

# Primary 1 Mathematics Curriculum Briefing



# Outline

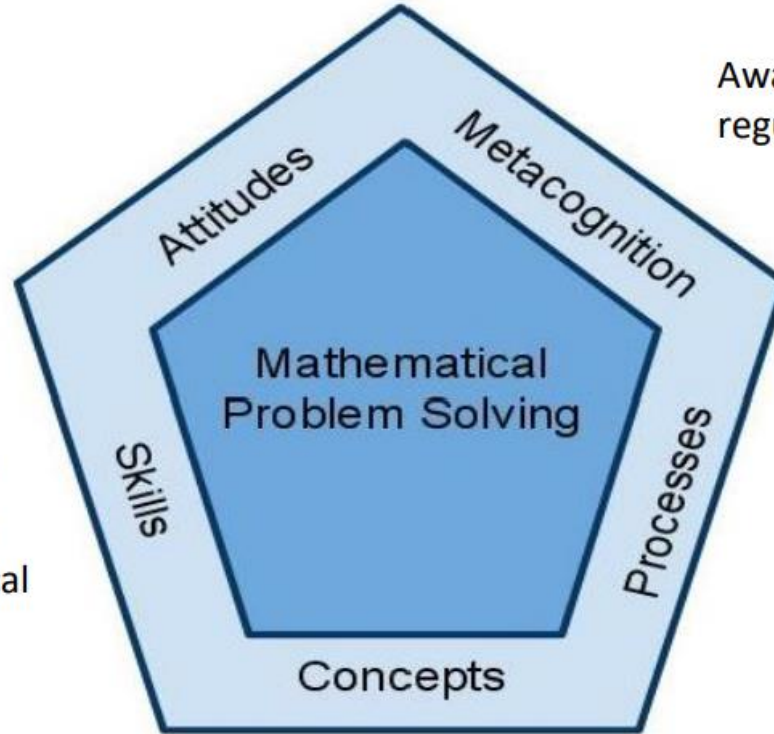
- Mathematics Curriculum Framework
- Mission
- Approach to Teaching & Learning
- Assessment



# MOE 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



# Mission



To enable our students to master **mathematical concepts and skills** for everyday life and to equip them with **process skills to solve mathematical problems.**



# Content Sequence for Primary 1

Semester 1	Semester 2
<b>Term 1</b> Numbers to 10 Addition up to 10 Subtraction up to 10 Shapes Ordinal Numbers	<b>Term 3</b> Addition and subtraction within 100 Length Multiplication
<b>Term 2</b> Numbers to 20 Addition and subtraction up to 20 Picture Graphs Numbers to 100	<b>Term 4</b> Division Time Money

