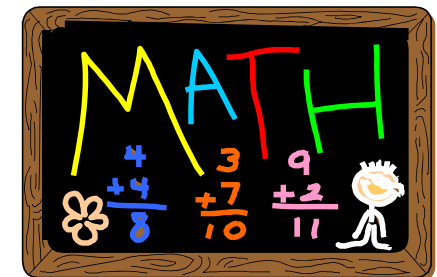


Briefing on P3 Mathematics

19 Jan 2018



Maths Assessments

Mid year and End year Exams are out of 80 marks.

Heuristics test at the end of term 1 and term 3.

Item Types

Item Type	Description
MCQ (1 or 2 marks)	Shade answer on given OAS.
Short answer (2 marks)	Show working. Write answer in the blanks provided. Marks may be awarded for correct working if answer is wrong.
Structured/ Long answer (4 marks)	Method of solution must be <u>clearly</u> shown for marks to be awarded

Content taught

Focus of P3 syllabus is to expand their understanding of concepts learnt in P1 & P2.

Eg. In P2, students learnt numbers up to 1000. In P3, they will learn about much bigger numbers.

In P2, students learnt how to write an amount of money using the decimal point. This year, they will learn how to add and subtract money involving \$ and ¢.

Content/ Skill that is challenging

- Fractions
- Time
- Money
- Solve 2-step word problems involving 4 operations

How the school supports the students

- **Key Strategies & Pedagogies**

- Using RCUB to break down word problems
- Building factual fluency
- Activity-based lessons
- Active Participation
- Enrichment Programme
- Assessment books/ Process Skills Booklets

- **Resources**

- Mconline
- Koobits

RCUB in Action

Read the problem sentence by sentence

Circle the numbers

Underline the key words

Box the question

There are 100 children in Primary 3.

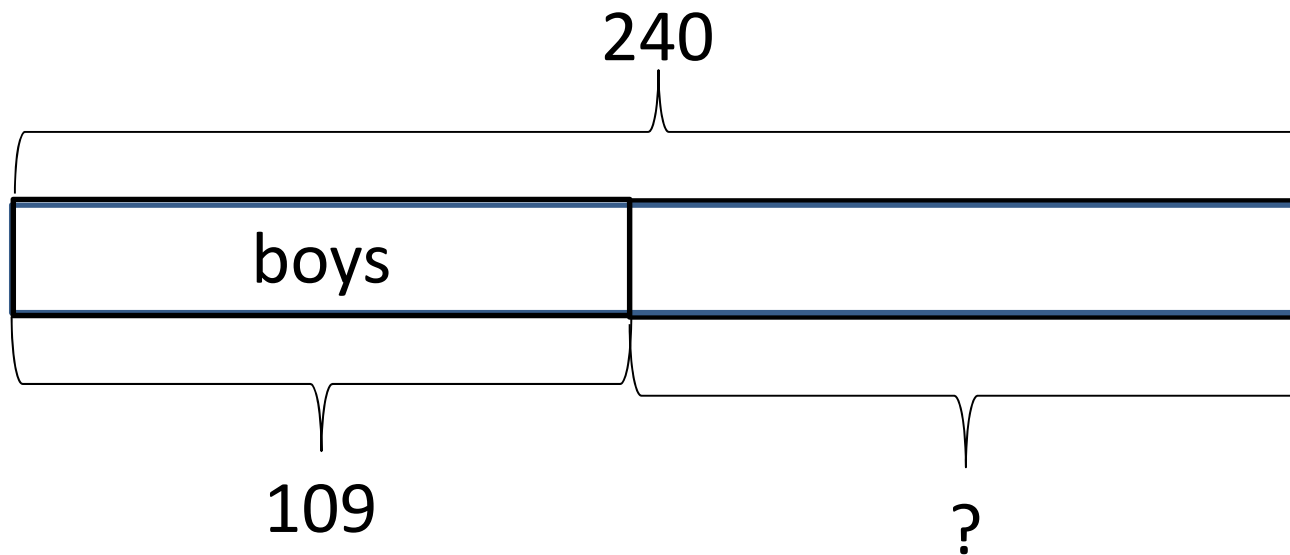
59 of them are boys. How many girls are there?

