Maths Alive!

Workshop for Parents

17 April 2026

** NO PHOTO TAKING OR VIDEO RECORDING DURING THE PRESENTATION. THANK YOU.

The materials shared in today's workshop is 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.

** NO PHOTO TAKING OR VIDEO RECORDING DURING THE PRESENTATION. THANK YOU.

OBJECTIVES

- To see how Mathematics is connected to everyday life.
- To introduce strategies used to solve word problems.

** NO PHOTO TAKING OR VIDEO RECORDING DURING THE PRESENTATION. THANK YOU.

** NO PHOTO TAKING OR VIDEO RECORDING DURING THE PRESENTATION. THANK YOU.

CONTENTS OF WORKSHOP

01

Introduction to Mathematics Curriculum Framework

02

Introduction to Heuristics Word Problems

- Guess and Check
- Restate the Problem

03

Problems connected to everyday life

- Rate of Charges
- Shortage and Excess
- Ratio

04

- **Problems with statements that are "True", "False" or "Not Possible to Tell"**
- **Mixed Topics**

05

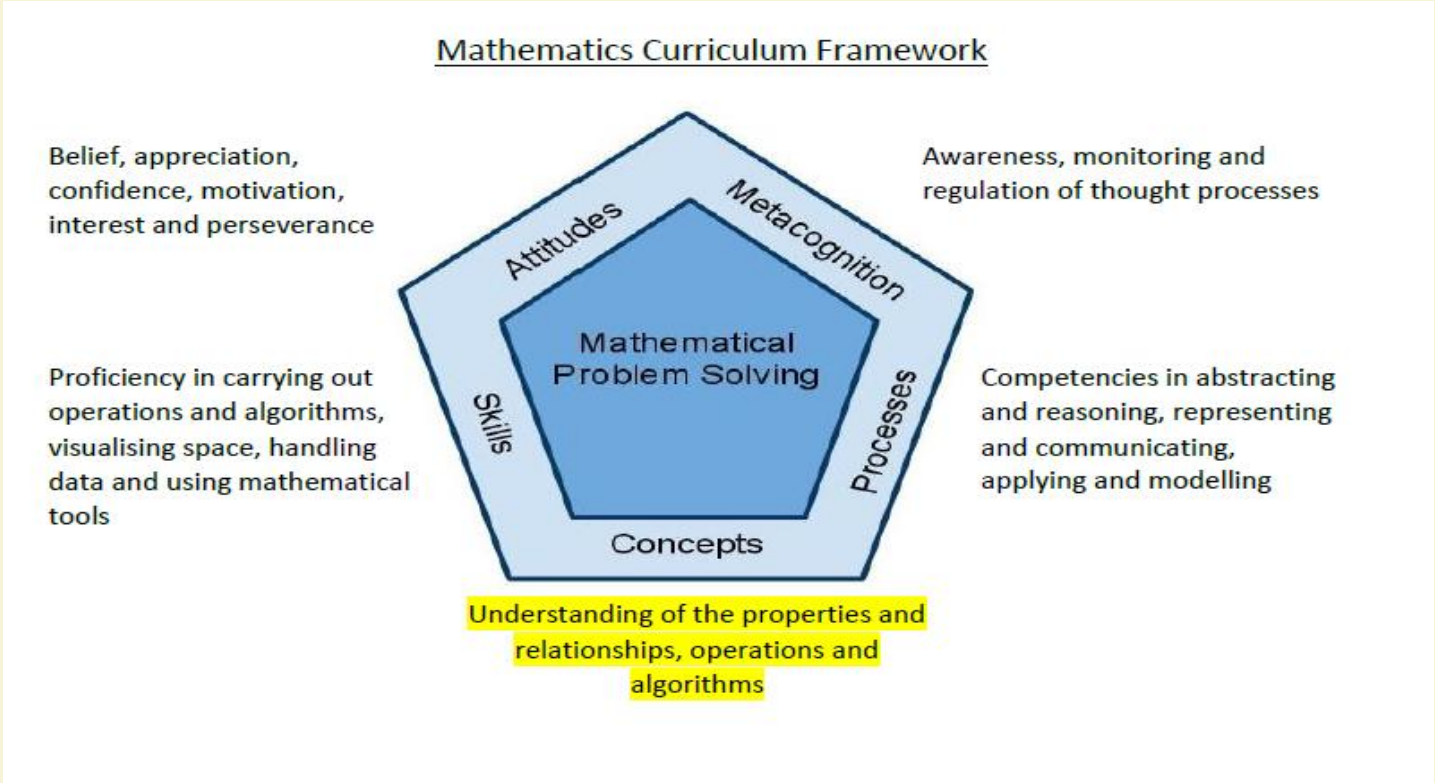
Koobits

01

Introduction to Mathematics Curriculum Framework

** NO PHOTO TAKING OR VIDEO RECORDING DURING THE PRESENTATION. THANK YOU.

Aims and Framework of Mathematics



** NO PHOTO TAKING OR VIDEO RECORDING DURING THE PRESENTATION. THANK YOU.

Mathematics

connected to

develops

Everyday Life

Acquire mathematical concepts and skills for everyday use

Logical Reasoning

Develops thinking, reasoning and communication skills

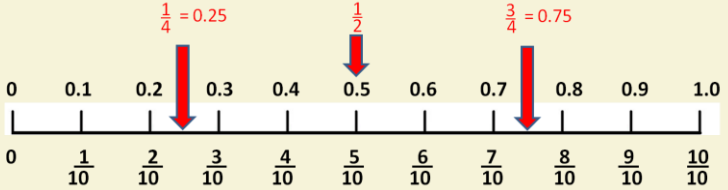
** NO PHOTO TAKING OR VIDEO RECORDING DURING THE PRESENTATION. THANK YOU.

