PRIMARY 5 MATHEMATICS

Math Topics (Semester 1)

TERM 1	TERM 2
5A Unit 1 – Whole Numbers	5A Unit 4 – Area of Triangles
5A Unit 2 – Operations of Whole Numbers	5A Unit 5 – Ratio
	5A Unit 6 – Volume
5A Unit 3 – Fractions	5B Unit 1 - Decimals

Math Topics (Semester 2)

TERM 3	TERM 4
5B Unit 2 – Four Operations of Decimals	5B Unit 6 – Angles
5B Unit 3 – Percentage	5B Unit 7 – Triangles
5B Unit 4 – Rate	5B Unit 8 – Quadrilaterals
5B Unit 5 – Average	

Problem Solving Skills

1. 'Before and After' Problem Sums in Whole Numbers

Examples:

(a) Selene had 4 times as much money as Cathy.
After Selene spent $13 and Cathy received $5, they had the same amount money. How much money did Selene have at first?

(b) Selene and Cathy had an equal amount of money.
After Selene spent $5 and Cathy spent $9, Selene had twice as much money as Cathy. How much money did Selene have at first?

(c) Selene had $15 and Cathy had $7.
After they both spent an equal amount of money, Selene had twice as much money as Cathy. How much money did Cathy have in the end?

Note: The slides show some examples of problem solving skills in Primary 5. They are not exhaustive.

Problem Solving Skills

2. Guess and Check (or Assumption)

Example:

Mr Tan sold big durians at $12 each and small durians $7 each.
He sold 150 durians altogether and collected $1310 in total.
How many small durians did he sell?

Note: The slides show some examples of problem solving skills in Primary 5. They are not exhaustive.

Problem Solving Skills

3. Part of a Whole vs Part of a Remainder in Fractions

Examples:

(a) Kent had some money. He spent $\frac{3}{7}$ of his money on a present and $\frac{1}{4}$ of his money on a meal. In the end, he had $9 left. How much money did Kent have at first?

(b) Kent had some money. He spent $\frac{3}{7}$ of his money on a present and $\frac{1}{4}$ of his **remaining** money on a meal. In the end, he had $9 left. How much money did Kent have at first?

Note: The slides show some examples of problem solving skills in Primary 5. They are not exhaustive.

Some Examples of Problem Solving Strategies

- Draw a model or diagram
- Make a systematic list/Tabulation
- Before / after concept
- Look for a pattern
- Guess & Check
- Work backwards
- Supposition

Primary 5 Assessments

Term 1	Term 2	Term 3	Term 4
Formative Assessment	Weighted Assessment (WA) 1	Weighted Assessment (WA) 2	End – Of – Year Examination (EOY)
Non-weighted	15%	15%	70%

WA1 and WA2 ASSESSMENT FORMAT

WA 1 (no calculator is allowed) - Duration: 40 min

Section	Item Type	No of Questions		No of Marks per Question	Total Marks
A	Multiple-choice	6	Q1 – 6	1	6
		3	Q7 – 9	2	6
B	Short - answer	4	Q10 – 13	1	4
		7	Q14 – 20	2	14
Total		20			30

WA 2 (calculator is allowed)- Duration: 40 min

Item Type	No of Questions		No of Marks per Question	Total Marks
Structured/ Long-answer	4	Q1 – 4	2	8
	3	Q5 – 9	3	9
	2		4	8
TOTAL	9			25

EOY EXAM FORMAT

Paper	Booklet	Item Type	No. of questions	No. of marks per question	Total Marks	Duration
1 Calc. **NOT** allowed	A	Multiple-choice	10	1	20m	**1 h**
			5	2		
	B	Short -answer	5	1	25m	
			10	2		
2 Calc. allowed		Short-answer	5	2	55m	**1 h 30 min**
		Structured/ Long-answer	12	3,4 or 5		
Total			**47**		**100m**	

Both papers are scheduled on the same day with a break between the two papers.

Paper 1 Booklets A & B:

Use of calculator is NOT ALLOWED

Booklet A: 15 Multiple Choice Questions (MCQ)

- Indicate answer on question paper to facilitate checking
- Shade oval in OAS after completing each question

Booklet B: 15 Short Answer Questions

- To show workings clearly and write the correct answers in the spaces provided
- Do not erase the workings as method marks may be awarded for the **correct workings** (for 2 marks questions) shown, even if the answer is wrong.

