

Mathematics

Information for Primary Three
Parents

Primary Mathematics (Laying a strong foundation)

The Primary Mathematics syllabus aims to enable all students to:

- + Acquire mathematical concepts and skills for everyday use and for 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

Primary Mathematics

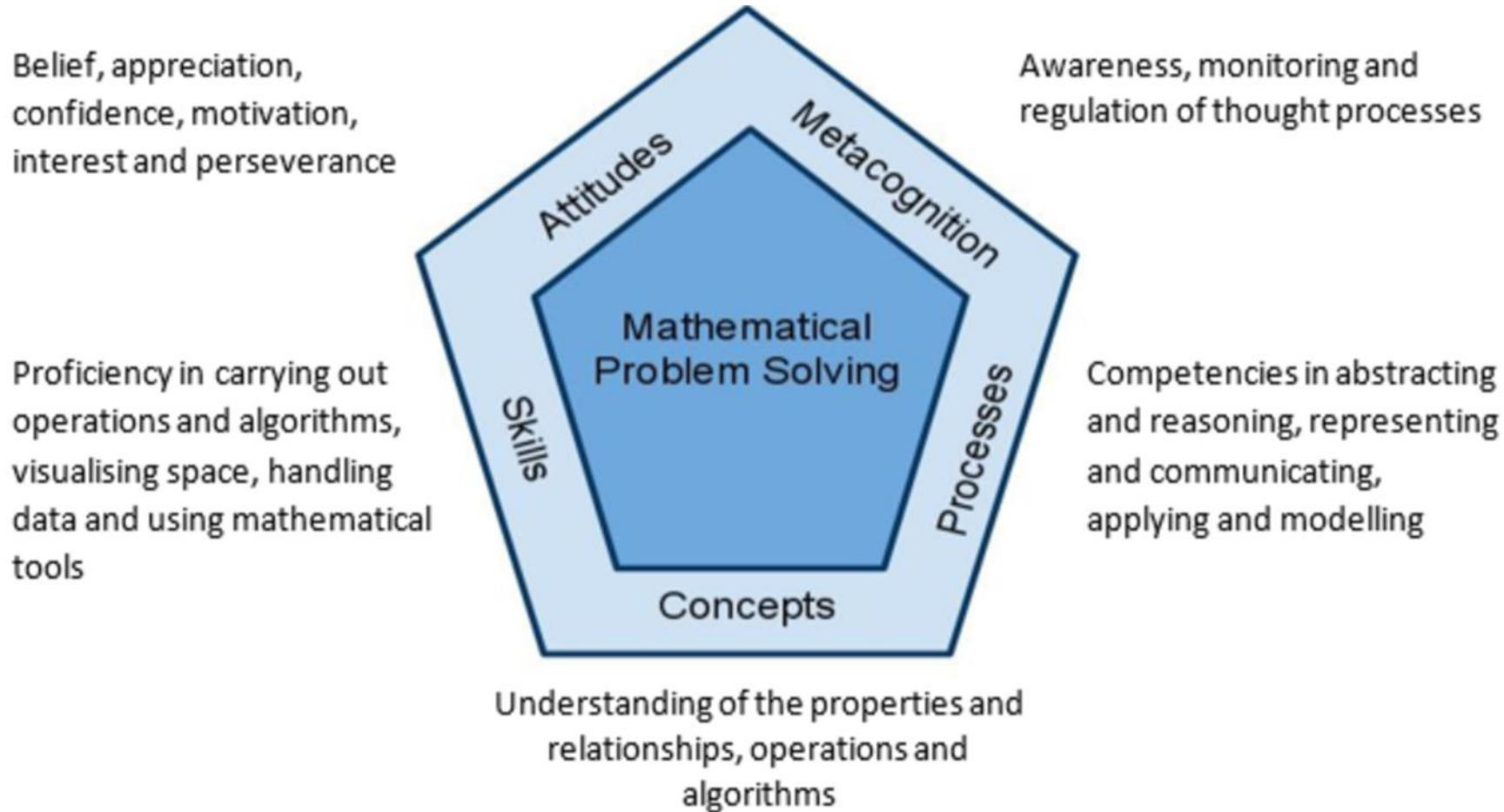
Key Focus

- + Develop critical mathematical processes that support the development of 21st century competencies
- + Develop a greater awareness of the big ideas in Mathematics that will deepen students' understanding and appreciation of Mathematics
- + Give greater emphasis to the development of metacognition to promote self-directed learning and reflection.

