ANG MO KIO
PRIMARY SCHOOL

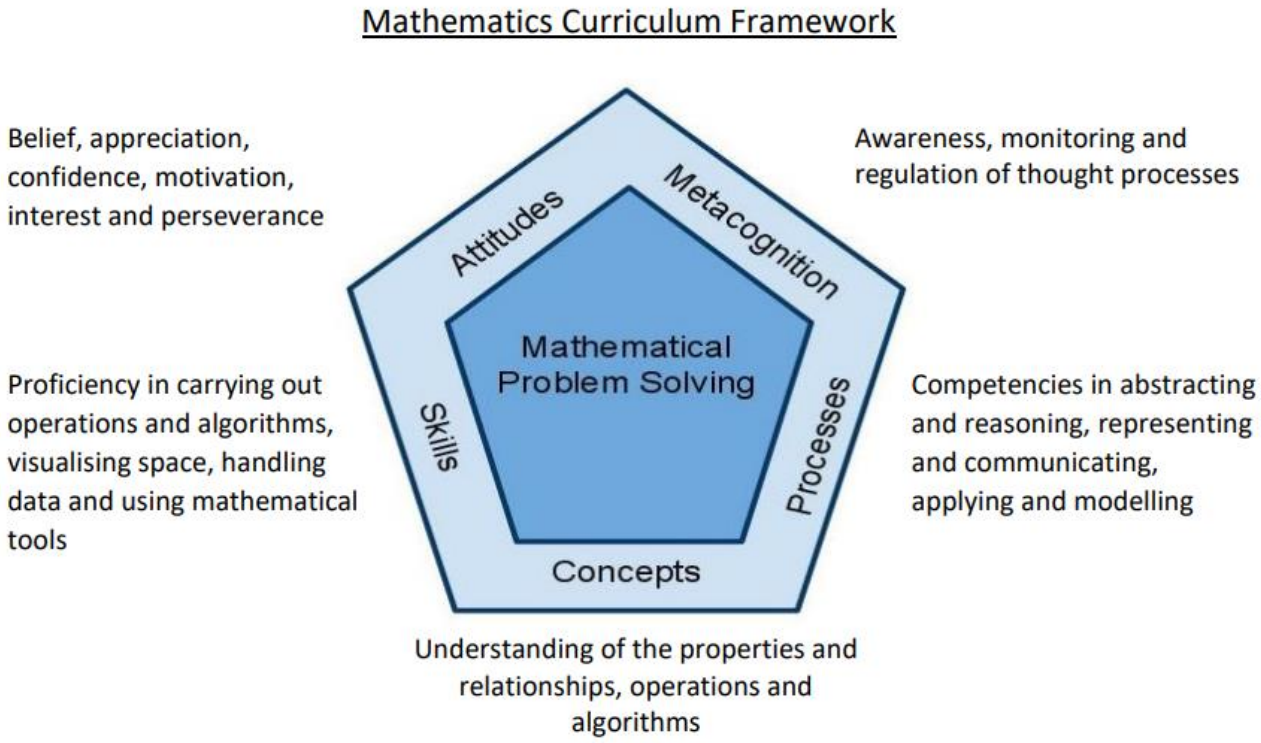
2026 P5 Parent-Teacher Meeting Briefing

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 5 Maths Syllabus

	Term 1	Term 2	Term 3	Term 4
Standard Mathematics	• Numbers to 10 million • Four Operations of Whole Numbers • Fraction and Division • Four Operations of Fractions	• Four Operations of Fractions (cont'd) • Area of Triangle • Volume • Decimals	• Rate • Percentage • Angles	• Properties of Triangles • Properties of Parallelogram, Rhombus and Trapezium
Foundation Mathematics	• Number to 10 million • Four Operations of Whole Numbers • Factors and Multiples • Fraction as Part of a Whole	• Time • Angles • Perpendicular and Parallel Lines • Rectangles and Squares • Mixed Numbers and Improper Fractions • Multiplication of Fractions	• Decimals • Four Operations of Decimals • Rate	• Area and Perimeter • Volume • Tables and Graphs

2026 PSLE – First Year of Exam & Content

1. **Implementation for 2021 Standard Math and Foundation Math syllabuses**
   - First year of teaching (P1) – 2021
   - First year of examination (PSLE) – 2026

2. **Content Change (for 2026 PSLE)**

Standard Mathematics	Foundation Mathematics
Remove: • 8-point compass; Speed; Changing Ratio	No content change

3. **Common Last Topics (for 2026 PSLE)**

Standard Mathematics	Foundation Mathematics
Algebra, Average [New CLT Topic]	No change in CLT i.e, Geometry (Triangles), Area (Area of triangle)

Primary 5 Maths Assessments

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

*For WA2, SMA students will be allowed to use calculators.