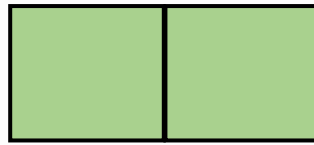


# Approach to Teaching & Learning

CONCRETE

PICTORIAL

ABSTRACT



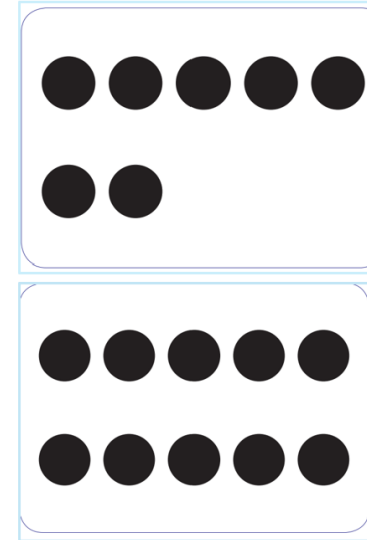
**2**



**3 + 2 = 5**



# Approach to Teaching & Learning



Use of concrete manipulatives to develop conceptual understanding

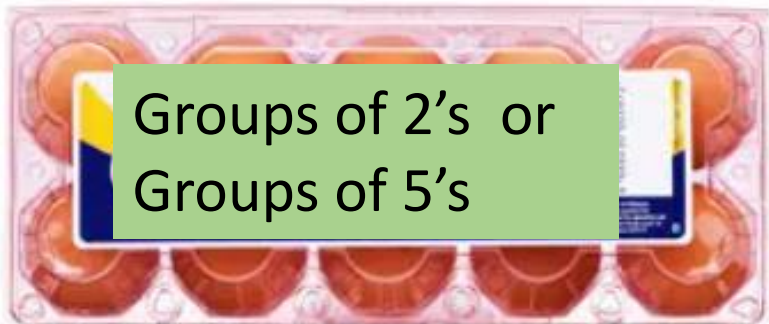
# Real-Life Objects as manipulatives



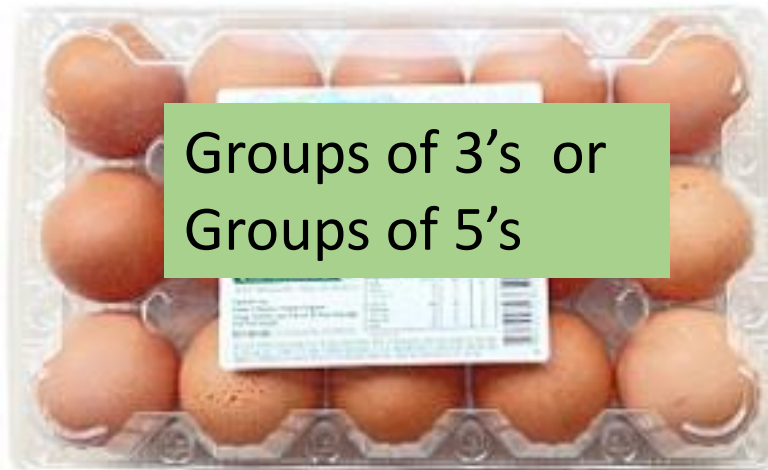
2 in a group



Groups of 5's



Groups of 2's or  
Groups of 5's



Groups of 3's or  
Groups of 5's



# Activity-based learning

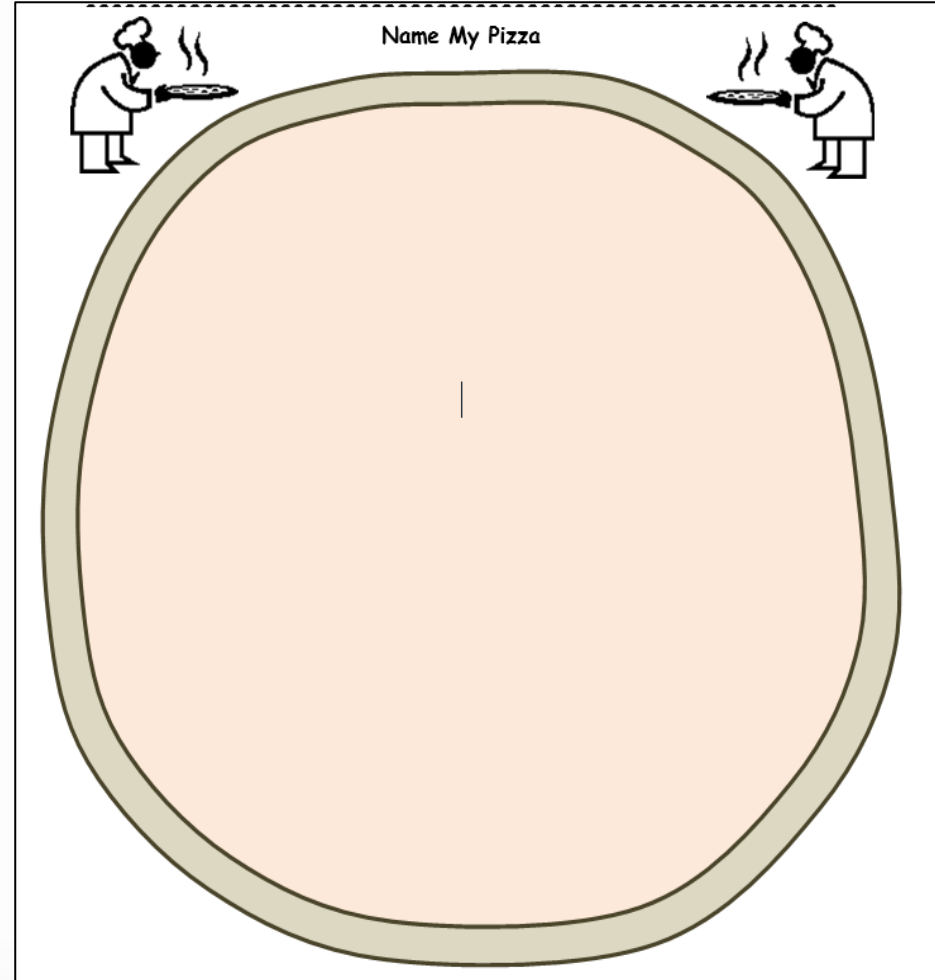
## Name My Pizza

Objectives: Students will make and name their own pizza by cutting out the four basic shapes to form various toppings.



### TOPPING CHART

- Cheese - Yellow Triangles
- Green Peppers - Green Rectangles
- Pepperoni - Red Circles
- Pineapples - Orange Squares



# Differentiated Instructions

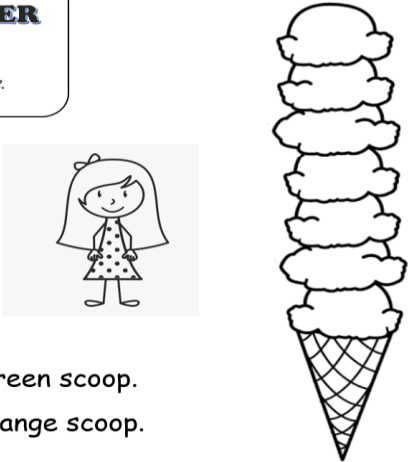
## Giving students autonomy

**Main Dish 2**

**MY ICE CREAM TOWER**

*1 scoop some ice cream onto my cone.*

