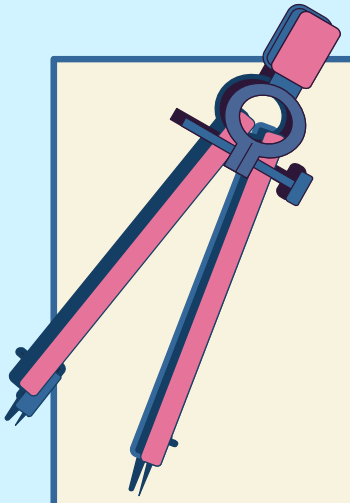
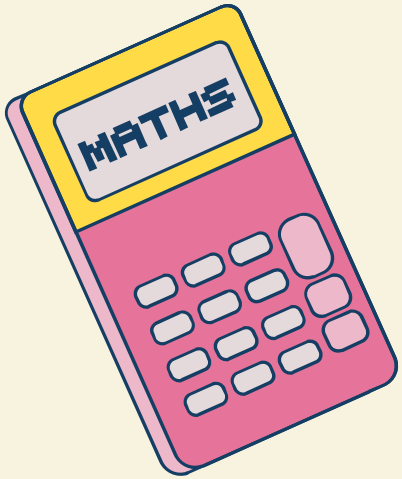
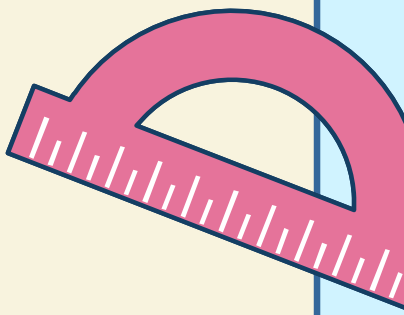