Syllabus Organisation

3 Content Strands		
Number and Algebra	**Measurement and Geometry**	**Statistics**

NUMBER AND ALGEBRA

- Students learning about **whole numbers, fractions** and **decimals** and use their knowledge in everyday situations. Word problems provide students with opportunity to apply mathematics concepts and skills in everyday situations



** NO PHOTO TAKING OR VIDEO RECORDING DURING THE PRESENTATION. THANK YOU.

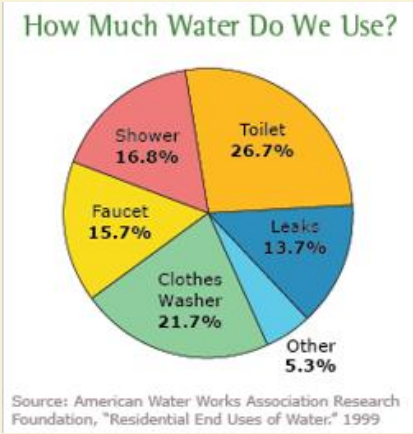
MEASUREMENT AND GEOMETRY

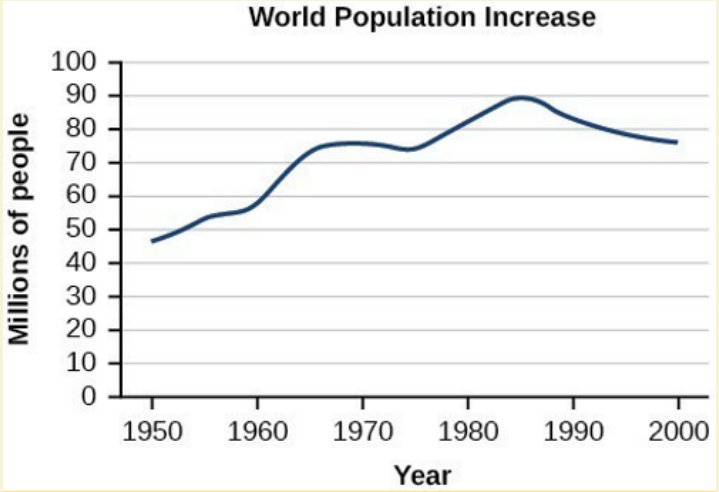
- Students learn about **length, mass, area, volume, time**. This helps them develop **skills of measuring** and see the relevance in everyday situations.

** NO PHOTO TAKING OR VIDEO RECORDING DURING THE PRESENTATION. THANK YOU.

STATISTICS

- Students learn the methods and tools to analyse and **interpret data in graphs** and **pie charts** so that the useful information can be used for decision making and understanding a situation. This is a practical aspect of mathematics that is **relevant to everyday life** and situations

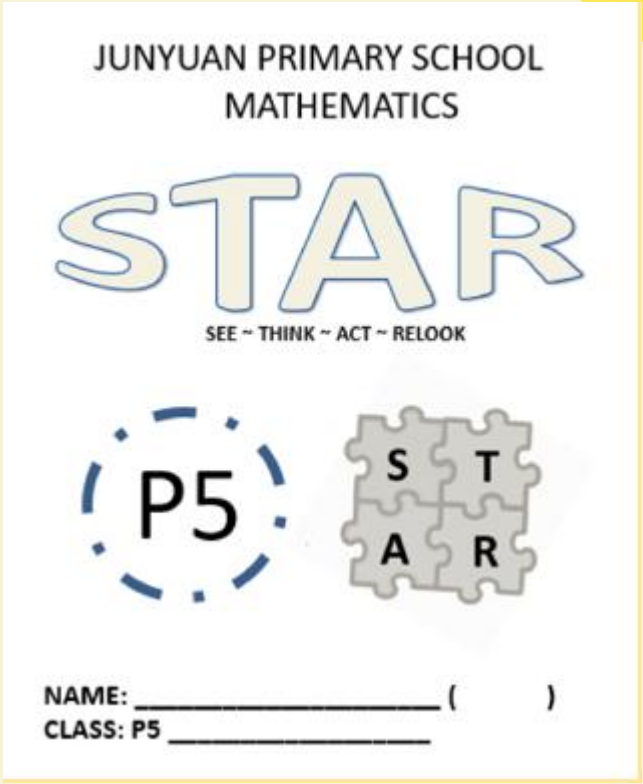




** NO PHOTO TAKING OR VIDEO RECORDING DURING THE PRESENTATION. THANK YOU.

STRATEGY

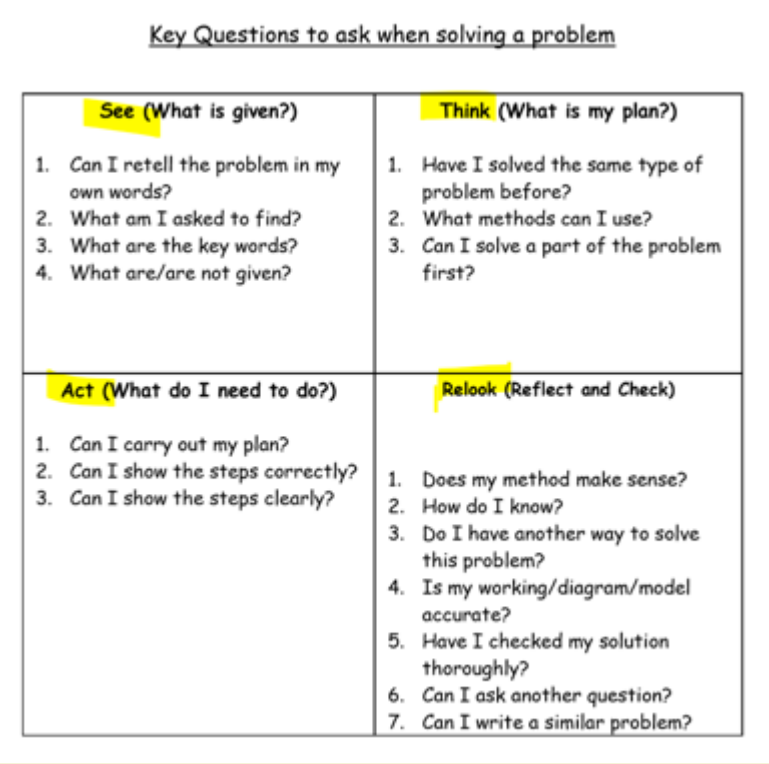
- STAR approach
  - **S** ee what is given
  - **T** hink of a plan
  - **A** ct on my plan
  - **R** elook and check



