

# Primary 4 Mathematics Briefing

**Mrs Wong – Chong Yu Pei  
(LH Mathematics)**

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**A PRESENTATION BY  
BUKIT TIMAH PRIMARY SCHOOL**



# Nurturing a Thinker from young: Love Math, Enjoy Math, Think Math

## *Love Math*

- Mastery of basic concepts through hands-on activities
- Linking Mathematics to everyday life
- Games and quizzes – Playfacto, Koobits, online games

## *Enjoy Math*

- Acquisition of Math concepts through exploration
- Spatial Visualisation Activities
- Reasoning and Communication: Math Talk Moves

## *Think Math*

- Communicating Mathematics ideas and thinking processes; Consolidation and making Connection
- Deepening Problem solving skills
- More rigor leading to mastery



# Enjoy Math through Exploration



More opportunities to explore real-life and novel math problems





# Key Learning Experiences: IBL-TR

mathematics journaling in Thinking of  
nd

TOM Activity Ch 2 – Prime Number Date: 30 Jan 2022

Eneas Chang 4C

**CLAIM**

Prime numbers are ODD numbers that can be divided and itself. Eg.  $1 \times 5 = 5$ ,  $1 \times 7 = 7$

I agree / disagree

2 is a prime number but why it is even, prime numbers only 2 factors: 1 and themselves. For example the first 5 primes are 2, 3, 5, 7, and 11. By contrast, numbers with more than 2 factors are called composite numbers.

Proof: The definition of a prime number is a positive integer that has exactly two distinct divisors. Since the only divisors of 2 are 1 and 2, they are exactly two distinct divisors. So 2 is prime.

**SUPPORT**

Question: Why is two a prime number and not a composite number?

**QUESTION / CHALLENGE**

Rakshran 4A

Chapter 9 - Addition & Subtraction of Fractions

**WHAT'S WRONG?**

Find out and state what's wrong with each of the workings/ answers below.

1 -  $\frac{1}{4} - \frac{1}{5} = \frac{3}{5}$  *→ This child*  $\frac{5}{5} - \frac{1}{4} - \frac{1}{5} = \frac{3}{5}$

The pupil just used 1 whole to subtract the numerator without changing denominators.

$1 - \frac{1}{4} - \frac{1}{5} = \frac{20}{20} - \frac{5}{20} - \frac{4}{20} = \frac{11}{20}$  Ans:  $\frac{3}{5} \times (\frac{11}{20})$

Find the sum of  $\frac{6}{7}$  and  $\frac{1}{3}$ .

$\frac{6}{7} + \frac{1}{3} = \frac{18}{21} + \frac{7}{21} = \frac{25}{21}$

The pupil started with adding but after changing denominators, the addition sign became a minus sign.

$\frac{6}{7} + \frac{1}{3} = \frac{18}{21} + \frac{7}{21} = \frac{25}{21}$  Ans:  $\frac{11}{21} \times (\frac{14}{21})$

$\frac{2}{3} + \frac{5}{6} = \frac{12}{18} + \frac{15}{18} = \frac{27}{18} = \frac{3}{2} \Rightarrow 1\frac{1}{2}$

Factor of 6  $\frac{2 \times 2}{3 \times 2} + \frac{5}{6} = \frac{4}{6} + \frac{5}{6} = \frac{9}{6} = 1\frac{3}{6} = 1\frac{1}{2}$

The pupil did not check if there is a common multiple for denominators 3 & 6. Because of this when simplifying the answer, the pupil simplified the answer he got with dividing by 3 and after he/she did  $1\frac{3}{6} \times (\frac{1}{3})$  not check if the answer was in simplest form.

