



WESTWOOD
PRIMARY SCHOOL

Parents' Engagement Session Primary 3

22 Jan 2022 (Saturday)

*inspiring a future-ready, anchor-steady community that
flourishes and thrives*



WESTWOOD
PRIMARY SCHOOL

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

*inspiring a **future-ready, anchor-steady** community that
flourishes and thrives*



What's unique about Westwood

WESTWOOD
PRIMARY SCHOOL



WESTWOOD
PRIMARY SCHOOL

NEW

Thriving Together



A Parent-Child Toolkit on Positive Education

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	
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 am contented with and grateful for what I have.	<p>Pupil Attributes</p>	<p>Pupil Outcomes</p>	<p>Pupil Attributes</p>	<p>Pupil Attributes</p>	<p>Pupil Attributes</p>	<p>Pupil Attributes</p>
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 use my talents and skills to benefit others.	I encourage my friends to express their gratitude.	I am thankful even when I face challenges.						
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 lead and serve with my heart.							

★ 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


ture-ready, anchor-steady community that flourishes and thrives



Positive Education@Westwood

WESTWOOD
PRIMARY SCHOOL

Weekly 'What Went Well'/Circle Time
sessions on **Friday mornings**



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

	What went well	Circle Time
Objective:	Cultivate gratefulness & habit of reflection	Cultivate class bonding & culture of care
Activity:	Reflection in handbook	Class games & sharing

*inspiring a **future-ready, anchor-steady** community that **flourishes and thrives***



Positive Education@Westwood

WESTWOOD
PRIMARY SCHOOL


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!

*inspiring a **future-ready, anchor-steady** community that **flourishes and thrives***



WESTWOOD
PRIMARY SCHOOL

Self-Management

*inspiring a future-ready, anchor-steady community that
flourishes and thrives*



WESTWOOD
PRIMARY SCHOOL

Self-Management: Remind yourself of the 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

*inspiring a future-ready, anchor-steady community that
flourishes and thrives*



WESTWOOD
PRIMARY SCHOOL



What you can do as a member of the class?

- Traffic Light, STOP-THINK-GO!!!
[Our Class Reflection Corner]
Before you make a decision, please STOP and THINK, before acting.
- Be intellectually stimulated at the Fun and Literacy Corner
- Always thank your teachers, parents/guardians and friends around you. Have a Heart of gratitude.
- Always Celebrate Success as a team!
- Wishing our friends on their Birthday



ture-ready, anchor-steady community that flourishes and thrives



WESTWOOD
PRIMARY SCHOOL

Self-Management: Positive Routines

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

1. You will rest their heads on the table and close their eyes.
2. Listen to the chime and raise your hands.
3. Your teacher will sound the chime 3 times with intervals.
4. Get ready for lesson.
Hurray!



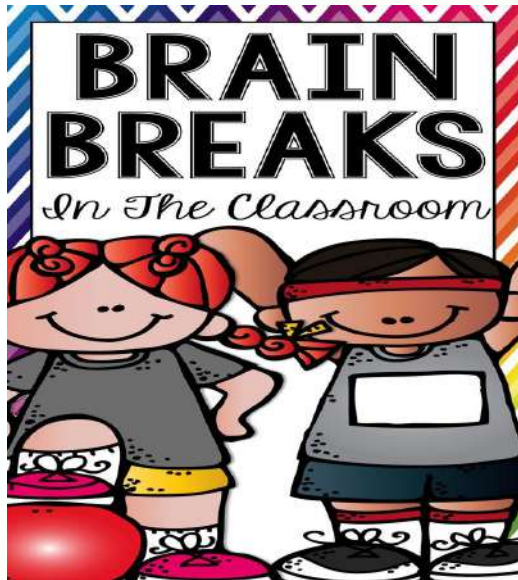
*inspiring a future-ready, anchor-steady community that
flourishes and thrives*



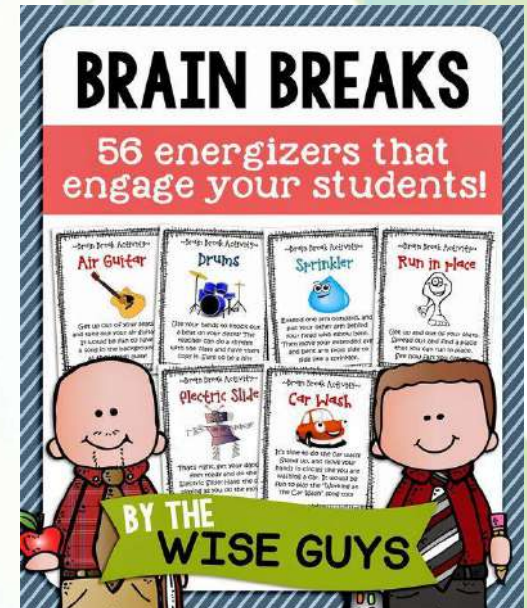
WESTWOOD
PRIMARY SCHOOL

Self-Management: Brain Breaks

When lessons are long, not to worry! Your teachers will provide fun brain breaks to energize you!