^For EYE, SMA and FMA students will be allowed to use calculators.

P5 SMA End-Year Examination (PSLE Format)

	Paper	Booklet	Item Type	Number of questions	Number of marks per question	Total marks	Duration
Without calculator	1	A	Multiple-choice	10	1	10	1 h 10 min
				8	2	16	
		B	Short-answer	12	2	24	
With calculator	2		Short-answer	5	2	10	1 h 20 min
			Structured/ Long-answer	10	3, 4 or 5	40	
	Total			45	-	100	2 h 30 min

P5 FMA End-Year Examination (PSLE Format)

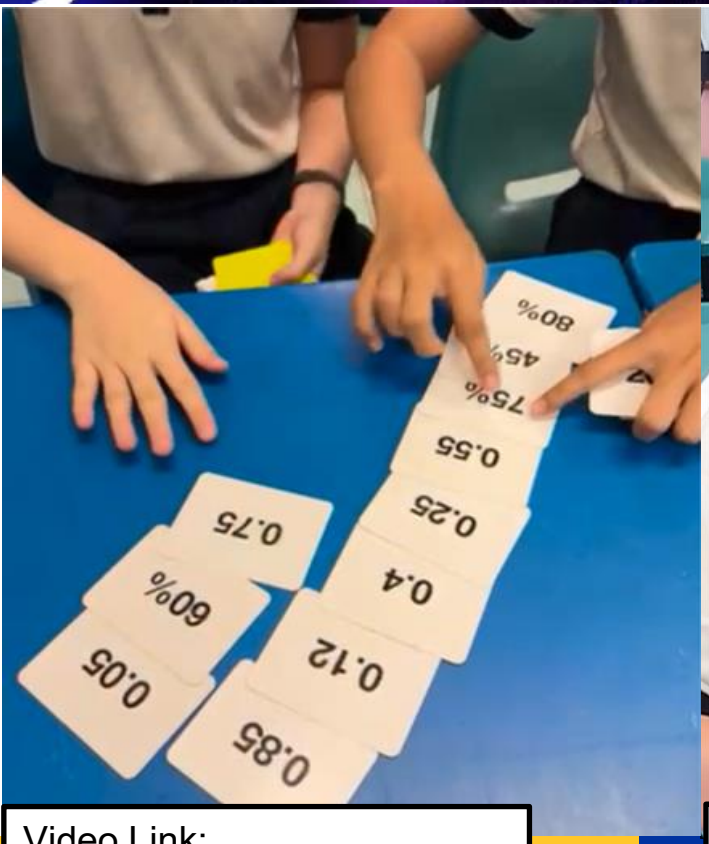
	Paper	Booklet	Item Type	Number of questions	Number of marks per question	Total marks	Duration
Without calculator	1	A	Multiple-choice	10	1	10	1 h
				10	2	20	
		B	Short-answer	8	2	16	
With calculator	2		Short-answer	10	2	20	45 min
			Structured	4	3 or 4	14	
Total				42	-	80	1 h 45 min

Supporting our Diverse Learners

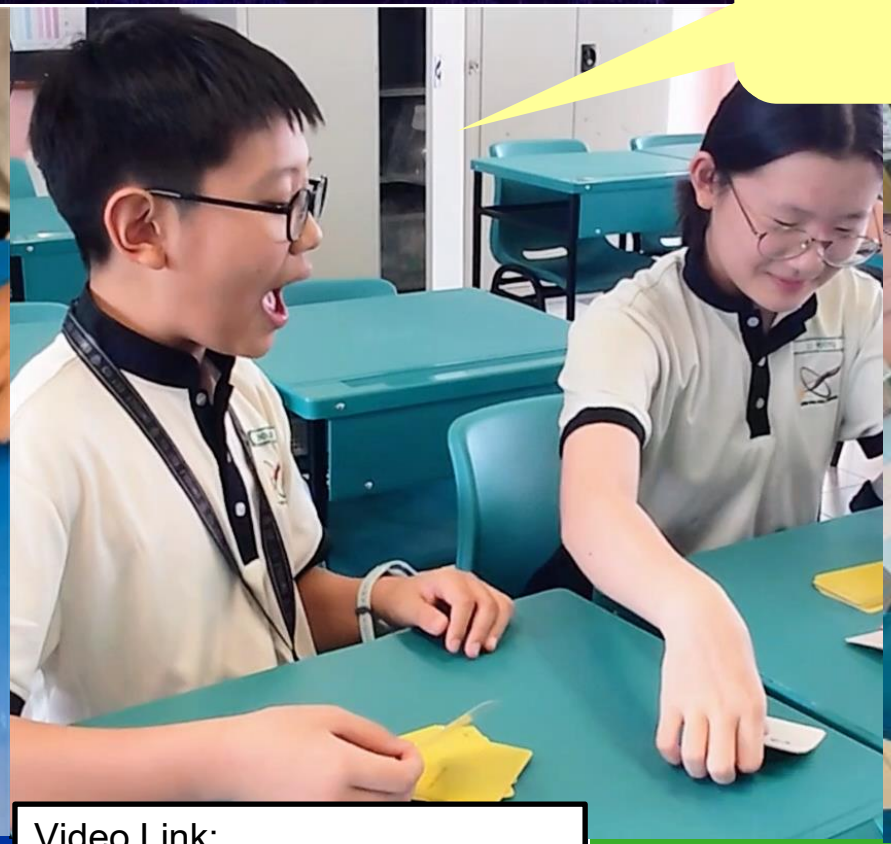
- Following P4 Subject-Based Banding (SBB), students will continue to receive support based on their learning needs, with those who benefit from strengthening fundamentals continuing with Foundation Mathematics in P5 to better prepare for secondary school.
- To better support students who need more targeted guidance, **banding** is used during curriculum time to enable small-group teaching. This is complemented by structured **after-school remediation** to reinforce learning and address specific gaps.
- 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.

