

A circular wreath of various botanical illustrations surrounds the central text. It includes green ferns, a red maple leaf, a green bell-shaped flower, a branch with small pink blossoms, a large green leaf, a red leaf, and purple flowers.

# P5 Mathematics Curriculum Briefing

6 Jan 2023

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**Briefing by:**  
**Mdm Shannalyn Ng (SH Math)**

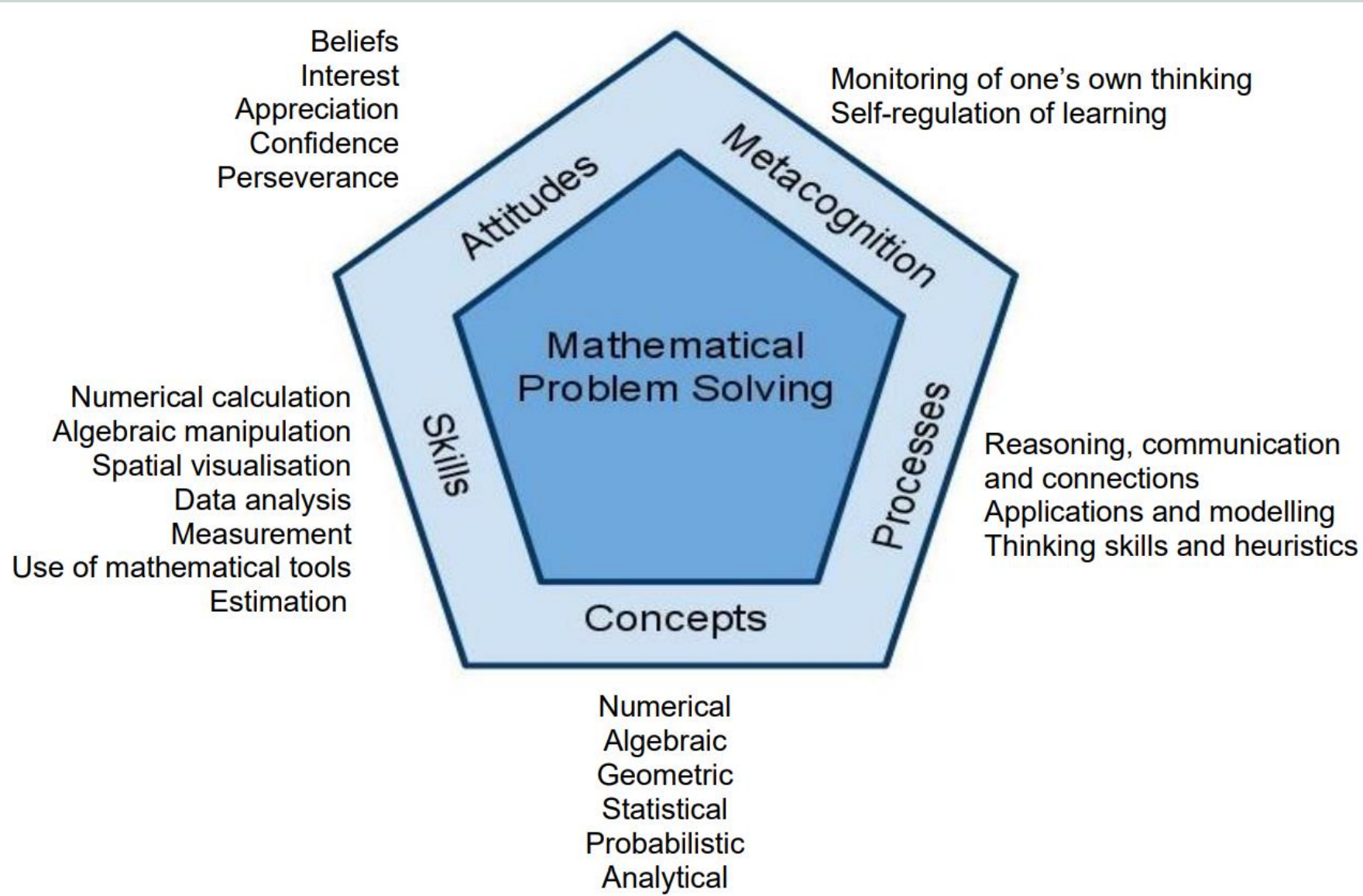


# Mission

To develop our pupils with mathematical concepts and skills for everyday life and to equip them with process skills to solve mathematical problems.



