# Mathematics

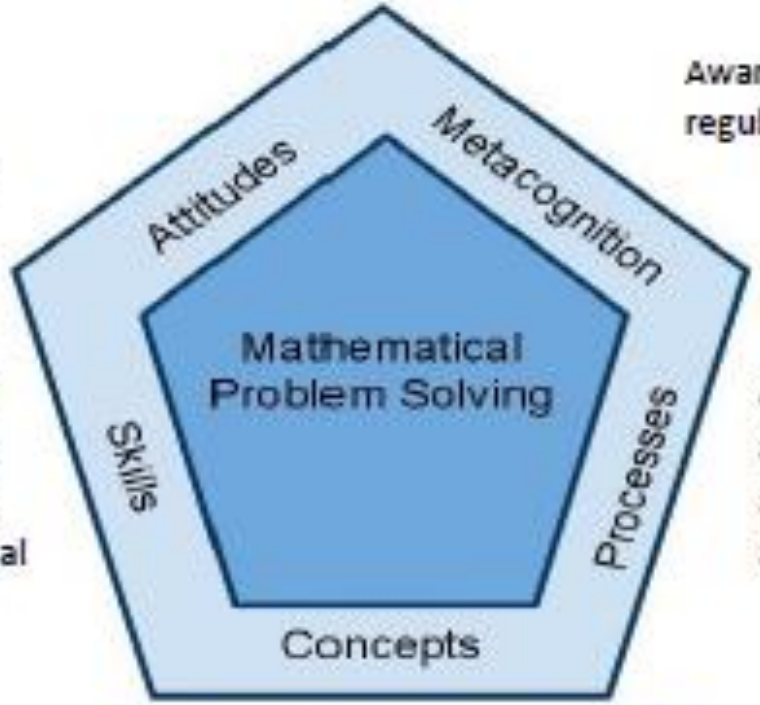
## Primary 5

# SINGAPORE MATHEMATICAL FRAMEWORK

## 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

# Key Department Approaches & Programmes

- **Sustained Support for Maths (SSM)**
- **Factual Fluency**
- **Note Taking**
- **STAR Heuristics Package (STAR Hpack)**
- **Enrichment (For selected students only)**
  - **Mathematics Olympiad Training (Semester 1)**
  - **Maths Excellence 2000 (E2K) Programme**

