

New Syllabus

PRIMARY MATHEMATICS

Activity
Handbook



0.2 km

4

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Place-Value Chart

Ten Thousands	Thousands	Hundreds	Tens	Ones

Ten Thousands	Thousands	Hundreds	Tens	Ones

Ten Thousands	Thousands	Hundreds	Tens	Ones

Ten Thousands	Thousands	Hundreds	Tens	Ones

Ten Thousands	Thousands	Hundreds	Tens	Ones

Ten Thousands	Thousands	Hundreds	Tens	Ones

Ten Thousands	Thousands	Hundreds	Tens	Ones

Place-Value Cards (Ones, Tens and Hundreds)

0 1 2 3 4

5 6 7 8 9

00 10 20 30 40

50 60 70 80 90

000 100 200

300 400 500

600 700 800

900

Place-Value Cards (Thousands)

0 0 0 0

1 0 0 0

2 0 0 0

3 0 0 0

4 0 0 0

5 0 0 0

6 0 0 0

7 0 0 0

8 0 0 0

9 0 0 0

Place-Value Cards (Ten Thousands)

0 0 0 0 0

1 0 0 0 0

2 0 0 0 0

3 0 0 0 0

4 0 0 0 0

5 0 0 0 0

6 0 0 0 0

7 0 0 0 0

8 0 0 0 0

9 0 0 0 0

Number Discs



Blank Cards

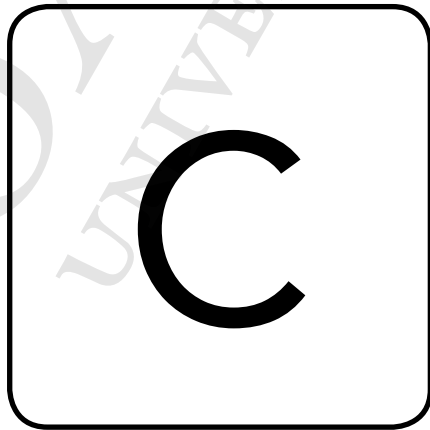
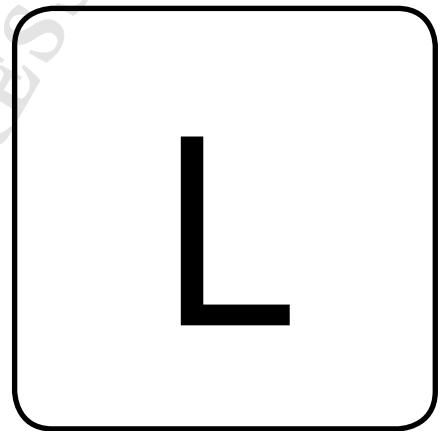
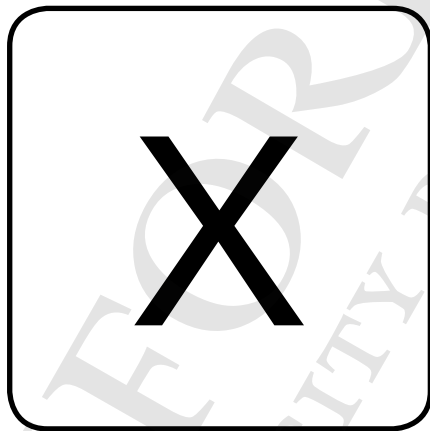
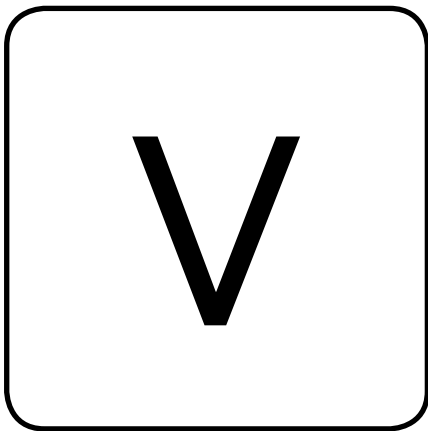
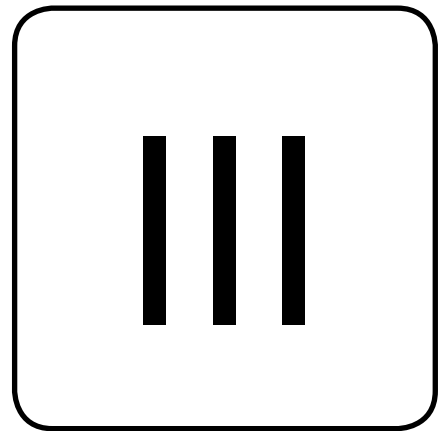
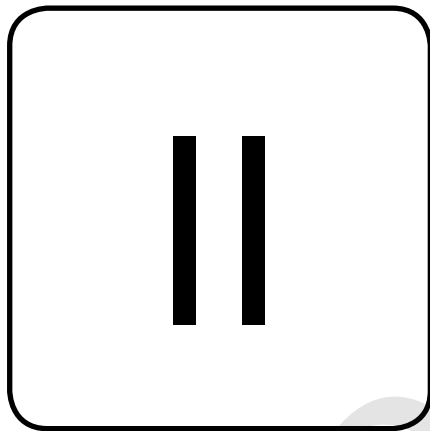
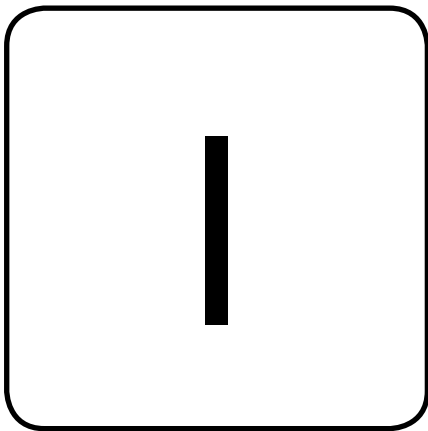


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Number Pattern Cards

4350	4450	?	?	4750	4850	4950	?
9460	8460	?	6460	5460	4460	?	?

Roman Numeral Cards



* Note to teacher:

- Cut out and laminate the cards. Use them during class discussions to help pupils recognise roman numerals.

Hundred Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Play Money



Division Algorithm Template



* Note to teacher:

- Laminate the template and use markers to do divisions.

4-Step Approach to Problem Solving Template

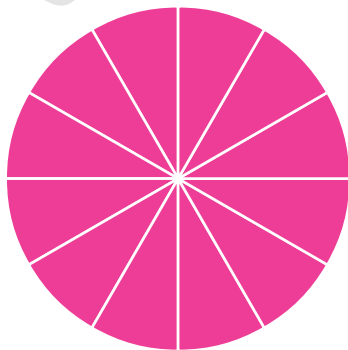
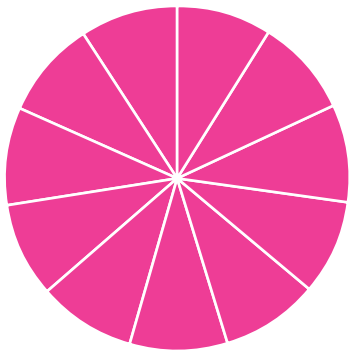
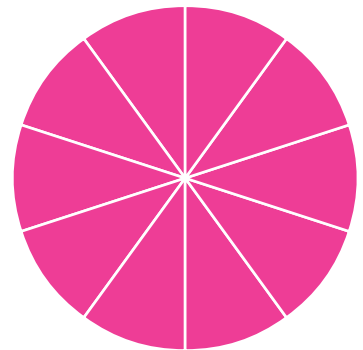
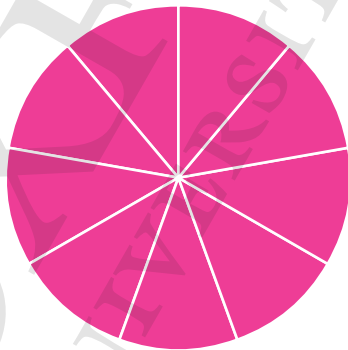
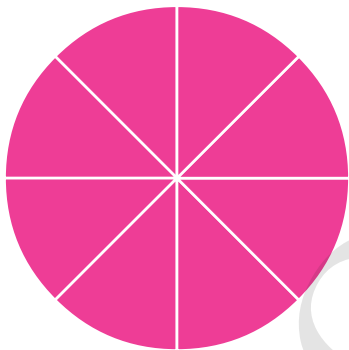
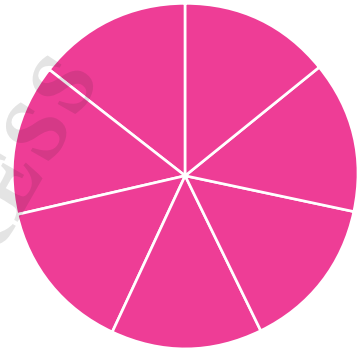
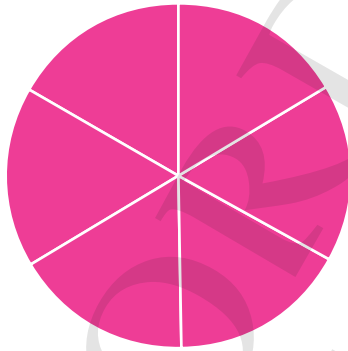
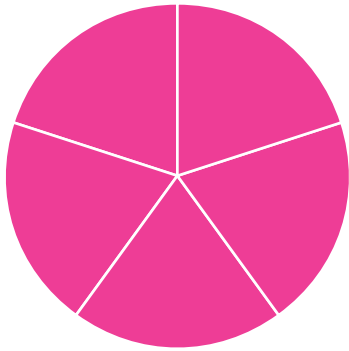
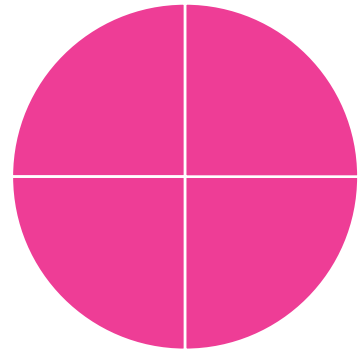
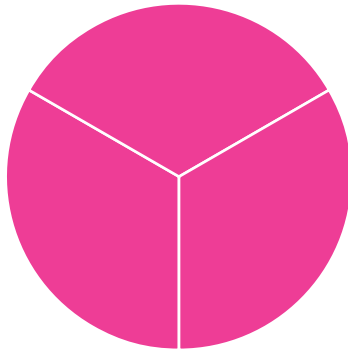
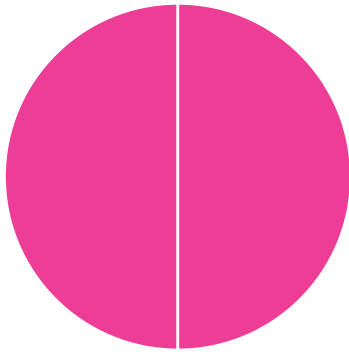
Step 1: Understanding the problem

Step 2: Translate key elements into a diagram (model)

