

# **Primary 2**

# **Mathematics**

# **Curriculum Briefing**

# **2026**



# Outline

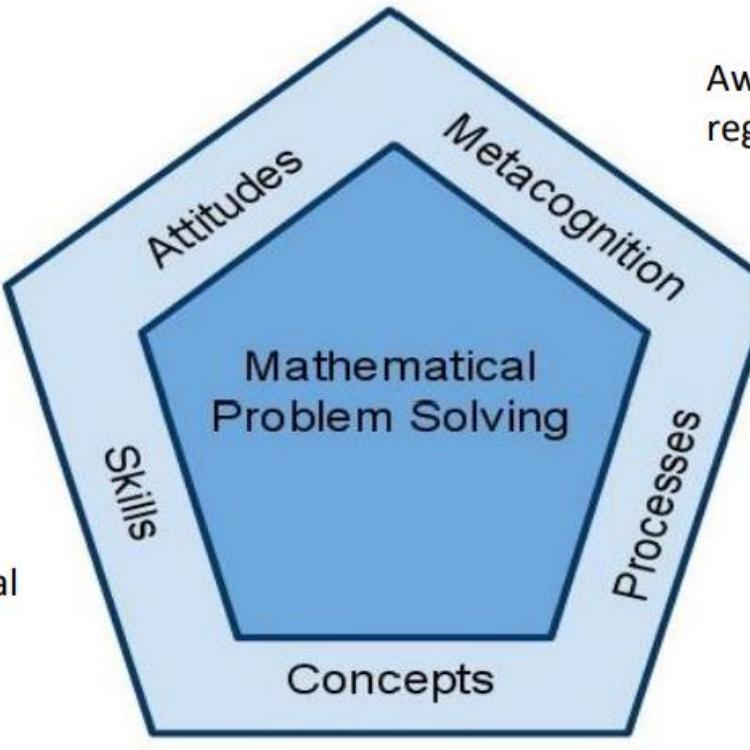
- Mathematics Curriculum Framework
- Mission
- Approach to Teaching & Learning
- Assessment



# MOE Mathematics Curriculum Framework

Belief, appreciation, confidence, motivation, interest and perseverance

Proficiency in carrying out operations and algorithms, visualising space, handling data and using mathematical tools



Understanding of the properties and relationships, operations and algorithms

Awareness, monitoring and regulation of thought processes

Competencies in abstracting and reasoning, representing and communicating, applying and modelling



# Mission



To enable our students to master mathematical concepts and skills for everyday life and to equip them with process skills to solve mathematical problems.



# Content Sequence for P2

Semester 1	Semester 2
<b>Term 1</b> Numbers to 1000 Addition & Subtraction Length	<b>Term 3</b> Addition & Subtraction (Word Problems) Multiplication Tables of 3 & 4 Money Fractions
Term 2 Multiplication & Division Multiplication Tables of 2, 5 & 10 Mass Time	<b>Term 4</b> Volume Picture Graphs Shapes