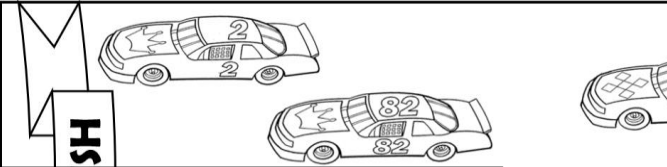
3<sup>rd</sup> scoop is **green**.  
 6<sup>th</sup> scoop is **orange**.  
 Last scoop is **pink**.  
 First scoop is **white**.  
 Second scoop is **purple**.  
 Colour **yellow** after the green scoop.  
 Colour **blue** before the orange scoop.



**Main Dish 1** **Car Racing**

Read the clues and colour the cars below.


3 <sup>rd</sup> car is <b>green</b> .	1 <sup>st</sup> car is <b>orange</b> .
Last car is <b>pink</b> .	Second car is <b>purple</b> .
Colour <b>yellow</b> after the green car.	Colour <b>blue</b> before the yellow



**How many girls are there?**

problem given below.  
(to help you)

Ariel is standing **between** Sally and Lyn in a queue.  
 Two girls are standing **before** Sally.  
 One girl is standing **after** Lyn.  
 How many girls are there in the queue?



**Ariel**

There are \_\_\_\_\_ girls in the queue.

**Math Menu**  
**Ordinal Numbers**

<b>Starter</b>	<b>Main Dish</b> (Choose 1 to do)	<b>Dessert</b>
Stickers Line-up	1. Car Racing 2. My Ice Cream Tower	How many girls are there?