# Mathematics Curriculum Framework



# Primary Mathematics Curriculum

- The Primary Mathematics Syllabus aims to enable all students to:
  - acquire mathematical concepts and skills for everyday use
  - develop thinking, reasoning, communication, application, and metacognitive skills through a mathematical approach to problem solving
  - and build confidence and foster interest in mathematics

# Math teachers:

5A - Ms June Chau

5C – Mrs Jacequeline Seto

5D – Mdm Shannalyn Ng

5AD – Ms Thong Kar Fong

5E – Mrs Jacequeline Seto

5F –Ms S Thivyaa Tharrshini

5G –Ms Ang Kai Mei

5H –Ms June Chau

5EI – Mdm Shannalyn Ng

5Fmath – Ms Celia Lee

# Topics in P5 Standard Mathematics



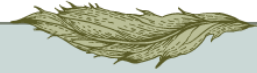
- 1) Whole Numbers,
- 2) Fractions
- 3) Decimals
- 4) Volume of cube and cuboid
- 5) Area of triangle
- 6) Percentage
- 7) Ratio
- 8) Average
- 9) Rate
- 10) Geometry - Angles, Properties of triangles and four-sided figures

# Topics in P5 Foundation Mathematics



- 1) Whole Numbers
- 2) Fractions
- 3) Decimals
- 4) Perimeter, Area and Volume
- 5) Time
- 6) Rate
- 7) Geometry - Angles, Properties of triangles and four-sided figures
- 8) Tables and Graphs

# Teaching & Learning in class



- 10 periods of Math per week
- Syllabus – Workbook worksheets, RGPS topical reviews, in-house problem-solving package (Heuristics)
- Topical reviews – Checklist feedback for pupils and pupils' reflections.
- Teaching – Activity-based lessons, differentiated activities, experiential learning & ICT lessons to deepen teaching & learning.



# Problem-solving packages

RAFFLES GIRLS' PRIMARY SCHOOL  
MATHEMATICS  
PRIMARY 5

## Percentage Problem Sums



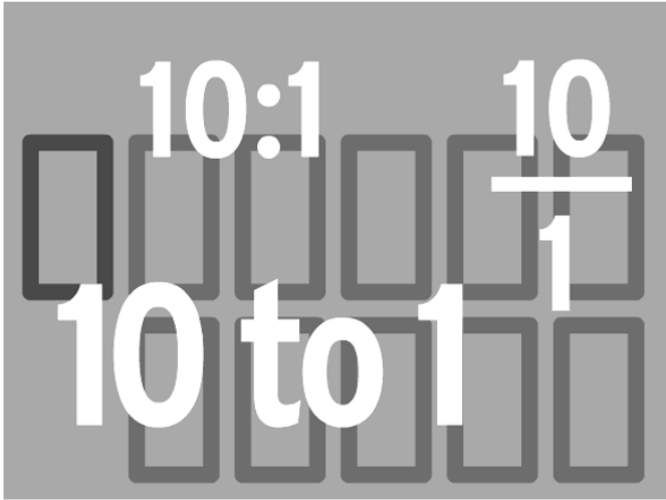
1. One Item Constant [   ]	2. Constant Total [   ]	3. <u>Constant Difference</u> [   ]
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Name: \_\_\_\_\_

Class: \_\_\_\_\_



RAFFLES GIRLS' PRIMARY SCHOOL  
MATHEMATICS  
PRIMARY 5



## Ratio Problem Sums

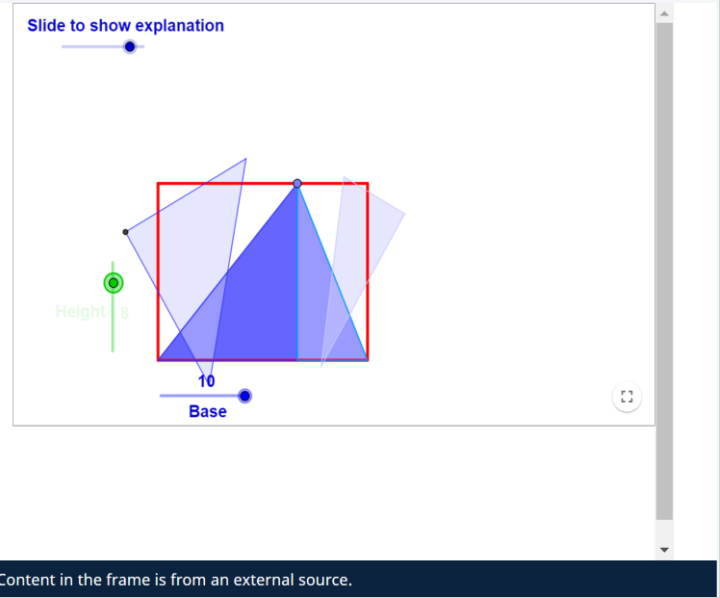
S/N	Key Concepts
1.	One Item Constant
2.	Constant Difference
3.	Constant Total
4.	<u>Challenge</u> : Do you know your concepts?

