



WESTWOOD
PRIMARY SCHOOL

Parents' Engagement Session Primary 2

22 January 2022 (Saturday)

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flourishes and thrives*



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Agenda

1	Agenda
2	What's unique about Westwood: Positive Education
3	Personalised slides: Class teachers Class rules Class routines Class requirements Modes of communication
4	Homework guidelines
5	HA plans
6	MT information
7	Strategies for Parents' Cooperation
8	Q & A
9	Scan QR code for feedback

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What's unique about Westwood

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Focus
Areas for
POSITIVE
Education

THRIVE

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 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 thank everyone who has helped me.					
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 am contented with and grateful for what I have.					
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 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 am able to learn and adapt in every situation.	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.


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Positive Education@Westwood

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Weekly 'What Went Well' sessions
on Friday mornings



Read your
child's reflections
& get them to
share with you!

	What went well
Objective:	Cultivate gratefulness & habit of reflection
Activity:	Reflection in handbook

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Positive Education@Westwood

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Clean & Green @Westwood

Objective: To provide each class a sense of ownership and belonging, and nurture pupils' self-management skills and positive hygiene habits.

For the last 5 minutes of every day, teachers will guide pupils to tidy up their classrooms .

This will include:

- Tidying their individual desks
- Arranging their desk and chairs
- Placing recyclable papers in the recycle bin



Enlist your child's help in tidying up the house!

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Class Rules

- Hand up all homework/form(s) **punctually**
- **Should raise hand** before asking a question
- Use **quiet voice** when talking
- **Respect** and **love** one another
- **STOP, THINK, DO** before any actions
- **LISTEN, THINK, DO** when instructions are given

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Class Requirements

- **Five** sharp pencils and a box of colour pencils to be placed in the school bag
- **Bring one** water bottle fill with **ONLY plain water**
- **Ask permission** to go to the school's bookshop or dentist before recess

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Modes of communication

- Parent Gateway - Letters and notifications
- Pupil handbook
- Email (*Refer to letter given on 1st week of school*)
- Classdojo
- Phone call (School office: 6412 1690)
- Appointments for face-to-face meet-up sessions
 - If child is unwell, parents kindly email or call office to inform teacher in the morning.

Submit Medical Certificate or letter the next day

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Parent – Teacher Communication

Parents Gateway: A Quick Overview



- **one-stop mobile app** for parents and schools to better support their children's educational journey through **improved communications**
- allows schools to **send updates on programmes and activities**
- allows parents to **perform administrative functions** such as providing consent for their children to participate in school activities
- parents can use their SingPass accounts, SMS 2FA or OneKey Token to gain access
- parents with more than 1 child only need 1 account

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The screenshot shows the Google Play Store listing for the 'Parents Gateway' app. The app is developed by the Ministry of Education (Singapore) and is categorized under 'Education'. It has a rating of 4.5 stars from 88 users. The app icon is a red square with a white stylized 'pg' logo. A warning icon indicates that the user does not have any devices. Below the app name, there are three promotional cards: 1) 'Retrieve your child's information effortlessly' showing a smartphone screen with a family illustration and a 'Retrieve' button. 2) 'Give consent Anytime, Anywhere' showing a smartphone screen with event details and a 'Yes' button. 3) 'Keep track of items that require your attention' showing a smartphone screen with a 'To Do' list including 'Camping Trip', 'Early Dismissal this Thursday', and 'Swimming lessons for all Primary 3 students'.

Available on

- Google Playstore
- Apple App Store

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Parent – Teacher Communication

Class Dojo



- To **disseminate 'just-in-time' information**
 - Most of our information will still be given out through school letters/Parent Gateway to the pupils
- Communication only on school matters
- Replied on weekdays during school hours, within 3 working days
- **Points system:** The Class Dojo's individual points system is adopted only by selected teachers.



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Positive Routines

Daily Mindfulness practice in the classroom

Objective: Help pupils to focus, settle down and be in a calm state, ready for lessons

Be Present
Be Mindful

Be there . . .