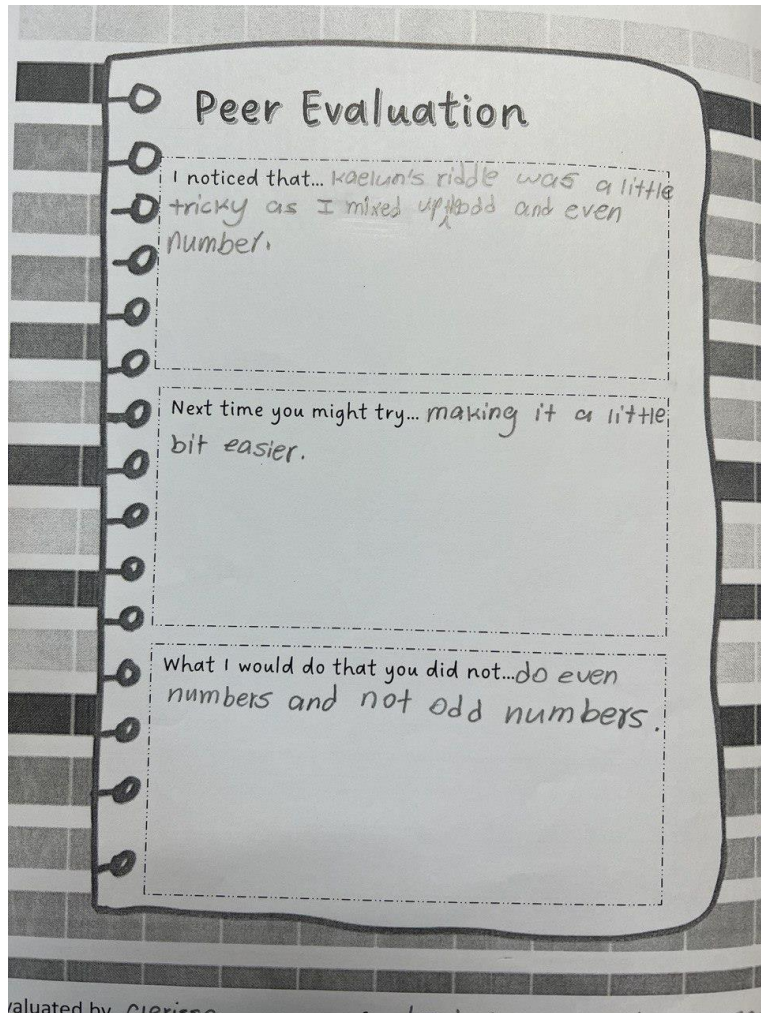
$\frac{5}{8} + \frac{1}{4} + \frac{2}{8} = \frac{5}{8} + \frac{2}{8} + \frac{2}{8} = \frac{9}{8} = 2\frac{1}{8}$

= 1 whole

The pupil miscalculated ~~4/8~~ when changing to the same denominator. He/she multiplied 3 with 4 and 4 with 2 which is wrong. There is a simpler way to do it too.

$\frac{5}{8} + \frac{3}{4} + \frac{1}{4} = \frac{5}{8} + 1 = 1\frac{5}{8}$  Ans:  $2\frac{3}{8} \times (\frac{5}{8})$





# TOM Journal: Reflection

- Understand what “good” work looks like.
- Self-assess using a set of criteria and act on teachers’ feedback.
- Post Activity Reflection



# Mathematics Teaching and Learning @ P4

## Resources for Mathematics Teaching and Learning

- Textbooks and Practice Books
- Problem Solving Booklet
- Topical Reviews
- TOM Journals
- Koobits
- SLS



