Primary 5
MATHEMATICS @ YUHUA PRIMARY SCHOOL

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Growing Our Hearts and Minds

Overview

- Mathematics Curriculum
- P5 Assessment: Exam Format and the Introduction of the Use of Calculators
- Home Support for Your Child

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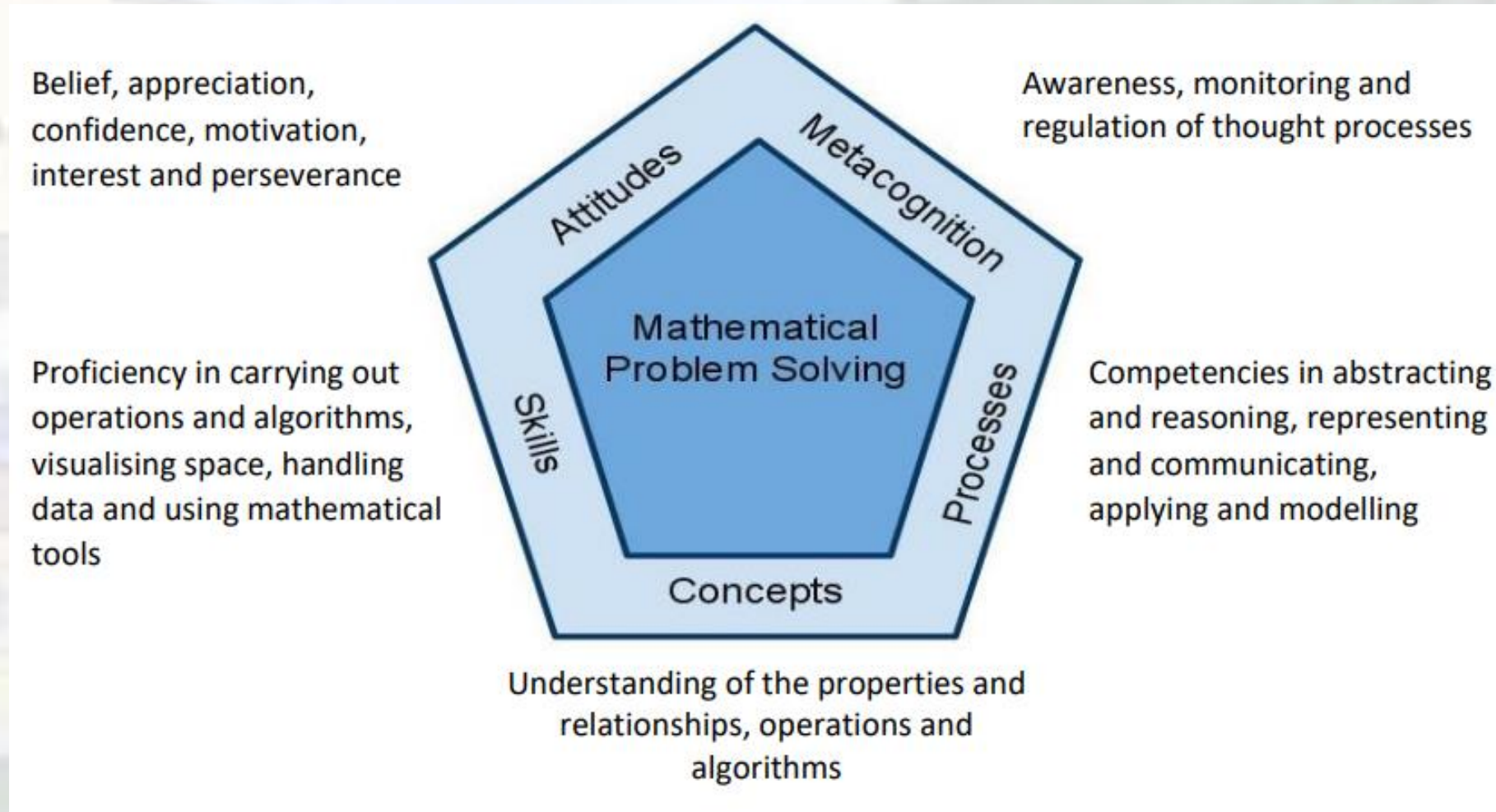
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Mathematics Curriculum