GAMES DANCE EXERCISES



*inspiring a future-ready, anchor-steady community that
flourishes and thrives*



WESTWOOD
PRIMARY SCHOOL

Building Quality Relationships

*inspiring a future-ready, anchor-steady community that
flourishes and thrives*



WESTWOOD
PRIMARY SCHOOL

Building Quality Relationships: What Went Well & Circle Time

Objectives of Circle Time:

1. Allow for a safe, trusting and non-blaming environment for you to share their thoughts and explore other ideas.
2. Opportunity for you and your teachers to communicate with each other about issues which promote self-esteem and positive behavior, so as to raise your self-confidence and building positive relationships
3. It allows you to explore and address issues which concern you.
4. It is part of an overall whole school strategy for behaviour management.

*inspiring a future-ready, anchor-steady community that
flourishes and thrives*



WESTWOOD
PRIMARY SCHOOL

Building Quality Relationships: What Went Well & Circle Time

Expectations of Circle Time:

1. Enjoy yourselves!
2. A safe space for sharing!
3. Practise active listening (listen respectfully)
4. Everyone has the right to pass (we will come back to the person later)
5. You may disagree with a statement but no one should be put down
6. No statement or answer is wrong
7. You can only talk about your own issues, not someone else's.

*inspiring a future-ready, anchor-steady community that
flourishes and thrives*



WESTWOOD
PRIMARY SCHOOL

Building Quality Relationships: Peer Supporters

Role of Peer Supporters:

1. Resolve conflicts between peers
2. Build positive peer relations through appreciation, affirmation and encouragement
3. Manage peers' emotions
4. Handle peers' concerns and problems



*ready, anchor-steady community
flourishes and thrives*

Building Quality Relationships: HOUSE SYSTEM

Purpose

Provide an additional platform for you to experience team-building and a healthy sense of camaraderie and competition

How

Pupils will be groups into one of the 4 Houses:

- ❑ **Red House** (Resilience Rhinos)
- ❑ **Orange House** (Future-Ready Foxes)
- ❑ **Green House** (Grateful Giraffes)
- ❑ **Blue House** (Care Cats)

There will be Inter-House games and activities later in the year!



WESTWOOD
PRIMARY SCHOOL

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 45 – 60 min to complete. However, on Mondays and Wednesdays, less homework will be assigned as there is English Spelling on Tuesdays and Mother Tongue Spelling on Thursdays.

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

*inspiring a **future-ready, anchor-steady** community that
flourishes and thrives*



WESTWOOD
PRIMARY SCHOOL

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 (English on Tuesday and Mother Tongue on Thursdays)
- Signing the Learning Sheets/Worksheets after each unit
- Signing and providing encouraging comments for the weekly Spelling tasks

*inspiring a future-ready, anchor-steady community that
flourishes and thrives*



WESTWOOD
PRIMARY SCHOOL

Student Management Matters

*inspiring a future-ready, anchor-steady community that
flourishes and thrives*



WESTWOOD
PRIMARY SCHOOL

Attire & Appearance

Placement of Name Tags



Boy with neat and short hair.



Girl with long hair to be plaited and tied up neatly.

Name tags should be sewn above the school crest.

Do obtain a Name Tag order form from the General Office if your child has misplaced his/her name tag.



Maintaining Good Behaviour

WESTWOOD
PRIMARY SCHOOL



Thinking & Acting Mindfully

SHINE

One Conversation
Rule

Quiet Signal

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

*inspiring a future-ready, anchor-steady community that
flourishes and thrives*



Class Requirements

WESTWOOD
PRIMARY SCHOOL

- **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

*inspiring a future-ready, anchor-steady community that
flourishes and thrives*



Modes of communication

WESTWOOD
PRIMARY SCHOOL

- Pupil's handbook
- Email
- Letters and notifications
 - If child is unwell, parents kindly email or call office to inform teacher in the morning.
- Submit Medical Certificate or letter the next day

*inspiring a future-ready, anchor-steady community that
flourishes and thrives*



WESTWOOD
PRIMARY SCHOOL

Homework Policy

The recommended homework load is as follows:

	Mondays – Thursdays	Fridays (Weekends)	Exceptions	Festive Holidays	Long Vacations
P ₁	P1(30 – 45 min)	45 – 60 min	Homework should take at most 15 – 30min on days with whole-level after school programmes (e.g. Project Work)	No homework	To be coordinated amongst depts
P ₂	P2(30 – 45 min)	45 – 60 min			
P ₃	P3(45 – 60 min)	60 – 90 min			
P ₄	P4(45 – 60 min)	60 – 90 min			

- For E learning, to allow at least 3 days or a week to complete the task assigned.
- Absentees will be given permission to hand in the completed assignment the next day.

P3 Project Work

Project Theme: Caring For A Pet

Time Frame: Term 2 Week 1 to Week 8

Project Focus:

- Pupils to explore the different aspects of responsible care of pets. They will find out more about the needs and care of their chosen pet through research.
- Pupils will make use of what they have learnt in Science (Diversity of Animals), English (Informative text) and ICT Baseline lessons (Presentation tools).



