



Sharing on Mathematics

Primary 5



Overview

- Mathematics Curriculum
- P5 Assessment: Exam Format and the Introduction of the Use of Calculators
- Home Support for Your Child



Mathematics Curriculum



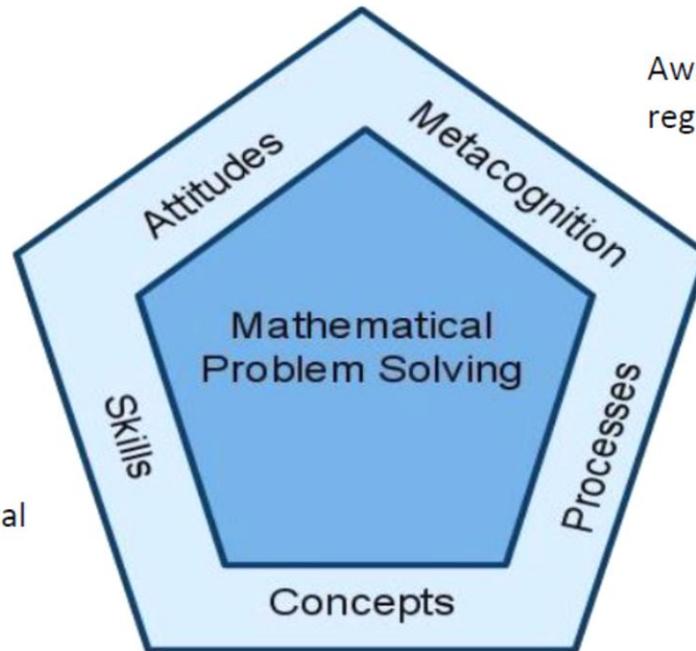
Mathematics Curriculum Framework

Belief, appreciation,
confidence, motivation,
interest and perseverance

Awareness, monitoring and
regulation of thought processes

Proficiency in carrying out
operations and algorithms,
visualising space, handling
data and using mathematical
tools

Competencies in abstracting
and reasoning, representing
and communicating,
applying and modelling

