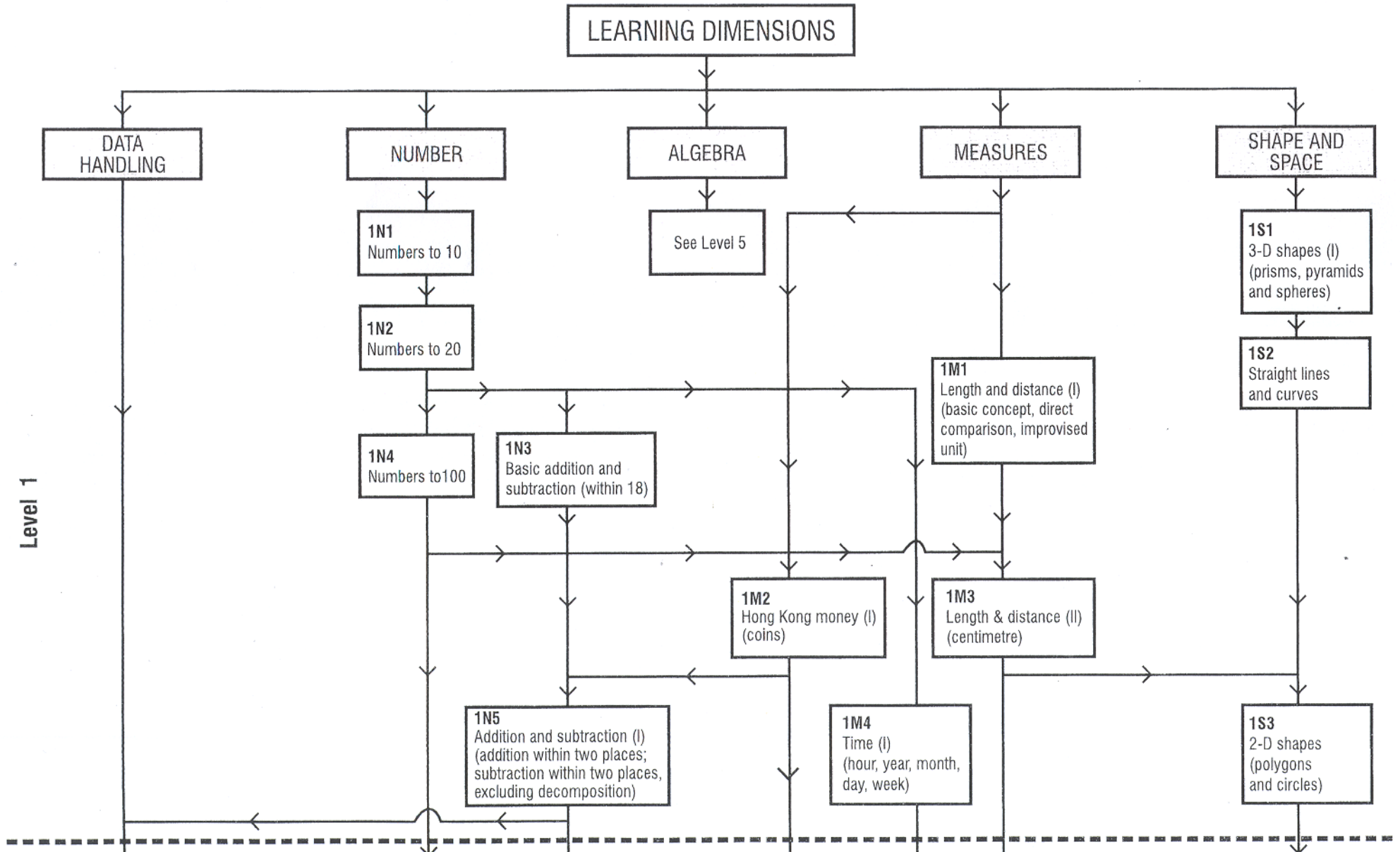