Mathematics Department Vision

**A Creative, Innovative and Effective
Mathematics Problem Solver**

Mathematics Curriculum Framework



Syllabus Organisation

- + The concepts and skills covered in the syllabus are organised along 3 content strands. The development of processes, metacognition and attitudes are embedded in the learning experiences that are associated with the content.

Concept and Skills		
Number	Measurement and Geometry	Statistics
Learning Experiences (Processes, Metacognition and Attitudes)		

Content Sequence

Semester 1	
Numbers to 10 000 Addition and Subtraction Money Multiplication Tables of 6, 7, 8 and 9	Multiplication and Division More Word Problems (I) Bar Graphs Angles
Semester 2	
Perpendicular and Parallel Lines Fractions Length, Mass and Volume	Area and Perimeter More Word Problems (II) Time

Heuristics (P1 – P5)

1. Draw a model/diagram
2. Make a systematic list/tabulation
3. Look for patterns
4. Guess and check
5. Act it out
6. Use before-after concept

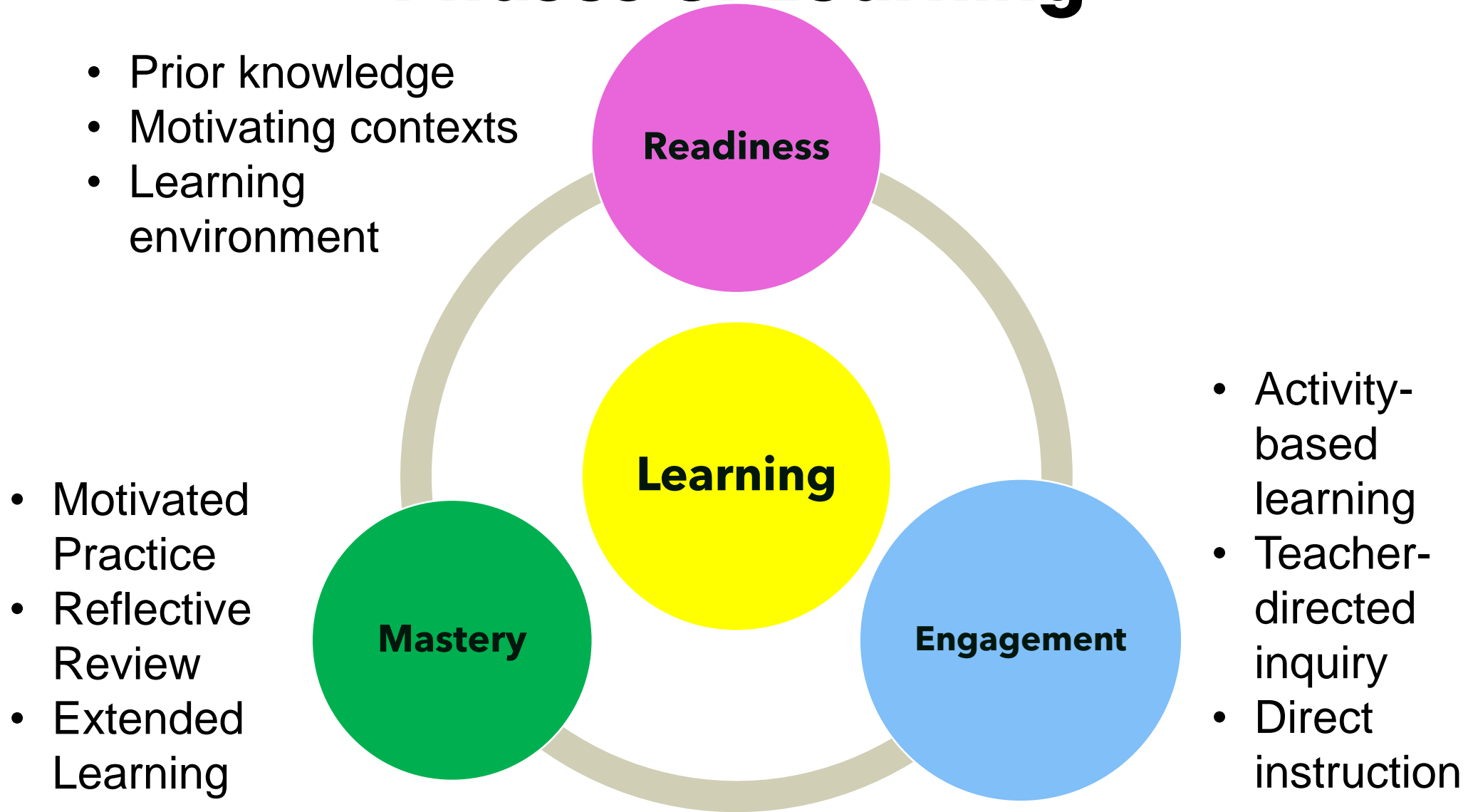
Heuristics (P1 – P5)

