A circular wreath of various botanical illustrations surrounds the central text. The wreath includes green ferns, a red leaf, a yellow flower, a purple flower, and several green leaves of different shapes and sizes.

P2 Mathematics Curriculum Briefing

10 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.



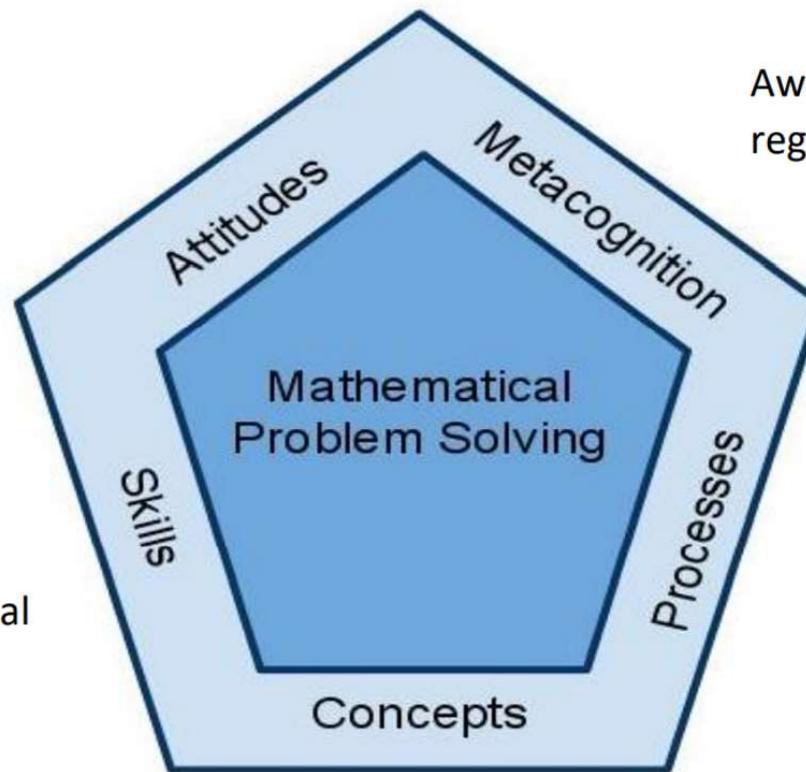
Mathematics Curriculum Framework

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



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:

2A – Mrs Claudia Lee

2B – Mrs Clara Tang

2C – Mrs Joyce Tian

2D – Ms Junaidah

2E – Ms Celia Lee

2F – Ms Elicia Lim

2G – Mrs Claudia Lee

2H – Mrs Clara Tang

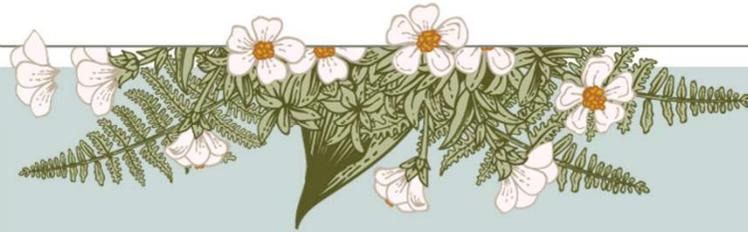
2I – Ms Low Qiu Hong

Topics in P2



- Whole numbers to 1000 with the introduction of ' $>$ ' and ' $<$ ' symbols
- Addition and subtraction
- Multiplication and division
- Using models
- Length & Mass
- Money
- 2D and 3D figures
- Fraction and Time
- Picture Graphs
- Volume

New topics in P2



- Models
- Volume
- Fraction
- 2D patterns
- 3D Figures

Content Sequence for P2 Textbooks

Term 1

- Numbers to 1000
- Addition & Subtraction
- Length

Term 2

- Multiplication & Division
- Multiplication Tables of 2, 5 & 10
- Mass
- Time

Term 3

- Addition & Subtraction
- Multiplication Tables of 3 & 4
- Money
- Fractions

Term 4

- Volume
- Picture Graphs
- Shapes

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

Hands-on performance tasks

Mass

Use the given weighing scale (g) and bags (X, Y and Z) to complete the question.

a) Weigh the given bags (X, Y and Z) and complete the table below. (3 m)

Bag	X	Y	Z
Mass (grams)	g	g	g

b) Bag X is g lighter than Bag Y. (1m)

