



MATHS ALIVE!
Workshop for Parents
Fri, 10 April 2026
(P1)




The materials shared in today's workshop are under the property of Junyuan Primary School, Mathematics Department.

Please **do not** take any photos or videos throughout the sharing.

Thank you for your understanding.



Objectives



Partnership with parents to help their children to discover the joy of learning Mathematics.



In this foundational stage in your child's formal schooling, it will be good if your child can work at being organised in getting ready for school.



**Joy of
learning
Math -
How ?**

In Class:

- ★ Factual Fluency
- ★ SSM Activities (C-P-A Approach)
- ★ JYPS Mathematical strategies
- ★ Maths Around Us
- ★ Thinking Aloud
- ★ Maths Handbook / STAR Hpack
- ★ Math PB / Exercise Bk / Blue file
- ★ Homelink Pack
- ★ Maths Corner

**Joy of
learning
Math -
How ?**

In Class:



Factual Fluency

SSM Activities (C-P-A Approach)

JYPS Mathematical strategies

Maths Around Us

Thinking Aloud

Maths Handbook / STAR Hpack

Math PB / Exercise Bk / Blue file

Homelink Pack

Maths Corner



Factual Fluency

Maths **factual fluency** or **FF** in short refers to the ability to recall basic mathematical **facts** in all four operations accurately, quickly and effortlessly.







Factual Fluency


Why is it useful to master factual fluency?




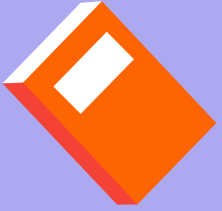


When students achieve automaticity with these **facts**, they have attained a level of mastery that enables them to retrieve mathematical facts without conscious effort/attention. Automaticity is the ability to do things with an automatic response, pattern or habit. It is usually the result of learning, repetition and practice.



**Factual Fluency is conducted on a frequent basis using students' mini whiteboard.*



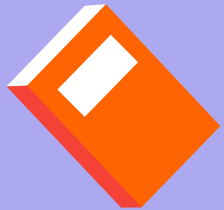


8

+

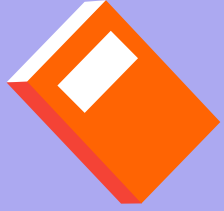
7

17 - 9

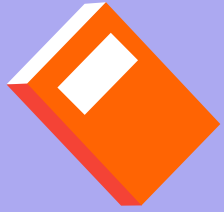


Make 20

16



___ is 1 less than 10




$$1 + 9 + 2$$

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Sustained Support for Maths Activities

Students learn Maths concepts through a series of activities using the CPA (Concrete – Pictorial – Abstract) approach to develop conceptual understanding. The activities are based on the principles of *early success*, *strong foundations* and *steady progress*. The focus is to provide students with learning experiences that move from concrete, to pictorial and then to abstract representations. This involves the use of manipulatives, songs, storybooks and connections to their daily experiences.





Visible Thinking Routine (VTR)

Making thinking visible through...

-  See Think Wonder
-  Chalk Talk
-  I used to think..., Now I think
-  What makes you say that?





Visible Thinking Routine

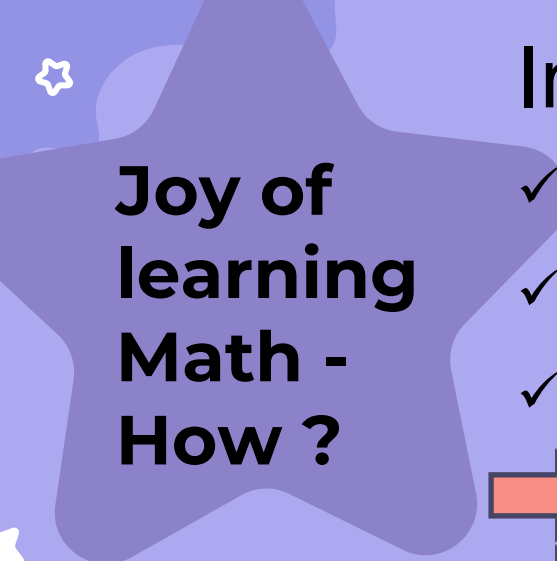
SEE THINK WONDER

-  Helps students make careful observation
-  Helps students develop their own ideas and interpretation based on what they see
-  Encourages students to wonder and question, stimulating curiosity
-  Helps students reach for new connections

Visible Thinking Routine

WHAT MAKES YOU SAY THAT?

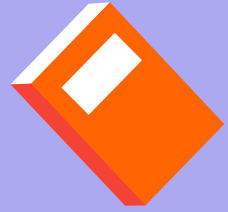
-  Students describe what they see or know
-  Helps students build their explanations
-  Promotes evidential reasoning as it invites students to share their interpretation
-  Encourages students to understand alternatives and multiple perspective



**Joy of
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How ?**

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Thinking Aloud

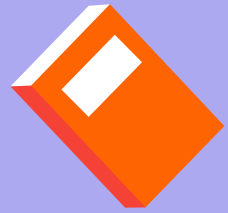


Provides opportunity for students to reason, think creatively and critically.



Provides students the opportunity to take on a more active role of making sense of what they have learnt and to verbalise their learning with peers.





Maths Around Us

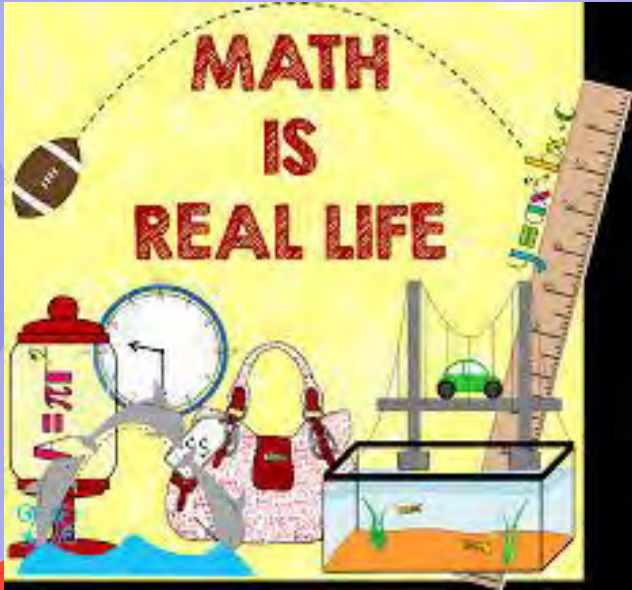


★ Provides opportunity for students to articulate their understanding on how the concept is used in real world context

★ This allows students to clarify their own thinking, deepen their reasoning, listen to others' reasoning and consolidate their understanding.