7. Work backwards
8. Restate the problem in another way
9. Simplify the problem
10. Make suppositions

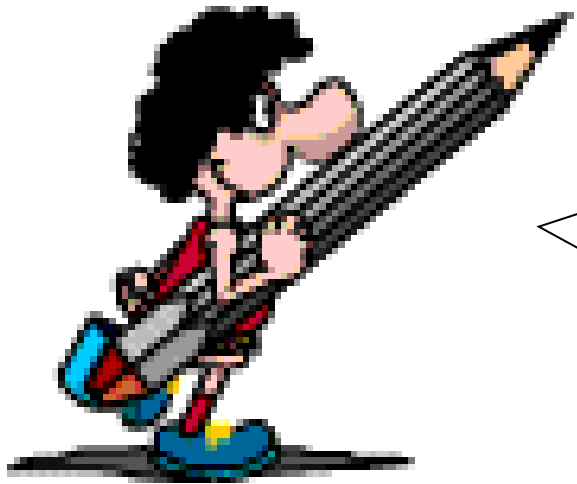
Changes in P3 Content

Level	Movement
Primary 3	Primary 4 Time 24-H clock

Phases of Learning



CPA Approach



Our approach when teaching Math concepts to young children is from 'Concrete' to 'Pictorial' to 'Abstract'.

C-P-A Approach

Mathematics Key Programmes

Math Alive

STEAM Week

Talent
Development

Math
Olympiad

Checkpoints

Daily
Assignments

Diagnostic
Package

Experiential
Learning
Activities

Math Alive

Reasoning
Cartoon

Open-ended
Tasks

Weighted
Assessment
(WA)

Weighting

Term 1	Term 2	Term 3	Term 4
10%	15%	10%	65%
1 WA	1 WA	1 WA	SA2

Semestral Assessment 2 – SA2

Format – P3 WA

Duration: 45 to 55 minutes

- Short-Answer Questions
- Long-Answer Questions



Exam Format – SA2

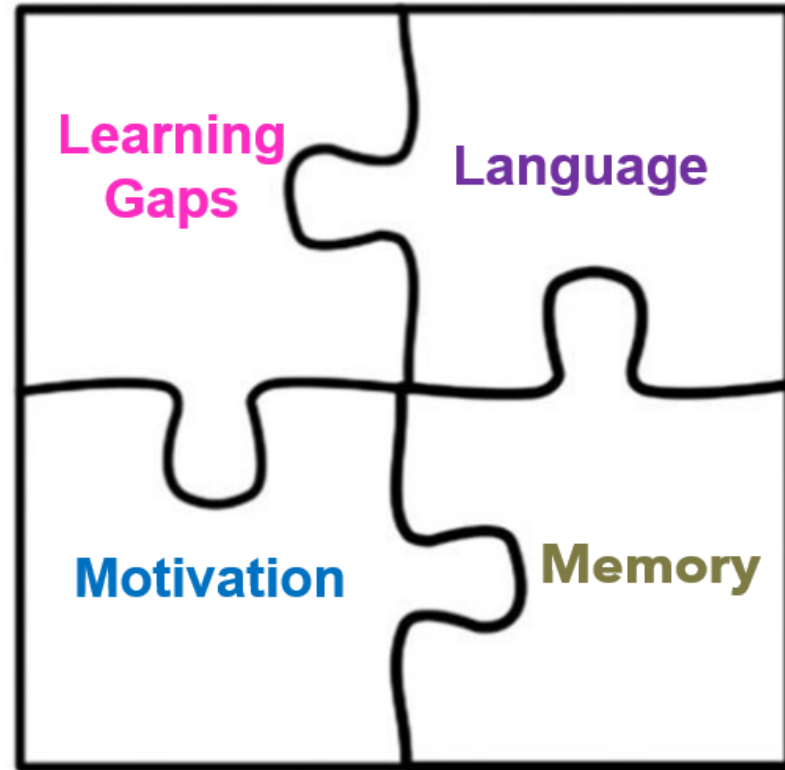
Section A	Section B	Section C
8 MCQ	16 SAQ	5 LAQ
8 Marks	27 Marks	15 Marks
Total Marks: 50		
Duration: 1 hour 30 minutes		

