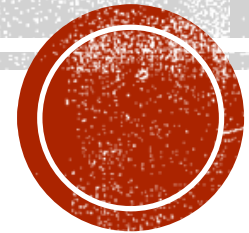




CHONGZHENG PRIMARY SCHOOL

**P1 ORIENTATION:
CLASSROOM APPROACHES
IN THE LEARNING OF
P1 MATHEMATICS 2023**





CZPS MATHEMATICS FOR P1 & P2



- Laying a **strong foundation** of Mathematics at P1 & P2
- Emphasising of **Concrete-Pictorial-Abstract** approach (CPA)
- Inculcating **joy of learning** in every day learning of mathematics





CZPS MATHEMATICS FOR P1 & P2



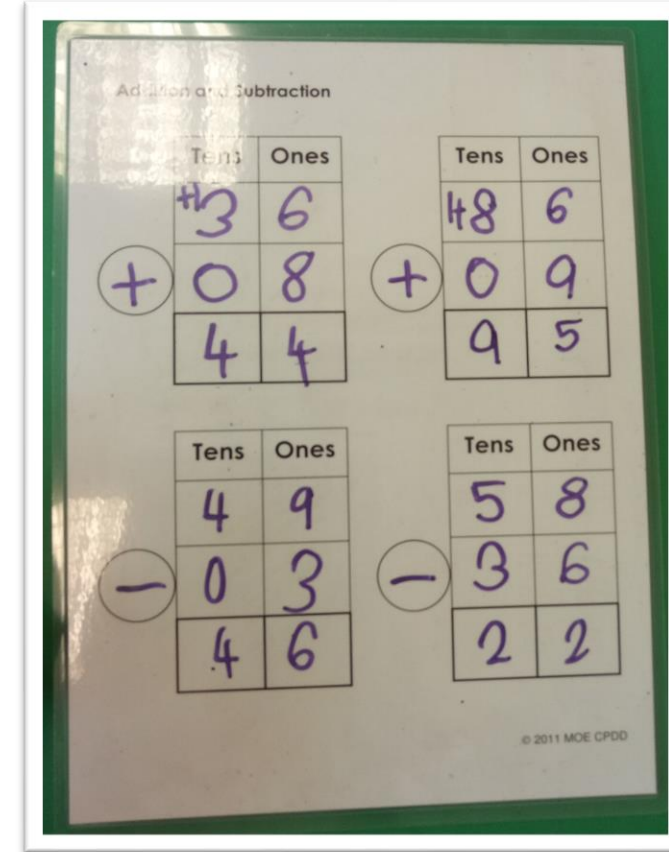
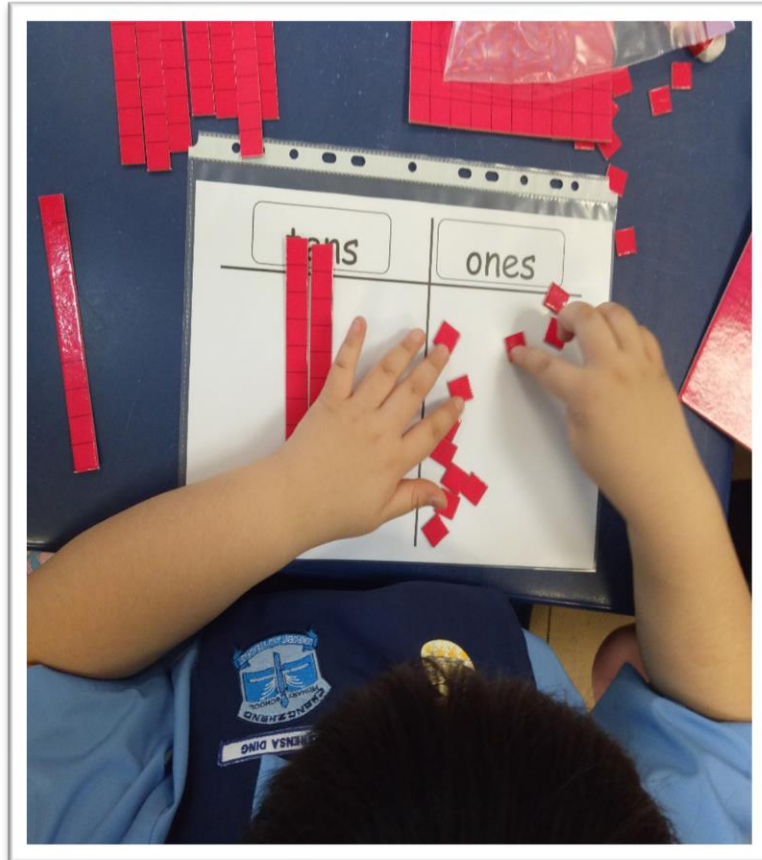
Topics covered