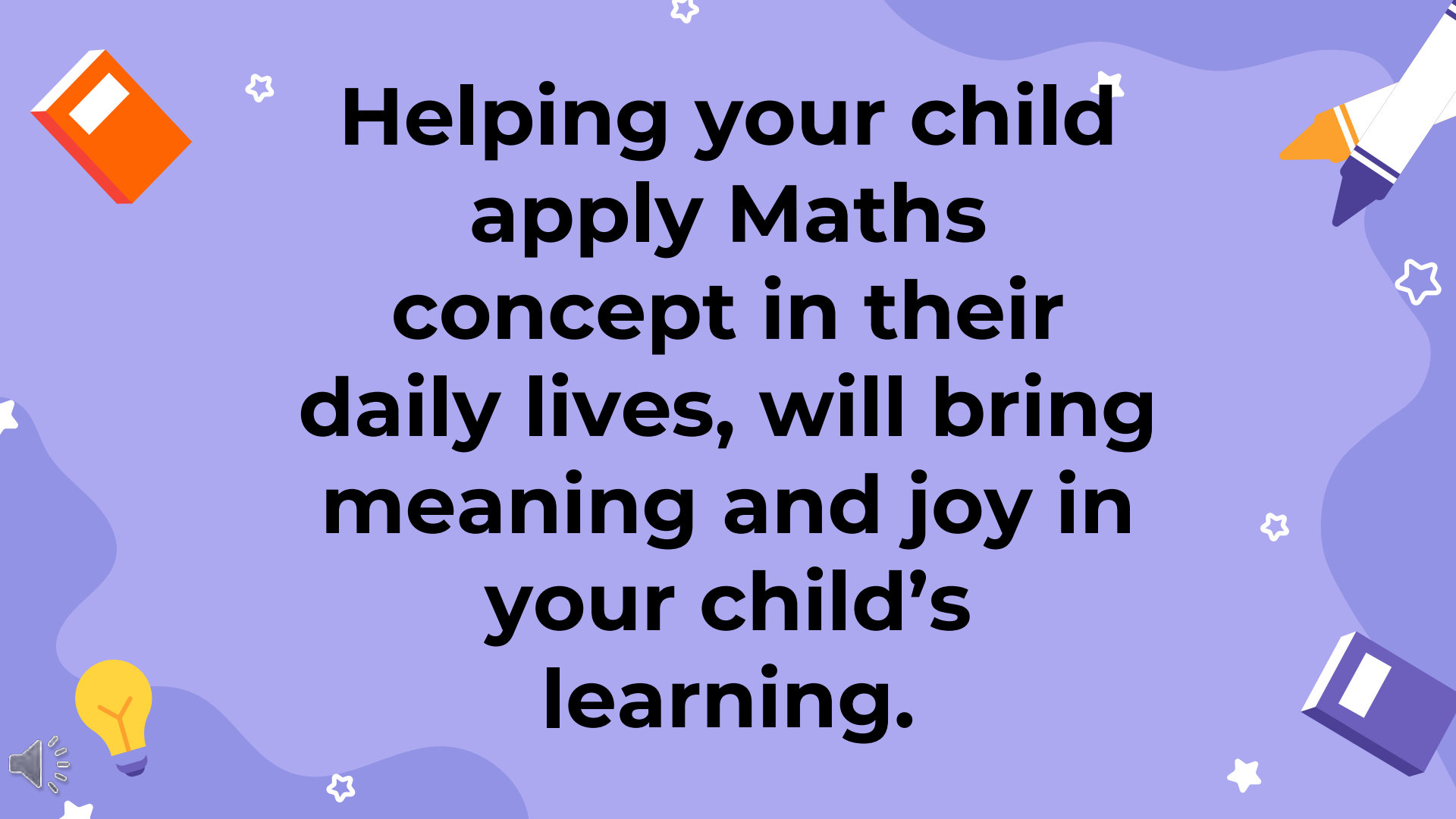


How to make Maths come alive?



**Math is
Everywhere!**





**Helping your child
apply Maths
concept in their
daily lives, will bring
meaning and joy in
your child's
learning.**

**Syllabus –
Selected
Topics**



Addition & Subtraction within 10



Shapes



Addition & Subtraction within 100



Length



Division



Time



Money



Addition and Subtraction within 10

Students are able to:

- ★ understand concepts of addition, subtraction and their relationship
- ★ use of + , - and =
- ★ add and subtract within 10
- ★ mental calculation involving adding and subtracting

★ Number Bonds

Why is it useful to master number bonds?

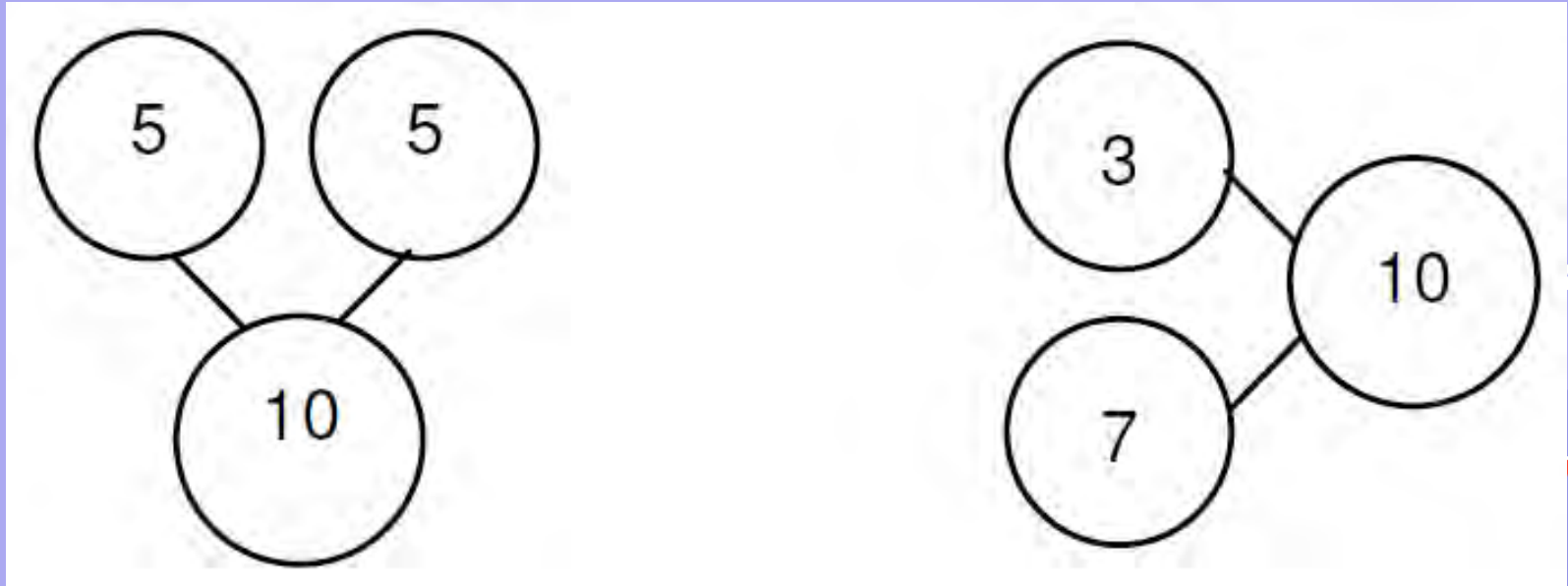
Helps students to master the basic addition and subtraction facts easily

Commit the number bond facts to memory.

★ Number Bonds

Different combinations of two numbers that make up a given number.

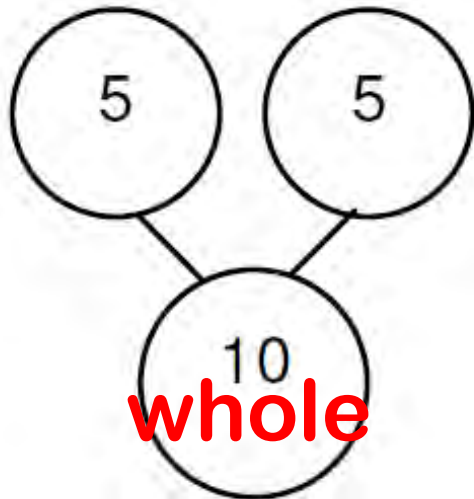
Example:



★ Number Bonds

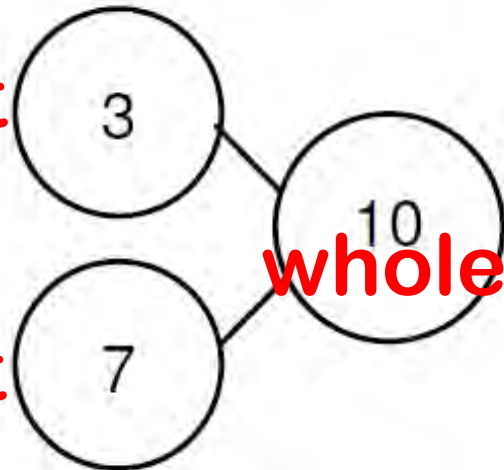
Each number bond represents a part-whole relationship between three numbers.

part part



part

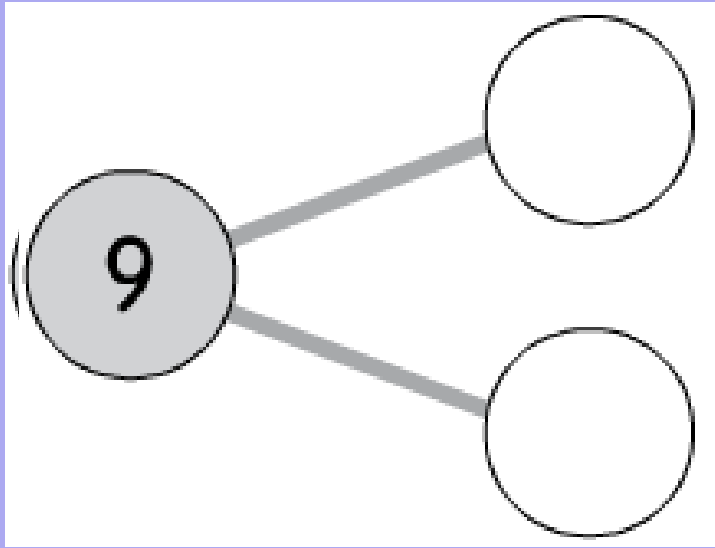
part



★ Number Bonds

Related to a family of four basic addition and subtraction facts.