MCQ – Multiple Choice Question

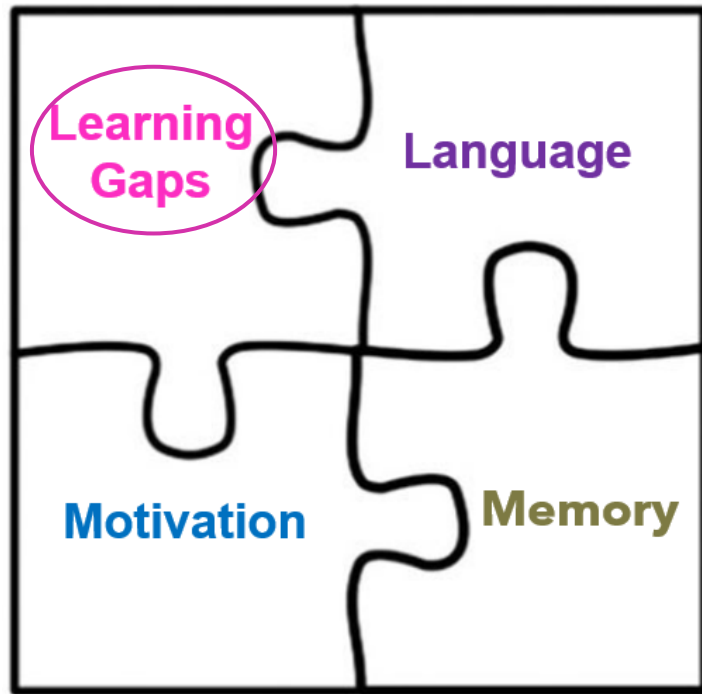
SAQ – Short-answer Question

LAQ – Long-answer Question

HOW YOU CAN HELP YOUR CHILD IN MATHEMATICS

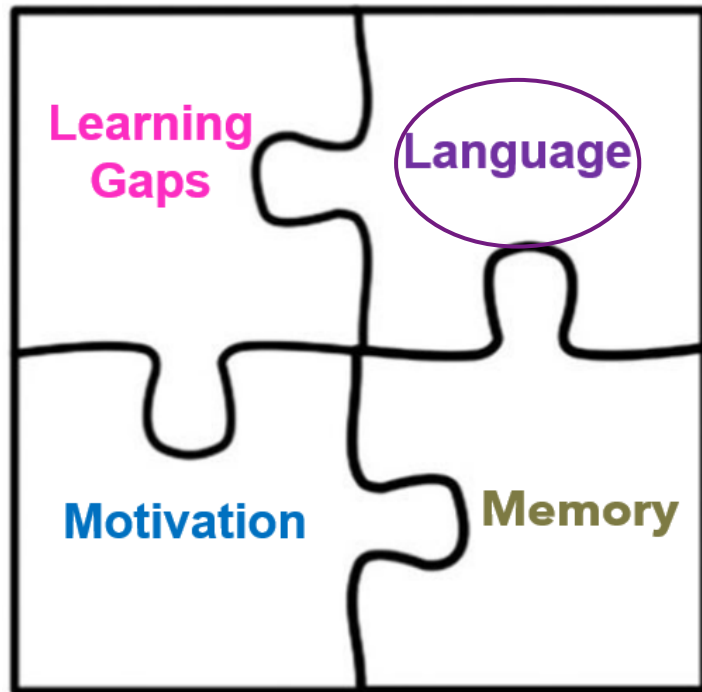


HOW YOU CAN HELP YOUR CHILD IN MATHEMATICS



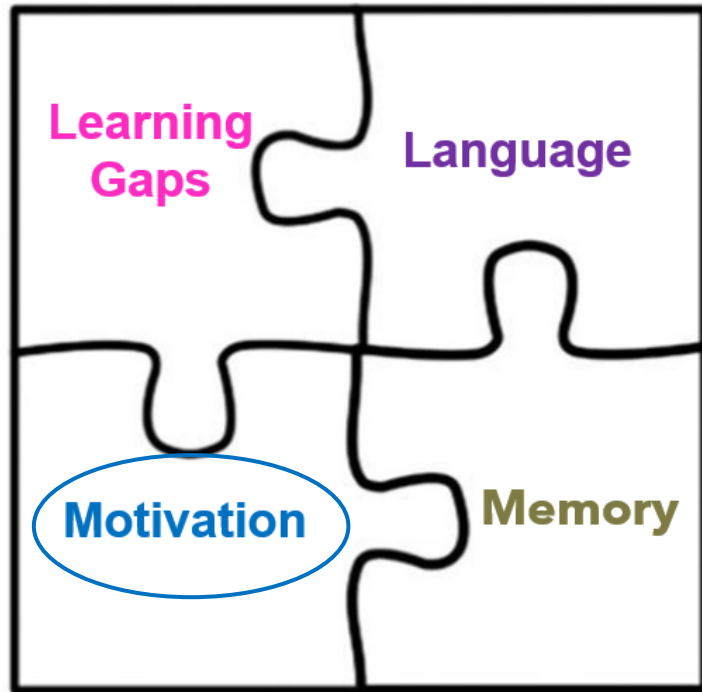
- Start with a smaller number (revisit what they have learnt in Primary 2)
- Start with concrete materials
- Scaffold their learning of new knowledge
- Provide regular practices

HOW YOU CAN HELP YOUR CHILD IN MATHEMATICS



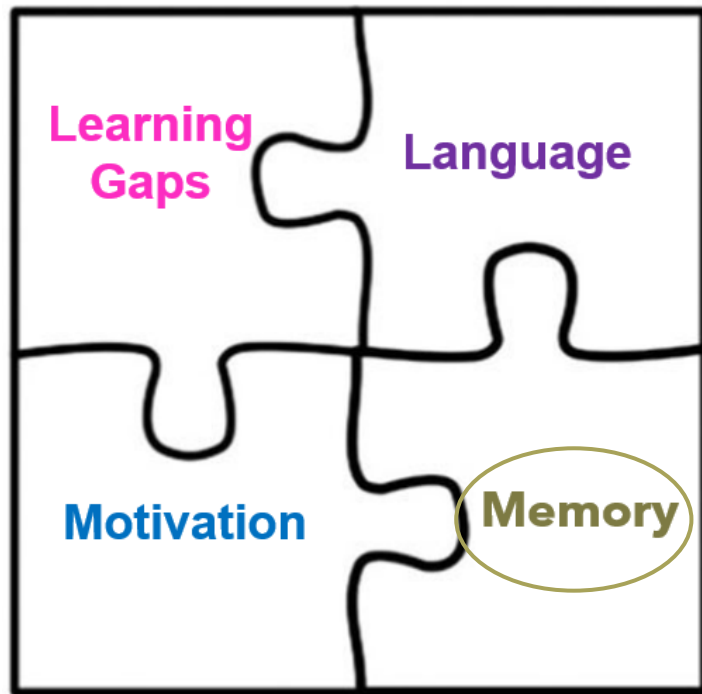
- Use simple language
- Help your child to comprehend word problems through chunking/ model drawing/ role playing/working backwards/ concrete materials/ etc
