

Transitioning from PLSC to iPrimary

This document is designed to help Primary schools moving from the Primary Lower Secondary Curriculum to iPrimary. It indicates areas of iPrimary Mathematics that will not have been covered by PLSC by your point of transitioning and will not be revisited. These may need separate teaching to provide students with a solid base for their learning and some teaching ideas are included. The curriculum document will provide further examples of what each objective looks like in practice and should be reviewed to ensure complete coverage.

Your Year group	Additional iPrimary objectives to teach	How you can address these
Year 2	<p>Y1: Recognise and use the commutative nature of addition</p> <p>Y1: Tell the time on an analogue clock to the hour and half past the hour</p>	<p>Add together groups of objects, in different orders, to explore the idea that the order of the calculation does not affect the total in addition.</p> <p>Ensure students know what time events start and end throughout the day and point these out on a clock (for example, start and end of lessons, lunch time, home time).</p>
Year 3	<p>Y2: Recognise the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p> <p>Y2: Tell the time on an analogue clock using quarter past and quarter to the hour</p> <p>Y2: Identify, describe and compare simple properties of common 2-D shapes; sort the shapes accordingly</p>	<p>Use set groups of physical objects and explore the relationship between addition and subtraction and the range of calculations possible, for example: $3 + 7 = 10$, $7 + 3 = 10$, $10 - 3 = 7$, $10 - 7 = 3$.</p> <p>Ensure students know what time events start and end throughout the day and point these out on a clock (for example, start and end of lessons, lunch time, home time).</p> <p>Identify common shapes in the environment and name these with the students. Share less common shapes through models and drawing.</p>

	<p>Y2: Identify, describe and compare the simple properties of common 3-D shapes; sort the shapes accordingly</p> <p>Y2: Measure lengths/heights (cm and m) with standard units</p>	<p>Use rulers or tape measures to record lengths or heights of common classroom objects.</p>
Year 4	<p>Y3: Count beyond 100 and recognise patterns when counting across 100s boundaries to 1000</p> <p>Y3: Read, write and say aloud numbers written in figures from 100 to 1000</p> <p>Y3: Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) and write numbers in expanded form</p> <p>Y3: Recognise that two-halves make one-whole, three-thirds make one-whole, four-quarters make one-whole, five-fifths make one-whole...ten-tenths make one-whole (for fractions with denominators up to and including 10)</p> <p>Y3: Know that 10 mm is equivalent to 1 cm; 100 cm is equivalent to 1 metre; 1000 g is equivalent to 1 kg and 1000 ml is equivalent to 1 l</p> <p>Y3: Add and subtract amounts of money to give change</p>	<p>Practise counting every day with students, in small and large groups. Vary the quantity you count in (e.g. 2s, 5s, 10s) and vary the number you start from. You could ask students to count up during the register rather than answer with 'yes' or 'here'.</p> <p>Model reading numbers aloud when seeing them written down. Model how to write different numbers and identify the value of each digit in a number with students (e.g. what is the '5' worth in 252?).</p> <p>Show students fraction charts comparing equal length bars cut into a variable number of equal parts so they can see how the same quantity can be split different ways. This can also be done with cakes!</p> <p>Give students a range of different measures and ask them to compare them. For example ask them to put 100mm, 12cm, and 2m in order.</p>

	Y3: Record data in simple tally charts and tables	<p>Role-play shopping and give students a shopping list and a set amount of money. Ask them to 'buy' objects and work out if the change the shopkeeper gives them is correct.</p> <p>Ask simple questions and conduct surveys with students. Model recording answers in tally charts and tables.</p>
Year 5	<p>Y4: Recognise patterns when counting across 1000s boundaries to 10 000</p> <p>Y4: Compare and order numbers to 10 000 and write statements using inequality signs $<$ or $>$</p> <p>Y4: Estimate the answer to a calculation</p> <p>Y4: Work out one-third, one-quarter, one-fifth or one-tenth of a number or quantity and relate thirds to dividing by 3, quarters to dividing by 4, fifths to dividing by 5 and tenths to dividing by 10</p>	<p>Practise counting everyday with the students, in small and large groups. Vary the quantity you count in (e.g. 2s, 5s, 10s) and vary the number you start from. You could ask students to count up during the register rather than answer with 'yes' or 'here'.</p> <p>Give students a range of different numbers and ask them to compare them using the inequality symbols. It can be useful to compare the signs to crocodiles and say they are greedy and trying to eat the larger number!</p> <p>Encourage students to use methods such as rounding to check answers and estimate answers before a detailed calculation. For example, round $95 + 94$ to $100 + 100$ so that you know your answer should be <i>near</i> 200.</p> <p>Relate fractions to dividing by the denominator and give students opportunities to practice by finding fractions of simple numbers (with no remainder).</p> <p>Model ordering measures and converting between them. Give students the chance to practise this with practical examples.</p>

	<p>Y4: Work out equivalents of measure for mm, cm and metres (integer answers only)</p> <p>Y4: Solve simple problems involving time</p>	<p>For example, it is 7m to the dining room, how many cm is this?</p> <p>Ensure students know the time different events happen in their day. Ask questions like <i>If lunch is 15 minutes late today, how long is it until lunch? If we are seeing a visitor in 1 hour and 45 minutes, what time will they arrive?</i></p>
Year 6	<p>Y5: Compare and order numbers to 100 000 and write statements using inequality signs < or ></p> <p>Y5: Use negative numbers in context of temperature and calculate temperature rise and fall, including across 0</p> <p>Y5: Estimate the answer to a calculation</p> <p>Y5: Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) (using decimal measures with the same number of decimal places, up to and including 2 decimal places)</p>	<p>(As Year 5) Give students a range of different numbers and ask them to compare them using the inequality symbols. It can be useful to compare the signs to crocodiles and say they are greedy and trying to eat the larger number!</p> <p>Give students experience of negative numbers by looking at and reading thermometers and looking at international weather reports – and comparing the temperature in different places.</p> <p>(As Year 5) Encourage students to use methods such as rounding to check answers and estimate answers before a detailed calculation. For example, round $95 + 94$ to $100 + 100$ so that you know your answer should be <i>near</i> 200.</p> <p>Give students practical opportunities to measure, compare and calculate lengths, volumes and capacities. For example, <i>What is the total mass of you and your partner?</i> – providing students the opportunity to separately measure each other's mass, then add them together.</p>

	Y5: Draw and use tables of any size to appropriately represent discrete data	Work with students to gather data and model representing this in table form. Encourage students to gather their own data to answer a set question and present this information in their own tables.
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