Appendix C

Exemplar Showing the Overview of Modules and Units for Key Stage 1

Learning Dimension	Module		Unit		Syllabus Reference	Time Ratio
	No.	Organizing Focus	No.	Organizing Focus	(Remarks and additional notes on teaching are listed in brackets)	
	P1	Pre-number activities	P1-1	Preliminary activities: comparing, sorting and ordering	1.1 Preliminary activities (including points 1, 2 and 3; presentation by 'Venn diagrams', i.e. diagrams in point 2 (c) & (d), not included)	12
NUMBER	N1	Multiples and factors	N1-1	Properties of multiples	3.1 Multiples	7
			N1-2	Recognition of factors	3.12 Factors	8
	N2	Recognition of whole numbers	N2-1	Recognition of numbers up to 20	1.2 Numbers to 10 1.4 Numbers to 20 (including points 1 and 2 only; recognition of numbers 1-20)	6 4
			N2-2	Recognition of numbers up to 100 and their place value	1.7 Numbers to 100	11
			N2-3	Recognition of numbers up to 3 digits and their place value	2.1 3-digit numbers	3
			N2-4	Recognition of numbers up to 4 digits and their place value	2.10 4-digit numbers	3
			N2-5	Recognition of numbers up to 5 digits and their place value	3.11 5-digit numbers	3
	N3	Operations of whole numbers	N3-1	Basic addition and subtraction	1.3 Addition and subtraction 1.4 Numbers to 20 (including points 3, 4 and 5)	12 20
			N3-2	Addition and subtraction of numbers within 2 places	1.8 Addition and subtraction	11
			N3-3	Addition of numbers within 3 places, subtraction of numbers within 2 places and mixed operations of addition and subtraction	2.2 Addition and subtraction	18
			N3-4	Addition, subtraction and their mixed operations of numbers within 3 places	2.11 Addition and subtraction	19
			N3-5	Addition and subtraction of numbers within 4 places	3.2 Brackets 3.3 Addition and subtraction	9 9

Learning Dimension	Module		Unit		Syllabus Reference	Time Ratio
	No.	Organizing Focus	No.	Organizing Focus	(Remarks and additional notes on teaching are listed in brackets)	
NUMBER (Cont.)	N3	Operations of whole numbers	N3-6	Basic multiplication	2.3 Multiplication	20
			N3-7	Basic division	2.12 Division	20
			N3-8	Multiplication of multiplier 1 digit and multiplicand up to 3 digits	3.4 Multiplication	13
			N3-9	Division of divisor 1 digit and dividend 2 digits	3.5 Division	13
			N3-10	Division of divisor 1 digit and dividend 3 digits	3.13 Division	10
			N3-11	Mixed operations of addition, subtraction, multiplication and division, involving the use of brackets	3.14 Mixed operations (including solving related simple problems of the four rules)	13
	N4	Recognition and operations of simple fractions	N4-1	Recognition of fractions	3.16 Fractions (including points 1-4 only)	6
			N4-2	Addition and subtraction of fractions with the same denominator	3.16 Fractions (including points 5 and 6 only; number of operations should not exceed 2)	11
	N5	Money	N5-1	Hong Kong coins	1.11 Money	14
			N5-2	Hong Kong money up to $100	2.6 Money ('5¢' not to be included on price tags)	7
			N5-3	Hong Kong currency	2.14 Money	7
			N5-4	Changing units and four rules of money	3.15 Money (for changing units and simple calculations on money, only multiples of 'dollars' and 'ten cents' should be included)	9
MEASURES	M1	Basic measurement	M1-1	Centimetre	1.9 Length	13
			M1-2	Metre	2.4 Length	8
			M1-3	Kilometre, millimetre	3.6 Length	5
			M1-4	Perimeter	3.9 Perimeter	9
			M1-5	Hour, day and week	1.10 Time	13
			M1-6	Time and calendar	2.5 Time	9
			M1-7	Second	3.7 Time	3
			M1-8	Gram and kilogram	2.13 Weight	8
			M1-9	Temperature in degree Celsius	2.15 Temperature	4
			M1-10	Litre	3.17 Capacity	5

Learning Dimension	Module		Unit		Syllabus Reference (Remarks and additional notes on teaching are listed in brackets)	Time Ratio
	No.	Organizing Focus	No.	Organizing Focus		
SHAPE & SPACE	S1	2-D and 3-D shapes	S1-1	Intuitive recognition of 3-D shapes	1.5 Shapes	15
			S1-2	Intuitive recognition of 2-D shapes	1.12 Shapes	7
			S1-3	Lines	2.7 Lines	3
			S1-4	Recognition of 4-sided figures	2.8 4-side figures	6
			S1-5	Angles	2.16 Angles	6
			S1-6	Recognition of prisms and pyramids	2.17 Solids	7
			S1-7	Triangles	3.8 Triangles (presentation by 'Venn diagrams', i.e. diagrams in point 2, not included)	6
			S1-8	Tessellation and symmetry	3.18 Shapes 3.19 Symmetry	5 4
DATA HANDLING	D1	Simple statistical charts	D1-1	Preliminary statistical activities	1.6 Solid column graphs	11
			D1-2	Simple pictograms	1.13 Simple pictograms	11
			D1-3	Pictograms	2.9 Simple pictograms	6
			D1-4	Block graphs	2.18 Block graphs	6
			D1-5	Simple bar charts	3.10 Simple bar graphs	6
			D1-6	Bar charts	3.20 Bar graphs	6

Remark 1: On teaching time allocation of mathematics lessons, it is assumed that the total number of class periods of mathematics in a school year is 160, and on average 80 periods in one school term, with ETV lessons included (in Primary 3). The days not included in the allocation are those for school examinations at mid-term, end of term and end of school year, and for school activities such as games day, speech day and picnic day, etc.

Remark 2: Teachers should provide opportunities for pupils in learning through tasks or other activities, in order to strengthen their ability in solving practical or mathematical problems by integrative use of subject knowledge and procedures.