** NO PHOTO TAKING OR VIDEO RECORDING DURING THE PRESENTATION. THANK YOU.

STRATEGY

- STAR approach
  - **S** ee what is given
  - **T** hink of a plan
  - **A** ct on my plan
  - **R** elook and check



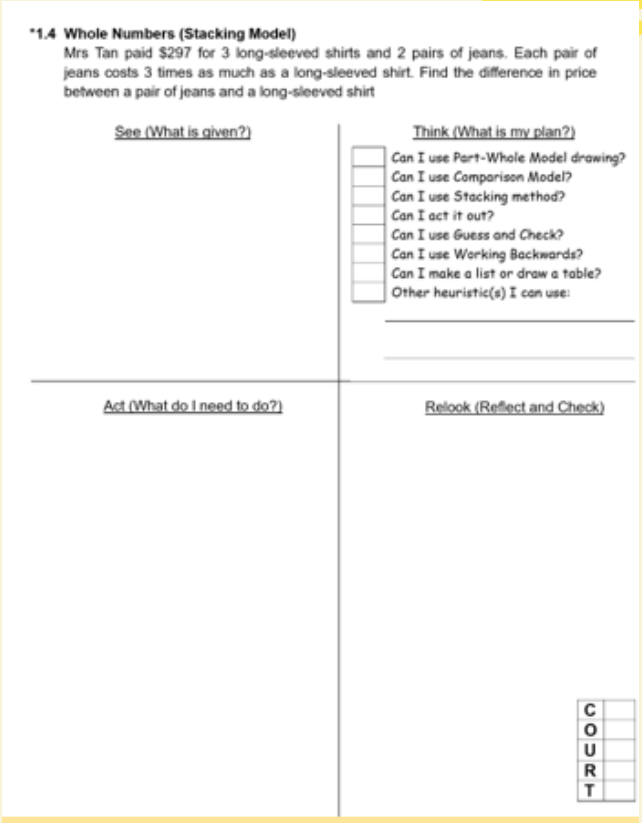
Key Questions to ask when solving a problem

See (What is given?)	Think (What is my plan?)
1. Can I retell the problem in my own words? 2. What am I asked to find? 3. What are the key words? 4. What are/are not given?	1. Have I solved the same type of problem before? 2. What methods can I use? 3. Can I solve a part of the problem first?
Act (What do I need to do?)	**Relook (Reflect and Check)**
1. Can I carry out my plan? 2. Can I show the steps correctly? 3. Can I show the steps clearly?	1. Does my method make sense? 2. How do I know? 3. Do I have another way to solve this problem? 4. Is my working/diagram/model accurate? 5. Have I checked my solution thoroughly? 6. Can I ask another question? 7. Can I write a similar problem?

** NO PHOTO TAKING OR VIDEO RECORDING DURING THE PRESENTATION. THANK YOU.

STRATEGY

- STAR approach
  - **S** ee what is given
  - **T** hink of a plan
  - **A** ct on my plan
  - **R** elook and check



***1.4 Whole Numbers (Stacking Model)**

Mrs Tan paid $297 for 3 long-sleeved shirts and 2 pairs of jeans. Each pair of jeans costs 3 times as much as a long-sleeved shirt. Find the difference in price between a pair of jeans and a long-sleeved shirt

See (What is given?)

Think (What is my plan?)

- ☐ Can I use Part-Whole Model drawing?
- ☐ Can I use Comparison Model?
- ☐ Can I use Stacking method?
- ☐ Can I act it out?
- ☐ Can I use Guess and Check?
- ☐ Can I use Working Backwards?
- ☐ Can I make a list or draw a table?
- ☐ Other heuristic(s) I can use:

Act (What do I need to do?)

Relook (Reflect and Check)

C	
O	
U	
R	
T	

** NO PHOTO TAKING OR VIDEO RECORDING DURING THE PRESENTATION. THANK YOU.

02

Introduction to Heuristics Word Problems

GUESS AND CHECK

** NO PHOTO TAKING OR VIDEO RECORDING DURING THE PRESENTATION. THANK YOU.

GUESS AND CHECK

QUESTION 1:

John bought a total of 20 oranges and apples for $9.40. Each orange cost 40 cents and each apple cost 60 cents. How many oranges did he buy?

Question 1: Guess & Check

John bought a total of 20 oranges and apples for $9.40. Each orange cost 40 cents and each apple cost 60 cents. How many oranges did he buy?

No. of oranges	Cost of oranges (40 cents)	No. of apples	Cost of apples (60 cents)	Total Cost	Check ($9.40)

Answer : 13 oranges

GUESS AND CHECK

QUESTION 2:

In a test, there were a total of 40 questions.
For every question answered correctly, a student was awarded 4 points.
For each question answered wrongly, 1 point was deducted.
If Anna scored 130 points, how many questions did she answer wrongly?

Question 2: Guess & Check

In a test, there were a total of 40 questions. For every question answered correctly, a student was awarded 4 points. For each question answered wrongly, 1 point was deducted. If Anna scored 130 points, how many questions did she answer wrongly?

Correct answers	Marks awarded	Wrong answers	Marks deducted	Total marks	Check (130 points)

Answer : 6 wrong answers

02

Introduction to Heuristics Word Problems

RESTATE THE PROBLEM

** NO PHOTO TAKING OR VIDEO RECORDING DURING THE PRESENTATION. THANK YOU.

RESTATE THE PROBLEM

QUESTION 1:

The total cost of 2 tables and 5 chairs is $2110.50. The total cost of 3 tables and 6 chairs is $2814. What is the cost of 1 chair?

** NO PHOTO TAKING OR VIDEO RECORDING DURING THE PRESENTATION. THANK YOU.

QUESTION 1: Restate the Problem

The total cost of 2 tables and 5 chairs is $2110.50. The total cost of 3 tables and 6 chairs is $2814. What is the cost of 1 chair?