Example of Fact Family



$$3 + 6 = 9$$

$$6 + 3 = 9$$

$$9 - 6 = 3$$

$$9 - 3 = 6$$

★ Number Bonds of 10

0 and 10 make 10

1 and 9 make 10

2 and 8 make 10

3 and 7 make 10

4 and 6 make 10

5 and 5 make 10

6 and 4 make 10

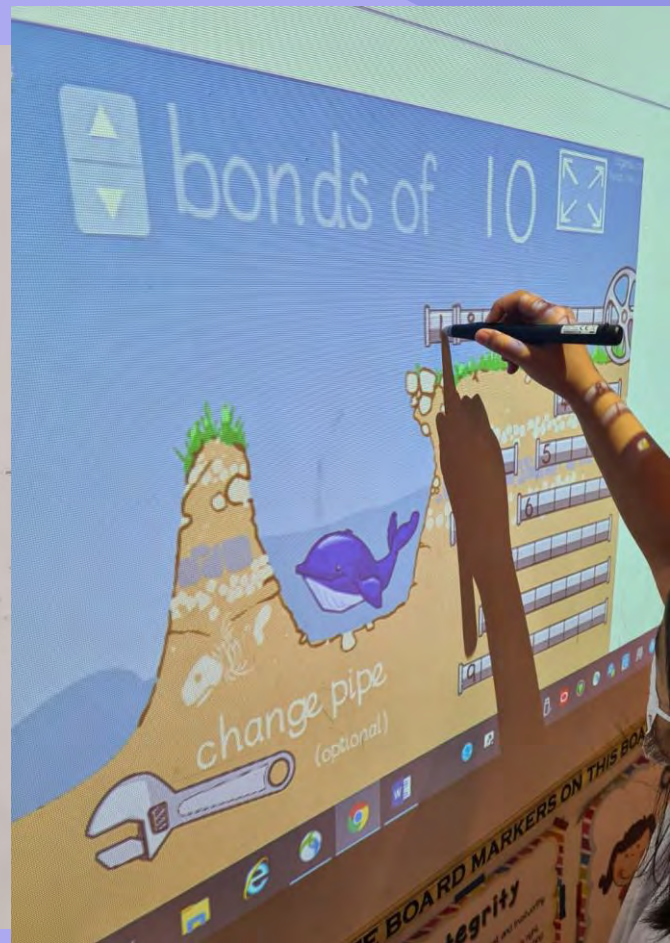
7 and 3 make 10

8 and 2 make 10

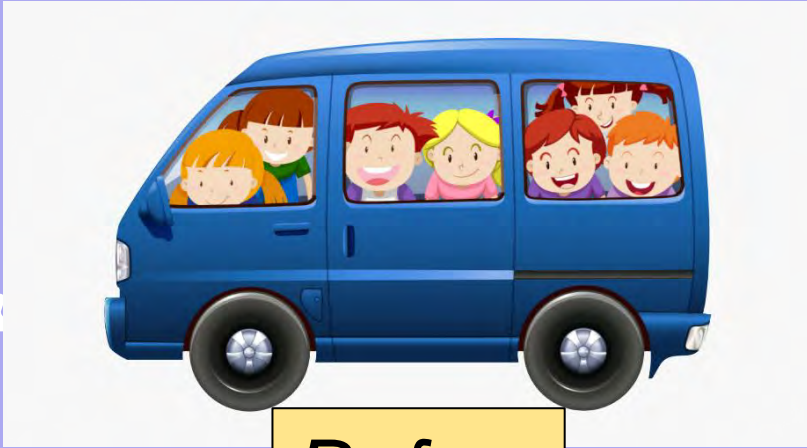
9 and 1 make 10

10 and 0 make 10

$$5+5=6+4$$



Maths Around Us - Subtraction Within 10



Before



?

After

**There are 7 people in the van.
2 people get off from the van.
There are 5 people left in the van.**

Subtraction Within 10

Concept

- Subtraction as 'taking away' from a set using 'count back' strategy



Subtraction Within 10

Lesson Procedures (Pair work)

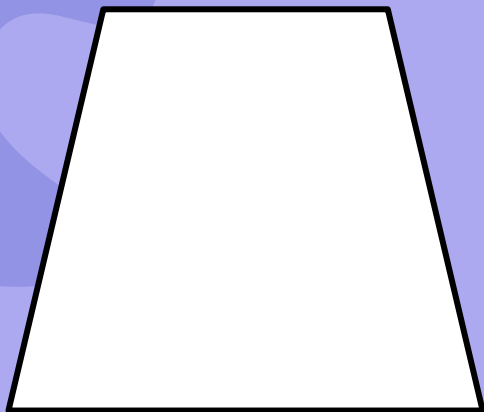
1. Give each pair of students 10 counters and a paper cup.
2. Student A hides, for example 7 counters in a cup and leave the rest of the counters on the table.

Student B counts backwards from 10 by subtracting the 3 counters that are not hidden in the cup one by one i.e. Student B will say, '9, 8, 7' as Student B 'takes away' one counter at a time.

3. Student B to tell the number of counters hidden in the cup.

Subtraction Within 10

Count back from 10



7

8

9

There are 7 counters in the cup.

Thinking Aloud

Leila has 1 fewer mango than Jiahao.

Jiahao has 1 more mango than Ken.

What do you know about the number of mangoes each child has?



Using VTR “What makes you say that?”
Guiding questions

1. If Leila has 8 mangoes, how many mangoes do Jiahao and Ken have?

What makes you say that?

Answer

2. ~~Try to replace the number of~~ Jiahao has 9 mangoes because Leila has ~~mangoes Leila has with other~~ 1 fewer mango than him. Ken has 8 ~~numbers within 10.~~
mangoes/the same number of mangoes as Leila because Jiahao has 1 more than

3. **What can you learn from this activity?**

Answer

Ken.
The difference will still be the same even if we use different numbers.

Shapes

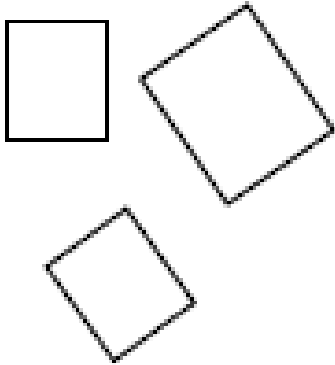
Students are able to:

- ★ Identify and name 4 basic shapes

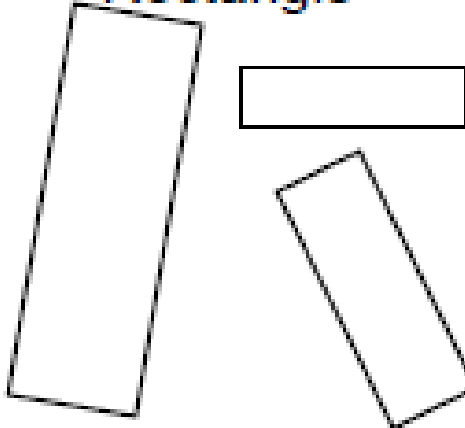
Shapes

Lesson Procedure

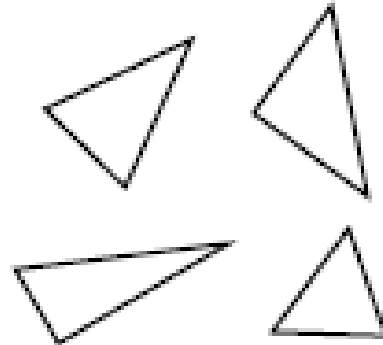
Square



Rectangle



Triangle



Examples:

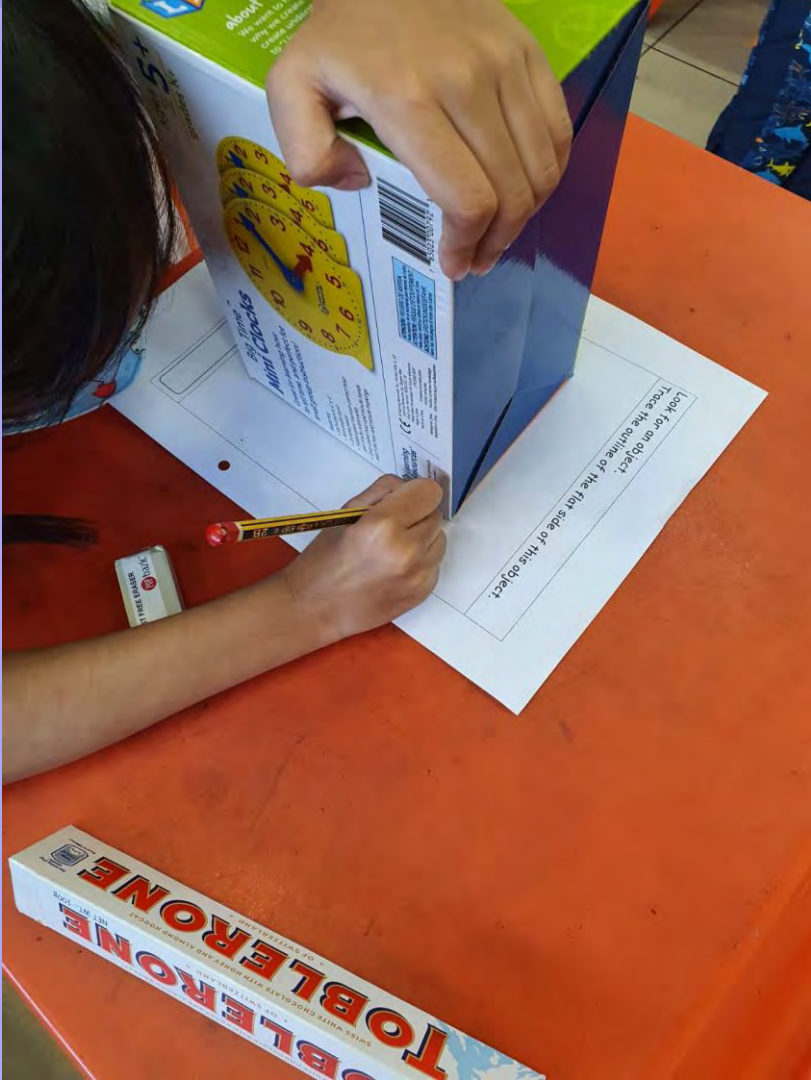
Activity 1: Trace Me

Look for an object.
Trace the outline of the flat side of this object.

