

## Comparison of Revised Primary Mathematics Curriculum (2017) Content and Primary Mathematics Curriculum (2000) Content

Learning Unit of Curriculum (2000)	Major revision				Learning Unit of revised curriculum	Notes about revision
	Delete	Add	Reorganise / Adjust	Move		
<b>Primary 1</b>						
1N5 Addition and subtraction (I)	✓ ✓	✓			1N4 Addition and subtraction (I)	- Add “recognise the associative property of addition” - Delete “solve problems involving addition of three numbers” - Delete “estimate the results of the calculations”
1M4 Time (I)		✓			1M4 Time (I)	- Add “measure and compare the time intervals in hour” and “solve simple problems related to time intervals”
1S1 3-D shapes (I)	✓				1S1 3-D shapes (I)	- Delete “recognise prism and pyramid”
1S1 3-D shapes (I) 1S3 2-D shapes		✓	✓		1S3 Directions and positions (I)	- Adjust the content of relative positions of objects and form a new Learning Unit 1S3 - Add relative position “between”
1S2 Straight lines and curves 1S3 2-D shapes		✓			1S2 2-D shapes	- Add “recognise the intuitive concepts of points”
<b>Primary 2</b>						
2N2 Addition and subtraction (II)		✓			2N2 Addition and subtraction (II)	- Add “perform addition by using the commutative or associative properties of addition”
2M2 Time (II)				✓	6M4 Speed	- Move “find duration of time using hours and minutes” to 6M4
2M4 Weight				✓	3M5 Weight	- Move to 3M5
2S1 3-D shapes (II)				✓	1S1 3-D shapes (1)	- Move “recognise the intuitive concepts of prisms, cylinders, pyramids, cones” to 1S1

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2S1 3-D shapes (II)	✓				---	- Delete “make 3-D shapes”
2S4 Quadrilaterals (I)	✓	✓			2S4 Quadrilaterals (I)	- Add “recognise the concept of line segment” and “recognise the concept of adjacent sides of quadrilaterals” - Delete “recognise trapeziums and rhombuses”
<b>Primary 3</b>						
3N2 Addition and subtraction (IV)			✓		3N4 Four arithmetic operations (I)	- Adjust the learning objectives on addition and subtraction of numbers within four digits and combine with those on mixed operations of addition and subtraction to form a new Learning Unit 3N4.
3N4 Division (I)	✓				3N3 Division (I)	- Delete “perform basic division by short division”
3N6 Fractions (I)		✓			3N5 Fractions (I)	- Add “recognise the concept of equivalent fractions” - Add “perform addition and subtraction of at most three fractions with the same denominator and the results are not greater than 1” and solve problems involving mainly graphical descriptions
3M2 Time (III)	✓			✓	6M4 Speed	- Delete “tell time in terms of o’clock, minutes and seconds” - Move “find duration of time using minutes and seconds” to 6M4
3S1 Parallel and perpendicular				✓	2S1 Angles	- Move the content of perpendicular to 2S1
3S3 Angles (II)				✓	2S1 Angles	- Move and combine with Angles in P2 to form a new Learning Unit 2S1

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3S4 Triangles		✓			3S2 Triangles	- Add “recognise the concept of isosceles right-angled triangles”, “recognise the relations between different types of triangles” and “recognise that the sum of any two sides of a triangle is greater than the remaining side”
3D1 Block graphs	✓				---	- Change to the new enrichment topic 2E2 Block graphs
<b>Primary 4</b>						
4N1 Multiplication (II)				✓	3N2 Multiplication (I)	- Move “recognise associative property of multiplication” to 3N2
4N-E1 Divisibility				✓	4N2 Division (II)	- Move “recognise the divisibly test of 3” to 4N2
4N3 Acquaintance with modern calculating devices	✓				---	- Delete the Learning Unit
4N-E2 Prime numbers and composite numbers				✓	4N3 Multiples and factors	- Move and combine with multiples and factors in P4 to form a new Learning Unit 4N3
4N5 Common multiples and common factors		✓			4N4 Common multiples and common factors	- Add “use short division to find the highest common factors and the least common multiples of two numbers”
4N6 Mixed operations (II)		✓			4N5 Four arithmetic operations (II)	- Add “recognise the distributive property of multiplication”
4S1 Quadrilaterals (III)				✓	3S1 Quadrilaterals (II)	- Move “recognise the concept and property of trapeziums” to 3S1
4S1 Quadrilaterals (III)		✓			4S1 Quadrilaterals (III)	- Add “recognise the relations between different types of quadrilaterals”
4S3 Symmetry				✓	6S1 Symmetry	- Move to 6S1

