



Parents' Engagement Session

Thursday 25 January 2024

Vision Mission Values



Vision

A positive institution in Jurong West that inspires our community to lead meaningful and engaged lives



Mission

To provide positive education that nurtures thriving teachers and flourishing pupils



Values

Heart of Gratitude
Resilient Mindset
Passion for Community
Future-ready
Confidence

Together We Thrive!

THRIVE Focus Areas for POSITIVE Education

THINK MINDFULLY Helping pupils develop mindful habits	HEALTHY COPING Developing resilient pupils	RELATING WELL Building strong communities	IN THE MOMENT Creating an innovative, engaging curriculum	VALUES-DRIVEN ACTIONS Empowering pupils with purpose and meaning	EMOTIONS OF POSITIVITY Nurturing happy, appreciative children	Pupil Outcomes
I am a Self-Directed Learner	I am a Trustworthy Friend	I am a Confident Person	I am a Compassionate Leader	I am a Positive Person	Pupil Attributes	
I stop and think before doing anything.	I keep trying.	I treat everyone with courtesy and respect.	I can remain focused on a task.	I take the initiative to help others.		
I set out to learn something new every day.	I admit my mistakes and learn from them.	I help my family, teachers and friends.	I contribute my ideas and thoughts in discussions.	I step forward to lead my friends.		
I know that with effort, I can improve.	I can manage my thoughts and emotions.	I work well with others.	I am keen to explore new ideas or ways of doing things.	I take care of my environment.		
I reflect on my weaknesses and work on my strengths to achieve my personal best.	I can be trusted to do what I said I would do.	I reach my goals despite all challenges.	I use my talents and skills to benefit others.	I encourage my friends to express their gratitude.		
I will keep learning throughout my life.	I will continue to believe in myself even when I face setbacks.	I do what is best for my team or community.	I am able to learn and adapt in every situation.	I am thankful even when I face challenges.		

Resilient Mindset + Passion for Community + Future-Ready Confidence + Passion for Community + Heart of Gratitude = Character Strengths

THE FLOURISHING WESTWOOD PUPIL

Westwood Primary aims to nurture Flourishing Pupils through its **THRIVE** Framework for Positive Education. Ultimately, we hope for every pupil to be happy, resilient and engaged. We want pupils to find meaning and joy in learning, as well as in relating with their friends and contributing to the community.

Start The Day Right!

- All pupils should report to the respective venues by 7.30am sharp. Pupils to reach the school gate by 7.25am.

It's time
to go
to school



Important Level Reminders

- Please support your child in attending school regularly.
- If your child is absent due to medical reasons, please **pass the medical certificate to the Form teacher** through your child after he/she returns to school.
- If child did not consult doc, parent need to write a letter of excuse stating the date & reason of absence
- MC / letter of excuse can be hard copy OR soft copy



Important Level Reminders

- The school's stance is that Lower Primary pupils should NOT go home alone unaccompanied, as there are concerns about their safety and well-being.
- Primary 3 pupils will be allowed to go home alone on a case-by-case basis. Parents are advised to arrange for this only if they believe that the child is responsible, safety-conscious, and ready to travel home independently.
- After parents inform the Form teacher of the arrangement, a Permission Pass will be issued to the P3 pupil. Parents should understand that the school can bear no responsibility for the safe passage of the child, and are advised to check on their child when he/she reaches home.

A Positive Reading Culture

I LOVE
READING



- **Remind your child to bring a storybook for silent reading daily.**
- **Encourage your child to take part in the Silent Reading Programme before 7.25am daily.**

Mondays, Tuesdays	English Storybooks
Wednesdays, Thursdays	Mother Tongue storybooks
Fridays	A book of their choice in any language

Highlights to look forward to!

1. THRIVE Week (T2 & T3): Teachers & Students to bond together
2. Class Cheer to build identity
3. P3 & P4 Recess together
4. Academic Lessons start at 7.30am on Wed
5. CCA is on Wed, lunch will be from 1.30pm to 2.00pm

Highlights to look forward to!