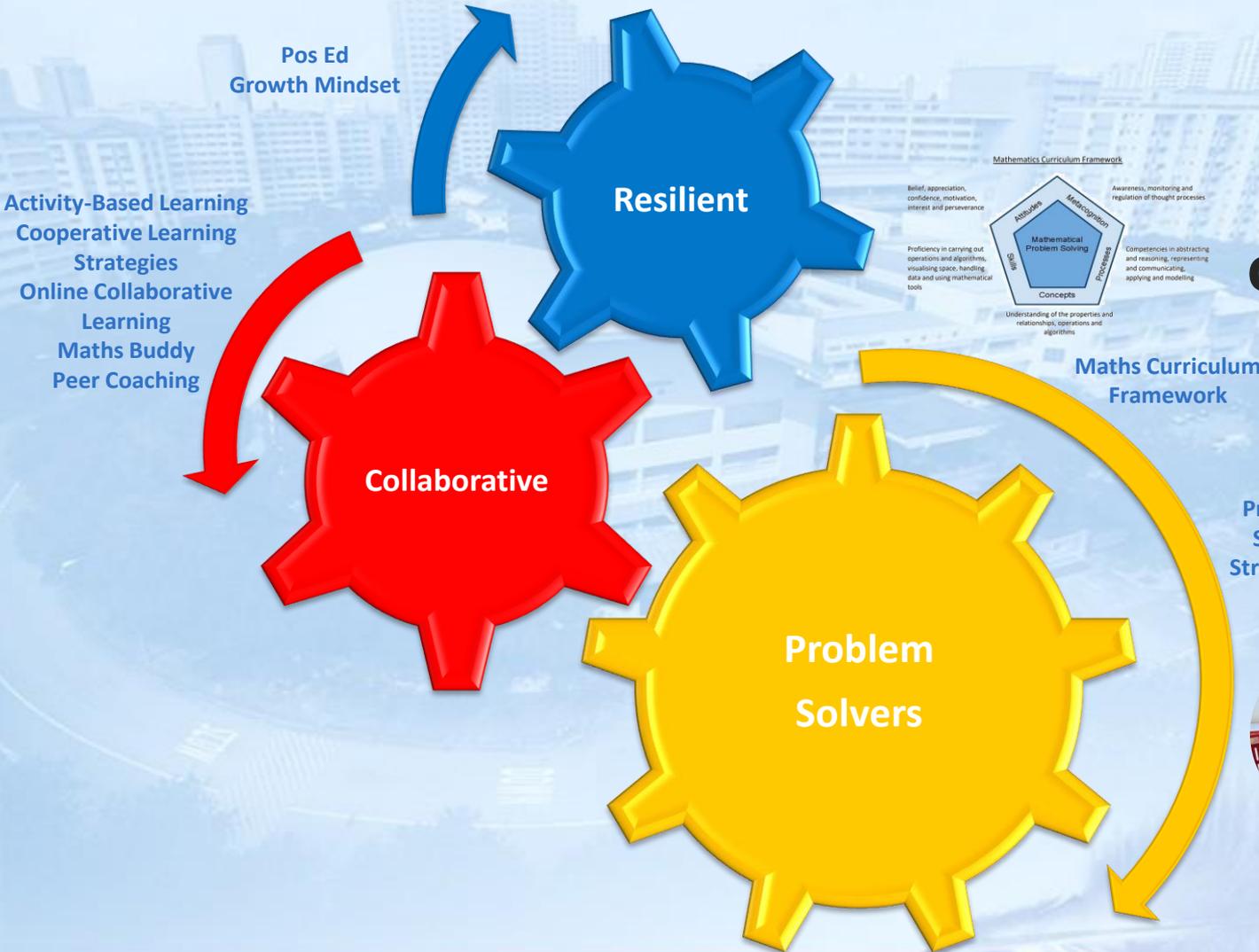


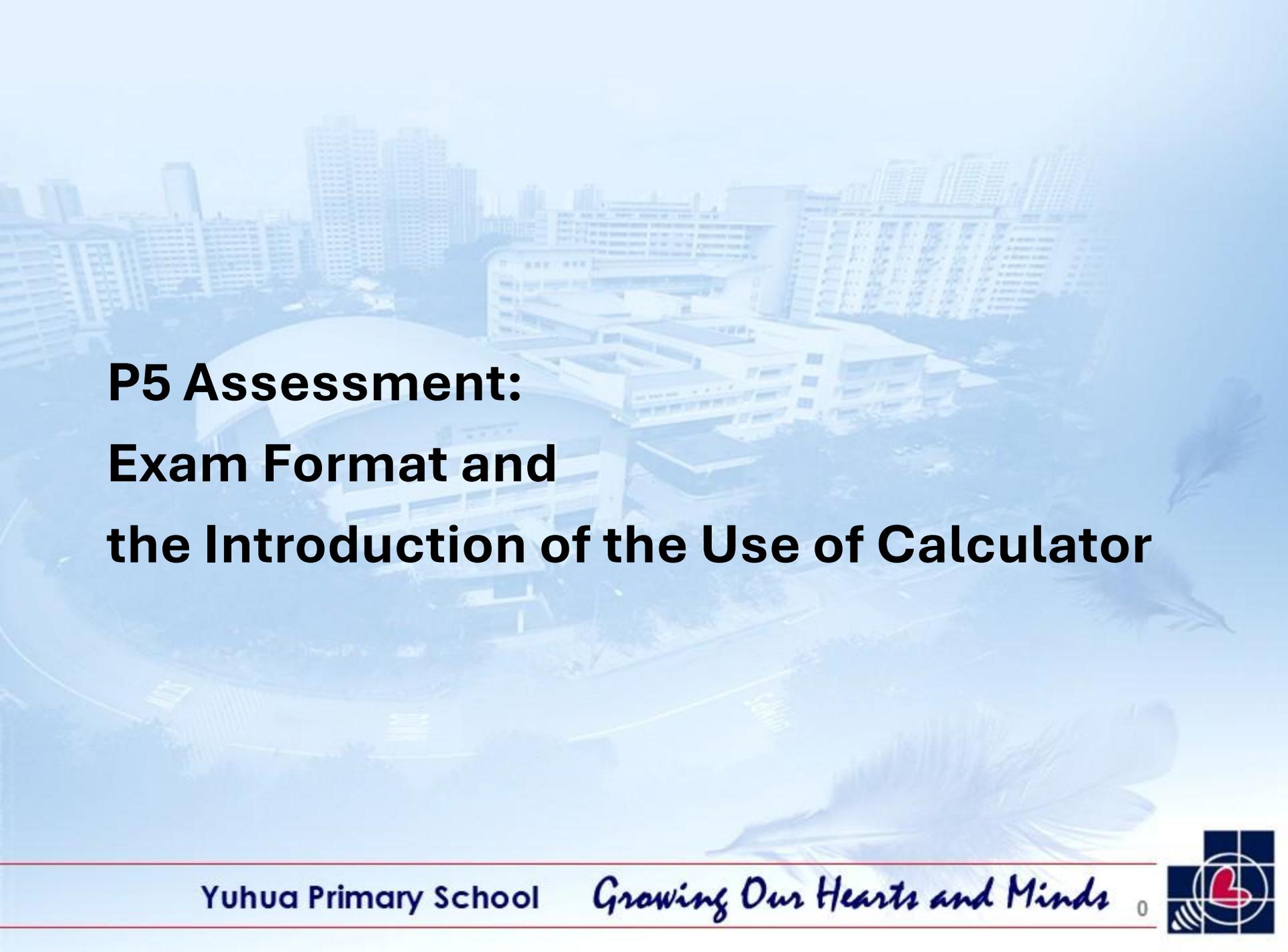
Understanding of the properties and
relationships, operations and
algorithms