P3 English Overview 2022

*inspiring a future-ready, anchor-steady community that
flourishes and thrives*

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

STELLAR 2.0 EL Curriculum

Strategies in **STELLAR**^{2.0} from P1 to P4

	Lower Primary	P3	P4	
Reading & Viewing	Shared Book Approach (SBA) up to P3A			Think- Aloud*
		<ul style="list-style-type: none"> Explicit instruction of Reading Comprehension* <ul style="list-style-type: none"> Annotation* Supported Reading KWL 		
	Reading for Pleasure (through Extensive Reading)			
Writing & Representing	<ul style="list-style-type: none"> Modified Language Experience Approach (MLEA) Guided Writing* 	Writing Process Cycle (expanding repertoire of writer's craft, strengthening awareness of PACC)		
Oracy	<ul style="list-style-type: none"> Weaved in areas of language learning <ul style="list-style-type: none"> Explicit Instruction 			
Vocabulary	<ul style="list-style-type: none"> Taught in context 			
Grammar	Explicit instruction through Noticing and Modified PPP (Presentation – Practice – Production)*			

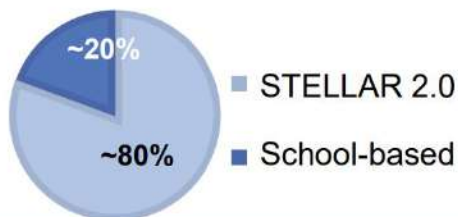
*strategies emphasized in STELLAR 2.0

STELLAR 2.0 EL Curriculum

P3 STELLAR^{2.0} Planned Curriculum Time



9 units, 27 weeks



Approx. 29 periods/unit



1 ER lesson/wk



Instructional
Materials



Anchor
Charts



P3 Big Books
Small Books

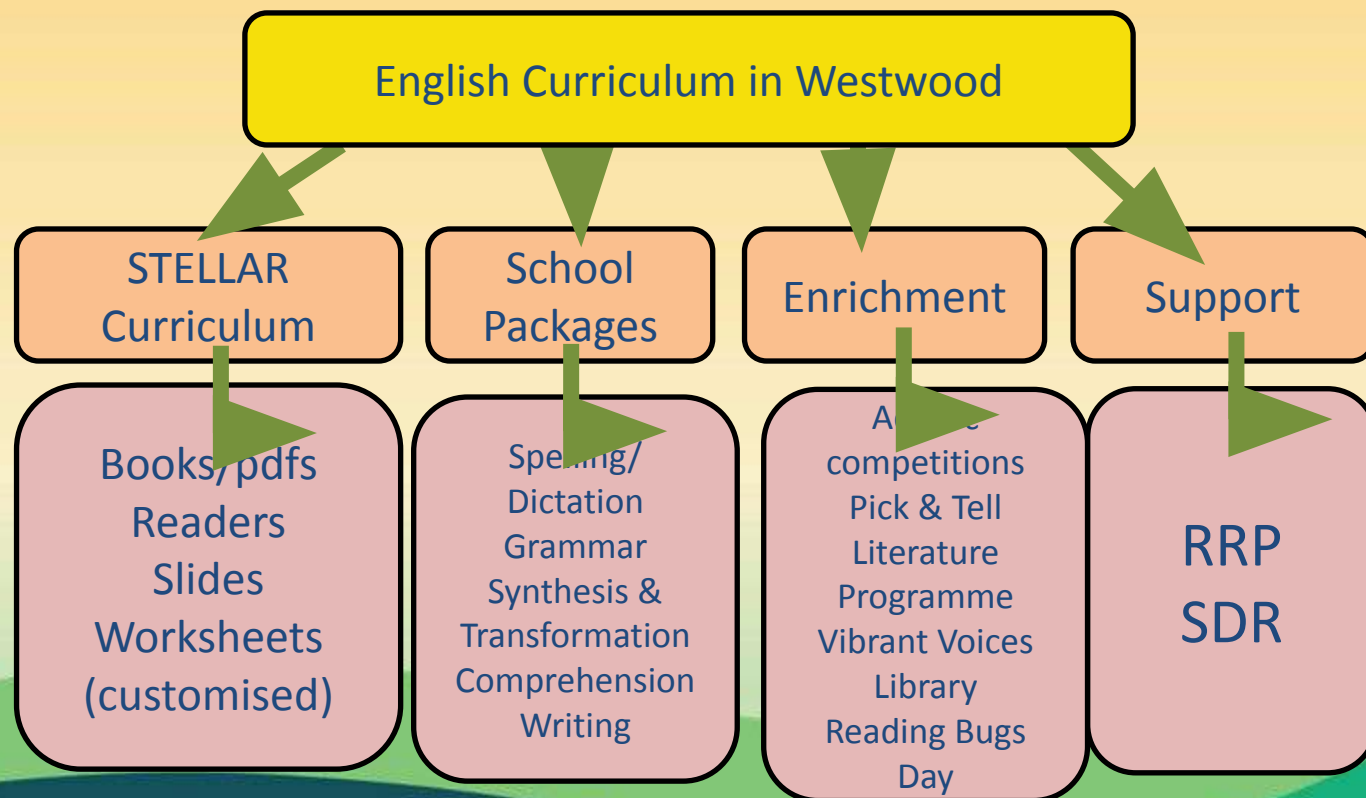


P3 STELLAR
Readers



ER
Starter Kit


P3 English Curriculum in Westwood



Examples of texts used in the P3 curriculum

P3 STELLAR[®] 2.0 Titles



Term	Titles	Provision of Texts	Text Purpose
1	Fearless Phil	Big books and small books	Texts that entertain
	The Gruffalo		
	Camille and the Sunflower		
2	Predators and Prey	<ul style="list-style-type: none"> PDF for instructional support only Readers for students to purchase 	Texts that describe and inform
	The Stars of Chek Jawa		
3	Unusual Plants		Texts that entertain
	There's a Boy Under the Bed		
4	Prince Zak and the Wise Frog		
	Spilt Milk		
	<i>The Hidden Treasure*</i>	Big books and small books	
	<i>What's Inside the Red Box?*</i>	PDF for teachers and small books	

*These titles are offered for shared/ extensive reading.

