Primary 1
Mathematics
Curriculum Briefing

Outline

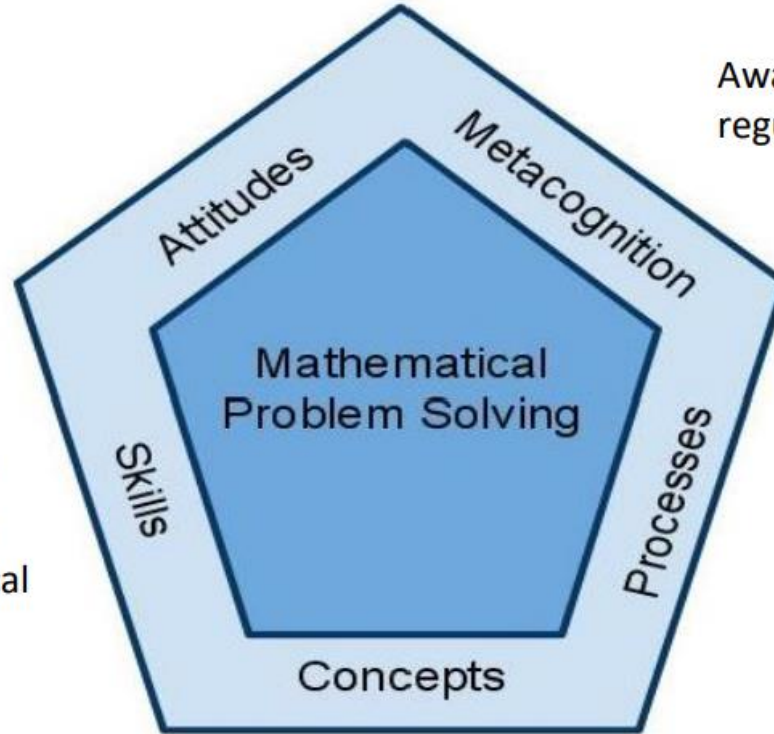- Mathematics Curriculum Framework

- Mission

- Approach to Teaching & Learning

- Assessment

MOE Mathematics Curriculum Framework

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

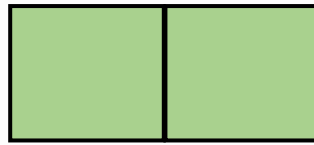| Semester 1	Semester 2
Term 1 Numbers to 10 Addition up to 10 Subtraction up to 10 Shapes Ordinal Numbers	**Term 3** Addition and subtraction within 100 Length Multiplication
Term 2 Numbers to 20 Addition and subtraction up to 20 Picture Graphs Numbers to 100	**Term 4** Division Time Money

Approach to Teaching & Learning
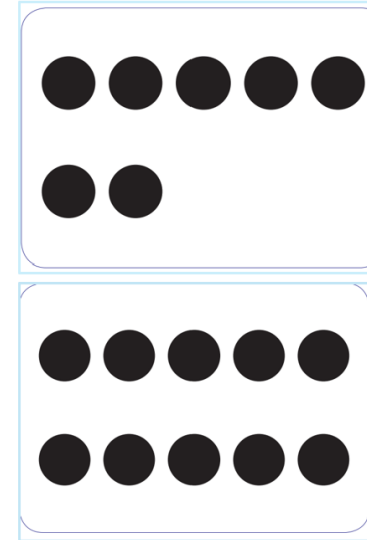
CONCRETE → **PICTORIAL** → **ABSTRACT**