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Positive Routines

1. Pupils will rest their heads on the table and 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.



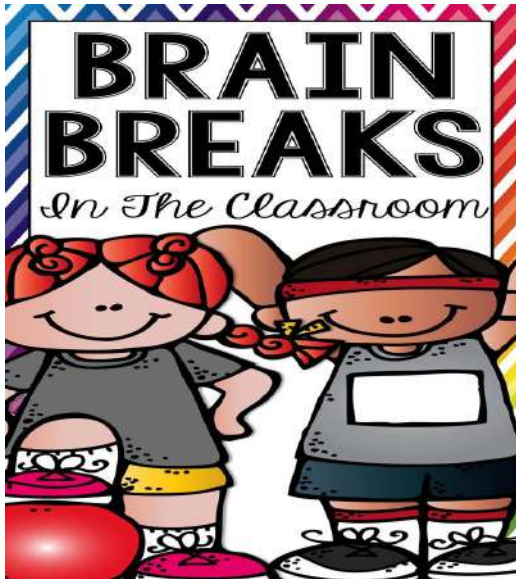
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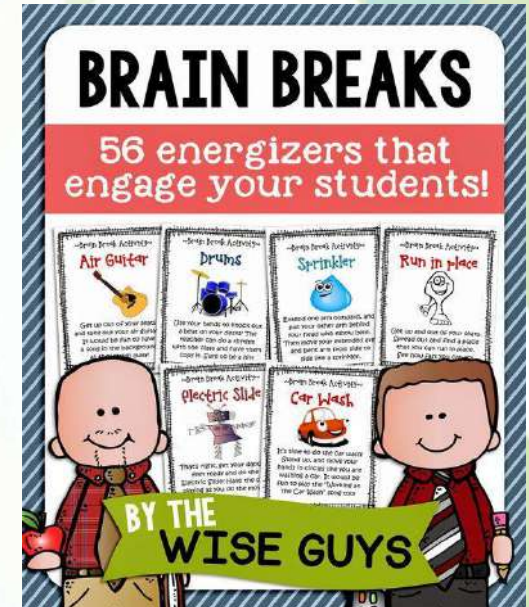
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Brain Breaks

Brain breaks are used when lessons are long, to get pupils' attention by using physical activities.



GAMES
DANCE
EXERCISES



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Homework Guidelines and Expectations

Teachers will assign homework that

- reinforces what was taught in class
- could be unfinished class work or corrections

Homework should take between 30 – 45 min to complete.

Teachers will get pupils to take note of Homework in the Pupil Handbook, and worksheets for will be placed in the Homework file.

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Homework Guidelines and Expectations

Parents can support your child by

- Checking the Pupil Handbook and Homework file for Homework assignments for the day
- Checking that your child has completed the homework for the day
- Ensuring your child places completed worksheets in the Homework file
- Supporting your child in preparing for weekly spelling quizzes
- Signing the Learning Sheets/Worksheets after each unit
- Signing and providing encouraging comments for the weekly Spelling tasks

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Ministry of Education
SINGAPORE

Programme for Active Learning



PAL Objectives

- Provides pupils broad exposure to the 4 PAL domains
- Nurtures pupils in the 3Cs and social-emotional competencies

PAL Learning Outcomes

- Nurturing the 3Cs:
Confidence, Curiosity and Cooperation Skills in pupils

5 PAL Learning Characteristics

1 Experiential in nature

2 Encompasses learning in a creative way

3 Provides opportunities for children to create

4 Incorporates values and social-emotional learning

5 Fun and enjoyable

5 Key Practices of the PAL Teacher

1 Models curiosity and expresses joy in learning

2 Uses varied and engaging pedagogies to facilitate creative and hands-on learning

3 Allows pupils' inquiry and interest to drive the direction of learning during lessons

4 Facilitates pupils' learning with open-ended questions that prompt sharing and reflection

5 Creates a learning environment that welcomes play, exploration and teamwork

PERFORMING ARTS



SPORTS AND GAMES



OUTDOOR EDUCATION



VISUAL ARTS





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Programme for **A**ctive **L**earning

Difference Between PE & PAL

PAL is meant to be fun!

- ✓ P1 & P2 only
- ✓ **P**lay **A**nd **L**earn
- ✓ No test or spelling!
- ✓ Focus on soft skills: 3Cs – **C**onfidence, **C**uriosity, **C**ooperative
- ✓ 4 modules: Outdoor Education, Sports & Games, Visual Arts & Performing Arts (drama)
- ✓ PE, on the other hand, teaches pupils skills and movement concepts





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Holistic Feedback @ Westwood Primary

Modes of Monitoring Progress

Formative

(Meant to provide feedback to pupils and parents. Not weighted)

- Quizzes
- Tasks with rubrics
- Classwork
- Informal observations
- Bite-sized tasks

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ENGLISH

P2 English Overview 2022

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STELLAR 2.0 EL Curriculum

The STELLAR 2.0 curriculum aims to:

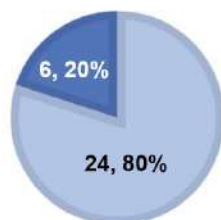
- Inculcate a love for reading
- Build a strong foundation in the English Language
- Develop values, skills and dispositions to listen actively to multiple perspectives

P2 Planned Curriculum Time

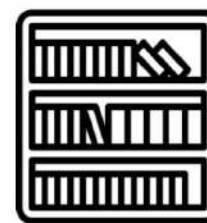
Planned Curriculum Time



14 units, 28 weeks



- STELLAR 2.0
- School-based



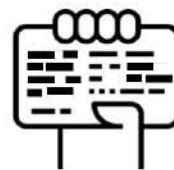
1 ER lesson/week



Big Books



Instructional
Materials

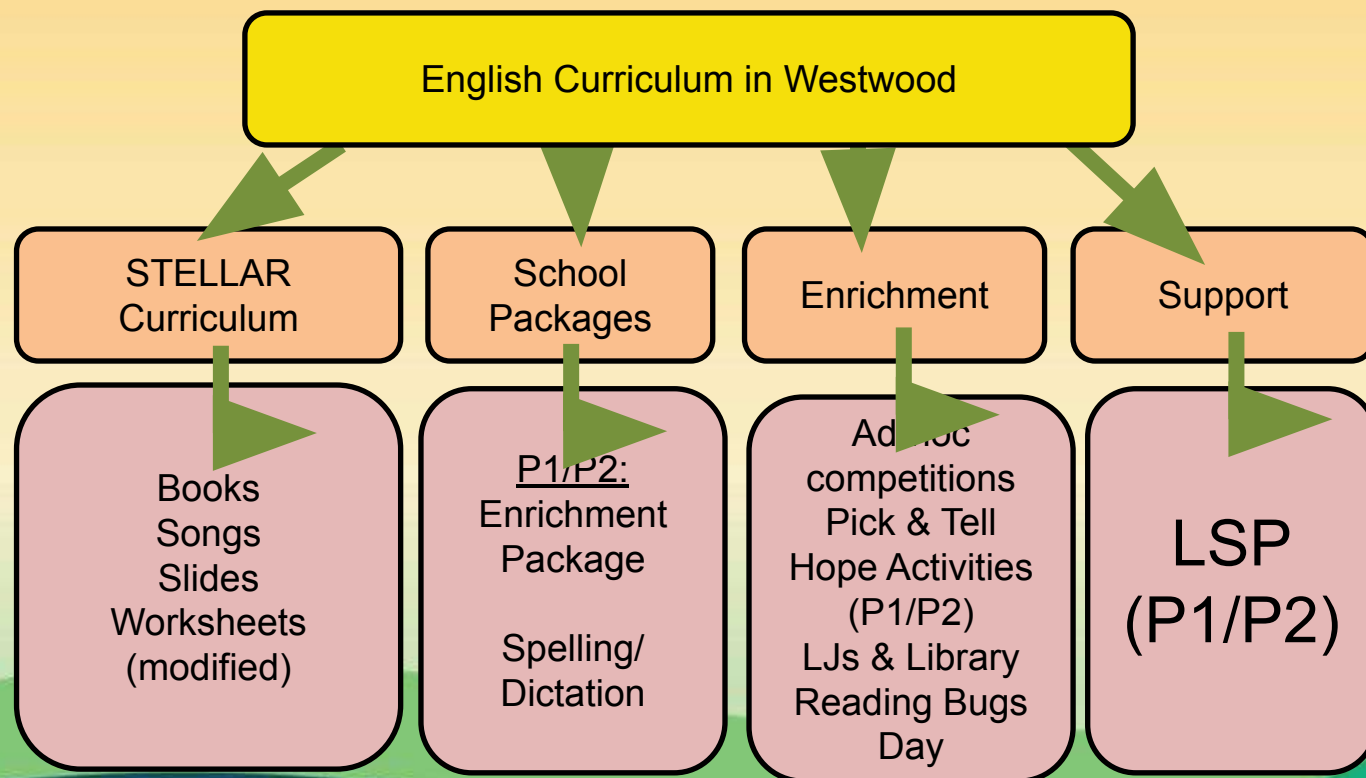


Word Cards



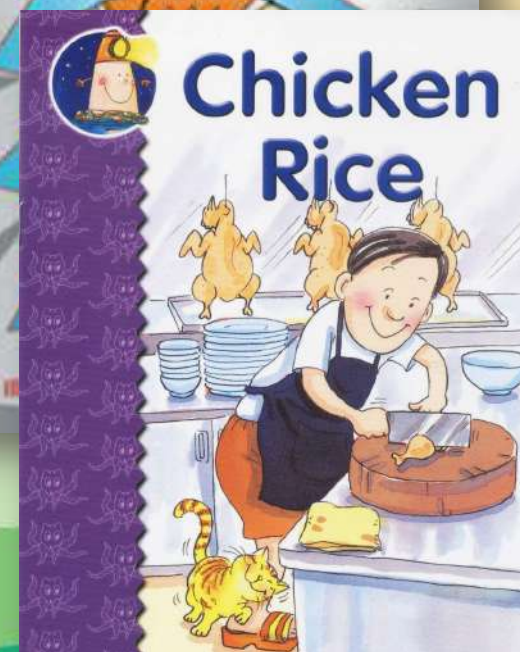
Literacy Stations
package

P2 English Curriculum in Westwood



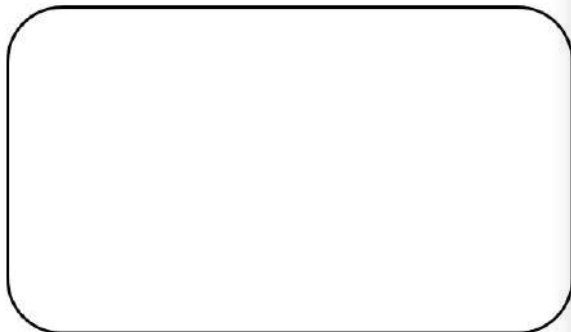
Big books used in the P2 curriculum

Term	Unit	Teaching Titles
1	1	Chicken Rice
	2	Bad Dreams
	3	Mr Gumpy's Outing
	4	A Day in the Kitchen with Grandma
2	5	A Butterfly is Born
	6	Life in a Shell
	7	The Grawl
	8	<i>Roti Prata</i>
3	9	Magnetic Max
	10	A Snake in the Garden
	11	The Feast
4	12	Willy and Hugh
	13	Postcards to David
	14	The Bicycle Race



P2 STELLAR LEARNING SHEETS

Unit 1: Chicken Rice



Draw your own cover page for the unit in the box provided.

Name: _____ ()


Class: _____

Parent's Signature: _____

Primary 2 Unit 1 Big Book Title: Chicken Rice

Contents for Unit 1

No	Components	Activities	Page(s)	Self-
1.	Reading/Listening	Let's Sing		
2.	Comprehension	Reading Comprehension		
3.	Grammar	Crasy		
4.	Grammar	Vocabulary		
5.	Grammar	Proper Nouns		
6.	Adjectives	Comparative, Superlative		
