ANG MO KIO
PRIMARY SCHOOL

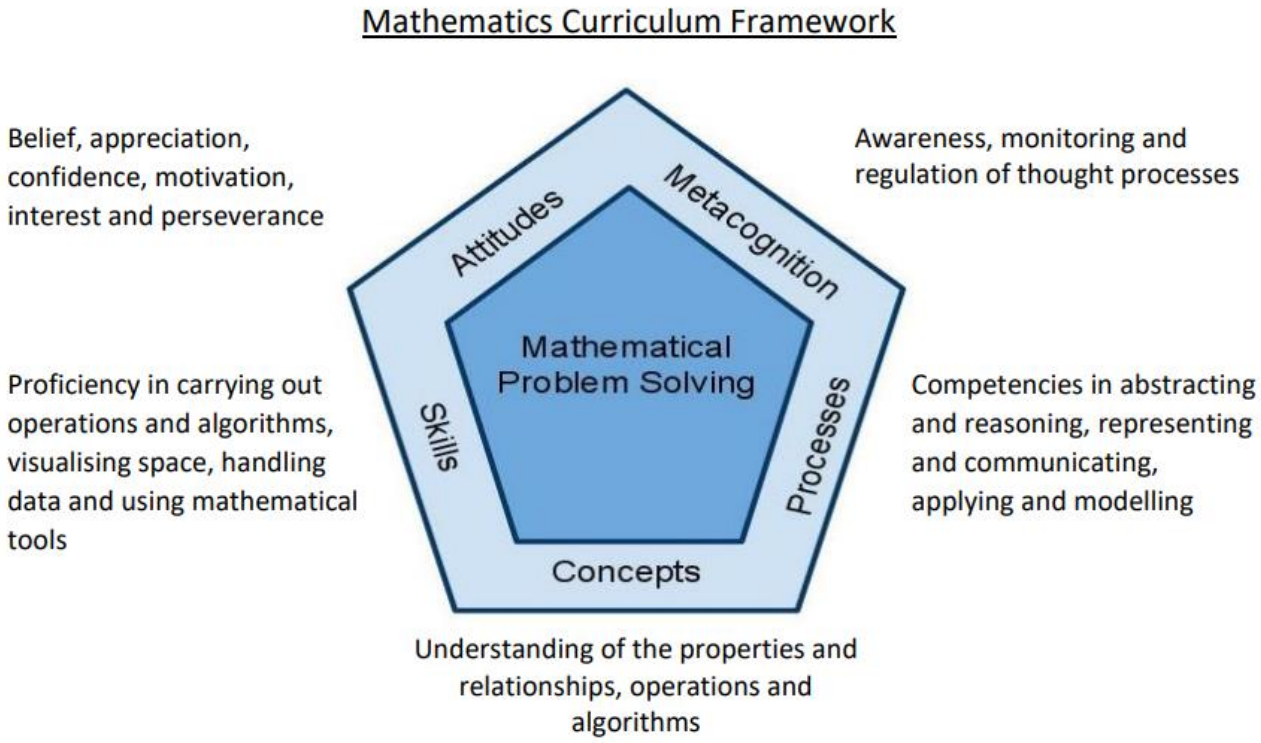
2026 P4 Meet-the-Parents Briefing

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



Primary 4 Maths Syllabus

	Term 1	Term 2	Term 3	Term 4
Topics covered	- Numbers to 100 000 - Factors & Multiples - 4 operations of Whole Numbers - Tables & Line Graphs	- Fractions - Angles - Rectangles & Squares	- Decimals - 4 operations of Decimals - Pie Charts	- Area & Perimeter - Nets - Symmetry

Primary 4 Maths Assessments

Term 1	Term 2	Term 3	Term 4
WA1	WA2	WA3	End-of-Year (EYE) Examinations
15%	15%	15%	55%

P4 End-Year Examination Format

Duration	Total no. of questions	Types of questions
1 h 45 min	42 - 45 questions	❖ MCQ ❖ Short Answer Questions ❖ Long Answer Questions (~ 5 to 8)

