P1 Mathematics Curriculum Briefing

11 Jan 2023

Mission
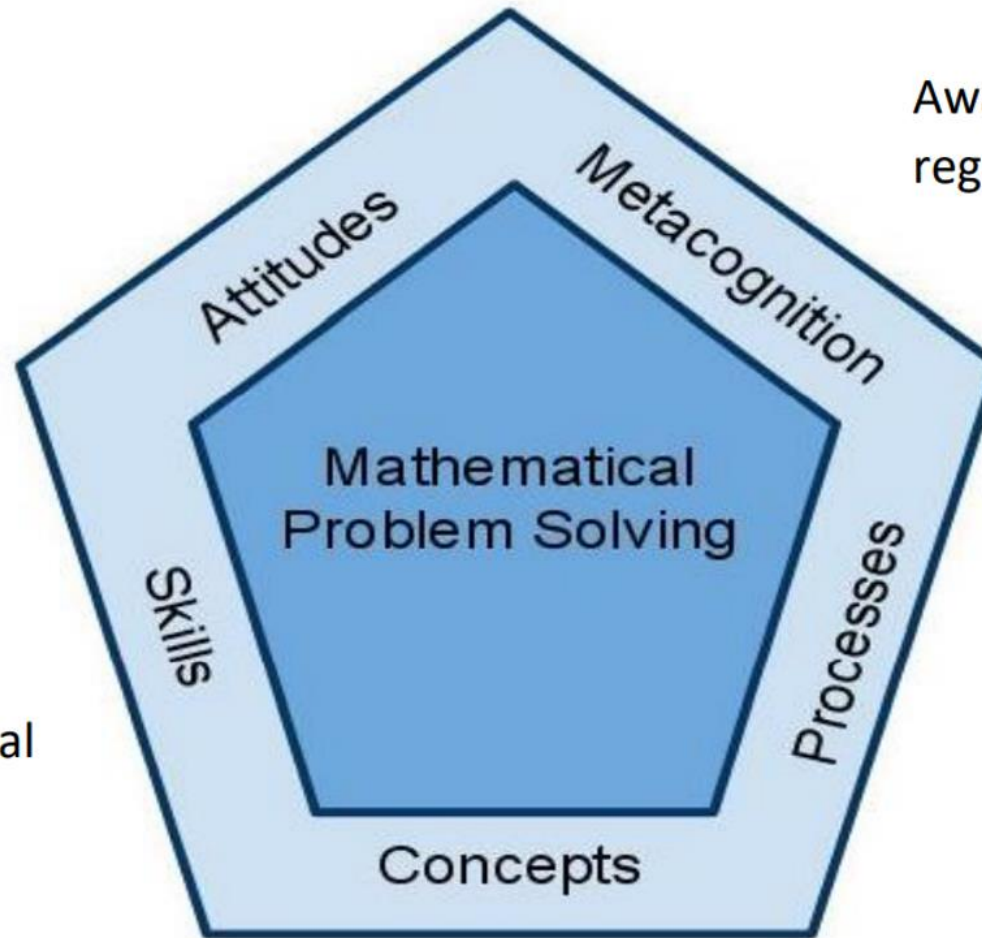
To develop our pupils with mathematical concepts and skills for everyday life and to equip them with process skills to solve mathematical problems.

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

Attitudes

Metacognition

Mathematical Problem Solving

Skills

Processes

Concepts

Understanding of the properties and relationships, operations and algorithms

Primary Mathematics Curriculum

- The Primary Mathematics Syllabus aims to enable all students to:

➢ acquire mathematical concepts and skills for everyday use

➢ develop thinking, reasoning, communication, application, and metacognitive skills through a mathematical approach to problem solving

➢ and build confidence and foster interest in mathematics

Math teachers:

1A – Ms Leong Oon Ho

1B – Ms Low Woon Mei

1C – Ms Junaidah

1D – Ms Leong Oon Ho

1E – Ms Angeline Yeo

1F – Mdm Lim See Peng

1G – Ms Junaidah

1H – Ms Angeline Yeo

1I – Ms Low Woon Mei

Topics in P1

- Numbers to 100 - Add, Subtract, Multiply and Divide
- Ordinal Numbers
- Money
- Length with standard unit (cm)
- Time
- Shapes
- Picture Graphs