7.	Grammar	DFL word study		
8.	Grammar	DFL word study		
9.	Grammar	DFL word study		
10.	Positive Education	Reflection		
11.	Writing	Planning Template		
12.	Writing	My Favourite Food - Individual Writing		

Colour the  to show your understanding of the component.

Green: I can do it!	Red: I still do not
Yellow: I need help!	

Primary 2 Unit 1 Big Book Title: Chicken Rice

Name: _____ Vocabulary LS1.3

Class: _____ Date: _____

We Are Learning To (WALT):
1. use words and phrases related to food.

Put the words and phrases in the correct groups in the boxes below.

chicken	delicious	fish	fresh	mashed potatoes	lamb
prawn	rice	salad	supermarket	wet market	spicy

Types of meat

Taste

What to eat it with

meat

Places to buy

P2 SCHOOL-BASED PACKAGES

Westwood Primary School



Primary Two

Term 1 (2022)
English Spelling &
Dictation Lists

Name: _____ ()

Class: Primary 2 _____

Parent's Signature: _____

WESTWOOD PRIMARY SCHOOL
PRIMARY TWO 2022
ENGLISH LANGUAGE

TERM 1
S/DICTION (1)

Chicken Rice
(Term 1 Week 3)

Sentence

My best **friend** is **Muthu**. They
always play together during recess.

My father likes to eat **curry** chicken.

My mother always cooks **tasty** dishes
for us every day.

My brother likes to eat durian because it tastes
delicious.

My dog **scratched** the ground with its
paws to look for worms.

My brother's **favourite** food is chicken rice.

My father and I ate two plates of rice because the
chicken was **delicious**.