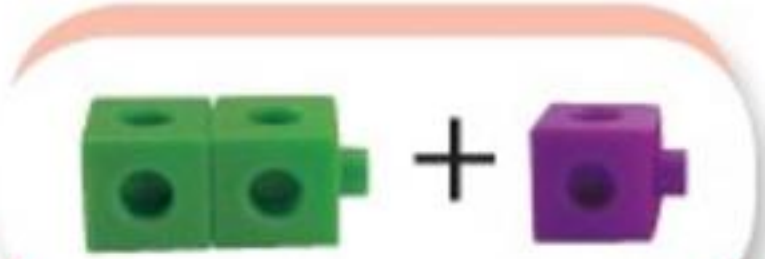
Supporting our Diverse Learners

- To better support students who need more targeted guidance, **banding** is used during curriculum time to enable small-group teaching. The **P4 LSM and RISE** classes supports students who require more targeted guidance during curriculum hours by facilitating small-group teaching.
- •Students with strong aptitude will be supported and challenged through the **E2K Maths programme** during curriculum time, with some also invited to participate in **Maths Olympiad** to further develop their thinking and problem-solving skills.

Learning Maths through Purposeful Play

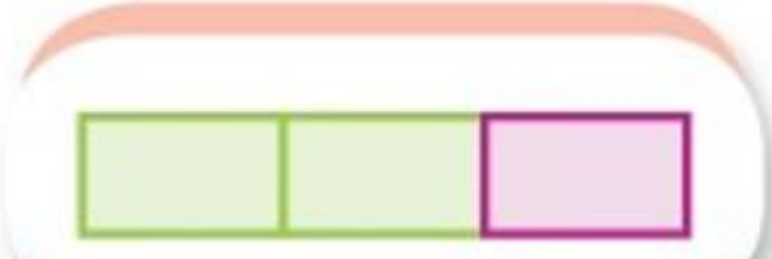
Where children grow **curious**, **enjoy** learning & learn with **confidence**

