



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

A cartoon illustration of a yellow book character with a smiling face, wearing round glasses, and holding a pencil in its right hand. The book has small legs and arms, giving it a friendly, personified appearance.

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 Art Museum (Term 2) Learning Journey to Sci Centre (Term 3)
3.	P4 2D1N Camp (July, held in school)

Building positive Relationships with peers



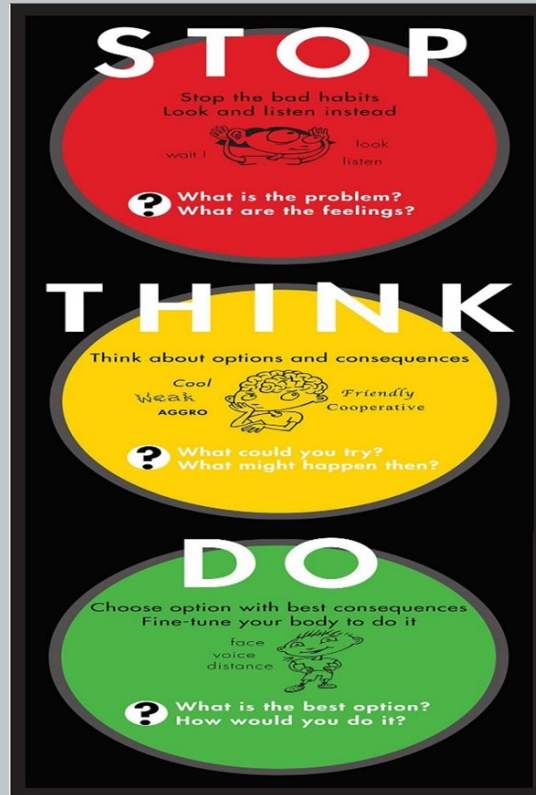
Building positive Relationships with peers & teachers

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)	Continuous Writing (20m)	<u>Paper 2 (30 m)</u> Grammar MCQ (5m) Vocabulary MCQ (5m) Grammar Cloze (8m) Synthesis & Transformation(4m) Comprehension OE (8m)	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)

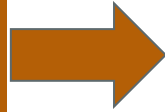
Listening Comprehension (14 m)	Oral (16 m)	Writing (20 m)	Paper 2 (50 m)
About 30 min	5 min preparation time	50 min	1 h 15 min
Picture-matching(4 qns) Note-taking (5 qns) Comprehension MCQ (5qns)	<p>(1) Reading aloud based on a passage (6 marks)</p> <ul style="list-style-type: none"> - accuracy - expressiveness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

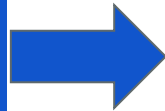
P4 Math Curriculum@ Westwood

Building Strong Foundation of mathematical concepts & skills



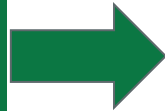
**Learner-Centred Environment
Activity-based Learning
Self-directed/ Teacher-directed inquiry/ Collaborative Learning/**

Differentiated Support



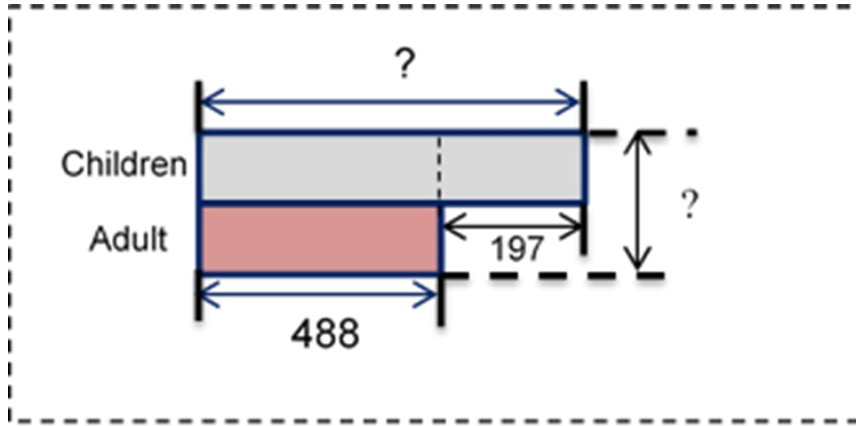
**Remedial Support Programme
Enrichment Programmes (Math Olympiad, E2K Math)**