My brother **screamed** when he saw a lizard on the
table.

My mother's favourite **dish** is sweet and sour
fish.

Write the spelling words.



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Primary Two
English Language
Supplementary Worksheets
Term 1 (Part 1)

Name: _____ ()

Class: _____

Parent's Signature: _____

Name: _____ **Sentence Completion**

Class: _____ Date: _____

Writing : Sentence Structures

Use suitable phrases to fill in the blanks. You may use each phrase only once.

- A. sand, water and shells on the beach
- B. he refuses to sleep
- C. as she has a lot of work to complete

1. _____ because
he is afraid to be alone.

2. She has to stay up late _____

3. They like to play with _____

P2 English Learning Outcomes

Primary 2	
Semester 1	Semester 2
<p><u>Listening</u> Listen attentively and identify relevant information.</p>	<p><u>Listening</u> Listen attentively and identify relevant information.</p>
<p><u>Speaking</u> Speak clearly to express their thoughts, feelings and ideas.</p>	<p><u>Speaking</u> Build on others' ideas in the conversations or discussions respectfully.</p>
<p><u>Reading</u> Read multi-syllabic words accurately.</p>	<p><u>Reading</u> Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.</p>
<p>Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.</p>	<p>Understand Primary 2 texts (e.g. STELLAR texts) and are able to identify the big ideas in the texts and recall sequence of main events.</p>
<p><u>Writing</u> Apply basic spelling strategies using knowledge about phonic elements and spelling rules.</p>	<p><u>Writing</u> Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately.</p>

Qualitative Descriptors for Learning Outcomes

LO No.	Primary 2			
	Semester 1			
1	Listen attentively and identify relevant information.			
	Beginning	Developing	Competent	Accomplished
	Is unable to listen attentively and identify relevant information in listening exercises most of the time	Is somewhat able to listen attentively and identify relevant information in listening exercises sometimes	Is able to listen attentively and identify relevant information in listening exercises most of the time	Is able to listen attentively and identify relevant information in listening exercises all of the time
Evidence of Learning	Daily observations, listening exercises from Learning sheets & LC formative task (T1) - Sem 1			

Example

P2 Learning Support (LSP)

Learning Support Programme (LSP)

A specialised early intervention programme taught by qualified Learning Support Coordinators (LSCs)

Identified P1 pupils with weak oral and reading skills in English are taught in smaller groups

Taught basic oral language, reading and spelling skills to enable pupils to learn meaningfully in regular classes

LSP supports identified pupils for 1 to 2 years



Some English Activities to do with your child at home



Reading

g

1) **Read aloud** a book and ask your child to identify words beginning with the same sound, for example, 'cr' – *crane, crawl, cry, crab, crib, etc.*

2) Help your child learn more interesting words by thinking of **opposite words to replace known words**, for example, 'small' – *enormous*, 'hot' – *freezing etc.*

Some English Activities to do with your child at home

HIGH FREQUENCY WORDS					
a	cover	him	now	their	who
about	day	his	of	them	why
after	did	how	off	then	will
all	do	I	old	there	with
am	down	if	on	these	word
an	each	in	or	they	would
and	eat	into	other	this	you
are	find	is	out	time	your
as	for	it	part	to	
ask	from	like	play	up	
at	fun	long	ride	us	one
be	get	look	run	use	two
been	girl	made	said	want	three
big	give	make	saw	was	four
boy	go	many	see	way	five
but	good	may	she	we	six
by	had	me	so	went	seven
call	has	more	some	were	eight
can	have	my	tell	what	nine
car	he	new	than	when	ten
come	her	no	that	where	
could	here	not	the	which	

<http://www.starfall.com/>



High
Frequency
Words

Phoni
CS

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Some English Activities to do with your child at home



1) **Play charades.** Act out a word and get your child to guess. Take turns!



2) **Play Word Marathon games.** Give your child a random long word and get them to come up with as many words as possible!

Game

Some English Activities to do with your child at home

Westwood Primary School



Primary Two Term 1 (2021) English Spelling & Dictation Lists

Name: _____ ()

Class: Primary 2 _____

Parent's Signature: _____

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PRIMARY TWO 2021
ENGLISH LANGUAGE
TERM 1
SPELLING/DICTATION (2)

Name: _____ ()

Class: Primary 2 _____

Date of dictation: _____

**Our Favourite
Food**
(Term 1 Week 4)

Dictation

My favourite dish is fishball noodles. I buy fishball noodles at Siti's Delight from our school canteen. It costs one dollar. I have the noodles at least three times a week. I like this dish because the noodles are soft and delicious. The fishballs are fresh and chewy.

