

Transitioning from Cambridge Assessment International Education (CAIE) to iPrimary

This document is designed to help Primary schools moving from the CAIE Curriculum to iPrimary. It indicates iPrimary objectives that will not have been covered by CAIE 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 of what each objective looks like in practice.

Your Year group	Additional iPrimary objectives to teach	How you can address these
Year 2	<p>Y1: Identify missing numbers up to and including 100.</p> <p>Y1: Compare and order numbers to 100.</p> <p>Y1: Partition a collection of up to 10 objects, and then up to and including 20 objects, in two.</p> <p>Y1: Recognise and use the commutative nature of addition.</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>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>
Year 3	<p>Y2: Count in steps of 2 from 0, in steps of 5 from 0, and in steps of 10 from 0.</p> <p>Y2: Recognise patterns in digits when counting in 2s from 0 (and so identify odd and even numbers), 5s from 0, and 10s from 0, from any number forwards and backwards.</p> <p>Y2: Read and write numbers in words up to and including 20.</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 and number problems aloud when seeing them written down. Model how to write different</p>

<p>Y2: Read, write and interpret mathematical statements involving multiplication and division using the multiplication (\times), division (\div) and equals ($=$) signs, for the 2, 5 and 10 multiplication tables.</p> <p>Y2: Recognise and name two-quarters and three-quarters of an object or shape, and recognise that two-quarters is equivalent to one-half.</p> <p>Y2: Work out half of an even set of objects or quantity.</p> <p>Y2: Recognise halves and quarters as numbers on a number line; find and count in halves and quarters on a number line.</p> <p>Y2: Work out half of an odd set of objects or quantity.</p> <p>Y2: Choose appropriate standard units (cm or m) to use; compare, order and describe lengths/heights, where measures are in the same units, and record the results using $>$, $<$ and $=$.</p> <p>Y2: Compare measures using simple multiples of 2, such as half, twice and double.</p> <p>Y2: Order different denominations of local coins and notes (up to and including denominations of 100).</p> <p>Y2: Make amounts using two or three coins (or notes) up to 20 units of money.</p> <p>Y2: Recognise and say aloud the name of 3D solids: cylinder, pyramid and sphere.</p> <p>Y2: Classify shapes and solids as 2D or 3D.</p>	<p>numbers and identify the value of each digit in a number with students (e.g. what is the '1' worth in 12?).</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 practical opportunities to measure, compare and calculate lengths and heights. For example, <i>Who has the greater mass, you or your partner?</i> – providing students the opportunity to separately measure each other's mass, then compare them.</p> <p>Role-play shopping and give students the chance to handle and experience money (or representations of money). Include adding up a shopping bill and challenge students to 'purchase' everything needed from a list without spending too much.</p> <p>Identify common shapes in the environment and name these with the students. Share less common shapes through models and drawing.</p>
---	---

	Y2: Identify 2D shapes on the surface of 3D solids.	
Year 4	<p>Y3: Understand when to add and when to subtract and the relationship between addition and subtraction.</p> <p>Y3: Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables; recognise and work out multiplication and division for the 3 and 4 multiplication tables (up to and including $10 \times \dots$).</p> <p>Y3: Read, write and interpret mathematical statements involving multiplication and division using the multiplication (\times), division (\div) and equals ($=$) signs, for the 3 and 4 multiplication tables.</p> <p>Y3: Solve 1-step problems involving multiplying and dividing by 2, 3, 4, 5 and 10.</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: Recognise, find and name non-unit fractions of a shape (for fractions with denominators up to and including 10).</p> <p>Y3: Compare and order unit fractions, and compare and order fractions with the same denominators (for fractions with denominators up to and including 10) and write statements using inequality signs $<$ or $>$.</p>	<p>Ensure students have experience of problem solving where the number sentence needed is not explicitly given to them. For example, <i>Rani has 34 apples. She gives 18 to her animals. How many does she have left?</i></p> <p>Include problems that involve dividing or multiplying. For example, <i>Alex has 25 sweets and shares them with 4 other children. How many sweets does each child have?</i></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 practical items, such as food.</p>

	<p>Y3: Recognise, find and name equivalent fractions (for fractions with denominators up to and including 10), on a number line.</p> <p>Y3: Measure lengths (mm, cm and m), weights/masses (g and kg), and capacity (ml and l) with standard units.</p> <p>Y3: Compare lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Y3: Estimate length/height, mass/weight, volume/capacity and time to the nearest appropriate unit.</p> <p>Y3: Add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) in the same units.</p>	<p>Give students practical opportunities to measure, compare and calculate lengths, masses and capacities. For example, <i>Who has the greater mass, you or your partner?</i> – providing students the opportunity to separately measure each other's mass, then add them together.</p>
Year 5	<p>Y4: Recognise patterns when counting across 1000s boundaries to 10 000.</p> <p>Y4: Count from 0 in multiples of 6, 8, 25 and 1000.</p> <p>Y4: Solve missing number problems for multiplication and division.</p> <p>Y4: Solve simple problems in contexts, deciding which of the four operations to use.</p> <p>Y4: Solve problems involving fractions (for fractions with denominators up to and including 10), including missing number problems (for addition and subtraction) and finding fractions in everyday contexts.</p>	<p>Practise counting every day 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>Ensure students have experience of problem solving in a range of contexts and with a range of operations. Include problems that involve dividing or multiplying, and include problems involving fractions. For example, <i>There are 30 sweets in a jar. Pam has 6 of them. What fraction of the sweets are left?</i></p>

	<p>Y4: Solve problems involving measure, including conversions, comparing, rounding and the four operations (integer measure only).</p> <p>Y4: Read and write the time in multiples of 5 to and past the hour on an analogue clock.</p> <p>Y4: Know that half an hour is 30 minutes, quarter of an hour is 15 minutes and three-quarters of an hour is 45 minutes.</p> <p>Y4: Read and write the time from 12-hour and 24-hour digital clocks.</p> <p>Y4: Read and write months of the year.</p> <p>Y4: Know the number of days in each month, year and leap year.</p> <p>Y4: Interpret and represent data in bar charts and line graphs to show changes over time.</p> <p>Y4: Draw and use simple tables to represent a small amount of discrete data, where the table only has two or three columns.</p>	<p>Ensure students have practical experience of estimating and measuring and set problems including common units.</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>Have a class calendar where important events are recorded and ask regular questions about this. Encourage students to add key events to the calendar.</p> <p>Ask questions and conduct surveys with students. Model recording answers in bar charts, tables, and line graphs.</p>
Year 6	<p>Y5: Use negative numbers in context of temperature and calculate temperature rise and fall, including across 0.</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>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>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: Solve problems involving measure, including conversions, comparing, rounding and addition and subtraction (including decimal measures with the same number of decimal places, up to and including 2 decimal places).

Y5: Read and write the time to the nearest minute on an analogue clock.

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).