

Basic structure of a mathematics course at primary school

When you propose a mathematics problem* to young children, you may observe three quite distinct situations: a **situation of new acquisition** (the children have the necessary prerequisites, but they can't find the way to solve the problem), a **situation of reinforcement** (the children are able to solve the problem, but not in full autonomy (the competence is not yet stabilized) or a **situation of certification** (the children can solve this problem with a high rate of success). The didactic answers must be also distinct: the diagram above describes a basic organization of a mathematics course. This is just the result of my personal experiment.