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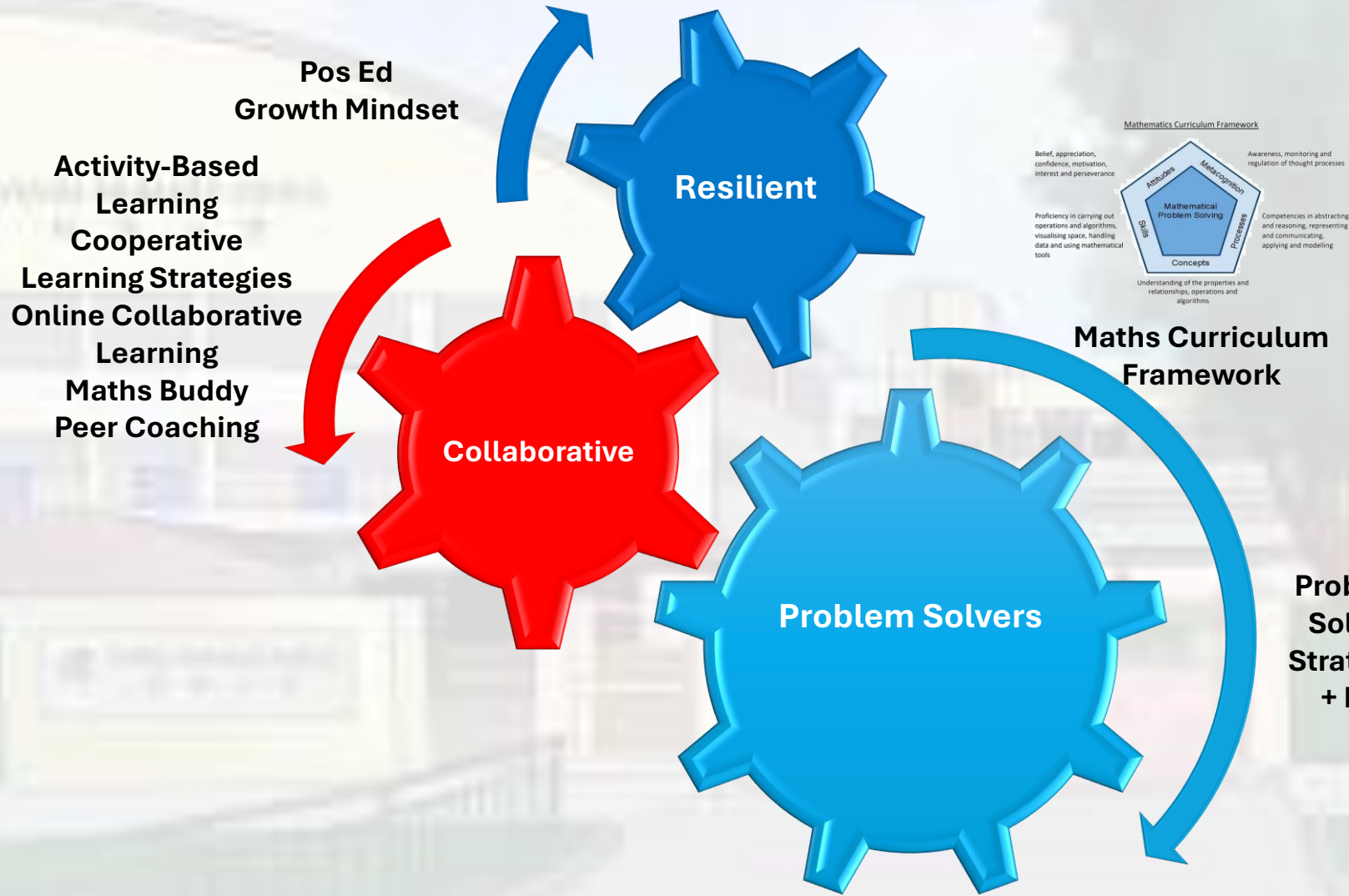
Mathematics Curriculum Framework