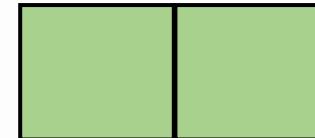


# Approach to Teaching & Learning

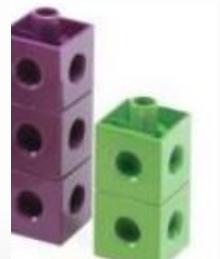
CONCRETE

PICTORIAL

ABSTRACT



2



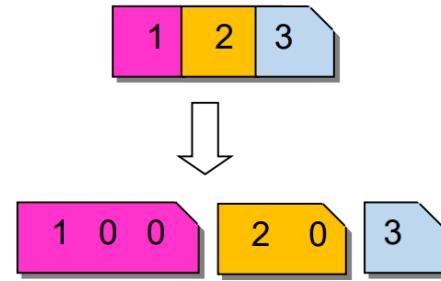
**3 + 2 = 5**



# Approach to Teaching & Learning



Multilink Cubes



Number Discs

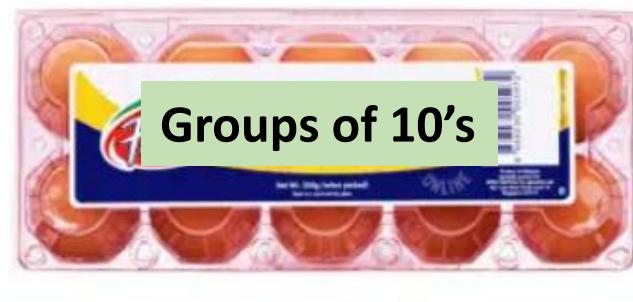


Fraction Discs

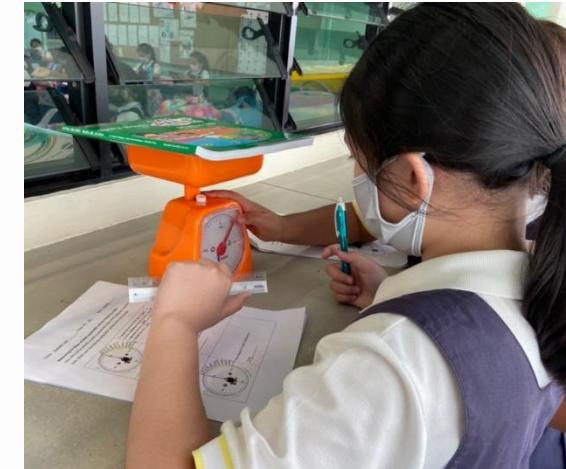
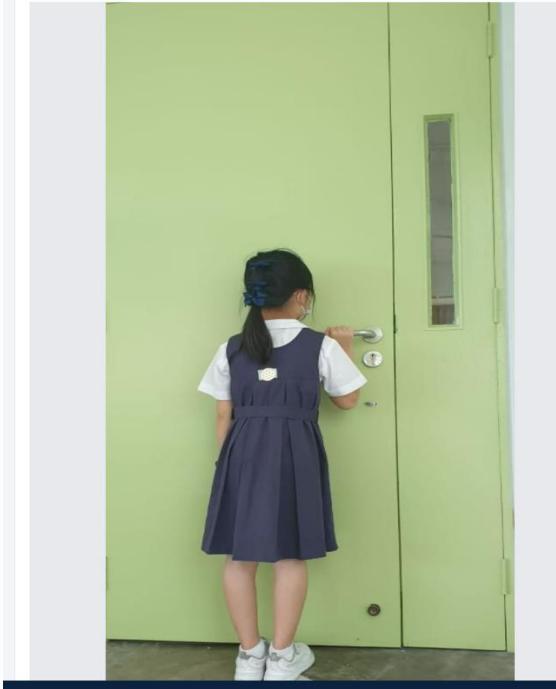
Use of concrete manipulatives to develop conceptual understanding



# Real-Life Objects for Teaching Multiplication / Division



# Teaching & Learning



Learning about length and mass



## Station 3



**Station 3**  
**Weigh Your Toy!**

1. Draw your Yakult craft in the box below
2. Weigh the Yakult craft using the weighing scale
3. Add in some beans into the Yakult bottle and find its mass



My empty Yakult craft has a mass of \_\_\_\_ g.

After adding some beans, the mass is now \_\_\_\_ g.



Can you think of another way to find its mass?



# Learning about Money

SHOPPING LIST			
	Items	Cost per item	working
Example	1 bookmark	\$1	$4 \div 4 = 1$
1			
2			
3			
4			
5			
6			
Total cost of 1 goodie bag: \$			



Item(s)	Cost	Workings:
\$5		
\$1.50		
	Total Cost: \$ _____	
	\$ _____	
	give back: \$ _____ (change) in by	
	* Cashier to fill in the change amount	



Things I buy	Dollars	Cents
The _____ cost less than the _____.		
It costs \$ _____ less.		
Things I buy	Dollars	Cents
The _____ costs the most.		





# Assessment

- No weighted assessments/exams for Primary 2
- Use of various modes of non-weighted assessments to assess students' learning through
  - Daily work
  - Performance Task
  - Topical Review
  - Teacher's observations and feedback



# Topical Review Feedback

<b>Numbers To 1000</b>	<b>Novice</b>	<b>Developing</b>	<b>Proficient</b>	<b>Teacher's Comments</b>
• Counts in tens/ hundreds				
• Represents numbers in a place-value chart				
• Reads and writes numbers in numerals and in words				
• Compares and orders numbers within 1000				
• Completes number patterns				
• Identifies odd and even numbers				
Write number equations <i>(where applicable)</i>				
Show your working <i>(where applicable)</i>				
Revise concepts learnt at home				
Check your work carefully				
Write neatly				

# Empowering Math Learning at Home

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- Show the relevance of Math in real-life
- Play Math Games
- Provide a supportive environment
- Encourage a Growth Mindset





Thank you!

