



**What  
is  
Our  
approach  
towards  
Mathematics ?**



Our specially designed  
Mathematics programme  
is  
tailored to flow with  
Singapore's Ministry of Education (MOE)  
**new** Mathematics  
curriculum  
BUT  
We **customise** our programme to go one step higher  
so that  
students are even more challenged and energised.

We adopt a **targeted focus**  
towards  
Singapore's famous **Model Method**  
as well as an  
organised and intensive emphasis  
on  
**Higher Order & Heuristic**  
problem solving skills.



**What do  
We believe  
about  
Maths  
&  
Children ?**

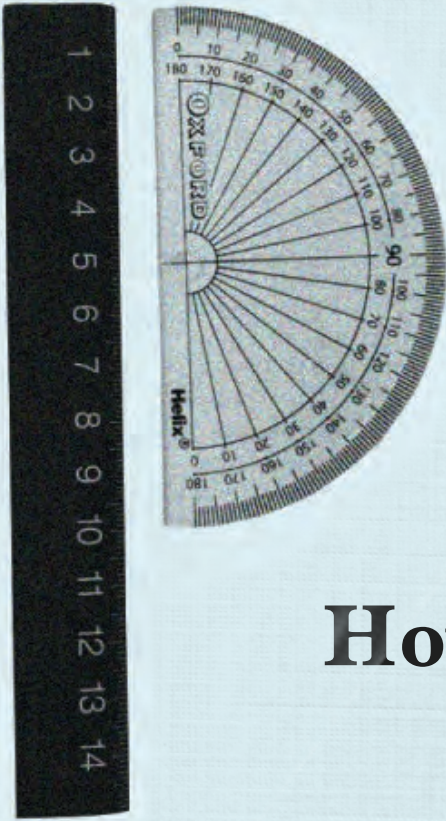






- We believe that any child can be good in Maths.
- Maths is a language of logic.
- It is a disciplined and organised way of thinking so one can be trained to think logically.
- This happens if the student learns critical maths concepts in an engaging and systematic way very early on.





**How do we  
help  
students  
with  
Maths ?**



- In-house Math specialists craft in-house worksheets, proprietary exam notes, mock papers as well as unique mind puzzles.
- The key to building a strong foundation is to systematically and constantly teach and expose students to higher order thinking skills so that their minds can be stretched.
- Then the student will improve his ability to reason, to detect patterns and to make calculated guesses in order to tackle more complex problems later.
- Lessons are pitched markedly above the national cohort standard.
- Our curriculum is focused, intensive and comprehensive.
- This ensures that the most challenging exam questions can be handled with ease and confidence.



important  
CONCEPTS  
we  
Teach



## Concepts for **Higher Order** problems

More than/ Less than/ 'X' as many as

Equal Stage ( Beginning/ End)

Internal Transfer ( Fixed total – Total unchanged )

Repeated Items

Constant Difference

Grouping of Item & Value :

Branching

Equalise Numerators - Fractions

Excess & Shortage ( 'If – If', ' When – when' ) :  
comparison between 2 scenarios

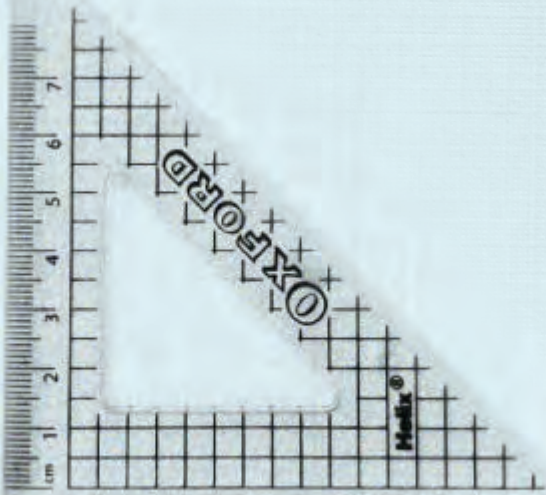
Quantity & Value ( Count x Unit of measurement assigned )

External Transfer – One Item/ Qty remains Unchanged

External Transfer – All Items Changed



**What are some  
of the  
important  
CONCEPTS  
we  
Teach ?**





## Concepts for **Heuristic** (non-routine) problems

Draw a Diagram/ Model	To give a representation
Making a List	To give a representation
Guess & Check	To make a calculated guess
Identifying a Pattern	To make a calculated guess
Making Assumptions	To make a calculated guess
Act it out	To go through the process
Work backwards	To go through the process
Before and After	To go through the process
Restating the problem	To change the problem