# Sustained Support for Maths (SSM)
# Activity - based lessons

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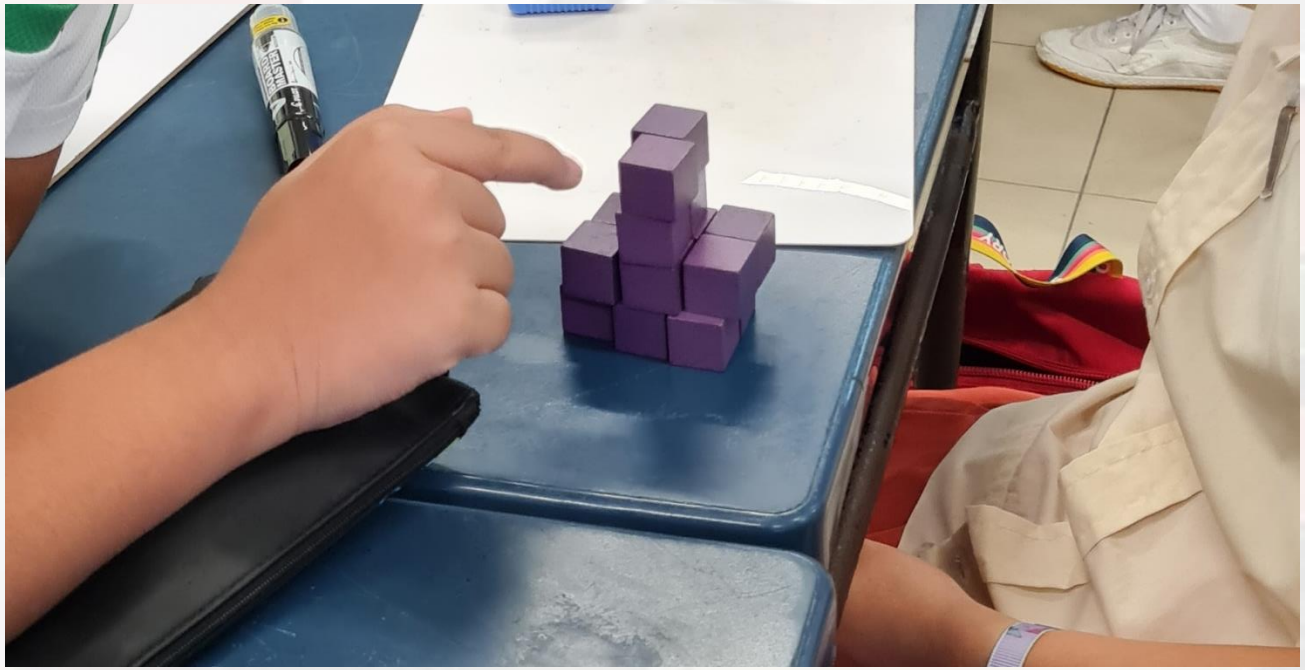
