

Primary 1 Mathematics Curriculum Briefing 2026



Outline

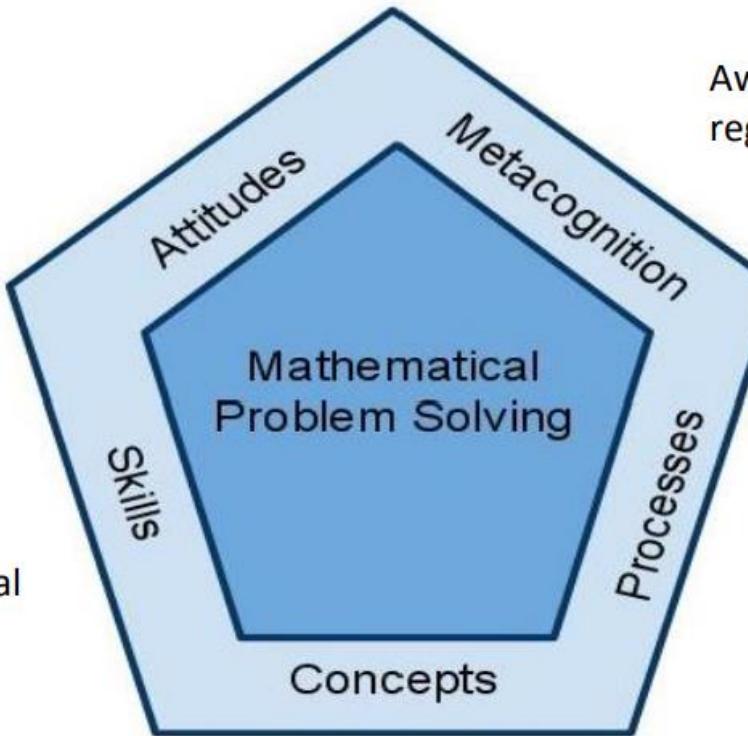
- Mathematics Curriculum Framework
- Mission
- Approach to Teaching & Learning
- Assessment



MOE Mathematics Curriculum Framework

Belief, appreciation, confidence, motivation, interest and perseverance

Proficiency in carrying out operations and algorithms, visualising space, handling data and using mathematical tools



Understanding of the properties and relationships, operations and algorithms

Awareness, monitoring and regulation of thought processes

Competencies in abstracting and reasoning, representing and communicating, applying and modelling