Learning Resources



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

Mathematics Learning at P4



Model Drawing



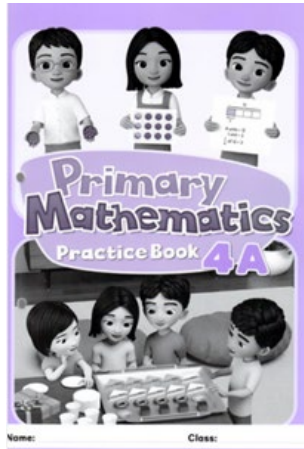
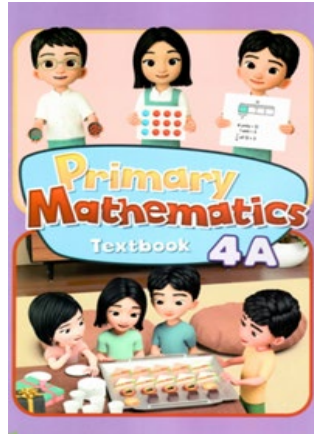
Mastery of Multiplication Tables

Encourage a “Growth Mindset”

Let your child know that he/she has unlimited math potential and that being good at Math is all about **working hard and trying**.

P4 Math - Learning Resources

Primary Mathematics Textbook & Practice Book



**WESTWOOD
PRIMARY SCHOOL**

MATHEMATICS

4	1	2	7	8	5
8	5	1	4	6	9
7	5	8	4		7
9	2	7	4	5	1
3	8	6	9	7	4
1	6	4	3	2	8
8	5	2	7	4	9
9	8	2	5	7	4
7	4	9	6	5	2

CHAPTER 1

Numbers to 100 000

Name: _____

Class: P4 _____

- By the end of the topic,
I will be able to
- read and write 5-digit numbers in numerals and words
 - compare and order numbers
 - look for a pattern to complete a number sequence
 - round a number to its nearest ten, hundred or thousand



**WESTWOOD
PRIMARY SCHOOL**

MATHEMATICS

PROBLEM SOLVING BOOKLET 3
Guess and Check
Assumption Method

Name: _____

Class: P4 _____

Guess and Check

Recall what you had learnt in P3...

Example 1:
At a party, a group of 20 children received some lollipops. Each boy received 3 lollipops and each girl received 2 lollipops. Given that there were 54 lollipops at the beginning, how many boys and girls were there at the party?

Solution: Let's use the **Guess and Check** method

Step 1: Identify the conditions that are stated in the problem.

Condition 1	There are 20 children.
Condition 2	Each boy received 3 lollipops.
Condition 3	Each girl received 2 lollipops.
Condition 4	There are 54 lollipops in all.

Step 2: Draw a table and give suitable headings.

Step 3: Guess and Check till you get the right answer!

No. of girls	No. of boys	No. of lollipops for girls	No. of lollipops for boys	Total number of lollipops	Check
10	10	$10 \times 2 = 20$	$10 \times 3 = 30$	$20 + 30 = 50$	X
11	9	$11 \times 2 = 22$	$9 \times 3 = 27$	$22 + 27 = 49$	X
12	8	$12 \times 2 = 24$	$8 \times 3 = 24$	$24 + 24 = 48$	X
13	7	$13 \times 2 = 26$	$7 \times 3 = 21$	$26 + 21 = 47$	X
14	6	$14 \times 2 = 28$	$6 \times 3 = 18$	$28 + 18 = 46$	✓ Right!