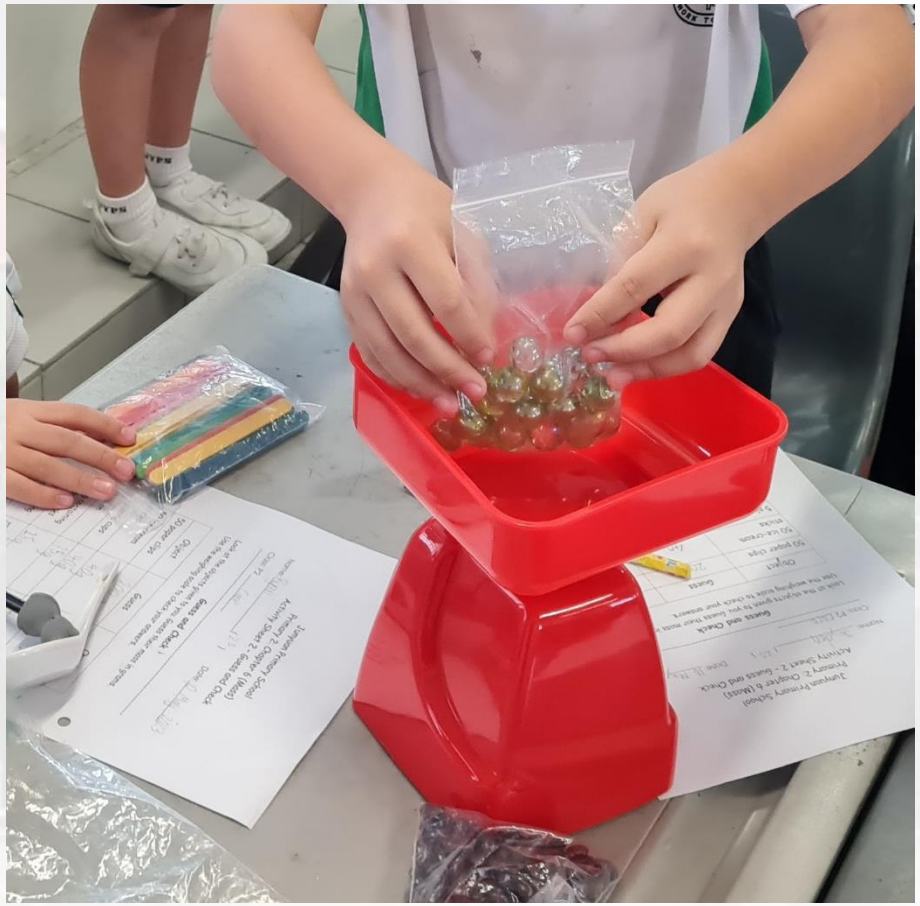
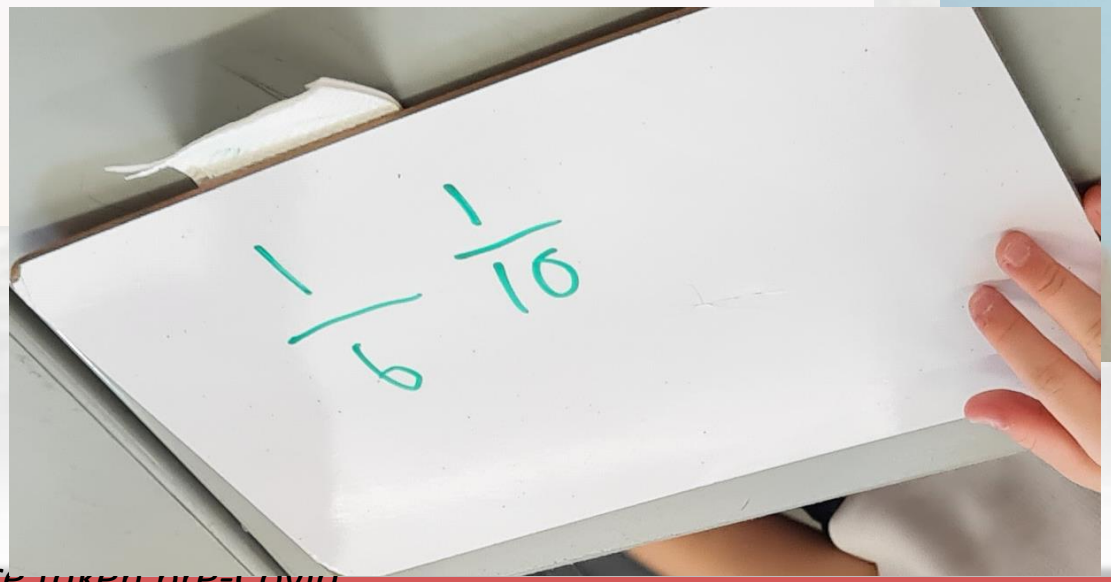
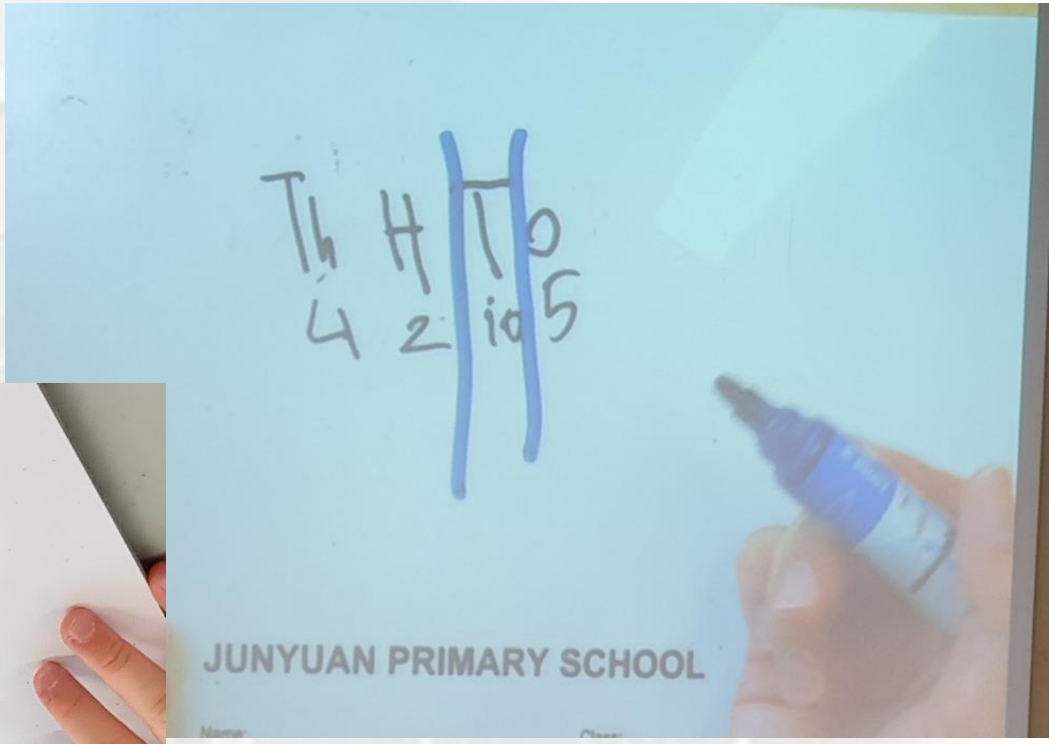