YHPS Maths Department Mission

To develop
resilient
and
collaborative
problem
solvers





P5 Assessment: Exam Format and the Introduction of the Use of Calculator



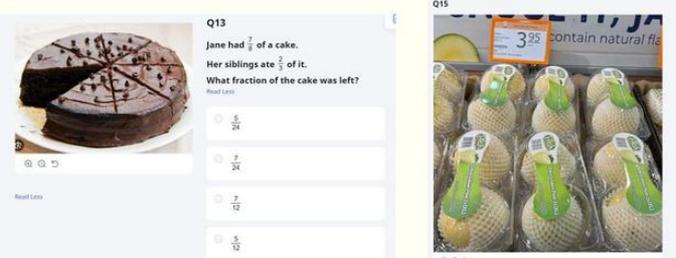
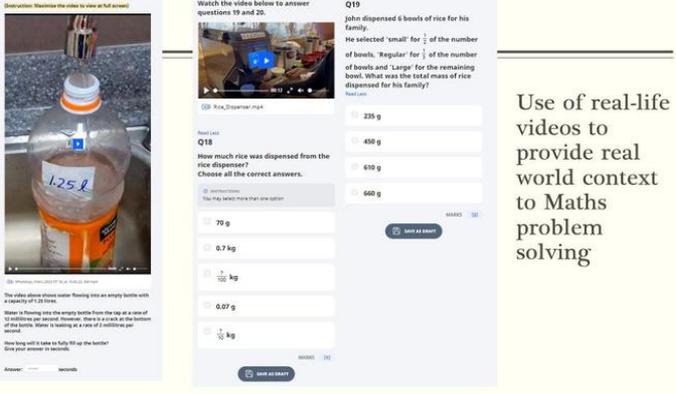
P5 Maths Assessment Plan

Assessment	Term 1	Term 2	Term 3	Term 4																														
Formative Assessment (Non-weighted)	Topical Review - Whole Numbers - Order of Operations - Fractions (I)	Topical Review - Fractions (II) - Area of Triangle - Volume	Topical Review - Decimals - Percentage - Rate	Topical Review - Angles, Triangles and Quadrilaterals																														
	Term 1 Review Quiz SLS Online Quiz Topics to be as: - Whole Number: - Operations On Numbers - Fractions	Maths Department 2025 YUHUA PRIMARY SCHOOL Primary 5 Mathematics Topical Review 1  		Maths Department 2025 2. Reflections: Describe a mistake or misconception that you had. What did you learn from this? If you don't have a mistake, write a similar problem and solve it. You may write or draw to illustrate.																														
Summative Assessment (Weighted) Total: 100%	Name : _____ () Date : _____ Class : _____ Parent's Signature: _____ TOPIC: WHOLE NUMBERS 1. Self-assessment:		3. My revision plans:																															
	<table border="1"> <thead> <tr> <th>I am able to ...</th> <th></th> <th></th> <th></th> </tr> <tr> <th></th> <th><i>I need help!</i></th> <th><i>I'm almost there!</i></th> <th><i>I can do this!</i></th> </tr> </thead> <tbody> <tr> <td> solve questions involving number notations. - Topical Review Q1, 3 & 4 - Activity Book p.1-4 </td> <td></td> <td></td> <td></td> </tr> <tr> <td> solve questions involving \times/\div by tens, hundreds, and thousands. - Topical Review Q2, 5 & 6 - Activity Book p.7-10 </td> <td></td> <td></td> <td></td> </tr> <tr> <td> solve word problems involving whole numbers. - Topical Review Q7, 8, 9 & 10 </td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		I am able to ...					<i>I need help!</i>	<i>I'm almost there!</i>	<i>I can do this!</i>	solve questions involving number notations. - Topical Review Q1, 3 & 4 - Activity Book p.1-4				solve questions involving \times/\div by tens, hundreds, and thousands. - Topical Review Q2, 5 & 6 - Activity Book p.7-10				solve word problems involving whole numbers. - Topical Review Q7, 8, 9 & 10				<table border="1"> <thead> <tr> <th>I will...</th> <th>Date completed</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> revise through textbook page 1 to 21.</td> <td></td> </tr> <tr> <td> <input type="checkbox"/> revise through SLS Lesson(s): • go.gov.sg/pm501 • go.gov.sg/pm502 </td> <td></td> </tr> <tr> <td> <input type="checkbox"/> ask my Maths Buddy (Who? _____) about _____ </td> <td></td> </tr> <tr> <td> <input type="checkbox"/> try a different strategy: • _____ <i>(For example, find a pattern, make a list or table, draw model, work backwards, guess and check, etc.)</i> </td> <td></td> </tr> </tbody> </table>		I will...	Date completed	<input type="checkbox"/> revise through textbook page 1 to 21.		<input type="checkbox"/> revise through SLS Lesson(s): • go.gov.sg/pm501 • go.gov.sg/pm502		<input type="checkbox"/> ask my Maths Buddy (Who? _____) about _____		<input type="checkbox"/> try a different strategy: • _____ <i>(For example, find a pattern, make a list or table, draw model, work backwards, guess and check, etc.)</i>	
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*"Mathematics may not teach us to add love or subtract hate, but it gives us hope that every problem has a solution."
~ Anonymous*



