

WWPS Parents' Engagement Session

Saturday 27 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

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 Outcomes
I stop and think before doing anything.	I treat everyone with courtesy and respect.	I can remain focused on a task.	I take the initiative to help others.	I thank everyone who has helped me.	Pupil Attributes
I set out to learn something new every day.	I help my family, teachers and friends.	I contribute my ideas and thoughts in discussions.	I step forward to lead my friends.	I am contented with and grateful for what I have.	
I know that with effort, I can improve.	I work well with others.	I am keen to explore new ideas or ways of doing things.	I take care of my environment.	I recognise and appreciate others' contributions.	
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 do what is best for my team or community.	I am able to learn and adapt in every situation.	I lead and serve with my heart.	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.

WESTWOOD PRIMARY SCHOOL

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.
- Primary One pupils should NOT go home alone unaccompanied, as there are concerns about their safety and well-being.



Important Level Reminders

- Monitor your child's completion of homework (Pupil Handbook and Homework file) and packing of school bag.
- Get involved in school activities as a Parent Helper, where possible.
- Check updates on Parents Gateway, school website and school Facebook for school programmes.



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

What Went Well at Westwood

Objective:	Cultivate gratefulness & habit of reflection
Activity:	Reflection in Pupil Handbook



WHAT WENT WELL? I learnt how to do the house chores. I make my bed and clean the house before chinese new year.

WHAT WENT WELL?
 Ms Hiew played with us broken recorder. And broken recorder was my favourite game. My team kept on getting the correct answer even though it was hard.

Future - Ready Confidence

“
 Take the first step in faith. You don't have to see the whole staircase, just take the first step.
 ”

~ Martin Luther King Jr.

Mindfulness at Westwood Primary

At the start of each morning, after recess and in between long periods of lessons, we practice mindfulness.

1. Pupils will close their eyes .
2. Listen to the chime and raise their hands .
3. The teacher will sound the chime **3 times with intervals** .
4. Get ready for lesson .



Establishing Positive Routines

1. Routine Songs

Song for queueing up

We are getting to our lines
We are getting ready
R-E-A-D-Y
R-E-A-D-Y
R-E-A-D-Y
And ready we shall be

LET'S SHINE

Sit up straight 

Hands on the table

In your own space

No noise

Eyes on the speaker

Positively WESTWOOD!

Whole Body Listening

Eyes on speaker 

Brain is thinking 

Mouth is quiet 

Ears are listening 

Hands to myself 

Feet is down and together 

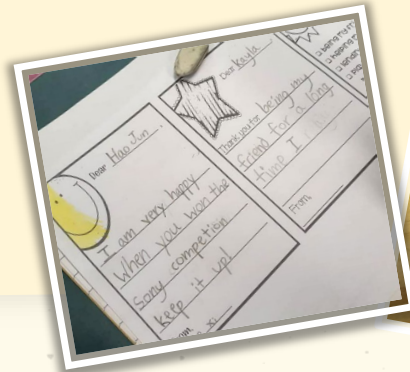
I am Ready to Learn

2. SHINE

3. Whole Body Listening

Highlights to look forward to!

- **THRIVE lessons**
(focus on positive emotions, positive health, positive relationships)
- **Class Bonding Activities**
- **Bucket Filler Activities**



Highlights to look forward to!

- Reach for the STARS programme



- Engagement with MOE Kindergarten



Highlights to look forward to!

- THRIVE Weeks (Term 2 & 3)
- Learning Journeys



English Language
at Westwood
Primary



English

- Silent Reading in the morning
- Book Talks by National Library Board
- Book Talks by local authors in Singapore
- 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.
- P1 Learning Journey to the Singapore Zoo(Term 3)
- Differentiated resources for pupils.

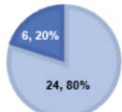
English

Primary 1 & 2 STELLAR 2.0

Planned Curriculum Time



14 units, 28 weeks



STELLAR 2.0
School-based



24 periods/unit

1 ER lesson/week



Big Books



Instructional
Materials



Word Cards



Literacy Stations
package

Sequence of Primary 1 STELLAR 2.0 Units:

Term	Unit	Teaching Titles
1	1	Dan the Flying Man
	2	Mrs Wishy Washy
	3	Walking Through the Jungle
	4	To Town
2	5	Crocodile Tea
	6	The Hungry Giant
	7	Ants in a Hurry
3	8	Dan's Lost Hat
	9	When My Baby Sister Came Home
	10	Mid-Autumn Festival
	11	The First Day of Hari Raya
4	12	Lazy Duck
	13	The King's Cake
	14	The Broken Bangle

Texts for shared reading/extensive reading:

1.	Sandcastles
2.	Who's Coming In?

P1 English Formative Tasks to file d into the Portfolio

Components	Term 1	Term 2	Term 3	Term 4
Listening & Viewing	Listening Comprehension Task	Stimulus Conversation Task	Listening Comprehension Task	
Reading & Viewing	Reading Task		Reading Task	
Speaking & Representing				Stimulus Conversation Task
Writing & Representing	Penmanship Exercise	Writing Task	Writing Task	Writing Task
Grammar		Paper and Pencil Task		
Vocabulary				

2024 English Language P1 Qualitative Descriptors (QD) for Learning Outcomes (LO)

Semester 1	Semester 2
Listen attentively and follow simple instructions.	Listen attentively and follow simple instructions.
Speak clearly to express their thoughts, feelings and ideas.	Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.
Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).	Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.
Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.	Understand Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting).
Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.	Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.

