



Yuhua
Primary School

Primary 3

MATHEMATICS @ YUHUA PRIMARY SCHOOL



Together we can **ACHIEVE** with a heart of gratitude for our past and beyond.

Growing Our Hearts and Minds

Overview

- Mathematics Curriculum
- P3 Mathematics Assessment Format
- Home Support for Your Child



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Mathematics Curriculum



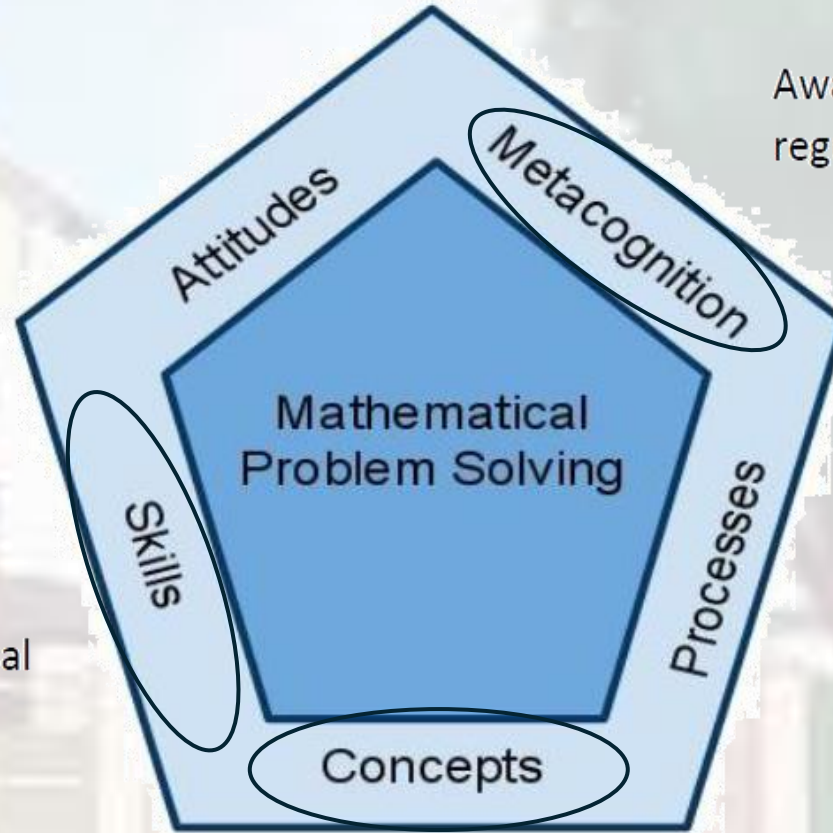
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Mathematics Curriculum Framework

