

**P2**  
**MATHEMATICS**  
**CURRICULUM**  
**BRIEFING**



# *Curricula Goal*

## **Competent Problem-Solvers**

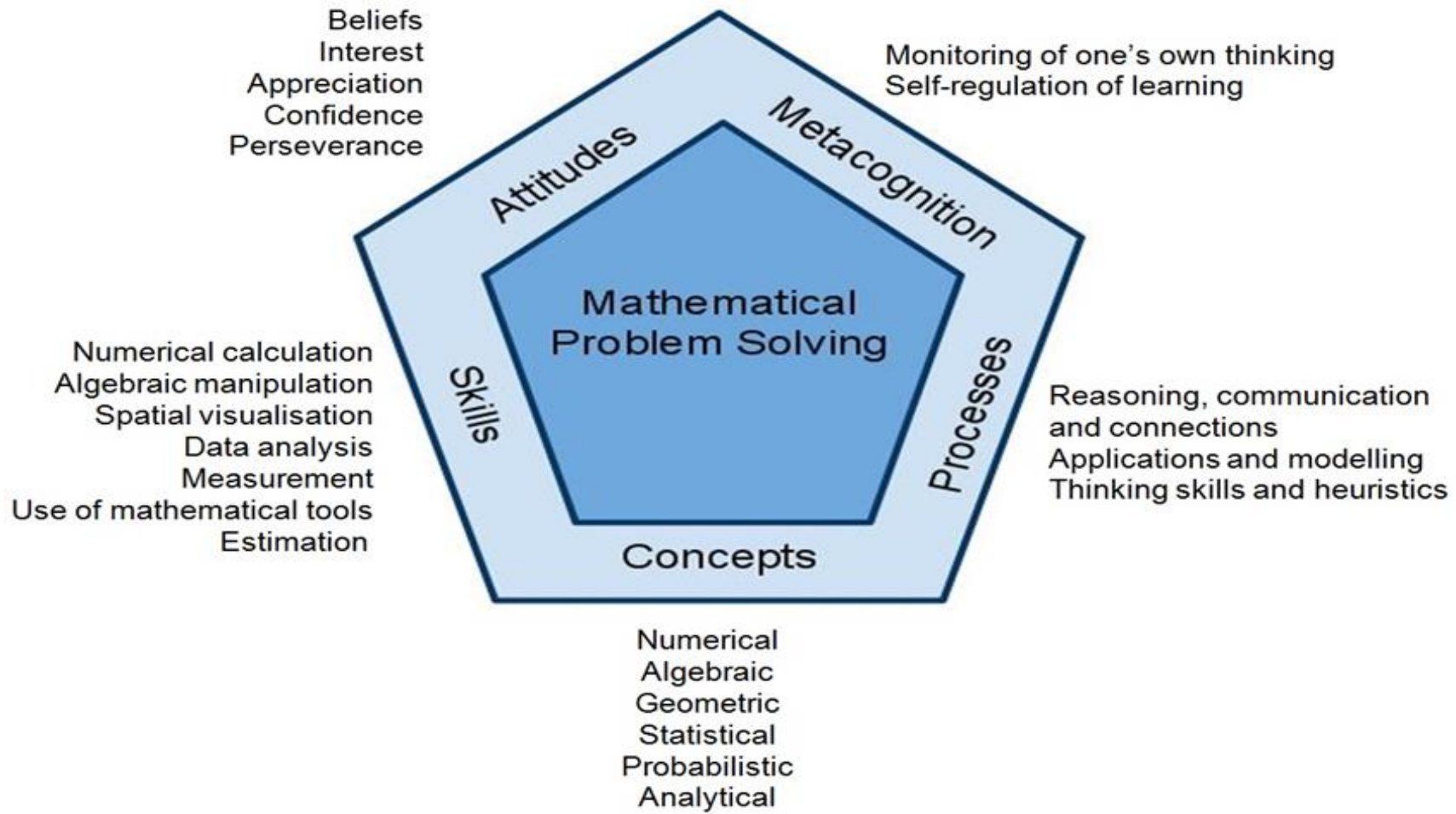
- attained a level of mastery of and interest in Mathematics.
- strong foundation for them to pursue Mathematics at the secondary level and beyond.

# *Curricula Goal*

## **Competent Problem-Solvers**

- The development of mathematical problem solving ability is dependent on five inter-related components, namely, *Concepts, Skills, Processes, Attitudes* and *Metacognition*.

