# Primary 6
# Mathematics
# Curriculum Briefing

# 2026

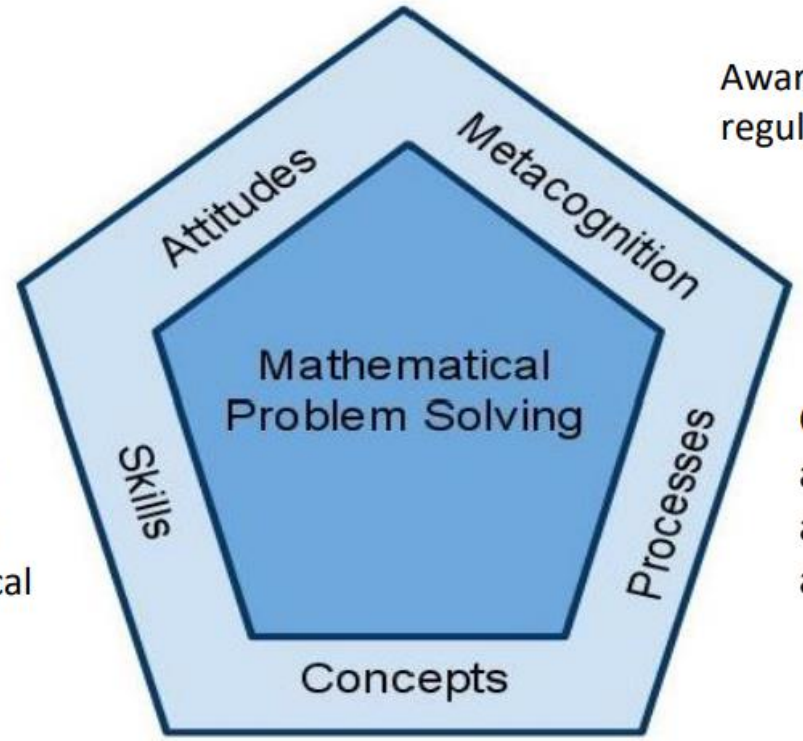
# Outline

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

# MOE Mathematics Curriculum Framework

Belief, appreciation, confidence, motivation, interest and perseverance

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

# 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 P6 Standard Math | |
|---|---|
| Fractions | Circles |
| Ratio | Volume of Cube and Cuboid |
| Percentage | Average |
| Angles in Geometric Figures | Algebra |

| Content Sequence for P6 Foundation Math | |
|---|---|
| Fractions | Pie Charts |
| Decimals | Area of Triangles |
| Percentage | Properties of Triangles |
| Average | Angles in Triangles, Rectangles and Squares |
| Volume | |

# Approach to Teaching & Learning

CONCRETE → PICTORIAL → ABSTRACT

# Approach to Teaching & Learning


Fraction Discs

3-D solids

Nets

Use of concrete manipulatives to develop conceptual understanding

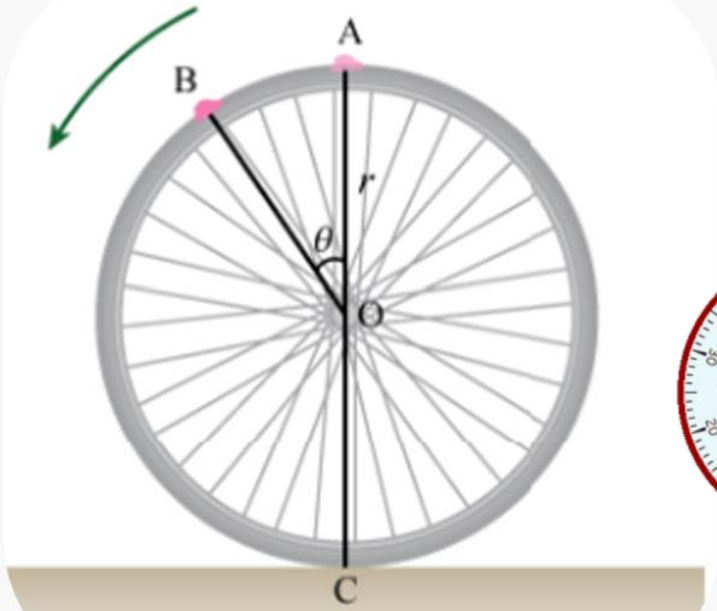
## Experiential Learning

**P6 - Circles**

# The Math Concept

Understanding and relating the circumference to the distance covered

(9) A wheel has a radius of 21 cm. How many complete turns must it make to cover a distance of 1980 cm? (Take $\pi = \frac{22}{7}$.)