Name: \_\_\_\_\_

Class: \_\_\_\_\_

# ICT enriched lessons

## Using formula to calculate the area of a triangle



Using an applet to derive the formula for area of triangle

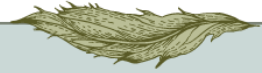


Instructional videos

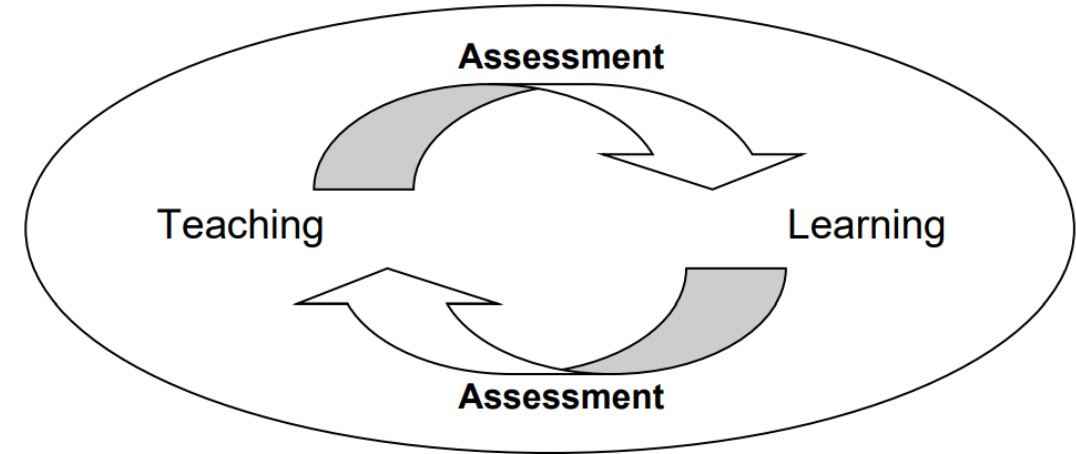


Classroom discussion

# Assessment Matters



- Assessment is an integral part of the teaching and learning process. It is an ongoing process by which teachers gather information about students' learning to inform and support teaching.
- An important product of assessment is feedback. It must inform students where they are in their learning and what they need to do to improve their learning. It also inform teachers what they need to do to address learning gaps.
- In RGPS, our teachers assess students using different modes of assessment both formally and informally. A meaningful range of assessment modes and tasks includes class discussions, classroom discourse, performance tasks, use of checklists, use of rubrics with teachers' comments and students' reflections.



# Formative Assessments

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_



Maths Journal

Explain how  $\frac{2}{3}$  and  $2 \div 3$  are related. You can draw diagrams to help you.

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The 2nd step is to  the numbers in each cluster from left to right, together with the cluster names without the "s" at the end. Instead add in a  after cluster names like "million" or "thousand".

The 3rd and final step is the "comma check". If in between the last comma and the full-stop, there is no , then the last comma (,) is changed into an .

[Read Less](#)

[HINT](#)

Helping words:

cluster , and, millions , and , thousands , left , ones , read , right , 3 , comma

☒  $\frac{4}{5}$

**Feedback**  
Excellent!

☐  $\frac{5}{4}$


**Feedback**  
The ratio of the number of boys to the number of girls is 4 : 5.

☐  $\frac{4}{9}$

**Feedback**  
This is the ratio of the number of boys to the total number of students.

☐  $\frac{5}{9}$

**Feedback**  
This is the ratio of the number of girls to the total number of students.

Interactive Thinking Tool 

Three things learnt

Two articles with word 'millions'


One question to ask

[View All](#)

What are three things you have learnt in this lesson?

Individual Student's Answer

Pre-populated Answer here...






 Students' submissions will be displayed on the Interaction Board.

Journal – to make thinking visible

SLS questions with hints/feedback

KW for quadrilaterals

# Teacher's assessment after topical review

I am      over my performance because

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I need to work on the following area

- ☐ *Multiplication & identifying pattern to find a product*
- ☐ *Dividing by 10, 100 & 1000*
- ☐ *Multiplication & rounding numbers to nearest 10, 100 or 1000*
- ☐ *Problem solving involving four operations*
- ☐ *Problem solving involving four operations using appropriate strategies*

I will \_\_\_\_\_

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to improve on the areas of weakness.

