

## Transitioning from PLSC to iLowerSecondary

This document is designed to help schools moving from the Primary Lower Secondary Curriculum to iLowerSecondary. It indicates iLowerSecondary objectives from Years 7 to 9 that will not have been covered by PLSC by your point of transitioning and may need separate teaching to provide children with a solid base for their learning. The curriculum document will provide further examples and guidance of what each objective looks like in practice.

Your Year group	Additional iLowerSecondary objectives to teach	How you can address these
Year 8	<p>Number</p> <p>Y7: Round decimals to make estimates and approximations of calculations.</p> <p>Y7: Mentally calculate percentages of an amount.</p>	<p>Encourage students to round decimals to the nearest whole number to check answers and estimate answers before a detailed calculation. For example, <math>5.78 \times 7.2 \approx 6 \times 7 = 42</math>.</p> <p>Encourage students to use equivalent fractions to help with mental calculations of percentages, for example <math>\frac{1}{2}</math> to find 50%. Further this using multiplication, for example, ask students to find 10% of a number and then:</p> <ul style="list-style-type: none"> <li>• x2 to find 20%</li> <li>• x3 to find 30%.</li> </ul>
	<p>Algebra</p> <p>Y7: Expand brackets by multiplying a single positive number term over a bracket.</p> <p>Y7: Write simple formulae using letters.</p>	<p>Model multiplying a single number term over a bracket containing a linear expression. For example, <math>2(x + 3) = 2x + 3</math>.</p> <p>Write expressions and then formulae to model situations, using any of the four operations (but not powers or brackets).</p>

	Y7: Draw graphs to represent relationships.	Plot data given in a table to give a straight line graph, for example data from science experiments.
	<p>Geometry</p> <p>Y7: Identify reflection symmetry in common 3D solids.</p> <p>Y7: Work out the scale factor given an object and its image.</p>	<p>Show students examples of reflection symmetry in a variety of 3D shapes including cuboids, cylinders, pyramids and cubes.</p> <p>Demonstrate to students how to calculate the scale factor of a variety of shapes, including squares and triangles.</p>
	<p>Statistics</p> <p>Y7: Analyse and present data using spreadsheets in a computer software program.</p> <p>Y7: Read and interpret information from tally charts, frequency tables, bar charts, bar-line charts, compound bar charts, line graphs and pie charts.</p> <p>Y7: Decide how best to represent their data.</p> <p>Y7: Solve problems involving probability.</p>	<p>Ask students to enter data in lists or tables in a spreadsheet and to use formulae to find the averages and range. Students then use these to create bar charts.</p> <p>Encourage students to interpret graphs with different scales on each axis, and with a key (for dual/compound bar charts, or line graphs showing more than one set of data).</p> <p>Familiarise students with a range of ways to represent data, for example table (grouped or ungrouped), pictogram, bar chart (grouped or ungrouped, simple, dual or compound) or line graph.</p> <p>Carry out a simple experiment with students, for example, design a spinner where the probability of landing on red is twice the probability of landing on blue.</p>

Year 9	<p>Number</p> <p>Y8: Convert recurring decimals to a fraction using an algebraic method.</p> <p>Y8: Write the reciprocal of a number or a fraction.</p>	<p>Model an example for students, such as: If <math>x = 0.2999\dots</math>, then <math>10x = 2.9999\dots</math> and <math>100x = 29.9999\dots</math>, so <math>100x - 10x = 90x</math> which <math>= 27</math>, so <math>x = 27/99 = 3/11</math>.</p> <p>Give students examples of reciprocals to help them recognise that a number or a fraction multiplied by its reciprocal is always 1. For example, 6 is the reciprocal of <math>\frac{1}{6}</math> and <math>\frac{3}{7}</math> is the reciprocal of <math>\frac{7}{3}</math>.</p>
	<p>Algebra</p> <p>Y7: Draw graphs to represent relationships</p>	<p>Plot data given in a table to give a straight line graph, for example data from science experiments.</p>
	<p>Statistics</p> <p>Y7: Solve problems involving probability.</p> <p>Y8: Design, read and interpret two-way tables.</p> <p>Y8: Explain why a graph or chart is misleading.</p>	<p>Carry out a simple experiment with students, for example, design a spinner where the probability of landing on red is twice the probability of landing on blue.</p> <p>Encourage students to read information from two-way tables, calculate 'missing values' in two-way tables, and design two-way tables to represent data.</p> <p>Give students a variety of misleading graphs and work through the reasons that these are misleading with them. For example, missing data, inaccurate scales, etc. Discuss with students the effect of changing the axis scales on the graph.</p>

	Y8: Use experimental probability to model and predict future outcomes.	Create situations for students to use experimental probability, for example, to predict the expected number of wins in a game, or the expected number of customers the next day.
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