Belief, appreciation,
confidence, motivation,
interest and perseverance

Awareness, monitoring and
regulation of thought processes



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

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

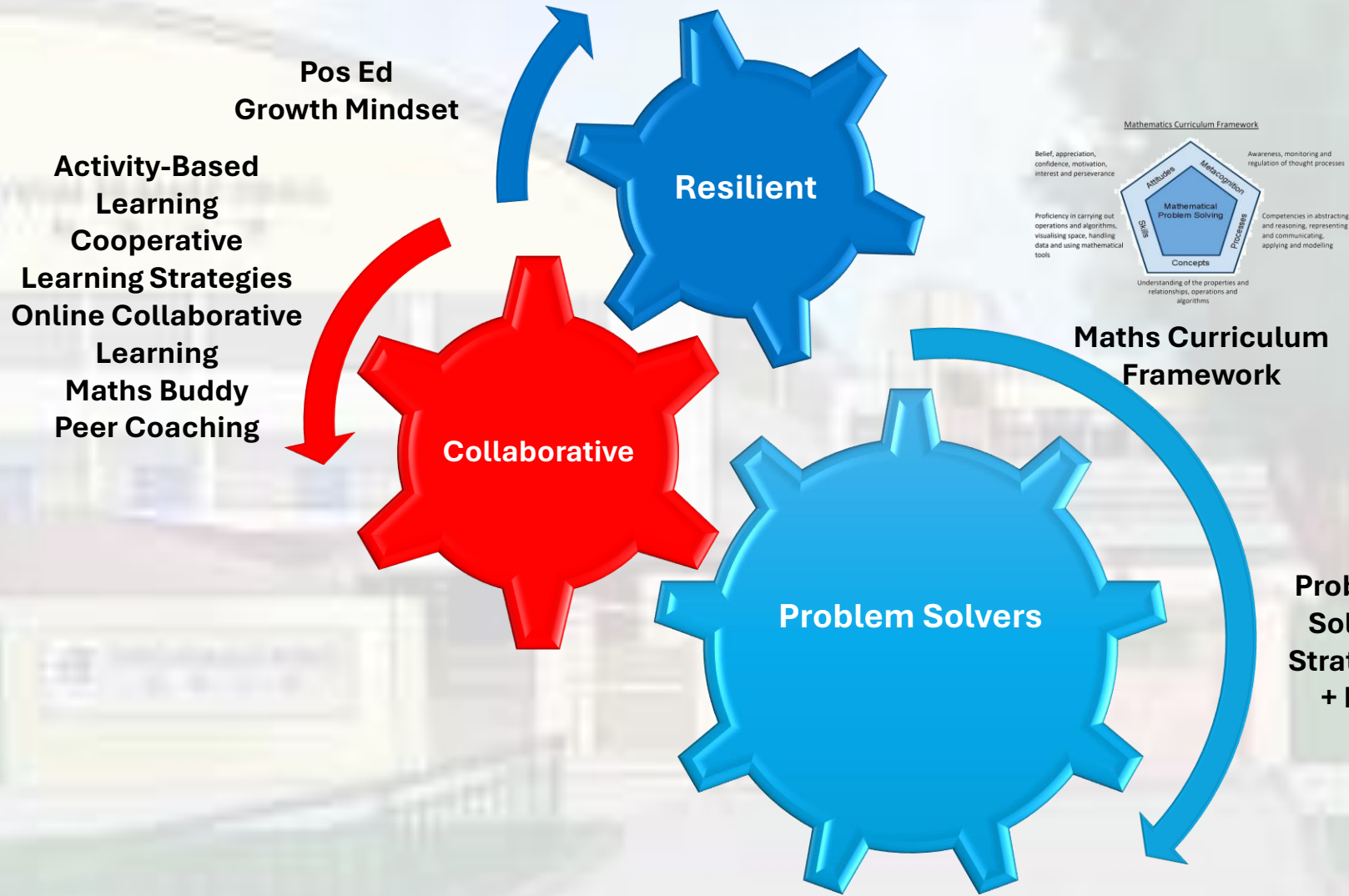
Understanding of the properties and
relationships, operations and
algorithms



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YHPS Maths Department Mission



To develop
resilient
and
collaborative
problem
solvers





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P3 Mathematics Assessment Format



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P3 Maths Assessment Plan

Assessment	Term 1	Term 2	Term 3	Term 4
Formative Assessment (Non-weighted)	Topical Review - Numbers to 10 000 - Addition & Subtraction - Money - Multiplication Tables Term 1 Review Quiz SLS Online Quiz - Whole Numbers to 10 000 - Addition & Subtraction - Money - Multiplication Tables	Topical Review - Multiplication & Division - Bar Graphs - Angles - Perpendicular & Parallel Lines	Topical Review - Fractions - Measures: Length, Mass and Volume	Topical Review - Area and Perimeter - Time
Summative Assessment (Weighted) Total : 100%		Term 2 Review Test Week 7 (5 – 9 May) (30 marks, 45 min) Written Assessment: MCQ, SAQ and LAQ <u>Topics to be assessed</u> - Whole Numbers - Money - Bar Graphs - Angles	Term 3 Review Test Week 7 - 8 (15 – 20 Aug) (30 marks, 45 min) SLS Online Quiz / Written <u>Topics to be assessed</u> - Fractions - Measures <ul style="list-style-type: none"> • Length • Mass • Volume - Perpendicular & Parallel Lines	End-of-Year Exam Week 7 (28 Oct) (50 marks, 1 h 15 min) Written Assessment: MCQ, SAQ and LAQ <u>Topics to be assessed</u> - Whole Numbers - Fractions - Length, Mass, Volume - Area and Perimeter - Time - Money - Geometry - Statistics
		15%	15%	70%