Using weighing scales to find the mass of objects

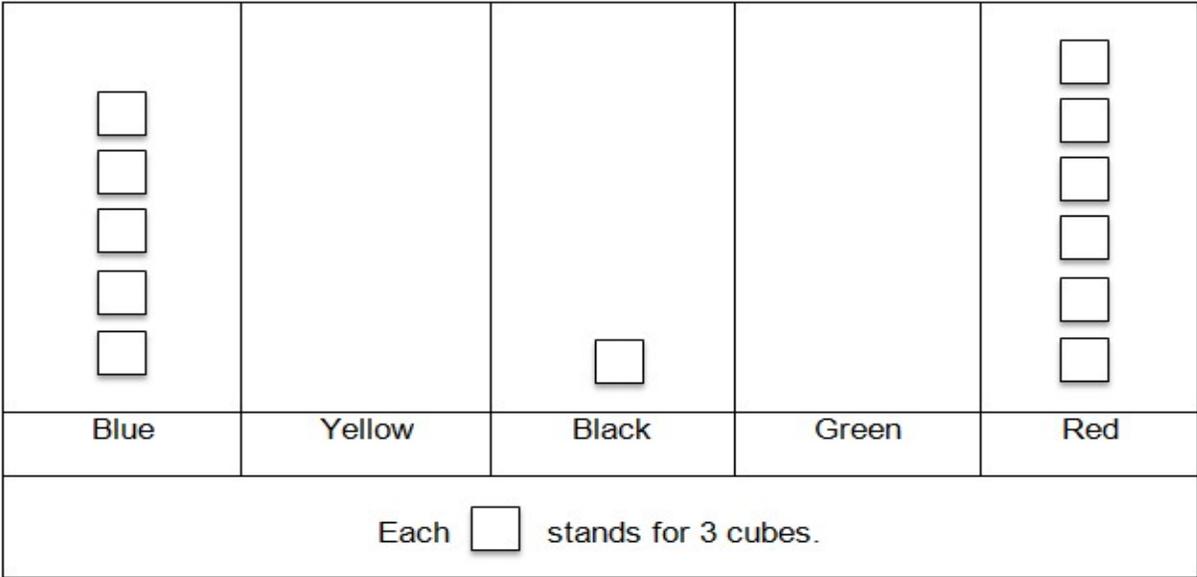


Hands-on performance tasks

TOPIC: PICTURE GRAPHS

1. Count the number of coloured cubes in the bag and complete the picture graph. (2 marks)

My coloured cubes



Using counting cubes for 'picture graphs'

Differentiated Instructions

Name: _____ Class: P2 () Date: _____

Math Choice Board- Money

Choose **two** activities that you want to do with a partner
Put a ✓ for the two activities you have chosen.

<p>Shopping (Activity 1) Take turns to role play a customer and a cashier.</p> <p>Customer will buy 2 meals, list the items bought and total up the cost. She will pay the cashier with the notes given in a bag.</p> <p>Cashier will check that the total cost of the meal is correct and write down the change she needs to return the customer.</p>	<p>Budgeting (Activity 2) You will be given an advertisement with items on sale in a supermarket.</p> <p>Take turns to list the items you can buy for Christmas with the different budgets given.</p> <p>Check that the cost of the items bought tallies with the budget.</p>
<p>Problem Solving (Activity 3) You will be given a departmental store advertisement.</p> <p>Create word problems for your partner to solve.</p> 	<p>Money Changing (Activity 4) Write down 2 different ways to show the same amount of money. You may use the notes and coins in the bag to help you.</p> <p>Exchange the worksheet with your partner to check answers.</p>

Giving students autonomy

Main Course

1

Select 1 out of 2 to complete

Gina makes a chocolate pasta dish.
She only uses half the chocolate bar.



In what ways can she show halves for each chocolate bar?

Fold the chocolate bar & draw lines to show the parts.

Paste it in the spaces below.

Shade the part used and write its fraction.

For each way, use a separate chocolate bar.

Paste here

is shaded.

Building metacognition competencies



RAFFLES GIRLS' PRIMARY SCHOOL MATH SUPPLEMENTARY WORKSHEET

3

NAME: _____ () DATE: _____

TOPIC: Length CLASS: P 2 ()

1. Fill in the blanks with 'more' or 'less'.

(a)



A bag is _____ than 1 m tall.

(b)



A sofa is _____ than 1m long.

(c)



A ladle is _____ than 1 m long.