P5 Maths Assessment Plan

As:	m 2	Term 3	Term 4
<p>Use of real-life images to link Maths problem solving to the real world</p>  <p>Q13 Jane had $\frac{1}{4}$ of a cake. Her siblings ate $\frac{3}{8}$ of it. What fraction of the cake was left?</p> <p>Q15 At a supermarket, pears are sold in packets of two pears per packet, as shown in the photograph above. Danny has \$20. What is the most number of pears he can buy?</p>		<p>Topical Review</p> <ul style="list-style-type: none"> - Decimals - Percentage - Rate 	<p>Topical Review</p> <ul style="list-style-type: none"> - Angles, Triangles and Quadrilaterals
<p>For As: (Nor</p>	<p>st - 8 May)</p>	<p>Term 3 Review Test Term 3 Week 7- 8 (14 – 20 Aug) (30 marks, 45 min)</p> <p>SLS Online Quiz / Written</p>	<p>End-of-Year Exam Term 4 Week 6 (22 Oct) (100 marks)</p> <p>Paper 1: 1 h 10 min Paper 2: 1 h 20 min Written Assessment: MCQ, SAQ and LAQ</p>
<p>Su As: (V To</p> <p>Paper 1: 20 min</p>  <p>Q19 John dispensed 6 bowls of rice for his family. He selected 'small' for $\frac{1}{3}$ of the number of bowls, 'Regular' for $\frac{1}{2}$ of the remaining bowls and 'Large' for the remaining bowls. What was the total mass of rice dispensed for his family?</p> <p>Use of real-life videos to provide real world context to Maths problem solving</p>	<p>it: Q ssed</p>	<p>Topics to be assessed</p> <ul style="list-style-type: none"> - Fractions - Decimals - Rate - Percentage - Angles 	<p>Topics to be assessed</p> <ul style="list-style-type: none"> - Whole Numbers; Fractions; Decimals - Percentage - Rate - Measurement - Geometry - Statistics
		<p>15%</p>	<p>70%</p>



End-of-Year Exam Paper Format

Paper	Booklet	Item Type	Number of questions	Number of marks per question	Total marks	Duration
1	A	Multiple-choice	10	1	10	1 h 10 min
			8	2	16	
	B	Short-answer	12	2	24	
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

Standard Mathematics

Foundation Mathematics

Paper	Booklet	Item Type	Number of questions	Number of marks per question	Total marks	Duration
1	A	Multiple-choice	10	1	10	1 h
			10	2	20	
	B	Short-answer	8	2	16	
2		Short-answer	10	2	20	45 min
		Structured	4	3 or 4	14	
Total			42	-	80	1 h 45 min