Answer: 14 boys and 6 girls

School-based worksheets

- Learning Experience
- Parallel Questioning
- Extension Learning

Problem Solving Booklets

- Heuristics
- Non-routine thinking questions

Overview of P4 Math Assessment

Term 1 (10%)	Term 2 (15%)	Term 3 (15%)	Term 4 (60%)
<p>Term 1 Test Chapters 1 to 3 - Numbers to 100 000 - Factors and Multiples - Four Operations of Whole Numbers - Problem Solving Booklet 1</p>	<p>Term 2 Test Chapters 1 to 6 - Numbers to 100 000 - Factors and Multiples - Four Operations of Whole Numbers - Tables & Line Graphs - Fractions I - Fractions II - Problem Solving Booklets 1 & 2a,b</p>	<p>Term 3 Test Chapters 7 to 11 - Angles - Rectangles & Squares - Decimals - Four Operations of Decimals - Pie Charts - Problem Solving Booklet 3</p>	<p>End-of-Year Exam Chapters 1 to 14 - Numbers to 100 000 - Factors and Multiples - Four Operations of Whole Numbers - Tables & Line Graphs - Fractions I & II - Angles - Rectangles & Squares - Decimals - Four Operations of Decimals - Pie Charts - Area and Perimeter - Nets - Symmetry - Problem Solving Booklets 1-4</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) **In**spired by Science
- (b) **In**quire like Scientists
- (c) **In**novate using Science



Figure 1: The Science Curriculum Framework

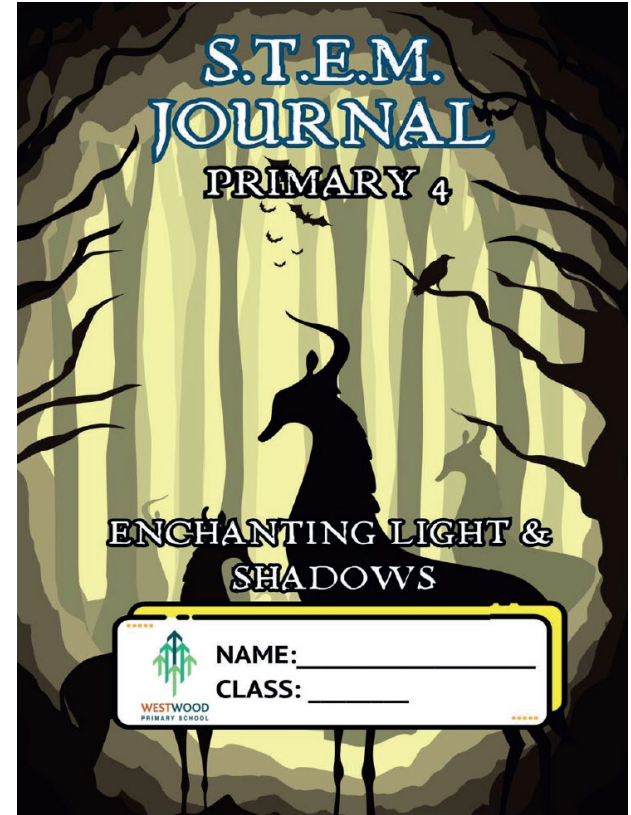
Science Programmes

- P4 Science Learning Journey to Science Centre (17 - 18 July) (Heat)
- P4 Science Learning Experiences (Planning Investigations)
- P4 Greening & Food Sustainability Programme (after school)
- SLS Science Quizzes & Notes (Teachers and Peers)
- P4 Remedial Science Programme (selected pupils)