1.	Character & Leadership Programme (Term 2 THRIVE Week)
2.	Learning Journey to River Wonders (Term 2 THRIVE Week)

Building positive Relationships with peers



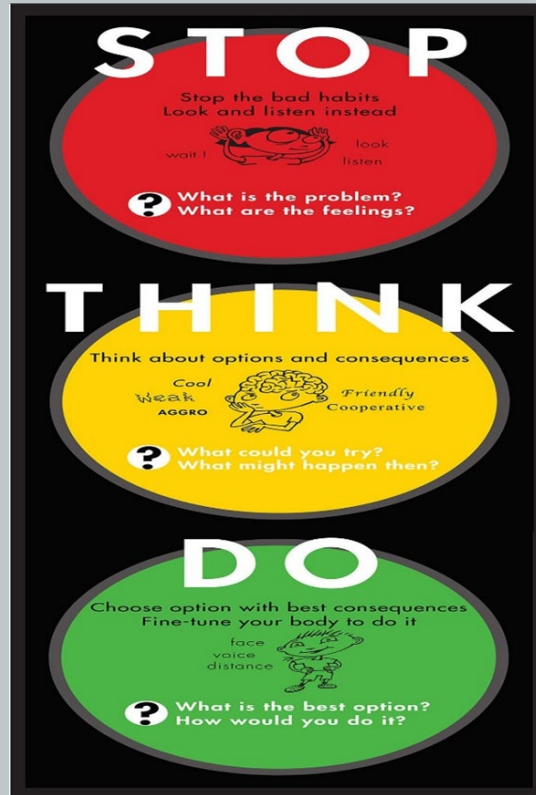
Building positive Relationships with peers & teachers

1. Decorating classroom together
2. Eating together with classmates during recess
3. Creating a unique classroom cheer together
4. Taking part in bonding activities together with form teachers & classmates
5. Going for learning journeys together as a class
6. Fun & literacy corners to have some joy and fun with classmates
7. Most importantly, form teacher will frequently communicate with your child to understand their needs & concerns

Mindfulness Practices in Westwood Primary

SHINE

- Sit up straight
- Hands on your lap
- In your own space
- No noise
- Eyes on the speaker



English Language
at Westwood
Primary



English Language

- Silent Reading in the morning
- Book Talks by National Library Board
- Book Talks by local authors in Singapore
- Level-wide Literature Programme to develop an awareness and critical understanding of elements of good literature
- A class library corner to promote the love of reading
- Reading Bugs Day event held once a year to build a robust culture of reading in the school.
- Differentiated resources for pupils.

English Language

Term 1	Term 2	Term 3	Term 4
Weighted Assessment (10%)	Weighted Assessment (15%)	Weighted Assessment (15%)	End of Year Assessment (60%)
Listening Comprehension (14 m)	<u>Paper 2 (30 m)</u> Grammar MCQ (5m) Vocabulary MCQ (5m) Grammar Cloze (8m) Synthesis & Transformation (4m) Comprehension OE (8m)	Continuous Writing (20m)	Listening Comprehension (14 m) Oral (16 m) Writing (20 m) <u>Paper 2 (50 m)</u> Grammar MCQ (10m) Vocabulary MCQ (6m) Grammar Cloze (8m) Vocabulary Cloze (4m) Synthesis & Transformation (4m) Comprehension (Variety) (8m) Comprehension OE (10m)

English Language (EOY)

Listening Comprehension (14 m)	Oral (16 marks)	Writing (20 marks)	Paper 2 (50 marks)
About 30 min	5 min preparation time	50 min	1 h 15 min
Picture-matching(4 qns) Note-taking (5 qns) Comprehension MCQ (5qns)	(1) Reading aloud based on a passage (6 marks) <ul style="list-style-type: none">- accuracy- expressiveness- fluency (2) Conversation based on a stimulus (10 marks)	Continuous Writing (20 m) Composition using one or more pictures based on a theme	<u>Paper 2 (50 m)</u> Grammar MCQ (10m) Vocabulary MCQ (6m) Grammar Cloze (8m) Vocabulary Cloze (4m) Synthesis & Transformation (4m) Comprehension (Variety) (8m) Comprehension OE (10m)

English Language (Tips to scoring well)

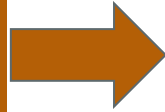
- Spend 15-30 minutes everyday reading good story books/magazines.
- Read model compositions. Take note of plots and good phrases. Compile them into a book for revision.
- Watch the CNA or Channel 5 news everyday
- Observe how the newscasters pronounce the words against the subtitles
- Speak up in class. Take part in class discussions actively.
- Speak good English to your peers and family.
- Learn spelling and dictation well.