Official/Closed/Non-Sensitive

P3 STELLAR LEARNING SHEETS

WESTWOOD PRIMARY



Primary 3

English

Unit 1: Fearless Phil

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

Name: _____

Class: Primary 3 _____

Parent's Signature: _____

Unit 1 Contents

No	Components	Activities	Remarks
1.	Speaking	Let's Sing	
2.	Vocabulary	Similes	
3.	Grammar	Past Continuous Tense	
4.	Reading Comprehension	Annotation	
5.	Grammar	Sentence Expansion using the word 'to'	
6.	Writing	Developing a solution to a problem in a story	
7.	Extensive Reading	Responding to text Acrostic Poem	
8.	Enrichment	Word Order Punctuation Visual Text Comprehension	

PARENTS' REMARKS:

Name: _____

[Vocabulary 1 LS1.1](#)

Class: _____

Date: _____

We Are Learning To (WALT):

1. use similes to compare two different things.

(A) Fill in each blank with the correct simile from the boxes below.

big like the rocks in a river	like a proud peacock
as cunning as a fox	like a slippery eel
as fast as light	tall like a giraffe
as hungry as a bear	wise like an owl

- Amy towers over all her peers. She is _____.
- Bobby rummaged through the kitchen cabinets looking for food. He was _____.
- Chad ran _____ and won the race.
- The goalkeeper could not catch the ball as it was wet and felt _____.
- Whenever I have a problem, I ask my sister for advice as she is _____.
- Mary was _____. She tricked the robbers into thinking that the police were in her house, so they left.
- Leon boasted about his fantastic results _____.
- The parcels that were _____ could not fit into the mailbox.

P3 SCHOOL-BASED PACKAGES

Westwood Primary School



Primary Three Term 1 (2022) English Spelling Lists

Name: _____ ()

Class: Primary 3 _____

Parent's Signature: _____

Spelling & Dictation

WESTWOOD PRIMARY SCHOOL
ENGLISH DEPARTMENT
P3 GRAMMAR BOOKLET (TERM 3)

NAME: _____ CLASS: P3 _____

NOUNS (1)

- Add _____ sugar to the coffee.
(1) some (2) few (3) many (4) any ()
- If you have _____ information about our lost puppy, please call us.
(1) much (2) any (3) a little (4) few ()
- Use _____ slices of cheese to make the sandwiches.
(1) a few (2) a little (3) much (4) any ()
- Does he have _____ pencils to lend me?
(1) a little (2) many (3) any (4) much ()
- We took _____ coins from our piggy bank.
(1) many (2) little (3) any (4) much ()
- Do not put too _____ syrup on the pancakes.
(1) a few (2) much (3) some (4) a little ()
- We saw _____ interesting plants at the garden.
(1) any (2) much (3) some (4) a little ()

**Grammar
Booklets**

Westwood Primary School
P3 English
Synthesis and Transformation (Term 3)

Name: _____ Class: P3 _____

Date: _____

'UNTIL'
For each of the questions, rewrite the given sentence(s) using the word provided. Your answer must be in one sentence. The meaning of your sentence must be the same as the meaning of the given sentence(s).

Example:
I read the novel. I stopped when I felt tired.
Jack and Jill are at the shopping mall.

- The wedding will not start. It will start when all the guests are here.
_____ until

- Jason ate the cookies. He stopped when he was full.
_____ until

- Mr Lim will not be paid. He will be paid at the end of the month.
_____ until

- The boys did not stop fighting. They stopped when the teacher pulled them apart.
_____ until

**Synthesis &
Transformation**

P3 SCHOOL-BASED PACKAGES

Westwood Primary School
P3 English
Comprehension Booklet (Term 3)

Name: _____ Class: P3 _____
Date: _____

Comprehension Passage 1

Read the passage below and answer the questions carefully.

"Ring!" It was recess time. All the pupils zoomed out of the classrooms and headed towards the canteen.

Jen was also one of them. She was walking along the corridor when she heard noises coming from the washroom area. She got curious and decided to find out what was happening. Around the corner, she saw Mike and Adj talking in hushed voices.

Mike kept shaking his head while Adj was talking to him in a low and threatening tone. Jen could not make out what Adj was saying. Jen was surprised when Adj reached into Mike's bag and took out a wallet. Adj then stuffed the wallet into his shirt pocket and hurried off.

Jen hurried over to Mike who was shivering and crying. "Why did you let Adj take your wallet? He's such a bully! I'm going to report him to the Principall" exclaimed Jen. Mike begged Jen to keep the matter a secret but she would not hear of it. She rushed to Miss Woon, their Principal, and reported all that she knew to her.