Look for an object.
Trace the outline of the flat side of this object.

rectangle

triangle



Maths Around Us



This is the newly built structure in our school. We can see shapes such as **circles**, **squares** and **rectangles** on this structure.

Addition and Subtraction within 100

$$\begin{array}{r} 68 \\ -17 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ -17 \\ \hline \end{array}$$

Students are able to:

- ★ add more than two 1-digit numbers
- ★ add and subtract within 100
- ★ use algorithm to add and subtract within 100
- ★ mental calculate addition and subtraction within 20



Addition Poem

Subtraction Poem



Addition

Adds up to 9,
Everything is
fine!

$$\begin{array}{r|l} 3 & 2 \\ + & 64 \\ \hline & 96 \end{array}$$

Renaming

10 or more,
take the
extra and go
next door!

$$\begin{array}{r|l} & 3 & 6 \\ + & 0 & 5 \\ \hline & 4 & 1 \end{array}$$


Subtraction Strategies


More on the
top? No
need to stop!

$$\begin{array}{r} 78 \\ - 45 \\ \hline 33 \end{array}$$

More on the
floor? Go next
door and get 10
more!

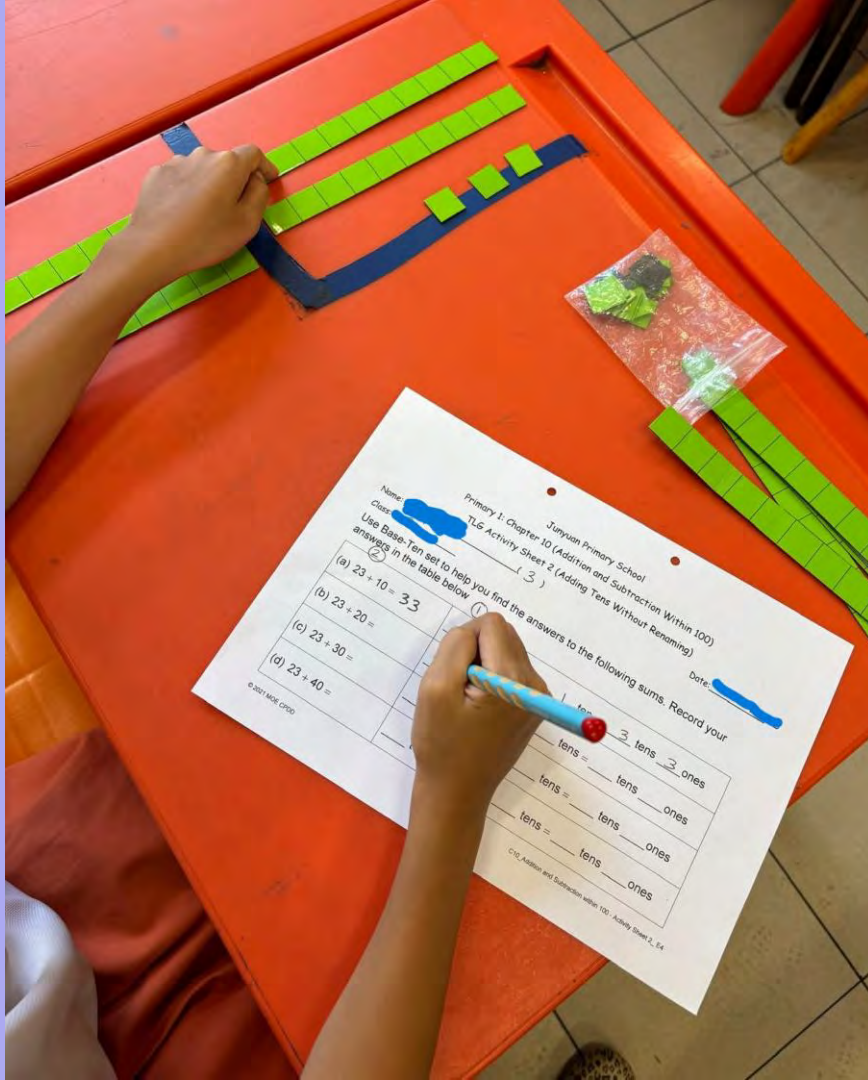
$$\begin{array}{r} 4 \text{ } 10 \\ 56 \\ - 27 \\ \hline 29 \end{array}$$

Is the number the
same? Well zero is
your game!

$$\begin{array}{r} 59 \\ - 59 \\ \hline 00 \end{array}$$



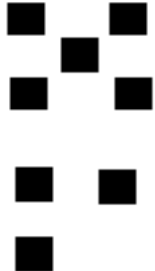


Example

Using of base 10 set to add tens without renaming



Addition & Subtraction

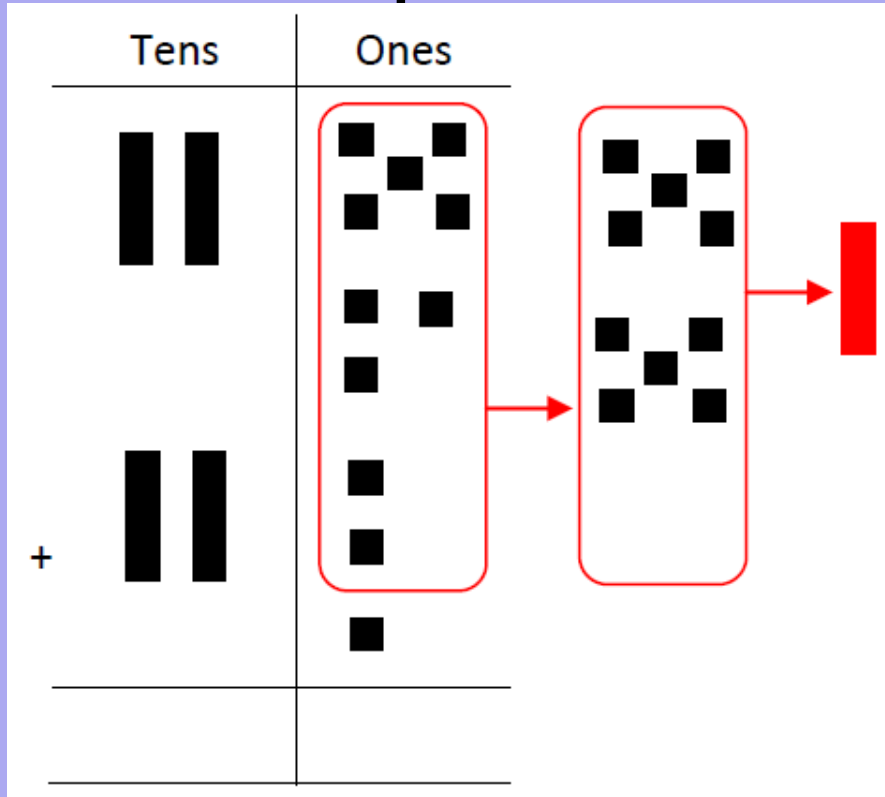
Example : 28 + 23

		Working	
Tens	Ones	Tens	Ones
			
$+$ 		2	8
			3



Addition & Subtraction




Example : 28 + 23



- 11 ones = 1 ten 1 one
- Renaming 10 ones into 1 ten

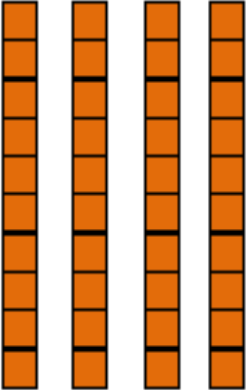
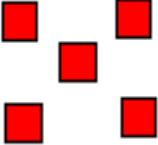
Addition & Subtraction