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Primary 3 Standard Mathematics
Topical Review 1



Name : _____ () Date : _____

Class : _____

Parent's signature: _____

Topic: Numbers to 10 000

- Complete the Topical Review questions.
- Fill in the "I think..." columns in the self-assessment checklist.
 - Use the "I know how to" statements and refer to the question numbers.
 - Tick (✓) the level you think you are at.

Self-Assessment Checklist and Feedback						
I know how to ...	I think...			My teacher thinks...		
	☹️	😊	😄	☹️	😊	😄
Count, read and write numbers within 10 000. - Q1, 2, 3, 4, 9, 10a						
Compare and order numbers within 10 000. - Q5, Q7						
Complete number patterns for numbers within 10 000. - Q6, Q8						
Form the greatest or smallest 4-digit number. - Q7, 10b						
☹️ I need help.	😊 I'm almost there!	😄 I can do this!				

Post-reflection
(Growth Mindset: With perseverance, I know I can do it!)

Choose **one** response from the following: (Please circle your choice)

1 What is one **challenge** I faced in the topic of 'Numbers to 10 000'? (You can refer to the questions in the worksheet and explain why it is a challenge for you.)
I need help with _____
because _____.

2 My **revision plans**:

I will...	Date completed
<input type="checkbox"/> Revise through 3A Textbook pages 2 to 21 and 3A Practice Book pages 1 to 22	
<input type="checkbox"/> Revise from online resources such as SLS I can scan the QR code on 3A Textbook page 3	
<input type="checkbox"/> Ask my Maths Buddy (who? _____) Fill in the name of your Maths Buddy	

3 Let's **create a new question** related to 'Numbers to 10 000'.
Fill in the blanks for the question and show the **solution**.
[Refer to Page 4 Q9 of this topical review]

Question:
In a 4-digit number, the digit in the **thousands** digit is the **same** as the digit in the **ones / tens / hundreds** (please circle) place.
The digit in the **hundreds** place is **4 more** than the digit in the **ones** place.
The digit in the **tens** place is _____ **less** than the digit in the **hundreds** place.
The digit in the **ones** place is 5.
What is the 4-digit number?

Ans: _____



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P3 Mathematics Term 3 Review Test 2024

Optional

7 8 9 10 11 12 13 14 15 16 17 18

Q14

A tank contained 2873 ml of water at first.
Leon poured 1 l 58 ml of water into the tank.
How much water was in the tank at the end?
Give your answer in millilitres.



P3_Rt_Qn.mp4



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Home Support For Your Child



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Supporting your child in the learning of Maths ...

- Find out about the topics they are currently learning
 - For example: Fractions, Multiplication and Division Facts of 6, 7, 8, 9, Measurement, Time , etc
- Have conversations with your child at every opportunity you have
 - For example: When eating pizzas or cakes, you can get your child to try cutting them into equal parts and naming the fractions



Supporting your child in the learning of Maths ...

Relate Mathematics to Daily Life

Multiplication and Division facts of 6, 7, 8, 9

- Build from P2 – 2, 3, 4, 5, 10
- They learn through fun songs or dances
- Invite your child to sing the multiplication songs
- Quiz them on some multiplication or division facts as you walk them to school, or when you are on a bus/car ride with them.

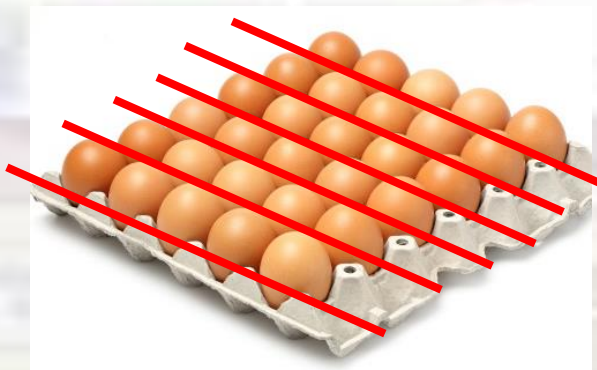


Supporting your child in the learning of Maths ...