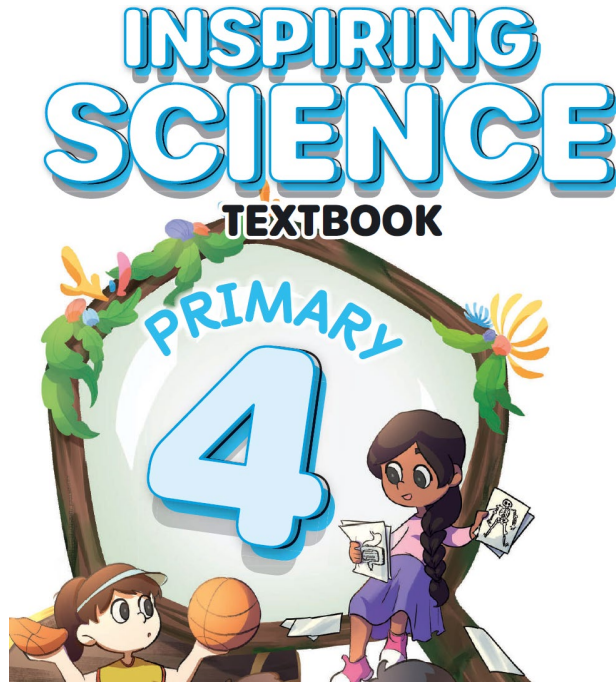
Science Programmes

- P4 BUDDING STEM Programme (in curriculum)
- Student workshops in Design Thinking for Maker/STEM facilitators (March, Mondays & Wednesdays 2 - 5 pm) supported by National Design Council.
- P4 Science E2K Programme (selected pupils on Mondays 3.30 pm-5 pm)



Science (Resources)

- Textbook, Activity Book & Learning Sheets
- SLS Quizzes & Lessons
- Practice Papers

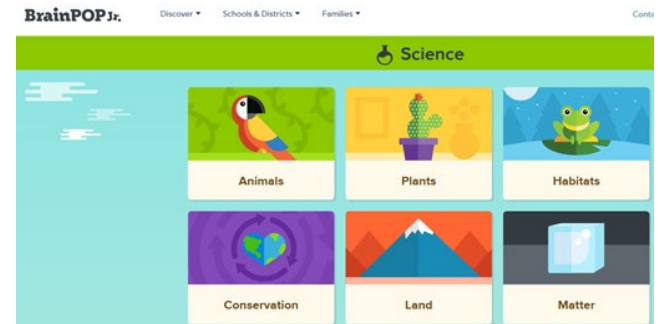
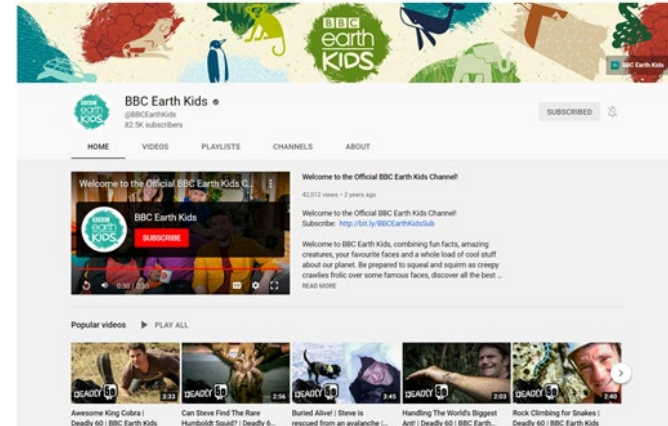


Chapter	Topic	Page
1	Plant System	
	1.1 Junior botanists	1
	1.2 Plant parts and their functions	3
	1.3 Exploring plants	7
	1.4 Care for plants	11
	Check for Your Understanding	15
2	Human Systems	
	2.1 Human systems	21
	2.2 (Part A) What happens to food in the digestive system? (Part B) What happens to food in the digestive system?	25
	2.3 What happens if...?	35
	2.4 My model of the digestive system	39
	Check for Your Understanding	45
3	Matter	
	3.1 Matter or not?	49
	3.2 Similarities and differences in matter	51
	3.3 Measuring mass and volume	59
	3.4 Conduct an investigation	65
	Check for Your Understanding	69
4	Light	
	4.1 Lights out!	73
5	Shadows	
	5.1 Play with shadows	79
	5.2 Sizes of shadows	85
	5.3 Position and length of a shadow	91
	5.4 Shapes of shadows	95
5.5 It's showtime!	103	
	Check for Your Understanding	107
6	Heat	
	6.1 What's the temperature?	111
	6.2 What causes the temperature to change?	119
	6.3 What's the difference?	125

