



Primary 4 Mathematics







Content

- Aims of The Maths Curriculum
- Approaches To Teaching & Learning
- Assessment
- Teaching & Learning Resources
- How Parents Can Help





Aims Of The Maths Curriculum

- 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
- Build confidence and foster interest in mathematics





Approaches To Teaching & Learning

- Teaching of Problem-solving & Heuristic skills
- Journal Writing
- Performance Tasks
- Support Lessons
- Use of ICT (for feedback & e-pedagogy)
- Use of Formative Assessment





Approaches To Teaching & Learning (Teaching of Problem-solving & Heuristics Skills)

- Problem Solving The process in which a person who is faced with a mathematical problem applies mathematical concepts, skills and process to solve the problem
- Heuristics Methods that guide pupils to solve mathematical problems systemically by learning from past experiences and investigating practical ways.





Approaches To Teaching & Learning (Teaching of Problem-solving & Heuristic Skills)

Problem-solving & Heuristic skills taught at P4:

- Model-Drawing
- Guess & Check
- Internal Transfer
- External Transfer
- Age Problems





Approaches To Teaching & Learning (Journal Writing)

- A communication tool between the pupil and the teacher.
- Reveals pupils' learning of knowledge and skills
- Serves as a tool for teachers to find out pupils' learning gap so that follow-up actions can be taken.





Approaches To Teaching & Learning (Journal Writing - Example)

Name	e: Date:						
_@	Maths Journal						
Jes	Kenny had 2408 g of flour. He had twice as much flour as Jessie. Jessie had 4 times as much flour as Lionel. How much more flour did Jessie have than Lionel?						
240 120	$\frac{\text{Mark's solution:}}{2408 \div 2 = 1204}$ $1204 \times 3 = 3612$ Jessie had 3612 g more flour than Lionel.						
There	e is something wrong with Mark's solution.						
(a)	Explain the mistake in Mark's solution.						
	Anewere vary. Example: The etep of dividing 1204 by 4 (to find the amount of flour Lione)						
	had) le mie eing from Mark'e eo lution.						
(b)	Show how you would solve the problem.						





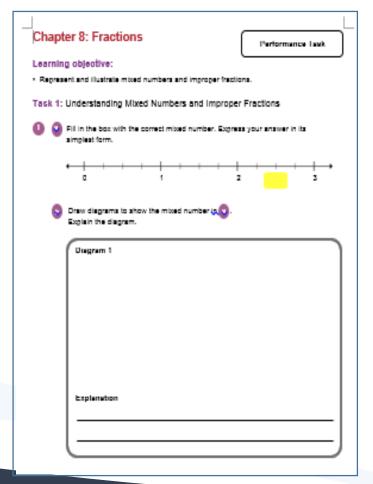
Approaches To Teaching & Learning (Performance Tasks)

 Learning activities students perform to demonstrate their knowledge, understanding and proficiency.





Approaches To Teaching & Learning (Performance Tasks - Example)







Approaches To Teaching & Learning (Support Lessons)

 Support Lessons are conducted for selected pupils to help bridge their learning gaps.





Approaches To Teaching & Learning (Use of ICT)

- ICT is used to enhance the teaching & learning of Mathematics
- Microsoft Excel & Singapore Student Learning Space(SLS)





Assessment (Purpose of Assessment)

- To gather evidence about pupils' knowledge of Mathematics
- To ascertain whether learning has taken place
- To provide parents with information on their children's achievement





Assessment (Modes of Assessment)

Formative Assessment (On-going)	Summative Assessment
	 Weighted Assessments End-of-Year Exam (EYE)





Assessment (Assessment Plan)

Term 1	Term 2	Term 3	Term 4
Weighted Assessment (WA)	Weighted Assessment (WA)	Weighted Assessment (WA)	End-of-Year Exam (EYE)
Review Paper	Review Paper	Review Paper	EYE Paper





Teaching & Learning Resources

- My Pals Are Here (Course Books & Activity Books)
- Problem-Solving & Heuristic Skills Booklets
- Challenging Problem-Solving Worksheets (Selected classes)
- Practice Papers
- Supplementary Worksheets





How Parents Can Help

- Help to reinforce concepts learnt in lower levels
- Encourage your child to develop good work habits
 - Neatness & good handwriting
 - Complete written task
 - Solve problems with accuracy
 - Persevere through challenging & unfamiliar sums
- Ensure your child has regular & sufficient practices