RAFFLES GIRLS' PRIMARY SCHOOL MATH SUPPLEMENTARY WORKSHEET

4

NAME: _____ () DATE: _____

TOPIC: Multiplication and Division CLASS: P 2 ()

1. Complete the equations.

a) $3 + 3 + 3 + 3 = \square$

\square groups of 3 = \square

$4 \times 3 = \square$

b) $4 + 4 + 4 + 4 + 4 = \square$

\square groups of $\square = \square$

c) 10 fours = \square

$\square \times 4 = \square$

2. Complete the multiplication equations.

a)



$\square \times \square = \square$

$\square \times \square = \square$

ICT enriched lessons

Topic: Length

Using metre as a unit of measurement

Units of Length - Metre

Watch later Share

1 m

matholia

© Content in the frame is from an external source.

Using videos in SLS

Things in the bedroom Things in the living room View All

There are many objects in your bedroom. Choose an object in your bedroom. Using your height as a basis for comparison, explain why the object is more or less than 1 m. Type your answer, take a picture and upload it in the space given below. Do face the camera when taking the photograph.

After submitting your work, you can look at what your classmates have submitted. Do say "Well done" or "Great job" to them if you think they have done a good job.

Example:

My height is more than 1 m. I am shorter than the door of my bedroom so the door is more than 1 m.

Things in the bedroom Things in the living room View All

There are many objects in your living room. Choose an object in your living room. Using your height as a basis for comparison, explain why the object selected is more or less than 1 m. Type your answer, take a picture and upload it in the space given below. Do face the camera when taking the photograph.

After submitting your work, you can look at what your classmates have submitted. Do say "Well done" or "Great job" to them if you think they have done a good job.

Example:

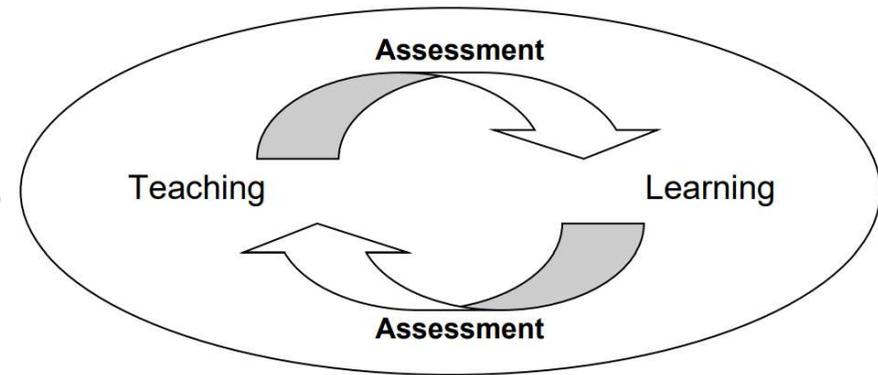
My height is more than 1 m. I am taller than the table in my living room so it is less than 1 m.

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

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>

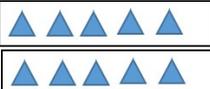
You may use these words to help you:

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.

<p>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.</p> <p>Eg. $3 \times 4 = 12$ $4 \times 3 = 12$ $2 \times 6 = 12$ $6 \times 2 = 12$</p>	<p>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.</p> <p>Eg. $2 + 2 + 2 + 2 = 8$ 4 twos = 8 4 groups of 2 = 8 $4 \times 2 = 8$</p>	<p>3. Use items to show the following multiplication phrases:</p> <ul style="list-style-type: none"> • 2 groups of 6 • 6 groups of 2 • 3 groups of 4 • 4 groups of 3 <p>Draw or take a picture (print out & paste it on the paper) to show your answers.</p>
<p>4. Write a multiplication/division/addition/subtraction story and solve it.</p> <p>Eg. I had 10 candies. I gave them to 2 friends. Each of them had 5 candies</p> 	<p>5. P1 Math Quest (access link via SLS)</p> <p>Upon completion, please write down the 4-digit code below:</p> <p>Code: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p>	<p>6. Compose a song or rap based on multiplication/division/addition/subtraction facts using your <u>favourite</u> tune.</p> <p>You may wish to upload a video and send it to your Math teacher.</p>
<p>7. Read any one book below (or any book) related to division:</p> <ul style="list-style-type: none"> • Divide or Ride • The Doorbell Rang • The Multiplying Menace Divides • Remainder One <p>Write a book review and share with your friends.</p>	<p>8. Read any one book below (or any book) related to multiplication:</p> <ul style="list-style-type: none"> • Amanda Bean's Amazing Dream • 365 Penguins • The Lion's Share • The Grapes of Math <p>Write a book review and share with your friends.</p>	<p>9. Read any one book below (or any book) related to addition or subtraction:</p> <ul style="list-style-type: none"> • One Hundred Hungry Ants • Mission Addition • Elevator Magic • The Real Princess: A <u>Mathematical</u> Tale <p>Write a book review and share with your friends.</p>