Terms	Areas / Topics covered	Weighting	Types of Assessment Tasks	Duration
Term 1 26 February	<ul style="list-style-type: none"> Chapter 1: Plant System P3 Topics <ul style="list-style-type: none"> Diversity of Living and Non-Living Things Diversity of Plants and Animals 	10%	<ul style="list-style-type: none"> WA1 (10 MCQ + 3 OE) = 30 marks 	40 min
Term 2 15 April	<ul style="list-style-type: none"> Chapter 3 Matter Chapter 4 Light Chapter 5 Shadows (to cover only until Activity 5.1, i.e. how shadows are formed) P3 Topics <ul style="list-style-type: none"> Diversity of Bacteria & Fungi Diversity of Materials 	15%	<ul style="list-style-type: none"> WA2 (10 MCQ + 5 OE) = 40 marks 5OE: 4,4,4,4,4 Non-Weighted Assessment of Inventive thinking, Adaptive thinking and Communication skills STEM (Enchanting Light & Shadows)	50 min
Term 3 1 August	<ul style="list-style-type: none"> Chapter 1: Plant System Chapter 3 Matter Chapter 4 Light & Chapter 5 Shadows Chapter 6: Heat P3 Topics <ul style="list-style-type: none"> Interactions (Magnets) 	15%	<ul style="list-style-type: none"> WA3 (10 MCQ + 5 OE) = 40 marks 5OE: 4,4,4,4,4 	50 min
Term 4 18 October	<ul style="list-style-type: none"> Chapter 1: Plant System Chapter 2: Human <u>Systems</u> & Human Digestive System Chapter 3 Matter Chapter 4 Light Chapter 5 Shadows Chapter 6: Heat Chapter 7: Effects of Heat P3 Topics <ul style="list-style-type: none"> Diversity of Living and Non-Living Things Diversity of Plants and Animals Diversity of Bacteria & Fungi Diversity of Materials Interactions (Magnets) 	60%	<ul style="list-style-type: none"> End-of-Year Examination 28 MCQ (56 marks) <u>12_OE</u> (44 marks) 	1 hour 45 min
<i>On-going formative assessment practices and strategies used:</i> <ul style="list-style-type: none"> Exit Tickets, Hinge <u>Questions</u>, <u>Inquiry</u> based learning, Claim-Evidence – Reason, Differentiated Tiered Tasks 			<i>On-going feedback given:</i> <ul style="list-style-type: none"> Rubrics, Peer and Self-assessment <u>checklists</u>, report books 	

Science (TIPS on Learning)

1. **R**ead magazines like Young Scientists
2. **W**atch documentaries e.g. BBC kids
3. **A**sk Questions when you see something new
4. Take **N**otes in your Science Journal





Mother Tongue Language at Westwood Primary School

Mother Tongue Language

- ❖ P4 MTL Learning Journeys
- ❖ MTL Fortnight Activities
- ❖ Reading Programme
- ❖ Festive Celebrations

Mother Tongue Language

Acquisition of P4 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%)	-	3) Paper 1(Composition) (15 marks/ 40 mins/ 9%)
Writing	-	-	Picture Composition (0%)	
Language Use & Comprehension	Language use and Comprehension (0%)	WA2: Language use and Comprehension (20 marks / 30 mins 15%)	WA3: Language use and Comprehension (25 marks/ 40 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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