Content Sequence for P1 Textbooks

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

Teaching & Learning in class

- 10 periods of Math per week
- No weighted assessments/exams
- Instead, there will be various modes of formative (informal) assessments to ensure that pupils are learning
  1. Worksheets (Workbook and RGPS worksheets)
  2. Performance Task (PT): hands-on task for authentic experiences
  3. Activity based learning using math manipulatives
  4. Games, ICT enriched lessons
  5. Differentiated instructions lessons

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.
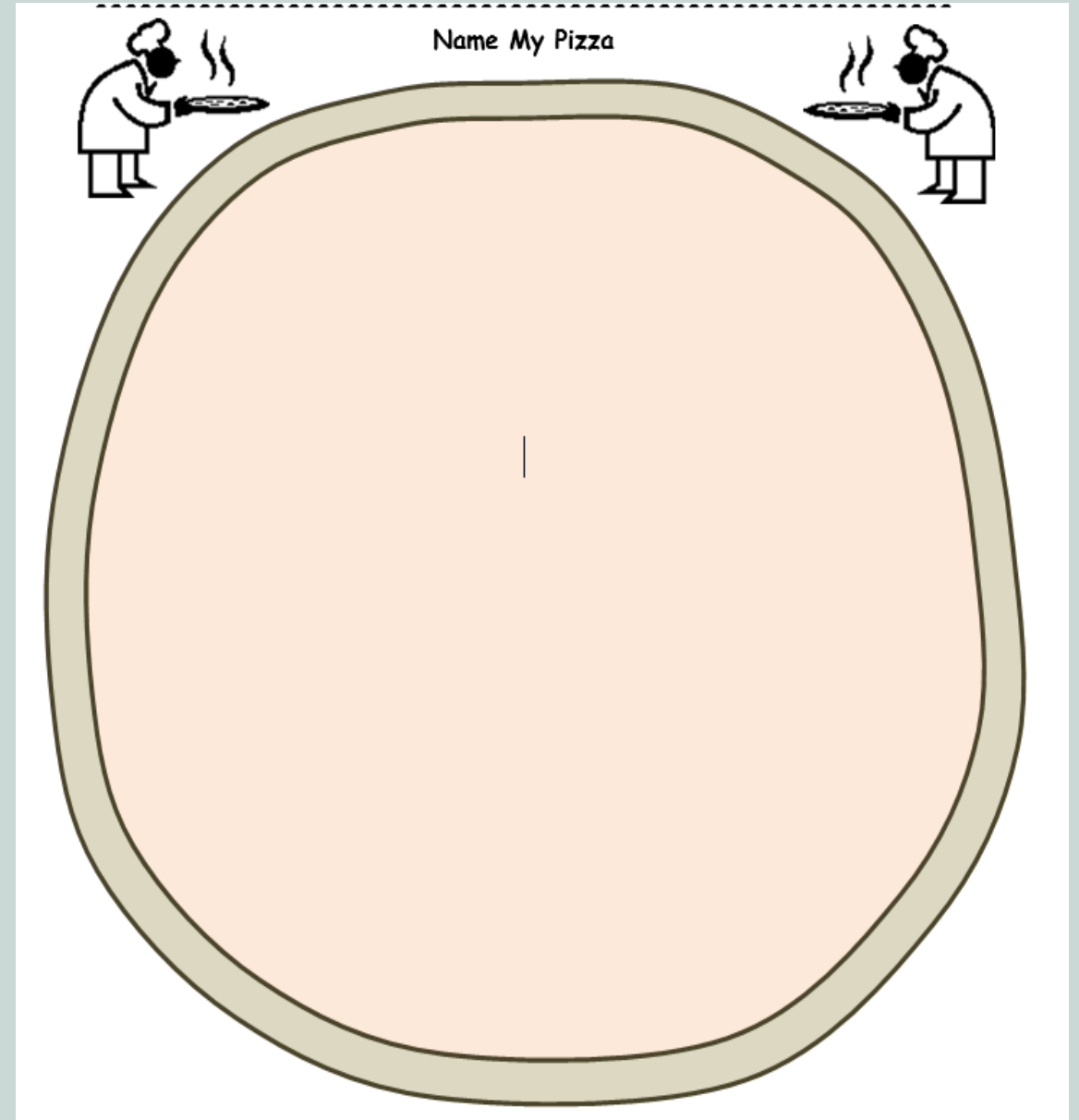
TOPPING CHART