Step 3: Examine the model and write the number equation

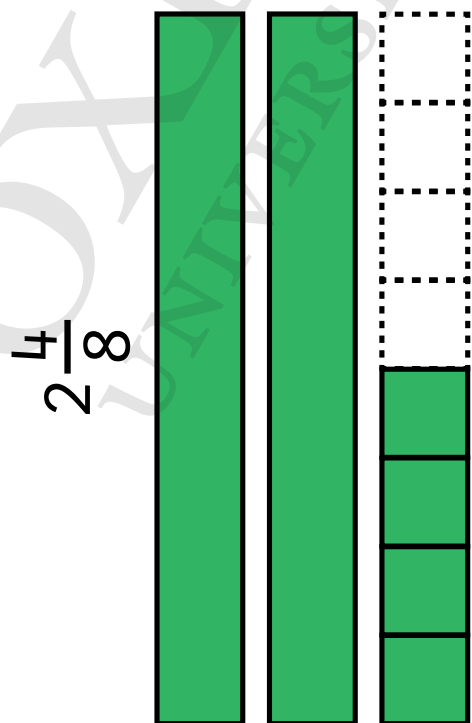
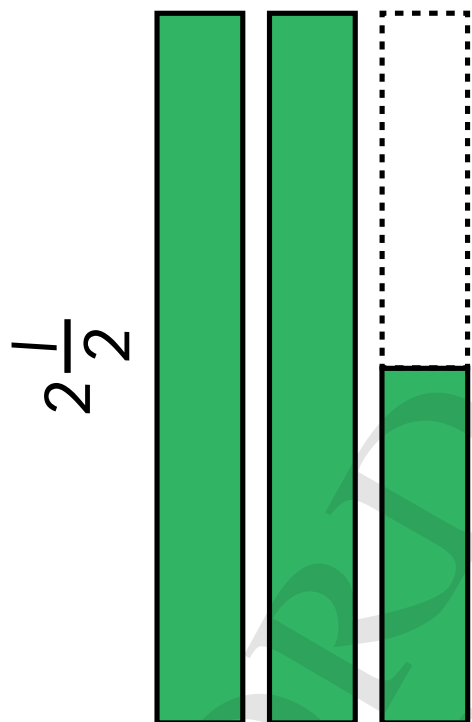
Step 4: Check the answer

Fraction Discs



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Fraction Bars



Improper Fraction Cards

$$\frac{5}{3}$$

$$\frac{6}{5}$$

$$\frac{16}{7}$$

$$\frac{8}{5}$$

Improper Fraction Cards

$$\frac{16}{12}$$

$$\frac{26}{4}$$

$$\frac{24}{10}$$

$$\frac{30}{8}$$

Improper Fraction Cards

$$\frac{11}{3}$$

$$\frac{47}{8}$$

$$\frac{14}{5}$$

$$\frac{9}{2}$$

Mixed Number Cards

$$3\frac{2}{3}$$

$$2\frac{4}{5}$$

$$5\frac{7}{8}$$

$$4\frac{1}{2}$$

Fraction Cards

$$\frac{1}{2}$$

$$\frac{1}{3}$$

$$\frac{2}{3}$$

$$\frac{1}{4}$$

$$\frac{2}{4}$$

$$\frac{3}{4}$$

$$\frac{1}{5}$$

$$\frac{2}{5}$$

$$\frac{3}{5}$$

$$\frac{4}{5}$$

$$\frac{1}{6}$$

$$\frac{2}{6}$$

Fraction Cards

$$\frac{3}{6}$$

$$\frac{4}{6}$$

$$\frac{5}{6}$$

$$\frac{1}{7}$$

$$\frac{2}{7}$$

$$\frac{3}{7}$$

$$\frac{4}{7}$$

$$\frac{5}{7}$$

$$\frac{6}{7}$$

$$\frac{1}{8}$$

$$\frac{2}{8}$$

$$\frac{3}{8}$$

Fraction Cards

$$\frac{4}{8}$$

$$\frac{5}{8}$$

$$\frac{6}{8}$$

$$\frac{7}{8}$$

$$\frac{1}{9}$$

$$\frac{2}{9}$$

$$\frac{3}{9}$$

$$\frac{4}{9}$$

$$\frac{5}{9}$$

$$\frac{6}{9}$$

$$\frac{7}{9}$$

$$\frac{8}{9}$$

Fraction Cards

$$\frac{1}{10}$$

$$\frac{2}{10}$$

$$\frac{3}{10}$$

$$\frac{4}{10}$$

$$\frac{5}{10}$$

$$\frac{6}{10}$$

$$\frac{7}{10}$$

$$\frac{8}{10}$$

$$\frac{9}{10}$$

Numeral Cards (1 to 9)

0

1

2

3

4

5

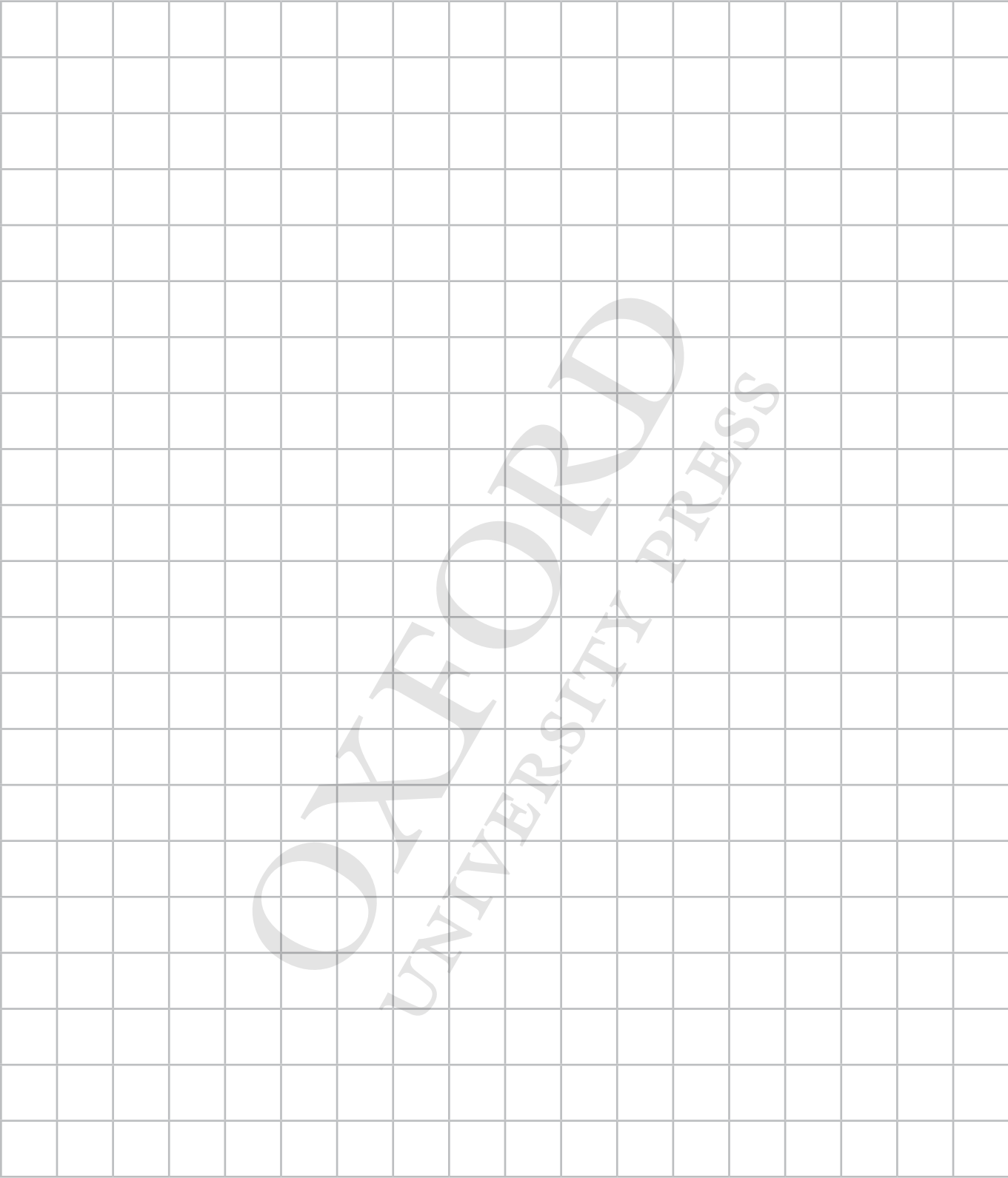
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7

