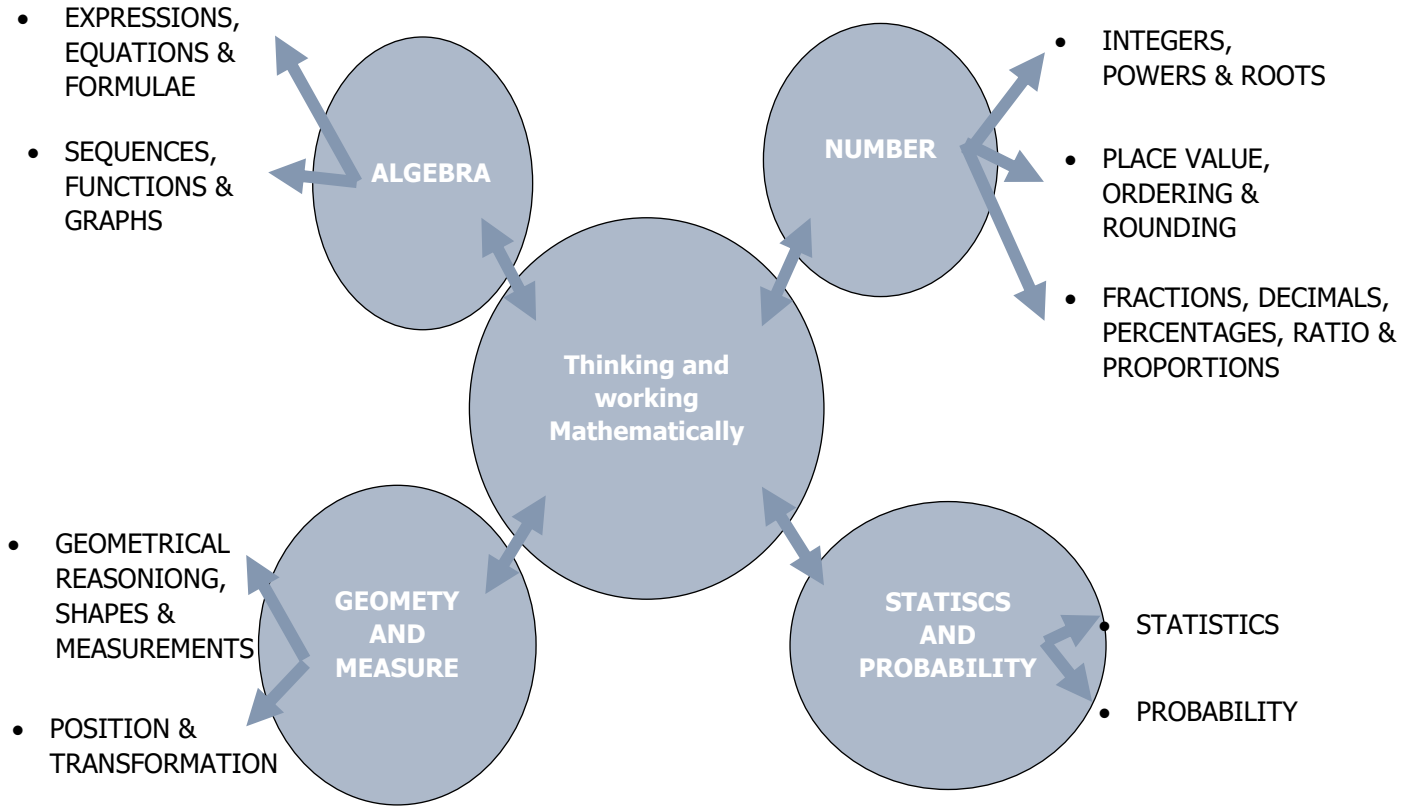
CURRICULUM FRAMEWORK (Primary 1–Primary 6)

CONTENT AREA	TOPICS
NUMBER	Whole numbers The nature of numbers Fractions, decimals, and percentages Calculating devices
SHAPE AND SPACE	Lines Angles Directions Two-dimensional shapes Three-dimensional shapes
MEASUREMENT	Money Length Time Weight Perimeter Area Volume Speed
DATA HANDLING	Statistics (e.g., pictograms, bar graphs, etc.)
ALGEBRA* INTRODUCED IN Y 5	Algebraic symbols Equations

LOWER SECONDARY (7-9)

The curriculum framework provides a comprehensive set of learning objectives for Cambridge Lower Secondary Mathematics. These give a structure for teaching and learning and a reference against which learners' attainment and skills development can be checked.

The learning objectives are divided into four main areas (called strands): Number, Algebra, Geometry and Measure, and Statistics and Probability. Although each area is presented separately, it is intimately connected to the other areas. Each strand is divided into Each strand is divided into 'sub-strands' and these sub-strands are listed in the diagram below.



RBELOW IS A BRIEF DESCRIPTION OF EACH STRAND:

NUMBER STRAND	is the foundation of the mathematics curriculum. Learners explore the number system and develop fundamental calculation skills enabling them to compute increasingly complex calculations. Learners develop knowledge and skills in the Number strand that they can apply in the other strands of the mathematics curriculum.
ALGEBRA STRAND	builds on pre-algebra concepts in the primary stages to strengthen learners reasoning and their ability to find and generalise patterns and rules. Learners use algebra and graphical techniques to describe and model mathematical relationships, and to solve real-life problems.
GEOMETRY AND MEASURE STRAND	learners develop spatial awareness and explore various contexts in which they must apply number skills. They learn to visualise real-life problems and use mathematical instruments and digital technology to produce accurate geometric representations.
STATISTICS AND PROBABILITY STRAND	there is emphasis on the statistical enquiry cycle. This allows learners to understand the data they encounter in their daily lives, which may be presented in unfamiliar ways, and to recognise where the presentation of data is misleading, such as in the media or advertisements.