Relate Mathematics to Daily Life

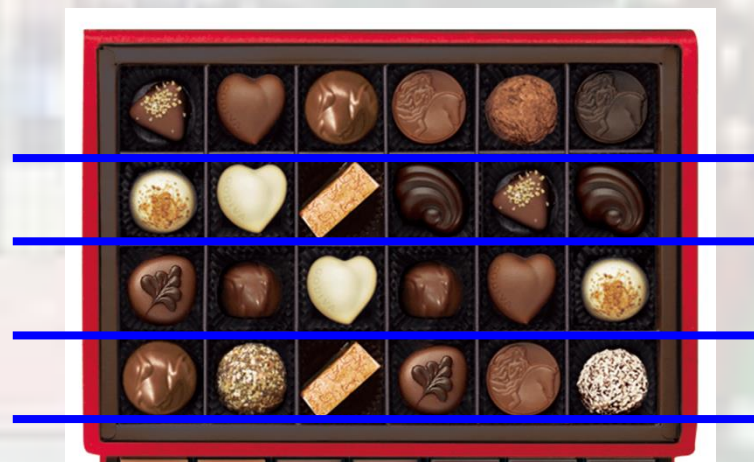
Multiplication and Division facts of 6, 7, 8, 9

- Find equal rows or columns around you
- E.g. egg trays, chocolate boxes



6 rows of 5 eggs

$$6 \times 5 = 30$$



4 rows of 6
chocolates
 $4 \times 6 = 24$

Supporting your child in the learning of Maths ...

Relate Mathematics to Daily Life

Length, Mass, Volume

Enrich their baking, cooking or shopping experience

- E.g. measuring of mass and volume of ingredients
- E.g. Reading labels from supermarket items (mass, volume)



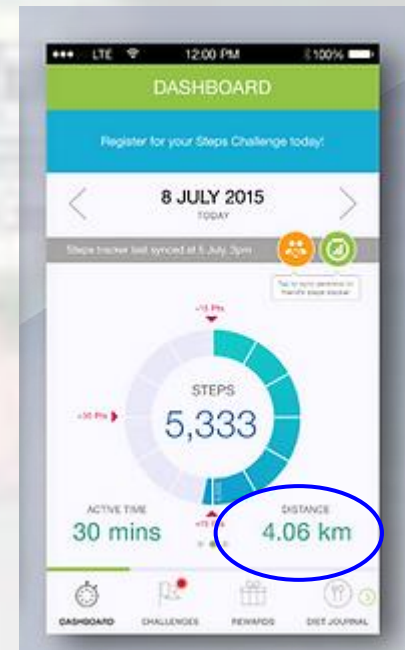
Supporting your child in the learning of Maths ...

Relate Mathematics to Daily Life

Length, Mass, Volume

Family outdoor activities

- E.g. a walk or a jog in the park

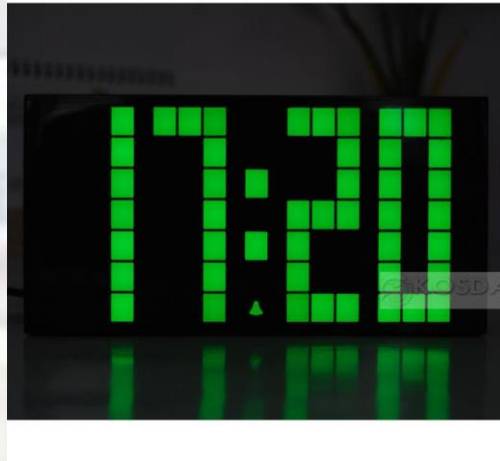


Supporting your child in the learning of Maths ...