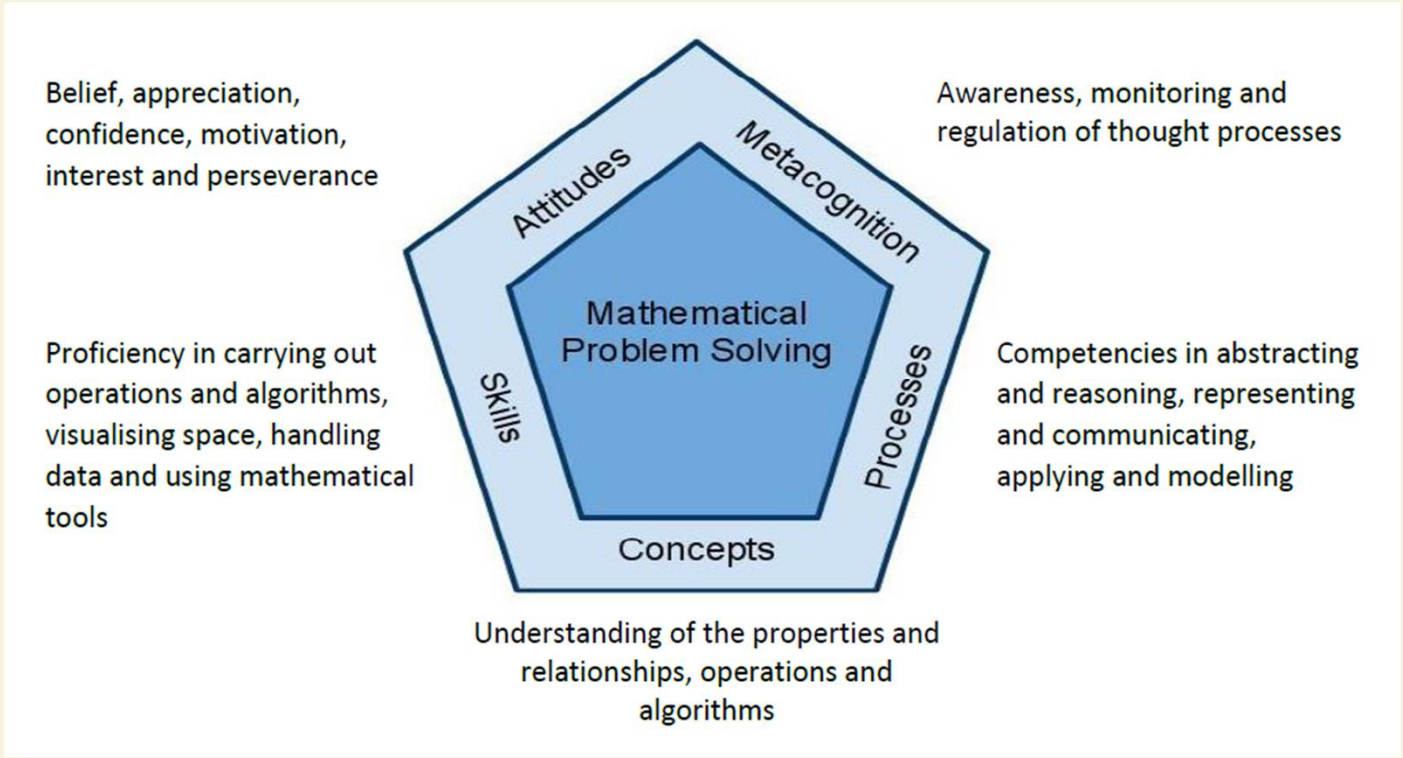
Mathematics in HPPS



Sharing with Parents
November 2025



Mathematics Curriculum Framework



Aims of the Primary Math Syllabus

To enable students to:

- acquire mathematical concepts and skills for everyday use and continuous learning in mathematics;

- develop thinking, reasoning, communication, application and metacognitive skills through a mathematical approach to problem solving; and

- Build confidence and foster interest in mathematics.

Math in Primary 1

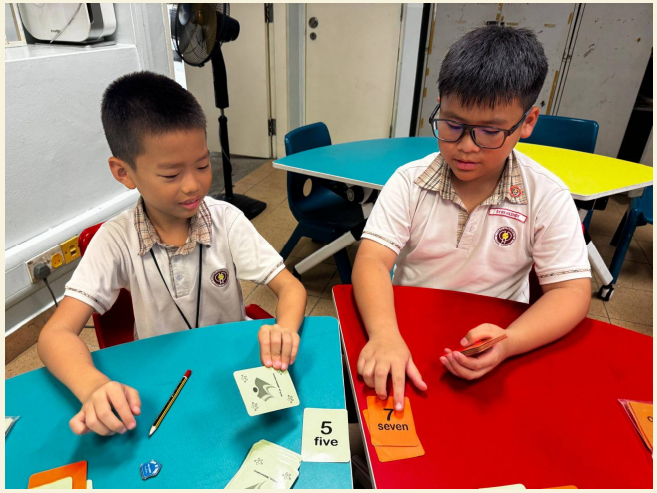
3 content strands:

- Number & Algebra
- Measurement & Geometry
- Statistics

Number & Algebra

Topics:

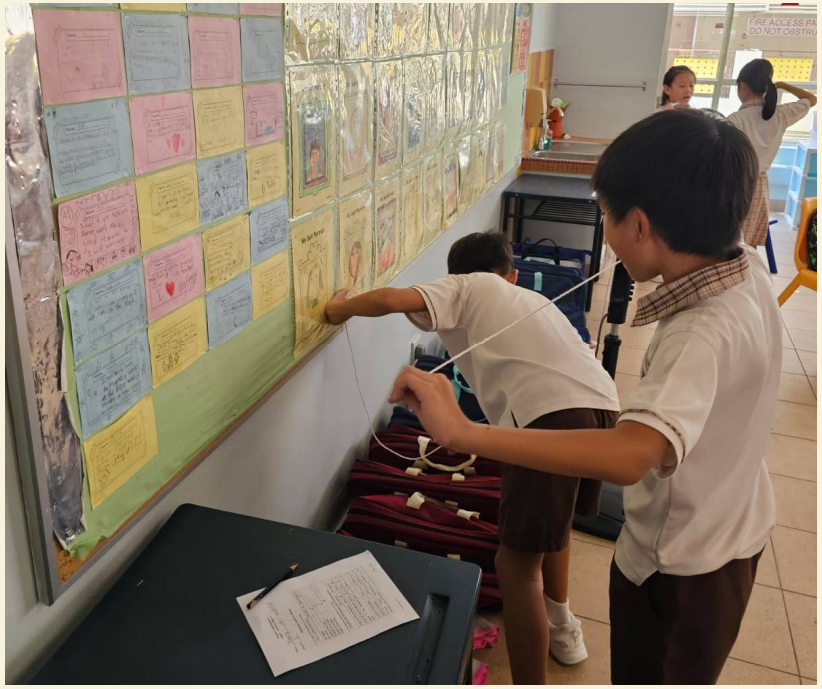
- Numbers 0 to 10
- Addition within 10
- Subtraction within 10
- Ordinal Numbers
- Numbers to 20
- Addition and Subtraction
- Numbers to 100
- Addition and Subtraction Within 100
- Multiplication
- Division