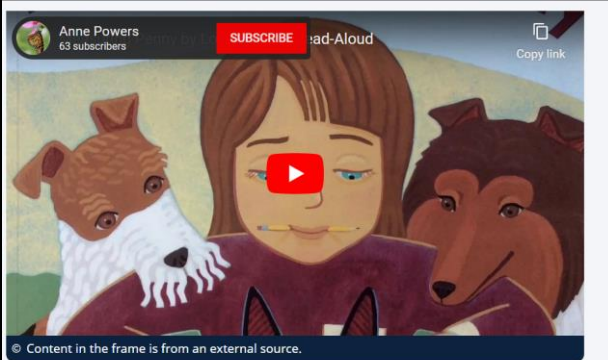
first		sixth	
second		seventh	
third		eighth	
fourth		ninth	
fifth		tenth	

Name: \_\_\_\_\_  
 Class: \_\_\_\_\_  
 Date: \_\_\_\_\_



# ICT enriched lessons

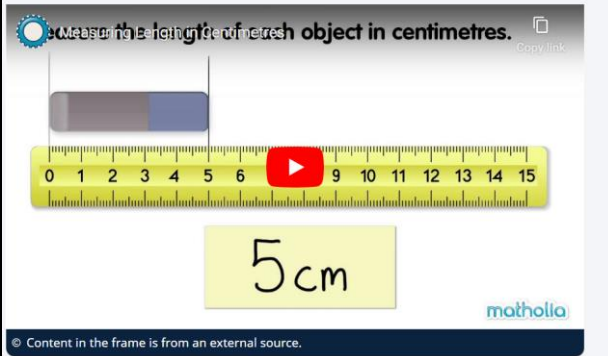
## Topic: Length



Anne Powers  
63 subscribers  
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Read-Aloud  
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Read Less



Measure the length of this object in centimetres.

Copy link

5 cm

matholia

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Using stories and videos to introduce lesson

Things in the bedroom Things in the living room View All

**There are many things around in your house especially the bedroom. Look around and upload 1 picture with the measurement shown.**

**After you have submitted your picture, look at what your friends have submitted. Click on "View All" to look at their pictures. If you think they are right, do say "Well done" or "Great job" to them!**

**For example:  
The width of my cross-stitch craft work is about 22 cm long.**




Measuring things around the house and uploading it to SLS

There are many things around in your house especially the living room. Look around and upload 1 picture with the measurement shown.

After you have submitted your picture, look at what your friends have submitted. Click on "View All" to look at their pictures. If you think they are right, do say "Well done" or "Great job" to them!

For example:



©

The length of the tissue box is about 21 cm long.



# Assessment

- No weighted assessments/exams for Primary 1
- Use of various modes of non-weighted assessments to assess students' learning through
  - Daily work
  - Performance Task
  - Topical Review
  - Teacher's observations and feedback