AMKP UPPER PRIMARY

PURPOSEFUL PLAY



Video Link:
https://youtube.com/shorts/MMzGpRiuybU?feature=share

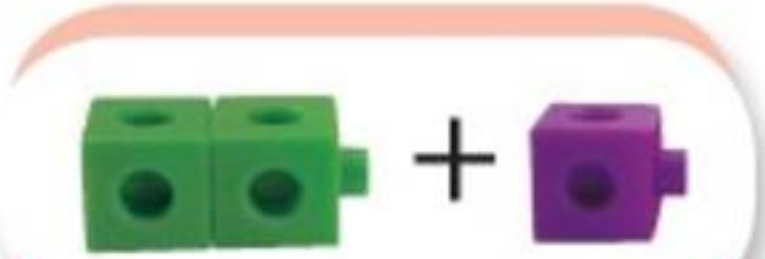


Can we play again tomorrow?
Please?!?..

Video Link:
https://youtu.be/tSXjm2PR6Nc

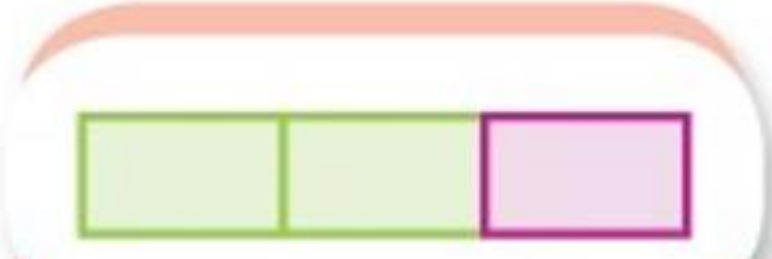
This game helps me to recall my maths facts quickly!

CPA Teaching Approach



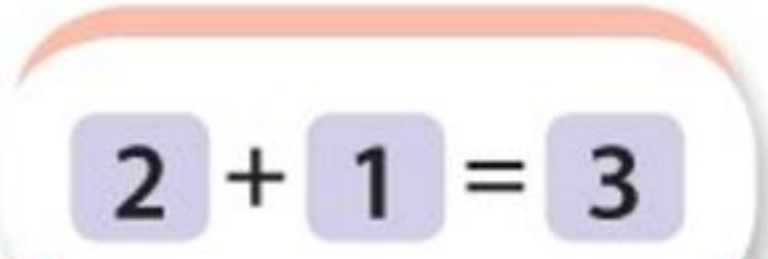
CONCRETE

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.