Miss Woon then called Adj to her room and demanded for an explanation. Adj did not say a word. It was then that Mike rushed in and related the entire incident to Miss Woon. Mike had taken Chandra's wallet from his school bag and Adj saw the act. Adj was getting the wallet back for their classmate, and intended to return it quietly so that Chandra would not notice the missing wallet. Mike explained that Adj was trying to help him. Mike then hung his head in shame while Miss Woon reprimanded him for his wrongdoing.

Jen smiled foolishly and apologised to Adj for jumping into conclusion, thinking that he was a bully. Adj returned her smile.

Comprehension Booklets

WESTWOOD PRIMARY SCHOOL
PRIMARY THREE ENGLISH LANGUAGE
TERM 3
WRITING TASK 1

Name: _____ () Parent's Signature _____
Class: Primary 3
Date: _____

Write a composition of at least 100 words about receiving _____

The pictures are provided to help you think about this topic. Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- What was the good news?
- What happened?
- What did the main character do?
- How did the characters feel?
- What happened in the end?

You may use the points in any order and include other relevant points as well.

Helping words/phrases:

- gift
- pleasant surprise
- trophy
- competition
- report book
- good results
- hard work paid off
- elated

Understanding the question:

- 1) Can you highlight/circle the title?
- 2) Look at the pictures. Circle a picture that you like.
- 3) Read the guiding questions. Can you think of other questions?
- 4) Read the helping words. Can you think about what you can now do?


Writing Packages

BRAINSTORMING SESSION

Different kinds of good news

Why it is good news

Feelings



Receiving good news

Hard work behind good news

Values behind receiving the good news

Motivation after receiving good news

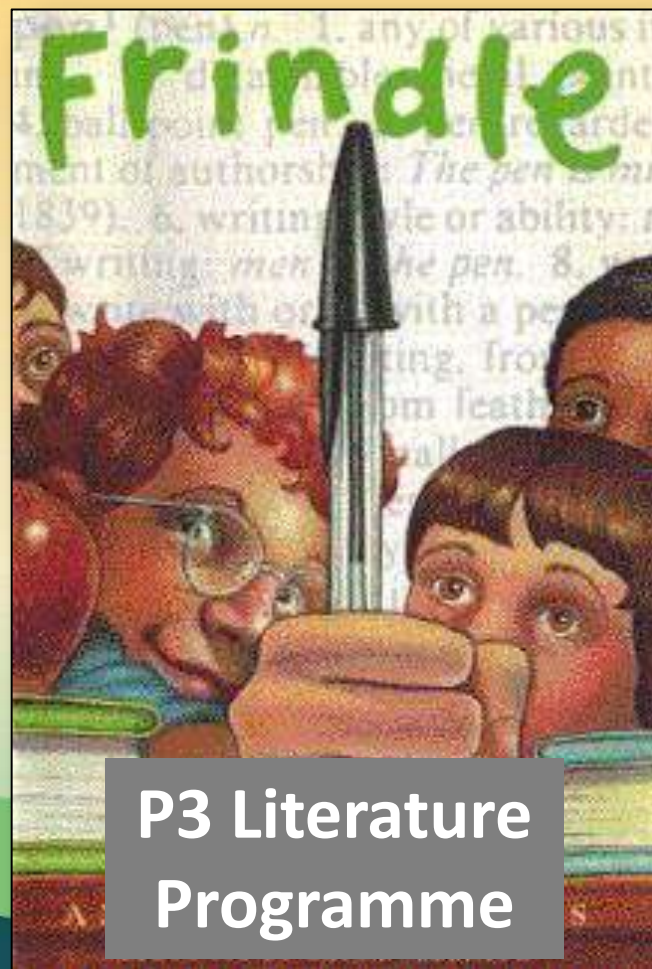
P3 ENRICHMENT IN CLASS

P3 English
Pick and Tell Prompts

Instructions for teachers:

- 1) Print out this list.
- 2) For impromptu speaking, you can cut out the prompts and paste them on ice-cream sticks. Each week, two pupils can speak on the prompt they have picked in class.
- 3) Alternatively, you may wish to cut out the prompts and pass them to 2 pupils a week in advance so that they can prepare on the topic.
- 4) Pupils are given up to 3 minutes to talk about the topic. Each pupil is supposed to speak at least once in the year. You may wish to provide a microphone so that the entire class can hear them.

1	Eg. My favourite time/day of the week	21	What do you like to play at recess?
2	If you could be any animal, what animal would you be?	22	How did you celebrate your birthday last year?
3	What is your favorite food?	23	What do you do during recess?
4	What school subject do you like the most?	24	Where is your favorite place to go?
5	Tell me about your favorite movie or TV show.	25	What is your favorite holiday?
6	What do you do when you get home from school?	26	What present do you want for your next birthday?
7	What was something fun you did this week?	27	What is your favorite color and why?
8	What is the best gift that you ever received? What made it special?	28	How many siblings do you have? Can you tell me more about them?
9	Have you ever lost something you really liked? What did you do?	29	What is your favourite food and why?
10			
11	Pick & Tell Sessions		
12	If you could make three wishes, what would they be?	32	What is your idea of a perfect playground?
13	If you could only keep one toy which one would you keep? Why?	33	What's your favourite drink?
14	What would you like to learn to do?	34	What do you usually do during the weekends?
15	What do you do if you see someone get bullied?	35	How do you get to school?
16	What are your hobbies?	36	Who is your favourite family member? Tell me more about that person.