Mathematics at Westwood Primary



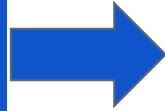
P3 Math Curriculum@ Westwood

Building Strong Foundation of mathematical concepts & skills



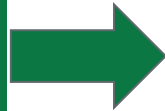
**Learner-Centred Environment
Activity-based Learning
Self-directed/ Teacher-directed/
Inquiry/ Collaborative Learning/**

Differentiated Support



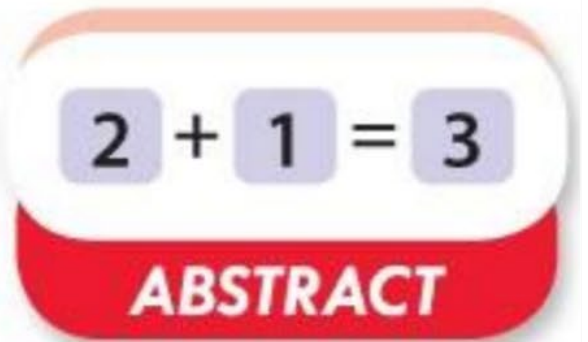
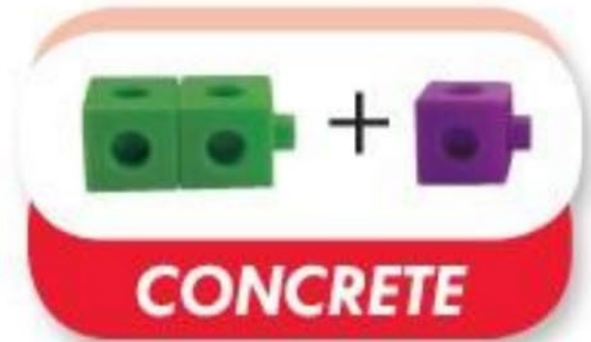
**P3 LSM Programme
Remedial Support Programme**

Learning Resources



**Math Textbook & Practice book
School-based worksheets
Hands-on concrete manipulatives**

Mathematics Learning at P3



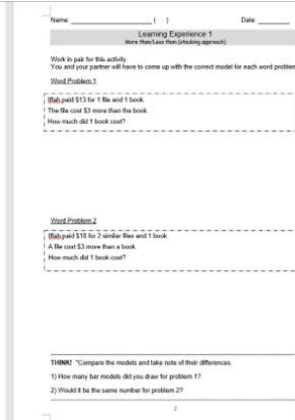
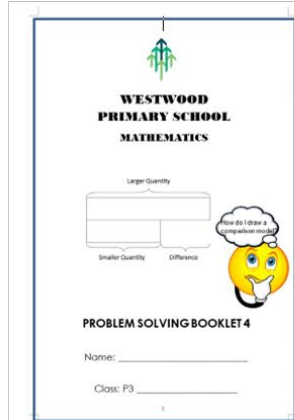
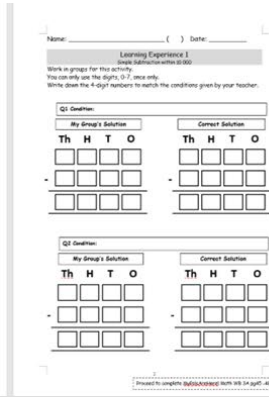
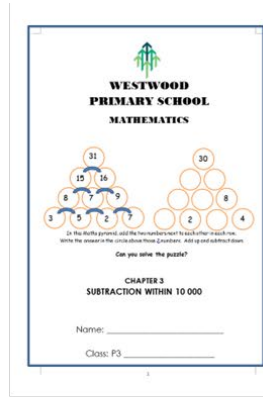
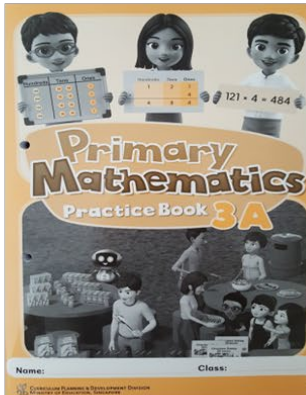
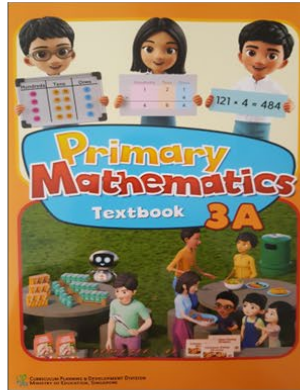
Concrete- Using concrete objects to solve problems. It brings learning to life by allowing the children to handle physical objects