A typical word problem in P2

There are 240 children in Primary 3.

109 of them are boys. How many girls are there?

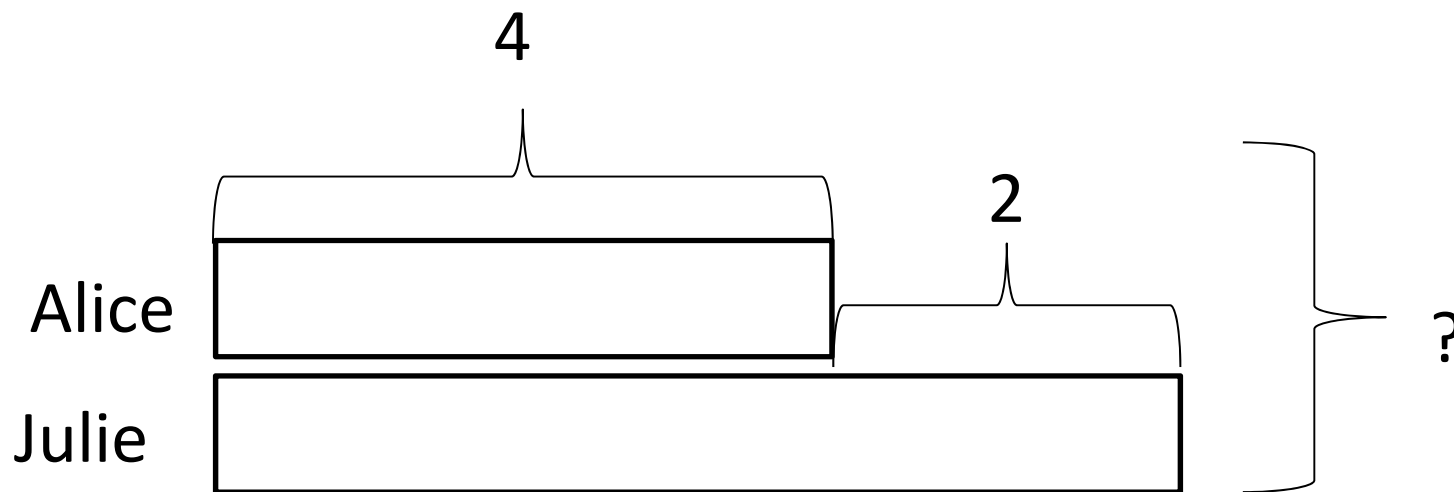
Students learnt to draw a part-whole model for the problem



A typical 2-step word problem in P2

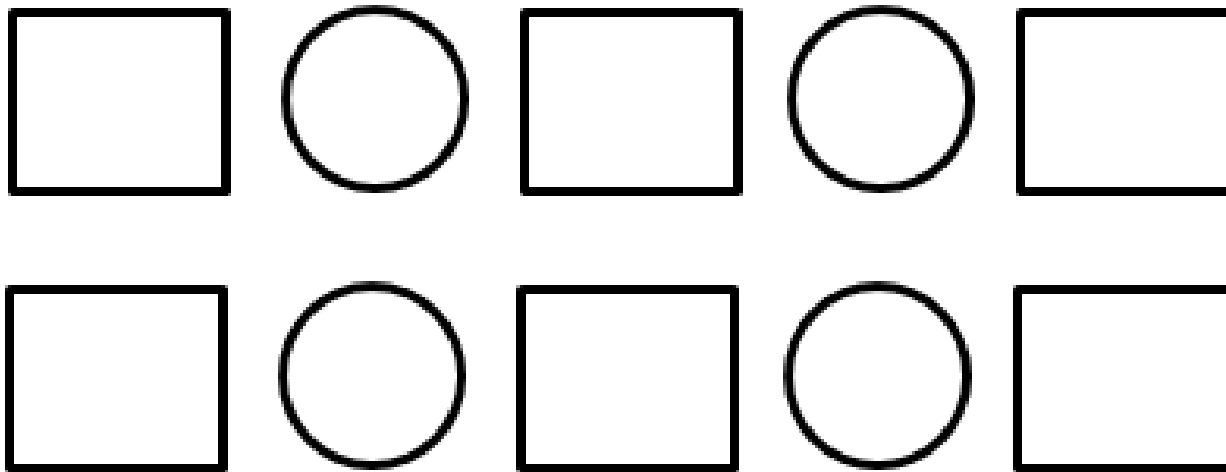
Alice has 4 sweets. Julie has 2 more sweets than Alice. How many sweets do they have altogether?

