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| Name of School: | School Code: |
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| Subject : Mathematics | | | | | | | | | |
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| Learning Scope | Concrete Content | P1 | P2 | P3 | P4 | P5 | P6 | | |
| A: Number and arithmetic | A-1-1 | Be able to use numbers to represent things in life. | | | | | | | |
| | A-1-2 | Be able to use numbers and arithmetic to solve simple problems encountered in life, and explain the actual meaning of the results. | | | | | | | |
| | A-1-3 | Comprehend the meaning of cardinal number and ordinal number. | | | | | | | |
| | A-1-4 | Be able to recognise, read and write numbers within 10,000, and make comparisons between numbers. | | | | | | | |
| | A-1-5 | Comprehend the difference and relationship between place values and digits; know the counting unit in different places, and comprehend the composition of numbers. | | | | | | | |
| | A-1-6 | Basically know fractions by combining specific situations, and be able to compare fractions with the same denominator and | | | | | | | |

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| | fractions with the same numerator. | | | | | | | | |
| A-1-7 | Basically know decimal numbers by combining specific situations, and be able to compare numbers with one decimal place. | | | | | | | | |
| A-1-8 | Comprehend the meaning of addition and subtraction by combining specific situations, and be able to perform addition and subtraction, the results of which are within 10,000. | | | | | | | | |
| A-1-9 | Comprehend the meaning of multiplication by combining specific situations, and be able to multiply 1-digit numbers by 3-digit numbers and 2-digit numbers by 2-digit numbers. | | | | | | | | |
| A-1-10 | Be able to use the commutative and associative properties of addition to perform simple calculation. | | | | | | | | |

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| | A – 1 – 11 | Comprehend the meaning of division by combining specific situations, and be able to divide 3-digit numbers by 1-digit numbers. | | | | | | | |
| | A – 1 – 12 | Comprehend the concept of divisibility, indivisibility, quotient and remainder. | | | | | | | |
| | A – 1 – 13 | Know the parentheses and be able to perform simple four operations with whole numbers. | | | | | | | |
| | A – 1 – 14 | Experience the process of estimation, and be able to select the appropriate unit to perform estimation by combining specific situations | | | | | | | |
| | A – 1 – 15 | Be fluent in performing oral addition and subtraction within 20, multiplication and division within the multiplication tables, as well as oral multiplication and division, the results of which are whole tens | | | | | | | |

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| | or whole hundreds. | | | | | | | | |
| A-1-16 | Be able to perform, orally, addition and subtraction within 100, as well as multiplication and division of a two-digit number by a one-digit number. | | | | | | | | |
| A-2-1 | Know numbers less than one hundred million and be able to compare the numbers. | | | | | | | | |
| A-2-2 | Be able to multiply three-digit numbers by two-digit numbers. | | | | | | | | |
| A-2-3 | Be able to divide three-digit numbers by two-digit numbers. | | | | | | | | |
| A-2-4 | Know square brackets and be able to perform simple four operations with whole numbers. | | | | | | | | |
| A-2-5 | Be able to distinguish odd numbers from even numbers, and distinguish prime numbers from composite numbers. | | | | | | | | |
| A-2-6 | Comprehend the meaning of factors and multiples and their relationship. | | | | | | | | |

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| | A-2-7 Understand the common factors, common multiples, greatest common factor and least common multiple; be able to find the common factor(s) and the greatest common factor of two natural numbers that are within 100; be able to find the common multiple(s) and the least common multiple of two natural numbers that are within 10. | | | | | | | | |
| | A-2-8 Comprehend the meaning of decimal, fraction and percentage by combining specific situations, and be able to convert fractions to decimals and finite decimals to fractions. | | | | | | | | |
| | A-2-9 Be able to compare decimals, fractions and percentages. | | | | | | | | |
| | A-2-10 Basically know negative numbers. | | | | | | | | |
| | A-2-11 Know the properties of the multiples of 2, 3 and 5. | | | | | | | | |

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| | A-2-12 Be able to perform all four operations with decimals. | | | | | | | | |
| | A-2-13 Be able to perform all four operations with fractions. | | | | | | | | |
| | A-2-14 Comprehend and master the commutative law, associative law and distributive law of multiplication, and be able to use the rules of mathematical operations to perform simple operations. | | | | | | | | |
| | A-2-15 Be able to perform simple operations with whole numbers, fractions, decimals and percentages. | | | | | | | | |
| | A-2-16 In specific situations, understand common quantitative relationships, such as Total Price = Unit Price × quantity, Distance = Speed × Time, and be able to solve simple practical problems. | | | | | | | | |
| | A-2-17 Be able to solve simple practical problems | | | | | | | | |