I have learnt my dictation.



I have checked the meanings of the words in the passage.



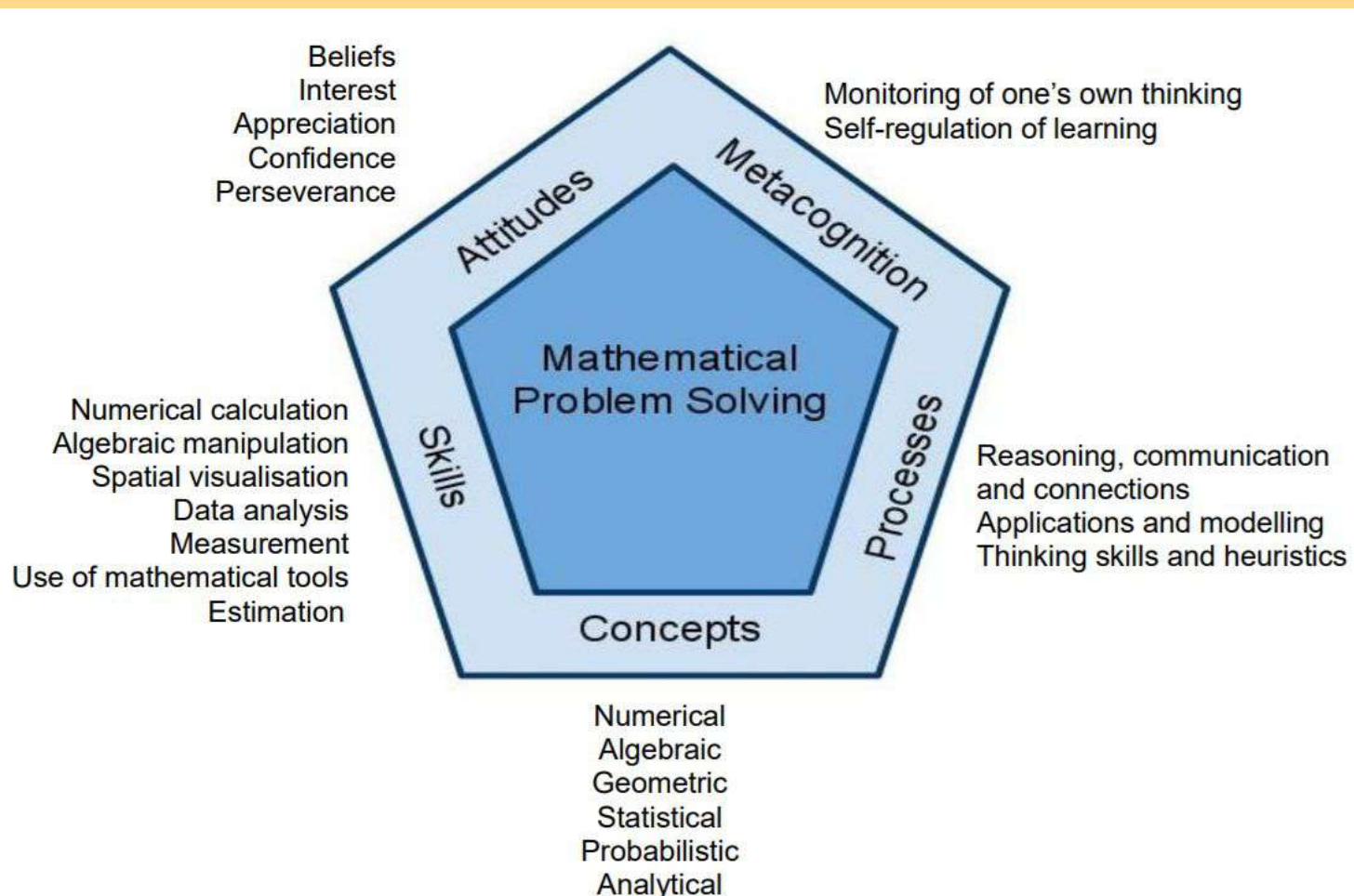
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P2 Mathematics 2022



