statements for you, including to match Mathematics in the Cambridge Early Years Teaching and Learning Resources. You will need to add others to match your children’s needs and ensure that all the curriculum learning statements are fully covered across the year.* |
| Develop phonics, reading and handwriting skills using systematic schemes (2CLp.01–13) |  | 2Mn.14 Begin to notice which numbers of items can be placed in two equal groups.2Mn.15 Find doubles up to double 5 using practical resources.2Mn.17 Begin to recognise that when sharing collections of objects or whole objects, the more people there are to share between, the fewer or less each person will get.2Mn.18 Begin to use the language half and quarter in everyday contexts.2Ms.10 Compare length, mass and capacity of pairs of items by direct comparison.2Ms.11 Describe comparisons of measures using familiar language, including *longer, thinner, shorter, taller, heavier, lighter, holds more, holds less.*2Ms.12 Show awareness that the relative masses of objects and the relative capacities of containers are not always obvious by just looking at the object or container. |  | 2PD.01 Demonstrate increasing control over their bodies when making large and small movements, for example, jump onto or off an object, hop for longer on one foot.2PD.08 Explore different ways of moving that begin to demonstrate creativity.2PD.11 Talk about their own and others’ movements using some activity-specific vocabulary, for example, slither, shuffle. |  |

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| **Resources to source***This area is for you to note extra resources that you want to source for this block, including as temporary enhancements for your continuous provision.* |

Cambridge Assessment International Education

The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA,

United Kingdom

Tel: +44 (0)1223 553554

Fax: +44 (0)1223 553558

Email: info@cambridgeinternational.org

[www.cambridgeinternational.org](http://www.cambridgeinternational.org)

**Changes to this long-term plan**

This example EY2 long-term plan has been amended. The latest example long-term plan is version 2, published April 2023.

* We have updated the planning template to reflect the new ‘Planning’ guidance in the Teaching Support, which is designed to give you extra support in adapting these long-term plans or creating your own long-term plans for your context and children.
* We have added curriculum learning statement references.

There may be other minor changes that do not affect teaching and learning.

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