PRIMARY 5 FOUNDATION MATHEMATICS

Sharing with Parents

9 January 2026

Curriculum Materials for Students

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

FOUNDATION MATH TOPICS SEMESTER 1

Term 1
Chapter 1 – Numbers to 10 million
Chapter 2 – Four Operations of Whole Numbers
Chapter 3 – Factors and Multiples
Chapter 4 – Fraction as Part of a Whole
Chapter 5 – Time
Chapter 6 – Angles

Term 2
Chapter 7 – Perpendicular and Parallel Lines
Chapter 8 – Rectangles and Squares
Chapter 9 – Mixed Numbers and Improper Fractions
Chapter 10 – Multiplication of Fractions

FOUNDATION MATH TOPICS SEMESTER 2

Term 3
Chapter 11 – Decimals
Chapter 12 – Four Operations of Decimals
Chapter 13 – Rate
Chapter 14 – Area & Perimeter

Term 4
Chapter 15 – Volume
Chapter 16 – Graphs

Problem-Solving Skills

Note: *The examples of problem-solving skills presented in this deck are intended for reference purposes only. They represent some approaches used in Primary 5 FMA but are not exhaustive.*

1. Draw a model or diagram

Example question from PSLE 2020

Mrs Jeya bought some stickers. On Monday, she gave $\frac{1}{4}$ of the stickers to students in Group A and had 72 stickers remaining.

a) On Tuesday, she gave $\frac{5}{12}$ of the remaining stickers to students in Group B. How many stickers did she give to Group B?

b) How many stickers did Mrs Jeya buy?

Problem-Solving Skills

Note: *The examples of problem-solving skills presented in this deck are intended for reference purposes only. They represent some approaches used in Primary 5 FMA but are not exhaustive.*

2. Look for a Pattern

Example question from PSLE 2018

White squares and grey squares were used to form figures that follow a pattern. The first three figures are shown below.

Figure 1 Figure 2 Figure 3

Figure	Number of white squares	Number of grey squares	Total number of squares
1	1	1 × 7 + 1 = 8	9
2	2	2 × 7 + 1 = 15	17
3	3	3 × 7 + 1 = 22	25

What was the total number of squares used to form Figure 9?

Some Examples of Problem-Solving Strategies

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

- Draw a model or diagram
- Make a systematic list
- Before / after concept
- Look for a pattern
- Work backwards

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	30m	1 h
			10	2		
	B	Short –answer Questions	8	2	16m	
2 Calc. allowed		Short-answer Questions	10	2	20m	45 min
		Long-answer/ Structured Questions	4	3 or 4	14m	
Total			**42**	**-**	**80m**	**1 h 45 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: 20 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: 8 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.

10 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.

4 Problem Sums (3 or 4 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://file.go.gov.sg/seab-approvedcalculators.pdf**)

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

Presentation of solutions

Mrs Tay deposits $8000 in a bank for one year. The interest rate is 2% per year. What is the total amount of money she will have in the bank at the end of one year?