Cheese   – Yellow Triangles

Green Peppers – Green Rectangles

Pepperoni   – Red Circles

Pineapples   – Orange Squares

Name My Pizza

Topic: Shapes

Hands-on performance tasks

RAFFLES GIRLS' PRIMARY SCHOOL
MATHEMATICS
PICTURE GRAPHS ACTIVITY

Name: _____ (___)   Date: _____

Class: P1 (___)

<u>Count</u> the number of cubes in the bag.
Use a pencil to <u>shade</u> the correct number of [ ] to complete the picture graph.

Cubes in the Bag

Red	Yellow	Green	Blue

Each [■] <u>stands</u> *for 1 cube.*

<u>After shading, fill in the answer in the blanks below</u>.

1. There <u>are</u> _____ red cubes.

2. There are _____ green and yellow cubes.

3. There are **as many** _____ *(colour)* cubes **as** _____ *(colour)* cubes.

4. The number of _____ *(colour)* cubes is the **smallest**.

5. There <u>are</u> _____ cubes altogether.

Understanding picture graphs

Differentiated Instructions

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
second
third
fourth
fifth

Name: _____

Class: _____

Date: _____

sixth
seventh
eighth
ninth
tenth

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 car.

FINISH

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.
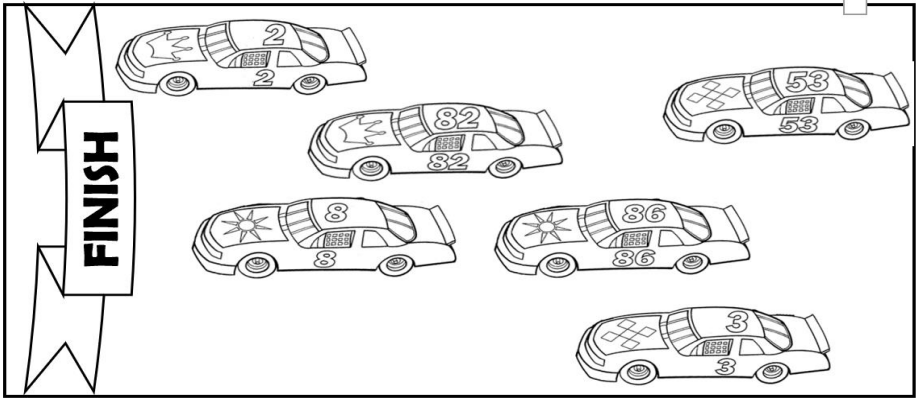
Giving students autonomy

Dessert   **How many girls are there?**

Solve the following problem given below.

(Hint: Draw pictures 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.

Building metacognition competencies

RGPS school worksheets

Worksheet 2

RAFFLES GIRLS' PRIMARY SCHOOL
MATH SUPPLEMENTARY WORKSHEET

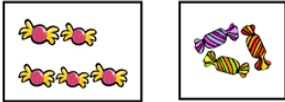NAME: _____ (   )   DATE: _____

TOPIC: <u>Addition Within 10</u>   CLASS: P 1 (   )

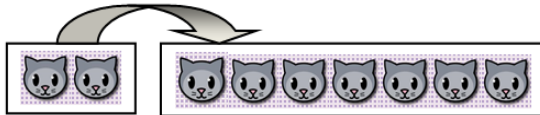**Choose the correct answer and write its number in the brackets provided.**

1.

$5 + 3 =$ _____

(1)   5
(2)   2
(3)   8
(4)   9   (   )

2.

There are _____ cats altogether.