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

Attitudes

Metacognition

Mathematical Problem Solving

Skills

Processes

Concepts

Understanding of the properties and relationships, operations and algorithms

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YHPS Maths Department Mission

Pos Ed
Growth Mindset

Activity-Based Learning
Cooperative Learning Strategies
Online Collaborative Learning
Maths Buddy
Peer Coaching

Resilient

Collaborative

Problem Solvers

Mathematics Curriculum Framework

Belief, appreciation, confidence, motivation, interest and perseverance

Awareness, monitoring and regulation of thought processes

Attitudes
Metacognition

Mathematical Problem Solving

Skills
Processes

Concepts

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

Understanding of the properties and relationships, operations and algorithms

Maths Curriculum Framework

Problem-Solving Strategies + EOT

To develop **resilient** and **collaborative problem solvers**

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P5 Assessment: Exam format and the introduction of the use of calculator

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P5 Maths Assessment Plan

Assessment	Term 1	Term 2	Term 3	Term 4
Formative Assessment (Non-weighted)	**Topical Review** - Whole Numbers - Order of Operations - Fractions (I)	**Topical Review** - Fractions (II) - Area of Triangle - Volume	**Topical Review** - Decimals - Percentage - Rate	**Topical Review** - Angles, Triangles and Quadrilaterals
	Term 1 Review Quiz SLS Online Quiz **Topics to be assessed** - Whole Numbers - Operations On Whole Numbers - Fractions			
Summative Assessment (Weighted) Total: 100%		**Term 2 Review Test** Week 6 - 7 (28 – 30 Apr, 5 - 6 M... (30 marks) Paper 1: 20 min Paper 2: 25 min Written Assessment MCQ, SAQ and LAC... **Topics to be asses...** - Whole Numbers - Fractions - Area of Triangle - Volume		
		15%		

YUHUA PRIMARY SCHOOL
Primary 5 Mathematics
Topical Review 1

Name : _____ (   ) Date : _____

Class : _____

Parent's Signature: _____

TOPIC: WHOLE NUMBERS

1. Self-assessment:

I am able to …	☹️ I need help!	🙂 I'm almost there!	😀 I can do this!
solve questions involving number notations. - Topical Review Q1, 3 & 4 - Activity Book p.1-4			
solve questions involving ×/÷ by tens, hundreds, and thousands. - Topical Review Q2, 5 & 6 - Activity Book p.7-10			
solve word problems involving whole numbers. - Topical Review Q7, 8, 9 & 10			

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2. Reflections:

Describe a mistake or misconception that you had. What did you learn from this? If you don't have a mistake, write a similar problem and solve it. You may write or draw to illustrate.

3. My revision plans:

I will...	Date completed
☐ revise through textbook page 1 to 21.	
☐ revise through SLS Lesson(s): • go.gov.sg/pm501 • go.gov.sg/pm502	
☐ ask my Maths Buddy (Who? _____) about _____.	
☐ try a different strategy: • _____ *(For example, find a pattern, make a list or table, draw model, work backwards, guess and check, etc.)*	

"Mathematics may not teach us to add love or subtract hate, but it gives us hope that every problem has a solution."
~ Anonymous

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P5 Maths Assessment Plan

Use of real-life images to link Maths problem solving to the real world

Q13

Jane had $\frac{7}{8}$ of a cake.

Her siblings ate $\frac{2}{3}$ of it.