# Empathize

The pain point and the why

**YEO YUAN XIN, TYLIA NOELLE**
Response • 0

To ensure that the reliability of the results and make sure it is accurate

**KASLYN**
Response

To know are

# Define

Find the perimeter of the basketball court.

# Ideation

How to make a wheel that measures distances

# Prototype

Making the measuring wheel



# Testing

Student use their designed wheel to measure the basketball court

**Q1**

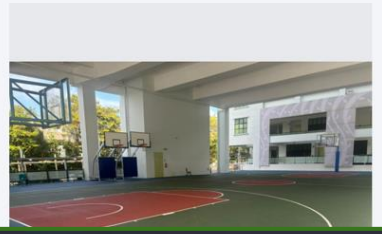
RECOMMENDED 1 min

Estimate the length and breadth of the basketball court.

**Q2**

RECOMMENDED 4 min

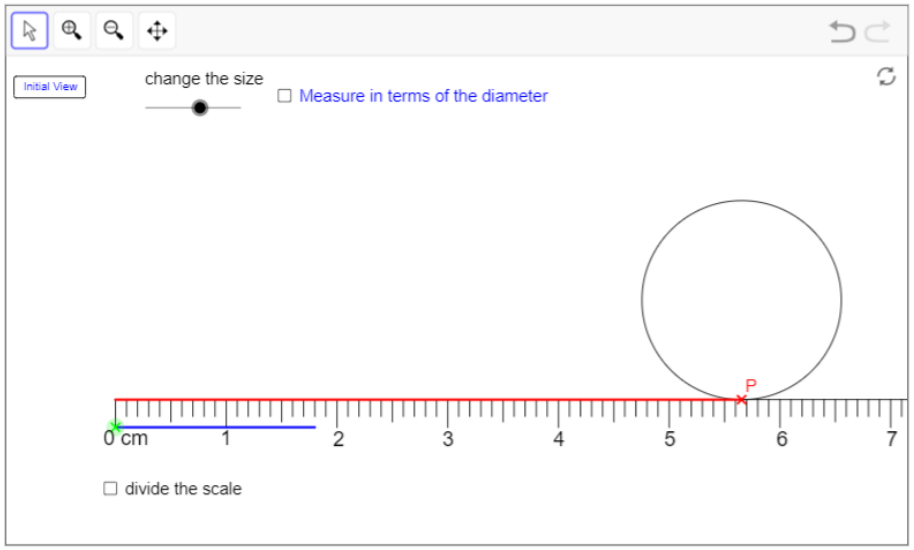
Using your deisgned wheel, measure the length and breadth of the basketball court.