Time Management



List of Approved Calculator Models

S/N	Calculator Brand	Calculator Model
1	CASIO	FX 82MS
2		FX 85MS
3		FX 95MS
4		FX 97SG X
5		FX 350MS
6		FX 97SG CW ^
7	CANON	F-960SG
8	HEWLETT PACKARD	HP 10S+
9	SHARP	EL W531S II
10		EL W531S II Silver Edition



Home Support for Your Child



Relate Mathematics to Daily Life

- Talk about Maths using real-life contexts found in print e.g. newspapers, internet

Advancing Our Refreshed
Economic Strategy

BUDGET gov .sg
2026

Managing Business Costs

- **40% Corporate Income Tax Rebate** for Year of Assessment 2026
- Capped at **\$30,000** per company
- Minimum benefit of **\$1,500** for active companies with at least one local employee in 2025

Connecting in a Changed World

- Enhance support for local companies to expand overseas
- Higher grant support level of **up to 70%** for SMEs and **up to 50%** for non-SMEs
- Enhance **Market Readiness Assistance** grant for enterprises to deepen presence overseas
- Enhance **Enterprise Financing Scheme** to increase maximum loan quantum for Trade and SME Fixed Assets loans

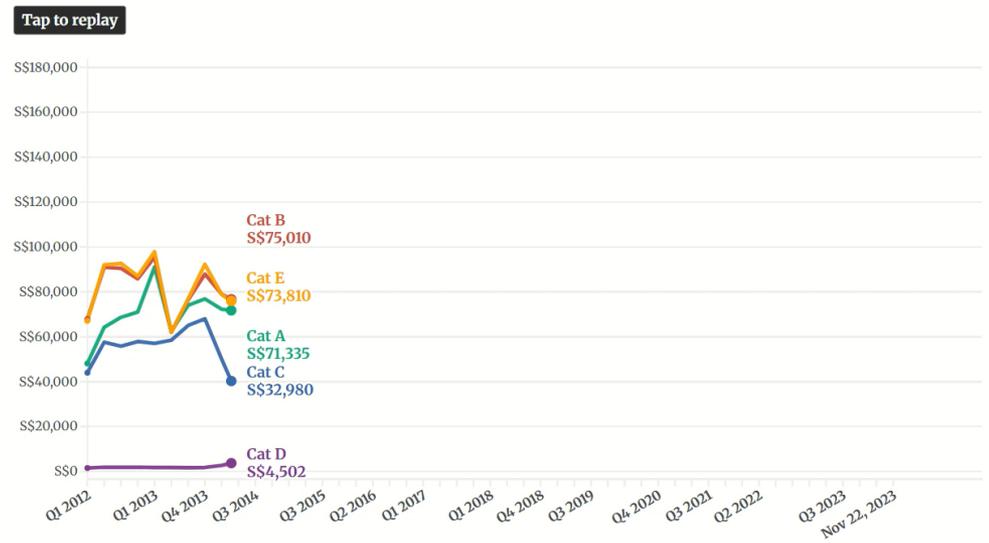
Strengthening Our Enterprise Ecosystem

- **\$1.5 billion** for **Anchor Fund** to support public listings of high-growth companies in Singapore
- **\$1.5 billion** to expand **Equity Market Development Programme**
- Expand **Startup SG Equity** scheme to catalyse investments in early- and growth-stage deep tech startups

Find out more at www.singaporebudget.gov.sg

g0.gov.sg/2026k
Issued on 2/02/2026

COE prices from 2012 to 2023



COE premium prices over the years. (Animated graphics: CNA/Clara Ho)



Relate Mathematics to Daily Life

- Engage your child in daily chores or family events that involve Mathematics

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Present your Plus! card or FairPrice app to enjoy our super saver. Limited to 1 units per member per day unless otherwise stated. While stocks last.

SAVE \$3.10 per pack
FAIRPRICE Roti Prata 20s
 1.3kg U.P. \$6.20

fresh must buy

2 for \$4.45
 SOUTH AFRICA Seedless Grapes Red/Green 500g U.P. 2 for \$7.90
SAVE \$3.45 43%

\$3.25 per punnet
 CHINA Cream Fuji Apple 4s U.P. \$4.55
SAVE \$3.30 50%

Nature's Multivitamins

SAVE \$1.95 39%
\$2.95 per punnet
 INDIA Sonaka Green Seedless Grapes 500g U.P. \$4.90