TT CCCCC → $2110.50

TTT CCCCCC → $2814

~~TTT CCCCCC~~ − ~~TT CCCCC~~ = TC
$2814 $2110.50 $703.50

TTT CCC = $703.50 x 3
= $2110.50

~~TTT CCCCCC~~ − ~~TTT CCC~~ = CCC
$2814 $2110.50 $703.50

C = $703.50 ÷ 3
= **$234.50**

Check:

TC = $703.50
T = $703.50 − $234.50
= $469

TC = $469 + $234.50
= $703.50

The cost of 1 chair is **$234.50**

RESTATE THE PROBLEM

QUESTION 2:

4 pens and 7 exercise books cost $43.
4 pens and 3 exercise books cost $23.
Find the cost of 1 pen.

QUESTION 2: Restate the Problem

4 pens and 7 exercise books cost $43. 4 pens and 3 exercise books cost $23. Find the cost of 1 pen.

PPPP EEEEEEE → $43

PPPP EEE → $23

PPPP EEEEEEE − PPPP EEE = EEEE

$43 $23 $20

E = $20 ÷ 4 = $5

EEE = $5 x 3 = $15

PPPP EEE − EEE = PPPP

$23 $15 $8

P = $8 ÷ 4

= $2

The cost of 1 pen is $2

Check:

PPPP + EEE = $8 + $15

$2 x4 $5 x 3 = $23

=$8 =$15

03

Problems connected to everyday life

RATE OF CHARGES

NO PHOTO TAKING OR VIDEO RECORDING DURING THE PRESENTATION. THANK YOU.

RATE OF CHARGES

Question 1:
The table shows the parking charges at a carpark.

Car Park Charges	
For the first hour	$2.50
For every additional $\frac{1}{2}$ hour	$0.80

Mr Tan parks his car from 11.30 a.m. to 2.00 p.m.
How much will he have to pay?

QUESTION 1: Rate of Charges

The table shows the parking charges at a carpark. Mr Tan parks his car from 11.30 a.m. to 2.00 p.m. How much will he have to pay?

Car Park Charges	
For the first hour	$2.50
For every additional $\frac{1}{2}$ hour	$0.80

11.30 a.m. to 12.30 p.m. → First h - $2.50

12.30 p.m. – 1.30 p.m. → 2 x $0.80 = $1.60

1.30 p.m. – 2p.m. → $0.80

Total → $2.50 + $1.60 + $0.80 = **$4.90**

He has to pay $4.90.

RATE OF CHARGES

PSLE Question

QUESTION 2:

Shanti took a taxi from home to her office.
Her taxi fare was based on the charges shown.

First 1 km Every additional 400 m or less	$3.20 $0.22
Every 45 seconds of waiting or less	$0.22

The taxi stopped once at a traffic light for 1 min and travelled a total distance of 5.8 km to reach Shanti's office. How much was her taxi fare?

QUESTION 2: Rate of Charges

Shanti took a taxi from home to her office.
Her taxi fare was based on the charges shown.

First 1 km Every additional 400 m or less	$3.20 $0.22
Every 45 seconds of waiting or less	$0.22

The taxi stopped once at a traffic light for 1 min and travelled a total distance of 5.8 km to reach Shanti's office. How much was her taxi fare?

5.8 km – 1 km = 4.8 km First 1 km → $3.20

4.8 km = 4800 m

4800 m ÷ 400 m = 12 (12 additional 400 m in 4800m)

For this 4800 m → $0.22 x 12 = $2.64

1 min = 60 s

60 s – 45 s = 15 s → $0.22

15 s → $0.22

$3.20 + $2.64 + $0.22 + $0.22 = **$6.28**

Her taxi fare was $6.28.

RATE OF CHARGES

Question 3:

An adult entry ticket to a travel fair costs $3.
For every 4 paying adults, the 5th adult receives a free entry ticket.
What is the total cost of the entry tickets for 22 adults?

Question 3: Rate of Charges

An adult entry ticket to a travel fair costs $3. For every 4 paying adults, the 5th adult receives a free entry ticket. What is the total cost of the entry tickets for 22 adults?

22 ÷ 5 = 4R2 (4 groups of 5 adults with 2 adults remaining)
1 adult → $3
4 adults → $3 x 4 = $12
(Cost of 1 group of 5 adults will just pay for the cost of 4 adults)

1 group of 5 adults → $12
4 groups of 5 adults → $12 x 4 = $48
$48 + $3 + $3 = **$54** (total cost of 4 groups of 5 adults with 2 adults remaining)

The total cost is $54.

03

Problems connected to everyday life

Shortage and Excess

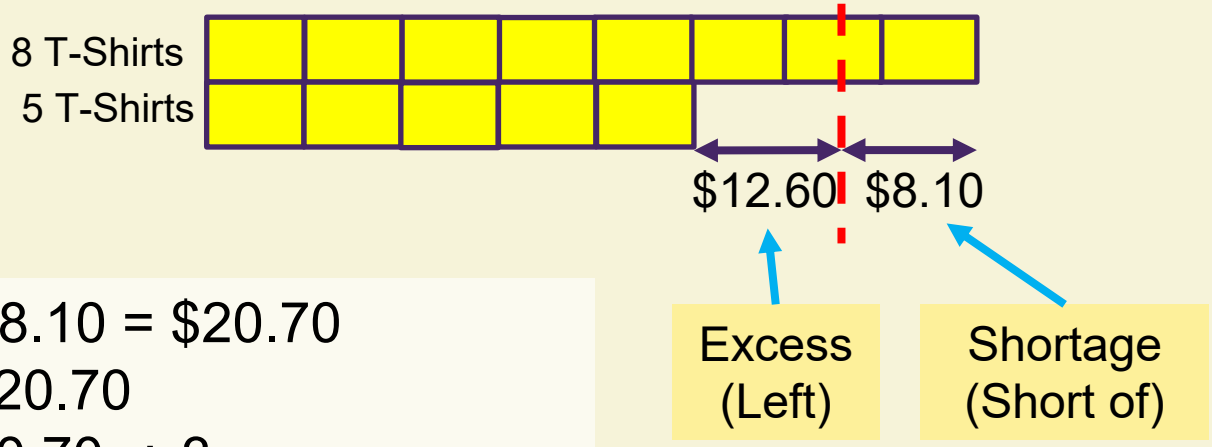
SHORTAGE AND EXCESS

Question 1:

Raymond wanted to buy 8 T-shirts but he was short of $8.10. Instead he bought 5 T-shirts and had $12.60 left. How much would he need to pay for 20 T-shirts?