# Sustained Support for Maths (SSM)
# Factual Fluency

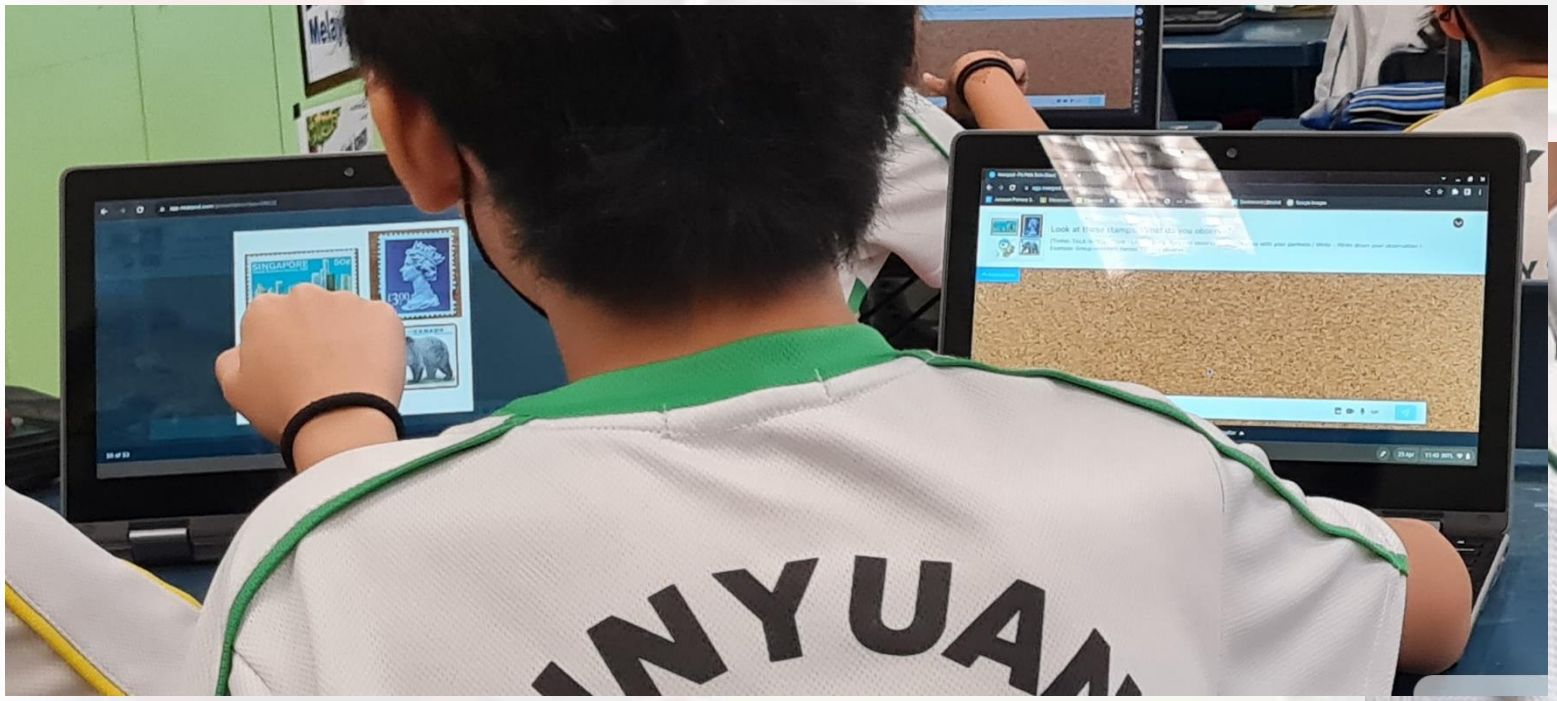
$43.5 \div 60 = _____$



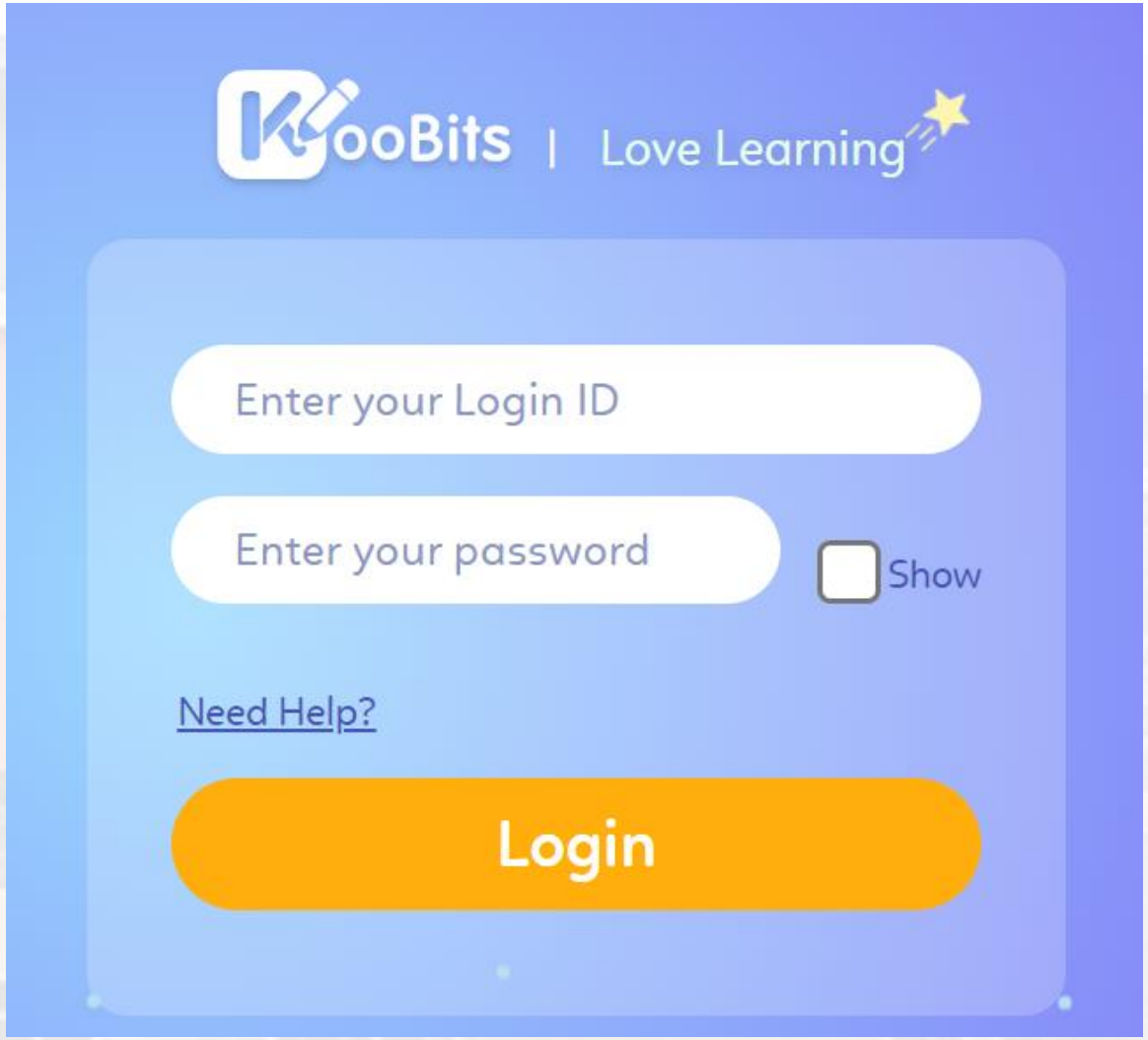




*Pictures were taken pre-covid*

# Sustained Support for Maths (SSM)
# ICT - based lessons