What fraction of the cake was left?

Read Less

- $\frac{5}{24}$
- $\frac{7}{24}$
- $\frac{7}{12}$
- $\frac{5}{12}$

MARKS [2]

Q15

3.95 ...contain natural fla...

At a supermarket, pears are sold in packets of two pears per packet, as shown in the photograph above.
Danny has $20. What is the most number of pears he can buy?

Ans: _____

Q19
(Instruction: Maximise the video to view at full screen)

Watch the video below to answer questions 19 and 20.

Q19
John dispensed 6 bowls of rice for his family.
He selected 'small' for $\frac{1}{2}$ of the number of bowls, 'Regular' for $\frac{1}{3}$ of the number of bowls and 'Large' for the remaining bowl. What was the total mass of rice dispensed for his family?
Read Less

- 235 g
- 450 g
- 610 g
- 660 g

MARKS [2]

Q18
How much rice was dispensed from the rice dispenser?
Choose all the correct answers.

INSTRUCTIONS
You may select more than one option

- 70 g
- 0.7 kg
- $\frac{7}{100}$ kg
- 0.07 g
- $\frac{7}{10}$ kg

MARKS [1]

Rice_Dispenser.mp4

Use of real-life videos to provide real world context to Maths problem solving

WhatsApp_Video_2023-07-14_at_16.42.22_AM.mp4

The video above shows water flowing into an empty bottle with a capacity of 1.25 litres.

Water is flowing into the empty bottle from the tap at a rate of 12 millilitres per second. However, there is a crack at the bottom of the bottle. Water is leaking at a rate of 2 millilitres per second.

How long will it take to fully fill up the bottle?
Give your answer in seconds.

Answer: _____ seconds

SAVE AS DRAFT

	Term 2	Term 3	Term 4
		Topical Review - Decimals - Percentage - Rate	**Topical Review** - Angles, Triangles and Quadrilaterals
	(30 marks) Paper 1: 20 min	**Term 3 Review Test** Week 7 - 8 (15 – 21 Aug) (30 marks, 45 min) SLS Online Quiz / Written **Topics to be assessed** - Fractions - Decimals - Rate - Percentage - Angles	**End-of-Year Exam** Week 7 (**28 Oct**) (100 marks) Paper 1: 1 h 10 min Paper 2: 1 h 20 min Written Assessment: MCQ, SAQ and LAQ **Topics to be assessed** - Whole Numbers; Fractions; Decimals - Percentage - Rate - Measurement - Geometry - Statistics
		15%	70%

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End-of-Year Exam Paper Format

Standard Mathematics

Paper	Booklet	Item Type	Number of questions	Number of marks per question	Total marks	Duration
1	A	Multiple-choice	10	1	10	1 h 10 min
			8	2	16	
	B	Short-answer	12	2	24	
2		Short-answer	5	2	10	1 h 20 min
		Structured/ Long-answer	10	3, 4 or 5	40	
Total			45	-	100	2 h 30 min

Foundation Mathematics

Paper	Booklet	Item Type	Number of questions	Number of marks per question	Total marks	Duration
1	A	Multiple-choice	10	1	10	1 h
			10	2	20	
	B	Short-answer	8	2	16	
2		Short-answer	10	2	20	45 min
		Structured	4	3 or 4	14	
Total			42	-	80	1 h 45 min

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List of Approved Calculator Models

S/N	Calculator Brand	Calculator Model	Approved Period[1]
1	CASIO	FX 82MS	
2		FX 85MS	
3		FX 95MS	
4		FX 96SG Plus	
5		FX 97SG X	
6		FX 350MS	
7	CANON	F-960SG	
8	HEWLETT PACKARD	HP 10S+	
9	SHARP	EL W531S II	
10		EL W531S II Silver Edition	