P3 Literature Programme



P3 Assessment Plan 2022

W
PR

	Term 1	Term 2	Term 3	Term 4
Listening & Viewing [14%]		Formative Assessment T2W5-T2W6 Listening Comprehension		Summative Assessment T4W5, 11 Oct 2022, Tues Listening Comprehension (14%) (14m)
Oral (16%)	Formative Assessment T1W3-T1W10 Reading Testing on expressiveness, fluency & accuracy			Summative Assessment (16%) T4W3, 26-27 Sept 2022, Mon-Tues Reading (6m) Testing on expressiveness, fluency & accuracy Stimulus-based conversation (10m) Responses, expression & engagement
Writing & Representing [20%]			Summative Assessment T3W6, 1-3 Aug, Mon -Wed Narrative Writing (15%) (20m) Guided 3-picture narrative writing	Summative Assessment T4W5, 11 Oct 2022, Tues Narrative Writing (5%) (20m) Guided 3-picture narrative writing
Language Use [50%]	Formative Assessment T1W8 Paper & Pencil Test (0%) <ul style="list-style-type: none"> Editing for spelling & grammar (10m) Comprehension Cloze (10m) Synthesis & Transformation (5m) Comprehension OE (10m) 	Summative Assessment T2W6, 27-29 Apr, Wed-Fri Paper & Pencil Test (15%) (30m) Grammar MCQ (10m) Vocabulary MCQ (8m) Synthesis & Transformation (4m) Comprehension OE (8m)		Summative Assessment T4W7, 26 Oct 2022, Wed Paper & Pencil Test (35%) (50m) <ul style="list-style-type: none"> Grammar MCQ (10m) Vocabulary MCQ (6m) Grammar Cloze (8m) Vocabulary Cloze (4m) Synthesis & Transformation (4m) Comprehension (Variety) (8m) Comprehension OE (10m)
Total (100%)	0%	15% (30m)	15% (20m)	70% (100m)

P3 School-based Dyslexic Remediation (SDR)

- Two-year intervention programme for pupils officially diagnosed with dyslexia
- SDR is an after-school programme conducted in class sizes of four to six, four times a week, by specially trained teachers

P3 Reading Remediation Programme (RRP)

- Two-year programme for pupils who need reading support
- Students are exposed to a range of coping strategies for reading comprehension which will enable them to better manage their learning in the regular classroom

Some English Activities to do with your child at home



Reading

1) **Read** a book together with your child. Ask them questions. Get them to retell the story in their own words.

2) Get your child to read independently and ask him/her to give a twist to the ending.

Some English Activities to do with your child at home



<https://monkeypen.com>

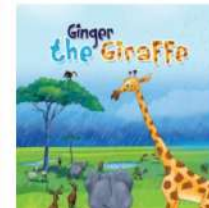


001: HIDE AND SEEK

Categories: Age 2-5, Age 6-9

Was it just another game of hide and seek? No. It was not. First she fell into a deep, dark hole in the ground and then they found a treasure. Did it end there? No! It did not. Read more about this thrilling adventure of Sally and friends in this free illustrated kids' book. The fun never ends when Sally's around!

[Download Free Book](#)



002: GINGER THE GIRAFFE

Categories: Age 2-5, Age 6-9

Read this warm tale of camaraderie and affection set in the wild and beautiful Savannah in our free illustrated kid's book. Ginger the giraffe uses her long neck to save the other animals from the blazing forest fire. Follow them in their jungle paths as they all meet with yet another adventure.

[Download Free Book](#)

Watch the news together
and have a discussion

Online websites

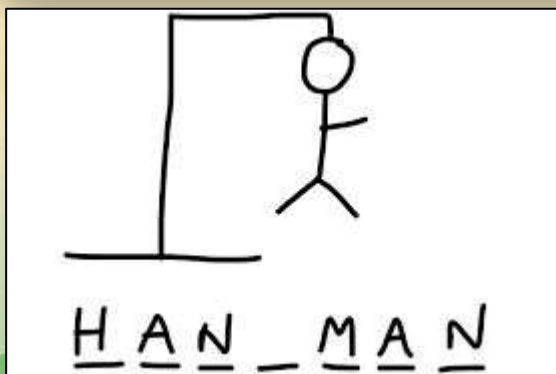
Inspiring a future-ready, anchor-steady community that flourishes and thrives

Some English Activities to do with your child at home



1) **Play scrabble.** Challenge the entire family!

2) **Play Hangman**



Games

Some English Activities to do with your child at home

Westwood Primary School



Primary Three Term 1 (2022) English Spelling Lists

Name: _____ ()

Class: Primary 3 _____

Parent's Signature: _____

WESTWOOD PRIMARY SCHOOL
PRIMARY THREE 2018
ENGLISH LANGUAGE
TERM 3
SPELLING/DICTATION (1)

Name: _____ ()

Class: Primary 3 _____

Parent's Signature: _____

- 1) Coney will be facing a primary six male _____ the Big Spell _____.
- 2) The immigration officer stopped the suspicious-looking man carrying a bag with a _____ in it.
- 3) They are _____ to take part in the _____ we _____ to express their creative writing skills.
- 4) _____ John nor his sister knows the way to _____.
- 5) They made a _____ from the falling _____ of the _____ other.
- 6) She _____ the teacher for her help to solve the _____ puzzle.
- 7) The recent Father's Day was _____ me _____ seen his father for a long time.