# *The Mathematics Framework*



*Primary 1*

Whole Numbers

Measurement

Geometry

Data Analysis

*Primary 2/3*

Whole Numbers

Measurement

Geometry

Data Analysis

Fractions

*Primary 4*

Whole Numbers

Measurement

Geometry

Data Analysis

Fractions

Decimals

*Primary 5*

Whole Numbers

Measurement

Geometry

Data Analysis

Fractions

Decimals

Percentage

Ratio

*Primary 6*

Whole Numbers

Measurement

Geometry

Data Analysis

Fractions

Decimals

Percentage

Ratio

Speed

# Primary Maths Curriculum

# *How we are going to ACHIEVE*

## P1 - P2

- ❖ Building strong basic concepts and skills
- ❖ Starting to solve word problems
- ❖ Fostering opportunities for early successes
- ❖ Starting the habit of putting in efforts to learning

# *P2 Maths Holistic Assessments*

## ❖ **Review Tests**

- To check our students' mastery of the concepts and skills at the end of a few chapters of study.
- Pencil and Paper assessment to be completed within 45 minutes to 1 hour for review tests.

# *P2 Maths Holistic Assessments*

## ❖ **End of Year Examination**

- Assess the extent which students have achieved the learning outcomes specified in the syllabus.
- Pencil and Paper assessments to be completed within 1 hour 30 minutes.



# *P2 Maths Holistic Assessments*

## ❖ Performance Tasks

- Students use the concrete materials provided to demonstrate their understanding of the concepts learnt.
- Students make meaning to their learning through these experiences.



# *P2 Maths Holistic Assessment*

- Review Test 1 (Term 1)
- Review Test 2 (Term 2)
- Review Test 3 (Term 3)
- Performance Task (Term 3)
- End-of-Year Examination (Term 4)

# Format of Assessment

Multiple Choice Questions (MCQ)	<ul style="list-style-type: none"><li>• 1 to 2 marks per question</li><li>• Four options are provided of which only one is correct</li></ul>
Short Answer Questions (SAQ)	<ul style="list-style-type: none"><li>• 1 to 2 marks per question</li><li>• Workings are optional but preferred</li><li>• Marks are awarded for the correct answer written in the answer space provided.</li></ul>
Long Answer Questions (LAQ) Problem Sums	<ul style="list-style-type: none"><li>• 2 to 4 marks per question</li><li>• Workings are to be shown</li><li>• Method marks are awarded for critical steps of workings</li></ul>

Cognitive Levels	Standard Mathematics
Level 1	<b>Recall</b> mathematical facts, concepts, rules and formulae; <b>perform straightforward computations</b> and algebraic procedures.
Level 2	<b>Interpret</b> information; <b>understand</b> and <b>apply</b> mathematical concepts and skills in a variety of contexts.
Level 3	<b>Reason</b> mathematically; <b>analyse</b> information and make inferences; select appropriate strategies to solve problems.

## Format – End of Year Exam

Total Mark	Total number of Questions	Number of MCQ & SAQ	Number of Word Problems	Duration
50	30 - 33	25 - 28	3 - 5	1 h 30 min

# Format

Questions Types	Number of Questions	Marks (50m)	Weightage
MCQ	8 – 10	10m	20%
SAQ	14 – 18	28m	56%
Word Problems	3 - 5 2m questions 3m questions	12m	24%

# Sample Questions


MCQ	Cognitive Level
<p>In 704, the value of the digit 7 is _____.</p> <p>(1) 7 (2) 70 (3) 700 (4) 7000</p> <p>( )</p>	<p><b>1</b></p>
<p>What is <math>349 + 202</math>?</p> <p>(1) 147 (2) 371 (3) 551 (4) 569</p> <p>( )</p>	<p><b>1</b></p>



# Sample Questions

SAQ	Cognitive Level
<p>Arrange the numbers in order. Begin with the <b>greatest</b>.</p> <p><b>584, 835, 839, 384</b></p> <p>_____/ _____/ _____/ _____</p> <p><b>Greatest</b></p>	1
<p><math>723 - 200 =</math> _____</p> <p>Answer: _____</p>	1