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

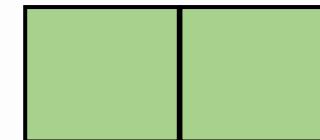


Approach to Teaching & Learning

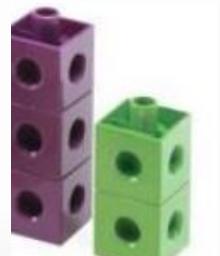
CONCRETE

PICTORIAL

ABSTRACT



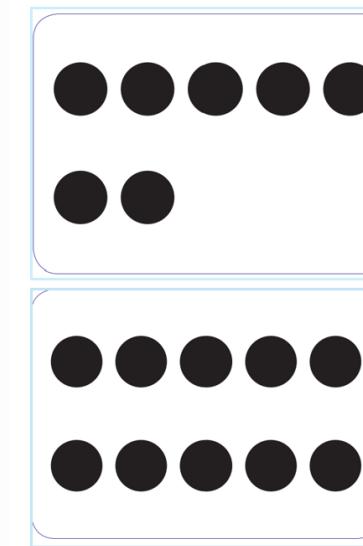
2



$3 + 2 = 5$



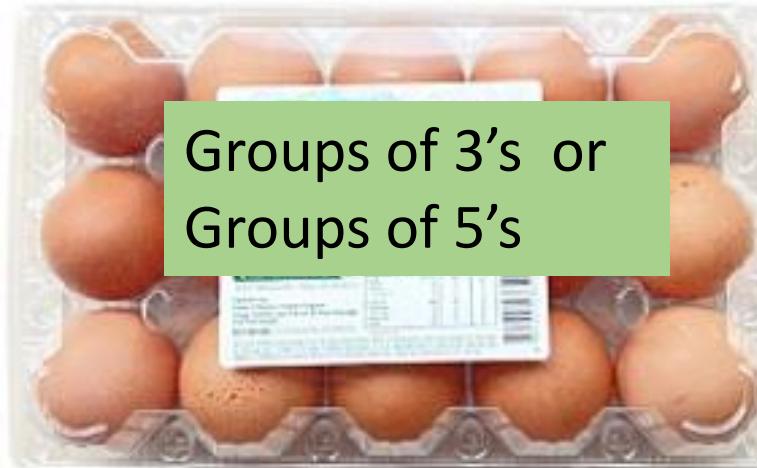
Approach to Teaching & Learning



Use of concrete manipulatives to develop conceptual understanding



Real-Life Objects as manipulatives



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

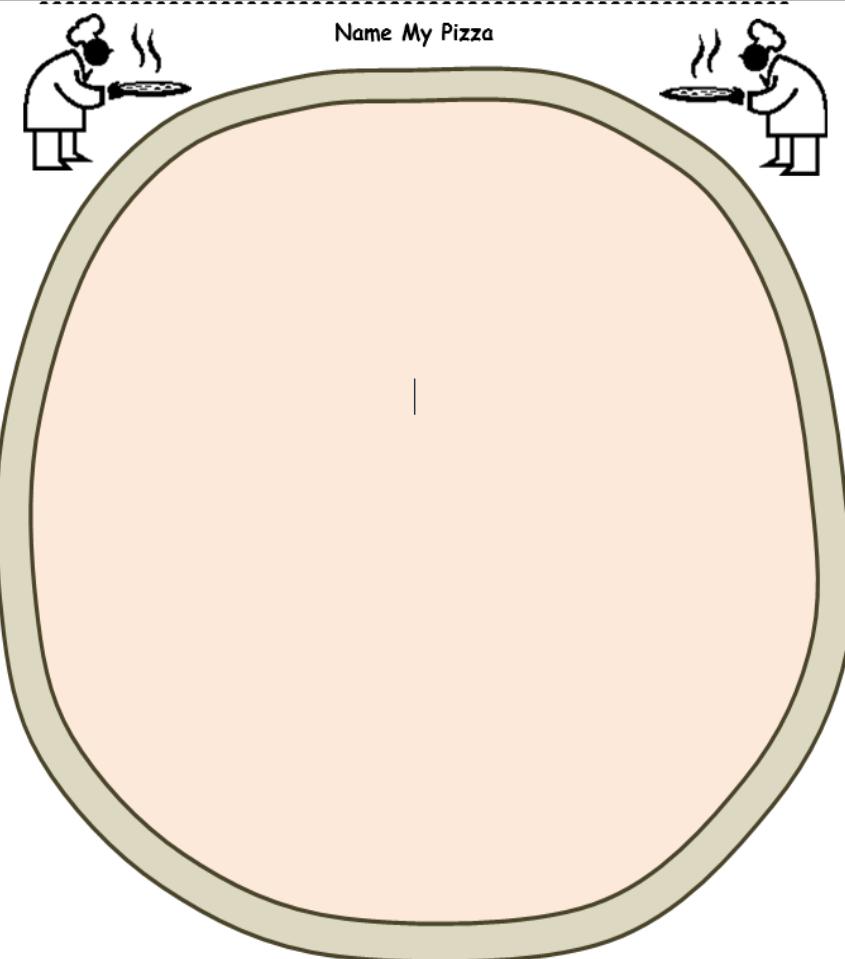
Cheese - Yellow Triangles

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.

Starter

How many girls are there?

Problem 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?

There are _____ girls in the queue.

Ice Cream Cone

Main Dish 1

Car Racing

Read the clues and colour the cars below.

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

How many girls are there?

Starter

Stickers Line-up

1. Car Racing
 2. My Ice Cream Tower

Math Menu

Ordinal Numbers

Starter	Main Dish (Choose 1 to do)	Dessert
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1. Car Racing
 2. My Ice Cream Tower

How many girls are there?