CPA Teaching Approach



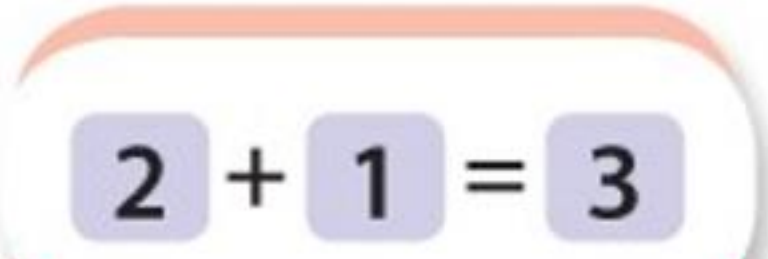
CONCRETE

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

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

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

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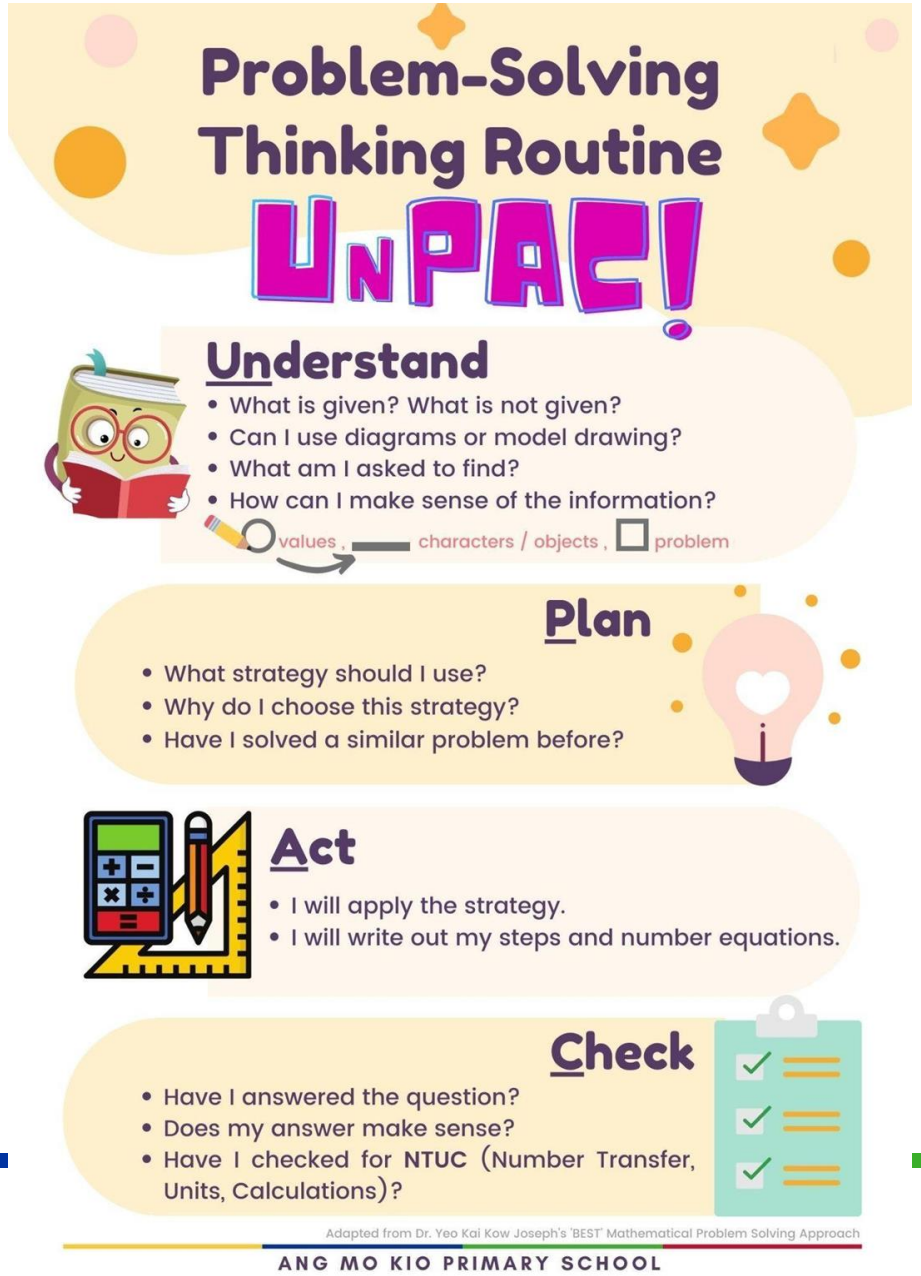
Research-based Problem-Solving Thinking Routine (UnPAC)



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

Clarifying and Understanding Information

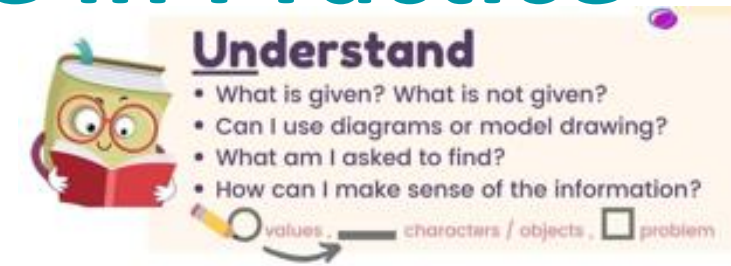
Co-constructing Meaning

Skills Acquisition and Practice

Reflecting on Experience

CPA and UnPAC Thinking Routine in Practice

Mrs Lim wanted to give 18 oranges and 24 pears to as many children as possible. Each child had the same number of fruits. The number of oranges for each child was the same. How many children were there?



