



**ANG MO KIO
PRIMARY SCHOOL**

2026 P3 Meet-the-Parents Briefing

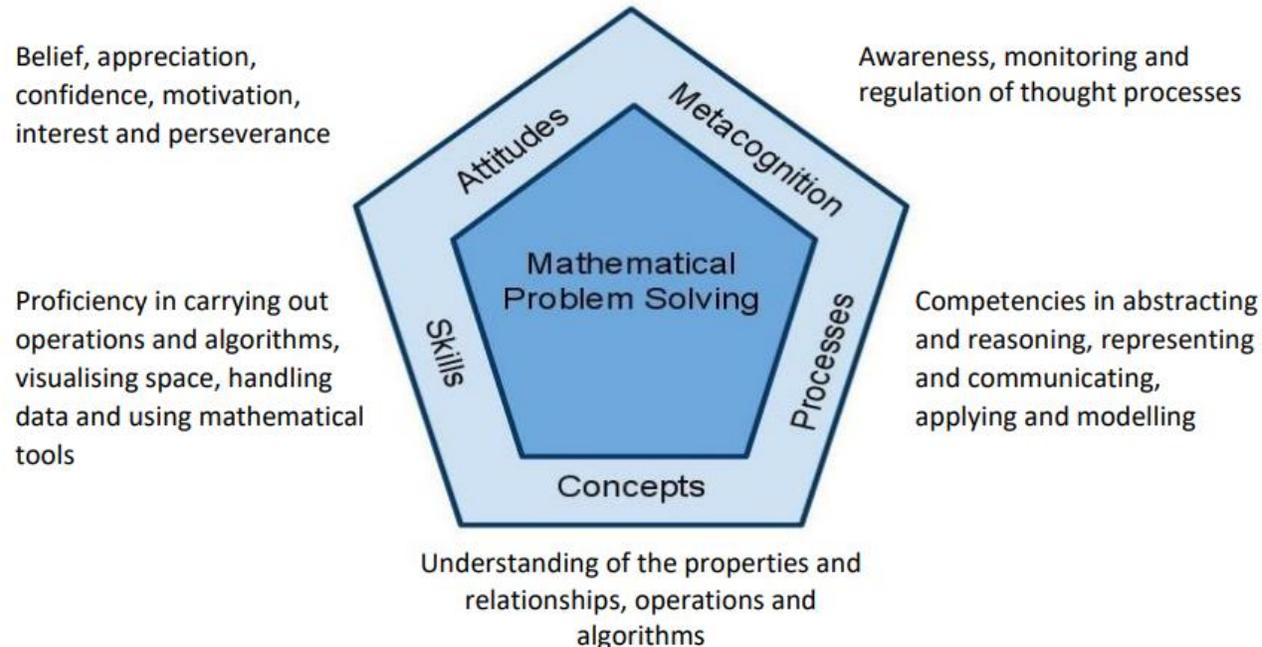
Nurturing Mathematics Learning in AMKP

Primary Mathematics Syllabus

It lays the foundation for students to:

- acquire mathematical concepts and skills for everyday use and continuous learning in mathematics;
- develop thinking, reasoning, communication, application and metacognitive skills through a mathematical approach to problem solving; and
- build confidence and foster interest in mathematics

Mathematics Curriculum Framework



Primary 3 Maths Syllabus

	Term 1	Term 2	Term 3	Term 4
Topics covered	<ul style="list-style-type: none">• Numbers to 10 thousand• Addition and Subtraction• Money• Multiplication Tables of 6, 7, 8 and 9	<ul style="list-style-type: none">• Multiplication & Division• Four operations (word problems)• Bar Graphs• Angles	<ul style="list-style-type: none">• Perpendicular and Parallel Lines• Fractions• Length, Mass and Volume	<ul style="list-style-type: none">• Area and Perimeter• Time

Primary 3 Maths Assessments

Term 1	Term 2	Term 3	Term 4
-*	WA2	WA3	End-of-Year (EYE) Examinations
-	15%	15%	70%

*WA1 will not be conducted for P3. Students' learning in Term 1 will be monitored through ongoing classroom practices.