- Whole Numbers
- Fractions
- Money
- Measurement (Length/Mass/Time/Shapes)
- Data Analysis (Picture Graphs)





P1 & P2 C-P-A APPROACH

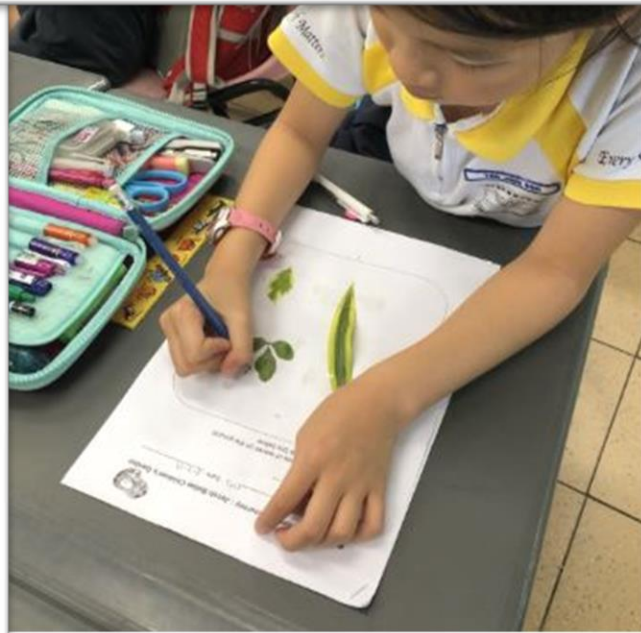
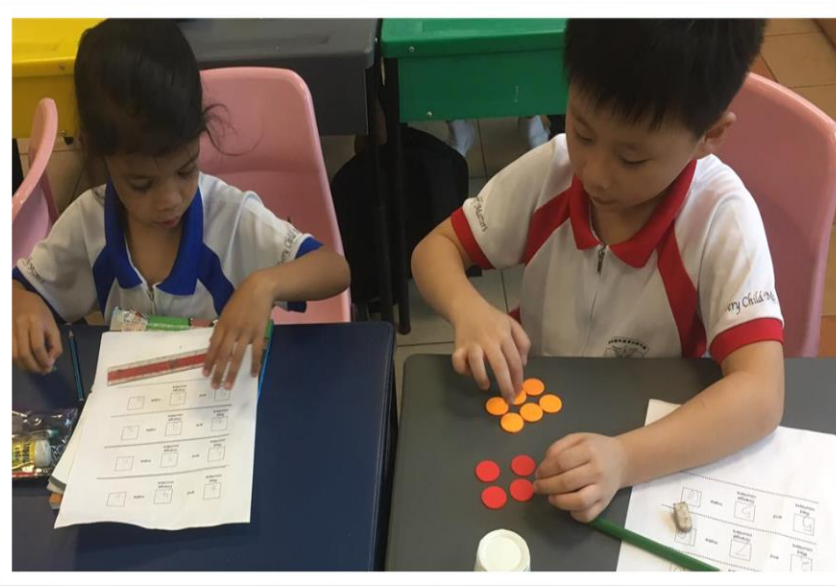
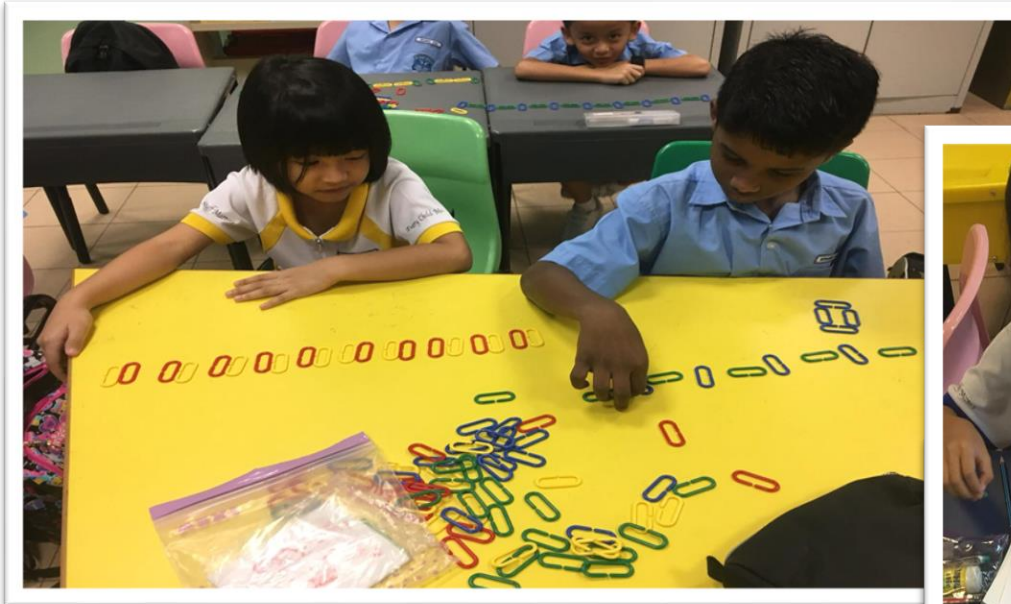