Example : 28 + 23

		Working	
Tens	Ones	Tens	Ones
		1+ 2	8
+ 		2	3
		5	1

Addition & Subtraction

Example : $45 - 7$

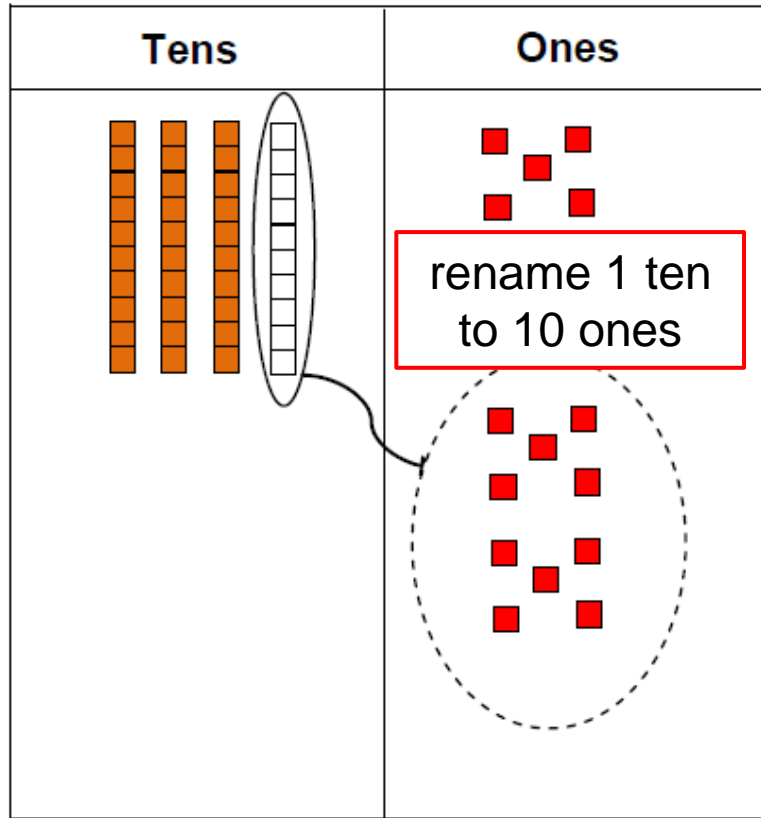
Tens	Ones
	

	Tens	Ones
	4	5
-		7

Addition & Subtraction

Example : $45 - 7$

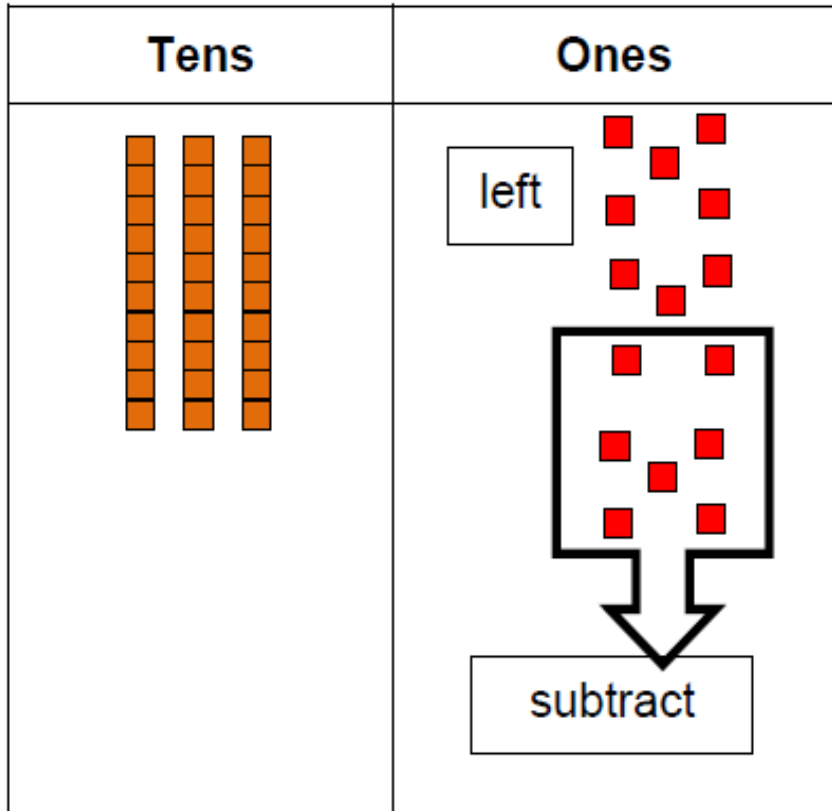
	Tens	Ones
	4	5
-		7
<hr/>		



Addition & Subtraction

Example : $45 - 7$

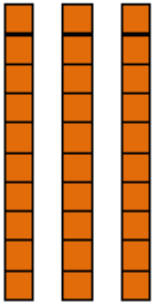
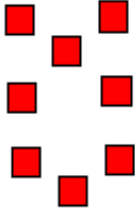
	Tens	Ones
	3	15
	4	5
-		7
<hr/>		
		8



Addition & Subtraction

Example : $45 - 7$

	Tens	Ones
	3	15
	4	5
-		7
<hr/>		
	3	8

Tens	Ones
	
left	

Maths Around Us

Look at what happens when a bus is at a bus stop.



1. What happens to the number of passengers when there are only passengers **getting on**?
2. What happens to the number of passengers when there are only passengers **getting off**?
3. When a bus is at the bus stop, can we know immediately if there are fewer or more number of passengers than before?
4. **Write an addition/ & subtraction story** when there are 50 passengers in the bus before it stopped at the bus stop.

Thinking Aloud

I see ...



I think ...



I wonder ...

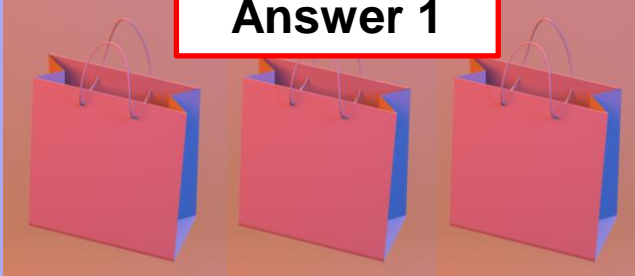


Thinking Aloud

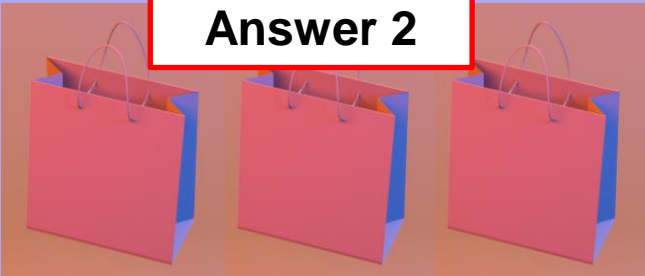


In how many different ways can Siti put the 6 lollipops into 3 different bags?

Answer 1



Answer 2



Siti wants to pack 6 lollipops into bags for the lucky draw winners at her birthday party.

[classpoint.app](https://www.classpoint.app)

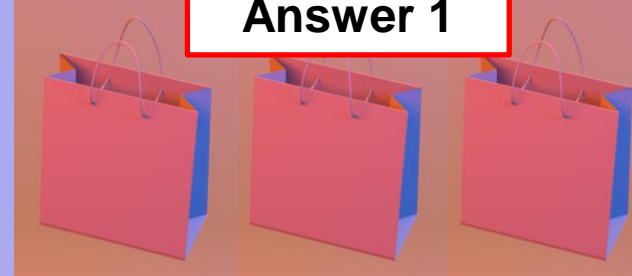


Thinking Aloud

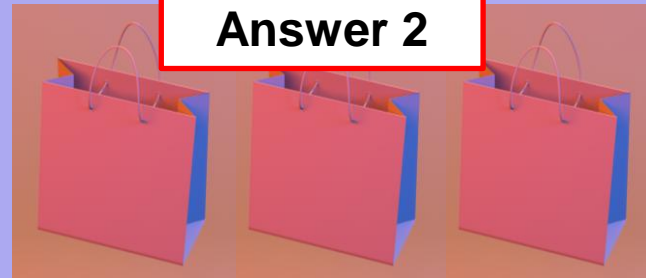


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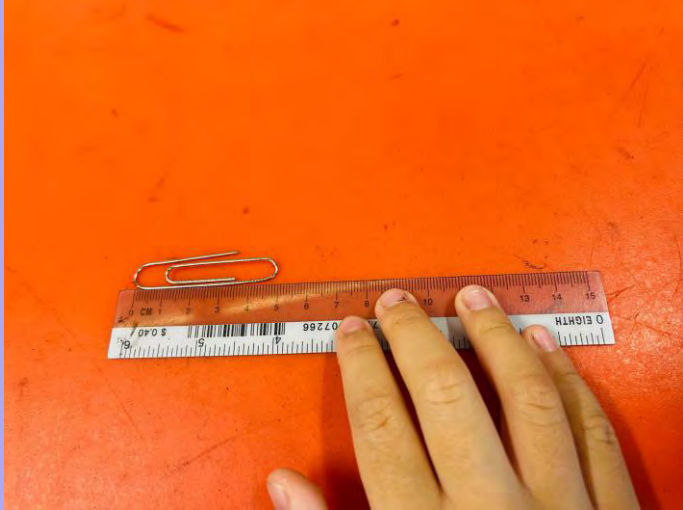
She has 3 bags to pack the lollipops equally into each bag.