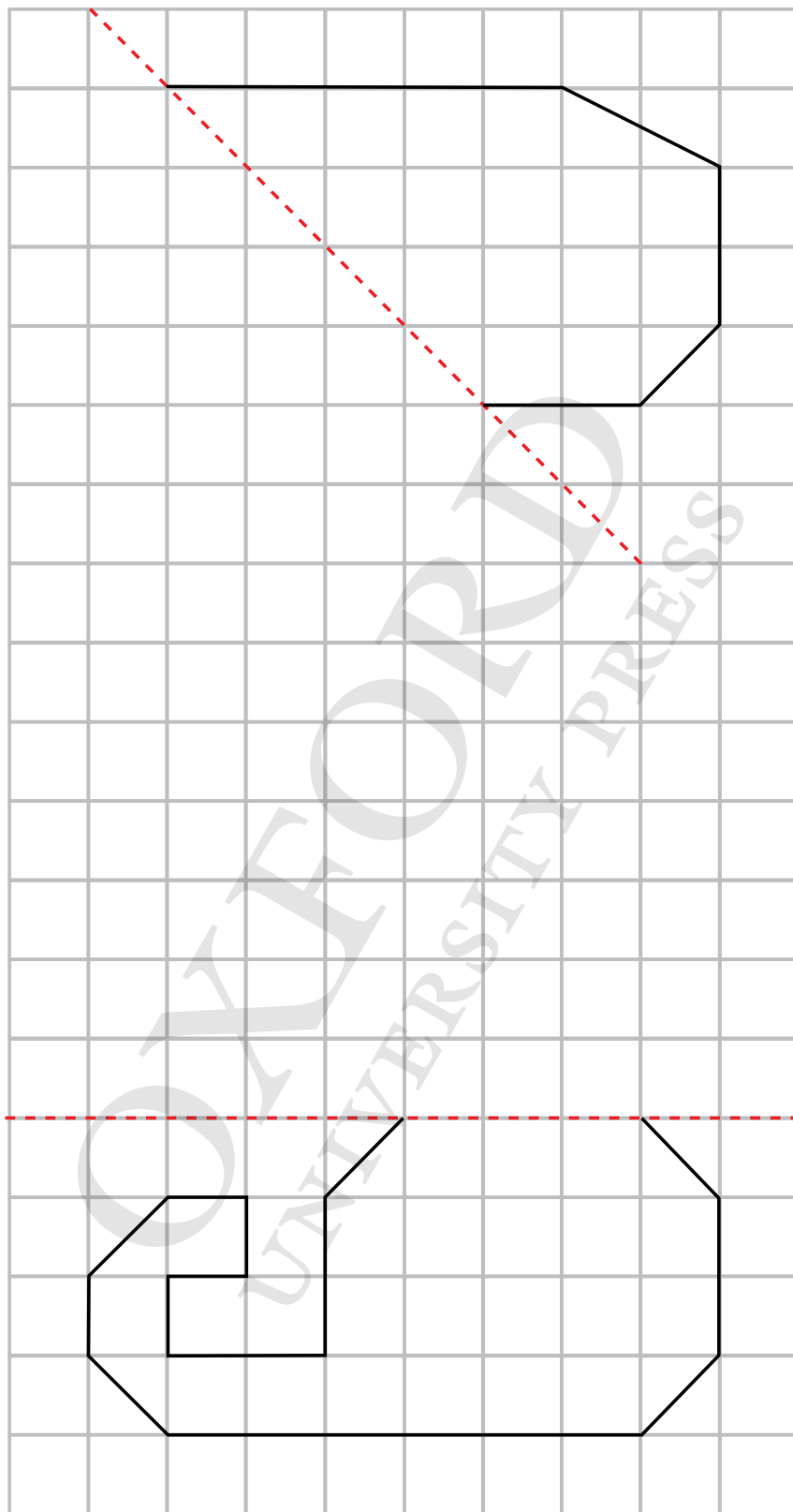
8

9

Square Grid Paper



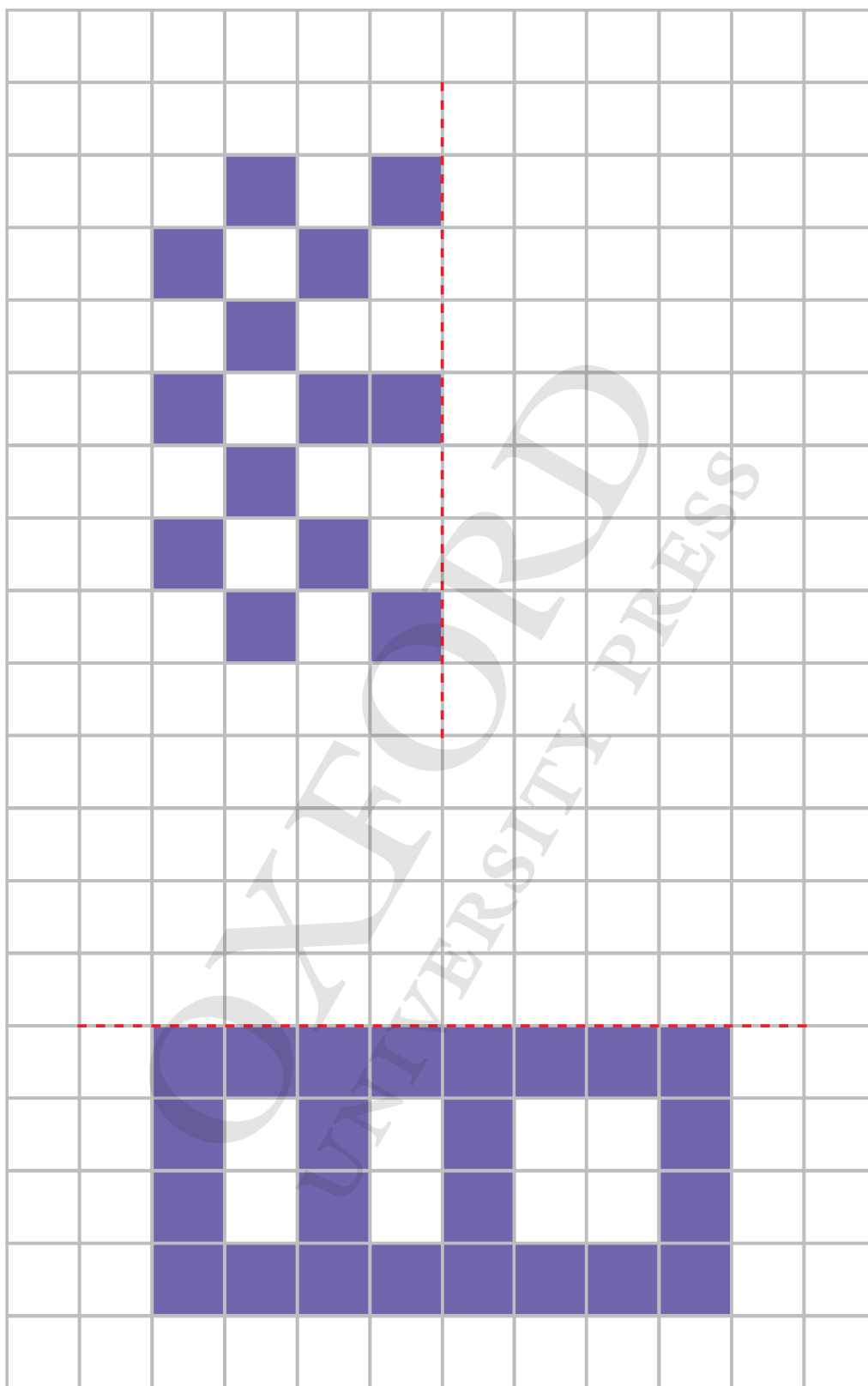
Symmetric Figures on Square Grid



* Note to teacher:

- This is for Question 1 of 'Practice' (Textbook 4 P105).

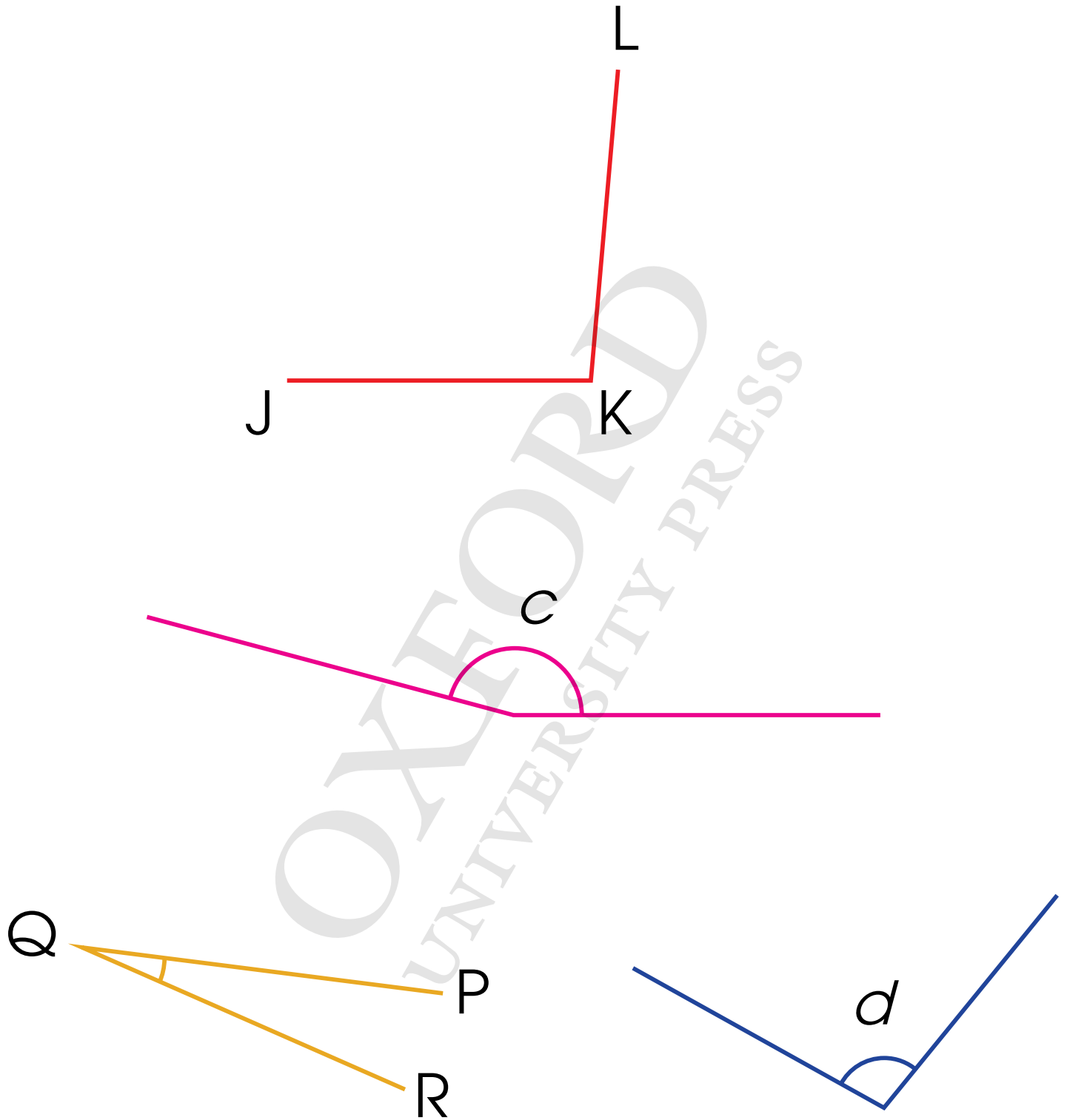
Symmetric Patterns on Square Grid



* Note to teacher:

- This is for Question 2 of 'Practice' (Textbook 4 P105).