Measurement & Geometry

Topics:

- Shapes
- Length
- Time
- Money



Statistics

Topic:

- Picture Graphs

1I's Favourite Flower	
	✿✿
	✿✿✿✿✿✿✿
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1 ✿ represents 1 vote	

C-P-A Approach in Math Learning

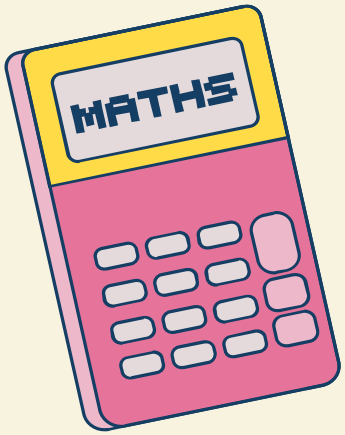
1. **Concrete**
   a. Use of manipulatives
   b. Hands-on activities

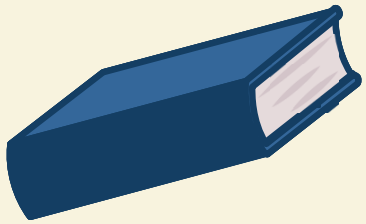
1. **Pictorial**
   a. Use of pictorial representations and/or drawing of diagrams and models

1. **Abstract**
   a. Numerical representations, symbolic representations, algorithms and mental calculations

Math Programme for Primary 1

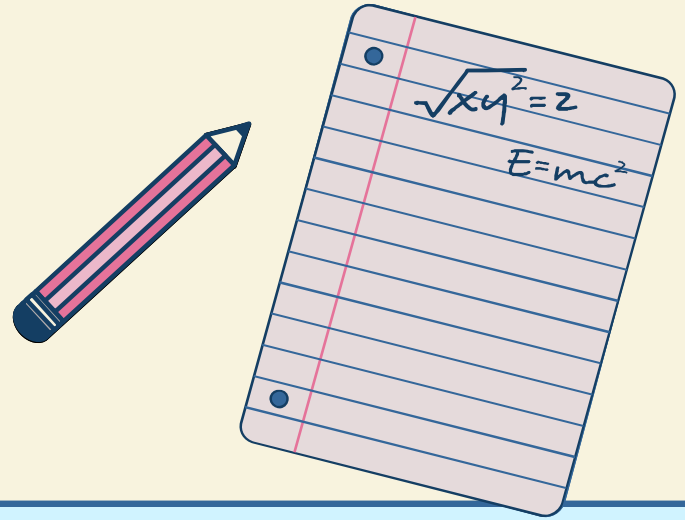
1. **Learning Support in Math (LSM)**
    a. Early intervention support for students who need help in acquiring basic numeracy skills.





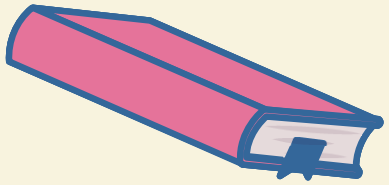
Formative Assessments

1. An integral part of teaching and learning
2. On-going process where teachers gather information about students' learning to inform and support teaching