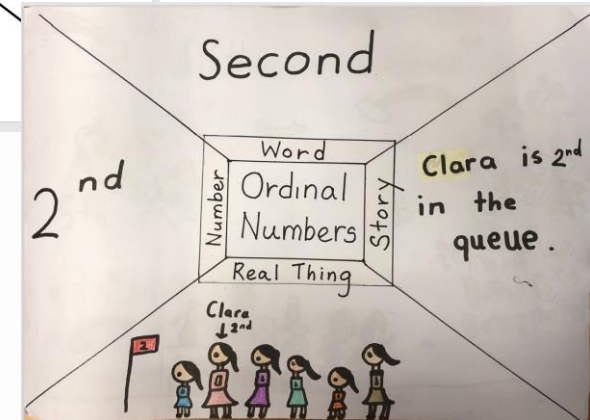
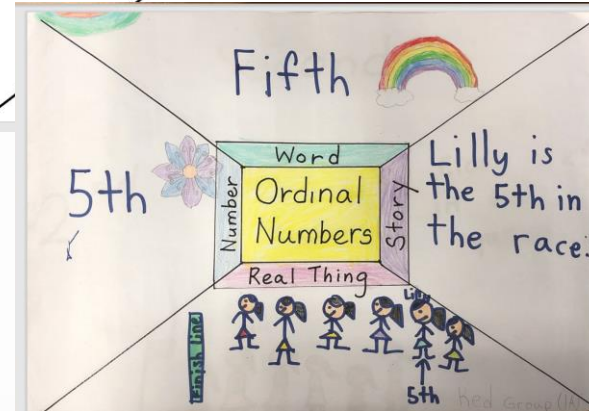
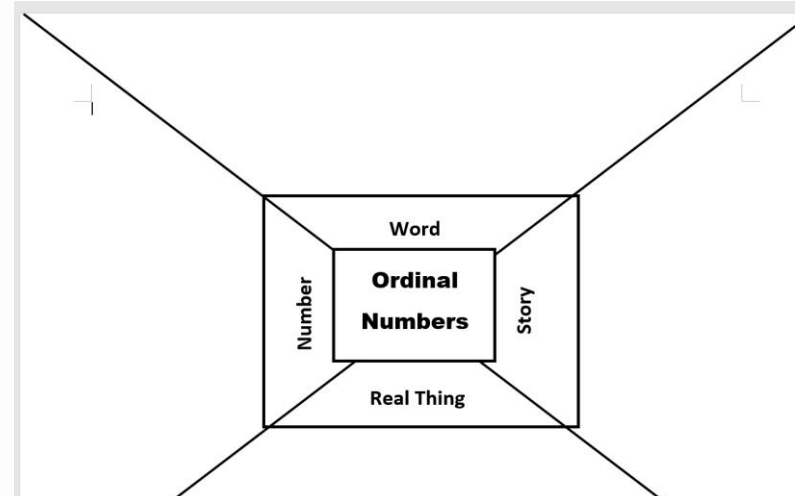
# Formative Assessments

## 2-1 Exit Card

- Write down 2 things which you have learnt today for comparing & ordering of fractions.
- Write down 1 challenge which you face for this topic.

2 things I have learnt today are:


1 challenge that I face for this topic is:



Doing a graphic organizer as lesson consolidation



# Hands-on performance tasks


**RAFFLES GIRLS' PRIMARY SCHOOL**  
**MATHEMATICS**  
**PICTURE GRAPHS ACTIVITY**

Name: \_\_\_\_\_ ( )                      Date: \_\_\_\_\_

Class: P1 ( )

Count the number of cubes in the bag.  
Use a pencil to shade the correct number of  to complete the picture graph.

**Cubes in the Bag**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Red</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
Each <input style="display: inline-block; width: 15px; height: 15px; background-color: black; vertical-align: middle;" type="checkbox"/> stands for 1 cube.			

After shading, fill in the answer in the blanks below.

- There are \_\_\_\_\_ red cubes.
- There are \_\_\_\_\_ green and yellow cubes.
- There are **as many** \_\_\_\_\_ (*colour*) cubes as \_\_\_\_\_ (*colour*) cubes.
- The number of \_\_\_\_\_ (*colour*) cubes is the **smallest**.
- There are \_\_\_\_\_ cubes altogether.



# Formative Assessments

**Division - Activity Sheet 1 (Journal Writing)**

Name: \_\_\_\_\_ ( )      Date: \_\_\_\_\_

Class: P1 \_\_\_\_\_

Write a division story about the picture.

<Insert picture of 1 girl standing near the table,  
12 pencils & 2 boxes on a table>

You may use these words to help you:

pencils   boxes   group   each   equally

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Journal writing

**Math Revision Tic-Tac-Toe**

Directions: Start with **number 5** and then make two other choices to make your tic-tac-toe. Complete it and hand in to your Math teacher on 14 September.