P3 End-Year Examination Format

Duration	Total no. of questions	Types of questions
1 h 15 min	25 - 30	<ul style="list-style-type: none">❖ MCQ❖ Short Answer Questions❖ Long Answer Questions (~ 3 to 5)

Supporting our Diverse Learners

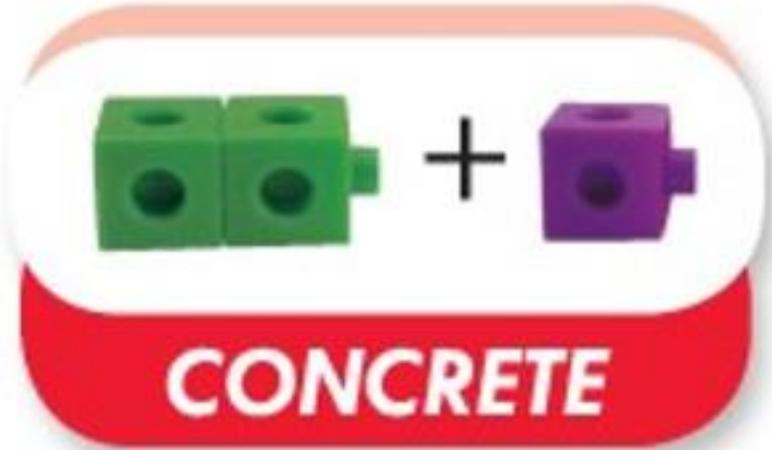
- The **P3 LSM** class supports students who require more targeted guidance during curriculum hours by facilitating small-group teaching.
- P3 students who show strong interest and ability in Mathematics may be offered opportunities to participate in **stretch programmes in P4**, such as the **E2K Mathematics** programme and **Maths Olympiad** to further develop their mathematical thinking and problem-solving skills.

Learning Maths through Purposeful Play

Where children grow **curious**, **enjoy** learning & learn with **confidence**



CPA Teaching Approach



Concrete is the 'doing' stage, using concrete objects to solve problems. It brings concepts to life by allowing children to handle physical objects themselves.

Pictorial is the 'seeing' stage, using representations of the objects involved in maths problems. This stage encourages children to make a mental connection between the physical object and abstract levels of understanding, by drawing or looking at pictures, circles, diagrams or models which represent the objects in the problem.

Abstract is the 'symbolic' stage, where children are able to use abstract symbols to model and solve maths problems.

Research-based Problem-Solving Thinking Routine (UnPAC)

Problem-Solving Thinking Routine

UNPAC!

Understand

- What is given? What is not given?
- Can I use diagrams or model drawing?
- What am I asked to find?
- How can I make sense of the information?

values, characters / objects, problem

Plan

- What strategy should I use?
- Why do I choose this strategy?
- Have I solved a similar problem before?

Act

- I will apply the strategy.
- I will write out my steps and number equations.

Check

- Have I answered the question?
- Does my answer make sense?
- Have I checked for NTUC (Number Transfer, Units, Calculations)?

In alignment with national curriculum and to develop these 21st century competencies:

Clarifying and Understanding Information

Co-constructing Meaning

Skills Acquisition and Practice

Reflecting on Experience

CPA and UnPAC Thinking Routine in Practice

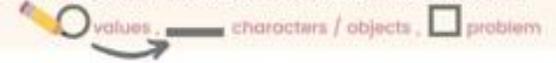


Anthony had ^{4u}4 times as many pencils as ^{1u}Renwei.
 They have 30 pencils altogether.
 How many pencils did Renwei have?



Understand

- What is given? What is not given?
- Can I use diagrams or model drawing?
- What am I asked to find?
- How can I make sense of the information?



Plan

What strategy should I use?
 Why do I use this strategy?
 Have I solved a similar problem before?