(1)   7
(2)   2
(3)   8
(4)   9   (   )

Worksheet — Length

RAFFLES GIRLS' PRIMARY SCHOOL
MATH SUPPLEMENTARY WORKSHEET

NAME: _____ (   )   DATE: _____

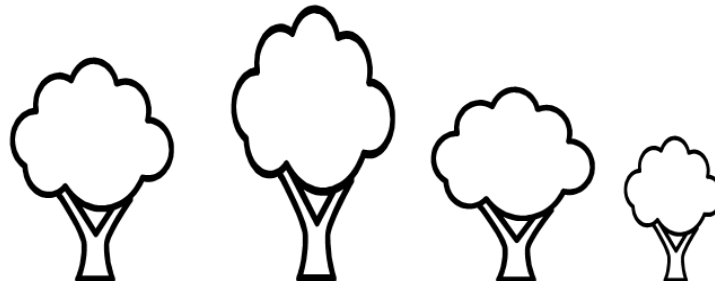TOPIC: <u>Length</u>   CLASS: P 1 (   )

1. Circle the **taller** battery.

2. Circle the **shorter** carrot.

3. Circle the **tallest** tree.

Time worksheet

2. Write the time **with** 'am' and 'pm'.

(a)

Lisa is doing her homework at
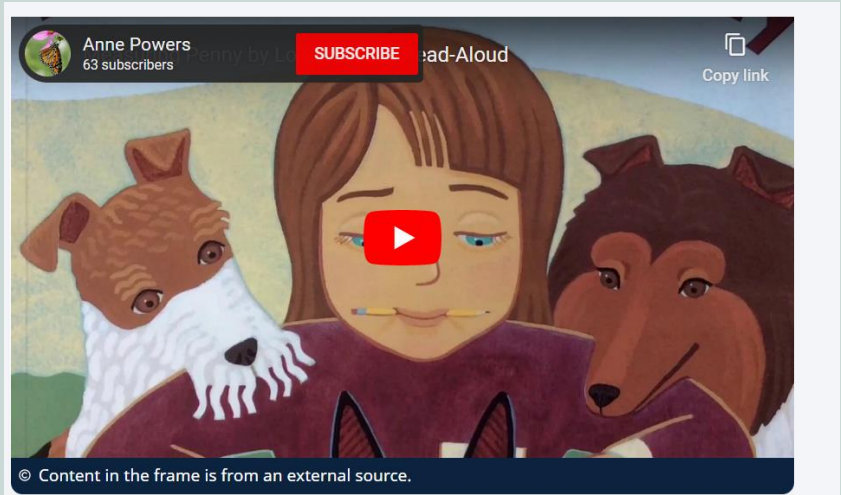_____.

(b)

Tom is having his breakfast
at _____ .
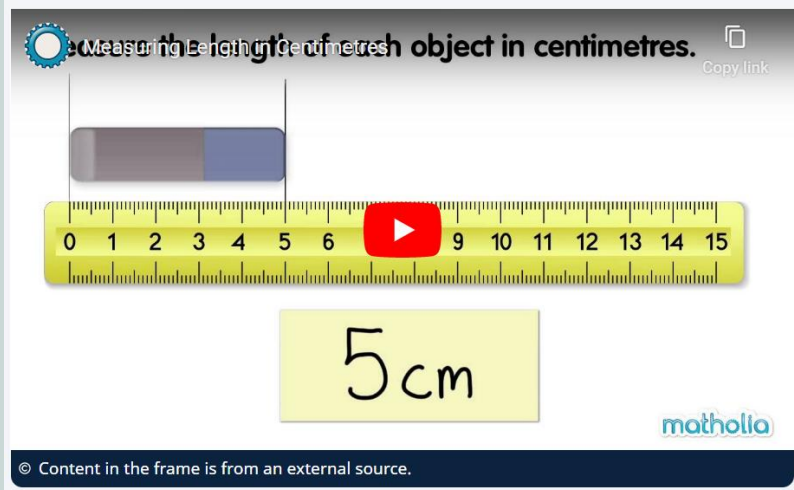
(c)

Peter is cycling at
_____.

ICT enriched lessons

Topic: Length

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Measuring Length in Centimetres

Measuring Length of each object in centimetres.

5 cm

matholia

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Using stories and videos to introduce lesson

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.