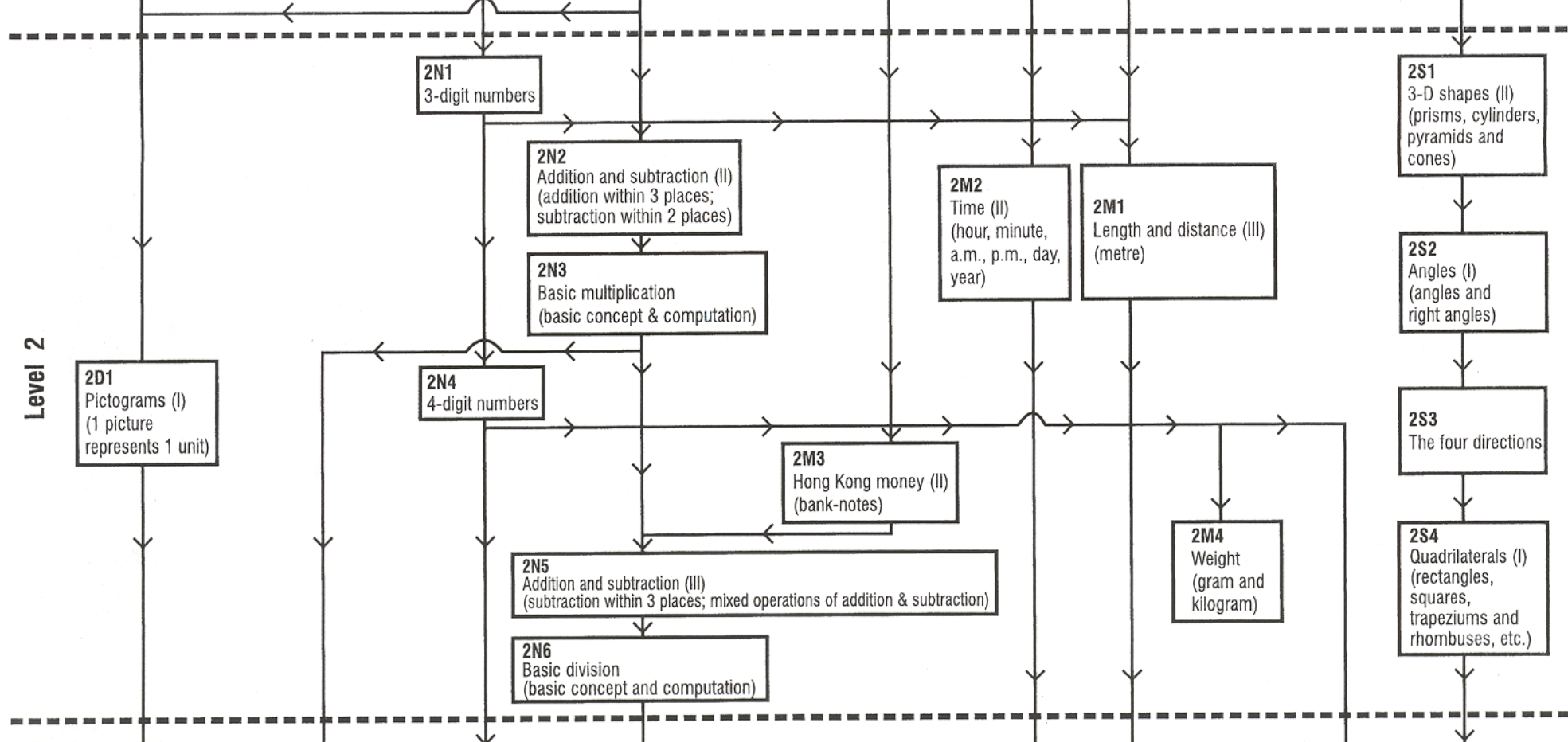


