Primary 4

Mathematics

Curriculum Information

2022

Curriculum

Objectives

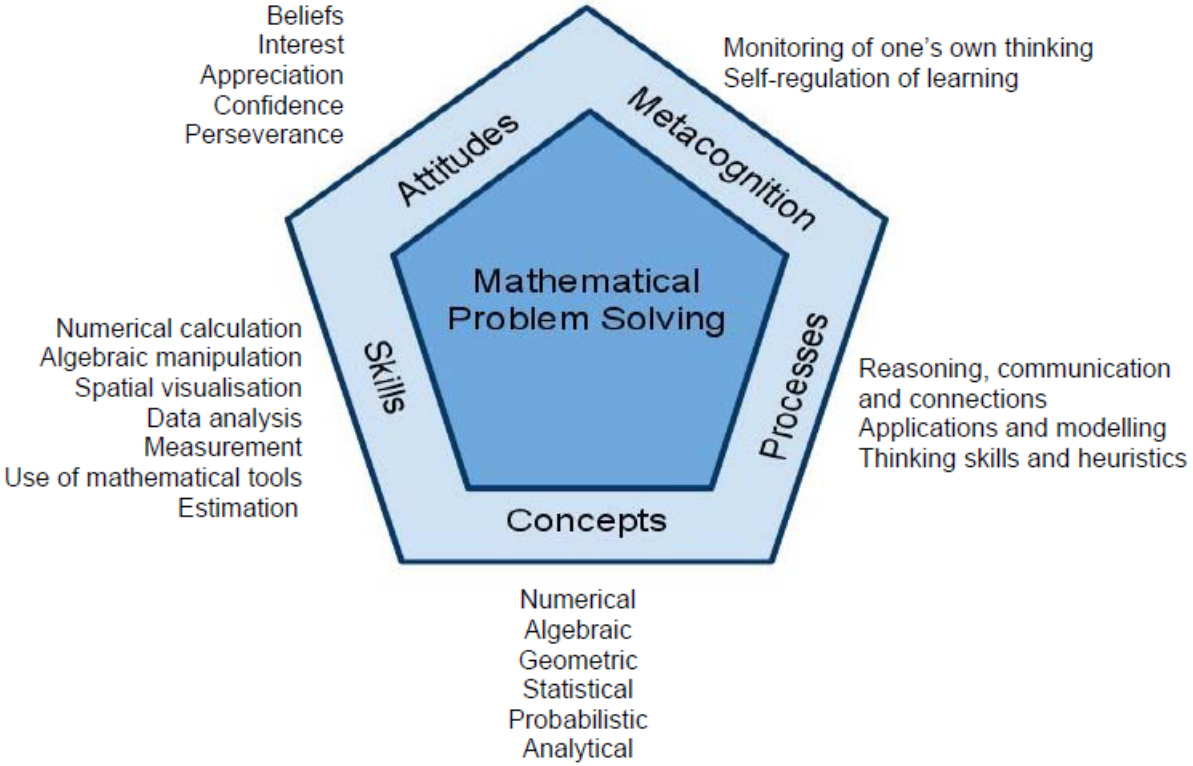
The **Primary Mathematics Syllabus** aims to enable all students to:

- acquire mathematical concepts and skills for everyday use and continuous learning in mathematics
- develop thinking, reasoning, communication, application and metacognitive skills through a mathematical approach to problem-solving; and
- build confidence and foster interest in mathematics.

Love to Learn Maths
Learn to Love Maths

Mathematics Syllabus

https://www.moe.gov.sg/primary/curriculum/syllabus



Specific topics to be covered are in the

Primary 4 Shaping Mathematics Textbooks.