Pictorial- Using representations of the objects in problem solving. Makes connection between physical object and abstract understanding by drawing or looking at diagrams/ models

Abstract- Using abstract symbols to model and solve math problems

P3 Math - Learning Resources

Primary Mathematics Textbook & Practice Book



School-based worksheets

- Learning Experience
- Parallel Questioning
- Extension Learning

Problem Solving Booklets

- Heuristics
- Non-routine thinking questions

Overview of P3 Math Assessment

Term 1 (10%)	Term 2 (15%)	Term 3 (15%)	Term 4 (60%)
<p>Term 1 Test Chapters 1 to 3 - Numbers to 10 000 - Addition & Subtraction - Money - Problem Solving <i>Booklet (PSB)</i> <i>(more/less than, as many/much as)</i></p>	<p>Term 2 Test Chapters 1 to 6 - Numbers to 10 000 - Addition & Subtraction - Money - Multiplication Tables of 6, 7, 8 & 9 - Multiplication & Division - PSB (more/less than, as many/much as)</p>	<p>Term 3 Test Chapters 7 to 10 - Bar Graphs - Angles - Perpendicular and Parallel Lines - Fractions - PSB (Guess & Check, Figure and Number Patterns)</p>	<p>End-of-Year Exam All Chapters 1 to 13 - Numbers to 10 000 - Addition & Subtraction - Money - Multiplication Tables 6, 7, 8 & 9 - Multiplication & Division - Bar Graphs - Angles - Perpendicular and Parallel Lines - Fractions - Length, Mass, Volume - Area and Perimeter - Time - PSB (more/less than, as many/much as, Guess & Check, Figure and Number Patterns and Stacking Model Approach)</p>

Building Confidence & Encouraging a Growth Mindset



- **Connect math to everyday life.** Help your child understand how math influences them (i.e. telling time & duration, walking distance to school, symmetry around us, area and perimeter of squares and rectangles).
- Encourage your child to **talk** about, **explain** and **show** a math problem in a way that **makes sense** (i.e. draw a picture, diagram/model, list to see a pattern).
- **Master the Multiplication tables** at Pri 2 and 3.
- **Encourage perseverance.** Some problems take time to solve.
- **Play math puzzles/ games** that add excitement such as Uno, Monopoly, Snakes & Ladders, Computer math games.

Science at
Westwood
Primary



Science

We will like students to be

- (a) **I**nspired by Science
- (b) **I**nquire like Scientists
- (c) **I**nnovate using Science

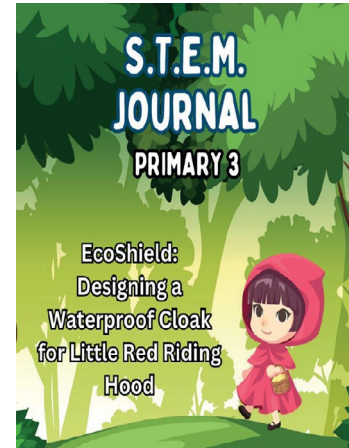


Figure 1: The Science Curriculum Framework



Programmes

- Science Learning Journey to River Wonders(18 April;9 am - 1.30 pm)
- Science Learning Experiences through experiments
- BUDDING STEM Programme supported by National Design Council (in-curriculum) Term 2
- Student workshops in Design Thinking for Maker/STEM facilitators (March, Mondays & Wednesdays) supported by National Design Council.
- Differentiated resources for pupils.

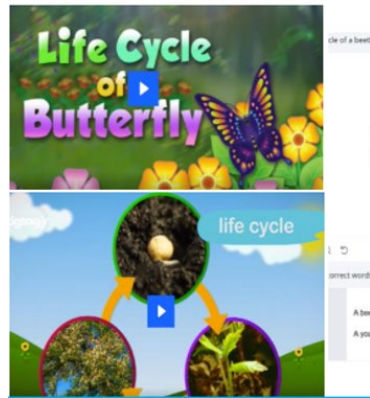


Science (Resources)

- In-built in SLS [also allow pupils to do self-directed revision]

SLS

through videos, interactives, simulations and quick checks



Activity 2.2: What are bacteria and fungi?