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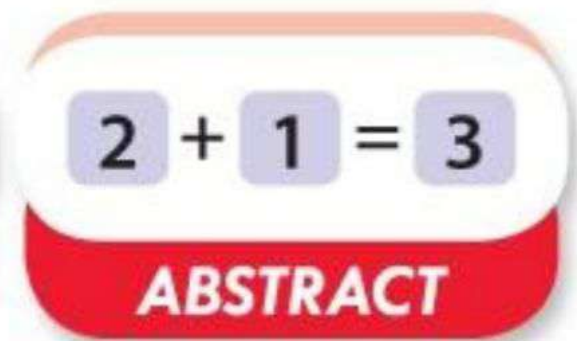
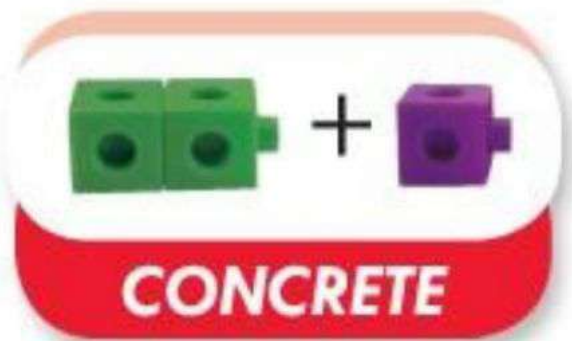
Singapore Mathematics Curriculum Framework





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P2 Mathematics



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



P2 Mathematics Syllabus

Term 1 Numbers to 1000
Addition & Subtraction Within 1000
Word Problems: Addition & Subtraction

Term 2 Multiplication & Division
Multiplication Tables (2, 5 and 10)
Length
Mass

Term 3 Time
Multiplication Tables (3 and 4)
Money
Fractions

Term 4 Volume
Picture Graphs
Shapes

P2 Mathematics

- **No Weighted Assessment**
- **Focus on Formative Assessment**



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Formative Assessment for Math

Assessing Students' Learning from Multiple Sources

- **Classroom Observations/ Classwork**
- **Diagnostic Tests**
- **Quizzes**
- **Performance Tasks**
- **Journal Writing**
- **Topical Review/ Homework**

P2 Mathematics

P2 Learning Outcomes (LOs)

LOs	Semester 1	LOs	Semester 2
LO 1	<i>Understand numbers up to thousand</i>	LO 1	<i>Tell time to the minute.</i>
LO 2	<i>Solve mathematical problems involving addition and subtraction</i>	LO 2	<i>Understand fractions</i>
LO 3	<i>Multiply and divide numbers within multiplication tables</i>	LO 3	<i>Read and interpret picture graphs with scales.</i>
LO 4	<i>Compare and order objects by length, mass, or volume</i>	LO 4	<i>Identify, name, describe and sort shapes and objects.</i>

P2 Mathematics

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

Compare and order objects by length, mass, or volume.			
Beginning	Developing	Competent	Accomplished
Pupil needs much guidance to measure the mass of an object.	Pupil is able to measure the mass of one of the objects correctly.	Pupil is able to measure the mass of two of the objects correctly.	Pupil is able to measure the mass of all three objects correctly.

Example



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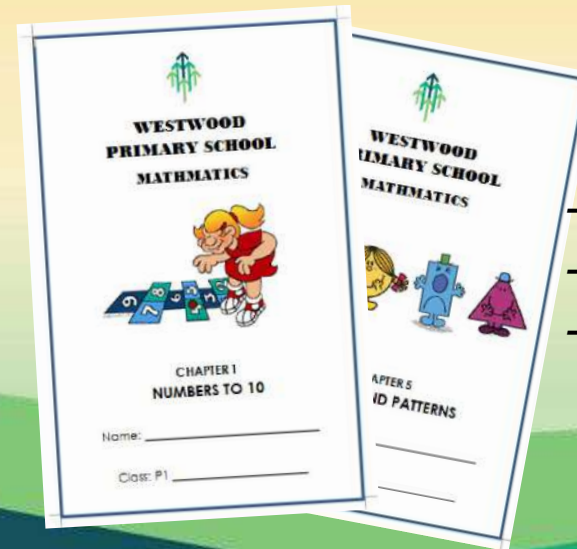
Learning Resources



Primary Mathematics
Textbook 2A & 2B
Practice Book 2A & 2B



Add-venture
Learning
Magazine



School-based
worksheets

- Learning Experience
- Parallel Questioning
- Extension Learning

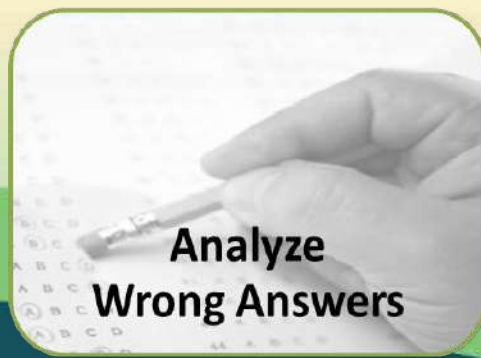
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Learning Math at Primary 2

