SUGGESTED SYLLABUS FOR PRIMARY SCHOOLS MATHEMATICS

Introduction

These syllabuses have been prepared not only to enumerate the topics to be taught at each level but also to indicate, where possible, when a topic can be introduced at one level and retaught with extension or additional emphasis at a higher level.

The order of the topics listed is no indication of the order in which they are to be taught. Teachers and publishers are expected to rearrange the topics within each half-year or possibly within each year to suit the approach they wish to employ and ill the light of experience of difficulties met with by pupils.

New concepts and new units of measurement should be introduced, when possible, through practical activities where children have the opportunity of discovering the concepts and relationships. Whilst some interesting facts could be used as illustrations in developing a new topic, others should be left to be discovered by the pupils through questioning and not merely enumerated by the teacher or in the text. A certain amount of computation practice is inevitable but this should be kept to a minimum sufficient to recall basic facts essential to the app1ication of concepts learned. Such practice should include all basic combinations, e.g., in addition every two numbers from 1 to 9.

The emphasis should be on understanding and application through practical activities and easy calculations. In view of the fact that the minimum time allocation for Primary 1 - 6 would be 8 – 6 – 6 – 6 – 6 – 5 thirty-five minute periods, particular emphasis should be laid in Primary 1 on learning through practical activities. In no case should any emphasis be placed on computation with large numbers. Large numbers should only be brought in at an appropriate stage in connexion with the extension of numeration and place value.

Where possible, sums should be in the form of concrete examples and practical problems familiar to children and taken from their daily activities. In Primary 1 no written work is expected except writing down

the answer to the sum or problem. Children in the upper classes should be taught to write down clearly as part of the answer every step and all calculations which cannot he done mentally. Mental drill is a necessary part of mathematics learning and should be given regularly.

It is important to ensure that pupils do not go on with more difficult parts of the syllabus unless they already have a clear understanding of what has been taught. Teachers of promoted re-grouped streams should find out from teachers in the lower class, if the syllabus in that class was not completed, where best to begin.

It is expected that lessons will be planned with a sufficient variety of activities to maintain the interest of pupils and that maximum use will be made of the questioning techniques as a device for finding out how far a ,topic is understood, as a means of consolidation, and as a lead to new ideas and concepts.

The use of structural materials for teaching, especially in the lower classes, is encouraged. It is expected that teachers and publishers will avail themselves of newer approaches used by teachers and publishers in the United Kingdom and other countries.