



# PRIMARY 3 MATHEMATICS

Sharing with Parents  
14 February 2025





# Curriculum Materials for Students

- Primary Mathematics Textbooks 3A & 3B
- Primary Mathematics Practice Books 3A & 3B
- School-based worksheets



# Math Topics For Semester 1

**3A Unit 1 - Numbers to 10000**

**3A Unit 2 - Addition & Subtraction**

**3A Unit 3 - Money**

**3A Unit 4 - Multiplication Tables of 6, 7, 8 and 9**

**3A Unit 5 - Multiplication and Division**

**3A Unit 6 - More Word Problems**

**3A Unit 7 - Bar Graphs**

**3B Unit 8 - Angles**

**3B Unit 9 - Perpendicular & Parallel Lines**



# Math Topics For Semester 2

**3B Unit 10-Fractions**

**3B Unit 11-Length, Mass and Volume**

**3B Unit 12-Area and Perimeter**

**3B Unit 13-Time**



# Assessments

Term 1	Term 2	Term 3	Term 4
Formative Assessment	WA 1 (Half Paper)	WA 2 (Half Paper)	End Of Year (Full Paper)
Non-Weighted (0 %)	Weighted (15 %)	Weighted (15 %)	Weighted (70 %)
Total 100%			



# Format of Weighted Assessment 1

Section	Item Type	No. of questions	No. of marks per question	Total marks	Duration
1	MCQ	5	1m	5m	40 min
2	SAQ	5	1m	13 m	
		4	2 m		
3	LAQ	1	3 m	7 m	
		1	4 m		
<b>Total</b>		16		25 marks	



# Format of Weighted Assessment 2

Section	Item Type	No. of questions	No. of marks per question	Total marks	Duration
1	MCQ	4	1m	4m	40 min
2	SAQ	5	1m	10 m	
		2	2 m		
3	LAQ	1	3 m	11 m	
		2	4 m		
<b>Total</b>		15		25 marks	



# Format of End-of-Year Exam

Section	Item Type	No. of questions	No. of marks per question	Total marks	Duration
A	MCQ	6	1m	10m	1h 15min
		2	2m		
B	SAQ	9	1m	27m	
		9	2m		
C	LAQ	1	4m	13m	
		3	3m		
<b>Total</b>		30		50 marks	





# Weighted Assessments

## Multiple-choice Questions

- Indicate answer on question paper to facilitate checking against shaded answer in OAS.
- Strongly encouraged to shade the oval in the OAS after completing each question.

## Short Answer Questions

- Show workings clearly and write the correct answers in the answer blanks provided
- Do not erase the workings as method marks **may** be awarded for the **correct workings** shown, even if the answer is wrong



# Weighted Assessments



## Problem Sums / Long Answer Question

- Show full solution and workings clearly, so that **method marks** and answer marks can be awarded accordingly.
- **Show all steps taken** as method marks may be awarded, even if the answer is wrong.



# PRESENTATION OF SOLUTIONS

- **Correct use of equal signs**

Example:

Mr Tan bought 5 boxes of mangoes. There are 12 mangoes in each box.

After he gave away 9 mangoes, how many mangoes did Mr Tan have left?

Expected presentation of solutions with correct use of equal signs:

$$12 \times 5 = 60$$

$$60 - 9 = 51$$

Incorrect use of equal signs:

$$12 \times 5 = 60 - 9 = 51$$



# PRESENTATION OF SOLUTIONS

- **Consistency** in use of units of measure  
 $3 \text{ kg} \times 4 = 12 \text{ kg}$
- **Standard units of measurement** should accompany the final answers when required. Missing units in final answers will result in mark(s) deduction.

Example:

Ans: 10 **cm**

Ans: **\$517**

Ans: 264 **m**

Ans: 34 **kg**



# EXAMPLES OF PROBLEM SOLVING STRATEGIES

*Note: The strategies presented here are intended for reference purposes only. They represent some approaches used in Primary 3 but are not exhaustive.*

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



# Partnership with the school

- Support the learning of your child in Math by reminding him/her to submit completed school assignments punctually.
- Ensuring a conducive working environment.
- Encourage your child to check the completed work and correct the mistakes made in homework.
- Encourage your child to seek clarifications when in doubt.



# To support for your child

- Affirm, encourage and praise the effort he/she has put in the subject.
- Strategize – focus on improving areas of weaknesses.
- Provide the joy of learning through math games, logic puzzles and math magazines.
- Discuss the use of Math in daily life.
- Guide them to manage their stress by looking out for any change in behaviour or temperament.



Mathematics  
is not about numbers,  
equations,  
computations, or  
algorithms. It is about  
**understanding.**

- William Paul Thurston

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