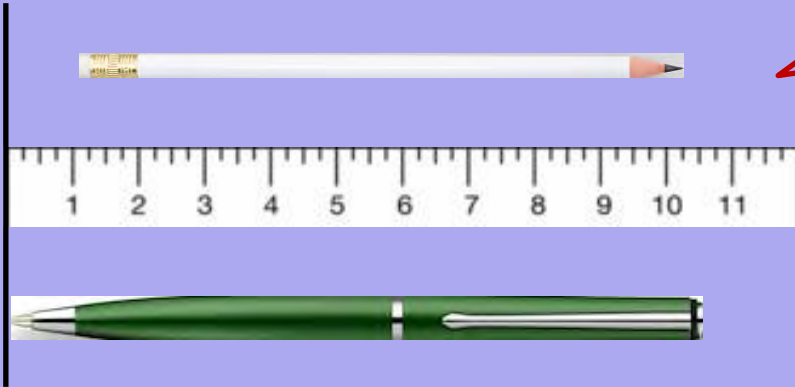
Length

Students are able to:

Compare and order
★ lengths in cm



How would you describe the length of these objects?
Which is the longest?



How do you know if these objects are of the same height?



Maths Around Us



Which measuring tool will you use to measure a soccer ball to find out if it can fit a locker?

Which measuring tool will you use to measure the whiteboard / your waist?
What makes you say that?

Maths Around Us



A



C



B

Which measuring tool will you use to measure your waist?

What makes you say that?



Multiple Choice

classpoint.app

Maths Around Us



A



C



B

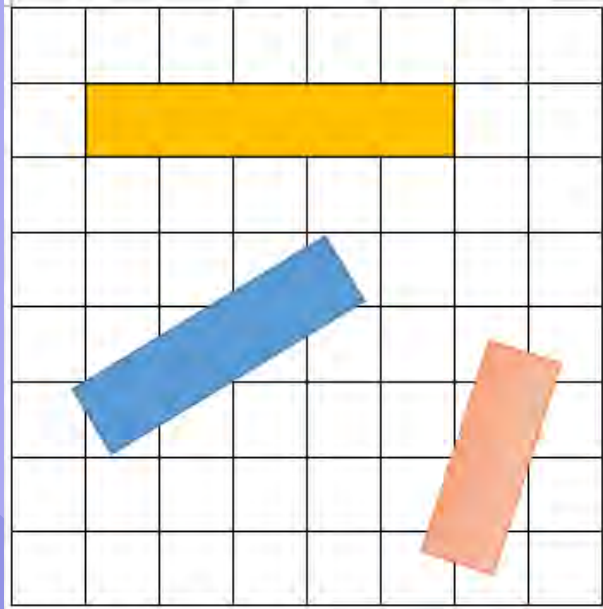
Which measuring tool will you use to measure your waist?

What makes you say that?

Short Answer

classpoint.app

Thinking Aloud



What makes you say that the pink tape is the shortest?



How can we measure the length around a round object?

Division

Students are able to:
understand concepts
★ of division
divide within 20

Share 10 strawberries equally between 5 children.
How many strawberries does each child get?



Each child gets strawberries.

**Sharing
concept**

**Grouping
concept**

There are 20 dresses.
Put 5 dresses in a set.
How many sets are there?



There are sets.

SSM

Maths Around Us

Party packs

You have 6 friends attending your birthday party. If you have 30 sweets, how many sweets should you give to each friend equally?



Thinking Aloud

Divide 20 oranges into bags of 4.
How many bags of oranges are there?



What does it mean by 'bags of 4'?

$4 + 4 + 4 + 4 + 4 = 20$
There are 5 bags.

Ken

Leila

What makes you say that Ken is correct?

Jiahao

5 groups of 4 make 20. There are 5 bags.

There are 4 bags.
4 bags of 5 make 20.

Are the children correct?

Time

Students are able to:

- ★ tell time to 5 min
- ★ use 'am' and 'pm'
- ★ use abbreviations h and min
- ★ tell duration of one hour / half hour



Half an hour after 1



Half an hour after 2



Half an hour after 3



Half an hour after 4



Half an hour after 5



Half an hour after 6



Maths Around Us



Having a meal

What time do we have breakfast?

Which part of the day is
breakfast?

Thinking Aloud

An old lady knits with great speed.
30 minutes is all she needs.
She decorates her work with
buttons for half an hour.
At 10:30, she is done.
What time did she start her
knitting?

**What do you see in
the picture?**

**What do you
think is
happening?**

**What
questions do
you wonder
about the
scenario?**



Money

Students are able to count
the amount of money:

in cents up to \$1

★ in dollars up to \$100





Adam paid this amount of money for a notebook.



How much did the notebook cost?

Show using play money.



Mary paid this amount of money for a doll.



10, 15, 16, 17 dollars

The doll cost \$.



Maths Around Us



Saving money

How much money do you have in your savings?

How much more money do you need to buy a toy?

Thinking Aloud

Who has more money?

I have 5 coins.
I have more money than you.

I have 4 coins.
I have more money than you.

How do you know?

Why do you think the boy says he has more money than the girl?

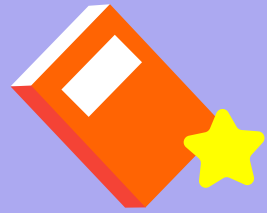


Who has more money?
Give me examples why you say that.

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Math -
How ?**

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- ★ Maths Corner



Maths Handbook

Maths Handbook(HB) is created to help summarise important concepts students need to attain in each topic for each term.



Provides students a form of revision. Some teachers keep the Maths HB in school for students to revise when they have completed their work.

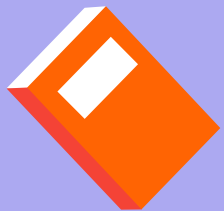


File handbook into the orange file



Orange file is kept in class lockers to be used in class as fillers or kept at home for revision





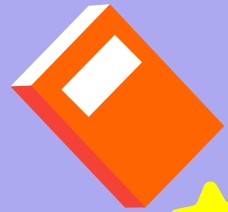
Junyuan Primary School Mathematics Handbook Primary 1 (Term 1)



Name: _____

Class: Pr 1 _____





★ STAR Hpack



★ STAR Heuristics Package (STAR Hpack) is created to teach students the methods to solve word problems.

★ Develops students' logical thinking and ability to solve difficult problems.



★ To be filed into blue file at the end of the year





Problem-Solving Approach: STAR





Starts in term 3

JUNYUAN PRIMARY SCHOOL
MATHEMATICS

STAR

SEE ~ THINK ~ ACT ~ RELOOK



NAME: _____
CLASS: P1 _____



Problem-Solving Approach: STAR

See what is given



Think of a plan



Act on the plan



Relook and Check



★ Problem-Solving Approach: STAR

Key Questions to ask when solving word problem

See (What is given?)

1. Can I retell the problem in my own words?
2. What am I asked to find?
3. What are the key words?

Think (What is my plan?)

1. Have I solved the same type of problem before?
2. What method(s) can I use?
3. Can I solve a part of the problem first?


Act (What do I need to do?)

1. Can I carry out my plan?
2. Can I show the steps correctly?
3. Can I show the steps clearly?

Relook (Reflect and Check)

1. Does my method make sense?
2. How do I know?
3. Is my working/diagram/model accurate?
4. Have I checked my solution thoroughly using the COURT strategy?

Problem-Solving Approach: STAR


What is **COURT** ? 

C – **COPY**; Copy data correctly

O – **OPERATION**; use the correct operation

U – **UNIT**; write the correct unit in the answer

R – **REASONABLENESS**; answer is reasonable 

T – **TRANSFER**; answer correctly onto the
answer space 



Problem-Solving Approach: STAR

What is COURT ?

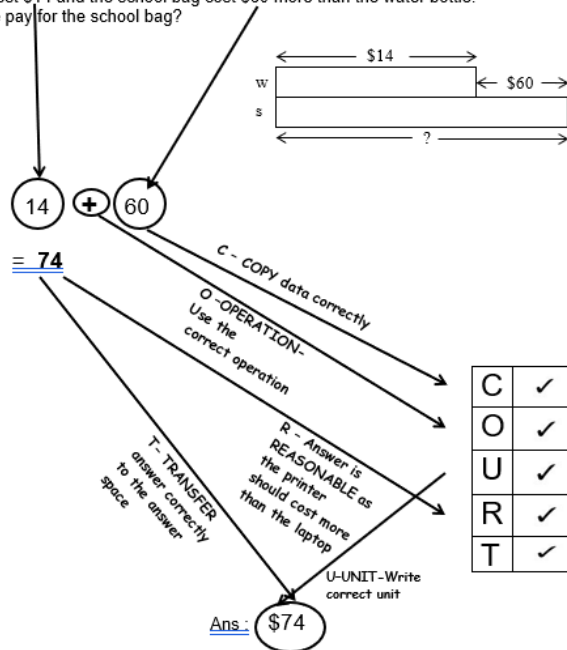
- C** – **COPY**: Copy data correctly
- O** – **OPERATION**: Use the correct operation
- U** – **UNIT**: Write the correct unit in the answer
- R** – **REASONABLENESS** of answer
- T** – **TRANSFER** answer correctly onto the answer space

How to check your Mathematics solution.