Question 1 : Shortage & Excess

Raymond wanted to buy 8 T-shirts but he was short of $8.10. Instead he bought 5 T-shirts and had $12.60 left. How much would he need to pay for 20 T-shirts?



$12.60 + $8.10 = $20.70

3 units = $20.70

1 unit = $20.70 ÷ 3

= $6.90 (1 T-shirt)

20 units = $6.90 x 20

= $138 (20 T-shirts)

He would need to pay **$138**.

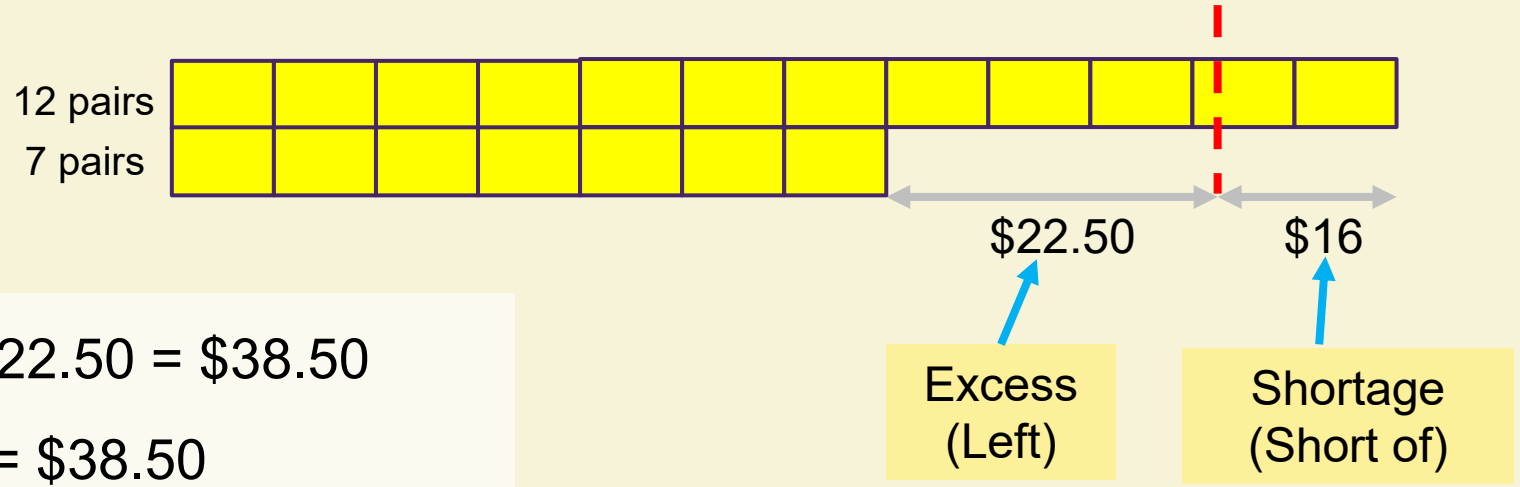
SHORTAGE AND EXCESS

Question 2:

Ben had a sum of money. He wanted to buy 12 pairs of socks but was **short of** $16. Instead he bought 7 pairs of socks and was **left** with $22.50. What was the cost of 1 pair of socks?

Question 2 : Shortage & Excess

Ben had a sum of money. He wanted to buy 12 pairs of socks but was short of $16. Instead he bought 7 pairs of socks and was left with $22.50. What was the cost of 1 pair of socks?



$16 + $22.50 = $38.50

5 units = $38.50

1 unit = $38.50 ÷ 5

= $7.70 (1 pair)

1 pair of socks cost **$7.70**

LET'S TRY!

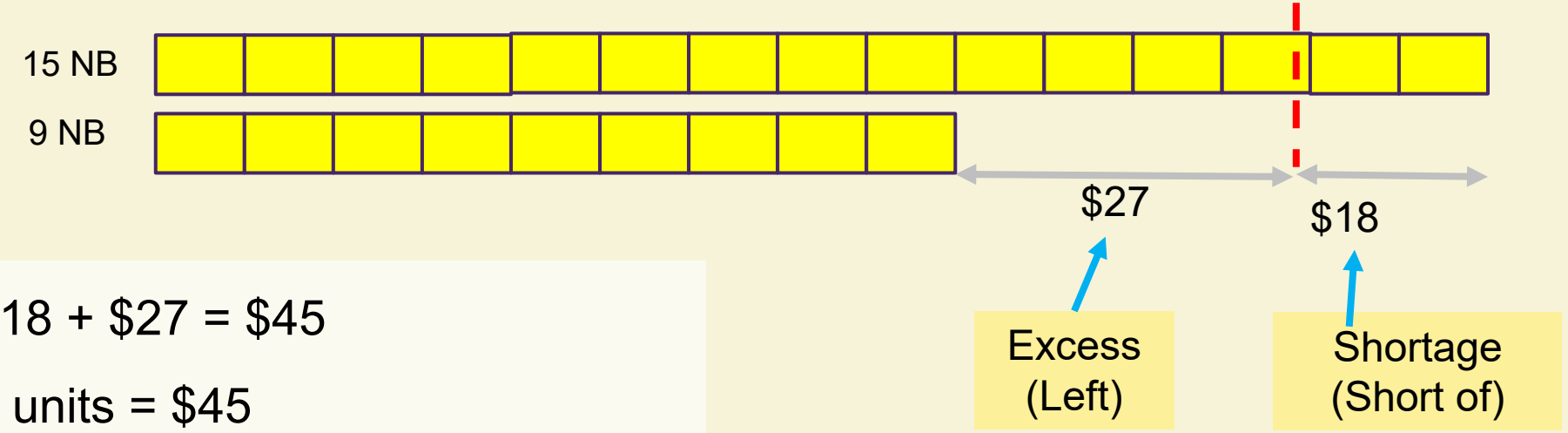
SHORTAGE AND EXCESS

Question 3 :

Aisha had a sum of money. She wanted to buy 15 notebooks but was **short of** $18. Instead, she bought 9 notebooks and was **left** with $27. What was the cost of 1 notebook?