🎯 **Aim:** To learn about bacteria and fungi

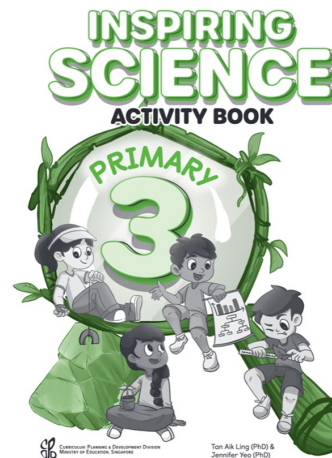
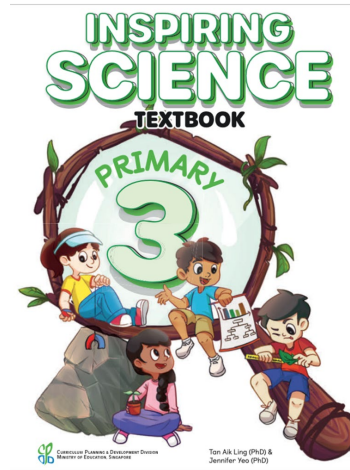
🔑 **What we need:** Specimen slides A to F
Microscope
SLS (Let's Explore Bacteria and Fungi)

Let's Inquire

What are bacteria?

- Explore the SLS activity on bacteria and fungi and observe specimen slides A to C. Describe and match them to the pictures in the table below.

Bacteria	Description (E.g. shape)	Slide



SPARKLE

through manipulatives and games



Activity Book through hands-on learning

Activity 2.1: Tell Me More About These Animals

Aim: To observe the animals with 3-stage life cycles

What we need: Transparent bag, paper towels, 2 seeds, paper strips, stapler
SLS (Life Cycles of Animals)

Let's inquire:

Part A: How do the animals with 3-stage life cycle change over time?

Dear Scientist,

I was walking in the garden yesterday and saw the following animals below.



Chicken Frog Grasshopper Cockroach
I am curious about these animals and want to know more about them.

Can you tell me how these animals change over time?

Thank you.

Belle

Terms	Areas / Topics covered	Weighting	Types of Assessment Tasks	Duration
Term 1 26 February	<ul style="list-style-type: none"> Diversity of Living and Non-Living Things Diversity of Plants 	10%	<ul style="list-style-type: none"> WA1 (8 MCQ + 2 OE) = 16m+4m =20 marks 	20 min
Term 2 15 April	<ul style="list-style-type: none"> Diversity of Living and Non-Living Things Diversity of Plants Diversity of Animals Diversity of Bacteria and Fungi 	15%	<ul style="list-style-type: none"> WA2 (10 MCQ + 5 OE) =20m+10m = 30 marks 	30 min
Term 3 1 August	<ul style="list-style-type: none"> Diversity of Living and Non-Living Things Diversity of Plants Diversity of Animals Diversity of Bacteria and Fungi Diversity of Materials Interactions I (Magnets) – Chapter 6 Properties of Magnets 	15%	<ul style="list-style-type: none"> WA3 (10 MCQ + 5 OE) =20m+10m = 30 marks <p>Non-Weighted Assessment of Inventive thinking, Adaptive thinking and Communication skills</p> <ul style="list-style-type: none"> STEM (Little Red Riding Hood) 	30 min
Term 4 18 October	<ul style="list-style-type: none"> Diversity of Living and Non-Living Things Diversity of Plants Diversity of Animals Diversity of Bacteria and Fungi Diversity of Materials Interactions I & II (Magnets) Chapter 6 Properties of Magnets & Chapter 7 Making and Using Magnets Life Cycles of plants and animals 	60%	<ul style="list-style-type: none"> End-of-Year Examination 24 MCQ (48 marks) 8 OE (22 marks) 	1 hour 30 min

On-going formative assessment practices and strategies used:

- Science Journals , Peer and Self-Assessment , Exit tickets, Tiered Tasks.
- SLS FA

