

# Primary 2 Mathematics MTPS

**Mrs Karin Gan-Yeo**  
**HOD Mathematics**

**A PRESENTATION BY**  
**BUKIT TIMAH PRIMARY SCHOOL**

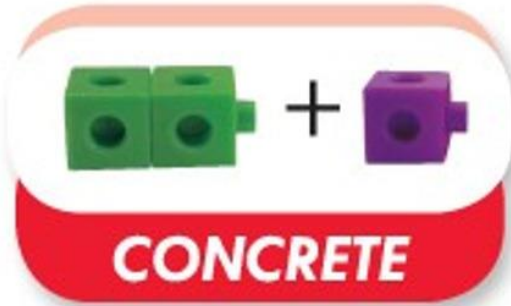


# Develop the **Love for Mathematics** through engaging learners in the acquisition of the **Basics with Fun**

- Mastering the basic concepts is an important part of early mathematics education.
- Math lessons at BTPS are infused with more hands-on and manipulative-based activities to keep maths fun and practical.
- Through the use of manipulatives, students learn the skill of observing, extending patterns and forming relationships between existing and newfound information.



# Key Learning Experiences: C-P-A Approach



Concrete is the 'doing' stage using concrete objects to solve problems.



Pictorial is the 'seeing' stage using representations of the objects to make connections.



Abstract is the 'symbolic' stage, using symbols to model and solve maths problems.



# **3 Key Pedagogical Approaches**

**1. Direct Instructions**

**2. Activity-Based Lessons**




**1. Inquiry-Based Lessons**



# Key Learning Experiences: Authentic Learning

Names: Lucas Date: 5th March

ESTIMATE LENGTH

1 cm is about  long  m is about  long

Fill in 'm' or 'cm' for each of the following statements and then answer the question.

My bed is about 2 m long.  
What makes you say that?  
If it was two cm it wouldn't be the width of two fingers. The bed should be longer than me.

My school bag is about 40 cm long.  
What makes you say that?  
I have to carry the bag so it should be shorter than me.

*Good morning, Lucas!*

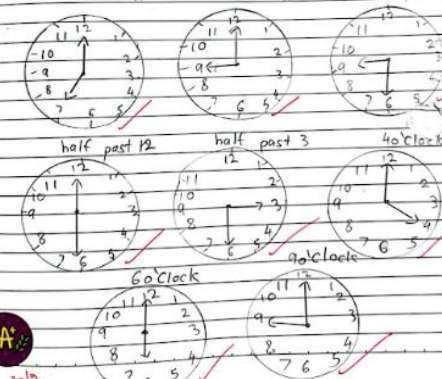
## A Day's Schedule

At 7 o'clock I wake up, then at 9 o'clock I ate breakfast. After that I did homework from half past 9 till half past 12 and rested for awhile and started doing homeworks again from half past 3 till 4 o'clock. At 6 o'clock I had dinner and went to bed at 9 o'clock.

7 o'clock      9 o'clock      half past 9

half past 12      half past 3      4 o'clock

6 o'clock      9 o'clock



## Multiplication & Division

what is 9 and 3 stars can you help?

You're one in a million!

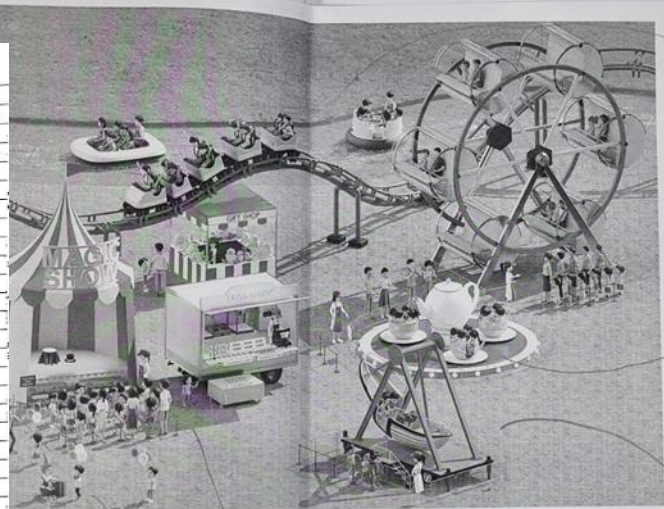
Well done, Lauren! Creative way of showing your understanding!