English Language (Tips to scoring well)

- Spend 10-20 minutes everyday reading good story books/magazines.
- Watch good cartoons/shows on TV with subtitles. Children can connect the sounds of the words with subtitles.
- Speak up in class. Take part in class discussions actively.
- Learn spelling and dictation well.
- Visit suitable websites on interesting English activities such as crossword puzzles or vocabulary games.

Mathematics at Westwood Primary



Mathematics Learning Resources

Primary Mathematics
Textbook 1A & 1B
Practice Book 1A & 1B



Add-venture Learning
Magazine



School-based
worksheets

- Learning Experience
- Parallel Questioning
- Extension Learning

Worksheet 2
Solve 2-step arithmetic word problems.

(a)

There are 4 girls.
There are 2 boys.
How many children are there altogether?

$\square + \square = \square$

There are _____ children altogether.

(b)

There are 4 girls.
2 more girls join in.
How many girls are there altogether?

$\square + \square = \square$

There are _____ girls altogether.

Learning Experience 1
Understanding the term 'largest'

Work in groups for this activity.

TASK

1. Form the longest line within 8 minutes.
2. It must be a continuous line.
3. You can use any of your body parts, socks and/or shoes.
4. Inform the teacher once your group is ready.

Example of a continuous line:

Example of a non-continuous line:

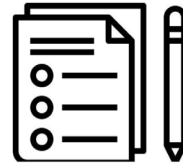
Extension Worksheet
Generating number bonds with three or more numbers

1. Complete the number bonds with the numbers 2, 4, 5 and 6.
Each \bigcirc must make 10.
Each number can be used once only.

Mathematics

Topics to be covered

Term 1
Chapter 1 - Numbers to 10
Chapter 2 - Addition Within 10
Chapter 3 - Subtraction Within 10
Chapter 4 - Shapes
Chapter 5 - Ordinal Numbers
Term 2
Chapter 6 - Numbers to 20
Chapter 7 - Addition and Subtraction Within 20
Chapter 8 - Picture Graphs
Chapter 9 - Numbers to 100
Term 3
Chapter 10 - Addition & Subtraction Within 100
Chapter 11 - Length
Chapter 12 - Multiplication
Term 4
Chapter 13 - Division
Chapter 14 - Time
Chapter 15 - Money



No
Weighted Assessment



Focus on
Formative Assessment

Assessing Students' Learning from Multiple Sources



Classroom
Observations/
Classwork



Diagnostic
Tests



Quizzes



Performance
Tasks



Journal
Writing



Topical
Review /
Homework

Mathematics

P1 Learning Outcomes for Formative Assessment

LOs	Semester 1 (Terms 1 & 2)
LO 1	Understand addition & subtraction
LO 2	Identify, name, describe and sort shapes
LO 3	Add and subtract numbers
LO 4	Read and interpret picture graphs

LOs	Semester 2 (Terms 3 & 4)
LO 1	Understand numbers up to hundred
LO 2	Measure and compare lengths of objects
LO 3	Understand multiplication and division
LO 4	Tell time to 5 minutes

Example on using descriptors to assess pupil's understanding of learning outcome

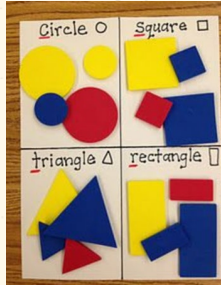
Add and subtract numbers.			
Beginning	Developing	Competent	Accomplished
Pupil is able to add and subtract numbers from 1 to 20 with a lot of guidance.	Pupil is able to add and subtract numbers from 1 to 20 with some guidance.	Pupil is able to add and subtract numbers from 1 to 20 with little/ no guidance.	Pupil is able to add and subtract numbers from 1 to 20 independently.

Example

Examples of Mathematics Formative Tasks

Performance Task

Sorting out 2D shapes by shapes, sizes or colours



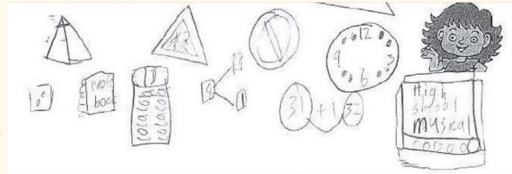
Tell time from a clock / Show time using a clock

Measure length of objects



Journal Writing

You have learnt about circles, squares and triangles. Do you find learning about shapes useful? Why? You can write or draw to show me.



Mini Quiz

1. Fill in the blanks with the correct numbers.

- (a) $2 + 3 = \square$ (b) $3 + 4 = \square$
(c) $1 + 3 = \square$ (d) $5 + 1 = \square$
(e) $6 + 2 = \square$ (f) $4 + 5 = \square$



Tom has 15 toy planes.