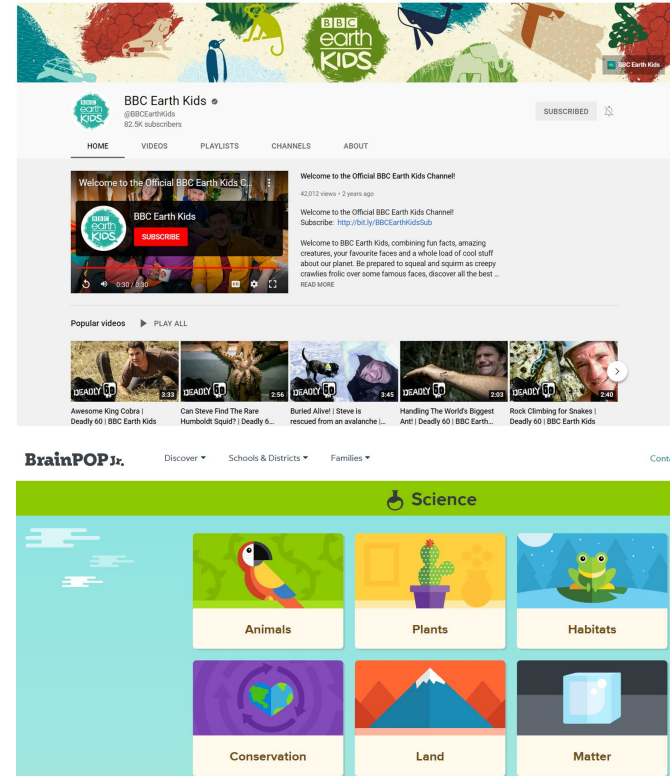
On-going feedback given:

- Rubrics, peer and self-assessment checklist, report books

Science (TIPS on Learning)

Do Encourage Your Child to

1. **R**ead magazines like Young Scientists.
2. **W**atch documentaries e.g. BBC kids.
3. **A**sk Questions when they see something new. Be Curious.
4. Take **N**otes in their Science Journal about what they have learnt.

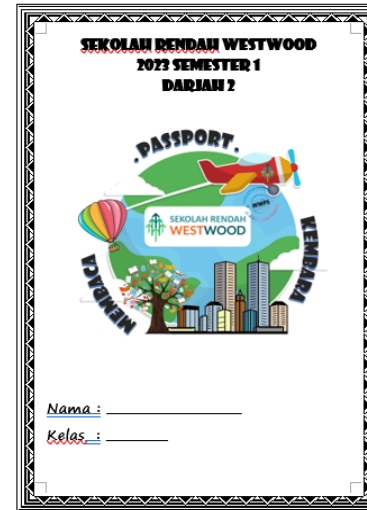




Mother Tongue Language at Westwood Primary School

Mother Tongue Language

- ❖ P3 Cultural Camp
- ❖ Outdoor Experiential Learning
- ❖ MTL Fortnight Activities
- ❖ Reading Programme
- ❖ Festive Celebrations



Mother Tongue Language

Acquisition of P3 MT Language Skills

Pupils will learn the following skills:

- ❖ **Listening**
- ❖ **Reading**
- ❖ **Speaking**
- ❖ **Written**
- ❖ **Spoken Interaction**
- ❖ **Written Interaction**

Mother Tongue Language

	Term 1	Term 2	Term 3	Term 4
Termly Weighting	10%	15%	15%	60%

Mother Tongue Language

	Term 1	Term 2	Term 3	Term 4
Listening	WA1: Listening Comprehension (10 marks/ ~20 mins/ 10%)	-	-	End-of-Year Examination (60%) 1) Listening Task (10 marks/ aprox 20 mins/ 6%) 2) Oral Tasks (5 mins prep) - Picture description (10 marks/ 6%) - Conversation (10 marks/ 6%) - Reading Aloud (10 marks/ 6%)
Speaking	-	Picture Description and Conversation (0%)	-	
Reading	-	Reading Aloud (0%)	-	
Writing	-	-	Picture Composition- to write a paragraph (0%)	3) Paper 1(Composition) (15 marks/ 40 mins/9%)
Language Use & Comprehension	Language use and Comprehension (0%)	WA2: Language use and Comprehension (25 marks/ 30 mins/ 15%)	WA3: Language use and Comprehension (20 marks/ 30 mins/15%)	4) Paper 2 (Language Use and Comprehension) (45 marks/ 1 hr / 27%)
Total (100%)	10%	15%	15%	60%
No. of weighted assessments	1	1	1	4
Ongoing formative assessment practices and strategies used in class				
Making explicit learning targets and success criteria, Descriptive feedback, Strategic questioning, Self and peer assessment, engaging pupils in goal setting and questioning				
Personal Quality Focus: Motivation, Teamwork and Communication Skills				

Mother Tongue Language

Tips on learning MTL

- Read MTL story books regularly .
- Revise what the teacher has taught in class.
- Revise the notes given by teachers consistently.
- Read the passages and do the activities found in the respective MTL magazine.
- Converse in MT language.

If you have any questions, kindly

post them in the link:

<https://go.gov.sg/parentsengagementdayquestions2024>

A BIG
thank
you




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