KooBits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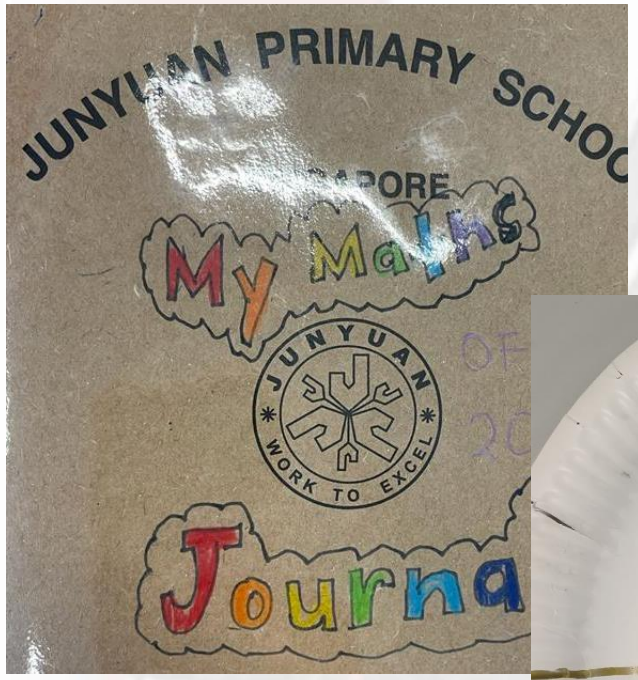
# Note Taking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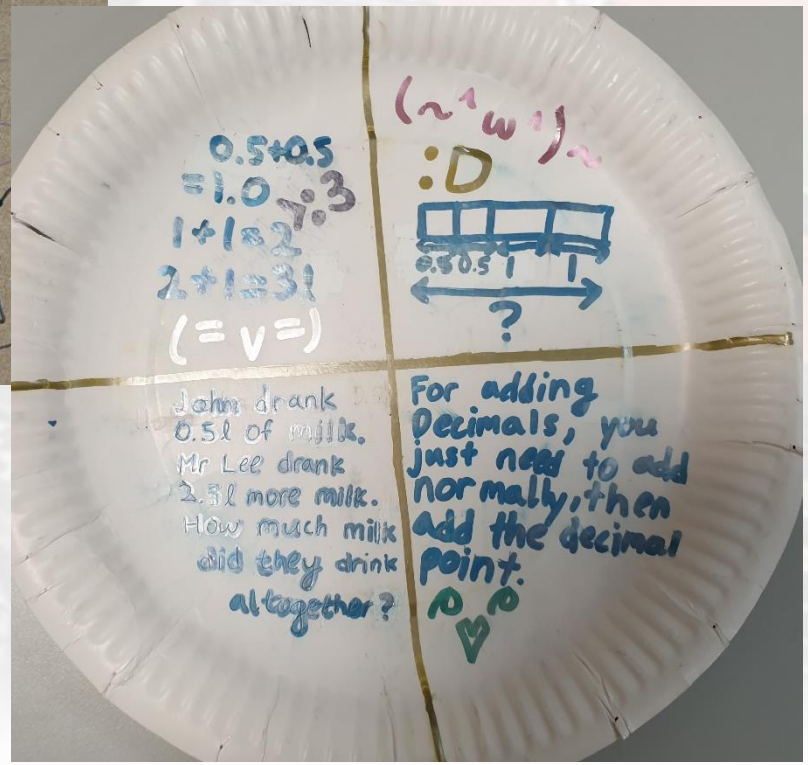
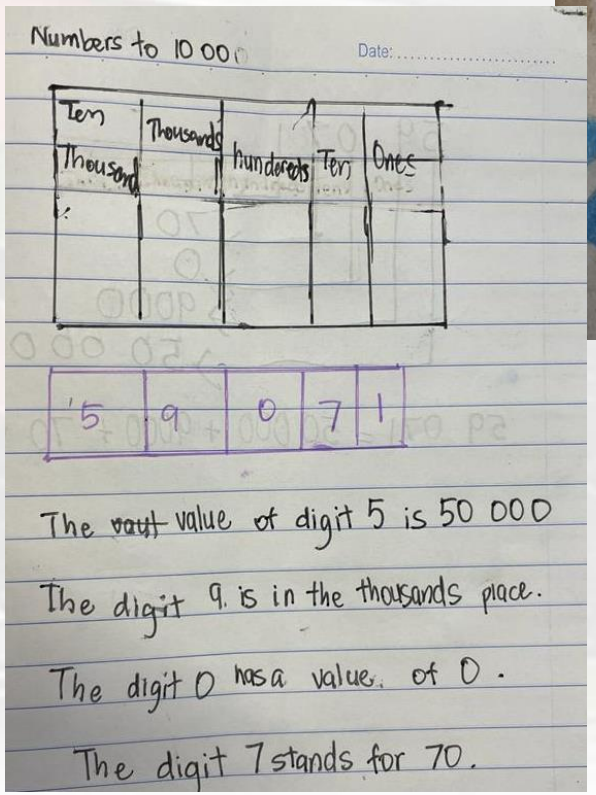
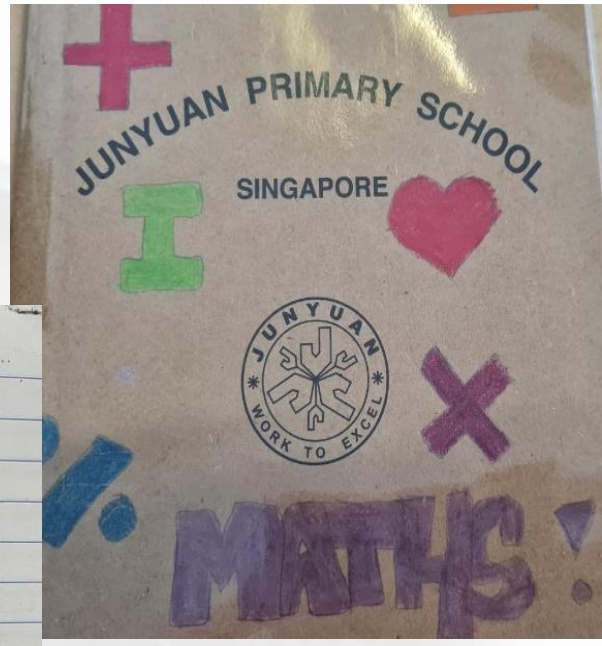
My Maths
Journa


0.5+0.5
=1.0
1+1=2
2+1=3!
(=v=)
(~'w')~
:D
0.5 0.5 1 1
?
John drank 0.5ℓ of milk. Mr Lee drank 2.5ℓ more milk. How much milk did they drink altogether?
For adding Decimals, you just need to add normally, then add the decimal point.