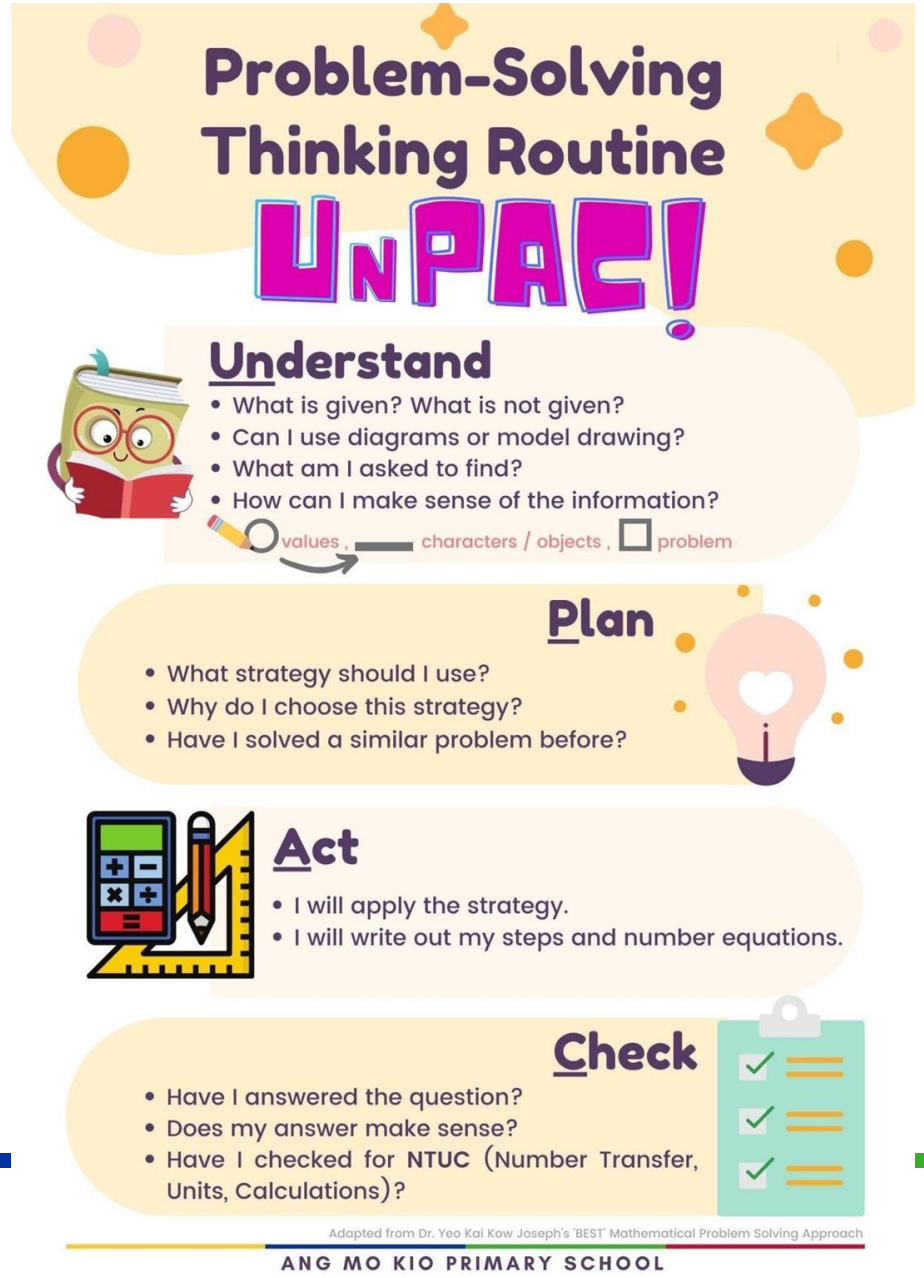


ABSTRACT

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

ANG MO KIO
PRIMARY SCHOOL

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

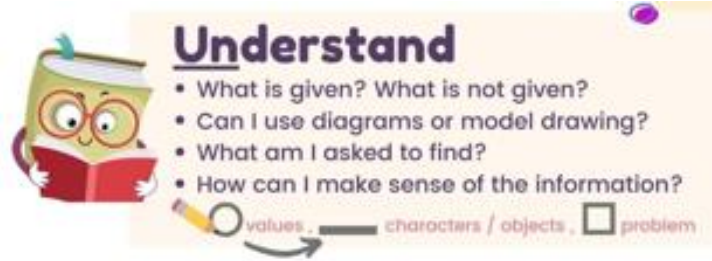
Skills Acquisition and Practice

Reflecting on Experience

CPA and UnPAC Thinking Routine in Practice

4u 1u

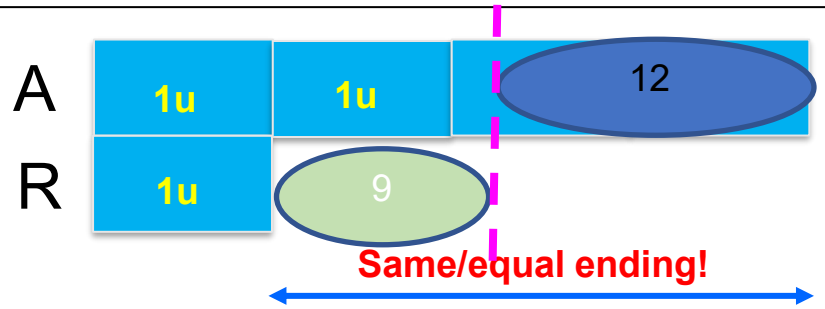
Anthony had 4 times as many pencils as Renwei.
After Anthony gave away 12 pencils and Renwei bought another 9 more pencils, they had the same number of pencils.
How many pencils did Renwei have at first?



