

P1 Maths Cheat Sheet

Every formula and key fact for Primary 1, from the latest (2026) MOE syllabus

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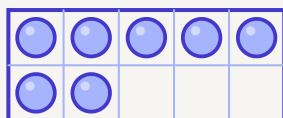
NUMBER & ALGEBRA

Numbers to 10 Term 1



Count and write

Count each apple once. The last number you say tells how many: 6, six.



A ten-frame

5 on top, then 2 more: 7. Three more boxes make 10.

$$5 + 2 = 7$$



6

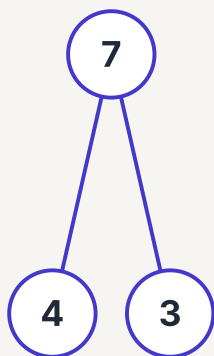


4

More and fewer

Match them one to one. The row with some left over has more. 6 is greater than 4.

Addition and Subtraction within 10 Term 1



Number bond

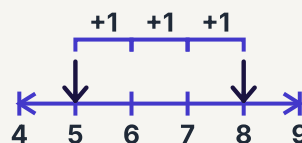
Two parts make a whole. 4 and 3 make 7.

$$4 + 3 = 7$$

Add	Subtract
$4 + 3 = 7$	$7 - 3 = 4$
$3 + 4 = 7$	$7 - 4 = 3$

One bond, four facts

Two adding facts, two taking away facts. Read = as "is the same as".



Count on, count back

Add: start at the greater number and count on. Take away: count back.

$$5 + 3 = 8$$

$$8 - 3 = 5$$



NUMBER & ALGEBRA

Ordinal Numbers and Position

Term 1



1st to 10th

Count from the left. 1st, 2nd and 3rd are special; the rest end in th.

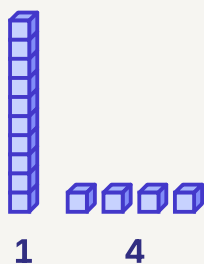


From the right

When the question says from the right, start counting there.

Numbers to 20

Term 2



1 ten and some ones

Fill a ten first, then count the ones left over.

$$10 + 4 = 14$$

Numeral	In words
11	eleven
12	twelve
14	fourteen
19	nineteen

Teen numbers in words

Thirteen to nineteen say the ones first. Write the 1 ten first.

Tens	Ones
1	6
1	2

Compare the ones

Both have 1 ten, so compare the ones: 16 is greater than 12.



NUMBER & ALGEBRA

Addition and Subtraction within 20 Term 2

$$9 + 4$$

Make ten

Split the 4 into 1 and 3. 9 and 1 make 10, and 3 more make 13.

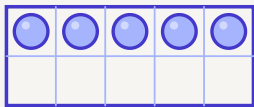
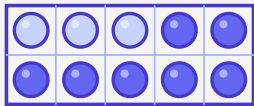
$$9 + 4 = 10 + 3 = 13$$

$$14 - 6$$

Subtract from ten

Split 14 into 10 and 4. Take 6 from the 10, then add back the 4.

$$14 - 6 = 10 - 6 + 4 = 8$$

**Add three numbers**

Find two that make 10 first. 3 and 7 make 10, then 5 more.

$$3 + 5 + 7 = 10 + 5 = 15$$



6



7

Doubles help

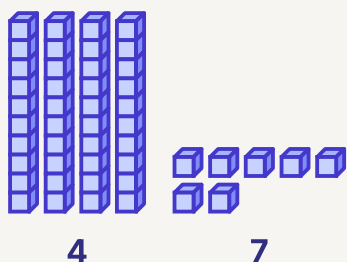
6 and 6 make 12. 6 + 7 is one more.

$$6 + 7 = 6 + 6 + 1 = 13$$



NUMBER & ALGEBRA

Numbers to 100 Term 2



Tens and ones

Count the tens, then the ones. 47 is 4 tens and 7 ones.

$$40 + 7 = 47$$

Numbers in words

Say the tens, then the ones, joined by a hyphen. Forty has no u.

Numeral	In words
47	forty - seven
68	sixty - eight
90	ninety

Tens	Ones
5	2
4	8

Compare the tens first

5 tens is more than 4 tens, so 52 is greater than 48. The ones only count when the tens are the same.



Number patterns

Find the step, then keep adding it. Here it goes up by 2.

$$\text{next} \rightarrow 20 + 2 = 22$$

Addition and Subtraction within 100 Term 3

$$\begin{array}{r} 1 \\ 47 \\ + 36 \\ \hline 83 \end{array}$$

Add in columns

Add the ones first. 10 ones make 1 ten: regroup it into the tens.

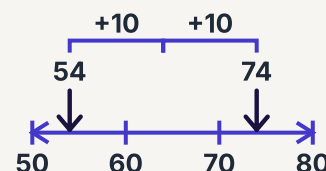
$$47 + 36 = 83$$

$$\begin{array}{r} 513 \\ - 63 \\ \hline 28 \\ 35 \end{array}$$

Subtract in columns

Subtract the ones first. Not enough ones? Regroup 1 ten into 10 ones.

$$63 - 28 = 35$$



Add in your head

Adding tens? Count on in tens. Adding ones? Count on in ones.

$$54 + 20 = 74$$

$$54 + 3 = 57$$



NUMBER & ALGEBRA

Multiplication and Division Term 3

5



5



5

Equal groups

3 groups of 5 is $5 + 5 + 5$. Write it 3×5 .

$$3 \times 5 = 5 + 5 + 5 = 15$$

**Share or put into groups**

Share 12 equally into 2 boxes: 6 in each. Put 12 into groups of 6: 2 groups.