RAFFLES GIRLS' PR. SCHOOL

# Experiential Learning

# ICT Enriched Lessons




The actual value is represented by π, which is read as **pi.**

π is given by $\frac{22}{7}$ which is about **3.14.**

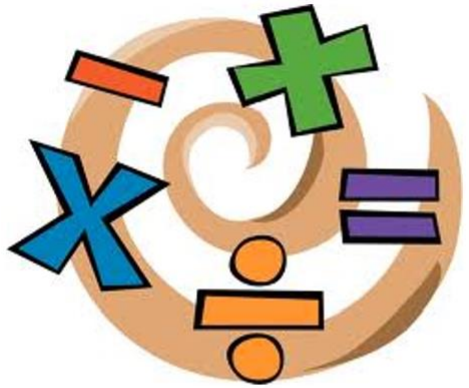
**So,**

**The circumference of any circle = π x Diameter**

| | A | B | C | D |
|---|---|---|---|---|
| 1 | **Names:** | **Diameter** | **Circumference** | **Circumference ÷ Diameter** |
| 4 | Grace | 1.5 | 4.7 | 3.13 |
| 5 | Melanie | 1.4 | 4.4 | 3.14 |
| 6 | Sasha | 1.7 | 5.3 | 3.12 |
| 7 | Erina | 1.1 | 3.5 | 3.18 |
| 8 | Irdina | 2.6 | 8.2 | 3.15 |
| 9 | Tian Yi | 1.2 | 3.8 | 3.17 |
| 10 | Arra | 1 | 3.1 | 3.10 |
| 11 | Abeerah | 1.2 | 3.8 | 3.17 |
| 12 | Anaya | 1.7 | 5.3 | 3.12 |
| 13 | Cheryl | 1 | 3.1 | 3.10 |
| 14 | | | | |

# Heuristics Skills

RAFFLES GIRLS' PRIMARY SCHOOL
MATHEMATICS
PRIMARY 6

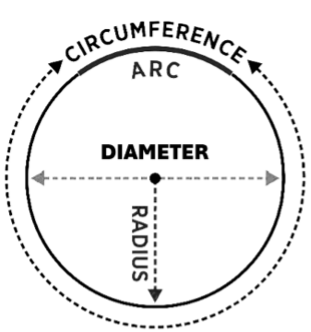


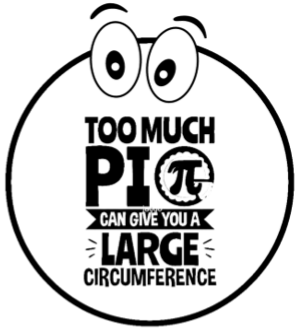
## Whole Number Problem Sums

| Key Concepts | Completed |
|---|---|
| 1. Constant Difference | |
| 2. Proportion / Grouping | |
| 3. More than / Less than with Internal Transfer | |
| 4. More than / Less than | |

## Ratio Problem Sums

| Concepts | |
|---|---|
| 1. Repeated Identity | |
| 2. One Item Constant | |
| 3. Constant Total | |
| 4. Constant Difference | |
| 5. Part - Whole | |
| 6. Number & Amount | |
| 7. Gaps & Difference | |




## CIRCLES BOOKLET

| S/N | Key Concept | |
|---|---|---|
| 1 | Useful Notes:<br>– Different types of $\pi$<br>– Formulae for circumference & area of circles<br>– Basic shapes in circles<br>– Thinking routine for composite figures | |
| 2 | Perimeter in Composite Figures | |
| 3 | Area in Composite Figures | |
| 4 | Visualisation & Transformation (Cut-and-Paste) | |

# Polya's 4 Steps to Problem Solving

**UNDERSTAND**

- Read the question carefully
- Take note of key words / information
- What are you asked to solve?

**PLAN**

- Think about similar problem you have solved before.
- Any clues to guide you on the strategy to be applied here? e.g make a list, draw a model etc