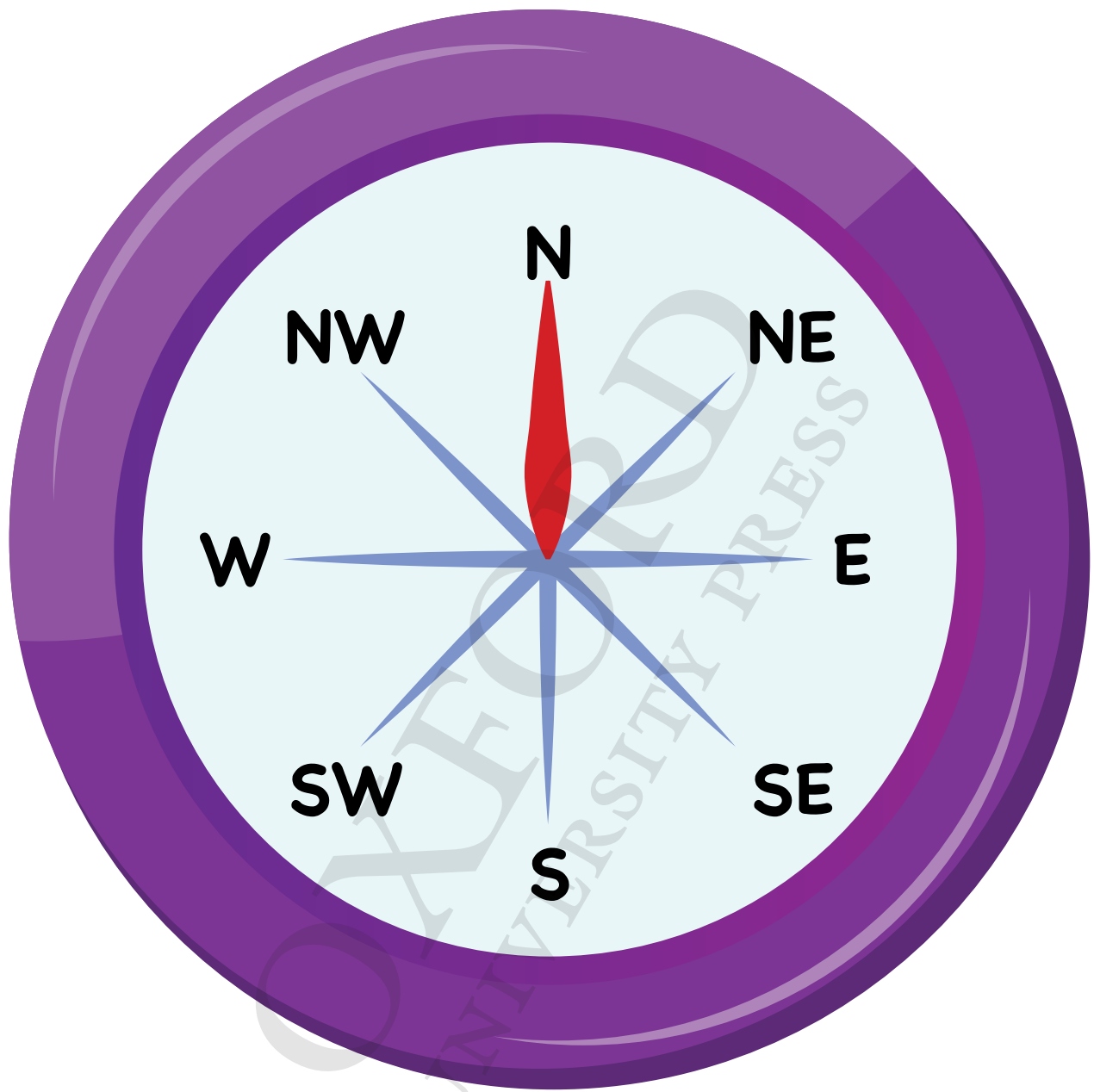
Diagrams of Angles



* Note to teacher:

- This is for 'Activity Time' (Textbook 4 P27).

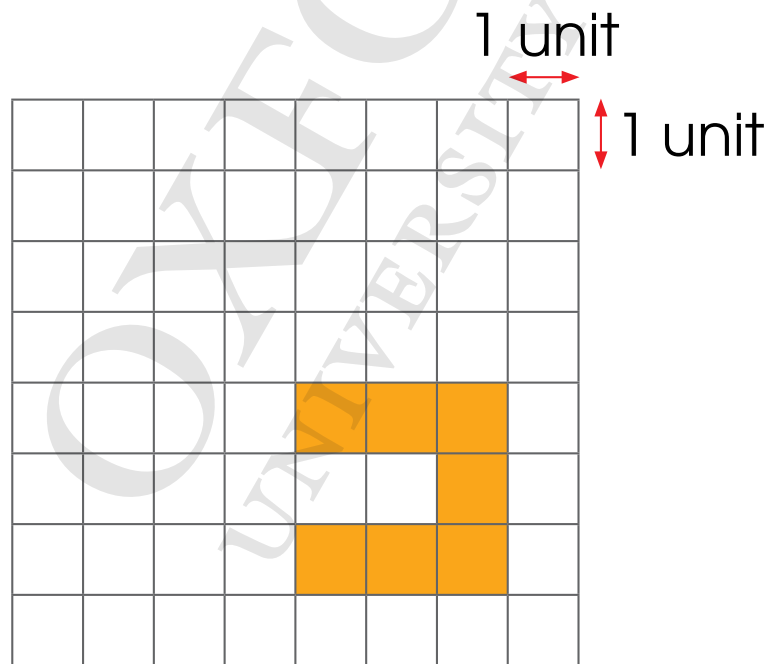
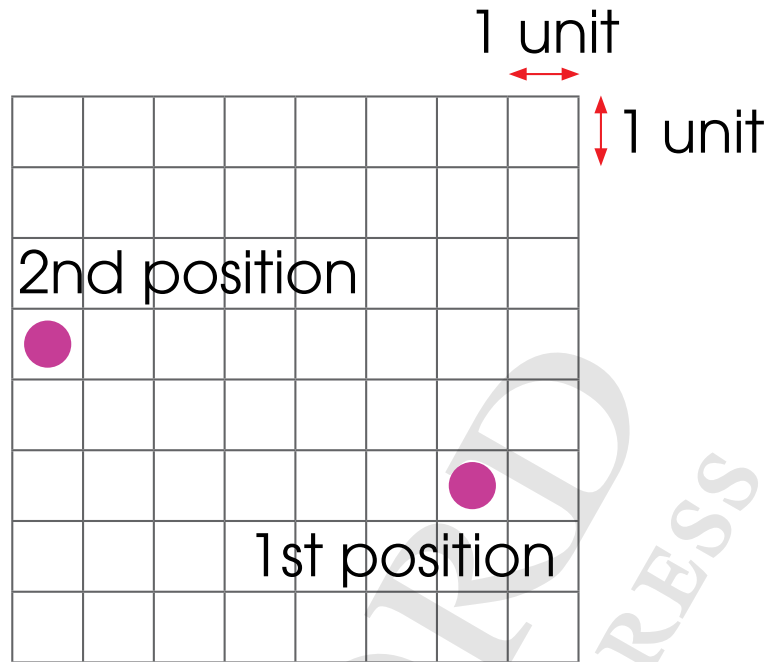
8-Point Compass



* Note to teacher:

- Cut out and laminate the compass.

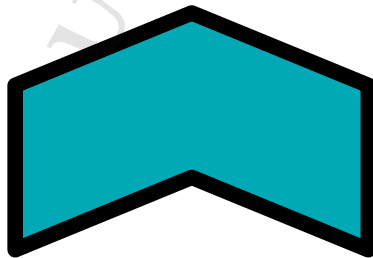
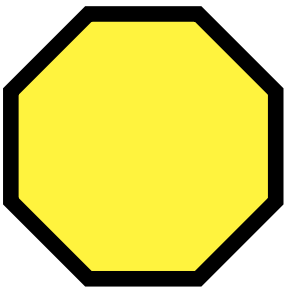
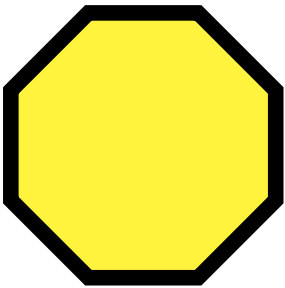
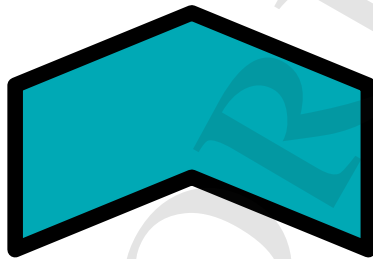
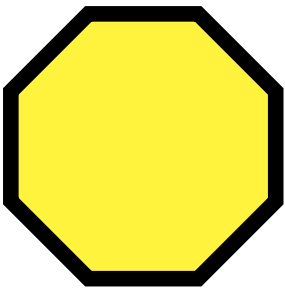
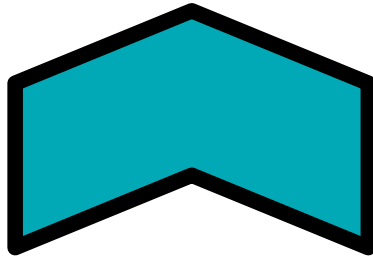
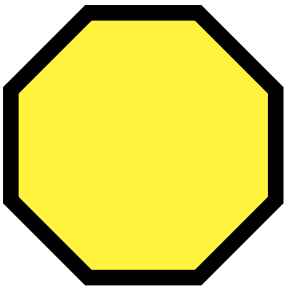
Translation of Counter and Shape on Square Grid



* Note to teacher:

- Cut out and laminate the diagrams.

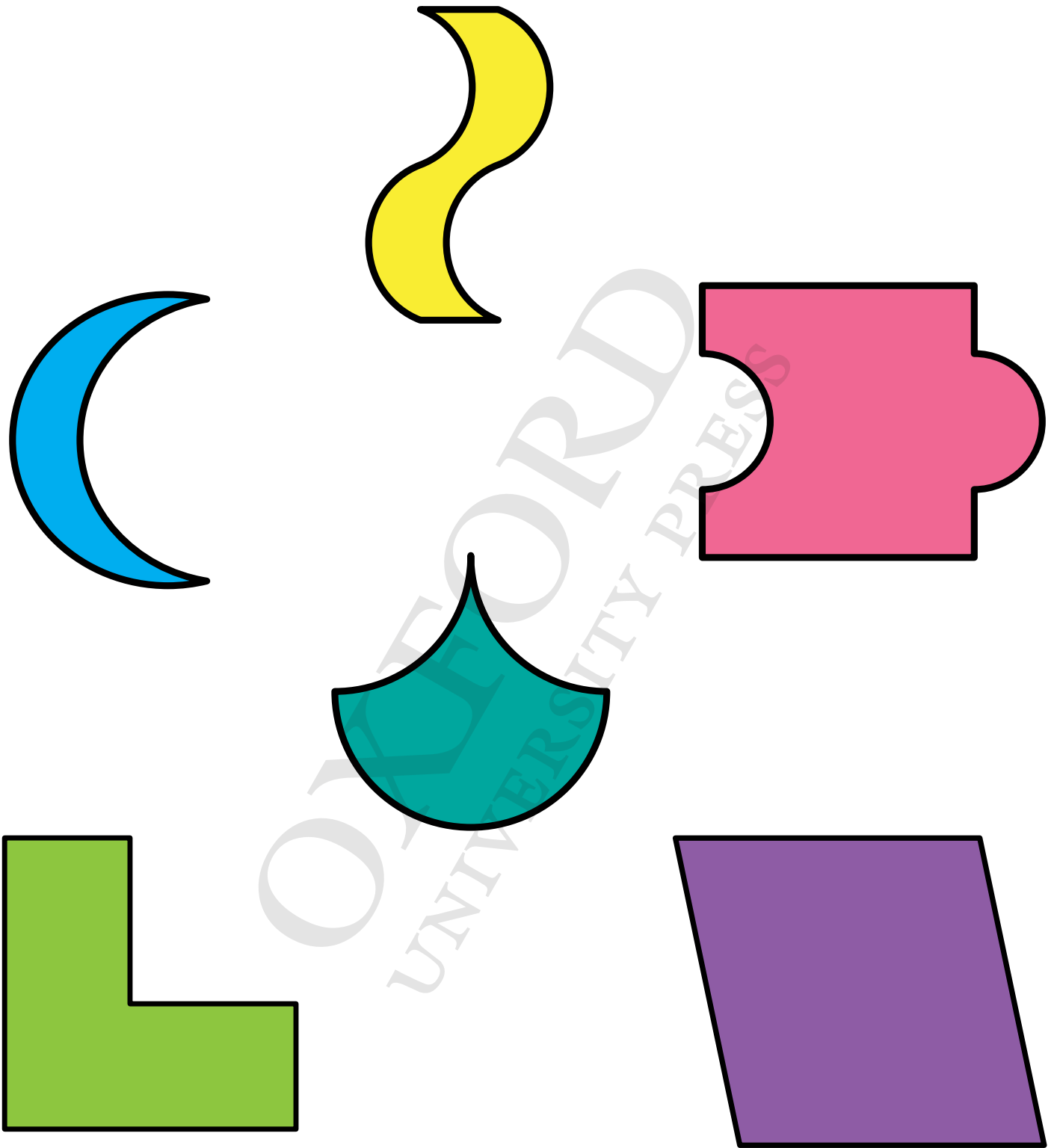
Shapes for Tessellations



* Note to teacher:

- Cut out and laminate. Make multiple copies.