Numbers to 10 000
Date:
Ten Thousand
Thousands
Hundreds
Tens
Ones
5 9 0 7 1
The value of digit 5 is 50 000
The digit 9 is in the thousands place.
The digit 0 has a value of 0.
The digit 7 stands for 70.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SINGAPORE
I
%
MATHS!

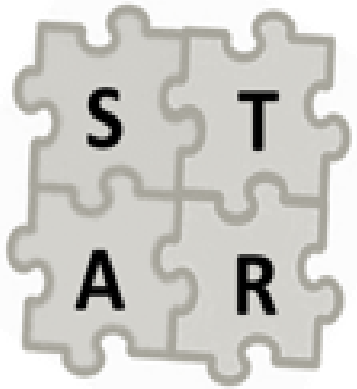
# STAR Heuristics Package (STAR Hpack)

JUNYUAN PRIMARY SCHOOL
MATHEMATICS

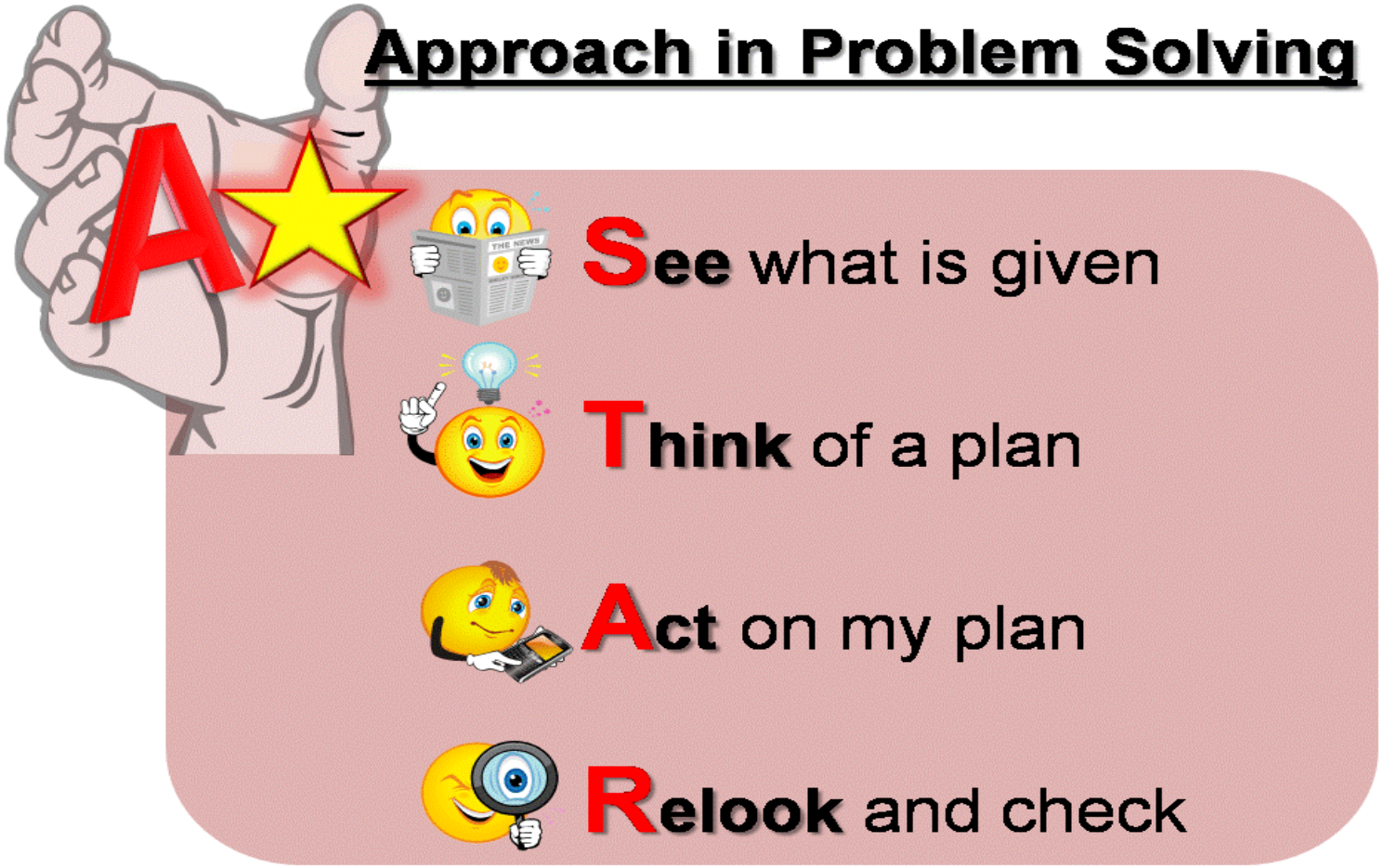
STAR

SEE ~ THINK ~ ACT ~ RELOOK

P5



# STAR


Approach in Problem Solving
See what is given
Think of a plan
Act on my plan
Relook and check

# Examples of Heuristics

- Model Drawing
- Branching method
- Working backwards
- Restate the problem
- Patterning

# Topics at P5

| |
|---|
| Numbers to 10 Million |
| Four Operations of Whole Numbers |
| Fractions and Division |
| Four Operations of Fractions |
| **Area of Triangles** |
| Volume |

| |
|---|
| Decimals |
| **Rate** |
| **Percentage** |
| Angles |
| **Properties of Triangles** |
| **Properties of Parallelogram, Rhombus and Trapezium** |

WA1 WA2

Subject to changes

# Topics at P5 FMA

| |
|---|
| Numbers to 10 Million |
| Four Operations of Whole Numbers |
| Factors and Mulitples |
| Fractions as Part of a Whole |
| Time |
| Angles |
| Perpendicular and Parallel Lines |
| Rectangles and Squares |

| |
|---|
| Mixed Numbers and Improper Fractions |
| Multiplication of Fractions |
| Decimals |
| Four Operations of Decimals |
| **Rate** |
| Area and Perimeter |
| Volume |
| Tables and Graphs |

WA1 WA2

Subject to changes

# Assessment

# Format of WA1

| Section | Item Type | Number of Questions | Allocation of Marks per Question | Duration |