# Sample Questions

SAQ	Cognitive Level
<p>What fraction of the figure is shaded?</p>  <p>Ans: _____</p>	1
<p>Write in dollars and cents.</p> <p>a. <math>\\$5.20 = \underline{\hspace{2cm}}\text{¢}</math></p> <p>b. <math>83\text{¢} = \\$\underline{\hspace{2cm}}</math></p>	1

# Sample Questions

SAQ	Cognitive Level
A packet of 18 sweets were shared equally among Ann, Bob and Dawn. How many sweets did Ann get?	2
Kim had \$80. She bought a dress for \$25 and a skirt for \$21. How much money had she left?	2

# Sample Questions

Word Problems	Cognitive Level
Mrs Lim bakes cookies for 10 children. Each child gets 5 cookies. How many cookies does Mrs Lim bake altogether?	2

# Sample Questions

Word Problems	Cognitive Level
<p>659 children visited Sentosa on Monday. 200 children visited Sentosa on Tuesday.</p> <p>(a) How many more children visited Sentosa on Monday than on Tuesday?</p> <p>(b) How many children visited Sentosa on both days altogether?</p>	2

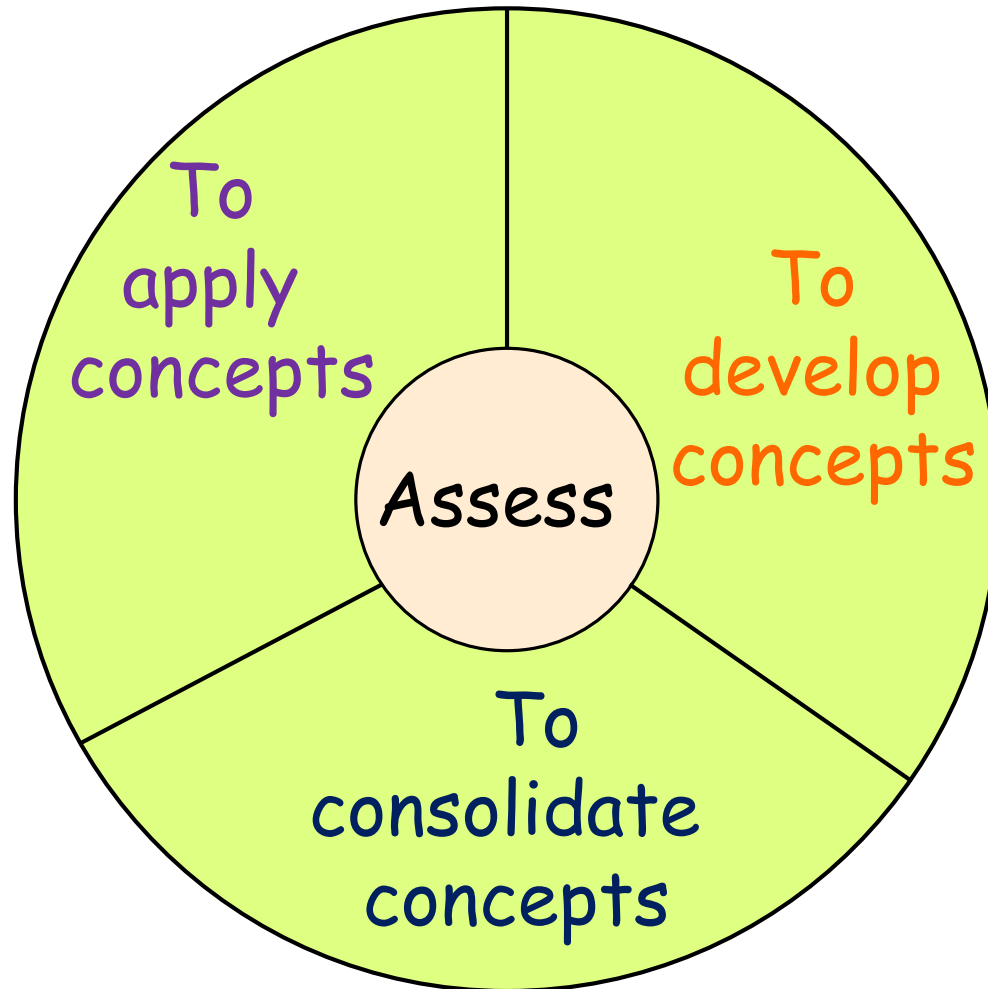
# Sample Questions

Word Problems	Cognitive Level
There are 784 pupils in Sunshine Primary School. 325 pupils are boys. How many more girls than boys are there?	3

# *Difficulty levels of items*

- ❖ Not all the A questions are equally difficult and not all the K and C questions are equally easy.