- Use mathematical language (Renaming/ Regrouping)
- Use of visuals

HOW YOU CAN HELP YOUR CHILD IN MATHEMATICS



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.

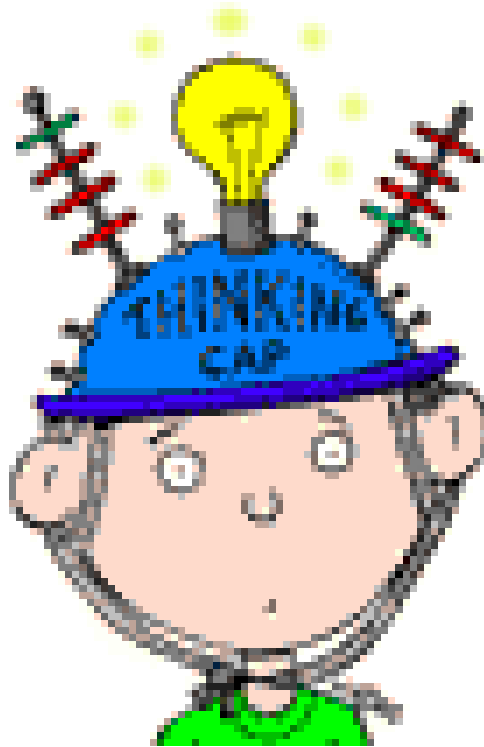
HOW YOU CAN HELP YOUR CHILD IN MATHEMATICS



Need to space out reviews to make the brain reconstruct that memory, strengthening like a muscle



What do you think is going on?



Making mistakes is part of learning!

Neuroscientists have found that mistakes are helpful for brain growth and connectivity and if we are not struggling, we are not learning.



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