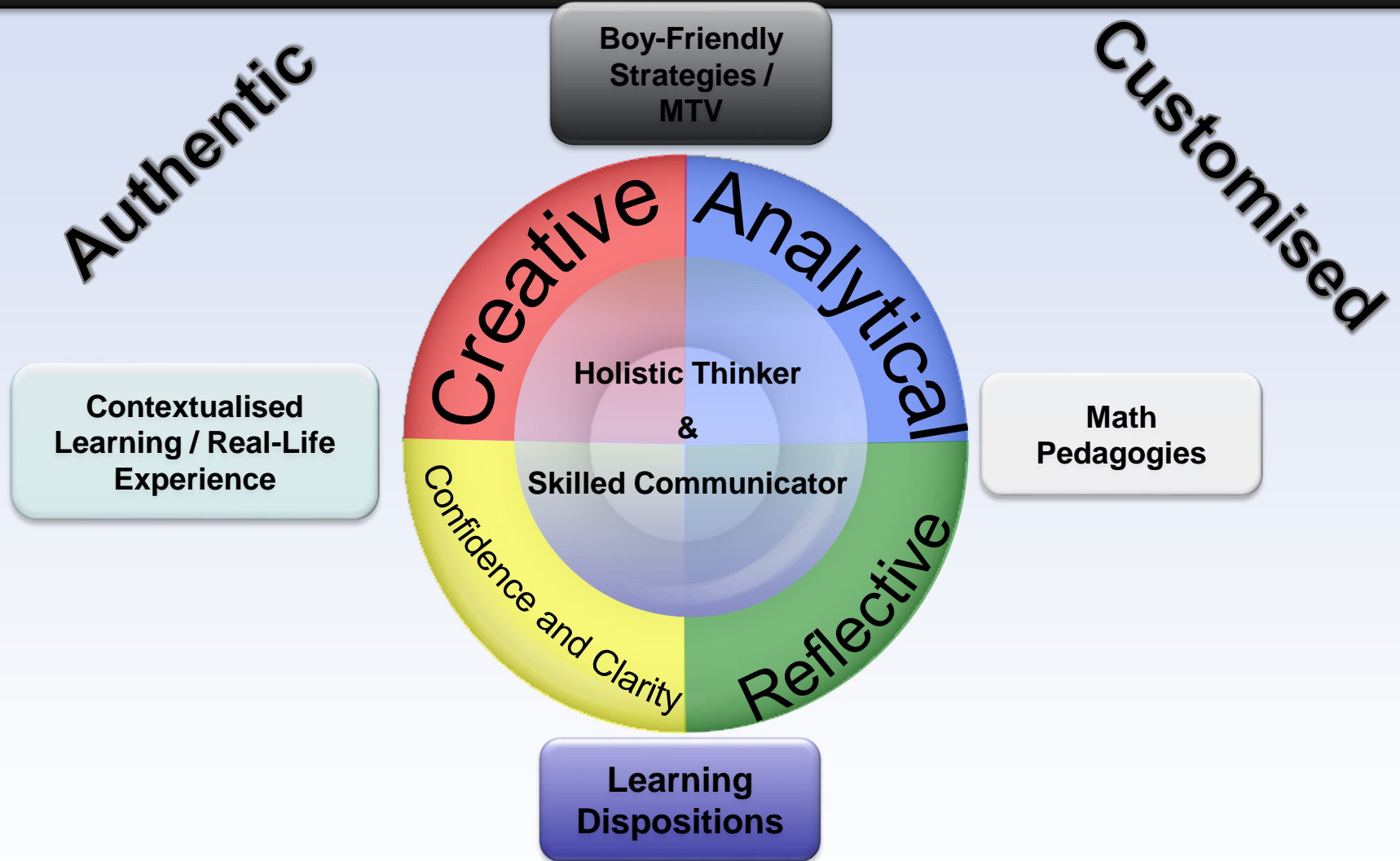


# **Nurturing a Holistic Thinker and Skilled Communicator in Mathematics**



# Our Math Department Vision

Every Saint, is a creative, self-directed problem-solver



## Embedded Values

# Learning Dispositions

The disposition to :

- Persevere (Resilience )
- Be adventurous (Wonder)
- Make connections (Wonder)
- Be accurate ( Excellence )
- Seek and evaluate reasons (Wonder)
- Have metacognition (Self-Discipline & Excellence)



# SAJS

## Signature Pedagogy



# Teaching understanding of concepts through 3 representations

**E**

## Enactive

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- Provide learning experiences through the use of concrete materials, manipulatives or hands-on activities.