Read Less

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!
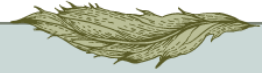
For example:

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

Measuring things around the house and uploading it to SLS

Assessment Matters

- Assessment is an integral part of the teaching and learning process. It is an ongoing process by which teachers gather information about students' learning to inform and support teaching.

- An important product of assessment is feedback. It must inform students where they are in their learning and what they need to do to improve their learning. It also inform teachers what they need to do to address learning gaps.

- In RGPS, our teachers assess students using different modes of assessment both formally and informally. A meaningful range of assessment modes and tasks includes class discussions, classroom discourse, performance tasks, use of checklists, use of rubrics with teachers' comments and students' reflections.
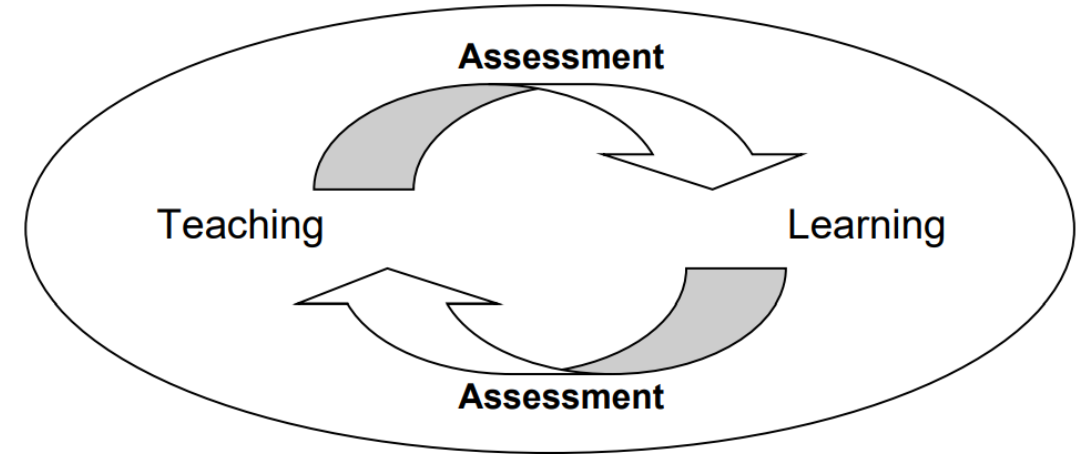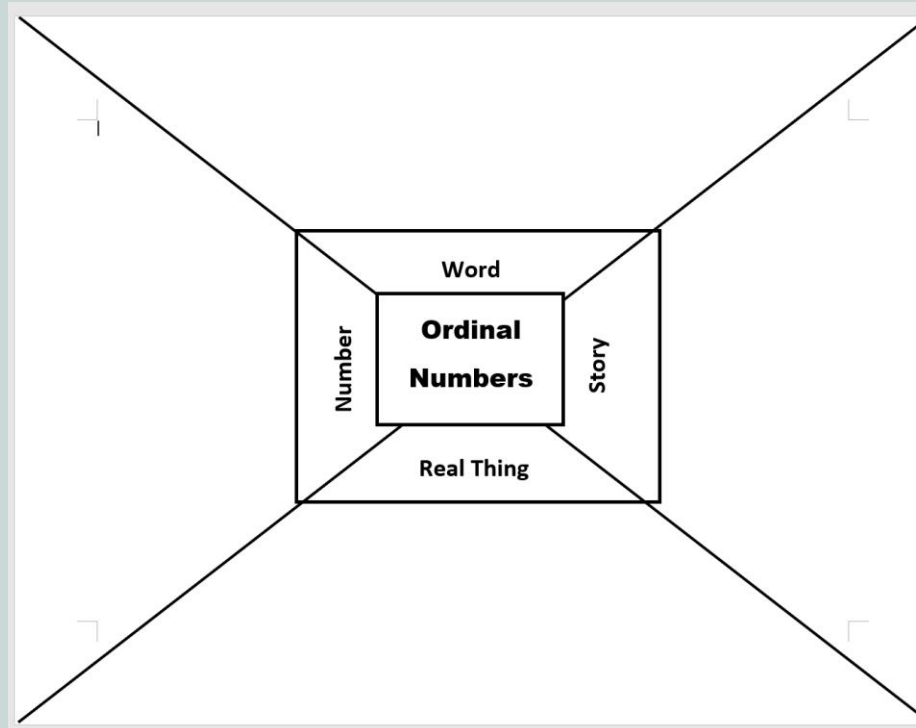