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

Comparison model (equal ending)

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



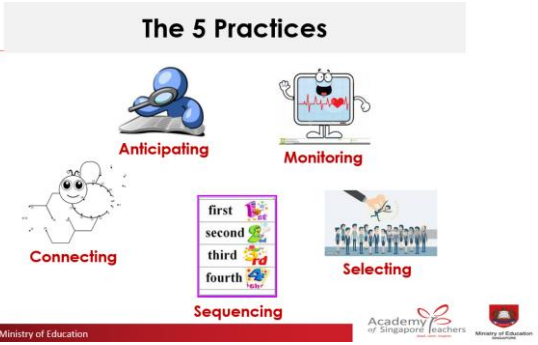
3u = 12 + 9
= 21
1u = 21 ÷ 3
= **7** (ans)

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 (equal ending):
(Anthony) 7 x 4 – 12 = 16
(Renwei) 7 + 9 = 16
Ok!

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

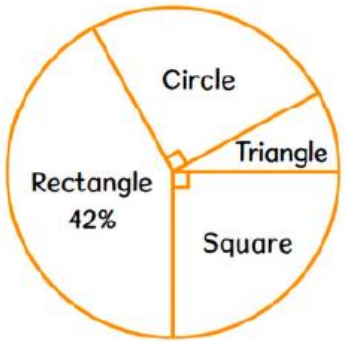


Critical Thinking refers to the ability to exercise sound **reasoning** and **metacognitive** thinking to **interpret** and **analyse** information and evidence, **draw conclusions, make decisions, and solve problems**

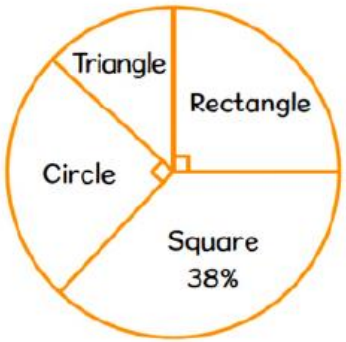
Primary 5

The pie charts show the number of each type of shape in two bags, P and Q. The total number of shapes in Bag P is twice the total number of shapes in Bag Q.

Bag P



Bag Q



Each statement below is either true, false or not possible to tell from the information given. Put a tick (✓) to indicate your answer

Statement	True	False	Not possible to tell
There are 42 rectangles in Bag P.			✓
$\frac{1}{8}$ of the shapes in Bag Q are triangles.		✓	
There are more squares in Bag P than in Bag Q.	✓		

10

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?**

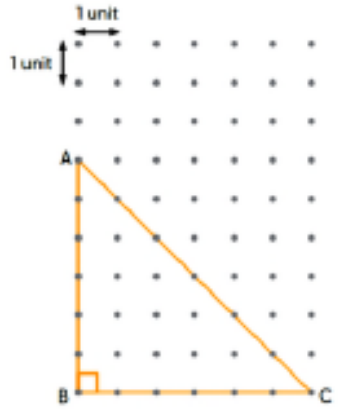
14

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

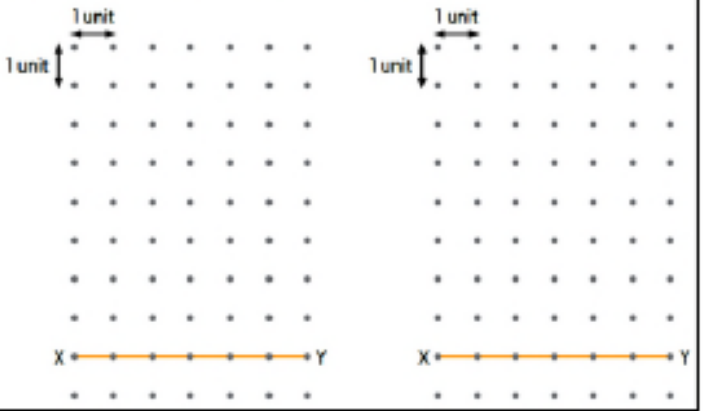
Adaptive Thinking

Understand different approaches and adopt most efficient and mathematically sound approach.

The figure below shows a right-angled triangle ABC.



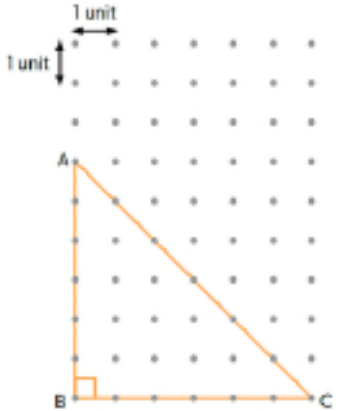
Using the lines XY below, draw two possible triangles XYW and XYZ that have the same area as triangle ABC.
XYW and XYZ are not right-angled triangles.