Student's reflection

Page Number & Question Number	Learning Outcomes
<b><u>WB Chapter 1 - Practice 1</u></b> <ul style="list-style-type: none"><li>Pg 6 Qn 2,</li></ul> <b><u>WB Chapter 1 - Review</u></b> <ul style="list-style-type: none"><li>Qn 2</li></ul> <b><u>WB Math Journal</u></b> <ul style="list-style-type: none"><li>Pg 8</li></ul>	<b>Translate 6- and 7-digit numbers from:</b>  (i) numerals to words
<b><u>WB Chapter 1 - Practice 1</u></b> <ul style="list-style-type: none"><li>Pg 5 Qn 1,</li></ul> <b><u>WB Chapter 1 - Review</u></b> <ul style="list-style-type: none"><li>Pg 7 Qn 1, 4,</li></ul>	<b>Translate 6- and 7-digit numbers from:</b>  (ii) words to numerals
<b><u>WB Chapter 1 - Practice 1</u></b> <ul style="list-style-type: none"><li>Pg 6 Qn 3,</li></ul> <b><u>WB Chapter 1 - Review</u></b> <ul style="list-style-type: none"><li>Pg 7 Qn 3, 6, 7</li></ul>	<b>Translate 6- and 7-digit numbers from:</b>  (iii) numerals or words to their expanded form

Appendix for pupils to refer to for revision

# Weighted Assessment feedback:

P5 Math - Self Assessment Checklist (2022 WA1)			
Name: _____		Class: _____	
Learning objectives	Have understanding	Lacks understanding	Computation errors
Identify the height of a triangle given its base.			
Dividing a whole number by a whole number with quotient as a fraction			
Finding area of triangle using formula			
Adding and subtracting mixed numbers			
Finding area of triangle drawn on 1-cm square grid			
Multiplying a proper/improper fraction and a whole number			
Finding areas of figures made up of rectangles, squares and triangles			
Multiplying a proper fraction and a proper/improper fraction			
Multiplying two improper fractions or multiplying a mixed number by a whole number			
Finding areas of figures made up of rectangles, squares and triangles			
Solve word problems involving whole numbers, fractions and mixed numbers, and the four operations.			
Finding areas of figures made up of rectangles, squares and triangles			
Solve word problems involving whole numbers, fractions and mixed numbers, and the four operations.			

# Summative Assessments for P5 Standard Math

Weighted Assessment 1	Weighted Assessment 2	End of Year Examination
15%	15%	70%

Weighted Assessment 1	Topics tested	Weighted Assessment 2	Topics tested
T2W5 (50 mins)	Fraction & Area of Triangle	T3W5 (50 mins)	Decimals & Percentage

# Summative Assessments for P5 Foundation Math

Weighted Assessment 1	Weighted Assessment 2	End of Year Examination
15%	15%	70%

Weighted Assessment 1	Topics tested	Weighted Assessment 2	Topics tested
T2W5 (50 mins)	Whole Number & Fraction	T3W5 (50 mins)	Decimals & Geometry



# Examination Format For P5 Standard Math

Paper	Booklet	Item Type	Number of questions	Marks per question	Weighting	Duration
1	A	Multiple Choice	10	1	10%	1 h
			5	2	10%	
	B	Short Answer Response	5	1	5%	
			10	2	20%	
	Total		30	-	45%	
Paper Booklet		Item Type	Number of questions	Marks per question	Weighting	Duration
2 Calculator allowed		Short Answer Response	5	2	10%	1 h 30 min
		Structured- Long-answer	12	3, 4, 5	45%	
Total			17	-	55%	

# Examination Format For P5 Foundation Math

Paper	Booklet	Item Type	Number of questions	Marks per question	Weighting	Duration
1	A	Multiple Choice	10	1	10%	1 h
			10	2	20%	
	B	Short Answer Response	10	2	20%	
	Total		30	-	50%	
Paper Booklet		Item Type	Number of questions	Marks per question	Weighting	Duration
2  Calculator allowed		Short Answer Response	10	2	20%	1 h
		Structured- Long-answer	6	3 or 4	20%	
		Total		16	-	

# Introduction of Calculator

- Achieve a better balance between the emphasis on computational skills and problem solving skills in learning and assessment
- Widen the repertoire of teaching and learning approaches to include investigations in authentic situations
- Guidelines on the use of calculator and approved calculator can be found on SEAB website
- Only used in Paper 2



# How is the End of Year Examination different from previous years?

- Consist of 2 papers on the same day
- Longer duration in total
- Need stronger management of time
- More lengthy and challenging word problems.
- More steps involved in getting the answer
- An important milestone before PSLE

# Points to note

- The curriculum takes on a spiral approach. Some of the concepts taught are built on concepts taught in previous years.
- Exams will test on topics taught in previous years.

# How can you help your child?



- Help to incorporate math into their day-to-day routine, help them to understand and appreciate its relevance.
- Ensure that they only use the calculator for Paper 2.
- Encourage them to check their work for accuracy and not speed.
- Encourage them to approach their math teachers if they encounter any challenges.
- Ensure that they have shown you their work and filed it properly to facilitate revision.
- Make Math fun for them! (Games, puzzles, concrete materials).
- Be encouraging and adopt a positive mindset, celebrate the small successes!



Thank you