→ → **2**

→ → **3 + 2 = 5**

Approach to Teaching & Learning

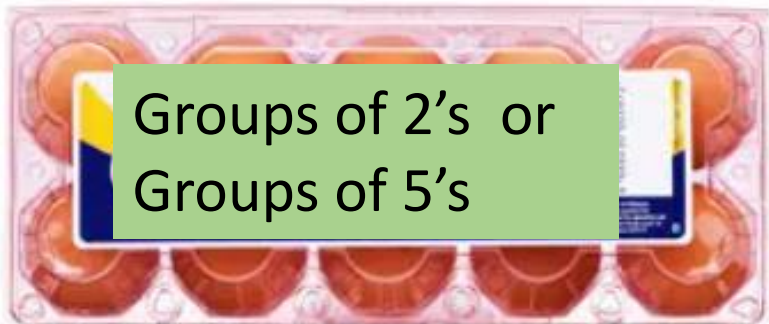Use of concrete manipulatives to develop conceptual understanding
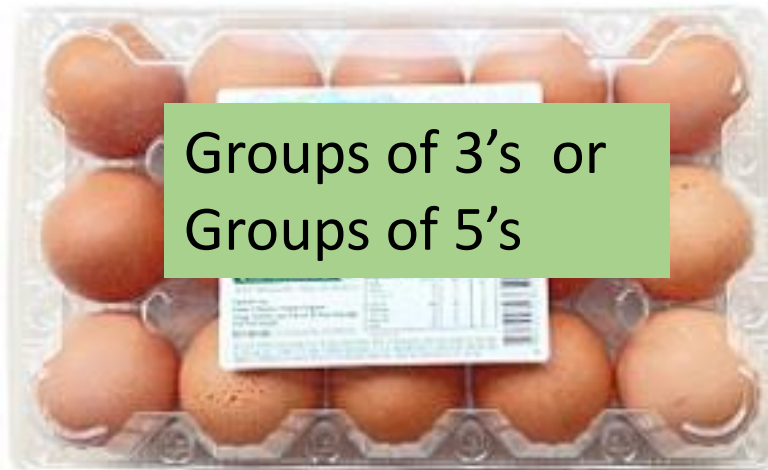
Real-Life Objects as manipulatives

2 in a group

Groups of 5's

Groups of 2's or
Groups of 5's

Groups of 3's or
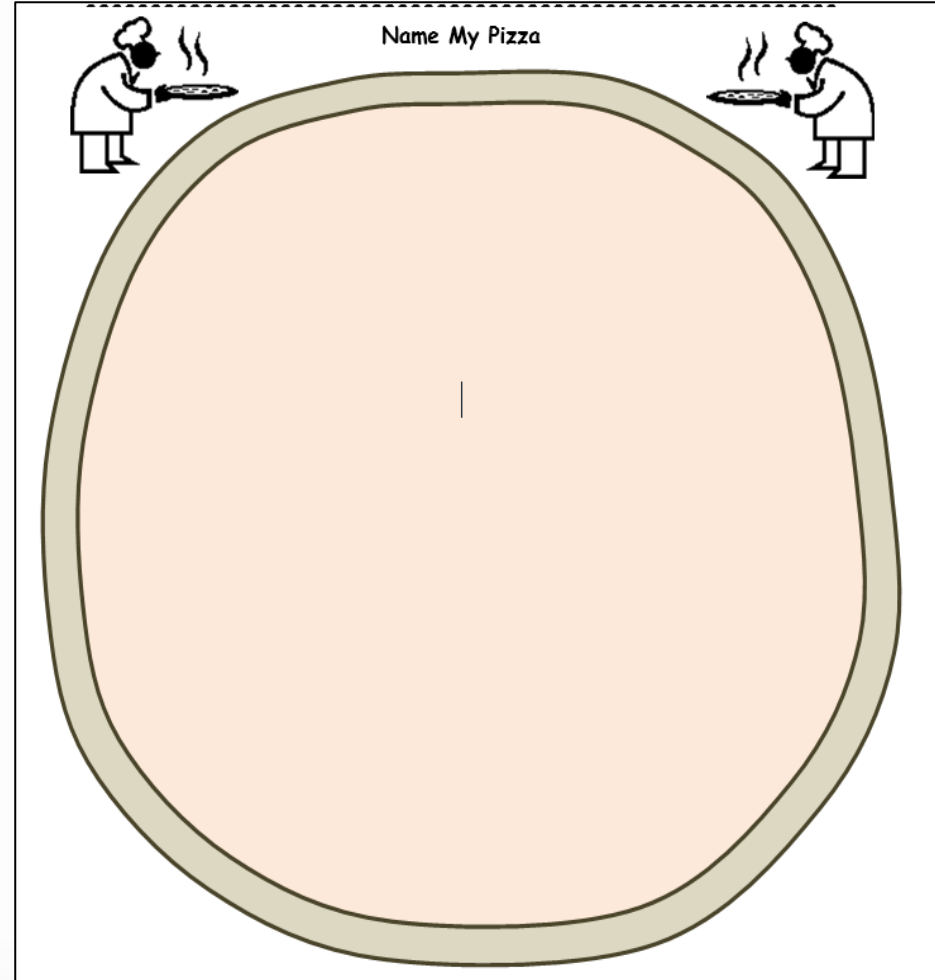Groups of 5's

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
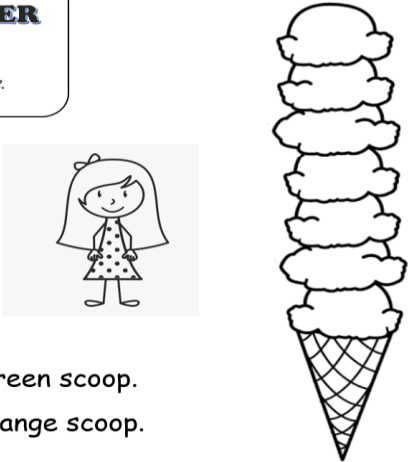
Name My Pizza