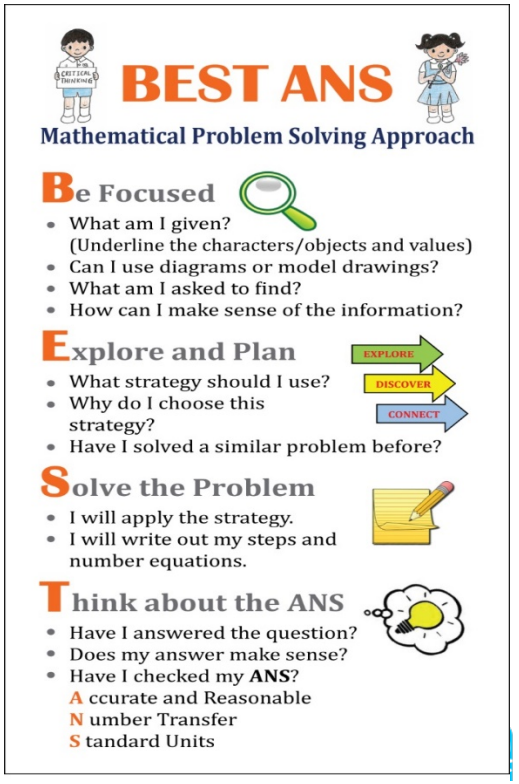
Pedagogy

Learner-centred pedagogy

Teachers will use appropriate pedagogical approaches:

- Concrete-Pictorial-Abstract approach (C-P-A)
- Hands-on learning experiences
- Co-operative learning, opportunities for collaborative work
- Differentiated Instruction (DI - Content, Process, Product)
- E-learning, SLS Lessons , etc

- Use formative assessment (FA) strategies to monitor and deepen students' learning
- Guide students in using BEST ^{ANS} problem solving strategy
- Provide Critical Thinking exercises to equip students with problem solving heuristics



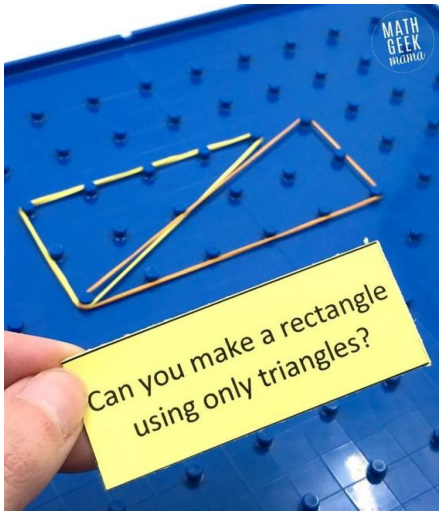
Assessment

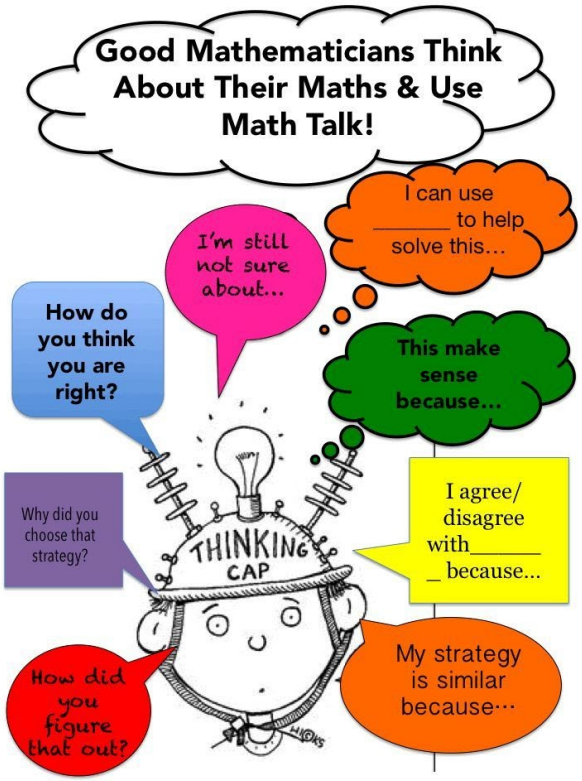
Informal modes of assessment to gauge students' learning

Maths Talk/Class Discussion

Learning experiences

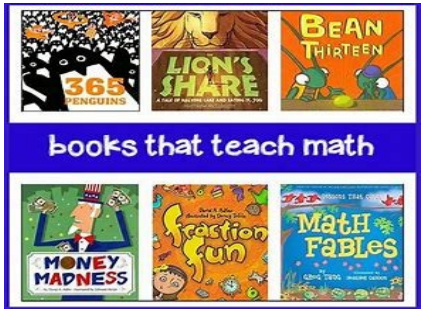
Collaborative Work





Level-Specific Programme Highlights

	School-based
1	FunMath@Class Activities
2	ALP – Coding Programme
3	P4 Mathematics Quizzes



P4 Mathematics School-based Assessment	
	Weighting
Mid-Year Examination	30%
End-of-Year Examination	70%
Overall	100%

Primary 4

Mid-Year Examination

End-of-Year Examination

Paper 1 Duration : 1h

Paper 2 Duration : 1h

MATHEMATICS

PAPER 1

(Booklet A and Booklet B)

Time for Paper 1 is **1 hour**.
Do not open this booklet until you are told to do so.
Read and follow all instructions carefully.
Answer all questions.