Students learnt to draw a comparison model for the problem.



A typical 2-step word problem in P2

Alice has 4 sweets. Julie has 2 more sweets than Alice. How many sweets do they have altogether?



working

They have _____ sweets altogether.

A typical word problem in P3

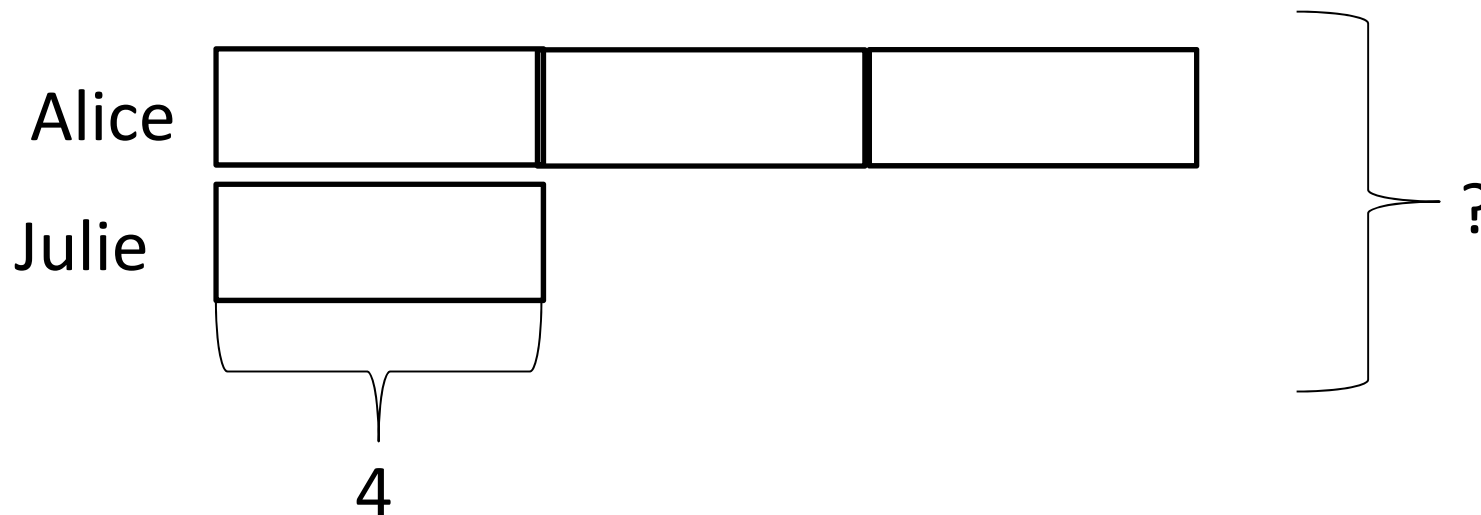
Alice has 3 times as many sweets as Julie.

Julie has 4 sweets. How many sweets do they have altogether?

Answer: _____

A typical word problem in P3

Alice has 3 times as many sweets as Julie.
Julie has 4 sweets. How many sweets do they have altogether?