Money Term 4**Count coins**

Start with the coin worth the most. Count on: 50, 70, 90, 95.

$$50 + 20 + 20 + 5 = 95 \text{ cents}$$

**Count notes**

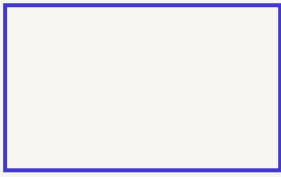
Start with the note worth the most. Count on: 10, 15, 17, 19.

$$\$10 + \$5 + \$2 + \$2 = \$19$$

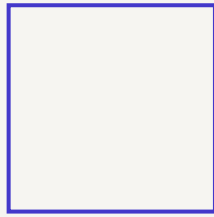


MEASUREMENT & GEOMETRY

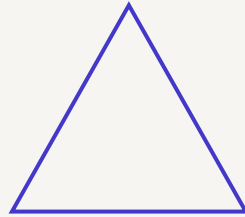
Shapes Term 1

**Rectangle**

4 sides, 4 corners.
Facing sides are the same length.

**Square**

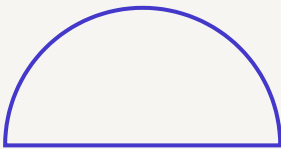
4 sides, 4 corners.
All 4 sides are the same length.

**Triangle**

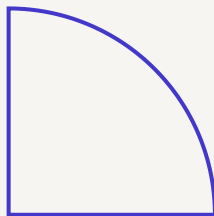
3 sides and 3 corners.

**Circle**

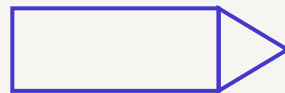
1 curved side and no corners.

**Half circle**

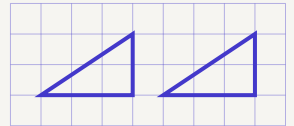
1 straight side and 1 curved side.

**Quarter circle**

2 straight sides and 1 curved side.

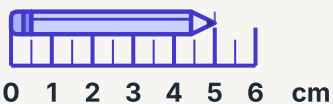
**Made up of shapes**

This pencil is a rectangle and a triangle.

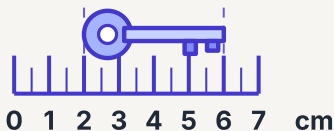
**Copy a figure on a grid**

Count the squares to each corner, then join them.

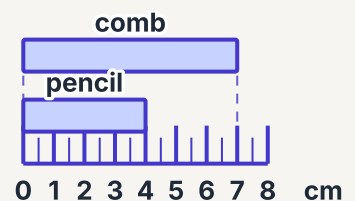
Length Term 3

**Measure from 0**

Measure or draw from the 0 mark, not the edge of the ruler. This pencil ends at 5: 5 cm.

**Not at 0?**

Take away the start from the end.
the key
→ $6\text{ cm} - 2\text{ cm} = 4\text{ cm}$

**Longer and shorter**

Start both at 0. The comb is longer.

how much longer
→ $7\text{ cm} - 4\text{ cm} = 3\text{ cm}$



MEASUREMENT & GEOMETRY

Time

Term 4



8.00 a.m.



8.00 p.m.



9.00



9.30

a.m. and p.m.

a.m. is from midnight to noon. p.m. is after 12 noon.

Half an hour, one hour

Half an hour: the minute hand goes halfway round.
1 h: all the way round.

9.00 a.m. + 30 min = 9.30 a.m.



2.25

Tell the time

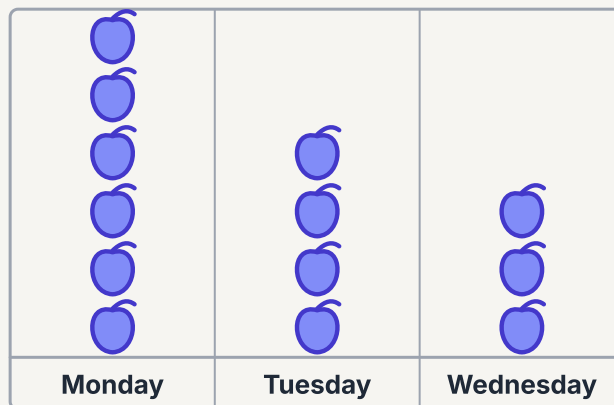
Hour hand first. Then count the minute hand in fives: 5, 10, 15, 20, 25.



STATISTICS

Picture Graphs Term 2

 = 1 apple



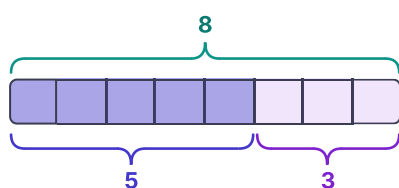
Read a picture graph

Each picture stands for 1. Count each column, then answer.

how many more on Monday than Tuesday $\rightarrow 6 - 4 = 2$

altogether $\rightarrow 6 + 4 + 3 = 13$

PROBLEM SUMS: HOW TO SPOT EACH METHOD



Bar model

"More, fewer, altogether"

A part and a part make the whole. One box is one thing.



Working backwards

"Start from the end"

Start from the end and undo each step.

On the paper

- Write the number sentence, then the answer.
- Write the unit: cm, h, min, \$ or cents.

Units

1 h = 60 min