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End-of-Year Paper Format

Standard Mathematics

Paper	Booklet	Item Type	Number of questions	Number of marks per question	Total marks	Duration
1	A	Multiple-choice	10	1	10	1 h 10 min
			8	2	16	
	B	Short-answer	12	2	24	
2		Short-answer	5	2	10	1 h 20 min
		Structured/ Long-answer				
Total						

Foundation Mathematics

Paper	Booklet	Item Type	Number of questions	Number of marks per question	Total marks	Duration
1	A	Multiple-choice	10	1	10	1 h
			10	2	20	
	B	Short-answer	8	2	16	
				2	20	45 min
					14	
			2	-	80	1 h 45 min

Time Management

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Home Support for Your Child

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Relate Mathematics to Daily Life

- Talk about Maths using real-life contexts found in print e.g. newspapers, internet

Singapore Budget 2025 (MOF)

COE premium prices over the years. (Animated graphics: CNA/Clara Ho)

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Relate Mathematics to Daily Life

- Engage your child in daily chores or family events that involve Mathematics

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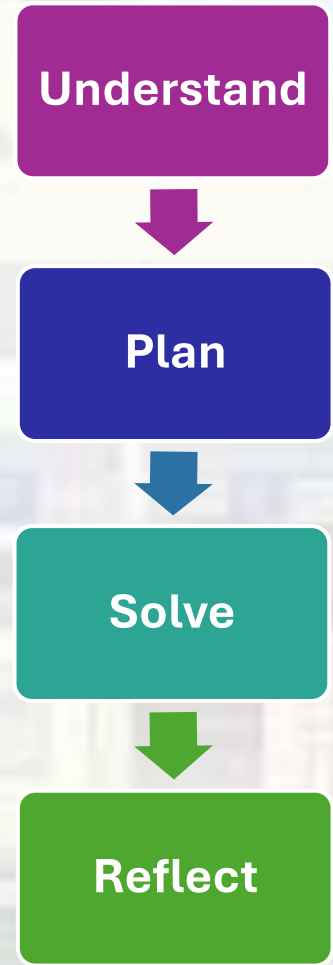
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Relate Mathematics to Daily Life

- Provide opportunities for your child to have a sense of how heavy or long items are, or amount of space items occupy.

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Scaffold Word Problems

Understand → Plan → Solve → Reflect

Given — connect — Find

Visualise (Picture) — Understand — organise

Formula(e) — Topic(s)

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Scaffold Word Problems

Guiding Questions

Understand the Question
- **Given**: What is the problem about? What is the information given?
- **Find**: What am I supposed to find?
- **Topic(s)**: What are the relevant topics to this problem?
- **Formula(e)**: What is/are the appropriate formula(e) to use?
- **Visualise (Picture)**: What do I see? What can I draw to represent the problem?

Plan
- What do I know?
- What do I need to do to solve the problem?
- Do I need more information?
- Is there a hidden question?
- What strategies are useful?

Solve
- Did I use the correct values?
- Is my computation correct?

Reflect
- Is the answer reasonable?
- Do I need to revise my plan to meet all the conditions?
- Are there alternative solutions

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Scaffold Word Problems

Rope A is 3 times as long as Rope B.
Rope B is twice as long as Rope C.
Rope C is 8.5 m shorter than Rope A.
What is the total length of the three ropes?

Understand

Plan

Solve

Check

Rope A

Rope B

Rope C

15.3 m

8.5 m

1.7 m

5 units = 8.5 m
1 unit = 8.5 m ÷ 5
= 1.7 m

9 units = 1.7 m × 9
= 15.3 m

3 big units = 1.7 m + 8.5 m
= 10.2 m (Rope A)
1 big unit = 10.2 m ÷ 3
= 3.4 m (Rope B)
10.2 m + 3.4 m + 1.7 m = 15.3 m

The total length of the three ropes is 15.3 m.

05:20

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Provide Emotional Support

- Provide emotional support for your child.

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THANK YOU

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