first	
second	
third	
fourth	
fifth	

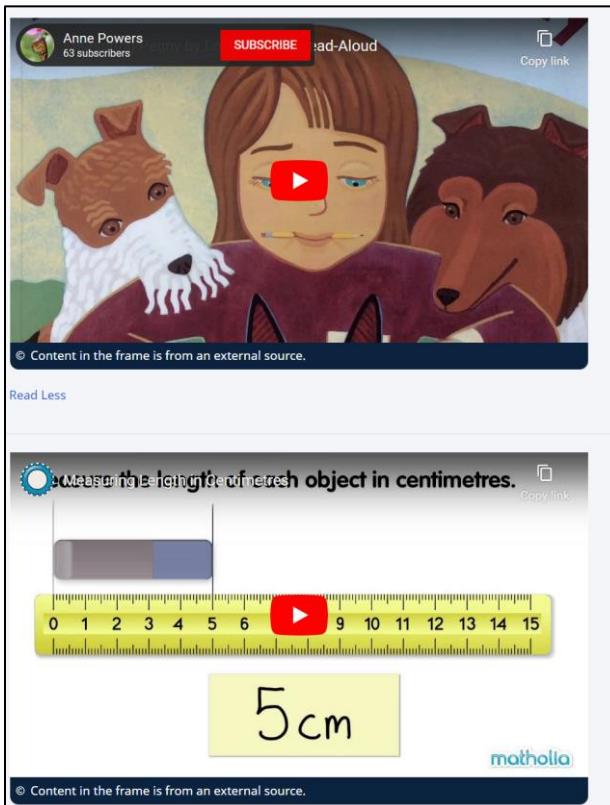
Name: _____
 Class: _____
 Date: _____

sixth	
seventh	
eighth	
ninth	
tenth	



ICT enriched lessons

Topic: Length



Anne Powers 63 subscribers SUBSCRIBE Read-Aloud Copy link

Content in the frame is from an external source.

Read Less

Measuring Length of an object in centimetres. Copy link

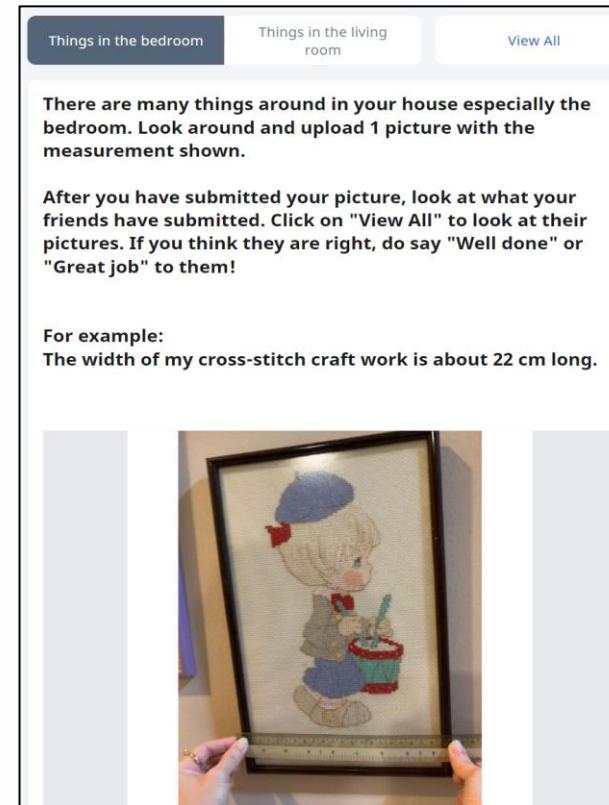
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

5 cm

matholia

Content in the frame is from an external source.

Using stories and videos to introduce lesson



Things in the bedroom Things in the living room View All

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.



Measuring things around the house and uploading it to SLS

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.