Different tasks for students to choose to consolidate revision

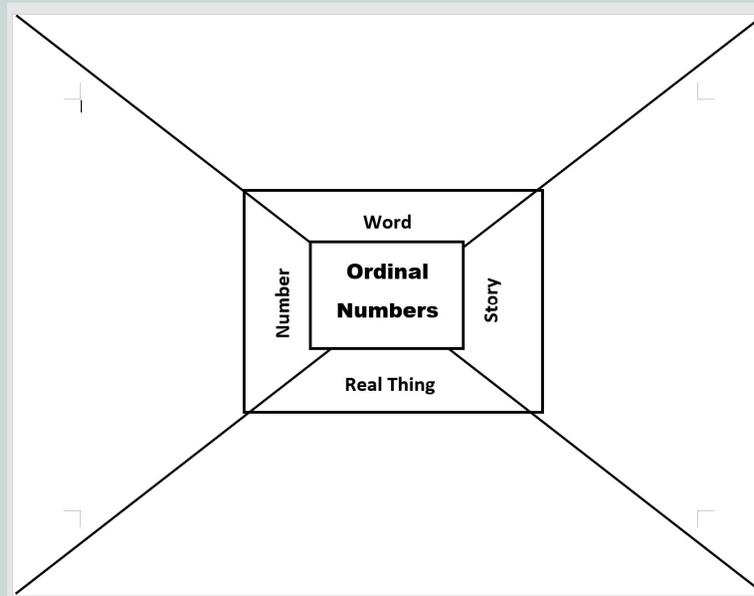
Formative Assessments

2-1 Exit Card

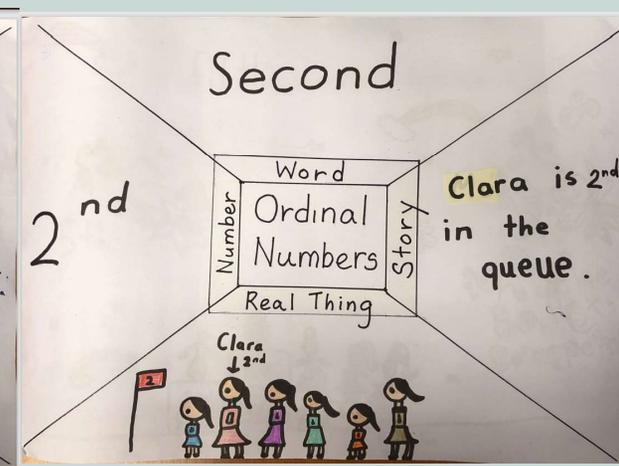
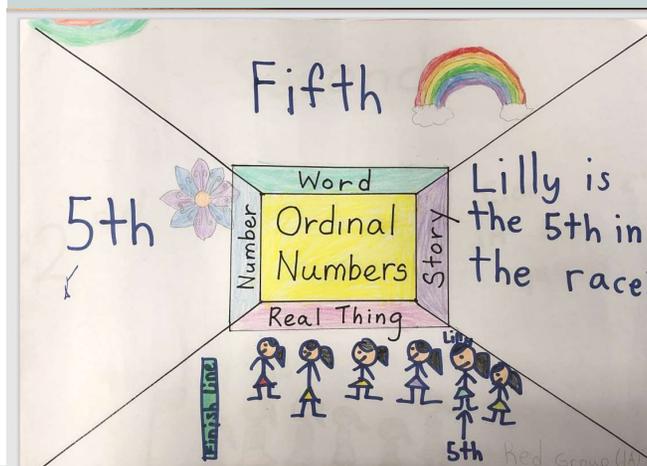
- Write down 2 things which you have learnt today for comparing & ordering of fractions.
- Write down 1 challenge which you face for this topic.

2 things I have learnt today are:

1 challenge that I face for this topic is:



Doing a graphic organizer as lesson consolidation



Exit cards

Teacher's assessment after each topic



Numbers To 1000	Novice	Developing	Proficient
• Counts in tens/ hundreds			
• Represents numbers in a place-value chart			
• Reads and writes numbers in numerals and in words			
• Compares and orders numbers within 1000			
• Completes number patterns			
• Identifies odd and even numbers			

Write number equations <i>(where applicable)</i>		Teacher's Comments (if any)
Show your working <i>(where applicable)</i>		
Revise concepts learnt at home		
Check your work carefully		
Write neatly		

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