Plan What strategy should I use? Why do I use this strategy? Have I solved a similar problem before?	**Systematic listing: list the factors of 18 and 24.** **'As many children as possible': choose the greatest common factor**
Act I will apply the strategy. I will write out my steps and number equations.	Factors of 18 1 x 18 2 x 9 3 x 6 Factors of 24 1 x 24 2 x 12 3 x 8 4 x 6 There are **6 children**. Each child receives 3 oranges and 4 pears.
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:* *6 x 3 = 18 oranges* *6 x 4 = 24 pears* *Ok!*

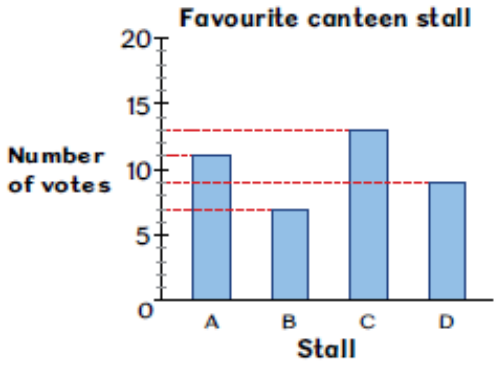
Talk Moves to Develop C.A.I.T Skills

Thinking Aloud

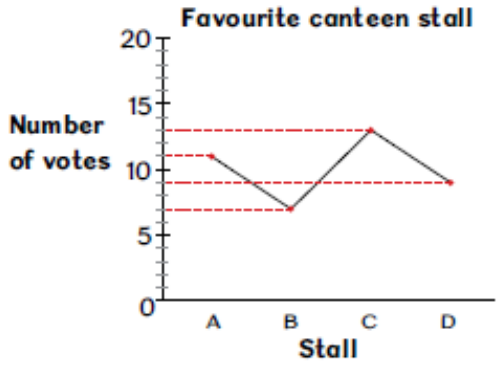
Favourite canteen stall	
Stall	**Number of votes**
A	11
B	7
C	13
D	9

Which type of graph would better represent the given information?

Bar Graph



Line Graph



Critical Thinking refers to the ability to exercise sound **reasoning** and **metacognitive** thinking to **interpret** and **analyse** information and evidence, **draw conclusions, make decisions, and solve problems**

Mathematics Around Us

We can see fractions around us in our daily lives. In cooking and baking, recipes often involve fractions in the measurement of ingredients.

measuring cup

measuring spoons

Can you think of more examples of how fractions are used?

Inventive Thinking refers to the ability to frame, **investigate** and explore issues, **generate innovative ideas**, and evaluate them to form novel and useful responses.

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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?**

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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)	1st: Jalal Syed Muhammad Rayyan (5RS)	1st: P5 RESILIENCE
Seam Kai Rui Kendrick (5EN)	2nd: Prasanna Kanishka (5IN)	2nd: P5 RESPECT
Zenith Kuan (5FMA)	3rd: Nadella Thanmayi (5RP)	3rd: P5 INTEGRITY
Prasanna Kanishka (5IN)		
Jalal Syed Muhammad Rayyan (5RS)		
Nadella Thanmayi (5RP)		

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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

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?