WESTWOOD PRIMARY SCHOOL
PRIMARY THREE 2020
ENGLISH LANGUAGE
TERM 3
SPELLING/DICTATION (2)

Name: _____ ()

Class: Primary 3 _____

STORY HOOK 1
(Term 3 Week 6)

Dictation

A Brand New Day

The sky was an expanse of azure blue, dotted with magnolia white clouds. I inhaled the crisp, fresh air deeply. Sunlight streamed into the room and I smiled. My heavy eyelids lifted as I heard the chirping of the birds singing merrily. Forcing myself out of bed, I stretched my limbs and yawned. I got out of bed wearily, dragging my feet to the bathroom.

I have learnt my dictation.

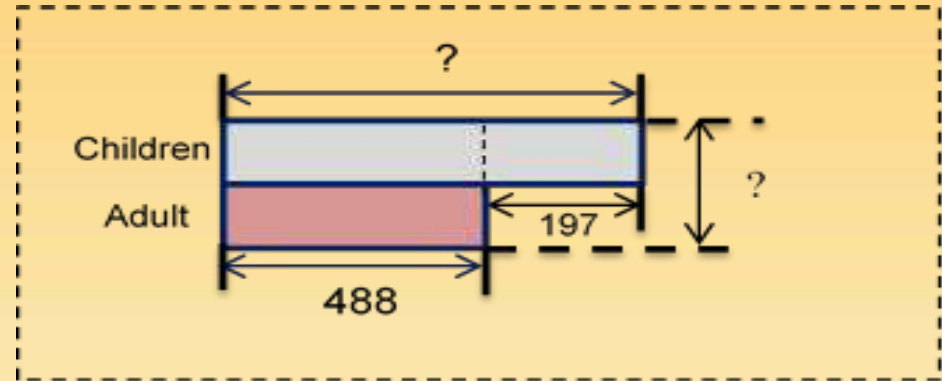
I have checked the meanings of the words in the passage.



WESTWOOD
PRIMARY SCHOOL

Learning Mathematics at Primary 3

Model Drawing



****Mastery of Multiplication Tables**





P3 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



P3 Math Assessment Plan

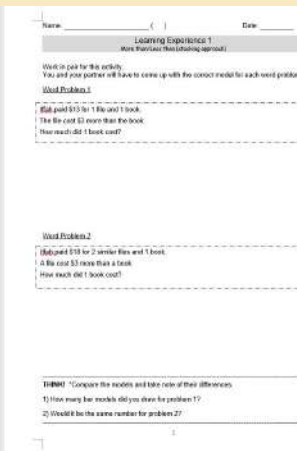
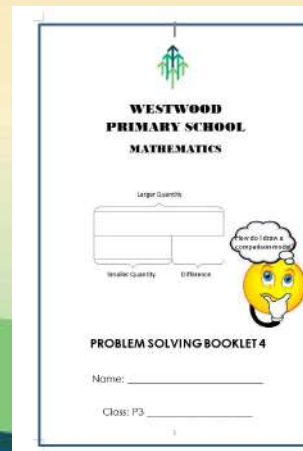
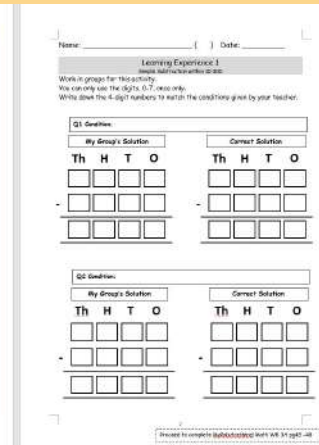
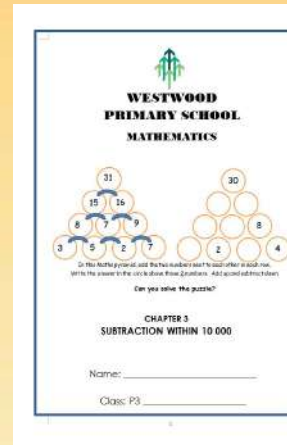
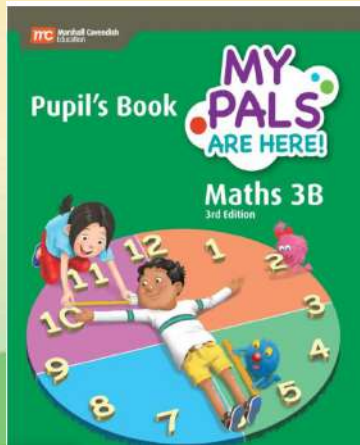
Term 1	Term 2	Term 3	Term 4
Term 1 Test (0%) Chapters 1 to 6 <ul style="list-style-type: none">- Numbers to 10 000- Addition & Subtraction- Multiplication	Term 2 Test (15%) Chapters 1 to 8 <ul style="list-style-type: none">- Numbers to 10 000- Addition & Subtraction- Multiplication & Division- PSB (more/less than, as many/much as)	Term 3 Test (15%) Chapters 9, 10 and 12 <ul style="list-style-type: none">- Money- Length, Mass, Volume- Fractions- PSB (Guess & Check, Figure and Number Patterns)	End-of-Year Exam (70%) Chapters 1 to 16 <ul style="list-style-type: none">- Numbers to 10 000- Addition & Subtraction- Multiplication & Division- Length, Mass, Volume- Money- Fractions- Bar Graphs- Time- Angles- Perpendicular and Parallel Lines- Area and Perimeter- PSB (more/less than, as many/much as, Guess & Check, Figure and Number Patterns and Stacking Model Approach)



WESTWOOD
PRIMARY SCHOOL

Learning Resources

My Pals
Are Here!