His father gives him 5 more planes.

How many planes does Tom have altogether?

$$\square \bigcirc \square = \square$$

Tom has _____ planes altogether.

How to help your child in Math Learning

- Talk about math in a positive way. A **positive attitude** towards math is infectious.
- Encourage perseverance**. Some problems take time to solve.
- Connect math to everyday life**. Help your child understand how math influences them (i.e. shapes of objects, walking distance to school, telling time, value of money).
- Build** your child's **number facts** at an early age (e.g $1+4=5$, $2+3=5$, $5-4=1$, $5-1=4$ etc.)
- Encourage your child to **talk** about and show a math problem in a way that **makes sense** (i.e., draw a picture or use real objects like sweets/macaroni to count).
- Play math puzzles/ games** that add excitement such as Uno, Monopoly, Snakes & Ladders, Bingo, Lego, computer math games.



Mother Tongue Language at Westwood Primary School

Mother Tongue Language

- ❖ P1 Outdoor Experiential Learning
- ❖ MTL Fortnight Activities
- ❖ Reading Programme
- ❖ Festive Celebrations
- ❖ Show & Tell



Mother Tongue Language

Acquisition of P1 MT Language Skills

Pupils will learn the following skills:

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

Holistic feedback will be given to pupils.
(eg. Oral and Show & Tell rubrics)



Mother Tongue Language

	Term 1	Term 2	Term 3	Term 4
Listening	<p>Listening Test</p> <ul style="list-style-type: none"> - To listen and choose the correct HYPY - To write the correct tone mark for HYPY - To listen to statements and choose the corresponding pictures 	<p>Listening Test</p> <ul style="list-style-type: none"> - To listen and choose the correct HYPY - To listen to statements and choose the corresponding pictures - To listen to statements and answer MCQ 	-	<p>Listening Test</p> <ul style="list-style-type: none"> - To listen to statements and choose the corresponding pictures - To listen to short stories and answer MCQ
Speaking	<p>Conversation</p> <ul style="list-style-type: none"> - To engage in conversation with classmates based on given scenarios in “听说剧场” in textbook. 	<p>Integrated task:</p> <ul style="list-style-type: none"> - Conversation To engage in conversation with teacher based on given topic /scenario -Reading Aloud Hanyu Pinyin + Chinese Characters and sentences 	<p>Show and Tell</p> <ul style="list-style-type: none"> - To talk about an item brought from home in front of the class 	<p>Integrated task :</p> <ul style="list-style-type: none"> - Picture Description and Conversation related to picture To describe a picture and carry on a conversation related to the picture -Reading Aloud Short passage
Reading	<p>Reading Aloud</p> <ul style="list-style-type: none"> - Hanyu Pinyin + Chinese Characters and sentences in the textbook 		<p>Reading aloud short passage</p>	
Writing, Language Use and Comprehension	<p>Paper and Pencil Quiz</p> <ul style="list-style-type: none"> - To apply knowledge acquired in HYPY, vocabulary and grammar 	<p>Paper and Pencil Quiz</p> <ul style="list-style-type: none"> - To apply knowledge acquired in HYPY, vocabulary and grammar 	<p>Paper and Pencil Quiz</p> <ul style="list-style-type: none"> - To apply knowledge acquired in HYPY, penmanship, vocabulary, grammar and reading comprehension 	<p>Paper and Pencil Quiz</p> <ul style="list-style-type: none"> - To apply knowledge acquired in HYPY, vocabulary, grammar and reading comprehension

Mother Tongue Language

Term 1 to Term 4

Paper -and -Pencil Quiz

- ❖ When pupils have learnt some chapters of the textbooks, there will be a Paper and Pencil exercise given to pupils so that teachers, parents and pupils can gauge the pupils' learning.
- ❖ Generally, the content of the exercises are similar to the questions of the workbook /worksheets which the pupils have done or learnt previously.

Mother Tongue Language

Show & Tell (Term 3)

- ❖ For the first topic, teacher will teach and guide the pupils accordingly.
- ❖ For the second topic, pupils need to follow the checklist given and apply the skills which they have learnt previously. Parents are to assist and prepare the pupils at home.
- ❖ Pupils will be assessed (non -weighted) and the rubrics will be given to parents.

Mother Tongue Language

Tips on learning MT

- Read MT 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 MT magazine.
- Converse in MT language.



FAQs

Can my child celebrate his/her birthday in school?

- **Not every child** gets his/her birthday celebrated
- The school is **not a birthday venue**
 - > Canteen operating at maximum capacity
 - > Time constraints
- **Security concerns**
- **Food concerns**
 - > Sugar-highs
 - > Possible food allergies
 - > Abandoned 'healthy' food



FAQs

What about Goodie Bags?

Also discouraged, but FTs can distribute if left at office

- Students will be asked to bring goody bags home and ask parents for permission to consume due to food concerns
 - > Sugar-highs
 - > Possible food allergies
 - > Halal certification (Muslim pupils)



If you have any questions, kindly

post them in the link:

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

A BIG
thank
you
❤️



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