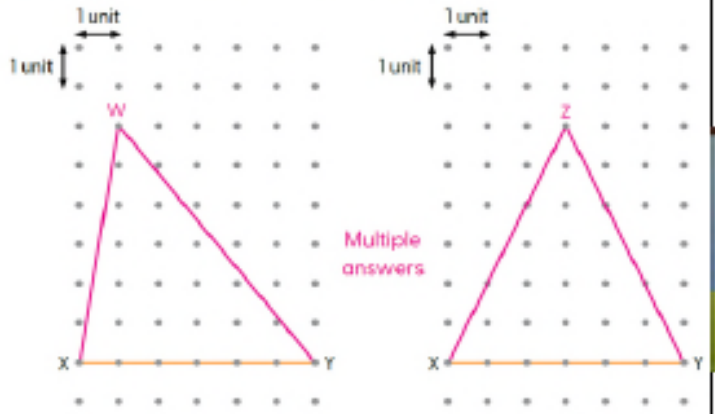
Inventive Thinking

Explore different ways to find out the Same area of triangle ABC.

The figure below shows a right-angled triangle ABC.



Using the lines XY below, draw two possible triangles XYW and XYZ that have the same area as triangle ABC.
XYW and XYZ are not right-angled triangles.



26

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)		

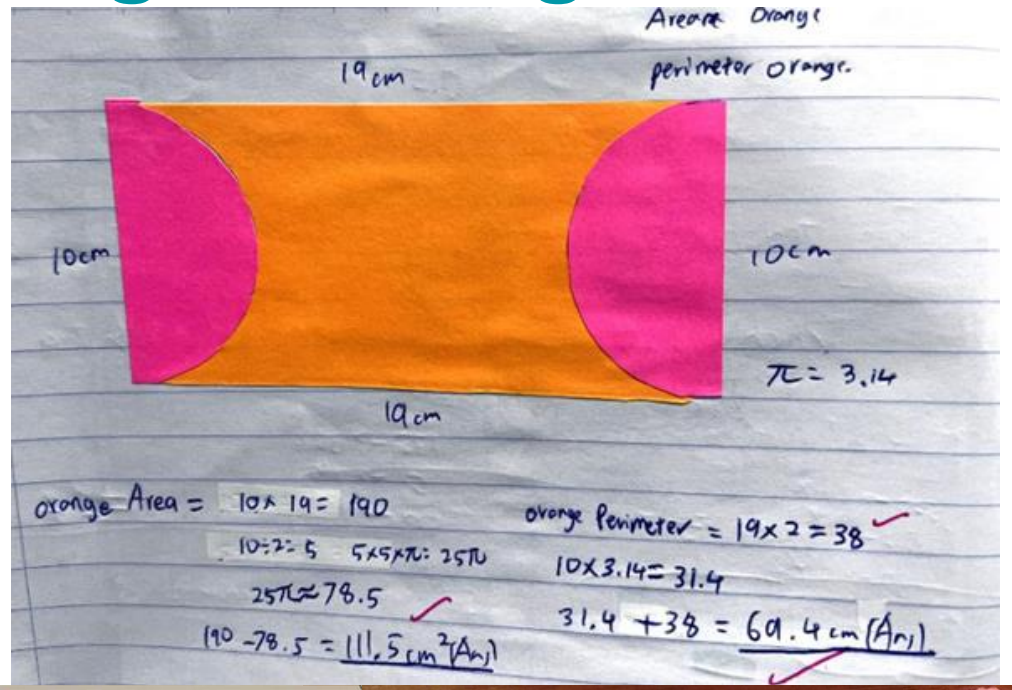
ANG MO KIO PRIMARY SCHOOL

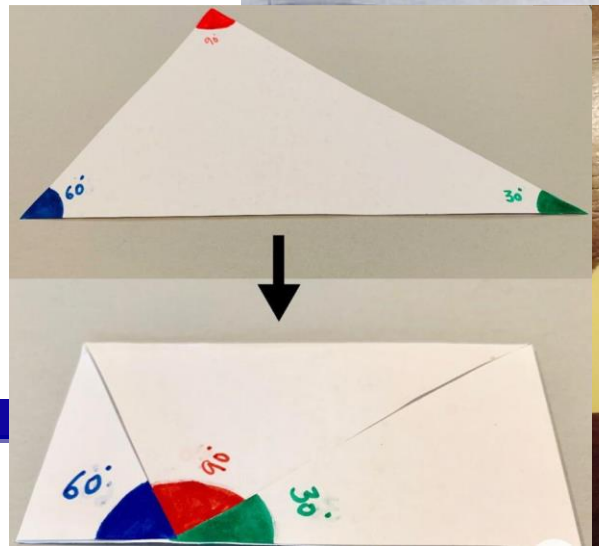
Maths Journalling - Making Thinking Visible

