Growing together to achieve international success

SUMMARY OF THE MATH CURRICULUM FOR YEAR X PRIMARY

1.- Sequence of the Math curriculum learning in year X

FIRST TERM

Learning situation/context	Basic knowledge/contents
4-digit numbers, addition and subtraction	Strategies and techniques for interpreting and manipulating the order of magnitude of numbers (tens, hundreds and thousands). Reasoned estimates and approximations of quantities in problem-solving contexts. Reading, representation (including on the number line and with manipulatives), composition, decomposition and recomposition of natural

	numbers up to 9 999. Strategies for recognising which simple operations (addition, subtraction, multiplication, division as division and partitioning) are useful in solving contextualised situations. Base ten number system (up to 9 999): application of the relationships it generates in operations. Relationships between addition and subtraction, and multiplication and division: application in everyday contexts. Natural numbers and fractions in everyday contexts: comparison and ordering. Representation of the relationship "greater than" and "less than", and use of the signs < and >. Emotional management: strategies for identifying and expressing one's own emotions in mathematics. Initiative and tolerance of frustration in learning mathematics. Sensitivity and respect for individual differences in the classroom: identification and rejection of discriminatory attitudes. Appreciation of the contribution of mathematics to the different fields of human knowledge from a gender perspective.
Multiplication. Multiplication tables.	Addition, subtraction, multiplication and division of natural numbers solving with flexibility and meaning in contextualised situations contextualised situations: solving strategies and tools and properties. Construction of multiplication tables based on number of times, repeated addition or grid arrangement. Identification, verbal description, representation and reasoned prediction of

	terms from regularities in a collection of numbers, figures or images. Sensitivity and respect for individual differences in the classroom: identification and rejection of discriminatory attitudes. Emotional management: strategies for identifying and expressing one's own emotions in mathematics. Initiative and tolerance of frustration in learning mathematics.

SECOND TERM

Learning situation/context	Basic knowledge/contents
Multiplication (2)	Strategies for mental arithmetic with natural numbers and fractions. Strategies for recognising which simple operations (addition, subtraction, multiplication, division as division and partition) are useful for solving contextual situations, subtraction, multiplication, division as division and partitioning) are useful to solve contextualised situations. Construction of multiplication tables based on number of times, repeated addition or grid layout. Addition, subtraction, multiplication and division of natural numbers solved with flexibility and sense in contextualised situations: solving strategies and tools and properties. A structured process of modelling using mathematical representations (graphs, tables, etc.) to facilitate the understanding and resolution of everyday problems.

Division and fractions	Addition, subtraction, multiplication and division of natural numbers solved flexibly and meaningfully in contextualised situations: solving strategies, tools and properties. contextualised situations: solving strategies, tools and properties. Relationships between addition and subtraction, and multiplication and division: application in everyday contexts. Strategies for recognising which simple operations (addition, subtraction, multiplication, division as division and partition) are useful in solving contextualised situations. Appreciation of the contribution of mathematics to different areas of human knowledge. Simple statistical graphs (bar charts and pictograms) to represent data, Selecting the most appropriate one, using traditional resources and simple computer applications. Graphical comparison of two sets of data to establish relationships and draw conclusions. draw conclusions. Own fractions with denominators up to 12 in everyday contexts. Strategies for recognising which simple operations (addition, subtraction, multiplication, division as division and partition) are useful for solving contextualised situations.

THIRD TERM

Learning situation/context	Basic knowledge/contents

The map, the hours of the day and the currency	Strategies for measuring with non-conventional (repetition of a unit, use of grids and manipulative materials) and conventional instruments and units. Two- and three-dimensional geometric figures in everyday objects: identification and classification according to their elements and the relationships between them. Description of the relative position of objects in space or their representations, using appropriate geometric vocabulary (parallel, perpendicular, oblique, right, left, etc.). Verbal description and interpretation of movements, in relation to oneself or to other points of reference, using appropriate geometric vocabulary. Interpretation of routes on plans, using physical and virtual supports. Measure time (year, month, week, day, hour and minute) and determine the duration of time periods. Appreciation of the contribution of mathematics to the different fields of human knowledge.
Geometry, plane figures and geometric bodies	Strategies and techniques for constructing two-dimensional geometric figures by composition and decomposition, using manipulatives, drawing tools (ruler and square) and computer applications. Vocabulary: verbal description of the elements and properties of simple geometric figures. Two- and three-dimensional geometric figures in everyday objects: identification and classification according to their elements and the relationships between them. Recognition of geometric relationships in fields outside the mathematics classroom, such as art, science and everyday life. Sensitivity and respect for individual differences in the classroom:

	identification and rejection of discriminatory attitudes. Active participation in teamwork, active listening and respect for the work of others. Recognition and understanding of the emotions and experiences of others in relation to mathematics. Strategies for recognising which simple operations (addition, subtraction, multiplication, division as division and partition) are useful in solving contextualised situations. Own fractions with denominators up to 12 in everyday contexts.

2.- Methodological and teaching approach

With regard to Mathematics, the decree establishes that it should be approached in an experiential way, giving special relevance to manipulation, especially in the first levels, and progressively promoting the continuous use of digital resources, proposing learning situations to students that encourage reflection, reasoning, the establishment of connections, communication and representation. Similarly, it is recommended to combine different teaching methodologies that favour inclusive mathematics and motivation to learn, and that also generate curiosity and the need for students to acquire the knowledge, skills and attitudes of the area. Active methodologies are particularly appropriate in a competence-based approach, as they allow knowledge to be constructed and classroom activity to be energised through the exchange of ideas. Learning situations facilitate interdisciplinarity and encourage reflection, criticism, the development of hypotheses and research work.

3.- Cross-curricular content: British Values and protected characteristics

Democracy:

-Democratic voting during mathematics lessons to make different collective decisions.

The rule of law

-Poster in class showing the rule of law.

Individual liberty:

-Encouragement of individual decision-making, through the choice of different types of activities to be developed in the area.

Mutual respect for the tolerance of those with different faiths and beliefs and for those without faith.

and for those without faith:

-Respect for cultural differences and levels of intellectual and motor development that students may present during the development of Mathematics classes.

Sex, race, religion or belief, disability, gender reassignment, pregnancy and maternity and disability.

maternity and disability.

- Respect for all people and non-discrimination on the basis of sex, race, religion or belief will be encouraged in Mathematics classes.

- We will work on the theme of children's rights.

4.- Assessment and evaluation

4.1. Assessment procedures and tools

As established in Article 14 of Royal Decree 157/2022 of 1 March, varied, diverse and accessible assessment instruments adapted to different learning situations will be used to allow objective assessment of all students.

Written tests

Reading tests

Oral tests

Challenges

Class notebook

Daily observation

In this sense, the programme includes different types of activities (open, closed, competitions, individual, group, digital activities, etc.) and specific assessment tools (checklists, rubrics, worksheets, registers, test generators, etc.). Specifically, it provides these tools to monitor activities that are key evidence of student learning:

-Rubric my competences (self-assessment).

Interactive self-assessment

Rubric for the evaluation of cooperative work (self-assessment and co-assessment)

-Assessment test

4.2. Qualification criteria

The final result of each procedure will be adapted to the following grading criteria:

QUALIFICATION CRITERIA	3º
Assessment of basic knowledge and skills.	40%
Completion of class work: Appropriate performance of the work. Organisation of materials. Presentation of the notebook	40%

Reading comprehension in the area of mathematics	5%
Assessment of attitudes in the classroom. Cooperation in the resolution of team challenges. Respect and collaboration in the application of cooperative roles.	15%