Comparison model

(Anthony has 4 units, Renwei has 1 unit)

Act

I will apply the strategy.
 I will write out my steps and number equations.

A

1u	1u	1u	1u
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R

1u

30

$5u = 30$
 $1u = 30 \div 5$
 $= \underline{6} \text{ (ans)}$

Check

Have I answered the question?
 Does my answer make sense?
 Have I checked for NTUC (number transfer, units, calculations)?

Number Transfer	✓
Units	✓
Calculations	✓

Check

(Anthony) $6 \times 4 = 24$
 (Renwei) $6 \times 1 = 6$
 Total = $24 + 6 = 30$ (checked!)

Talk Moves to Develop C.A.I.T Skills



Thinking Aloud

Look at the cruise packages. Which is a better deal?

SEATRAVEL

10 NIGHTS PACKAGE

- Cruise to Japan with a shopping stop-over in Hong Kong
- Mini-suites with personal attached balconies
- Indoor and outdoor movie theatre
- Wide spread of international cuisines available
- All day entertainment
- Free cooking and dance classes
- Free unlimited Wi-Fi

\$3080
per person

CRUISE Tour

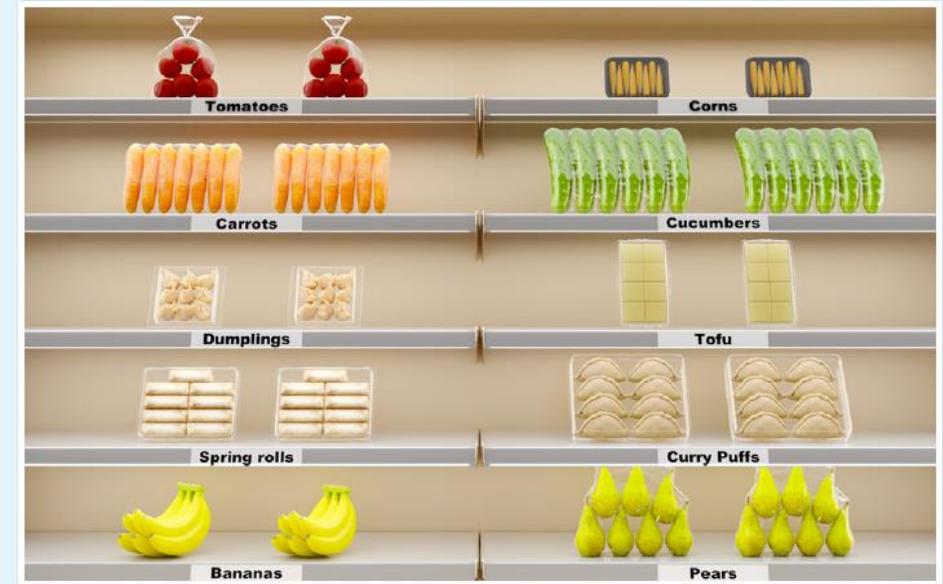
7 NIGHTS PACKAGE

- Cruise to Australia and New Zealand
- Cruise cabins with ocean view
- Best cuisines for food lovers
- Endless engaging entertainment
- 24 hour gym facility
- Free unlimited Wi-Fi

\$3080
per person

Mathematics AROUND US

We use timetables in our daily lives. Knowing our timetables helps us make decisions on how many items we need to buy.



I am preparing dinner for my family.
We love to eat tofu. 8 pieces are too few for 6 of us.
I think I will buy 16 pieces.
I need to buy 2 packets.



5 Practices (Talk Moves for C.A.I.T and productive discussions)

Adaptive Thinking refers to the ability to **apply learnt** knowledge and skills **strategically** and with **flexibility** in different or **new and evolving** contexts.

