

CHIJKELLOCK



Primary 4 Mathematics

BRIEFING OUTLINE

1. Topics

2. Mathematics Assessment

**3. School-Based Mathematics
Curriculum**



TOPICS

- Whole Numbers
- Fractions
- Angles
- Area and Perimeter
- Time

New Topics

- Decimals
- Symmetry
- Squares and Rectangles
- Tables and Line Graphs



MATHEMATICS ASSESSMENT

Semestral Assessment – 100 marks

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



MATHEMATICS ASSESSMENT

Assessment Task

Math Journal
Problem Solving

Rationale

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



MATHEMATICS ASSESSMENT

Ms Tan asked the class to estimate the answer to “398 + 88”.

Your classmates, Ali and Bala, did the operation in the following ways:

$$398 + 88 \approx 400 + 100 = 500 \text{ (Ali)}$$

$$398 + 88 = 486 \approx 500 \text{ (Bala)}$$

Both obtained the correct answer even though their workings are different. Whose working is easier?

Why do you say so?



SCHOOL-BASED MATHEMATICS CURRICULUM

- Speed Challenge & Mental Sums
- PSP (Problem-Solving Package)
- Math Alive
- Remedial Programme
- Ace in Math/ E2K Mathematics
- Math Olympiad



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

CHIJI (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)

- Look for a Pattern
- Work Backwards
- Model Drawing
- Make a List
- Make a Supposition
- Before-After Concept
- Grouping/Sets



SCHOOL-BASED MATHEMATICS CURRICULUM

Math Alive

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



- **Task:**

Each student is to complete 3 compulsory tasks.

Students who complete 15 stars will get a **Math Alive badge.**



Parents' Symposium

Using Model Drawing in Problem Solving



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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.*