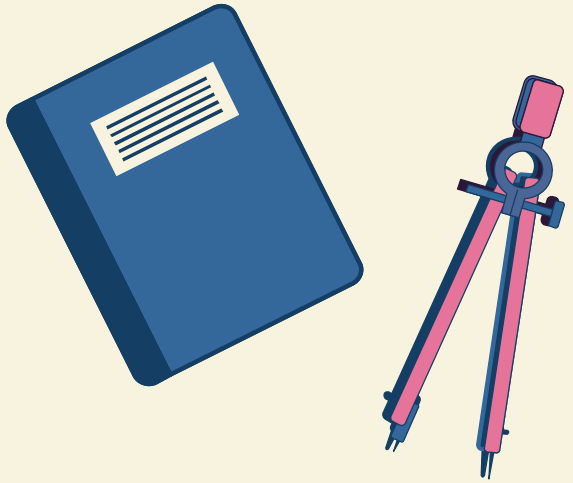
Formative Assessments

1. Provides information on how well students are progressing toward the desired learning goal(s).
2. Non-weighted
3. Focus on growth and mastery, **NOT** on grades and performance



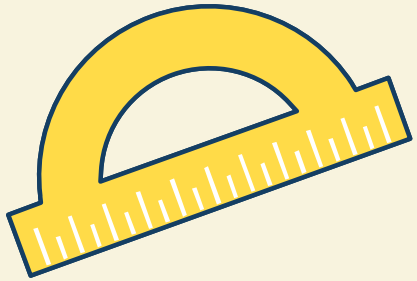
Modes of Formative Assessments

1. Oral Question & Answer
2. Diagnostic Tasks
3. Pen-and-Paper Tasks
4. Performance Tasks
5. Journal Writing



Feedback to Parents

1. Check-point feedback given after every 2-3 units taught
2. Based on 4-Level Qualitative Descriptors
    a. Beginning
    b. Developing
    c. Competent
    d. Accomplished



Sample Feedback to Parents

Semester 1 - Chapter 1: Numbers to 10

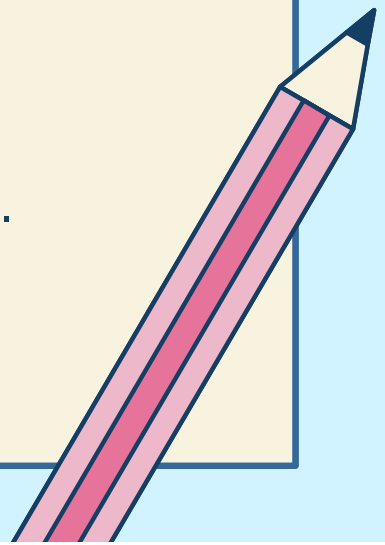
Student's Self-evaluation	☺	😐	☹
I checked my work.			
I wrote the numbers clearly.			
I worked out all the answers without asking for help.			

Feedback on child's learning:

Learning Objectives	Beginning	Developing	Competent	Accomplished
Chapter 1: Numbers to 10 • To count, read and write numbers 0 to 10 (Q1, Q2) • To identify the missing numbers in the number sequence from 0 to 10 (Q13) • To compare numbers within 10 (Q3, Q4)				

Home Support for Your Child

1. Set a daily homework routine.
2. Regularly review the basic concepts & skills your child has learnt in class.
3. Focus on your child's **efforts** instead of his/her mistakes.
4. Always **motivate** and **encourage** him/her to build confidence.



Home Support for Your Child

1. Play Math games.
   Some examples:
   a. Number Snap!
   b. Addition/Subtraction Bingo
   c. Skip Counting

2. Read Math-related stories.
   Some examples:
   a. The Very Hungry Caterpillar (Eric Carle)
   b. Amanda Bean's Amazing Dream (Cindy Neuschwander)
   c. How Big Is A Foot?(Rolf Myller)
   d. Smart Mathematician

Home Support for Your Child

Provide and create opportunities to explore Mathematics through real-life experiences.

Some examples:

a. Estimating number of items in a container.
b. Estimating time taken to travel from home to school.
c. Tell and read time from both analogue and digital clocks or watches.
d. Calculate total cost of items while grocery shopping.
e. Reading the mass or volume of items indicated on the labels.
f. License-plate Math

   Eg SMR 9577 U → 9 + 5 + 7 + 7 = 28
   → 9 + 5 = 7 + 7
   → 9 – 7 = 7 – 5

MATHEMATICS
is not about numbers,
equations, computations
or algorithms: it is about
UNDERSTANDING.

~ William Paul Thurston (1946 – 2012)