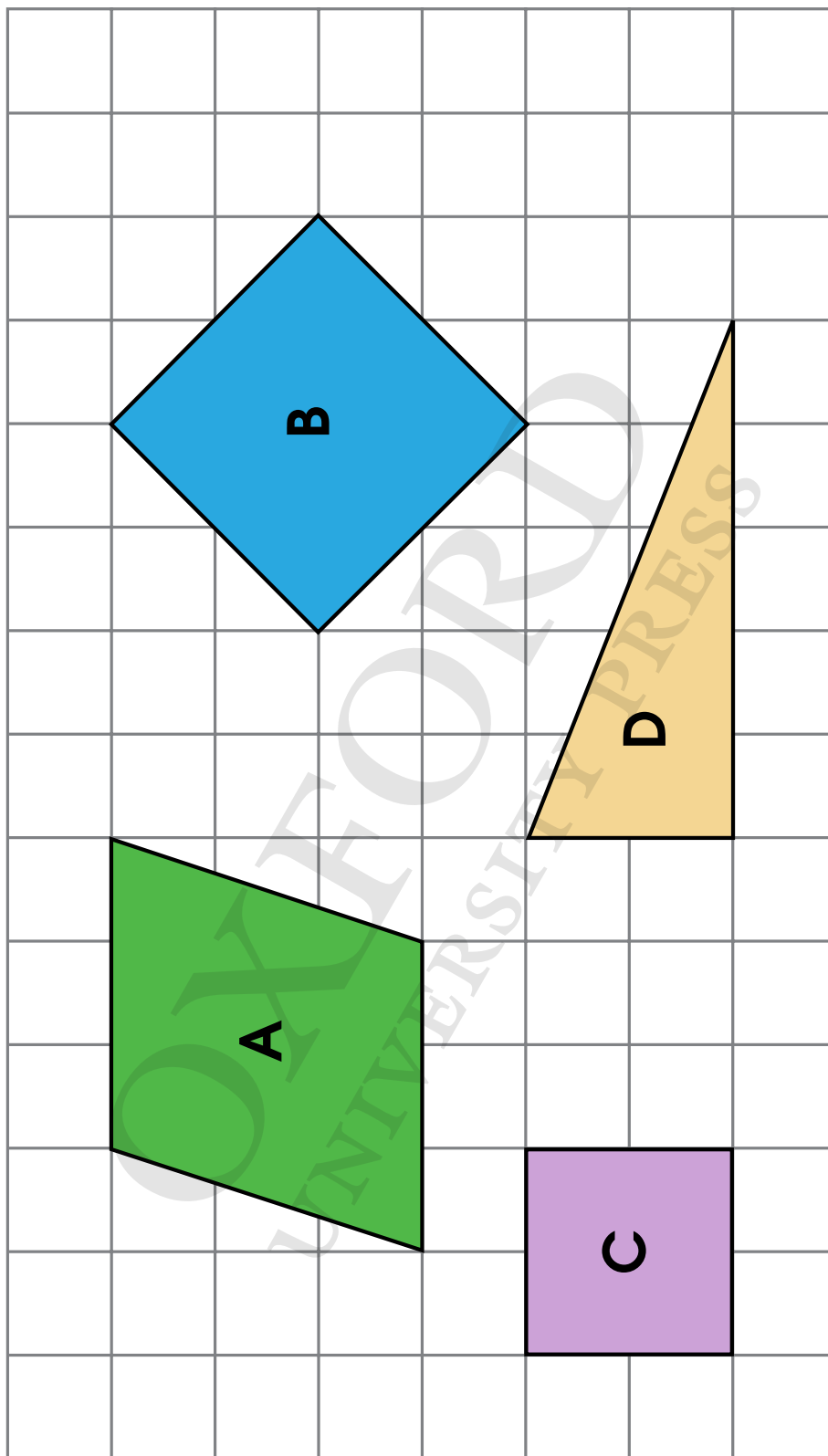
Shapes for Tessellations



* Note to teacher:

- Cut out the shapes and make multiple copies. These shapes are for 'Mind Workout' and 'Maths Journal' (Textbook 4 P131).

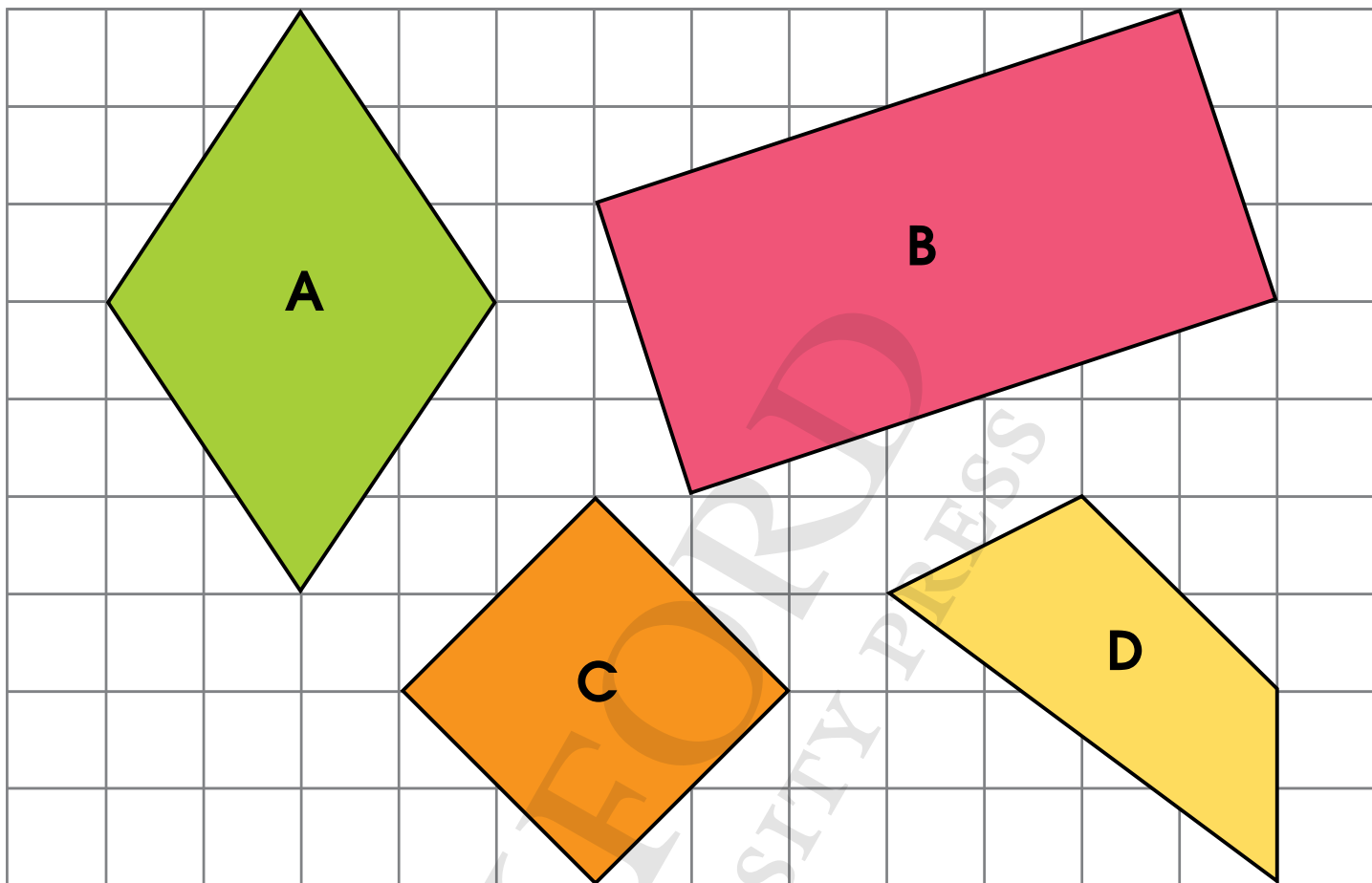
Shapes



* Note to teacher:

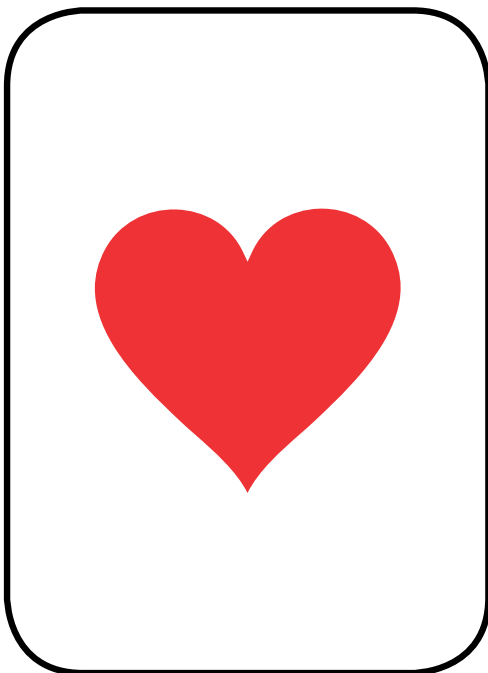
- This is for Question 1 of 'Practice' (Textbook 4 P135).

Shapes

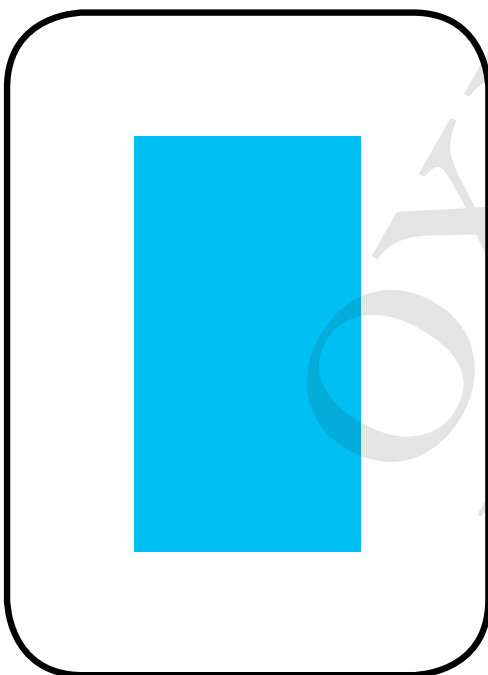


* Note to teacher:

- This is for Question 2 of 'Practice' (Textbook 4 P136).