# *Types of Lessons*





# *Develop Problem Solving Skills*

## ❖ **Teaching of Heuristics**

- Heuristics are strategies that are essential to problem solving;
  - Draw it Out
  - Make a list
  - Model Drawing

# *Develop Problem Solving Skills*

## ❖ **Thinking Skills**

- Comparing
- Analysing parts and whole
- Identifying Pattern and Relationship

# *Develop Thinking Skills*

## ❖ **Maths Journal Tasks**

- To check fluency in the use of Mathematical vocabulary and language and the thinking processes in unfamiliar questions.
- To have a glimpse of our students' feelings about their learning in Mathematics.

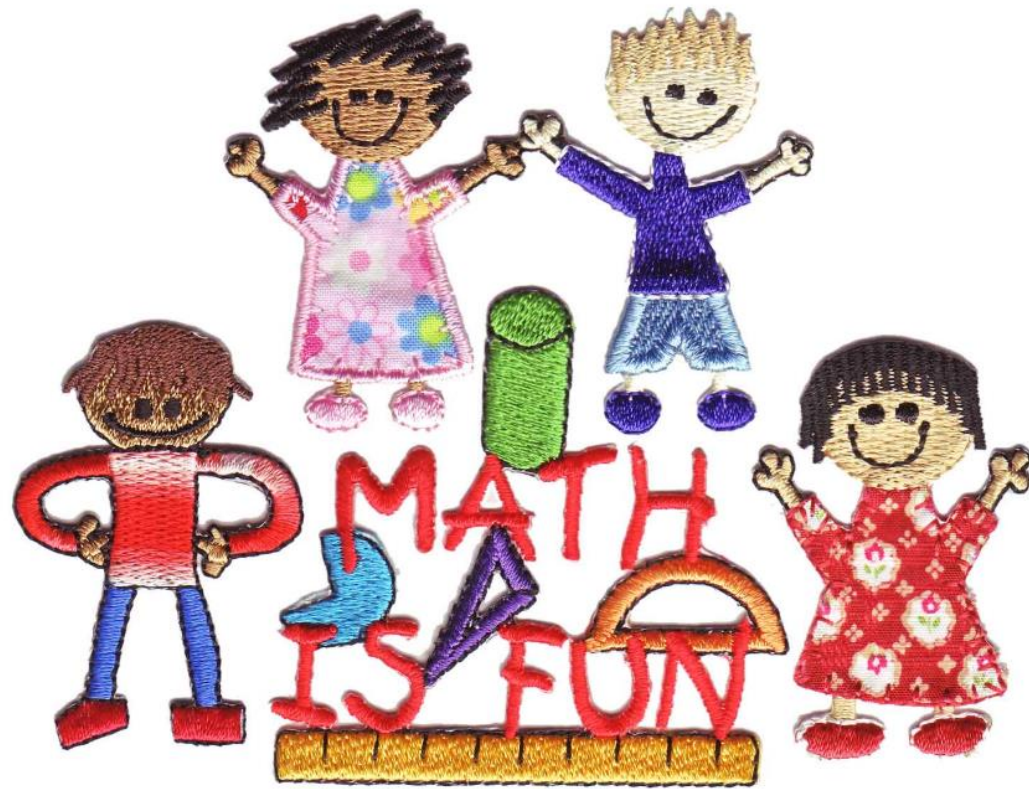
# *Develop Mathematical Process Skills*

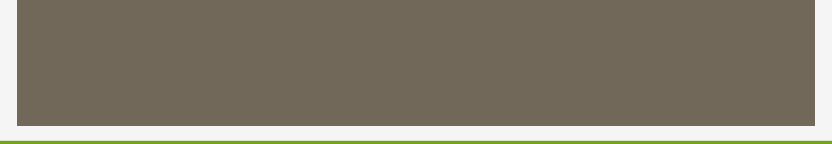
## ❖ **Maths Learning Log**

- To verbalise and communicate the Mathematical ideas concisely and logically.
- To make connections among different Math ideas and make sense of their learning.

## *At the end of P2...*

- ❖ Building strong basic concepts and skills to move on to P3
- ❖ Fostering opportunities for early successes to sustain their interest in Mathematics
- ❖ Putting in efforts in their learning will reap results.





Thank You