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| | involving decimals, fractions and percentages. | | | | | | | | |
| A-2-18 | Be able to select the appropriate method of estimation when solving problems. | | | | | | | | |
| A-2-19 | Comprehend the concept of scale, and be able to solve simple practical problems. | | | | | | | | |
| A-2-20 | In actual situations, comprehend the meaning of ratio and distribution according to ratio, and be able to solve simple practical problems. | | | | | | | | |
| B: Shape and space | B-1-1 Understand lines and curves. | | | | | | | | |
| | B-1-2 Basically know angles; be able to distinguish and draw right angles, acute angles and obtuse angles; be able to compare the sizes of angles. | | | | | | | | |
| | B-1-3 Be able to distinguish such plane figures as triangles, squares, rectangles, parallelograms and circles; know the | | | | | | | | |

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| | properties of the sides and angles of squares and rectangles through observation and operation. | | | | | | | | |
| B-1-4 | Be able to use plane figures to form different shapes and patterns. | | | | | | | | |
| B-1-5 | Comprehend the concept of the perimeter and area of plane figures by combining real life situations. | | | | | | | | |
| B-1-6 | Be able to calculate the perimeter and area of rectangles and squares. | | | | | | | | |
| B-1-7 | Be able to distinguish cylinders, cones and spheres. | | | | | | | | |
| B-1-8 | Be able to describe the position of objects in relation to others by using “on top of/above”, “bottom/under”, “left”, “right”, “in front of” and “behind”. | | | | | | | | |
| B-1-9 | Be able to identify the four directions of North, East, South and West; realise the four | | | | | | | | |

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| | directions of South-East, North-East, South-West and North-West; be able to describe the direction of objects with these terms and be able to read simple road maps. | | | | | | | | |
| B-1-10 | By combining real life situations, know the phenomena of translation and rotation, and know simple axially symmetric figures. | | | | | | | | |
| B-1-11 | Be able to identify the shapes of simple objects observed from the front, side and top. | | | | | | | | |
| B-2-1 | Be able to distinguish and draw straight lines, line segments and rays. | | | | | | | | |
| B-2-2 | Comprehend the concept of perpendicularity and parallelism, and be able to draw perpendicular and parallel lines with drawing tools. | | | | | | | | |
| B-2-3 | Comprehend the concept of angles; | | | | | | | | |

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| | realise straight angles and round angles; be able to draw angles with drawing tools according to the given requirements. | | | | | | | | |
| B-2-4 | Know the properties of the sides and angles of parallelograms, triangles and trapeziums through observation and operation. | | | | | | | | |
| B-2-5 | Be able to calculate the perimeter and area of parallelograms, triangles and trapeziums. | | | | | | | | |
| B-2-6 | Be able to calculate the area of simple compound shapes and other polygons. | | | | | | | | |
| B-2-7 | Know the properties of circles and be able to draw circles with compasses. | | | | | | | | |
| B-2-8 | Be able to calculate the circumference and area of circles. | | | | | | | | |
| B-2-9 | Comprehend the concept of volume by combining real life situations. | | | | | | | | |

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| | B – 2 – 10 | Know the properties of cuboids, cubes, cylinders and cones. | | | | | | | |
| | B – 2 – 11 | Be able to calculate the surface area and volume of cuboids, cubes and cylinders. | | | | | | | |
| | B – 2 – 12 | Be able to distinguish shapes with axial symmetry from shapes with rotational symmetry. | | | | | | | |
| | B – 2 – 13 | Be able to draw the symmetry axis of axially symmetric figures on graph paper, and complete a simple axially symmetric figure on graph paper. | | | | | | | |
| | B – 2 – 14 | Be able to use directions and distance to locate the position of objects, and be able to describe simple road maps. | | | | | | | |
| | B – 2 – 15 | Know scales and be able to use scales to solve practical problems. | | | | | | | |
| | B – 2 – 16 | Appreciate patterns in life from the perspective of translation, rotation | | | | | | | |

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| | and axial symmetry; be able to use them to create simple patterns on graph paper. | | | | | | | | |
| | B-2-17 Be able to reduce and enlarge shapes according to the scale given. | | | | | | | | |
| | B-2-18 In specific situations, be able to use whole number ordered pairs to show the position of objects on graph paper. | | | | | | | | |
| C: Quantity and measurement | C-1-1 Be able to use appropriate measurement units to represent different things in life. | | | | | | | | |
| | C-1-2 Be able to use appropriate measurement tools to measure different things in life. | | | | | | | | |
| | C-1-3 Know the legal currency of Macao and be able to convert “dollar” to “cents”, and vice versa. | | | | | | | | |
| | C-1-4 Experience and know the length units: “millimetre”, “centimetre”, “decimetre”, “metre” | | | | | | | | |

