EDEXCEL INTERNATIONAL
PRIMARY AND LOWER SECONDARY PROGRAMME
MATHEMATICS

Curriculum aims

The Edexcel International Primary and Lower Secondary Curriculum for Mathematics is designed to:

- develop students' knowledge and understanding of mathematical concepts and procedures, appropriate to their age and prior experience
- enable students to become fluent in key mathematics knowledge and skills
- develop confidence in mathematics problem solving so that students don't stop when they encounter a problem
- make links between mathematics concepts, areas of mathematics, and mathematics and other subjects (in particular, science and finance)
- provide a foundation of mathematics knowledge and skills that will enable students to study for an International GCSE in mathematics
- support teachers in their delivery, with the additional offers of schemes of work, teaching and learning materials, professional development and assessment materials

Content

Learning Objectives

Learning Objectives are arranged by school year (1 – 9), under topic headings, organized under the four strands:

- Number and the Number System
- Algebra (Years 7 – 9 only)
- Geometry
- Statistics

Learning Objectives provide detail of what is to be taught during a school year, but not necessarily the order of teaching.

Learning Objectives across the different strands in a single year are designed to support each other. For example, Learning Objectives relating to decimals in Number and the Number System support Learning Objectives relating to measure in Geometry and vice versa.

Learning Objectives across school years allow students to meet concepts at increasing levels of complexity, so that they can develop fluency and depth of mathematical understanding.

Opportunities for mathematics problem solving are intended to be included throughout the curriculum, and not just at the end of topics. Learning Objectives that relate to problem solving are *italicized*.

Notes and Guidance

Notes and guidance offer further explanation of statements. Sometimes they include suggested approaches, apparatus, and/or models that may be used to support teaching and learning. Sometimes they include examples. The use of mathematics language is emphasized to help students learning mathematics in a second language.

All suggestions and examples are illustrative only; others may be equally or more appropriate, depending on the students, the class and the situation.