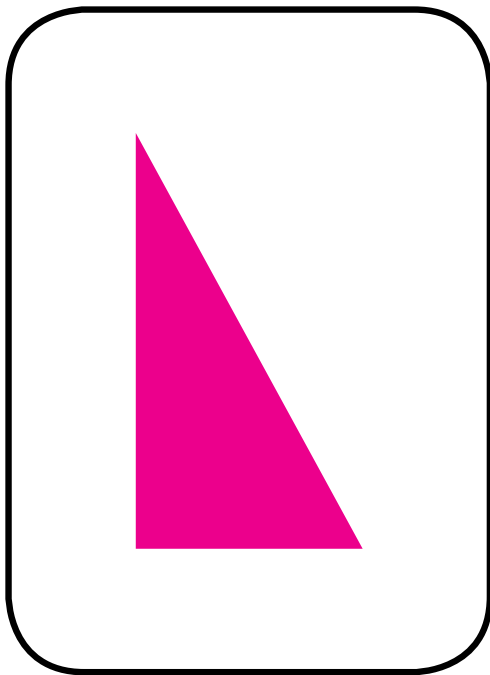


**Turn 90°
Clockwise**

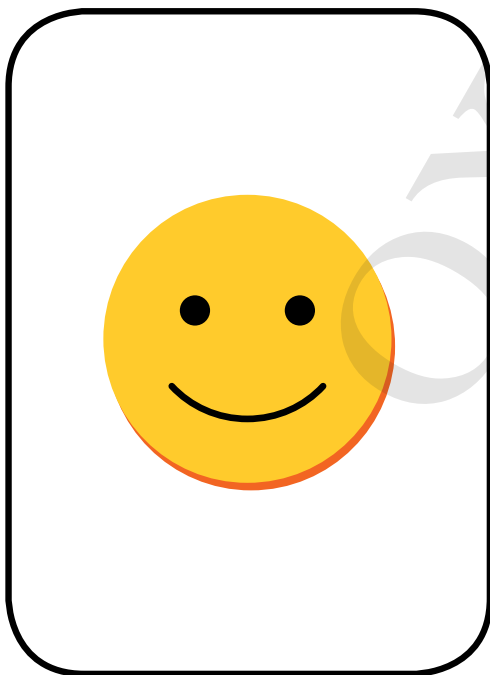


**Turn 180°
Clockwise**

**Turn 270°
Clockwise**



**Turn 90°
Anticlockwise**



**Turn 180°
Anticlockwise**

**Turn 360°
Anticlockwise**

Decimal Bars

--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--

Decimal Discs

0.1

0.01

0.001

Place-Value Charts

Ones	Tenths

Tens	Ones	Tenths

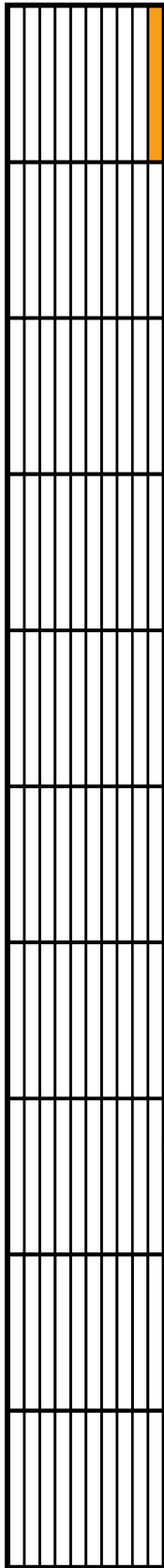
Ones	Tenths	Hundredths

Tens	Ones	Tenths	Hundredths

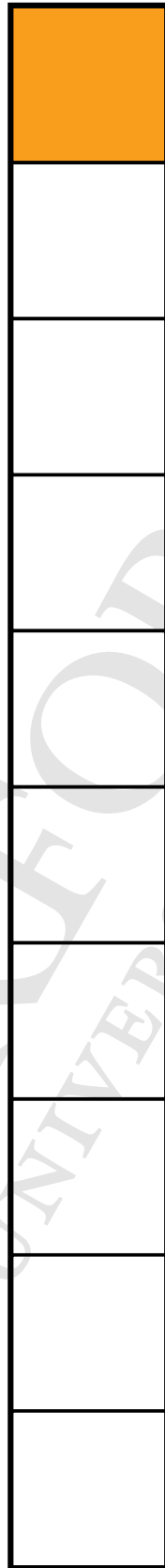
Ones	Tenths	Hundredths	Thousandths

Tens	Ones	Tenths	Hundredths	Thousandths

Decimal Bars (1 whole, 1 tenth, 1 hundredth)



1 hundredth



1 tenth



1 whole

Number Lines

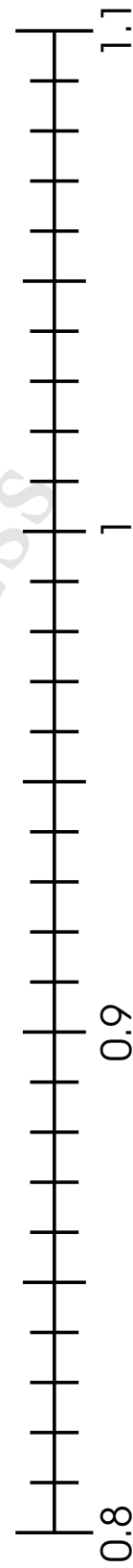
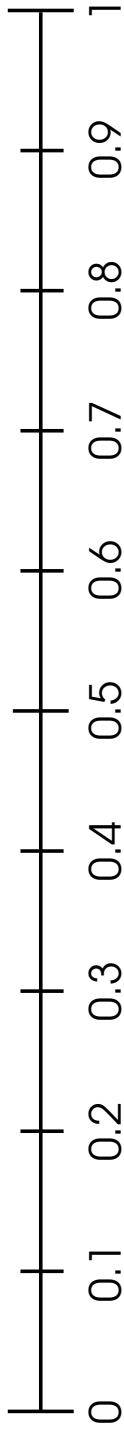


Table of Results

Name	Height as a decimal	Height as a mixed number
Tom	1.34 m	$1\frac{34}{100}$ m

Decimal Bars (1 whole, 1 tenth, 1 hundredth, 1 thousandth)

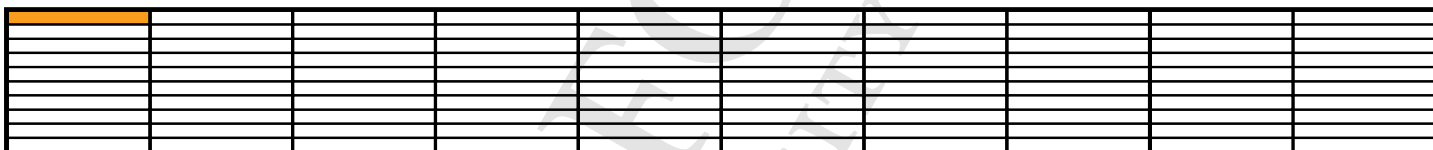
1 whole



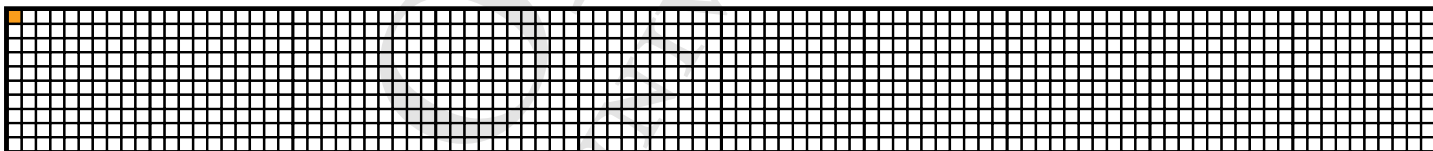
1 tenth



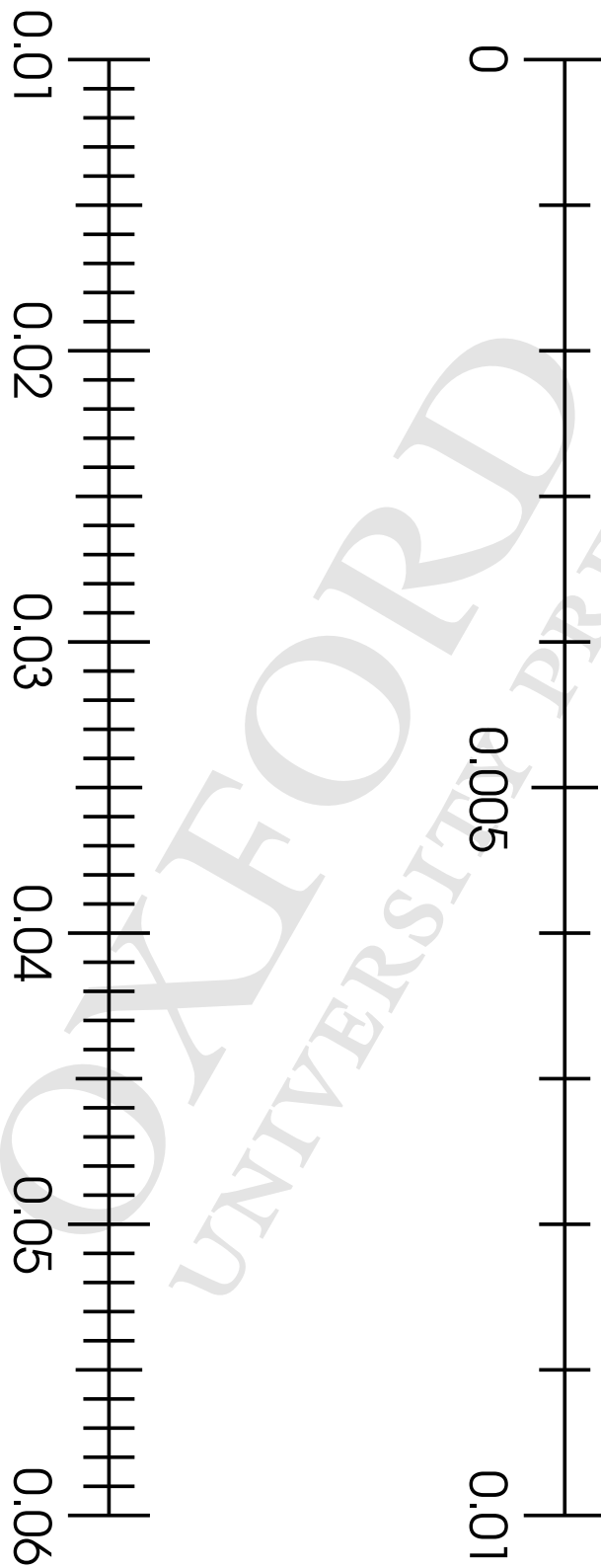
1 hundredth



1 thousandth



Number Lines



Numeral Cards (0 to 9)

