

# Foundation Mathematics in Primary 5

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**Sharing with Parents**



# Aims of Mathematics Education in Singapore

- Acquire and apply mathematical concepts and skills.
- Develop cognitive and metacognitive skills through a mathematical approach to problem solving.
- Develop positive attitudes towards mathematics.

# **Content Strands in Mathematics Syllabus**

- Numbers & Algebra
- Measurement & Geometry
- Statistics

# Topics under Numbers & Algebra

- Whole Numbers: Place Values
- Whole Numbers: Addition & Subtraction
- Whole Numbers: Multiplication & Division
- Fractions: Introduction
- Fractions: Addition & Subtraction
- Fractions: Multiplication
- Decimals: Place Values
- Decimals : Four Operations

# Topics under Measurement & Geometry

- Geometry
- Time
- Perimeter, Area & Volume
- Rate

# Topics under Statistics

- Tables & Graphs

## SEMESTER 1

5A Unit 1 – Whole Numbers: Place Values

5A Unit 2 – Whole Numbers: Addition & Subtraction

5A Unit 3 – Whole Numbers: Multiplication & Division

5A Unit 4 – Fractions: Introduction

5A Unit 5 – Fractions: Addition & Subtraction

5A Unit 6 - Geometry

## SEMESTER 2

5B Unit 1 – Decimals: Place Values

5B Unit 2 – Decimals: Four Operations

5B Unit 3 – Fractions: Multiplication

5B Unit 4 - Time

5B Unit 5 – Perimeter, Area & Volume

5B Unit 6 - Rate

5B Unit 7 – Tables & Graphs

# Assessments

- The process of gathering information about students' learning by teachers.
- Used for various purposes such as
  - To improve teaching and learning.
  - To measure achievement.



# Cognitive Levels of Assessment Objectives

## **AO1:**

Recall Math facts, concepts, rules and formulae; perform straightforward computations

## **AO2:**

Interpret information; understand and apply math concepts and skills in a variety of simple contexts

## **AO3:**

Reason mathematically; analyse information and make inferences in simple situations

# PSLE Foundation Mathematics Examination Format

Paper	Booklet	Item Type	No. of questions	No. of marks per qn	Weighting	Duration
1 Cal. not allowed	A	Multiple-choice	10	1	10%	1 h
			10	2	20%	
	B	Short –answer	10	2	20%	
2 Cal. allowed		Short-answer	10	2	20%	1 h
		Structured	6	3 or 4	20%	
Total			46		90%	2 h

# Key Points to Note

**Paper 1: CALCULATORS NOT ALLOWED**

**Booklet A: 10 Multiple Choice Questions**

- Select answer from the 4 given options and shade selected option in the OAS.

# Key Points to Note

## Booklet B: 10 Short Answer Questions

- To show workings clearly and write the correct answers in the spaces provided

Method	Answer	Mark Awarded
Correct & Shown	Correct	2 marks
Not shown	Correct	2 marks
Correct and Shown	Incorrect	1 method mark may be awarded
Incorrect	Correct	0 marks

- Answers must be given according to the Standard units of measurement provided on the answer blanks.

# **Paper 2: CALCULATORS ALLOWED**

## **10 Short Answer Questions**

- To show workings clearly and write the correct answers in the spaces provided
- Marks will be awarded similarly to Paper 1 Booklet B.

## **6 Problem Sums**

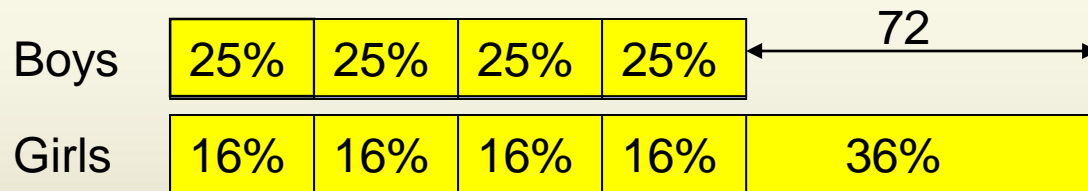
- To show each step taken (number equations) and workings clearly so that method marks can be awarded accordingly
- Method marks will be awarded for each correct step/method even if the final answer is wrong.
- Where applicable, standard units of measurement must be indicated with final answers.

# Calculators

- Only calculators approved by SEAB will be allowed for use in the examinations.
- Approved list of calculators:  
<https://www.seab.gov.sg/content/calculator/GuidelinesCalculators.pdf>
- To maintain continuity from primary to secondary education, these calculators can be used at the secondary level.

# Presentation of Solutions

25% of the boys in a hall is equal to 16% of the girls. There are 72 more girls than boys. How many children are there in the hall?



$$36\% \text{ of girls} = 72$$

$$64\% \text{ of girls} = (72 \div 36) \times 64$$

$$= 128$$

$$128 \times 2 + 72 = 328$$

**Wrong Mathematical Statement/Presentation**

$$*36\% = 72$$

$$64\% = 128$$

Ans: 328

# Presentation of Solutions

## Things to Note:

- Include units of measurement

$$\frac{3}{5} \times 100\% = 60\%$$

$$3 \text{ kg} \times 4 = 12 \text{ kg}$$

- Use equal signs correctly

$$\frac{1}{2} \text{ of total amount} = \$45$$

- Clearly indicate the method of solution (working steps / number equations).
- Write final answers in the answer spaces provided.



**Thank You**