**P**

## Pictorial

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- Provide learning experiences with the use of visual medium : pictures, diagram, images, videos, etc to allow pupils to generate mathematical rules and regulations through questioning.

**A**

## Abstract

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- Provide learning experiences for identification and application of problem-solving skills and strategies, as well as the explanation of concepts, giving examples and non-examples and justification for specific rules and solutions.



# SAJS Problem Solving Approach

1

- **Read and Understand**

- Have I used **Structured Questioning** ?
- Have I used **chunking** to identify key information?
- Can I restate the problem by drawing a picture or diagram to help me understand the problem?

2

- **PLAN**

- What **strategy or heuristics** can I use to solve the problem? **What makes you say that?**

3

- **Carry out the Plan**

- Did I label my steps?
- Did I use the right mathematical symbols?
- If I am stuck, do I have an **alternative method**? **What makes you say that?**

4

- **Check**

- Does the answer make sense?
- Have I **check** for reasonableness and accuracy? ( **Confirm** )
- Have I checked for calculation errors?
- Have I checked for transfer errors?
- Have I transferred information correctly?
- Have I included the correct measurement units?



# Format of PSLE FMath

Booklet	Item Type	No. of Questions	Marks (%)	Duration
Paper 1 A	MCQ	20	30 (33.3%)	1h
Paper 1 B	Short-answer	10	20 (22.2%)	
Paper 2	Short-answer	10	20 (22.2%)	1h
	Structured Long answer	6	20 (22.2%)	

**Note: No Calculators are allowed for Paper 1**



# P5 Fmath Topics

## Topics

Whole Numbers

4 Operations

Factors & Multiples

Fraction

Geometry

Time

Decimals

Area & Perimeter & Volume

Rate

Tables & Graphs





# Materials Used in Class

- Targeting Math TB 5A and 5B
- Targeting Math Workbook 5A and 5B
- Extra worksheets
- Practice Papers
- **Blue file** – 5A Maths Workbook, WA/Practice Papers
- **Purple file** – 5B Math WB, WA/exam papers, Practice Papers



# Assessment format\* for P5

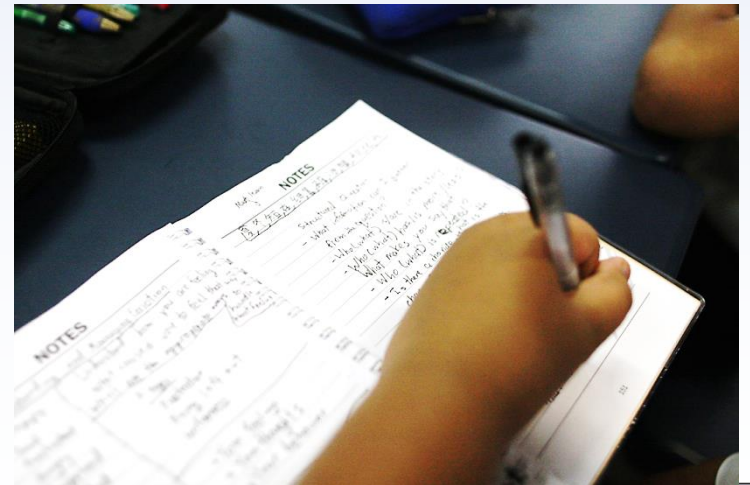
	Time ( Week )	Maths
Term 1	Week 9	WA1 (10%) <b>P5 Fdn : 30 marks</b>
Term 2	Week 8	WA2 (10%) <b>P5 Fdn : 30 marks</b>
Term 3	TBC	WA3 (10%) <b>P5 Fdn : 30 marks</b>
Term 4	Refer to SA2 Schedule	SA2 - 90 Marks (70%)

\* Subject to changes



# Key Areas of Focus

- Factual fluency
- Procedural fluency
- Conceptual understanding
- Checking for reasonableness and accuracy
- Use of Alternative Solutions



# Ways we hope to partner you

## Rigor

- Ensure daily\* practice
- Check their PO and class website
- Get child to explain concepts to you  
( encourage mathematical reasoning )



# Ways we hope to partner you

## Presentation of Work ( Neat and Organised )

- Ensure that there are proper steps and equations
- Ensure **proper filing** of Worksheets
- Ensure **corrections are complete**



# Ways we hope to partner you

- Develop and prepare them the following skills
  - Time Management
  - Exam-taking skills
  - Accuracy
  - Mental Calculation
- Responsible use of the calculator



**THANK YOU**