0

1

2

3

4

5

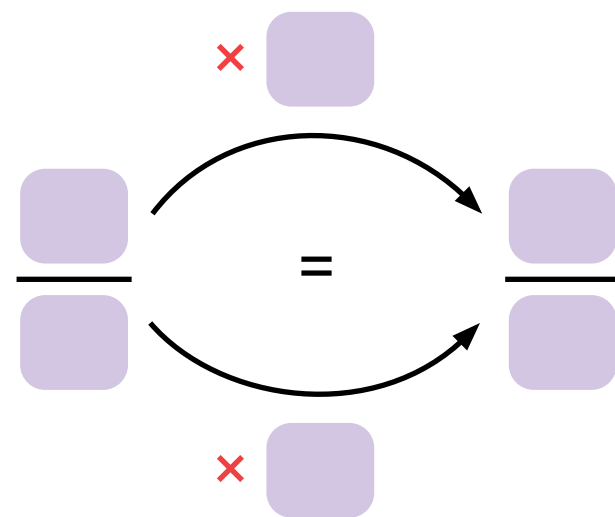
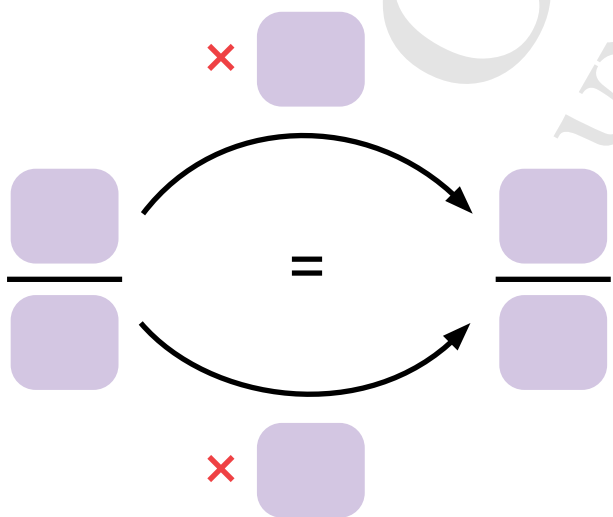
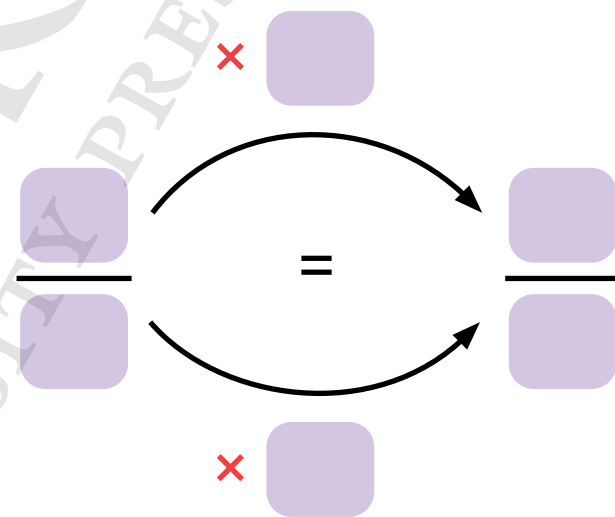
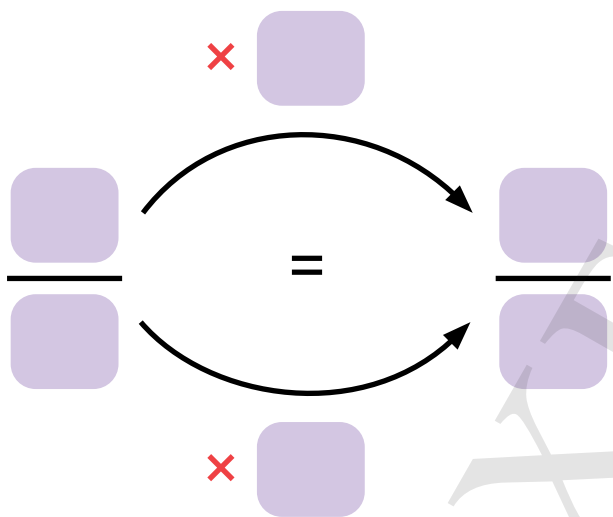
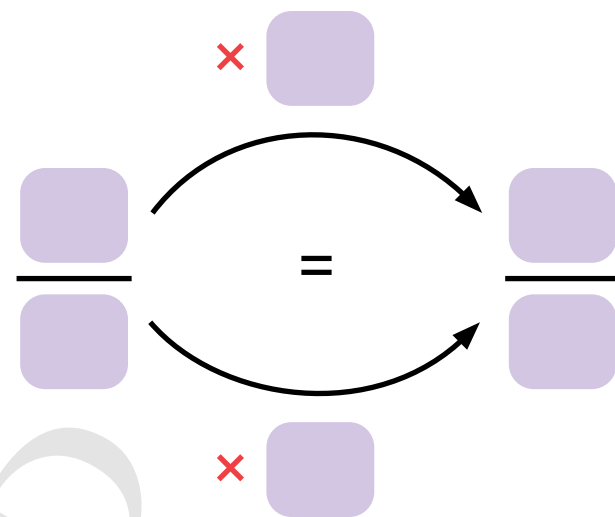
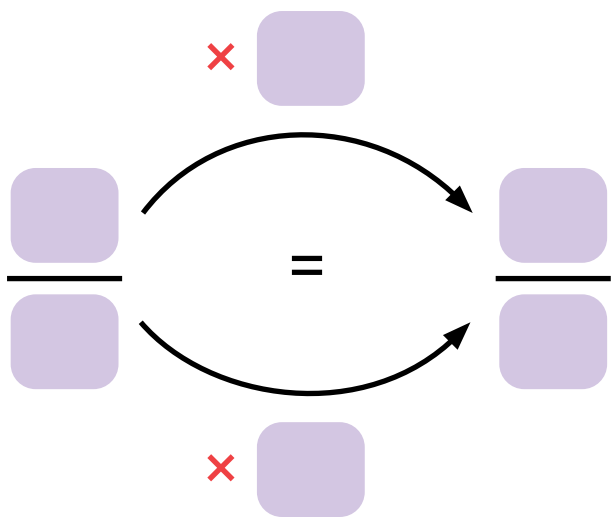
6

7

8

9

Conversion of Fraction Cards



Decimal Cards

0.8

0.6

0.80

0.06

0.800

0.006

$$3.56 + 0.9$$

$$4.35 + 1.42$$

$$7.48 - 0.5$$

$$9.13 - 0.96$$

* Note to teacher:

- Use these cards for 'Activity Time' (Textbook 4 P195).

Division Algorithm Cards

$$7 \overline{) 2}$$

$$7 \overline{) 3}$$

$$7 \overline{) 4}$$

$$5 \overline{) 4}$$

* Note to teacher:

- These are some divisions using the division algorithm for pupils to work on.

4-Step Approach to Problem Solving Template

Step 1: Understanding the problem

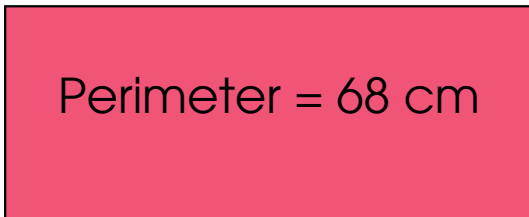
Step 2: Translate key elements into a diagram (model)

Step 3: Examine the model and write the number equation

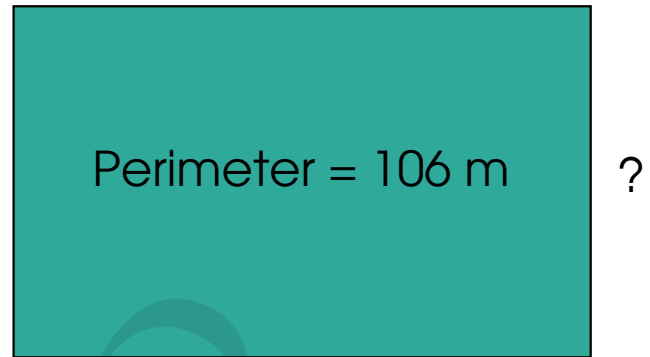
Step 4: Check the answer

Rectangles

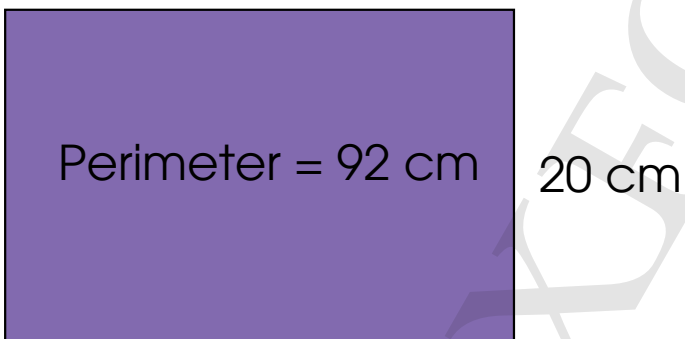
24 cm



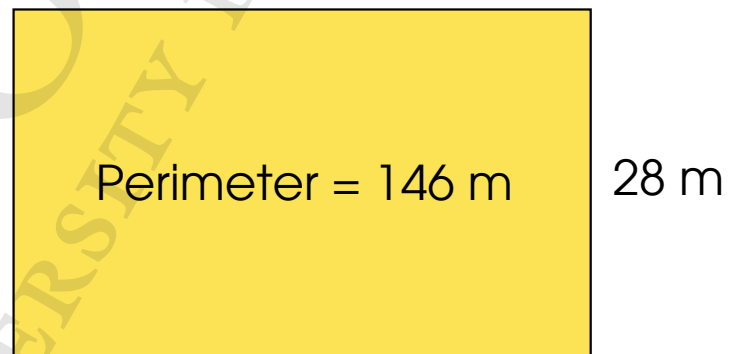
40 m



?



?



* Note to teacher:

- Cut the shapes out and laminate them to use for Question 2 in 'Practice' (Textbook 4 P221).