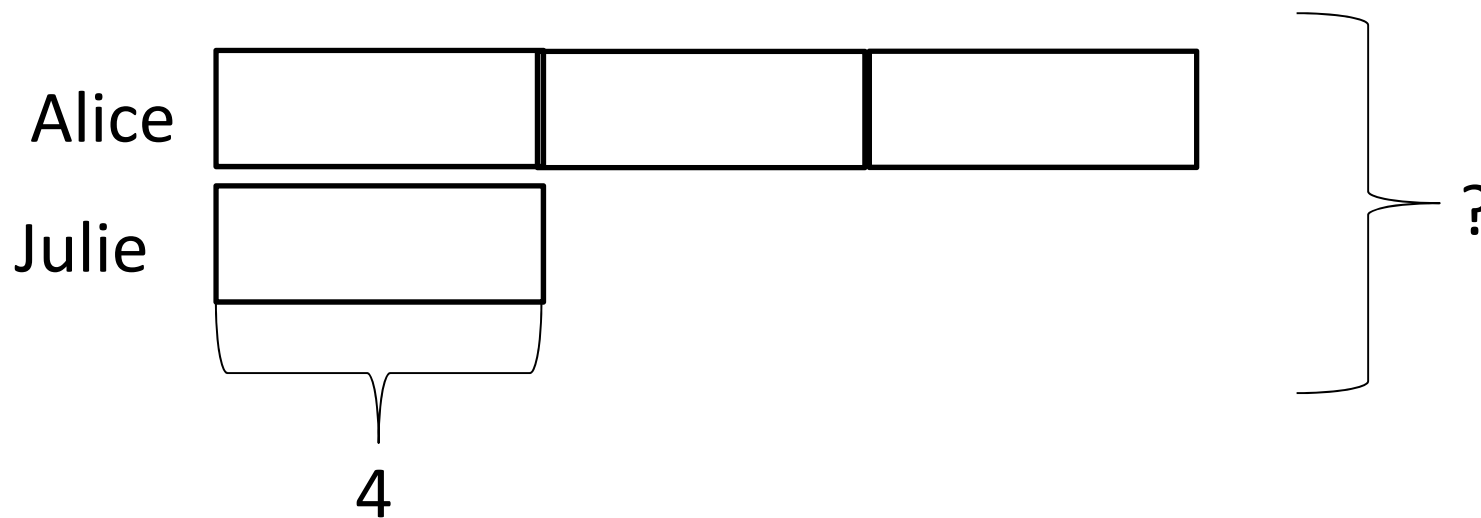


This is what we call a multiplicative model.

A typical word problem in P3

Alice has 3 times as many sweets as Julie.

Julie has 4 sweets. How many sweets do they have altogether?



$$4 \times 3 = 12$$

or $4 \times 4 = 16$

$$12 + 4 = 16$$

A problem involving 4 operations

A packet of pens cost \$8. Mr Lim bought 9 packets of pens and had \$54 left. How much money did he have at first?

Amount of money spent on the pens

$$\$8 \times 9 = \$72$$

Amount of money Mr Lim had at first

$$\$72 + \$54 = \$126$$

Answer: \$126

A problem involving 4 operations

Alice had 63 sweets. She kept 15 sweets and gave the rest to 6 friends. Each friend got the same number of sweets. How many sweets did each friend get?

Number of sweets Alice gave to 6 friends

$$63 - 15 = 48$$

Number of sweets each friend got

$$48 \div 6 = 8$$

The first problem

Alice has 3 times as many sweets as Julie.

Julie has 4 sweets. How many sweets do they have altogether?

A variation to the same problem

Alice has 3 times as many sweets as Julie.

Alice has 24 sweets. How many sweets do they have altogether?

How to help your child

Regular revision/ practice

Master basic concepts

Play Maths games/puzzles together

Use daily situations to practise
Maths ideas

Celebrate little successes