**SOLVE**

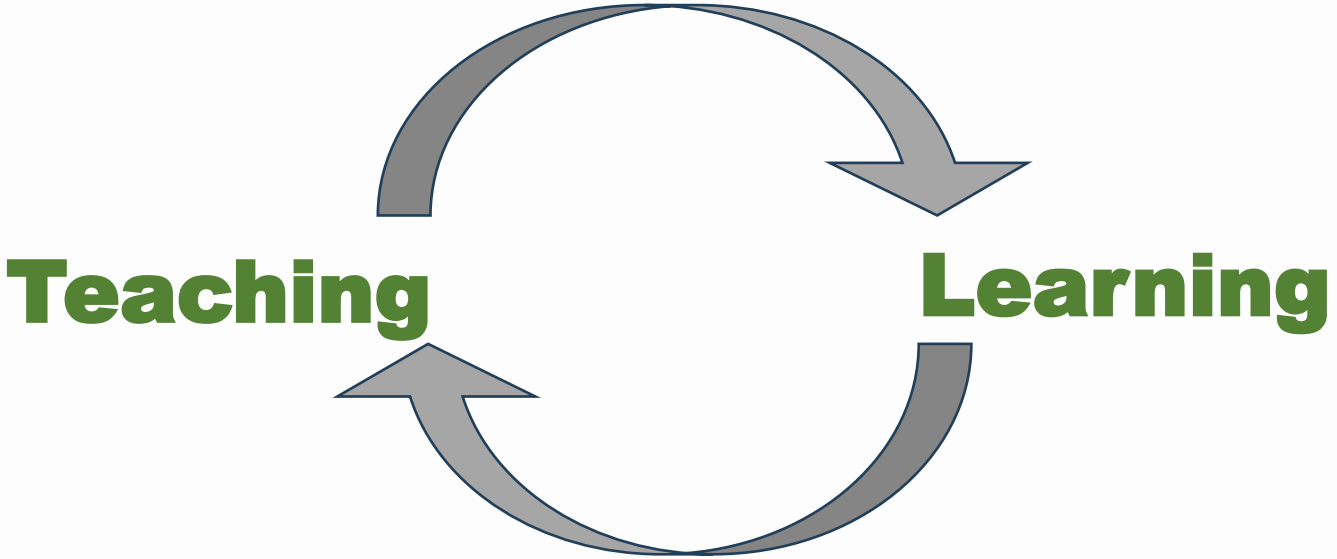
- Follow your plan step by step.
- Write the equations and check each step as you go

**CHECK**

- Does your answer make sense?
- Does your answer fit the conditions given in the question?
- Do you need to include any units in your answer?

Formative

ASSESSMENT




ASSESSMENT

Summative

# Formative Assessment

- Daily work
- Topical Review
- Teacher's observation and feedback

# P6 Standard Mathematics

| Weighted Assessment 1 | Weighted Assessment 2 |
|---|---|
| Term 1 Week 9 | Term 2 Week 9 |
| 30 marks | 30 marks |
| Topics:<br>• Whole Numbers<br>• Fractions<br>• Ratio | Topics:<br>• Percentage<br>• Angles in Geometrical Figures<br>• Circles<br>• Measurement |

# P6 Foundation Mathematics

| Weighted Assessment 1 | Weighted Assessment 2 |
|---|---|
| Term 1 Week 9 | Term 2 Week 9 |
| 30 marks | 30 marks |
| Topics:<br>• Whole Numbers<br>• Fractions<br>• Decimals | Topics:<br>• Percentage<br>• Average<br>• Volume |

# PSLE Standard Mathematics Exam Format

| Paper | Booklet | Item Type | Number of questions | Number of marks per question | Total marks | Weighting | Duration |
|---|---|---|---|---|---|---|---|
| 1 No Calculator | A | MCQ | 10 | 1 | 10 | 50% | 1 h 10 min |
| | | | 8 | 2 | 16 | | |
| | B | SAQ | 12 | 2 | 24 | | |
| 2 Calculator | | SAQ | 5 | 2 | 10 | 50% | 1 h 20 min |
| | | LAQ/ Structured | 10 | 3, 4, 5 | 40 | | |
| Total | | | 45 | - | 100 | | 2 h 30 min |

# PSLE Foundation Mathematics Exam Format

| Paper | Booklet | Item Type | Number of questions | Number of marks per question | Total marks | Duration |
|---|---|---|---|---|---|---|
| 1 | A | Multiple-choice | 10 | 1 | 10 | 1 h |
| | | | 10 | 2 | 20 | |
| | B | Short-answer | 8 | 2 | 16 | |
| 2 | | Short-answer | 10 | 2 | 20 | 45 min |
| | | Structured | 4 | 3 or 4 | 14 | |
| Total | | | 42 | - | 80 | 1 h 45 min |

# Good habits for your child to adopt

- Read the question carefully
- Take note of key words and information given.
- Present solutions clearly
- Annotate or write short statements for the working
- Check that they have computed the answer correctly at each step before moving on to the next step
- Include relevant units in the answer
- Read the question again to ensure that they have answered the question

# Empowering Math Learning at Home

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


# Thank you!