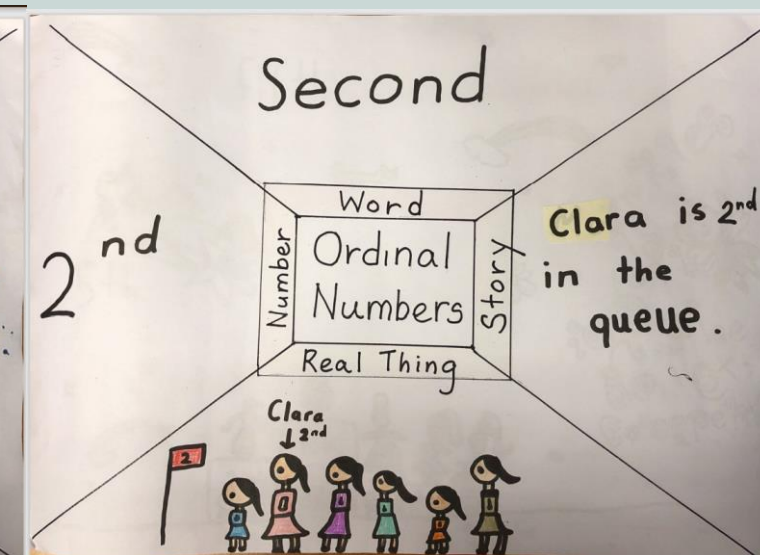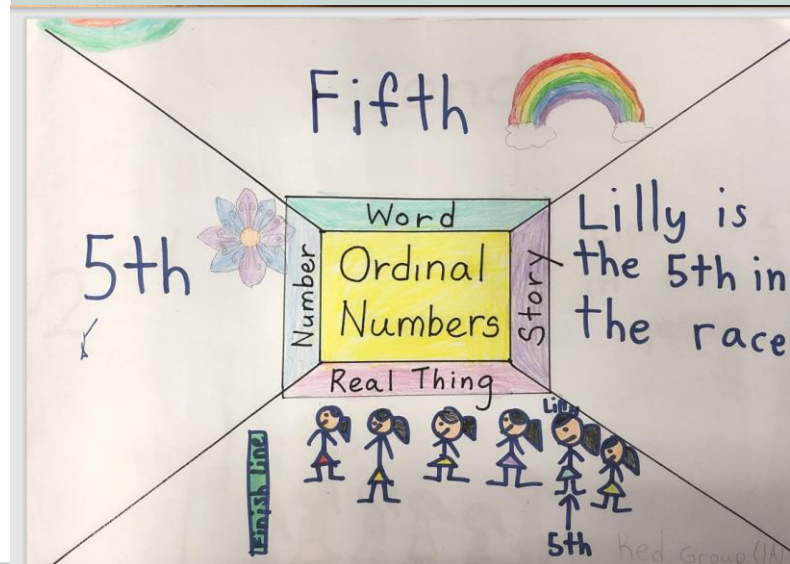# Formative Assessments

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:

Exit cards

Doing a graphic organizer as lesson consolidation

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,
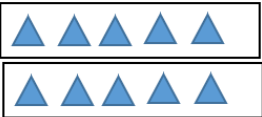12 pencils & 2 boxes on a table>

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 assessment after each topic
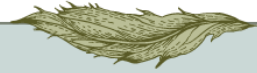
RAFFLES GIRLS' PRIMARY SCHOOL
PRIMARY ONE MATHEMATICS

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

How can you help your child?

- Help to incorporate math into their day-to-day routine, help them to understand and appreciate its relevance.

- Encourage them to check their work for accuracy and not speed.

- Encourage them to approach their math teachers if they encounter any challenges.

- Ensure that they have shown you their work and filed it properly to facilitate revision.

- Make Math fun for them! (Games, puzzles, concrete materials).

- Be encouraging and adopt a positive mindset, celebrate the small successes!

Thank you