



PRIMARY 5 MATHEMATICS

Sharing with Parents

24 January 2025



Curriculum Materials for Students

- Primary Mathematics Textbooks 5A & 5B
- Primary Mathematics Practice Books 5A & 5B
- School-based Worksheets



MATH TOPICS SEMESTER 1



Term 1

Chapter 1 – Numbers to 10 million

Chapter 2 – Four Operations of
Whole Numbers

Chapter 3 – Fraction and Division

Chapter 4 – Four Operations of
Fractions

Term 2

Chapter 5 – Area of Triangles

Chapter 6 – Volume

Chapter 7 – Decimals



MATH TOPICS SEMESTER 2



Term 3

Chapter 8 – Rate

Chapter 9 – Percentage

Chapter 10 – Angles

Chapter 11 – Properties of
Triangles

Term 4

Chapter 12 – Properties of
Parallelogram,
Rhombus and
Trapezium



Problem-Solving Skills

Note: The examples of problem-solving skills presented in this deck are intended for reference purposes only. They represent some approaches used in Primary 5 but are not exhaustive.

1. 'Before and After' Problem Sums in Whole Numbers

Example (a)

Selene had 4 times as much money as Cathy. After Selene spent \$13 and Cathy received \$5, they had the same amount money. How much money did Selene have at first?

Example (b)

Selene and Cathy had an equal amount of money. After Selene spent \$5 and Cathy spent \$9, Selene had twice as much money as Cathy. How much money did Selene have at first?

Example (c)

Selene had \$15 and Cathy had \$7. After they both spent an equal amount of money, Selene had twice as much money as Cathy. How much money did Cathy have in the end?



Problem-Solving Skills

Note: The examples of problem-solving skills presented in this deck are intended for reference purposes only. They represent some approaches used in Primary 5 but are not exhaustive.

2. Guess and Check (or Assumption method)

Example

Mr Tan sold big durians at \$12 each and small durians \$7 each.
He sold 150 durians altogether and collected \$1310 in total.
How many small durians did he sell?



Problem-Solving Skills

Note: The examples of problem-solving skills presented in this deck are intended for reference purposes only. They represent some approaches used in Primary 5 but are not exhaustive.

3. Part of a Whole vs Part of a Remainder in Fractions

Example (a)

Kent had some money. He spent $\frac{3}{7}$ of his money on a present and $\frac{1}{4}$ of his money on a meal. In the end, he had \$9 left. How much money did Kent have at first?

Example (b)

Kent had some money. He spent $\frac{3}{7}$ of his money on a present and $\frac{1}{4}$ of his remaining money on a meal. In the end, he had \$9 left. How much money did Kent have at first?



Examples of Problem - Solving Strategies



Note: *The strategies presented here are intended for reference purposes only. They represent some approaches used in Primary 5 but are not exhaustive.*

- Draw a model or diagram
- Make a systematic list / Tabulation
- Before / After concept
- Look for a Pattern
- Guess & Check
- Work backwards
- Supposition method



Primary 5 Assessments

Term 1	Term 2	Term 3	Term 4
Formative Assessment	WA1	WA2	EOY exam
Non-weighted	15%	15%	70%



End-of-Year Exam Format

Paper	Booklet	Item Type	No. of questions	No. of marks per question	Total Marks	Duration
1 Calc. NOT allowed	A	Multiple-choice Questions	10	1	26m	1 h 10 min
			8	2		
	B	Short –answer Questions	12	2	24m	
2 Calc. allowed		Short-answer Questions	5	2	55m	1 h 20 min
		Long-answer/ Structured Questions	10	3, 4, 5		
Total			45		100m	2 h 30 min

Both papers are scheduled on the same day with a short break in between the two papers.



Paper 1 Booklets A & B:

Use of calculator is **NOT ALLOWED**.



Booklet A: 18 Multiple Choice Questions

- Indicate answer on question paper to facilitate checking against shaded answer in OAS.
- Strongly encouraged to shade the oval in the OAS after completing each question.

Booklet B: 12 Short Answer Questions

- Show workings clearly and write the correct answers in the answer blanks provided
- Do not erase the workings as method marks **may** be awarded for the **correct workings** shown, even if the answer is wrong.



Paper 2:

Use of calculator is allowed.



5 Short Answer Questions (2 marks each)

- Show workings clearly and write the correct answers in the answer blanks provided
- Do not erase the workings as method marks **may** be awarded for the **correct workings** shown, even if the answer is wrong.

10 Problem Sums (3, 4 or 5 marks each)

- Show full solution and workings clearly, so that **method marks** and answer marks can be awarded accordingly.
- **Show all steps taken** as method marks may be awarded, even if the answer is wrong.



Use of Calculators

- Only scientific calculator models approved by SEAB are allowed in the examination rooms.
- For the list of approved calculators for use in school-based examinations and PSLE, please refer to the SEAB website. (<https://www.seab.gov.sg/psle>)



Presentation of Solutions

- **Consistency** in units of measure

$$3 \text{ kg} \times 4 = 12 \text{ kg}$$

- **Use equal signs** correctly

$$\frac{1}{2} \text{ of total amount} = \$45 \text{ ☺}$$

$$\frac{1}{2} = \$45 \text{ ☹}$$

- Show the method of solution (working steps) clearly
- Standard units of measurement should accompany the final answers.



Presentation of Solutions

25% of the boys in a hall is equal to 16% of the girls. There are 72 more girls than boys. How many children are there in the hall?

$$36\% \text{ of girls} = 72$$

$$64\% \text{ of girls} = (72 \div 36) \times 64$$
$$= 128$$

$$128 \times 2 + 72 = 328$$

Ans: 328

**Wrong Mathematical
Statement/Presentation**

$$36\% = 72$$

$$64\% = 128$$



Partnership with the school

Assignments from school

- Ensure that your child has a conducive working environment.
- Insist that your child sticks to the given/recommended time frame.
- Practise good time management.



How to support your child



- Praise, encourage and motivate your child.
- Strategise – focus on improving areas of weaknesses.
- Practise good time management.
- **Ensure that your child does correction for mistakes made in his/her work.**
- **Exposure to non-routine problems** – ability to apply the concepts taught in unfamiliar questions/situations

More Math in other forms:

- Math Games
- Math Literature
- Daily life
- Logic puzzles
- **Manage stress** – watch for change in behaviour in your child.



Mathematics
is not about numbers,
equations,
computations, or
algorithms. It is about
understanding.

— William Paul Thurston

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