Paper 2

Use of calculator is ALLOWED

5 Open-Ended Questions (2 marks each) &
12 Problem Sums (3, 4 or 5 marks)

Problem Sums

- To show each step taken and workings clearly, so that **method marks** and answer marks can be awarded accordingly.
- Pupils are encouraged to **show all steps** as method marks may be awarded, even if the answer is wrong.

List of Approved Calculators For Use

OFFICIAL (OPEN)

LIST OF APPROVED SCIENTIFIC CALCULATORS

The following scientific calculator models are suitable for

- **PSLE Mathematics and Foundation Mathematics Examinations**
- **GCE N(T), N(A), O and A-Level Examinations**

S/N	Calculator Brand	Calculator Model	Approved Period[1]
1	CASIO	FX 82MS	2003 – 2026
2		FX 85MS	2003 – 2026
3		FX 95MS	2003 – 2026
4		FX 96SG Plus	2013 – 2025
5		FX 97SG X	2018 – 2026
6		FX 350MS	2003 – 2026
7	CANON	F-960SG	2017 – 2026
8	SHARP	EL W531S	2010 – 2023
9		EL W531S II	2018 – 2026
10		EL W531S II Silver Edition	2021 – 2025
11		EL W531XM	2014 – 2023
12		EL 533X	2013 – 2024

For any updates, refer to
https://www.seab.gov.sg/docs/default-source/documents/guidelines_calculators

Presentation of solutions

- **Consistency** in units of measure

  3 **kg** x 4 = 12 **kg**

- **Use equal signs** correctly

  ½ of total amount = $45 ☺

  ~~½ = $45~~ ☹

- Show the method of solution (working steps) clearly
- Standard units of measurement should accompany the final answers. Missing units in final answers will results in mark deduction.

Example:

Ans: 10 cm **Ans: $517**

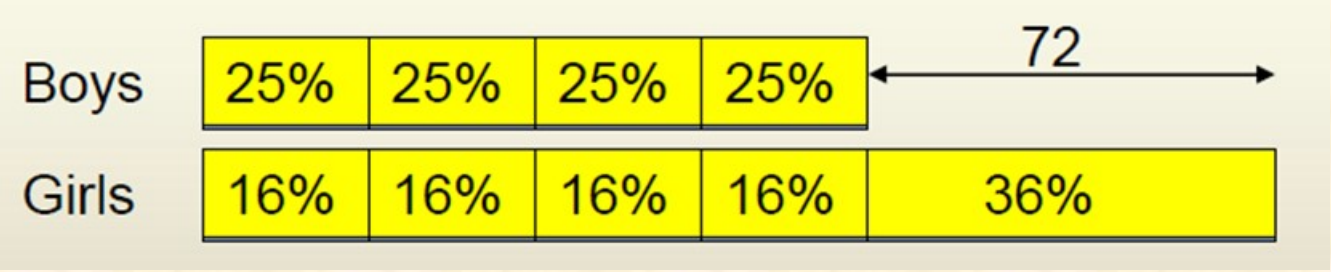
Ans: 264 m **Ans: 34 kg**

Presentation of solutions

In a hall, 25% of the total number of boys in a hall is equal to 16% of the total number of girls in the hall.

There are 72 more girls than boys.

How many children are there in the hall altogether?



36% of girls = 72

64% of girls = (72 ÷ 36) × 64

= 128

128 × 2 + 72 = 328

Ans: 328

Wrong Mathematical Statement/Presentation

36% = 72

64% = 128

Partnership with the school…

Do support the learning of your child in Math by

- Reminding him/her to submit completed school assignments punctually
- Ensuring a conducive working environment, especially for timed practice papers.
- Encouraging him/her to check the completed work and correct the mistakes made in homework.
- Encouraging him/her to seek clarifications in class when in doubt.

As a pillar of strength and support for your child…

- Affirm and praise the effort he/she has put in the subject
- Provide joy of learning via physical or digital math games , such as digital games on coolmath.com, logic puzzles and math magazines.
- Discuss the use of Math in daily life, such GST and discount in shopping.
- Guide them to manage their stress by looking out for any change in behaviour or temperament.

THANK YOU