Question 3 : Shortage & Excess

Aisha had a sum of money. She wanted to buy 15 notebooks but was short of $18. Instead, she bought 9 notebooks and was left with $27. What was the cost of 1 notebook?



$18 + $27 = $45

6 units = $45

1 unit = $45 ÷ 6

= $7.50 (1 NB)

1 pair of notebook costs **$7.50.**

SHORTAGE AND EXCESS

Question 4:

Mr Lee gives a bag of sweets to each of his students. If he gives 13 sweets to each student, he is short of 39 sweets. If he gives 9 sweets to each student, he is short of 3 sweets.

(a) How many students does he have?

(b) How many sweets does he have altogether?

Question 4 : Shortage & Excess

Mr Lee gives a bag of sweets to his students. If he gives 13 sweets to each student, he is short of 39 sweets. If he gives 9 sweets to each student, he is short of 3 sweets.

(a) How many students does he have?

(b) How many sweets does he have altogether?

39 - 3 = 36 (The difference in the number of sweets that are short of for both scenarios)

13 – 9 = 4 (The difference in the number of sweets given to each student)

36 ÷ 4 = **9**

(a) He has **9** students.

13 x 9 = 117

117 - 39 = **78**

(b) He has **78** sweets altogether.

LET'S TRY!

SHORTAGE AND EXCESS

Question 5:

Ms Tan gives some stickers to her students.
If she gives **12 stickers** to each student, she is **short of 48 stickers**.
If she gives **8 stickers** to each student, she is **short of 8 stickers**.
(a) How many students are there?
(b) How many stickers does she have altogether?

Question 5

Ms Tan gives some stickers to her students.

If she gives **12 stickers** to each student, she is **short of 48 stickers**.

If she gives **8 stickers** to each student, she is **short of 8 stickers**.

(a) How many students are there?

(b) How many stickers does she have altogether?

48 − 8 = 40

(Difference in shortage)

12 − 8 = 4

(Difference in number of stickers per student)

40 ÷ 4 = 10

(a) There are <u>10</u> students

12 × 10 = 120

120 − 48 = 72

(b) She has <u>72</u> stickers altogether

03

Problems connected to everyday life

RATIO

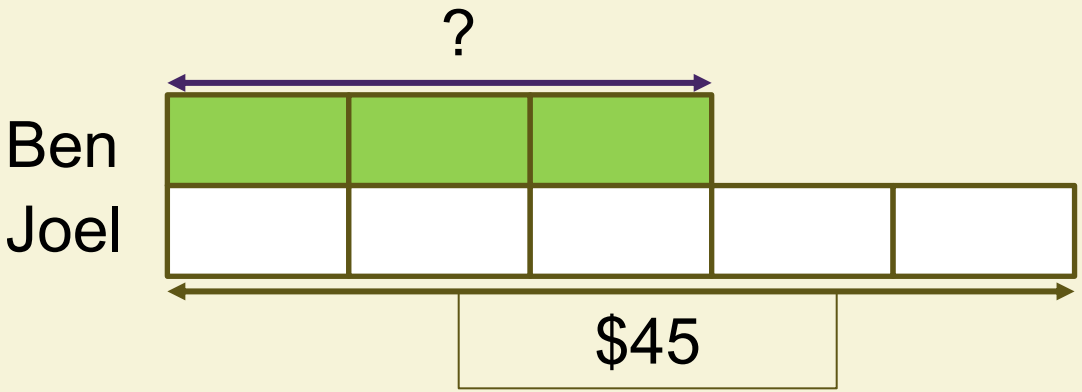
RATIO

Question 1:

Ben and Joel shared an amount of money in the ratio 3 : 5. Joel had $45.
How much did Ben get?

Question 1 :

Ben and Joel shared an amount of money in the ratio 3 : 5. Joel had $45. How much did Ben get?



Ben : Joel

3 : 5

x 9 → 27 : 45 ← X 9

5 units = 45

1 unit = 45 ÷ 5 = 9

3 units = 3 x 9 = 27

Ben had $27

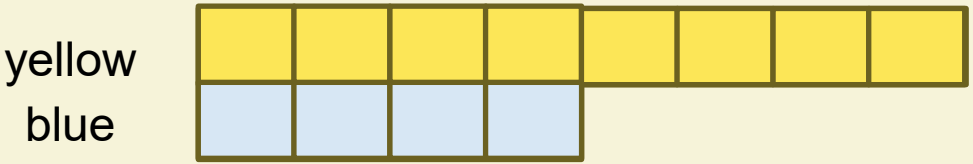
RATIO (COMMON ITEM)

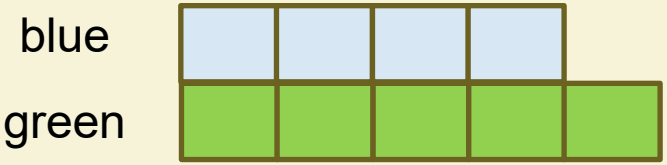
Question 2:

The ratio of the number of yellow beads to green beads is 2 : 1. The ratio of the number of green beads to blue beads is 4 : 5. What is the ratio of the number of yellow beads to the number of green beads to the number of blue beads?

Question 2 : Ratio

The ratio of the number of yellow beads to blue beads is 2 : 1. The ratio of the number of blue beads to green beads is 4 : 5. What is the ratio of the number of yellow beads to the number of blue beads to the number of green beads?





Yellow	:	Blue
2	:	1
X 4		X 4
8	:	4

Blue	:	Green
4	:	5

Make blue beads (common item) the same quantity in both ratios

Yellow	:	Blue	:	Green
8	:	4	:	5

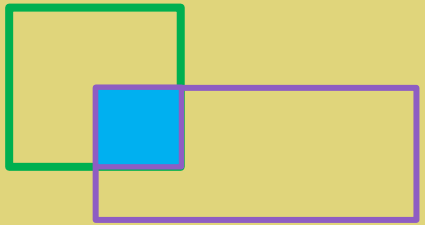
RATIO (COMMON ITEM)

Question 3:

The figure is made up of a square and a rectangle overlapping each other as shown. $\frac{1}{4}$ of the square and $\frac{2}{11}$ of the rectangle is shaded.

a) Find the ratio of the area of the unshaded part of the square to the area of its shaded part to the area of the unshaded part of the rectangle.

b) The area of the shaded part is 36 cm^2, what is the area of the figure?