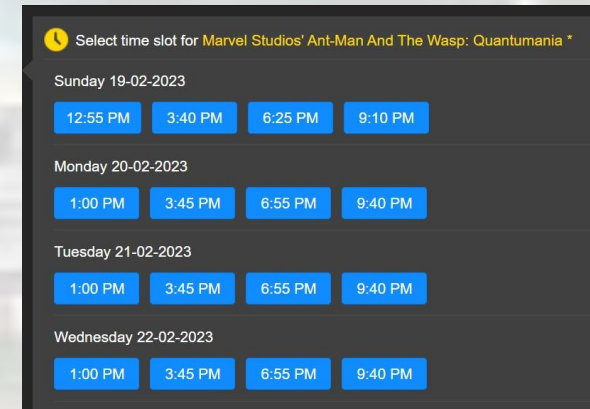
Relate Mathematics to Daily Life

Time – 24h clock and duration

Talk about time in 24 hour clock



Talk about duration



Conversion of time

120 minutes = 2 hours, so 140 minutes = 2 hours and 20 minutes

Supporting your child in the learning of Maths ...

Other Resources – SLS MOE Library



The screenshot shows the SLS MOE Library search results for 'Fractions'. The search bar contains 'Fractions'. The 'Subject' dropdown menu is open, showing 'Mathematics - MATHS' selected. The 'Level' dropdown menu is also open, showing 'Primary 3' selected. The search results are filtered to show three lessons:

- Equivalent Fractions**
Mathematics
Primary 3
Learn what equivalent fractions are.
- Introduction to Fractions**
Mathematics
Primary 3
Learn about equivalent fractions and how to compare and order fractions.
- Comparing and Ordering Unlike Fractions**
Mathematics
Primary 3
Learn how to compare and order unrelated fractions.

Each lesson card includes a 'LESSON DETAILS' button and an 'ATTEMPT' button. A 'Help us improve' button is visible at the bottom left of the page.

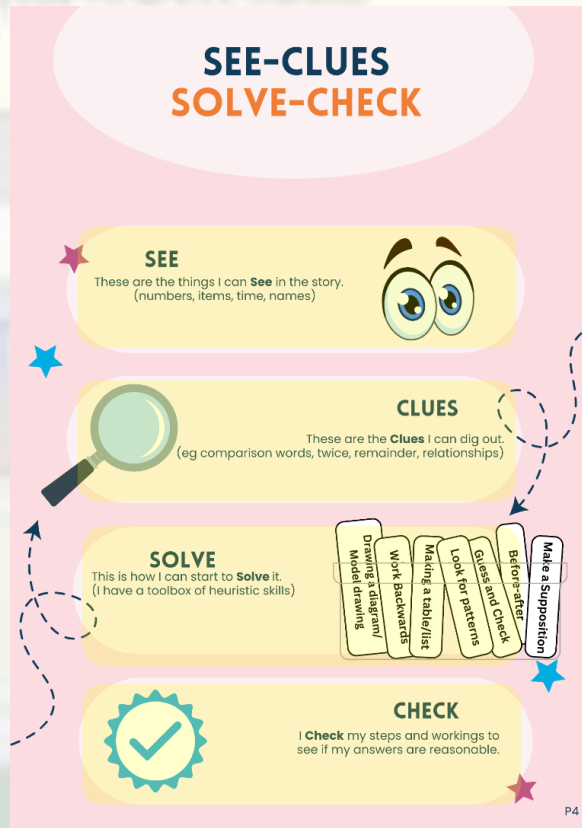


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Supporting your child in the learning of Maths ...

In YHPS, we use See-Clues-Solve-Check as an approach towards solving word problems



When they are doing their home assignment, you can use the same approach by asking them questions such as:

- **What do you *see*/notice in the question?**
- **Are there any hidden *clues* you need to find out?**
- **What topics or concepts do you think you can apply?**
- **What heuristics/tools do you think you can use to help you to *solve*? (Model drawing, Making a list etc)**
- **How do you *check* to ensure your solution is accurate or reasonable?**

Supporting your child in the learning of Maths ...

Use questions to lead them to think about problem solving

It is alright if you do not have the solution.

As parents,

(a) **affirm** them for their efforts

(b) **encourage** them to seek help from their peers or teachers to explain to them

(c) **follow up** by showing interest and motivate them to share their solutions with you.





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THANK YOU



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