Booklet A	20
Booklet B	40
Total for Paper 1	60

MATHEMATICS

PAPER 2

40

INSTRUCTIONS TO CANDIDATES

1. Write your name, class and register number.
2. Do not turn over this page until you are told to do so.
3. Follow all instructions carefully.
4. Answer all questions.
5. Show your working clearly as marks are awarded for correct working.
6. The duration for Paper 2 is 1 hour.

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Format of Mid-Year & End-of-Year Examinations

Item Type		Marks per question	Number of questions	Marks
Paper 1	Multiple Choice Questions	2	10	20
	Short-Answer Questions	2	20	40
Paper 2	Structured/Long-Answer Questions	4	10	40
Total			40	**100**

Home-School Partnership

How can parents help?

Please ensure that your child has a good mastery of the **P3** basic concepts and skills:

- ❑ Whole Numbers
- ❑ Fraction
- ❑ Data Analysis
- ❑ Geometry
- ❑ Measurement (Length, Time, Money)
- ❑ Area & Perimeter

(Details can be found in the P3 textbooks)

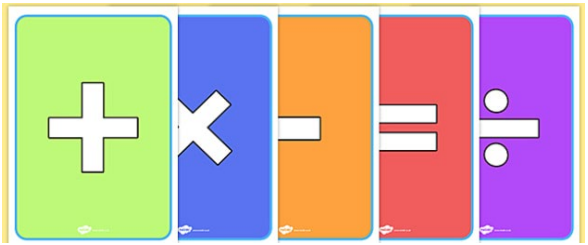
Parents can help to monitor/reinforce

Pupils should have mastery in:

(P3) Addition and Subtraction

- ❑ Addition and subtraction of numbers up to 4 digits
- ❑ Use of the terms ‘sum’ and ‘difference’
- ❑ Solving up to 2-step word problems involving addition and subtraction.

Pupils should have mastery in:



(P3) Multiplication and Division

- ❑ Committing to memory the multiplication tables of 6, 7, 8 and 9
- ❑ Use of the terms ‘product’, ‘quotient’ and ‘remainder’
- ❑ Multiplication and division within the multiplication tables
- ❑ Division with remainder
- ❑ Multiplication and division of numbers up to 3 digits by 1 digit
- ❑ Solving up to 2-step word problems involving the 4 operations

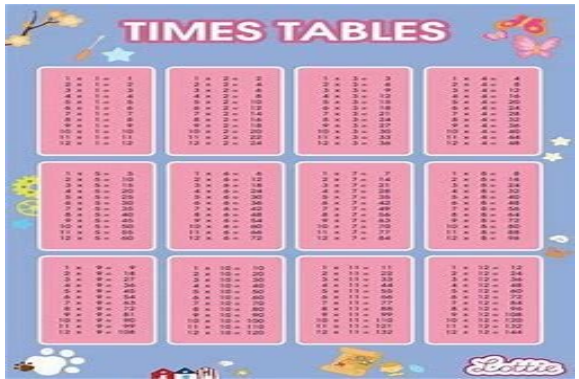
Parents can help to monitor/reinforce

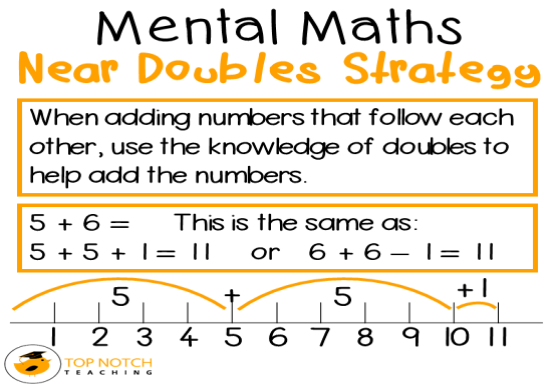
Pupils should have mastery in:

(P3) Mental Calculation

- ❑ Addition and subtraction involving two 2-digit numbers

- ❑ Multiplication and division within the multiplication table





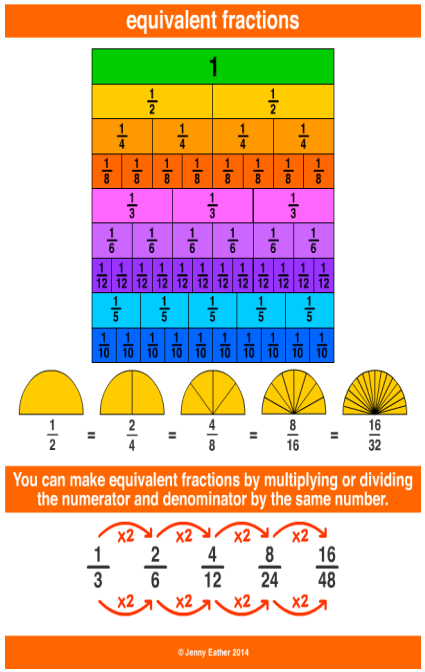
Home-School Partnership

Pupils should have mastery in:

(P3) FRACTIONS

➡ **Equivalent fractions**

- ❑ Recognising and naming equivalent fractions
- ❑ Listing the first 8 equivalent fractions of a given fraction
- ❑ Expressing a fraction in its simplest form
- ❑ Comparing fractions with respect to half
- ❑ Comparing and ordering unlike fractions



➡ **Addition and Subtraction** of fractions

Pupils should have mastery in:

(P3) MEASUREMENT: Length, Mass and Volume

- Measurement of length in kilometres (km), volume of liquid in millilitres (ml)
- Measurement of length/mass/volume (of liquid) in compound units
- Conversion of a measurement in compound units to the smaller unit and vice versa
  - kilometres and metres
  - metres and centimetres
  - kilograms and grams
  - litres and millilitres
- Solving word problems involving length/ mass/ volume/capacity

Pupils should have mastery in:

(P3) TIME

- ❑ Telling and writing time to 1 minute
- ❑ Use of the terms ‘noon’, ‘a.m. and p.m.’, ‘past’ and ‘to’
  e.g. ’10 minutes past 5’ , ’15 minutes to noon’
- ❑ Measurement of time in hours and minutes
- ❑ Conversion of time in hours and minutes to minutes only, and vice versa
- ❑ Finding the duration of a time interval
- ❑ Finding the starting time/ finishing time
- ❑ Solving word problems involving addition and subtraction of time given in hours and minutes

Pupils should have mastery in:

(P3) MONEY

- ❑ Addition and subtraction of money in decimal notation
- ❑ Solving word problems involving addition and subtraction of money in decimal notation

Pupils should have mastery in

(P3) AREA AND PERIMETER

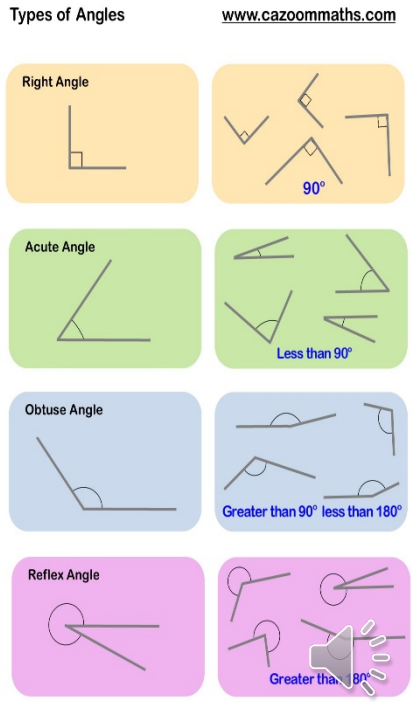
- Concepts of area and perimeter of a plane figure
- Measurement of area in square units
- Measurement of area in square centimetres (cm^2) / square metres (m^2)
- Calculation of the perimeter of rectilinear figures, rectangles, squares
- Use of formula to calculate the area of a rectangle/ square
- Solving word problems involving the area/ perimeter of squares and rectangles