Differentiated Instructions

Giving students autonomy

Main Dish 2

MY ICE CREAM TOWER

I scoop some ice cream onto my cone.

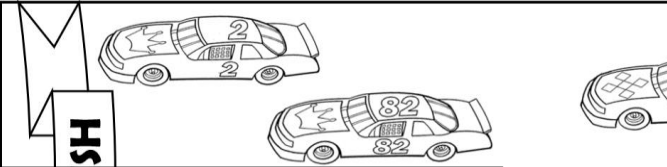3rd scoop is **green**.

6th 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.

3rd car is **green**.	1st car is **orange**.
Last car is **pink**.	Second car is **purple**.
Colour **yellow** after the green car.	Colour **blue** before the yellow

How many girls are there?

...roblem 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

Starter	Main Dish (Choose 1 to do)	Dessert
Stickers Line-up	1. Car Racing 2. My Ice Cream Tower	How many girls are there?
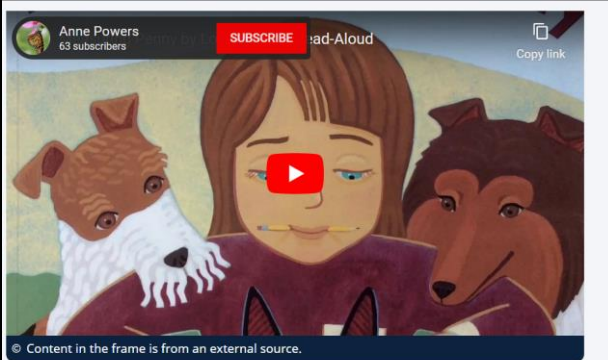
first 1st	sixth 6th
second 2nd	seventh 7th
third 3rd	eighth 8th
fourth 4th	ninth 9th
fifth 5th	tenth 10th