Using concrete or pictorial representations in place value charts

Vertical algorithmic representation in abstract form



MORE EXAMPLES OF ACTIVITY-BASED LEARNING



MORE EXAMPLES OF ACTIVITY-BASED LEARNING






MATHEMATICAL COMMUNICATION & REASONING VIA DRAWING & WRITING



My Maths JOURNAL

1A Unit 5
Numbers Showing Positions

Complete the picture to show your family.



Where are you in the picture?
Use some of these words to help you.

sixth third second first left

fifth fourth right between

I am first from the right.
I am last from the left.

My Maths JOURNAL

1B Unit 3
Multiplication

Your best friend is absent from school.
How will you teach your friend to multiply 7 and 4?
You may draw or use these words to help you.


group	each	multiply	altogether
GET $7 \times 4 = 28$ 4 8 12 16 20 24 28		GET $4 \times 7 = 28$ 7 14 21 28	

My Maths JOURNAL

1A Unit 1
Numbers 0 to 10

In a land far, far away, there lives a monster with 1 mouth, 8 sharp teeth, 3 eyes and 6 legs!

Draw the monster.
Then colour it.



Students' work from workbook demonstrating their understanding in drawings and words

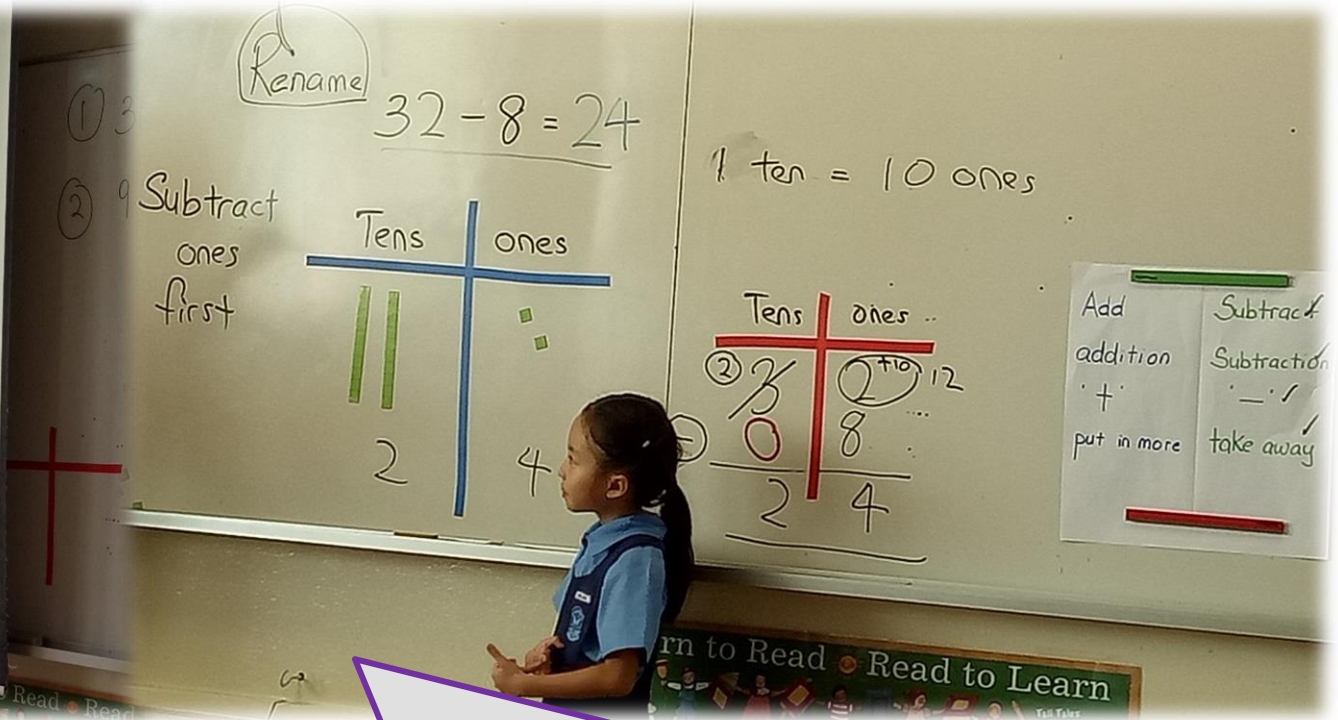




MATHEMATICAL COMMUNICATION & REASONING VIA PRESENTATION



P1 student explaining addition of renaming to class.
Teacher to provide support.