A Flowchart of Primary School Mathematics Curriculum

APPENDIX





Level 3

3D1
Block graphs
(1 square
represents 1 unit,
average value)

3N1
5-digit numbers

3N2
Addition and subtraction (IV)
(within 4 places)

3N3
Multiplication (I)
(multiplier 1 digit and
multiplicand 2 or 3 digits)

3N4
Division (I)
(divisor 1 digit and
dividend 2 or 3 digits)

3N6
Fractions (I)
(basic concept,
comparison)

3N5
Mixed operations (I)
(addition, subtraction,
multiplication and brackets)

3M2
Time (III)
(second)

3M4
Time (IV)
(the 24-hour time)

3M1
Length and distance (IV)
(kilometre, millimetre)

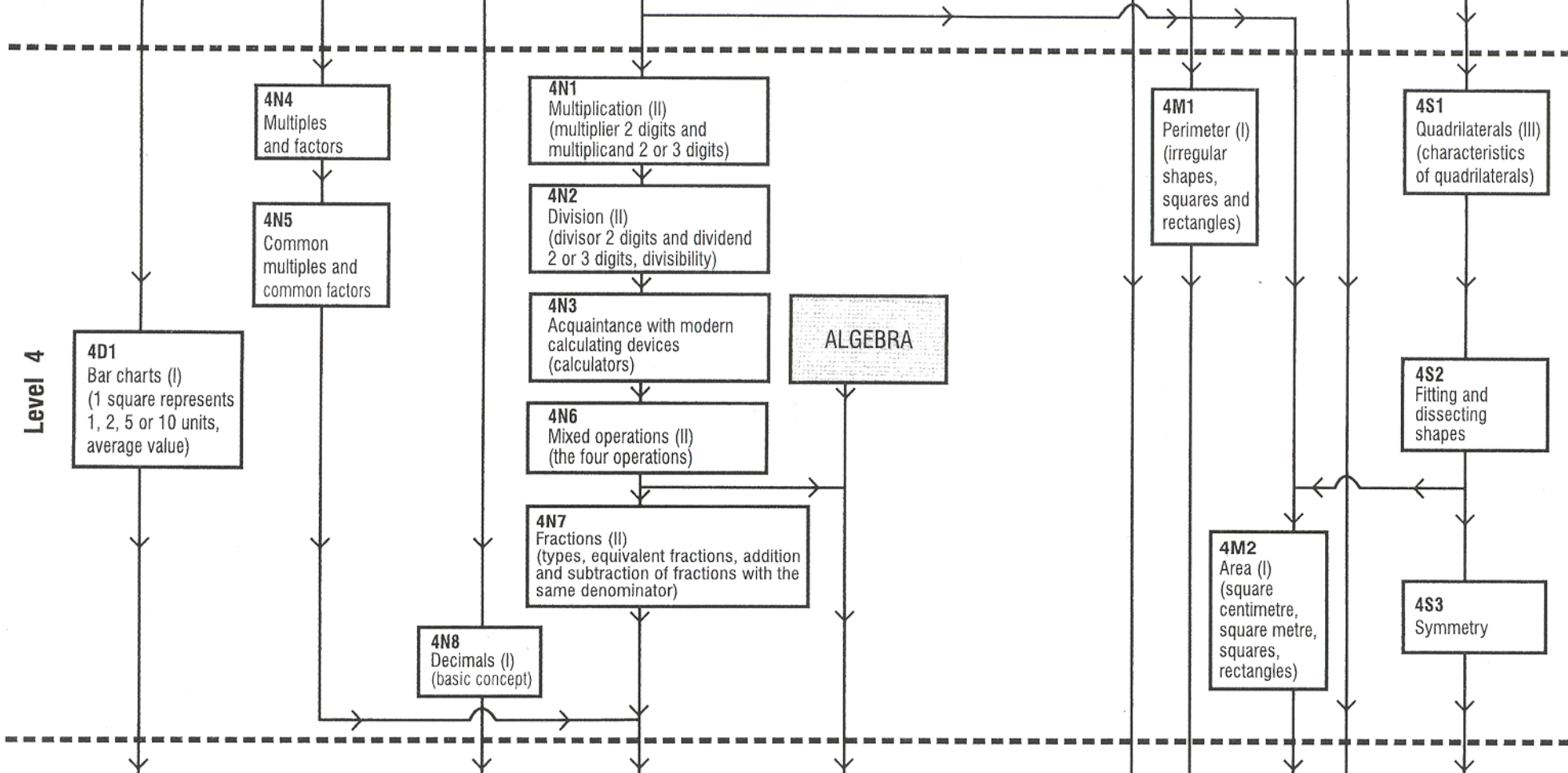
3M3
Capacity
(litre, millilitre)