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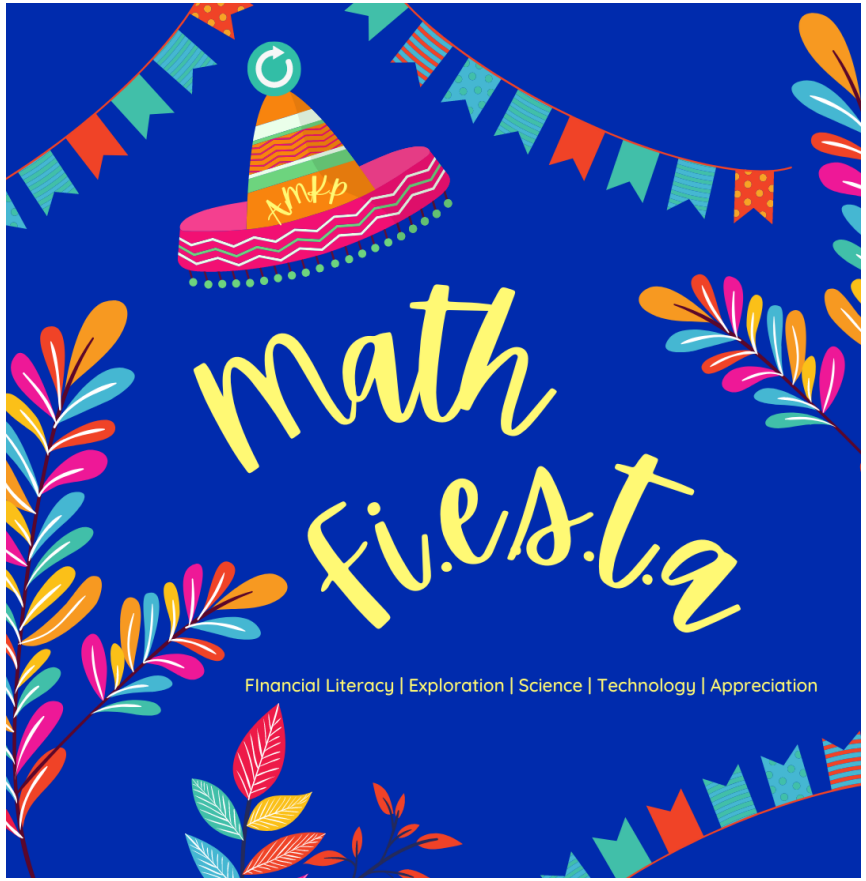
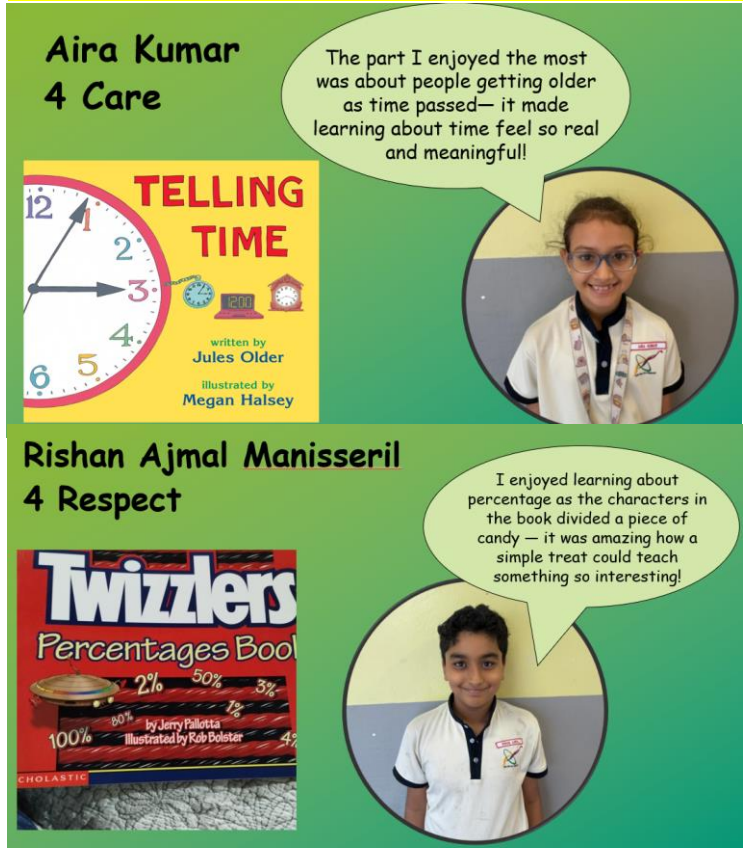
Arousing Interest through Maths Fi.e.s.t.a



'Read-iculous Equations'
Maths Book Review



Showdown: Masters of Multiplication & Division

C.O.U.N.T. 🔢✨
How You Can Help Your P4 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 ÷ 8', 'give an equivalent fraction of 1/4', 'list a few multiples of 6' 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 🤝🏫🗨️
Go through instructions and pack school work together. 👉 Home + school teamwork helps children succeed.

Thank you