PRIMARY 5 MATHEMATICS

Sharing with Parents

9 January 2026

Curriculum Materials for Students

- Primary Mathematics Textbooks 5A & 5B
- Primary Mathematics Practice Books 5A & 5B
- School-based Worksheets

MATH TOPICS SEMESTER 1

Term 1
Chapter 1 – Numbers to 10 million
Chapter 2 – Four Operations of Whole Numbers
Chapter 3 – Fraction and Division
Chapter 4 – Four Operations of Fractions

Term 2
Chapter 5 – Area of Triangles
Chapter 6 – Volume
Chapter 7 – Decimals (5B TB)

MATH TOPICS SEMESTER 2

Term 3
Chapter 8 – Rate
Chapter 9 – Percentage
Chapter 10 – Angles
Chapter 11 – Properties of Triangles

Term 4
Chapter 12 – Properties of Parallelograms, Rhombus and Trapezium

PROBLEM SOLVING SKILLS

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

Example (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?

Example (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?

Example (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?

PROBLEM SOLVING SKILLS

2. Guess and Check (or Assumption method)

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?

PROBLEM SOLVING SKILLS

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

Example (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?

Example (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?

EXAMPLES OF PROBLEM SOLVING STRATEGIES

Note: The strategies presented here are intended for reference purposes only. They represent some approaches used in Primary 5 but are not exhaustive.

- Draw a model or diagram

- Make a systematic list / Tabulation

- Before / After concept

- Look for a pattern

- Guess & Check

- Work backwards

- Supposition method

Primary 5 Assessments

Term 1	Term 2	Term 3	Term 4
Revision Paper	WA1	WA2	EOY exam
Non-weighted	15%	15%	70%

End-of-Year Exam Format

Paper	Booklet	Item Type	No. of questions	No. of marks per question	Total Marks	Duration
1 Calc. **NOT** allowed	A	Multiple-choice Questions	10	1	26m	1 h 10 min
			8	2		
	B	Short –answer Questions	12	2	24m	
2 Calc. allowed		Short-answer Questions	5	2	50m	1 h 20 min
		Long-answer/ Structured Questions	10	3, 4, 5		
Total			**45**		**100m**	**2 h 30 min**

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

Paper 1 Booklets A & B:

Use of calculator is NOT ALLOWED.

Booklet A: 18 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.

Booklet B: 12 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.

Paper 2:

Use of calculator is allowed.

5 Short Answer Questions (2 marks each)

- 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.

10 Problem Sums (3, 4 or 5 marks each)

- 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.

CALCULATORS

- Only SEAB-approved for use calculators are allowed in the examination rooms.
- For the list of approved calculators for use in school-based examinations and PSLE, please refer to the SEAB website (**https://www.seab.gov.sg/psle**)

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.

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% of girls = 72

64% of girls = (72 ÷ 36) × 64

              = 128

128 × 2 + 72 = 328

Ans: <u>328</u>

Partnership with the school

Assignments from school
- Ensure student has a conducive working environment.
- Insist that your child sticks to the given/recommended time frame.
- Practice good time management.

To support your child

- Praise, encourage and motivate your child.
- Strategize – focus on improving areas of weaknesses.
- Practice good time management.
- **Ensure that your child does correction for mistakes made in his/her work.**
- **Exposure to Non-routine problems** – ability to apply the concepts taught in unfamiliar questions/situations

More math…in other forms

- ➢ Math Games
- ➢ Math Literature
- ➢ Daily life
- ➢ Logic puzzles

- **Manage stress** – watch for change in behaviour in your child.