Use COURT to check your working steps.

SAMPLE:

Claudia bought a water bottle and a school bag.
The water bottle cost \$14 and the school bag cost \$60 more than the water bottle.
How much did she pay for the school bag?



Problem-Solving Approach: STAR

No.	Heuristics
1	Act it out
2	Look for pattern
3	Model Drawing - part - whole

★ Problem-Solving Approach: STAR

Part-Whole Model Problem 1

Mother bought 12 red apples and 4 green apples.
How many apples did she buy altogether?



12

4



$$12 + \overset{?}{4} = \underline{16}$$

She bought 16 apples altogether.

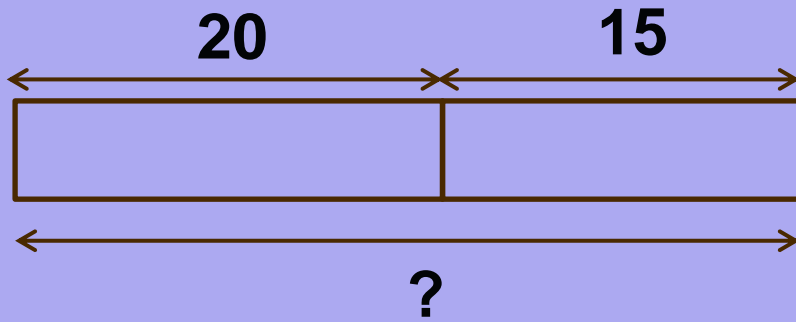
C	✓
O	✓
U	✓
R	✓
T	✓

★ Problem-Solving Approach: STAR

Part-Whole Model

Let's try this.

There are 20 red fishes and 15 green fishes in the tank.
How many fishes are in the tank altogether ?



$$20 + 15 = \underline{35}$$

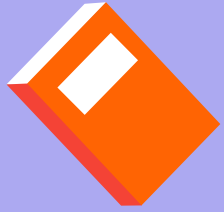
There are 35 fishes in the tank altogether.

C	✓
O	✓
U	✓
R	✓
T	✓

**Joy of
learning
Math -
How ?**

In Class:

- ✓ Factual Fluency
- ✓ SSM Activities (C-P-A Approach)
- ✓ JYPS Mathematical strategies
- ✓ Maths Around Us
- ✓ Thinking Aloud
- ✓ Maths Handbook / STAR Hpack
- ➔ Math PB / Exercise Bk / Blue file
- ★ Homelink Pack
- ★ Maths Corner



Practice Book



Students demonstrate understanding of concept learnt.



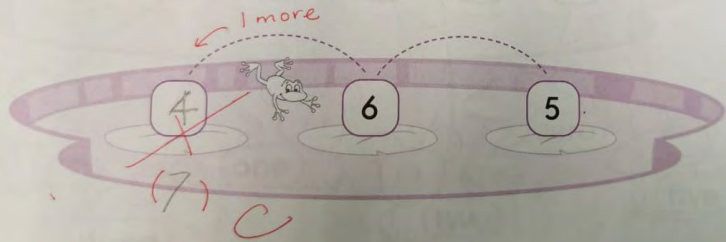
Incomplete correction is indicated either at the front or back of the practice book.



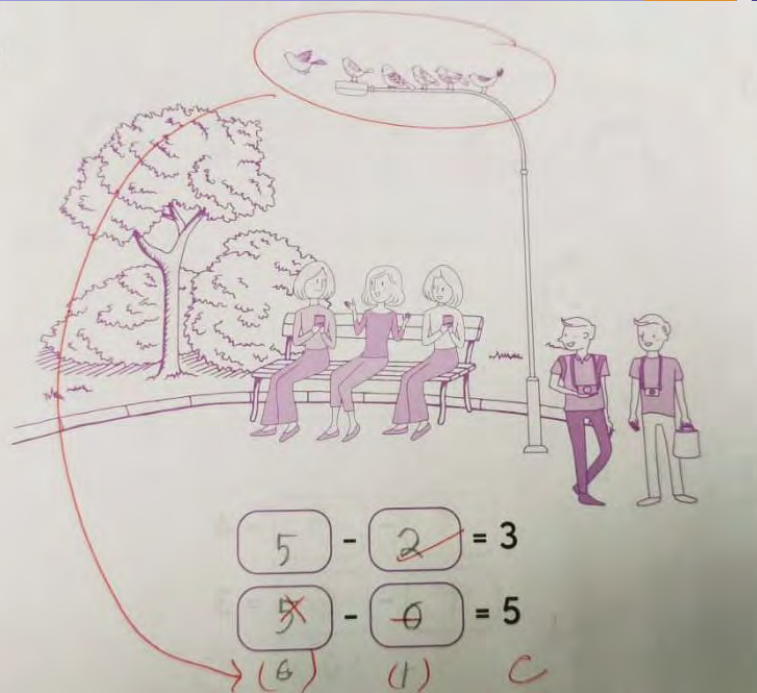
Parent's signature after every chapter



(d)



(b)



$$5 - 2 = 3$$

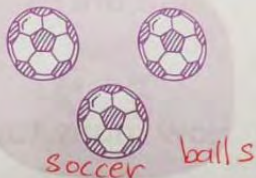
$$5 - 0 = 5$$

(4) (1) C



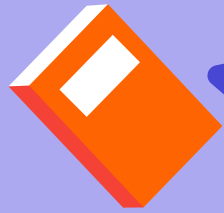
basketballs

There are ~~3~~ ⁽⁵⁾ 5 basketballs.



soccer balls

There are ~~5~~ ⁽³⁾ 3 soccer balls.

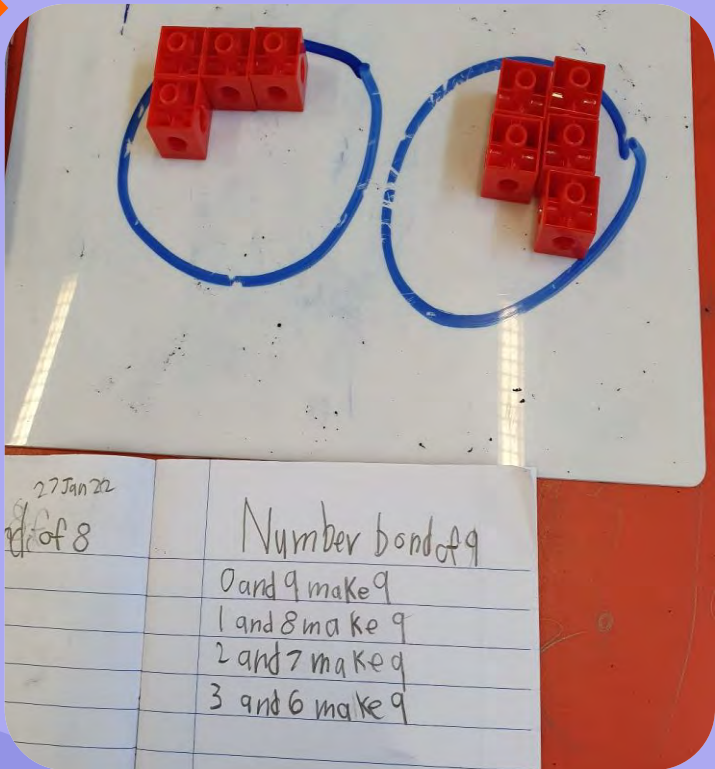


Maths Exercise Book



Students practise Maths concepts taught.