<p>1. Use 18 items and put them in equal groups. Write down as many multiplication equations as possible. <b>Draw or take a picture (print out &amp; paste it on the paper) to show your answers.</b></p> <p>Eg. <math>3 \times 4 = 12</math>  <math>4 \times 3 = 12</math>  <math>2 \times 6 = 12</math>  <math>6 \times 2 = 12</math></p>	<p>2. Use objects to find the total number of items in groups of the same size. Write 4 related statements based on your objects. <b>Draw or take a picture (print out &amp; paste it on the paper) to show your answers.</b></p> <p>Eg. <math>2 + 2 + 2 + 2 = 8</math>          4 twos = 8          4 groups of 2 = 8  <math>4 \times 2 = 8</math></p>	<p>3. Use items to show the following multiplication phrases:</p> <ul style="list-style-type: none"> <li>2 groups of 6</li> <li>6 groups of 2</li> <li>3 groups of 4</li> <li>4 groups of 3</li> </ul> <p><b>Draw or take a picture (print out &amp; paste it on the paper) to show your answers.</b></p>
<p>4. Write a multiplication/division/addition/subtraction story and solve it.</p> <p>Eg. I had 10 candies. I gave them to 2 friends. Each of them had 5 candies</p> <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 5px 0;"> </div>	<p>5. <b>P1 Math Quest</b> (access link via SLS)</p> <p>Upon completion, please write down the 4-digit code below:</p> <p>Code: <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/></p>	<p>6. Compose a song or rap based on multiplication/division/addition/subtraction facts using your favourite tune.</p> <p>You may wish to upload a video and send it to your Math teacher.</p>
<p>7. Read any one book below (or any book) related to division:</p> <ul style="list-style-type: none"> <li>Divide or Ride</li> <li>The Doorbell Rang</li> <li>The Multiplying Menace Divides</li> <li>Remainder One</li> </ul> <p>Write a book review and share with your friends.</p>	<p>8. Read any one book below (or any book) related to multiplication:</p> <ul style="list-style-type: none"> <li>Amanda Bean's Amazing Dream</li> <li>365 Penguins</li> <li>The Lion's Share</li> <li>The Grapes of Math</li> </ul> <p>Write a book review and share with your friends.</p>	<p>9. Read any one book below (or any book) related to addition or subtraction:</p> <ul style="list-style-type: none"> <li>One Hundred Hungry Ants</li> <li>Mission Addition</li> <li>Elevator Magic</li> <li>The Real Princess: A Mathemagical Tale</li> </ul> <p>Write a book review and share with your friends.</p>

Different tasks for students to choose to consolidate revision



# Teacher's feedback after each topic



**RAFFLES GIRLS' PRIMARY SCHOOL  
PRIMARY ONE MATHEMATICS**

## FEEDBACK

Rectangular Snip

Name: \_\_\_\_\_ ( )

Class: \_\_\_\_\_

Numbers To 10	Novice	Developing	Proficient
• Count to tell the number of objects in a given set			
• Read and write numbers in numerals and words			
• Compare the number of objects in two or more sets			
• Compare and arrange numbers in the given order			
• Recognise and complete number patterns			

Write number equations <i>(where applicable)</i>		Teacher's Comments (if any)
Write unit of measurement <i>(where applicable)</i>		
Show your working <i>(where applicable)</i>		
Revise concepts learnt at home		
Check your work carefully		
Write neatly		
<p>_____</p> <p>Parent's Signature &amp; Date</p>		





# Empowering Math Learning at Home

○

- Show the relevance of Maths in real-life
- Play Math Games
- Provide a supportive environment
- Encourage a Growth Mindset



o



Thank you!





*Parents who are not attending the MT briefing may exit the webinar and join the Microsoft Teams session with FTs at 4.15 pm later.*