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4D1 Bar charts (I)				✓	3D1 Bar charts (I)	- Move “bar charts using the one-to-one, one-to-two and one-to-five representations” to 3D1
<b>Primary 5</b>						
5N1 Large numbers				✓	4D1 Bar charts (II)	- Move “recognise approximation of large numbers” to 4D1
5N4 Decimals (II)				✓	4N8 Decimals (II)	- Move to 4N8
5N6 Fractions (V)	✓	✓			5N5 Fractions (V)	- Add “the concept of fractions can be regarded as the ratio of two whole numbers” - Delete the problems involving finding the fraction of a number by which it is greater or less than another number, and finding the fractional change of a number when it changes to another number.
5M1 Area (II)		✓			5M1 Area (II)	- Add “recognise the concept of height of quadrilaterals”
5M-E1 Angles (degree)				✓	6M1 Angles (degree)	- Change to a new Learning Unit 6M1
5S1 The eight compass points				✓	4S3 Directions and positions (III)	- Move to 4S3
5D2 Bar chart (II)				✓	4D1 Bar charts (II)	- Move “bar charts using the one-to-fifty and one-to-hundred representations” to 4D1
5D1 Pictograms (II)	✓				---	- Delete the Learning Unit
<b>Primary 6</b>						
6N4 Percentages (II)	✓				6N4 Percentages (II)	- Delete the problems involving discount, complicated problems related to percentages and percentage changes
6A1 Simple equations (II)				✓	5A2 Simple Equation (I)	- Move parts of “equations involving at most two steps” to 5A2 and only involve the calculation with whole numbers

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6A1 Simple equations (II)		✓			6A1 Simple equations (II)	- Add two types of equations " $ax + bx = c$ " and " $ax - bx = c$ "
6S1 3-D shapes (IV)		✓		✓	5S2 3-D shape (III)	- Move "recognise the vertices and edges of 3-D shapes", "recognise the cross sections parallel to the bases of prisms, cylinders, pyramids, cones" and "recognise the cross section of spheres" to 5S2 - Add "recognise the nets of cylinders"
6S1 3-D shapes (IV)	✓				---	- Move "the relations between the number of sides of the base, the number of faces, the number of edges and the number of vertices of a prism / a pyramid" to the new enrichment topic 5E2 Exploration of 3-D shapes
6S2 Circles				✓	5S1 Circles	- Move to 5S1
6D2 Bar charts (III)				✓	5D1 Bar charts (III)	- Move "bar charts using the one-to-thousand, one-to-ten thousand and one-to-hundred thousand representations" to 5D1
---		✓			6M5Area (III)	- New Learning Unit (finding the area of a circle) and the learning contents were moved from secondary to 6M5
---		✓			6D3 Pie charts	- New Learning Unit and the learning contents were moved from secondary to 6D3
---		✓			6D4 Uses and misuses of statistics	- New Learning Unit

### Comparison of Revised Primary Mathematics Curriculum (2017) Content and Primary Mathematics Curriculum (2000) Content

Level	Enrichment topics of the curriculum (2000)	Enrichment topics of the revised curriculum
Primary 1	1N-E1 Stories of ancient counting methods	1E1 Simple Sudoku game 1E2 Sorting methods
Primary 2	2M-E1 Stories of ancient time-recording and time devices	2E1 Time-recording and timing devices 2E2 Block charts
Primary 3	3N-E1 Computation using Chinese abacus 3D-E1 Stem-and-leaf diagrams	3E1 Curve stitching 3E2 The map-colouring problem
Primary 4	4N-E1 Divisibility 4N-E2 Prime numbers and composite numbers 4S-E1 Tessellation	4E1 Eulerian paths 4E2 Sorting diagrams
Primary 5	5N-E1 Ancient numerals 5N-E2 Recurring decimals 5M-E1 Angle (degree) 5S-E1 Rotational symmetry	5E1 Chinese numerals and Roman numerals 5E2 Exploration of 3-D shapes
Primary 6	6N-E1 Squares and square roots 6A-E1 Number patterns 6S-E1 Curve stitching 6S-E2 Making pyramids 6D-E1 Chance	6E1 Rotational symmetry 6E2 Non-metric units