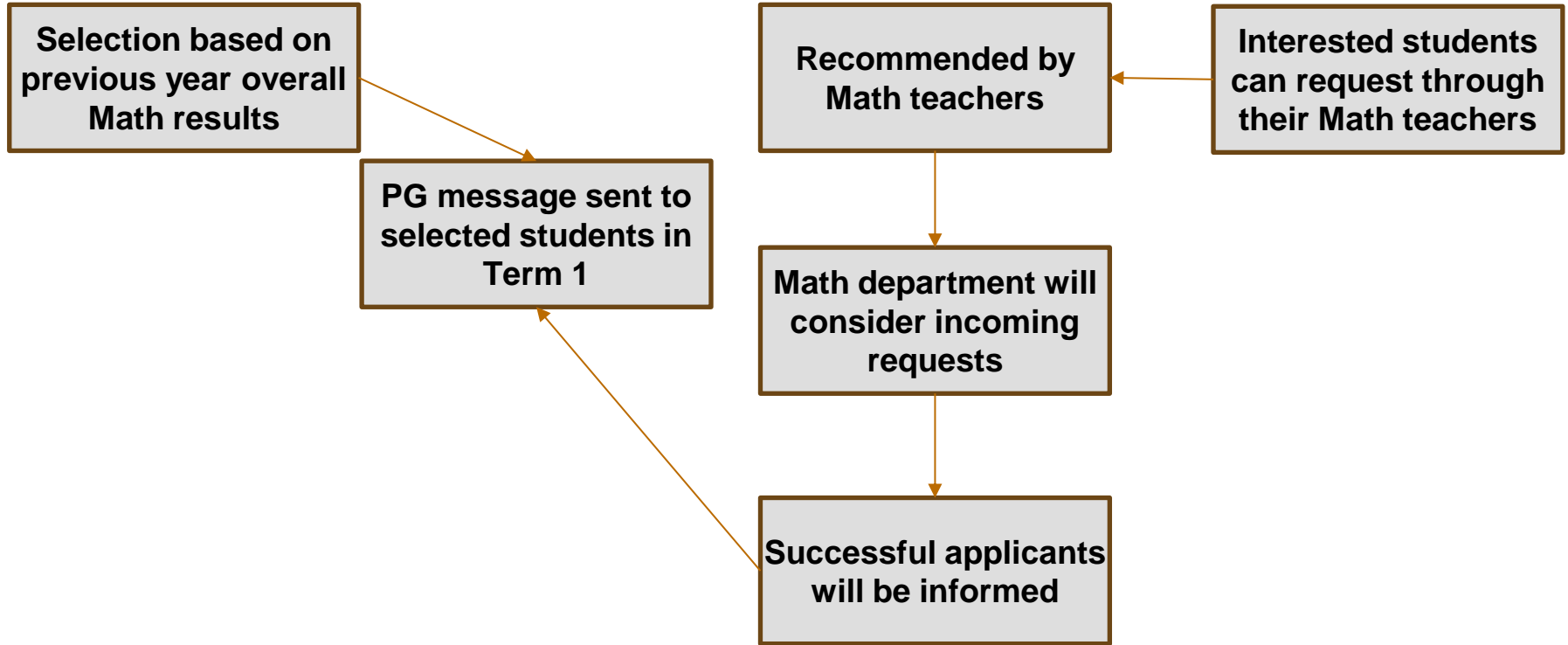
# Mathematics Teaching and Learning @ P4

## Programmes for Mathematics Learning

1. Financial Literacy
2. LSM – Support Mathematics learning
3. Math Olympiad Programme – Develop higher-order thinking skills
4. E2K Programme - Develop higher-order thinking skills



# Math Olympiad Training & Competitions





# Mathematics Topics @ P4

Topics build up from P3	New Topics in P4
Whole Numbers	Factors and Multiples
$+$ , $-$ , $\times$ , $\div$	Tables and Line Graphs
Fractions	Squares and Rectangles
Time	Decimals
Angles	Pie Charts
Area and Perimeter	Nets
	Symmetry



# Mathematics Assessment @ P4

	Term 1	Term 2	Term 3	Term 4
Base Mark	30	30	30	<b>100</b>
Weightage	10%	15%	15%	60%
Schedule	<b>26 Feb 2025</b>	Between 28 Apr – 16 May	Between 4 – 22 Aug	23 – 29 Oct
Format	MCQ, SAQ, LAQ	MCQ, SAQ, LAQ	MCQ, SAQ, LAQ	MCQ, SAQ, LAQ
Duration	50 min	50 min	50 min	<b>1h 45 min</b>



# 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.

P4 Math Self-Assessment Checklist  
Chapter 1 – Numbers to 100 000

Name: \_\_\_\_\_ Class: 4 ( ) Parent's Signature: \_\_\_\_\_

Choose the level that best describes your level of understanding of the Math concepts.

Qualitative Descriptors	
Beginning	I am beginning to understand this Math concept but I still need help.
Developing	I have some understanding of this Math concept and need to make some improvement.
Competent	I have understood this Math concept very well and can explain it to my friend.

Learning Outcomes		Beginning	Developing	Competent
Numbers to 100 000				
1.	Read and write numbers in words and numerals			
2.	Compare and order numbers			
3.	Complete a number pattern			
4.	Round off numbers to the nearest ten.			
5.	Round off numbers to the nearest hundred.			
6.	Round off numbers to the nearest thousand.			
7.	Use estimation to check my answer.			



# Partnership with Parents

- Revisit the work that we have done in class with your child.
- Monitor their work, eventually work towards them taking ownership of their own learning.
- Encourage them to
  - Draw models to solve word problems.
  - Work within the stipulated time frame (for better time management during examinations).
  - Play games that strengthen their spatial visualisation skills, such as tangrams, pentominos and etc.
  - Cultivate a habit of checking their work after completion.
- Help them relate Mathematics to real life examples.



# Thank You



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STRIVE FOR THE BEST