5 Groups of 2 children = 10  
 $5 \times 2 = 10$   
 $10 \div 2 = 5$   
 $10 \div 5 = 2$

3 Groups of 4 children  
 $3 \times 4 = 12$   
 $12 \div 4 = 3$   
 $12 \div 3 = 4$

2 Groups of 4 children = 8 balloons  
 $2 \times 4 = 8$   
 $8 \div 4 = 2$

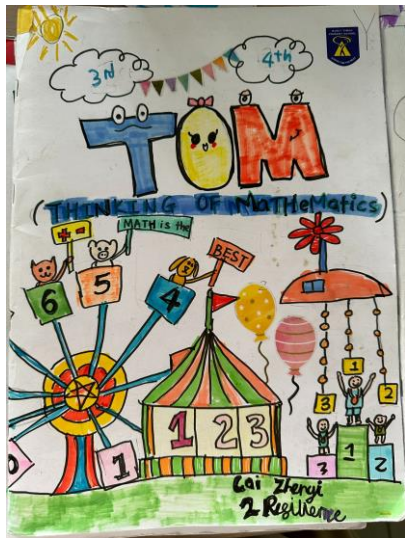
4 Groups of 5 children  
 $20 \div 5 = 4$   
 $4 \times 5 = 20$   
 $20 \div 4 = 5$   
 $4 \times 5 = 20$






# Key Learning Experiences: IBL-TR

Use of mathematics journaling in **Thinking of Mathematics (TOM)** to encourage creative and critical thinking as well as reasoning and communication skills.



'Who is telling the time correctly?'  
What makes you say that?


Irfan is telling the time correctly. Ruth and Arul are not. Irfan is correct because he looked at the hour hand first. It is nearly 3 but the minute hand has not reached 12 yet, so it is 2:57. Ruth is wrong because she thought the long hand is the hour hand, and the short is the minute hand. Arul is wrong because he said it is 3:57 but Arul did not look at the smaller number side.

**Awesome**

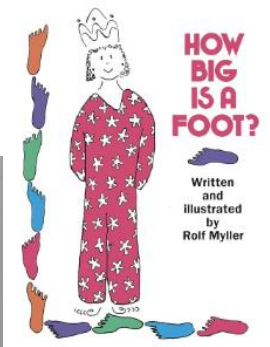
Well-explained with clear thinking.

Story "How big is a foot?" By Rolf Myller

**I See** I see a bed. ✓  
I see a King and a Queen. ✓  
I see an apron beside the bed. ✓

**I Think** I think the bed is too small. ✓ *Good observation*   
I think the queen won't like the bed because the bed is too small. ✓

**I Wonder** I wonder how big the king's feet are. ✓



# New Topics in P2

## Topics build up from Primary 1

Whole Numbers

$+$  ,  $-$  ,  $\times$  ,  $\div$

Length and Mass

**Money**

Picture graphs

**Time**

## New topics in Primary 2

Model Drawing

Multiplication Tables 2, 5 & 10

**Multiplication Tables 3 & 4**

Fractions

3-dimensional Shapes

Volume



# Mathematics Resources @ P2

- Textbooks and Workbooks
- Heuristics Booklet: *Look for a pattern, Model drawing, Draw a Diagram & Make a List*
- TOM Journal
- Mental sums
- Koobits





# Mathematics Programmes @ P2

## Primary 2 Financial Literacy

- Understanding Cost
- Differentiating Needs and Wants

## Selected students

### Primary 2 LSM

- Supporting mathematics learning
- Close monitoring of students' learning progress through eCDQ



# Assessment

## No Weighted Assessment

Instead, there will be various mode of **formative assessment** implemented to monitor your child's progress and to ensure that learning is taking place.

- Worksheets (topical, mental sums and heuristics)
- Performance tasks
- Bite-size reviews
- Journals (TOM)
- Class-based activities and
- ICT-enriched activities



# Feedback to Parents

Topical worksheets will be sent home for parent's acknowledgement after the completion of each topic.

Files will be sent home for revision termly.

Self-assessment checklist will be stapled with the topical worksheets and sent home for parent's acknowledgement after the completion of certain topics.



# Partnership with Parents

- Revisit the work that we have done in class with your child. (fine motor skills)
- Monitor their work, eventually work towards them taking ownership of their own learning.
- Help them to familiarize themselves with the multiplication tables. You can relate to real life examples to help them. For example, a packet of Yakult has 5 bottles. 3 packets of Yakult will have 15 bottles.
- Encourage them to cultivate a habit of checking their work after completion.



# Thank You



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STRIVE FOR THE BEST