Primary 3: Word problems:

1. The sum of two numbers is 3218 . Their difference is 1012. Find the two numbers.

2018 PSLE Paper 1 Question 25

2. Two whole numbers add up to 1037. What is the smallest difference between the two numbers? Write down these two numbers. **Answer: 518 and 519**

2017 PSLE Paper 1 Question 29

2. **Two numbers add up to 415. If one of them is a 2-digit number and the other is a 3-digit number, what is the smallest possible difference between the two numbers?**

ePedagogical Approach

Digital learning tools such as Student Learning Space (SLS), Koobits and Kahoot! are used to support and extend students' learning in Mathematics.



- Students who show strong effort on Koobits are recognised each term at the level assembly, to celebrate their enthusiasm for learning Mathematics beyond the textbooks.



KooBits Prizes (Term 1)
Primary 5
Prize Recipients

Top Brain in Class	Top Brain in Level	Champion Class in Level
Inbaraj Vanitharaj Sarvesh (5CA)	1 st : Jalal Syed Muhammad Rayyan (5RS)	1 st : P5 RESILIENCE
Seam Kai Rui Kendrick (5EN)	2 nd : Prasanna Kanishka (5IN)	2 nd : P5 RESPECT
Zenith Kuan (5FMA)	3 rd : Nadella Thanmayi (5RP)	3 rd : P5 INTEGRITY
Prasanna Kanishka (5IN)		
Jalal Syed Muhammad Rayyan (5RS)		
Nadella Thanmayi (5RP)		

INTERVIEW WITH
VARATHAN ARCHSHUNE (4EN)

KOOBITS
 TOP BRAIN OF SINGAPORE
 TERM 2 (2025)

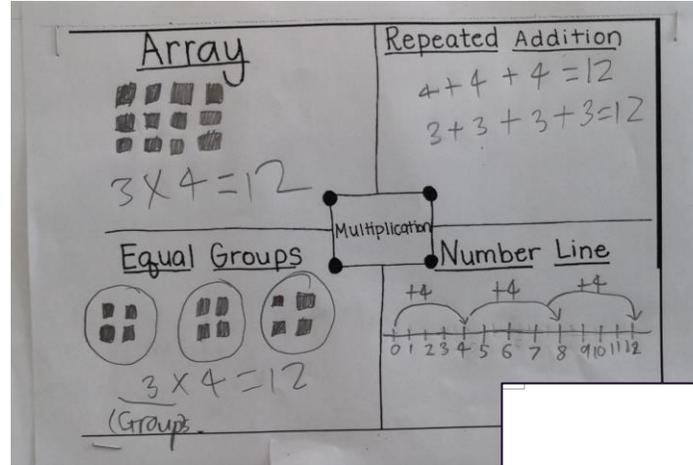


Maths Journalling - Making Thinking Visible

What is Journal Writing?

"In journal writing, students write about a Mathematics-related situation in a way that reveals their learning of certain mathematics concepts how it was taught the difficulties encountered and their feelings and attitudes towards the learning."

Assessment Guide to Primary Mathematics (2004)
Curriculum Planning and Development Division
Ministry of Education, Singapore



