Utdannings-direktoratet

What's new in mathematics?

The pupils will become good problem solvers and understand how mathematics is closely related to other subjects.

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The curriculum emphasises that the pupils will become good problem solvers and discover connections in, and between, the subject's areas of knowledge and other disciplines' areas of knowledge. It is these relationships that facilitate in-depth learning and understanding in the subject. The course also facilitates students to explore mathematics and communicate about it. The curricula are closely linked to the pupils' everyday lives and are intended to prepare them for a changing society and working life.

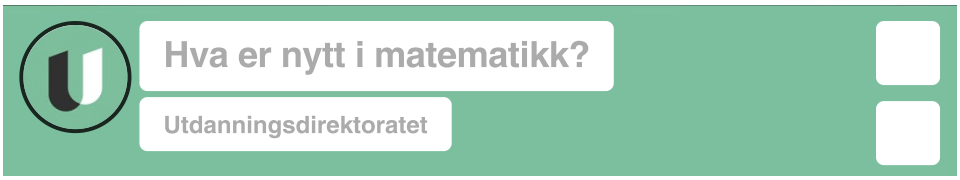
In the curriculum there are competence goals after each step because it becomes clearer what the pupils should learn when. The curriculum ensures that there are fewer courses per step so that all students have the time and opportunity to learn these well.

In the curriculum, algorithmic thinking is made visible because this is an important problem-solving strategy. When students use programming to explore and solve problems, it can be a good tool for developing mathematical understanding. The competence target must be read and worked on in light of the texts in About the subject. Algorithmic thinking is discussed in the core element "Exploration and problem-gutting. The competence objective in mathematics 1P can be designed to benefit programming. A tip may be to switch on couplings in order to be able to see suggestions for samanhengar in the curriculum.

In mathematics 1P-Y, enough competence goals can be used to benefit programming, but there is no requirement for pupils to be able to use programming.

We know that 1P and 1P-Y are part of the common subject mathematics (1–10, P, T and 2P) and that the different curricula for the common subject mathematics share enough texts.

The most important changes in mathematics are also summarized in this film.

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