3S1
Parallel and
perpendicular

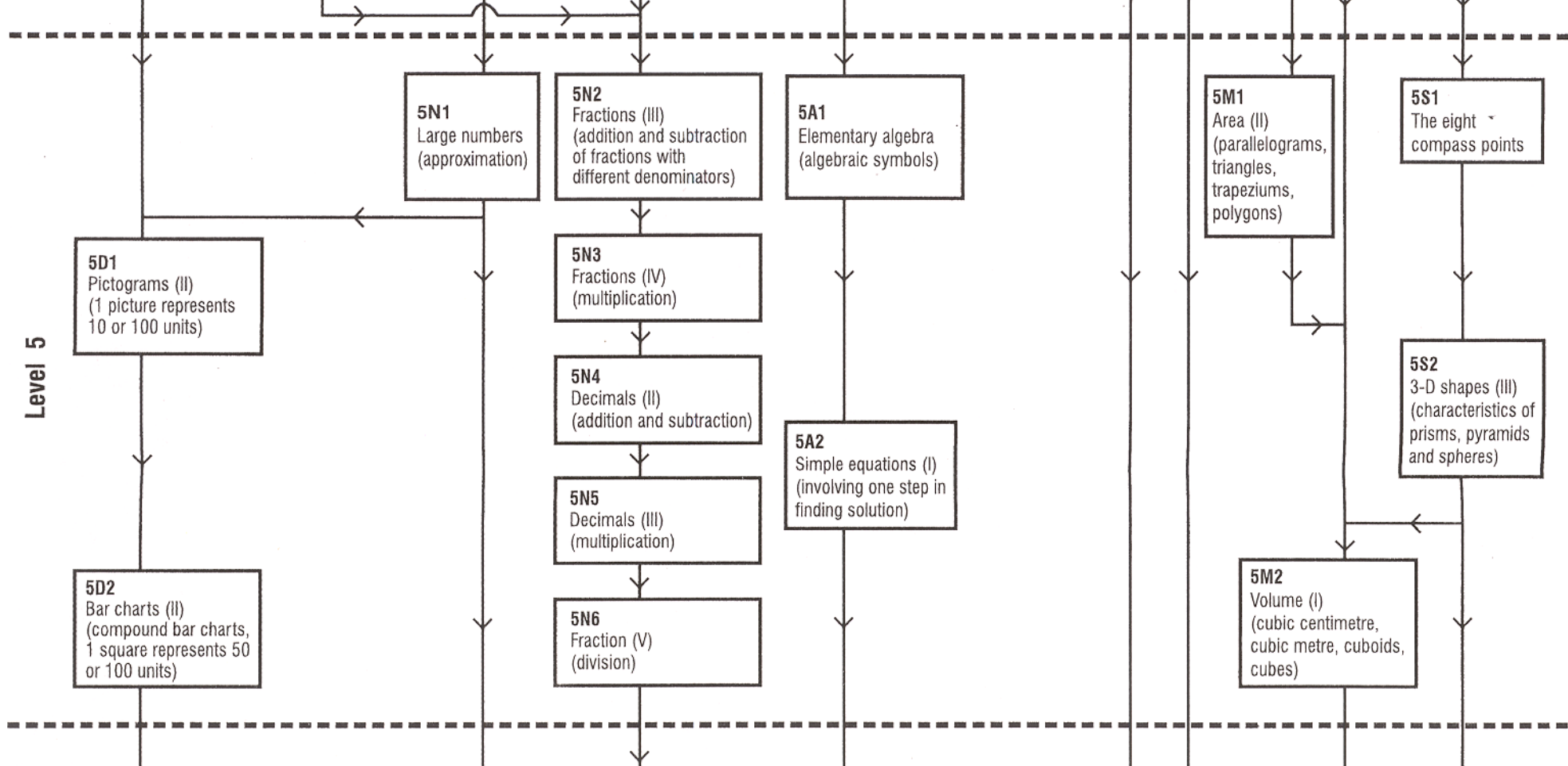
3S2
Quadrilaterals (II)
(characteristics
of parallelograms)

3S3
Angles (II)
(acute and
obtuse angles)

3S4
Triangles



Level 5



Level 6

6D1
Averages

6D2
Bar charts (III)
(frequency counts
of 1000 or above)

6D3
Broken line graphs

6N1
Decimals (IV)
(division)

6N2
Decimals (V)
(conversion between
decimals and fractions,
comparison of fractions)

6N3
Percentages (I)
(basic concept, convert percentages into
decimals or fractions and vice versa)

6N4
Percentages (II)
(uses of
percentages)

6A1
Simple equations (II)
(involving two steps
in finding solution)

6M3
Speed
(metre per second,
kilometre per hour)

6M2
Perimeter (II)
(circumference)

6M1
Volume (II)
(capacity and
volume)

6S1
3-D shapes (IV)
(vertices, edges,
faces and sections)

6S2
Circles

— : without relationship

Note: Mathematical knowledge is interrelated both within and across dimensions. It is impossible to illustrate all links in a flowchart. These lines are just for illustrations and do not mean to be exhaustive. Teachers should exercise their professional judgement in arranging the sequence of learning units with special attention to the prerequisite knowledge required.