Question 3 : Ratio (Common Item)

Square

Shaded : Unshaded

1 : 3

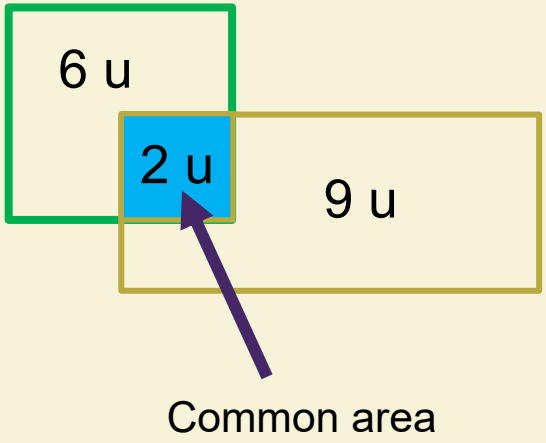
X 2 ↓ ↓ X 2

2 : 6

Rectangle

Shaded : Unshaded

2 : 9



Total units = 6 + 2 + 9 = 17

2 units = 36

1 unit = 36 ÷ 2 = 18

17 units = 18 x 17 = 306

Answer

a) 6 : 2 : 9

b) 306 cm^2

RATIO (Equal Fraction Concept)

Question 4:

$\frac{3}{5}$ of Sam's savings is equal to $\frac{1}{4}$ of Ali's savings. Ali saves $56 more than Sam

a) What is the ratio of Sam's savings to Ali's savings?

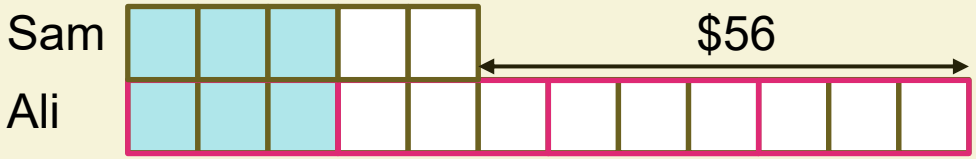
b) What is their total amount of savings?

Question 4 : (Equal Fraction Concept)

$\frac{3}{5}$ of Sam's savings is equal to $\frac{1}{4}$ of Ali's savings. Ali saves $56 more than Sam

a) What is the ratio of Sam's savings to Ali's savings?

b) What is their total amount of savings?



Total Units = 5 units + 12 units

= 17 units

8 units = $56

1 unit = $56 ÷ 7 = $8

17 units = 17 X $8 = $136

a) Ratio of Sam's savings to Ali's savings is 5 : 12

b) Their total savings is $136

04

Problems with statements that are “True”, “False” or “Not Possible to Tell”

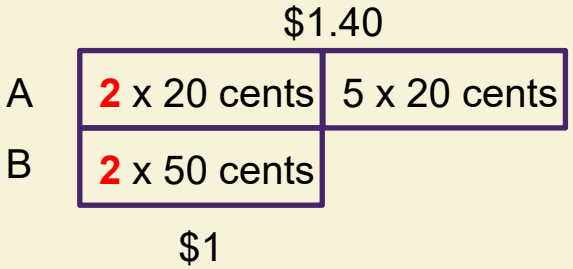
A group of 40 students were asked to choose their favourite colour. The data was tallied in the table below.

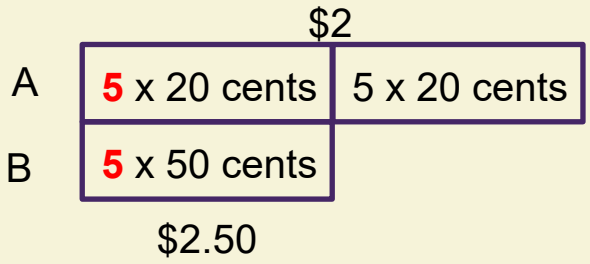
Red	Blue	Yellow	Green	Orange
10	6	4	8	12

	Statement	True	False	Not Possible to Tell
a	10 students chose orange as their favorite colour.		✓	
b	The fraction of the students who chose red, blue and yellow is $\frac{1}{2}$ 10 + 6 + 4 = 20 20 is half of 40	✓		

Andy and Betty were given some coins each. Andy was given 5 more coins than Betty. Andy was given twenty-cent coins and Betty was given fifty-cent coins.

	Statement	True	False	Not Possible to Tell
a)	Betty gets fewer number of coins than Andy	✓		
b)	The amount of money given to Andy was more than the amount of money given to Betty			✓





04

Problems connected to everyday life

Mixed Topics

NO PHOTO TAKING OR VIDEO RECORDING DURING THE PRESENTATION. THANK YOU.

MIXED TOPICS- FRACTIONS & PERCENTAGE

Question 1:

At a carnival, $\frac{1}{10}$ of the balloons burst and 35% of the balloons were given to some children. There were 220 balloons left. How many balloons were were there at first?

Question 1 : Mixed Topics – Fractions & Percentage

At a carnival, $\frac{1}{10}$ of the balloons burst and 35% of the balloons were given to some children. There were 220 balloons left. How many balloons were were there at first?

$\frac{1}{10} \rightarrow 10\%$

$$100\% - 10\% - 35\% = 55\% \, (left)$$

55 % → 220

1% → 220 ÷ 55 = 4

100% → 100 x 4 = 400

There were **400** balloons at first.

MIXED TOPICS- RATIO & PERCENTAGE

PSLE Question

Question 2:

There were a total of 263 strawberry buns and blueberry buns in Uncle Lim's bakery. For the whole day, 41 strawberry buns and 20% of the blueberry buns were sold. At the end of the day, the ratio of the number of strawberry buns to blueberry buns he had was 1:4.

(a) Express the number of blueberry buns sold as a fraction. (Give your answer in the simplest form.)

(b) What was the number of buns Uncle Lim had at the end of the day?