Home-School Partnership

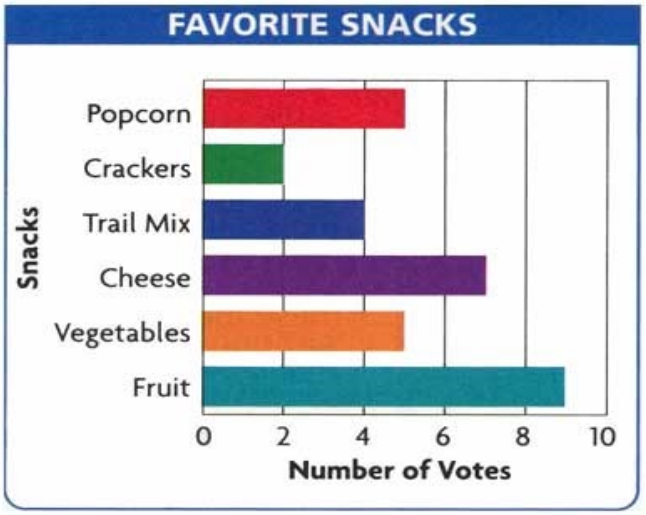
Pupils should have mastery in:

(P3) GEOMETRY : Angles & Perpendicular and Parallel Lines

- ❑ Identifying and naming perpendicular and parallel lines
- ❑ Drawing perpendicular and parallel lines on square grids
- ❑ Angle as an amount of turning
- ❑ Identifying angles in 2-D and 3-D objects
- ❑ Identifying angles in 2-D figures
- ❑ Identifying right angles, angles greater than/ smaller than a right angle



Pupils should have mastery in:



(P3) DATA ANALYSIS

Bar Graphs

- ❑ Reading and interpreting bar graphs in both horizontal and vertical forms, reading scales
- ❑ Completing a bar graph from given data
- ❑ Solving problems using information presented in bar graphs

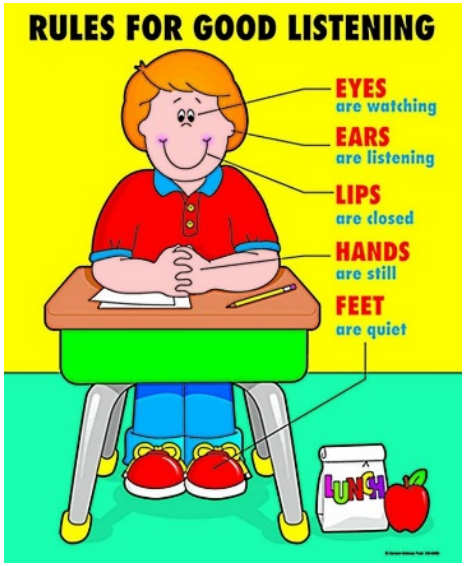
How can parents help?

*Please ensure that your child has a good mastery of the **P3** basic concepts and skills:*

- ❑ *Whole Numbers*
- ❑ *Fraction*
- ❑ *Data Analysis*
- ❑ *Geometry*
- ❑ *Measurement (Length, Time, Money)*
- ❑ *Area & Perimeter*

Mastery in P3 concepts and skills will enhance your child's success in achieving the learning outcomes for P4 Mathematics.

Instill in your child positive learning attitude and good habits to maximize learning



☑ Behave, Focus and Participate

☑ Listen and Speak at appropriate times

☑ Be organized

☑ Write with good handwriting

☑ *Bring necessary* ***stationery***

☑ *Be accustomed to sitting for 1 hour*

How can parents help?

☑ **Revise concepts and skills learnt in P3, especially the multiplication tables**

☑ **Does and show you his schoolwork**
Regularly check your child's books/file

- ➡ Shaping Maths Workbooks 4A & 4B
- ➡ My PALS Maths Test Book 4
- ➡ TNS Critical Thinking Booklet A & B

*** Keep all P4 books and materials**

for reference in P5/2023 and P6/2024

Home-School Partnership

*Recommended **Optional** Supplementary Materials*
(available from the school bookshop)

Targeting Maths Companion 4A & 4B

STRETCH Mathematics Book 3 & 4

My Pals! Homework Book 4A & 4B

Amazing Mathematics Book 4A & 4B

+Venture In Maths! Magazine
Subscription:
https://www.add-venture.com.sg

Smart Mathematician Magazine
Subscription:
https://youngscientistsreader.com.sg

Parents' Support

Parents play an important role
in fostering the
Joy of Learning.

Support your child in developing
dispositions for **lifelong learning**.

In Partnership with Parents to Develop your Children to their Fullest Potential