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



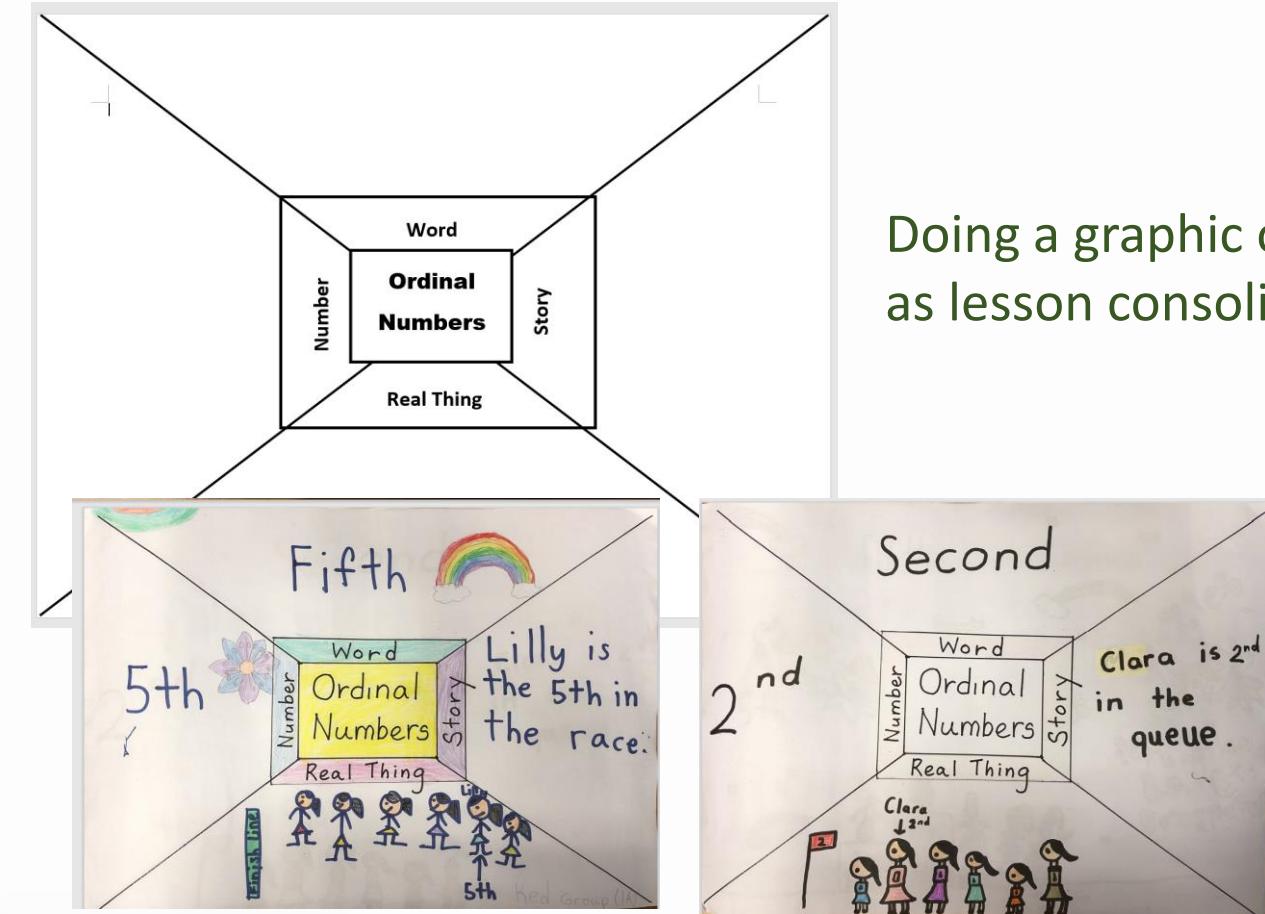
Formative Assessments

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 learnt today are:

1 challenge that I face for this topic is:



Hands-on performance tasks

**RAFFLES GIRLS' PRIMARY SCHOOL
MATHEMATICS
PICTURE GRAPHS ACTIVITY**

Name: _____ () Date: _____

Class: P1 ()

Count the number of cubes in the bag.
Use a pencil to shade the correct number of to complete the picture graph.

Cubes in the Bag

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Red	Yellow	Green	Blue

Each stands for 1 cube.

After shading, fill in the answer in the blanks below.

1. There are _____ 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 are _____ cubes altogether.



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. $3 \times 4 = 12$
 $4 \times 3 = 12$
 $2 \times 6 = 12$
 $6 \times 2 = 12$

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



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.

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. $2 + 2 + 2 + 2 = 8$
 $4 \text{ twos} = 8$
 $4 \text{ groups of } 2 = 8$
 $4 \times 2 = 8$

5. **P1 Math Quest** (access link via SLS)

Upon completion, please write down the 4-digit code below:

Code:

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.

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.

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.

Different tasks for students to choose to consolidate revision



Teacher's feedback after each topic

FEEDBACK			
Rectangular Strip			
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			

Write number equations (where applicable)	Teacher's Comments (if any)
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

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- Show the relevance of Maths in real-life
- Play Math Games
- Provide a supportive environment
- Encourage a Growth Mindset





Thank you!

