

Primary Mathematics in the National Curriculum was designed and developed by the Educational Development Centre of the Ministry of Education of the Republic of Maldives. The primary Mathematics syllabus offers a seven year programme, starting from grade one to grade seven.

Accordingly, the total content included in the syllabus has been carefully and appropriately separated into seven grades and there after a suitable sequence for teaching of this content in each grade has been established.

School mathematics is changing rapidly. There are several reasons for this. There has been a rapid growth of mathematics and new technologies are influencing how mathematics is produced and applied. The mathematics demands of daily life, civic responsibilities and work are increasing and the nature of the mathematical used is changing. In the interests of social justice and the maintenance of environmental and economic well-being, we need to broaden access to and success in mathematics. Finally, we are aware of how our students best learn mathematics and of the implications for classroom practice and assessment.

The question of what students will need in a rapidly changing world is one that challenges all educators and, in particular, mathematics educators. It is impossible to know exactly what mathematical concepts, skills and processes people will need during their lives in order to function as consumers, community members, workers and an individual as a whole. Furthermore, quite different mathematical skills may be needed by individuals appearing to have quite similar lifestyles or forms of employment.

This document recognises that mathematics curricula in Maldives must respond to changing circumstances, that the mathematical demands on people will vary throughout their lives, and that the schooling alone cannot prepare people for all the mathematics they are likely to need in their civic and working lives. If people are to continue to use mathematics, they must develop the competence, confidence and interest needed to become lifelong learners of mathematics.

Teachers, students and parents should be aware that mathematics cannot be understood by memorising facts or by rote-learning. But it is important for students to learn some facts in mathematics, such as number bonds or multiplication tables. Mental Maths is of no lesser importance.

When introducing a new concept students should see and experience examples carried out with real objects. This first-hand experience of real objects is called the concrete stage of learning. The first approach in teaching any topic in mathematics should always be through concrete experiences. In addition to concrete experiences the students would need the pictorial and the abstract stages as they develop further.

This document is organised into two parts:

- 1. Primary Mathematics in the National Curriculum**, where the Aims and Objectives, Assessment and Period Allocation are specified.
- 2. Primary Mathematics Syllabus** that adopts a spiral approach where the following strands are repeated in the specified grades.

Strand	Grade	1	2	3	4	5	6	7
Numbers		✓	✓	✓	✓	✓	✓	✓
Addition		✓	✓	✓	✓	✓	✓	✓
Subtraction		✓	✓	✓	✓	✓	✓	✓
Multiplication		x	✓	✓	✓	✓	✓	✓
Division		x	✓	✓	✓	✓	✓	✓
Fractions		✓	✓	✓	✓	✓	✓	✓
Decimals		x	x	x	x	✓	✓	✓
Measures		✓	✓	✓	✓	x	x	✓
Geometry		✓	✓	✓	✓	✓	✓	✓
Perimeter		x	x	✓	✓	✓	✓	✓
Area		x	✓	✓	✓	✓	✓	✓
Volume		x	x	x	✓	✓	✓	✓
Directed Numbers		x	x	x	x	x	✓	✓
Indices		x	x	x	x	x	x	✓
Algebra and Equations		x	x	x	x	x	✓	✓
Rate, Ratio and Proportion		x	x	x	x	x	✓	✓
Percentage		x	x	x	x	x	✓	✓
Statistics		x	x	✓	✓	✓	✓	✓
Straight line graphs		x	x	x	x	x	x	✓

Furthermore, some topics under these strands are repeated over some grades in varying depths. The syllabus specifies these repeated topics by using the following symbols.

- ◆ Topics that need to be reviewed only. These topics have been introduced earlier. However it is recommended that these topics be reviewed adequately prior to the introduction of the new topic under the theme.
- ◆◆ Topics that need to be reviewed only. However relatively less time need to be spent on them compared to the above category.

1. To develop a thorough knowledge of mathematical principles.
2. To perform calculations, with both speed and accuracy and to make relatively close approximations.
3. To be conscious of patterns and relationships in mathematics.
4. To solve various problems and to present the solutions with clarity and to verify and understand the results.
5. To distinguish how and when a condition can be represented mathematically, identify and infer relevant factors and, when needed, use a relevant mathematical process to decipher the problem.
6. To develop the capability of using mathematics in other subjects.
7. To acquire a base that will assist students in their further study of mathematics and in other fields.
8. To develop the skills of reasoning logically, of classifying items, of generalising and of proving various points.
9. To use mathematics as a mode of communication, with special attention on the use of clarity of expressing concepts.
10. To develop students' mathematical knowledge, as well as oral, written and practical skills in ways which will encourage their confidence.
11. To help students to use mathematics for everyday situations and to foster an understanding of what role mathematics plays in the actual situation.

Assessment is the process of gathering evidence of and making judgements about students' needs, strengths abilities and achievements. These judgements are made on the basis of evidence collected in a variety of ways including direct observation, review of written work, formal tests and examinations.

Grades 1, 2 and 3 should be assessed according to what they can do, through observation by the teacher and through continuous assessments.

Written requirement should not exceed those of language requirements in the curriculum.

In grades 4,5, 6 and 7 a term test should be given at the end of each term. These term tests should include about 35% of the previous term/terms work, about 50% on current term work and the remaining 15% should be marks obtained from the unit tests given at the end of each unit completed in that term.

In grades 2, 3, 4 and 5 special emphasis should be made to assess mental mathematics.

Period Allocation

The table given below shows the least number of periods to be taught per week.

Grade	1	2	3	4	5	6	7
Number of periods	6	6	6	6	6	7	7

Duration of a period should not be less than 35 minutes.