Make 6

0 and 6 make 6

1 and 5 make 6

2 and 4 make 6

3 and 3 make 6

4 and 2 make 6



5 and 1 make 6

6 and 0 make 6



Blue File



-  File SSM activity sheets or other Maths worksheets into the blue file
-  Termly parent's signature



CENTRE MF-855
6921689700284

JUNYUAN PRIMARY SCHOOL
MATHEMATICS FILE
Semester 1 2022

Worksheet	Filed	Teacher's Remarks
Numbers to 10		
Activity 1 : Comparing Numbers (1)		
Activity 2 : Comparing Numbers (2)	✓	
Addition & Subtraction within 10		
Addition : Activity Sheet 1	✓	
Subtraction : Activity Sheet 1	✓	
Shapes		
Activity Sheet 1		
Activity Sheet 2	✓	
Activity Sheet 3		
Activity Sheet 5		
Ordinal Numbers		
Activity Sheet 1 : Order of Objects (1)		
Activity Sheet 2 : Order of Objects (2)		
Activity Sheet 3 : Sequence of Activities		



Signature (Term 1): _____ Date: 16-03-2022
JUNYUAN PRIMARY SCHOOL

SUBJECT FILE

Class: _____
Name: _____

School: _____
Subject: _____

JUNYUAN PRIMARY SCHOOL
MATHEMATICS FILE
Semester 1 2022

Name: _____

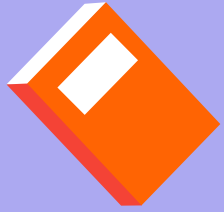
s/n	Worksheet	Filed	Teacher's Remarks
Numbers to 10			
1	Activity 1 : Comparing Numbers (1)		
2	Activity 2 : Comparing Numbers (2)	✓	
Addition & Subtraction within 10			
3	Addition : Activity Sheet 1	✓	
4	Subtraction : Activity Sheet 1	✓	
Shapes			
5	Activity Sheet 1		
6	Activity Sheet 2	✓	
7	Activity Sheet 3		
8	Activity Sheet 5		
9	Activity Sheet 6		
10	Activity Sheet 8		
11	Activity Sheet 10		
Ordinal Numbers			
12	Activity Sheet 1 : Order of Objects (1)		
13	Activity Sheet 2 : Order of Objects (2)		
14	Activity Sheet 3 : Sequence of Activities		

Parent's Signature (Term 1): _____ Date: 16-03-2022

**Joy of
learning
Math -
How ?**

In Class:

- ✓ Factual Fluency
- ✓ SSM Activities (C-P-A Approach)
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- ✓ Maths Around Us
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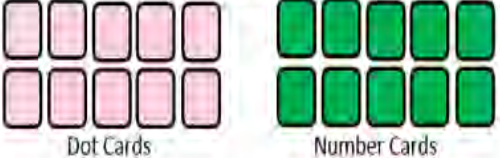
Homelink Pack



HOMELINK is a package designed to allow students to make use of class manipulatives at home to reinforce the concepts they have learnt in school. Parents are encouraged to play the games or do the activities at home with their children. The manipulatives are kept in their yellow zipped file before they bring it home. Students also learn to be responsible by keeping the manipulatives properly after use and returning them on time.



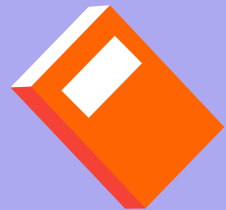
HOMELINK 1 – NUMBERS TO 10

Activity	Objective	Materials	Instructions	Pictures
1	<ul style="list-style-type: none">relate number of dots to corresponding numerals without counting	<ul style="list-style-type: none">1 set of dot cards1 set of number cards	<p>Number of players: 2</p> <ol style="list-style-type: none">Place all the dot cards and number cards face down.Player takes turn to flip over 1 dot card and 1 number card.If the two cards match, the player keeps the cards. If not the player turn the card face down again.Play continues until all the cards have been paired up.The player with the most cards wins the game.	 <p>Dot Cards</p> <p>Number Cards</p>

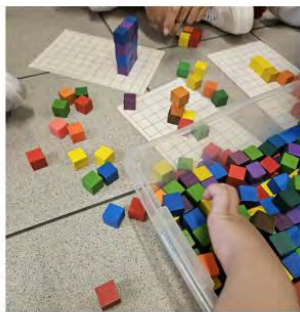


Maths Corners





Maths Corners





Partnership in Action

- ★ Let your child strengthen their Math concepts and Math skills using Math TB, PB and JYPS HB
- ★ Do HOMELINK activities with your child
- ★ Ensure written homework is done
- ★ Ensure SLS and Koobits assignments are completed
- ★ Sign practice book and blue file when brought home and try to go through their corrections





Empower Students to be Self Directed Learners via SLS

★ Student Learning Space (SLS)

MOE Library My Drive User Guide

Class Groups To Do

You have viewed all your pinned Class Groups.
To pin or unpin Class Groups, go to your Class Groups page.

Search in MOE Library

Search for resources

GUIDED SEARCH

Subject 7 Select Subject Level Select Level FILTER 3 X

MOE Library Lessons & Courses Subject 7 Primary 2 APPLY

★ Student Learning Space (SLS)

The P1 students have SLS lessons for **Maths Around Us** – For example, P1: Ordinal numbers, Multiplication
Parents are encouraged to help their children to work on these SLS lessons.

Interactive Thinking Tool 1

Which floor does Raju stay on?

[View All](#)

Raju stays in a 10-storey flat. He stays above the 5th floor but below the highest floor.

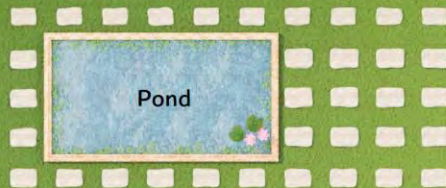
Which floor does he stay on? What makes you say that?

[Read Less](#)



Thinking Aloud

- 1 In the school garden, there is a stone walkway that leads to the pond. Leila and her friends want to find the total number of stones.



In how many different ways can you find the total number of stones?



Do you know of another method?

[View All](#)

What other faster method do you know to count all the stones?









Individual Student's Answer

Prepopulated Answer here...

KooBits

member.koobits.com

Latest CP Submitted

Name	School	Latest CP	Submission Time
Basco, *****	 UST Angelicum College	3	10:07, 2023-Mar-29 
Papa, L*****	 Cembo Elementary School	1	10:07, 2023-Mar-29 
Ahmed U*****	 Madrasah Wak Tanjong Al-Islamiah	2	10:07, 2023-Mar-29 
Berbano*****	 West Rembo Elementary School	1	10:07, 2023-Mar-29 

Welcome to
KooBits



Parent App | Teacher App



 | Love Learning 

Log in details can be found in
student's diary pg 173

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If you don't have account, you can

[Sign up](#)

KooBits Learning Pte Ltd

 Support



Junyuan Primary School

0 XP



Brain Games



Events



Story



Daily Challenge
10 personalized questions per day

Start

Mission

Multiplayer

Assignment



0
Total CPs



1000
KoKo Credits



Daily Bonus



Switch to Teacher



Daily Challenge



Daily Challenge - Math

10 personalized questions per day


Opening Hours:

6am to 10pm, Monday to Saturday

Total Qns

10

Rewards

 17 CPs (Full Score)

Start Challenge



Super Vision Challenge

Opening Hours:

6am to 10pm, Monday to Saturday

Score of the Week

 0

Start Challenge



Super Speed Challenge

Opening Hours:

6am to 10pm, Monday to Saturday

Score of the Week

 0

Start Challenge



Junyuan Primary School

0 XP



Brain Games



Events



Story



Daily Challenge

10 personalized questions per day



Start

Mission

Multiplayer

Assignment



0
Total CPs



1000
KoKo Credits



Daily Bonus



Switch to Teacher

Dr. Miko is asking you...



KooBits Brain Games

(Mac)



Memory

Flexibility

Speed

Adventure





Junyuan Primary School

0 XP



Brain Games



Events



Story

Daily Challenge
10 personalized questions per day

Start

Mission

Multiplayer

Assignment



0
Total CPs



1000
KoKo Credits



Daily Bonus



Switch to Teacher



[Back](#)

Click Practice Button to Start! (Total 216 skills)

 Primary
2

 Change
Level

★ 0 / 54

Numbers to 1000

 Proficiency
%

 High Score
★★★

	High Score	Skill Name	Difficulty	Tutorial
Numbers to 1000				
Numbers to 1000 (High Ability)				
Addition & Subtraction within 1000				
Addition & Subtraction within 1000 (High Ability)				
Length				
Multiplication and Division				
Multiplication Tables of 2, 5 and 10				
Mass				
Time				
Measurement (High Ability)				
Models				
Models (High Ability)				
Multiplication Tables of 3 and 4				
Multiplication & Division (High Ability)				
Money				

1

☆☆☆

Use base ten blocks to read and write numbers to 1000

|||||



Practice

2

☆☆☆

Count on by 1s to 1000

|||||

Practice

3

☆☆☆

Count on by 10s to 1000

|||||

Practice

4

☆☆☆

Count on by 100s to 1000

|||||

Practice

5

☆☆☆

Compare numbers to 1000

|||||



Practice

6

☆☆☆

Identify the greatest or the smallest number from a given number list

|||||



Practice

7

☆☆☆

Identify odd and even numbers

|||||



Practice

8

☆☆☆

Write numbers to 1000 in numerals

|||||



Practice

9

☆☆☆

Write numbers to 1000 in words

|||||

Practice

10

☆☆☆

Use place value charts to show numbers to 1000

|||||



Practice



Junyuan Primary School

0 XP



Brain Games



Events



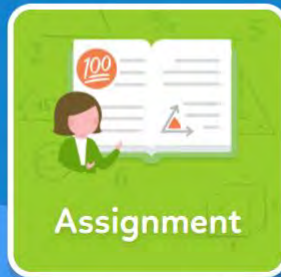
Story

Daily Challenge

10 personalized questions per day



Start



0
Total CPs



1000
KoKo Credits



Daily Bonus



Switch to Teacher

Dr. Miko is asking you...



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 Support

1) Q & A

2) Feedback

<https://go.gov.sg/mathalive2026>



<https://go.gov.sg/mathalive2026>

Thank you!