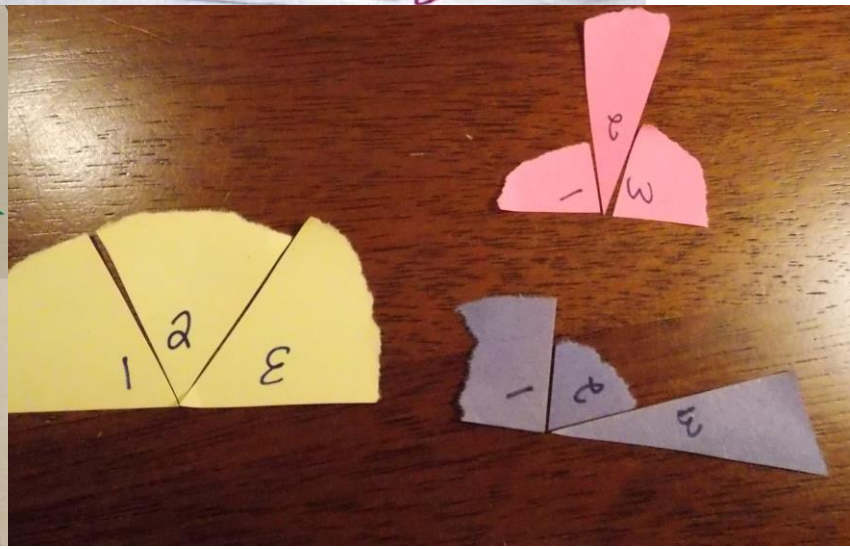
What is Journal Writing?