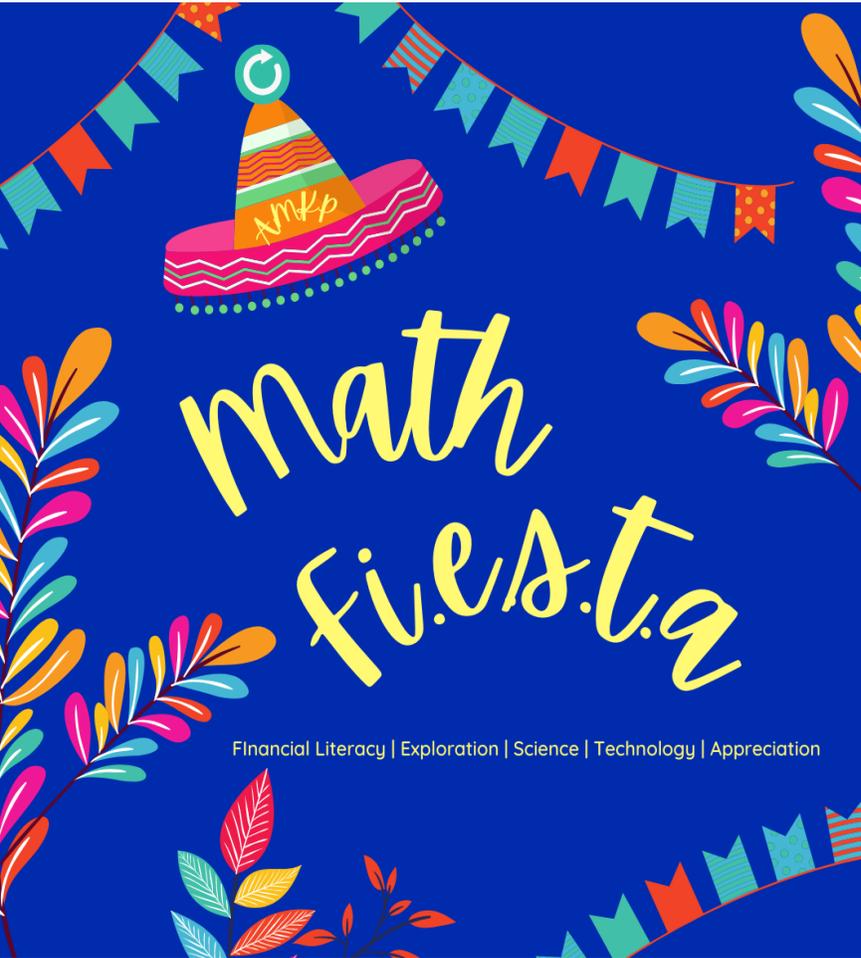
P3 Mathematics
Compare two unrelated fractions

Name: _____ Class: 3 _____ Date: _____

Question: Which is the greater fraction, $\frac{2}{3}$ or $\frac{3}{5}$?

 Aisha I will draw them out.	 Clara I will compare with half.
 Beng I will make both the denominators the same.	 Danial I will make both the numerators the same.
Workings: 	
(a) Whose method do you like best? Why do you choose this method?	

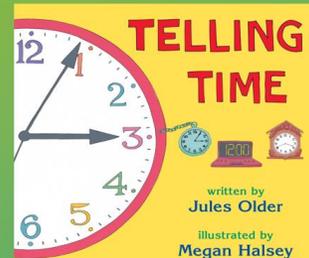
Arousing Interest through Maths Fi.e.s.t.a



'Read-iculous Equations' Maths Book Review

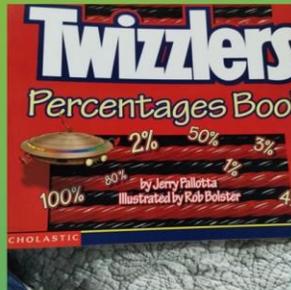
Aira Kumar
4 Care

The part I enjoyed the most was about people getting older as time passed— it made learning about time feel so real and meaningful!



Rishan Ajmal Manisseril
4 Respect

I enjoyed learning about percentage as the characters in the book divided a piece of candy — it was amazing how a simple treat could teach something so interesting!



P3 Multiplication Mania



C.O.U.N.T.

How You Can Help Your P3 Child Learn Maths

C – Connect Maths to real life

See Maths everywhere! Use food, money or everyday items to understand how Maths works in daily life.

O – Organise a simple Maths routine

Spend **10–15 minutes a day** on Maths.  Short, regular practice builds confidence e.g. ‘*what’s $72 \div 8$* ’, ‘*give an equivalent fraction of $1/4$* ’, ‘*different combinations to make \$10*’ etc.

U – Use hands-on learning

Use blocks, coins, LEGO, or bottle caps.  Learning by touching makes tricky ideas make sense.

N – Nurture resilience, responsibility & positivity

Don’t give up when Maths feels tough. Encourage your child to give his/her best, finish work, and be proud of the effort. Neat work and persistence matter!

T – Team up with teachers

Check instructions and pack work together.  Home + school teamwork helps children succeed.

Thank you