100% of money = $8000

1% of money = $8000 ÷ 100

= $80

2% of money = $80 × 2

= $160

$8000 + $160 = $8160

Ans: $8160

Wrong Mathematical Presentation

100% = $8000

1% = $80

2% = $160

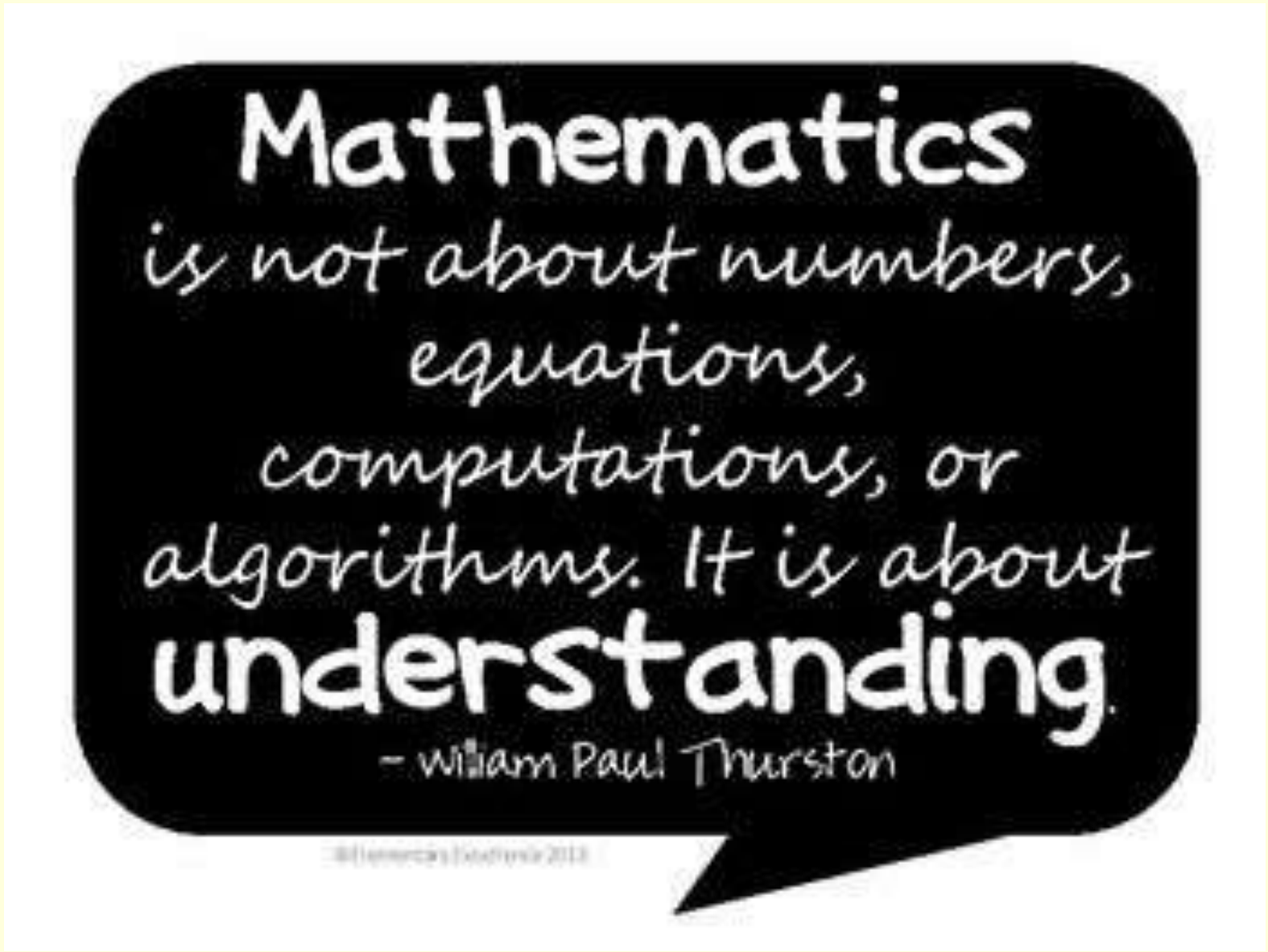
Partnership with the school

Do support the learning of your child in Math by

- Reminding him/her to submit completed school assignments punctually .
- Ensuring he/she has a conducive working environment at home.
- Encouraging him/her to check the completed work and do corrections for mistakes made.
- Encouraging him/her to seek clarifications in class when in doubt.

To support your child

- Affirm and praise the effort he/she has put in.
- Encourage and motivate your child.
- Provide joy of learning via math games, logic puzzles and/or the reading of 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.


Mathematics
is not about numbers,
equations,
computations, or
algorithms. It is about
understanding.
- William Paul Thurston