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| | and “kilometre”; and perform simple conversion between these units. | | | | | | | | |
| C-1-5 | Experience and know the weight units: “gram”, “kilogram” and “ton”; and perform simple conversion between these units. | | | | | | | | |
| C-1-6 | Experience and know the area units: “square centimetres”, “square decimetres” and “square metres”; and perform simple conversion between these units. | | | | | | | | |
| C-1-7 | Experience the length of time by combining life experiences; know clocks and watches as well as the time units: “year”, “month”, “week”, “day”, “hour”, “minute” and “second”; and be able to perform simple conversion between these units. | | | | | | | | |
| C-1-8 | Be able to indicate time in both 12-hour and 24-hour formats. | | | | | | | | |

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| | C-2-1 | Know the area unit of “square kilometers”. | | | | | | | |
| | C-2-2 | Experience and know the volume units: “cubic centimetres”, “cubic decimetres” and “cubic metres”, and perform simple conversion between these units. | | | | | | | |
| | C-2-3 | Experience and know the capacity units of “millilitre” and “litre”, and perform simple conversion between these units. | | | | | | | |
| | C-2-4 | Comprehend the relationship between capacity and volume and be able to perform simple conversion between them. | | | | | | | |
| | C-2-5 | Know that angles are measured in “degrees” and be able to measure angles with a protractor. | | | | | | | |
| | C-2-6 | Comprehend the concept of “horizontal” and “vertical”, and be able to perform simple measurement. | | | | | | | |
| | C-2-7 | Be able to measure and | | | | | | | |

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| | estimate quantities in life. | | | | | | | | |
| D: Statistics and probability | D-1-1 Be able to collect and sort information for simple problems in real life. | | | | | | | | |
| | D-1-2 Know and be able to draw bar charts. | | | | | | | | |
| | D-1-3 Be able to judge the certainty and uncertainty of the occurrence of events. | | | | | | | | |
| | D-2-1 Collect information from media such as newspapers and periodicals, books, TV programmes and the Internet. | | | | | | | | |
| | D-2-2 Be able to sort out information and make simple statistical tables. | | | | | | | | |
| | D-2-3 Know and be able to make line charts and pie charts. | | | | | | | | |
| | D-2-4 Know and be able to make compound bar charts and compound line charts. | | | | | | | | |
| D-2-5 Be able to choose bar chart, line chart or pie chart to present data in a straightforward and | | | | | | | | | |

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| | efficient manner. | | | | | | | | |
| D-2-6 | Comprehend the meaning of mean and be able to calculate the mean of the numbers given. | | | | | | | | |
| D-2-7 | Be able to analyse, predict and discuss statistical results. | | | | | | | | |
| D-2-8 | Be able to determine the possibility of the occurrence of an event according to information given. | | | | | | | | |
| E: Basic knowledge of algebra | E-1-1 Comprehend the concept of the transitive property of equality by combining specific situations. | | | | | | | | |
| | E-2-1 Comprehend the meaning of using letters to represent numbers. | | | | | | | | |
| | E-2-2 Comprehend the meaning of equation. | | | | | | | | |
| | E-2-3 Be able to express equality in simple circumstances with equations. | | | | | | | | |
| | E-2-4 Be able to solve linear equations in one variable. | | | | | | | | |
| | E-2-5 Know directly | | | | | | | | |

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| | proportional quantities and inversely proportional quantities through specific situations; be able to identify real life examples of direct proportion and inverse proportion as well as exchange the examples with others. | | | | | | | | |
| F: Feelings, attitudes and values | F-1-1 Enjoy participating in mathematics learning activities and show positive attitudes. | | | | | | | | |
| | F-1-2 Feel the connection between mathematics and life by combining specific life situations. | | | | | | | | |
| | F-1-3 Be able to exchange with others during mathematical activities; learn to listen to and respect others' views. | | | | | | | | |
| | F-1-4 Experience the beauty of mathematics by combining life situations. | | | | | | | | |
| | F-2-1 Enjoy participating in exploring mathematical problems; experience | | | | | | | | |

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| | the exploratory and creative features of mathematics. | | | | | | | | |
| F-2-2 | Understand the close relation between mathematics and daily life through the learning process of observation, operation, generalisation and deduction, etc. | | | | | | | | |
| F-2-3 | Respect and accept other’s ways of solving mathematical problems during exchange, and be able to try different solutions. | | | | | | | | |
| F-2-4 | Be able to confront and solve the difficulties encountered in mathematical practice activities. | | | | | | | | |
| F-2-5 | Be able to use the language of mathematics to express the process of thinking, and experience the rigourousness and formal beauty of mathematics. | | | | | | | | |
| F-2-6 | Evaluate and question different viewpoints during exchange, and | | | | | | | | |

2016 / 2017
Academic year

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| | to express their own views with confidence. | | | | | | | | |

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| Note: (1) Dispatch of Secretary of Social and Cultural Affairs No. 19/2016 (Annex VII) | Data : (D) / (M) / (Y) |
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