SAVE \$4.95 35%
\$8.95 per punnet
 CHILE Red Cherries 500g U.P. \$13.90

SAVE \$2.95 37%
\$4.95 per punnet
 PASAR Australia Red Plum 400g U.P. \$7.90

SAVE 40% 9%
\$3.95 per punnet
 ZESPRI Italy Green Kiwifruit 4s U.P. \$4.35

SAVE 16% 18%
69¢ per 100g
 SOUTH AFRICA Sable Black Seedless Grapes U.P. 85¢ per 100g

SAVE \$9.45 per bag
\$9.45 per bag
 FRANCE Organic Juliet Apples 800g U.P. \$9.95

SAVE 40% 9%
\$3.85 per bag
 ENZA USA Pacific Rose Apples 7s U.P. \$4.25

SAVE \$2.05 31%
10 for \$4.45
 PASAR Kinnow Mandarin U.P. 10 for \$4.50

SAVE \$5.75 49%
3 for \$5.95
 COCO THUMB Thailand Organic Coconut U.P. 3 for \$11.70

SAVE \$1.35 14%
2 for \$7.95
 BILUSH Thailand Sweet Delightful Sun Delights 200g U.P. 2 for \$9.30

SAVE 45% 15%
\$2.50 per pack
 CHINA Calory 7s U.P. \$2.95

Freshly Curated

SAVE 17% 9%
\$1.55 per 100g
 PASAR Australia Chilled Shoulder 1 U.P. \$1.72 per 100g

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(For any Parking session between 10.30pm and 7am the following day, per minute charging will apply subject to a maximum parking charge of \$4.00)	
Monday to Saturday 7am to 10.30pm 10.30pm to 7am	Motorcycle \$0.35 per parking session \$0.65 per parking session
Sunday & Public Holiday 7am to 10.30pm 10.30pm to 7am	Motorcycle No Charge \$0.65 per parking session

Free Parking
Sundays & Public Holidays
7am to 10.30pm

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The use of this car park is subject to such terms and conditions as may be implemented or approved by THE MANAGEMENT or THE OWNER at any time.



Relate Mathematics to Daily Life

- Provide opportunities for your child to have a sense of how heavy or long items are, or amount of space items occupy.



Relate Mathematics to Daily Life

- Provide opportunities for your child to have a sense of how heavy or long items are, or amount of space items occupy.



Scaffold Word Problems



Scaffold Word Problems



Guiding Questions

Understand the Question

- **Given:** What is the problem about? What is the information given?
- **Find:** What am I supposed to find?
- **Topic(s):** What are the relevant topics to this problem?
- **Formula(e):** What is/are the appropriate formula(e) to use?
- **Visualise (Picture):** What do I see? What can I draw to represent the problem?

Plan

- What do I know?
- What do I need to do to solve the problem?
- Do I need more information?
- Is there a hidden question?
- What strategies are useful?

Solve

- Did I use the correct values?
- Is my computation correct?

Reflect

- Is the answer reasonable?
- Do I need to revise my plan to meet all the conditions?
- Are there alternative solutions

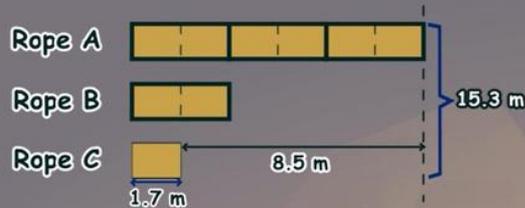


Scaffold Word Problems

You're in the Lesson View mode.



Rope A is 3 times as long as Rope B.
Rope B is twice as long as Rope C.
Rope C is 8.5 m shorter than Rope A.
What is the total length of the three ropes?



$$\begin{aligned} 5 \text{ units} &= 8.5 \text{ m} \\ 1 \text{ unit} &= 8.5 \text{ m} \div 5 \\ &= 1.7 \text{ m} \end{aligned}$$

$$\begin{aligned} 9 \text{ units} &= 1.7 \text{ m} \times 9 \\ &= 15.3 \text{ m} \end{aligned}$$

The total length of the three ropes is 15.3 m.

Understand

Plan

Solve

Check

$$\begin{aligned} 3 \text{ big units} &= 1.7 \text{ m} + 8.5 \text{ m} \\ &= 10.2 \text{ m (Rope A)} \end{aligned}$$

$$\begin{aligned} 1 \text{ big unit} &= 10.2 \text{ m} \div 3 \\ &= 3.4 \text{ m (Rope B)} \end{aligned}$$

$$10.2 \text{ m} + 3.4 \text{ m} + 1.7 \text{ m} = 15.3 \text{ m}$$



Provide Emotional Support

- Provide emotional support for your child.





THANK YOU