Question 2 : Mixed Topics – Ratio & Percentage

There were a total of 263 strawberry buns and blueberry buns in Uncle Lim's bakery. For the whole day, 41 strawberry buns and 20% of the blueberry buns were sold. At the end of the day, the ratio of the number of strawberry buns to blueberry buns he had was 1:4.

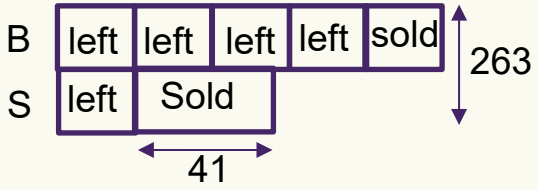
(a) Express the number of blueberry buns sold as a fraction. (Give your answer in the simplest form.)

(b) What was the number of buns Uncle Lim had at the end of the day?

$$20\% \rightarrow \frac{20}{100}$$

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

(a) The fraction was $\mathbf{\frac{1}{5}}$.



6u = 263 – 41

= 222

$5u = \frac{5}{6} \times 222$

= **185**

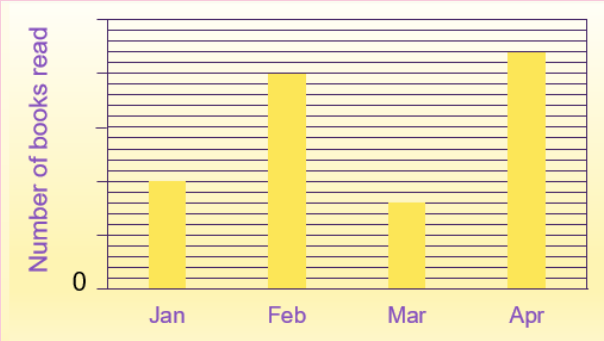
(b) The number was **185**.

MIXED TOPICS- PERCENTAGE & AVERAGE

PSLE Question

Question 3:

The bar graph shows the number of books read by Class 6A from January to April. The number of books read is not shown on the scale.

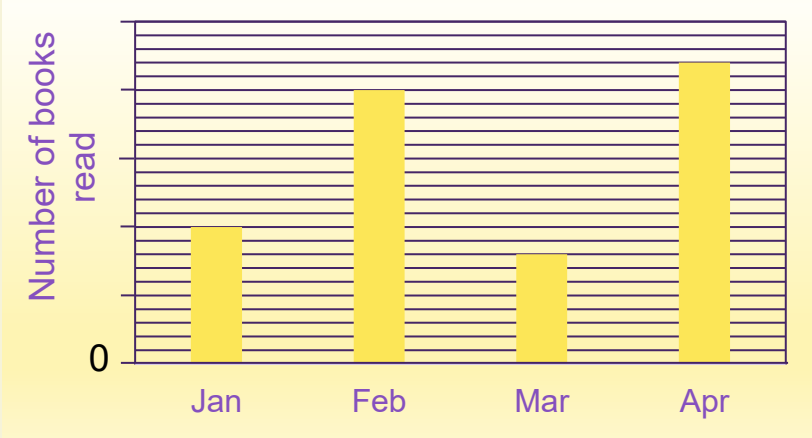


(a) What was the percentage increase in the number of books read from January to February?

(b) The average number of books read in a month from January to April was 75. How many books did Class 6A read in April?

Question 3 : Mixed Topics – Percentage & Average

The bar graph shows the number of books read by Class 6A from January to April. The number of books read is not shown on the scale



PSLE Question

(a) What was the percentage increase in the number of books read from January to February?

(b) The average number of books read in a month from January to April was 75. How many books did Class 6A read in April?

(a) $\frac{\text{Difference}}{\text{Original}} \times 100$

$\frac{10}{10} \times 100\% = 100\%$

The percentage increase was **100%**

(b) 75 x 4 = 300 (total books)
10 + 20 + 8 + 22 = 60
300 ÷ 60 = 5
22 x 5 = 110

Class 6A read **110** books in April.

05

Koobits

member.koobits.com

** NO PHOTO TAKING OR VIDEO RECORDING DURING THE PRESENTATION. THANK YOU.

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	

Parent App | Teacher App

KooBits | Love Learning

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

Need Help?

Login

If you don't have account, you can Sign up

Support

KooBits Learning Pte Ltd


KooBits
School
Math
Home
Report
Leaderboard
Friends
Help
Joewen Teo
Junyuan Primary School
0 XP
Lvl 1
Brain Games
Events
Story
Daily Challenge
10 personalized questions per day
Start
Mission
Multiplayer
Assignment
0
Total CPs
1000
KoKo Credits
Daily Bonus
Dr. Miko is asking you...
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


KooBits
School
Math
Home
Report
Leaderboard
Friends
Help
Joewen Teo
Junyuan Primary School
0 XP
Lvl 1
Brain Games
Events
Story
Daily Challenge
10 personalized questions per day
Start
Mission
Multiplayer
Assignment
0
Total CPs
1000
KoKo Credits
Bonus
Daily Bonus
Dr. Miko is asking you...
Switch to Teacher


KooBits
Brain
Games
Memory
Flexibility
Speed
Adventure


KooBits
School
Math
Home
Report
Leaderboard
Friends
Help
Joewen Teo
Junyuan Primary School
0 XP
Lvl 1
Brain Games
Events
Story
Daily Challenge
10 personalized questions per day
Start
Mission
Multiplayer
Assignment
0
Total CPs
1000
KoKo Credits
Daily Bonus
Dr. Miko is asking you...
Switch to Teacher

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
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


KooBits
School
Math
Home
Report
Leaderboard
Friends
Help
Joewen Teo
Junyuan Primary School
0 XP
Lvl 1
Brain Games
Events
Story
Daily Challenge
10 personalized questions per day
Start
Mission
Multiplayer
Assignment
0
Total CPs
1000
KoKo Credits
Daily Bonus
Dr. Miko is asking you...
Switch to Teacher

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	

Parent App | Teacher App

KooBits | Love Learning

Enter your Login ID

Enter your password

Show

Need Help?

Login

If you don't have account, you can Sign up

Support

KooBits Learning Pte Ltd

1) Q & A

2) Feedback

https://go.gov.sg/mathalive2026


THANK
YOU!