

CHIJKELLOCK



Primary 3 Mathematics

BRIEFING OUTLINE

1. Topics

2. Mathematics Assessment

**3. School-Based Mathematics
Curriculum**



TOPICS

- Whole Numbers
- Money
- Measurement
- Fractions
- Graph
- Time

New Topics

- Area and Perimeter
- Angles
- Perpendicular & Parallel Lines



MATHEMATICS ASSESSMENT

SA1/SA2 – 80 marks

Section	Item Type	No. of Qns	Mark per Qn	Total Marks (Weighting)
A	Multiple-Choice	15	2	30 marks (40%)
B	Short-Answer	15	2	30 marks (40%)
C	Long-Answer	5	4	20 marks (20%)



MATHEMATICS ASSESSMENT

Assessment Task

Math Journal
Problem Solving
Math Practical

Rationale

- 21st CC Skills – Thoughtful Learner
- Reasoning/Justifying and Communicating skills
- Assessing beyond topical questions



MATHEMATICS ASSESSMENT

Explain what 4×6 means in as many ways as possible.

You may draw and use diagrams to help you.



SCHOOL-BASED MATHEMATICS CURRICULUM

- Speed Challenge & Mental Sums
- PSP (Problem-Solving Package)
- Multiplication Whiz
- Math Alive
- Math Level Challenge
- Remedial
- Math Enrichment Programme



SCHOOL-BASED MATHEMATICS CURRICULUM

Speed Challenge & Mental Sums

Objective:

To provide opportunity for students to


- ✓ practise mental calculation
- ✓ develop speed, accuracy and confidence in the recall of the basic facts

CHIJ (KELLOCK)
Term 1
Name: _____ () Class : P 4 _____
Date: _____

Mental Sums 1

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Your score: _____





Speed Challenge 1

Fill in the blanks.

1.	$100 + 80$
2.	$310 + 46$
3.	$700 + 400$
4.	$120 + 160$
5.	$100 - 25$
6.	$413 - 10$
7.	$2\ 600 - 300$
8.	7×5
9.	8×3
10.	9×4

Date: _____

Your score: _____



SCHOOL-BASED MATHEMATICS CURRICULUM PSP (Problem-Solving Package)

- ✓ **Aim:** To equip students with various thinking skills and heuristics to help them solve mathematical problems.
- ✓ **Approach:** The use of UPER framework to scaffold students' thinking process to problem solving.

Understand

Plan

Execute

Review



SCHOOL-BASED MATHEMATICS CURRICULUM PSP (Problem-Solving Package)

PSP Strategies for P3

- ✓ Look for a Pattern
- ✓ Make a List
- ✓ Work Backwards
- ✓ Draw a Diagram
- ✓ Guess and Check

Key Concept/ Strategy: Look for a Pattern

Diana sewed 4 dresses in the first week, 10 dresses in the second week, 16 dresses in the third and so on. How many dresses did she sew in the fifth week if she had continued her sewing at the same rate?

A. Understand the problem:

- 1st week
- 2nd week
- 3rd week
- Need to find the number of dresses she sewed

B. Plan:

- Draw a comparison model
- Draw it out
- Guess and check
- Draw a part-whole model
- Make a list
- **Look for a pattern**

C. Execute:
Draw a table

No of weeks	No of dresses
1 st week	4
2 nd week	10
3 rd week	16
4 th week	22
5 th week	28

$16 + 6 + 6 = 28$
She sewed 28 dresses in the fifth week.
Ans: 28 dresses

D. Review:

- My Claim
- Is my answer correct?
- My Evidence
- Have I written the numbers correctly?
- How do I know that my answer make sense? (Work backwards)

When I look for a pattern I need to check if there is a number pattern using the 4 operations of numbers. I notice that the pattern is to add 6 dresses each week, so I can keep adding 6 as in the table.

My Confirmation

- I have gotten the right answer after my review.



SCHOOL-BASED MATHEMATICS CURRICULUM

Multiplication Whiz

- ✓ To increase students' proficiency in committing multiplication tables to memory.



SCHOOL-BASED MATHEMATICS CURRICULUM

Math Alive

✓ **Aim:** To engage students in authentic tasks to explore mathematics concepts and ideas beyond the classroom.



✓ **Task:**
Complete 3 compulsory tasks
12 stars to get a **Math Alive badge**



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Thank you!

*A Christ-centred learning community where every child will develop
her unique giftedness to lead and make a difference.*