"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

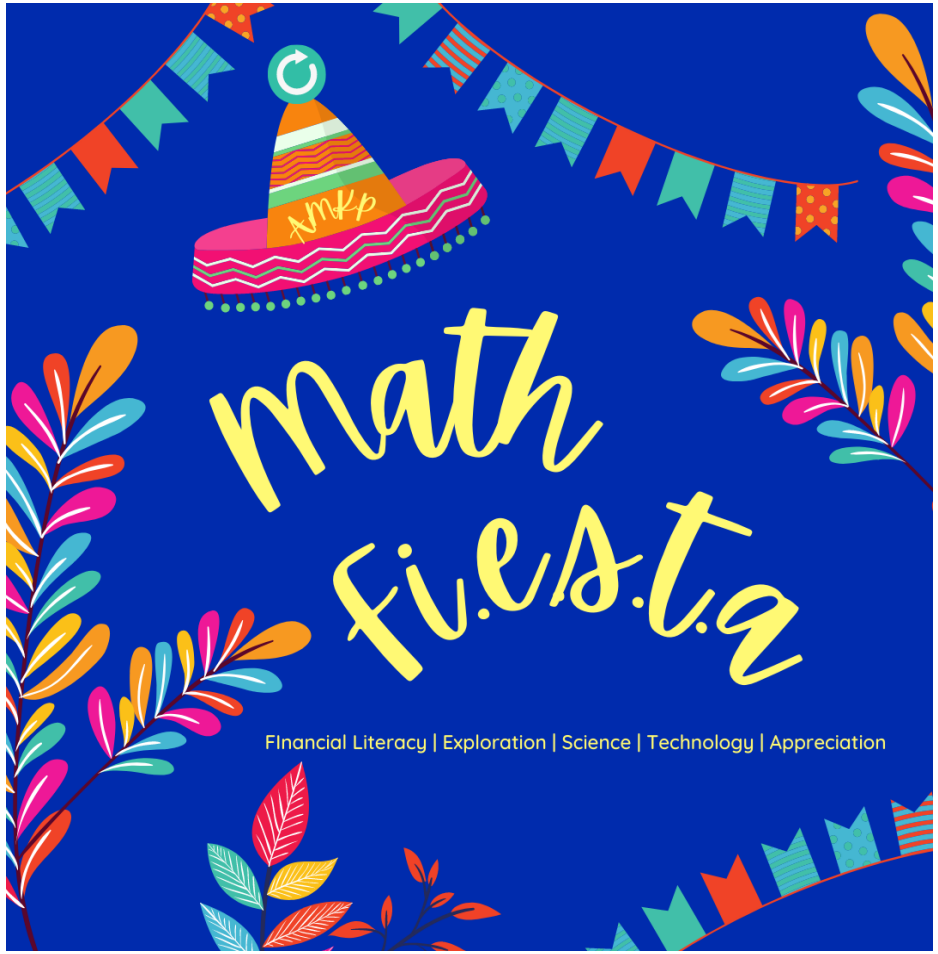


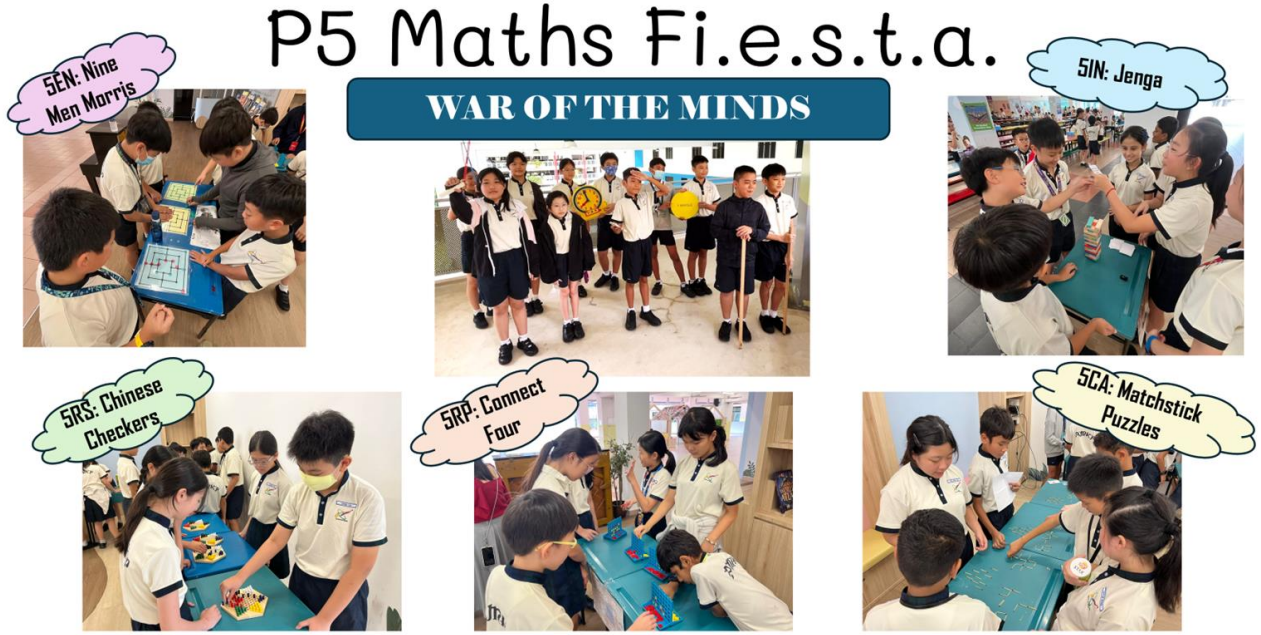




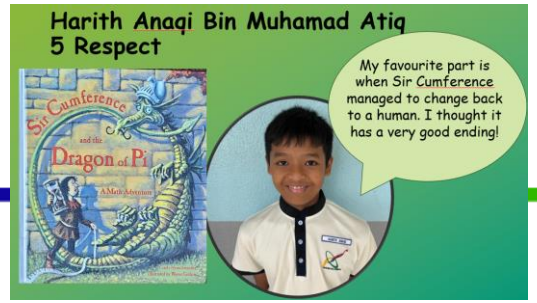
ANG MO KIO PRIMARY SCHOOL

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

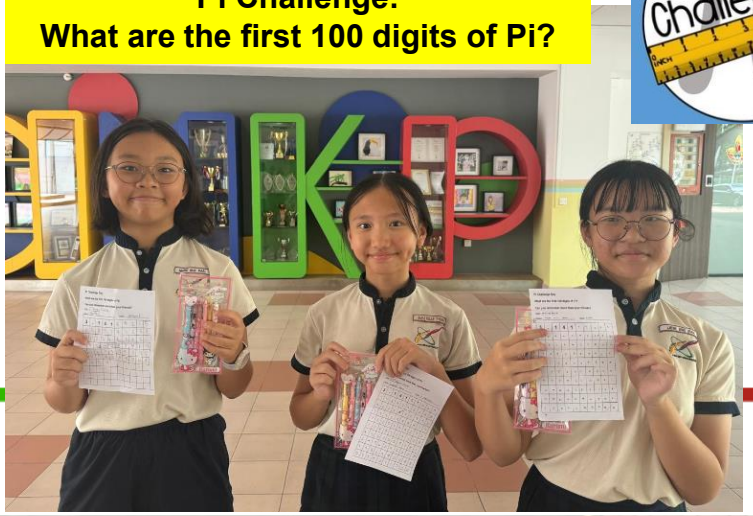




'Read-iculous Equations' Maths Book Review



Pi Challenge:
What are the first 100 digits of Pi?



C.O.U.N.T. 🔢✨
How You Can Help Your P5 Child Learn Maths

C – Connect Maths to real life 🔢🍆🍎
See Maths everywhere! Use food, money, or traffic 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', 'how is 20% expressed as a decimal' 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