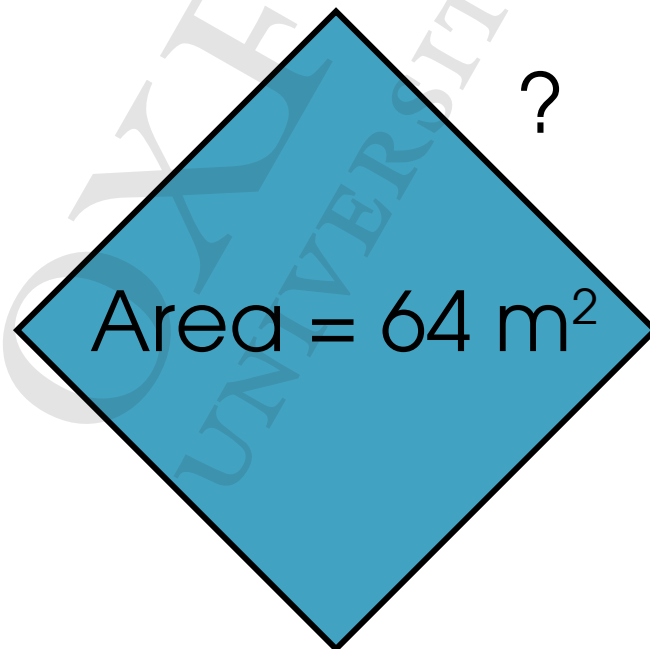
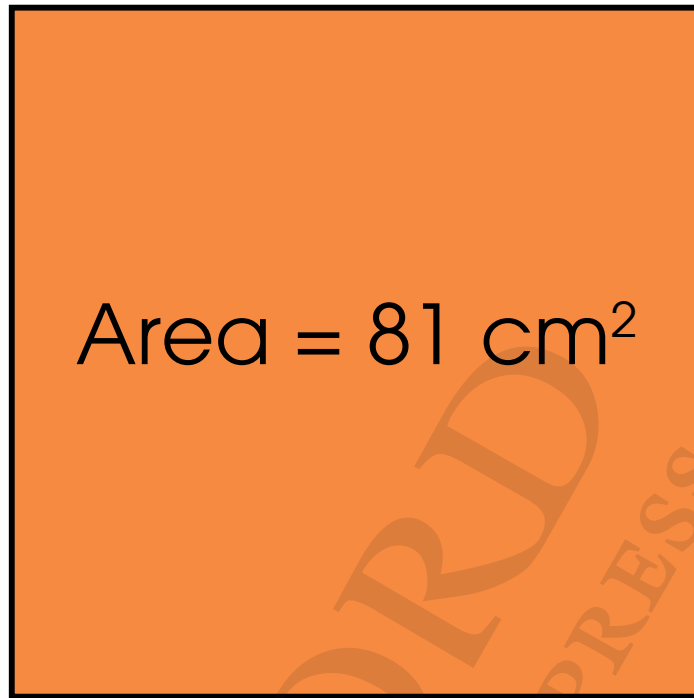
Table of Results

			Area
		4 cm^2	
			Length

* Note to teacher:

- Use this table for 'Activity Time' (Textbook 4 P223).

?



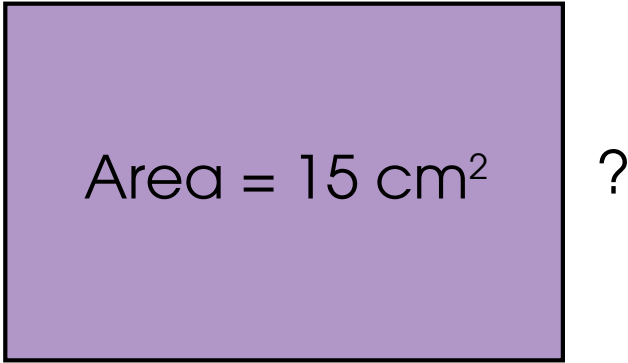
?

* Note to teacher:

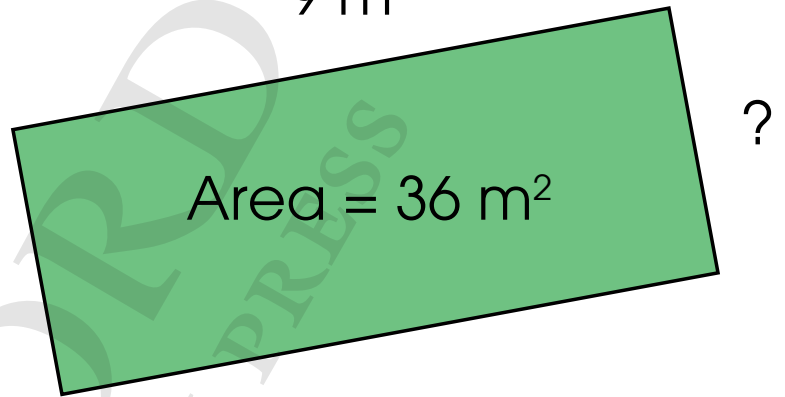
- Cut the shapes out and laminate them to use for Question 1 in 'Practice' (Textbook 4 P224).

Rectangles

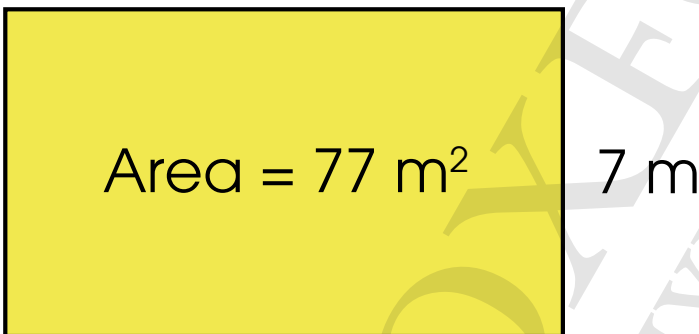
5 cm



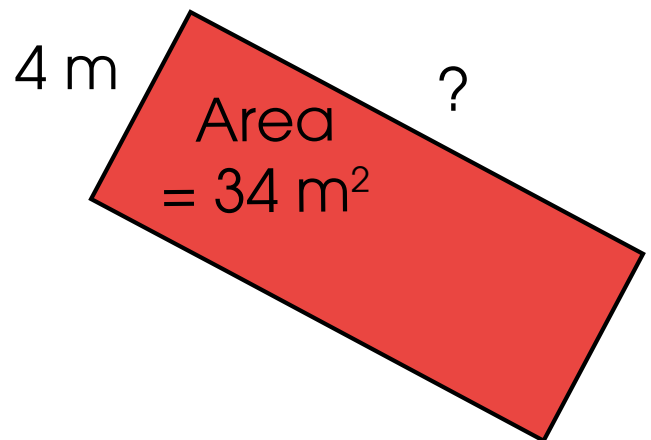
9 m



?



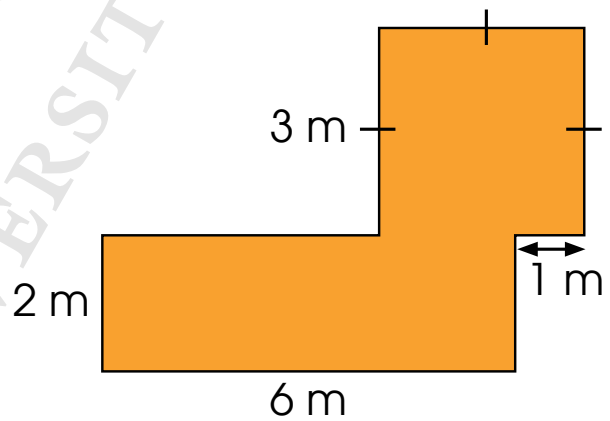
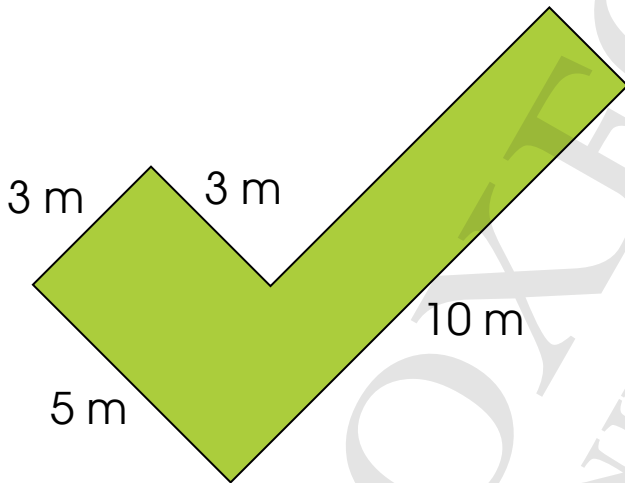
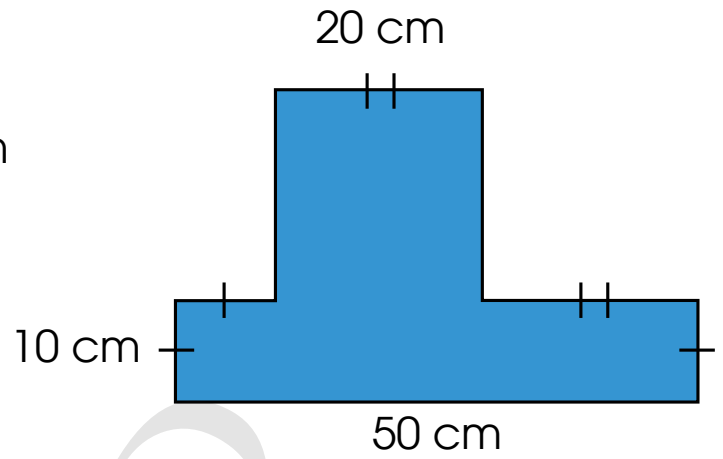
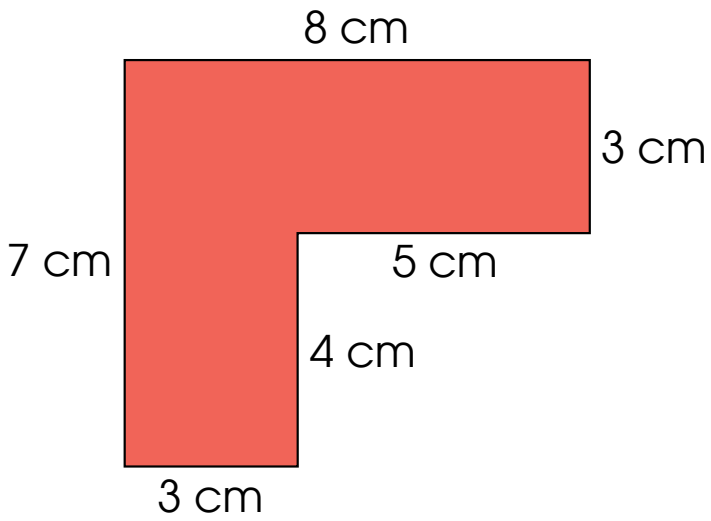
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* Note to teacher:

- Cut the shapes out and laminate them to use for Question 1 in 'Practice' (Textbook 4 P224).

Composite Figures



* Note to teacher:

- Cut the shapes out and laminate them to use for the question in 'Practice' (Textbook 4 P230).