|---|---|---|---|---|
| A | MCQ | 6 | 1 – 2 | 50 min |
| B | SAQ | 10 | 1 – 2 | |
| C | LAQ | 2 | 3 – 4 | |

# Format of WA2

| Section | Item Type | Number of Questions | Allocation of Marks per Question | Duration |
|---|---|---|---|---|
| A | SAQ | 11 | 1 – 2 | 50 min |
| B | LAQ | 4 | 3 – 4 | |

# Format of EYE

| Paper | Booklet | Item Type | No. of qns | Marks per qns | Weighting | Duration |
|---|---|---|---|---|---|---|
| 1 | A | MCQ | 18 | 1 or 2 | 50% | 1 h 10 min |
| | B | SAQ | 12 | 2 | | |
| 2 | | SAQ | 5 | 2 | 10% | 1 h 20 min |
| | | LAQ | 10 | 3, 4 or 5 | 40% | |
| Total | | | 45 | | 100% | 2 h 30 min |

# Format of WAs (FMA)

| Section | Item Type | Number of Questions | Allocation of Marks per Question | Duration |
|---|---|---|---|---|
| A | MCQ | 8 | 1 | 50 min |
| B | SAQ | 10 | 1 – 2 | |
| C | LAQ | 2 | 3 or 4 | |

# Format of EYE (Foundation)

| Paper | Booklet | Item Type | No. of qns | Marks per qns | Marks | Duration |
|---|---|---|---|---|---|---|
| 1 | A | MCQ | 10 | 1 | 10 | 1 h |
| | | | 10 | 2 | 20 | |
| | B | SAQ | 8 | 2 | 16 | |
| 2 | | SAQ | 10 | 2 | 20 | 45 min |
| | | LAQ | 4 | 3 to 4 | 14 | |
| Total | | | 42 | | 80 | 1h 45 min |

# Supporting our Students

- Relate Maths to daily life.
- Encourage active engagement in school's online platforms e.g. Koobits, SLS
- Encourage your child to ask questions and not to afraid to try.
- Refer to textbooks / Mathematics Handbook (Orange file) / own notes taken during lessons

# Online Maths Alive!
## Workshop for parents
## (via MS Teams)

Save the date!

**25 April 2025**

Details will be sent via PG nearer the date

Thank You!