Encourage a “growth mindset”



Mastery of Basic Math Facts
Multiplication Tables





How Parents Can Help Your Child in Math Learning

- Talk about math in a positive way. A **positive attitude** towards math is infectious.
- Connect math to everyday life**. Help your child understand how math influences them (i.e. shapes of objects, walking distance to school, telling time, using money to buy things).
- Encourage your child to **talk** about and show a math problem in a way that **makes sense** (i.e., draw a picture or use object like macaroni).
- Encourage perseverance**. Some problems take time to solve.
- Play math puzzles/ games** that add excitement such as Uno, Monopoly, Snakes & Ladders, Bingo, Lego, computer math games.



Websites for Parents & Child

- Login to SLS, click “MOE Library” to watch teaching videos & play interactive games <https://vle.learning.moe.edu.sg/>
- YouTube Type “Matholia Channel” Select the topic/video
- www.koobits.com (paid subscription)

Math Games

- <https://www.education.com/games/math>
- <https://www.splashlearn.com/math-games-for-2nd-graders>
- <https://www.mathgames.com>
- <https://www.mathsisfun.com>



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Learning Mother Tongue Languages at P2

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P2 MT's Weighting

	Term 1	Term 2	Term 3	Term 4
Termly Weighting	0%	0%	0%	0%

Acquisition of P2 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)**



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P2 MT

Term 1 to Term 4

Paper-and-Pencil Mini Exercises (non-weighted)

- 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.

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P2 MT

Term 3 (Book review, non-weighted)

- Respective MT teacher will teach and guide the pupils accordingly .
- Rubrics (non-weighted) will be given to parents.

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P2 MT

Subscription of MT magazines

- Respective MT teachers will advise pupils on the subscription of CL magazines and TL newspapers (student edition).

Filing of worksheets and notes

- Usually worksheets (including Paper and Pencil exercises) to be filed in the blue ring file.
- Extra notes to be filed in the thin blue file.
- Some exercises (as advised by the teachers) to be filed in the pupils' portfolio files.

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P2 MT

Tips on learning MT:

- Always revise what the teacher has taught in class.
- Always read 2 MT storybooks per week .
- Revise the notes given by teachers consistently.
- Read the passages and do the activities found in the respective MT magazine.
- Converse in MT language at home with family and in public places.

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Joy of Learning Booklet

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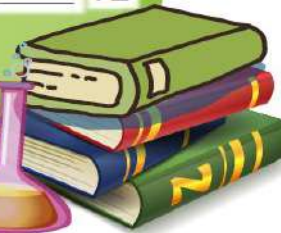


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Partnering Parents



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Strategies to Support Your Child

Ensure punctuality

- All pupils should report to their classrooms by **7.30am** sharp. Pupils to reach the school gate by 7.25am.
- Pupils will be considered late for school if he or she is not present at the classroom at 7.30am.

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Strategies to Support Your Child

Monitor attendance

- **Support your child in attending school regularly.**
- If your child has been absent from school, kindly email or call office to inform teacher in the morning.
- Ask your child to submit Medical Certificate or letter to the Form teacher when your child returns to school.
- Do also check with teachers on work that has been missed and ensure your child spends more time completing it

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Strategies to Support Your Child

- **Monitor your child's completion of homework and packing of schoolbag**
- **Get involved in school activities as a Parent Helper, where possible**
- Check updates on school website and school Facebook for school programmes

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Strategies to Support Your Child

- **Connect with your child and talk about both academic and non-academic topics**
- **Encourage your child**
- **Connect with your child's teachers 😊**

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Strategies to Support Your Child

- 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	Books of any language



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Primary 1- 3

Q: *Can my child go home on his/her own?*

FAQs School Policies

A: 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.

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FAQs

School Policies

Q: *Can my child celebrate his/her birthday in school?*

No more school-based birthday celebrations...



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WHY NOT?



- **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



WHAT ABOUT GOODIE BAGS etc?

- 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)



Positively
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<https://go.gov.sg/feedbackpes2022>

Please scan the above QR code for the Feedback Form.

Thank you and have a great weekend!

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