Name: _____

Class: _____

Date: _____

ICT enriched lessons
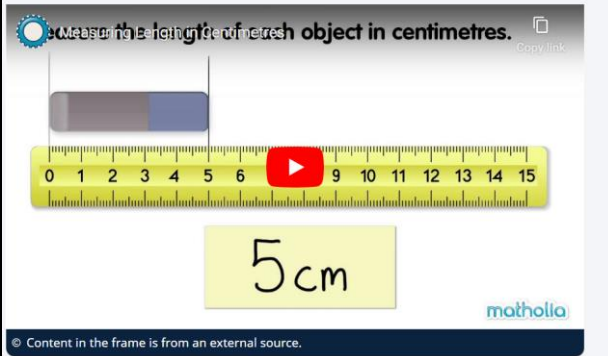
Topic: Length

Using stories and videos to introduce lesson

Measuring things around the house and uploading it to SLS

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
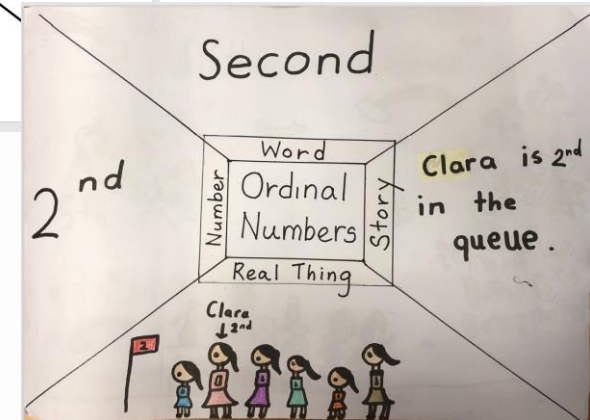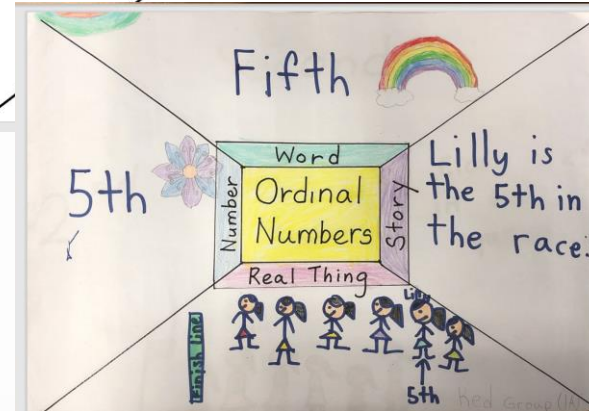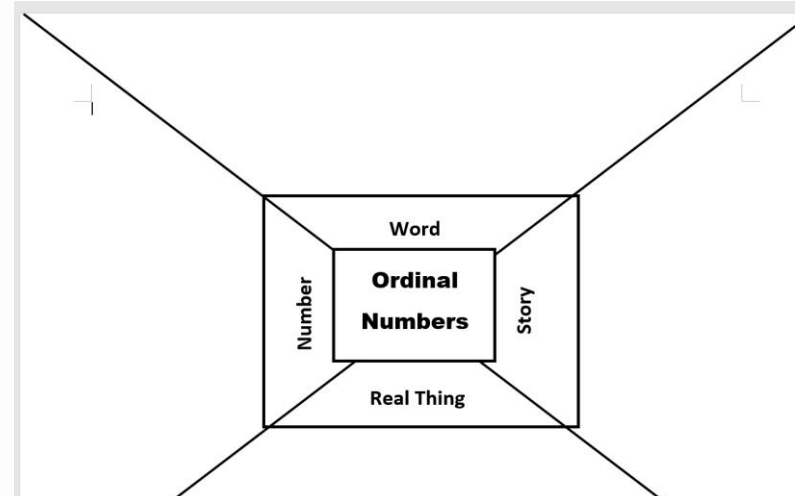
- Write down **2 things** which you have learnt today for comparing & ordering of fractions.

- Write down **1 challenge** which you face for this topic.

2 things I have leant today are:

1 challenge that I face for this topic is:

Doing a graphic organizer as lesson consolidation

Hands-on performance tasks

Understanding picture graphs

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.

1. Use 18 items and put them in equal groups. Write down as many multiplication equations as possible. **Draw or take a picture (print out & paste it on the paper) to show your answers.**
 	
Eg. 3 x 4 = 12
   4 x 3 = 12
   2 x 6 = 12
   6 x 2 = 12
	2. Use objects to find the total number of items in groups of the same size. Write 4 related statements based on your objects. **Draw or take a picture (print out & paste it on the paper) to show your answers.**
	
	Eg. 2 + 2 + 2 + 2 = 8
	4 twos = 8
	4 groups of 2 = 8
	4 X 2 =8
		3. Use items to show the following multiplication phrases:
		
		• 2 groups of 6
		• 6 groups of 2
		• 3 groups of 4
		• 4 groups of 3
		
		Draw or take a picture (print out & paste it on the paper) to show your answers.

4. Write a multiplication/division/addition/subtraction story and solve it. Eg. I had 10 candies. I gave them to 2 friends. Each of them had 5 candies	5. **P1 Math Quest** (access link via SLS) Upon completion, please write down the 4-digit code below: Code: |					6. Compose a song or rap based on multiplication/division/addition/subtraction facts using your favourite tune. You may wish to upload a video and send it to your Math teacher.
7. Read any one book below (or any book) related to division: • Divide or Ride • The Doorbell Rang • The Multiplying Menace Divides • Remainder One Write a book review and share with your friends.	8. Read any one book below (or any book) related to multiplication: • Amanda Bean's Amazing Dream • 365 Penguins • The Lion's Share • The Grapes of Math Write a book review and share with your friends.	9. Read any one book below (or any book) related to addition or subtraction: • One Hundred Hungry Ants • Mission Addition • Elevator Magic • The Real Princess: A Mathemagical Tale Write a book review and share with your friends.

Different tasks for students to choose to consolidate revision

Teacher's feedback after each topic

RAFFLES GIRLS' PRIMARY SCHOOL
PRIMARY ONE MATHEMATICS

FEEDBACK

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			

		Teacher's Comments (if any)
Write number equations (where applicable)		
Write unit of measurement (where applicable)		
Show your working (where applicable)		
Revise concepts learnt at home		
Check your work carefully		
Write neatly		

_____
Parent's Signature & Date

Empowering Math Learning at Home

- Show the relevance of Maths in real-life

- Play Math Games

- Provide a supportive environment

- Encourage a Growth Mindset

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.