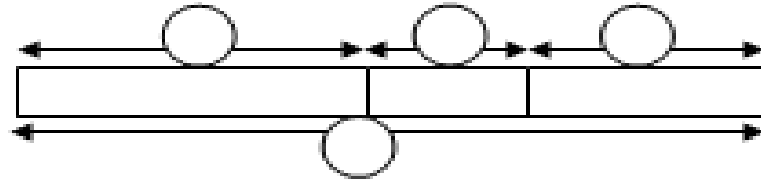
P1 student explaining renaming of subtraction. Teacher to provide support.



EXPOSURE TO HEURISTICS IN SOLVING WORD PROBLEMS

2. Lina has 10 sweets and Tim has 4 sweets.
John has some sweets. They have 20 sweets altogether.
How many sweets does John have?

S	
T	
A	
R	



Show both methods!

Method 1

$$\square \bigcirc \square = \square$$

$$\square \bigcirc \square = \square$$

John has sweets.

Method 2

$$\square \bigcirc \square = \square$$

$$\square \bigcirc \square = \square$$

John has sweets.

Which method do you like better? Put a ☺ next to it.



Working

Revision: Comparison Model
Finding 1 quantity

Date: _____

1. There are 7 yellow flowers.
There are 2 more red flowers than yellow flowers.
How many red flowers are there?

Study the problem

a What am I given in this problem?

Yellow flowers :

2 more :

2 fewer :

a What am I asked to find?

Think of a plan

a What plan should I use?

Part-whole model ☐

Comparison model ☐

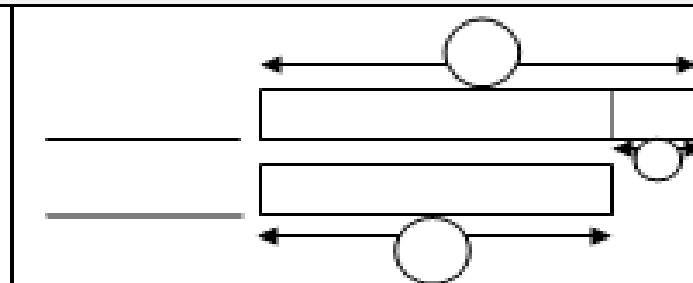
Draw it out ☐

Act out the plan

a I will apply the plan.

a I will write the equations.

a I will write bracket information beside the equations.



$$\square \bigcirc \square = \square$$

There are red flowers.

Rethink the problem

Do all the equations make sense?

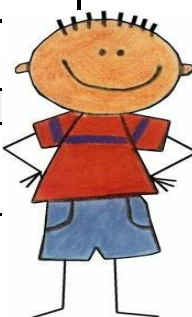
Yes/ No

Does my answer make sense?

Yes/ No

When stuck, have I used all the information?

Yes/ No





LEARNING OUTCOMES



P1 LOs from MOE

1. Understand numbers up to hundred
2. Understand addition and subtraction
3. Add and subtract numbers
4. Understand multiplication and division
5. Identify, name, describe and sort shapes
6. Tell time to the hour/half hour
7. Measure and compare lengths using everyday objects
8. Read and interpret picture graphs

P2 LOs from MOE

1. Understand numbers up to thousand
2. Solve mathematical problems involving addition and subtraction
3. Multiply and divide numbers within multiplication tables
4. Identify, name, describe and sort shapes and objects
5. Tell time to 5 minutes
6. Compare and order objects by length, mass, or volume
7. Read and interpret picture graphs with scales
8. Understand fractions



PARENTS' SUPPORT



- **Support from parents at home**
 - ✓ **Checking on child's handbook for daily work**
 - ✓ **Having a daily timetable for child to complete homework**
 - ✓ **Ensuring that child is neat in his/ her work**
 - ✓ **Ensuring that work is submitted on time**
 - ✓ **Praise on effort, not intelligence**





STIMULATING INTEREST IN MATHEMATICS AT HOME



- **Daily activities e.g. shopping, in the kitchen, supermarket → Math in real life**
- **Develop their ability to observe things around them e.g. shapes, time, reasoning skills.**
- **Let them have time to play using hands-on toys, activity**
- **Allow children to make mistakes → If I make a mistake, what should I do next to rectify it?**





THANK YOU