School-based worksheets

- Learning Experience
- Parallel Questioning
- Extension Learning

Problem Solving Booklets

- Heuristics
- Non-routine thinking questions



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, **explain** 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.
- **Ensure** your child **master the multiplication tables** at Primary 3.
- **Play math puzzles/ games** that add excitement such as Uno, Monopoly, Snakes & Ladders, Bingo, Lego, computer math games.

Websites for Parents & Child

- <https://www.mathsisfun.com>
- <https://www.coolmathgames.com/>
- <https://www.youcubed.org/>



Science Overview@ Primary

3



2022

The Primary 3 Science Curriculum

- To enthuse and nurture all students to be scientifically literate
- To provide strong Science foundation for students to innovate and be creative in problem solving





WESTWOOD
PRIMARY SCHOOL

Primary 3 Science Curriculum@Westwood

Learner
centred

- Encourage pupil inquiry
- Self-Assessment of learning

Experiential &
ICT enriched
Learning

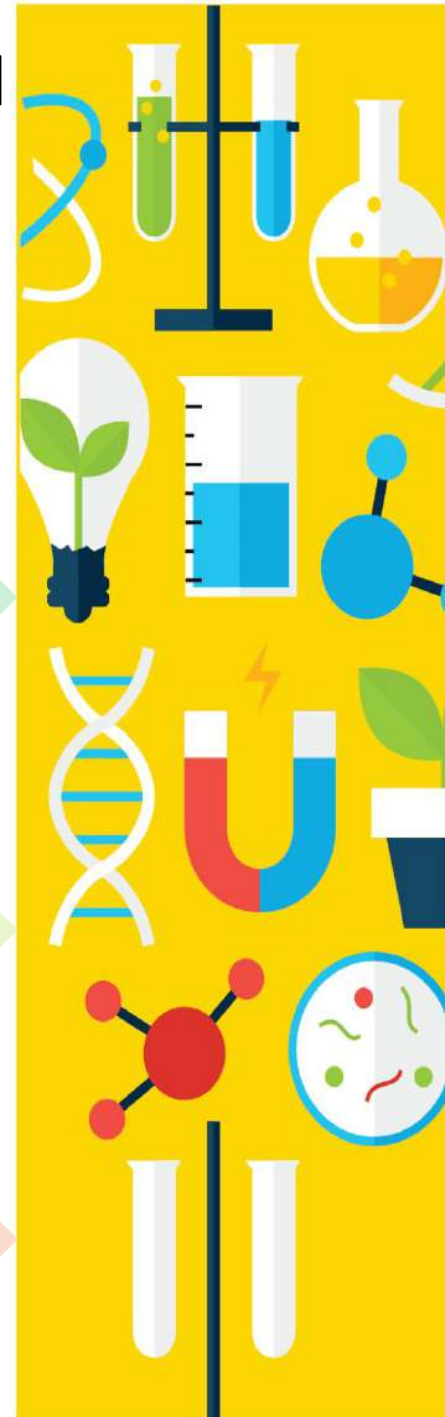
- Science Lab activities
- Applied learning through STE(A)M activities

Differentiated
Support

- Class-based activities
- School-based packages

Environmental
Awareness

- Develop care for the world we live in



P3 Science Learning Sheets

School-based packages

P3: DIVERSITY OF LIVING THINGS AND NON-LIVING THINGS

LIVING AND NON-LIVING THINGS

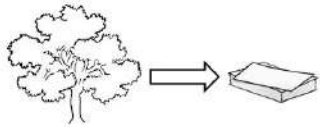
1. Living things are things that are alive.
- Animals, plants, fungi, bacteria.



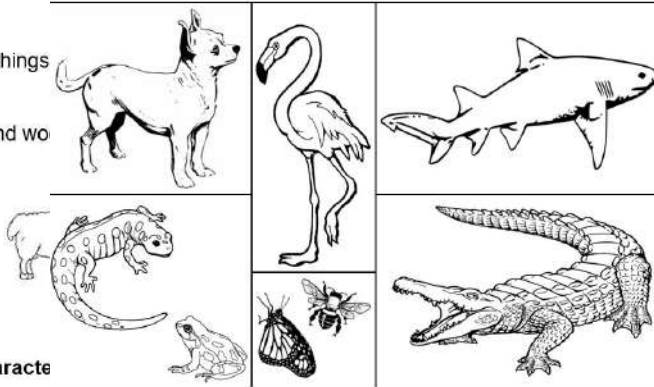
2. Non-living things are things that are not alive.
- Balloons, robots, dolls, clouds, rain.



3. Some non-living things came from things that were once living things.
- Paper comes from trees and wood.



4. All living things share common characteristics.



Name: _____ ()

Class: P3 _____

Parent's Signature: _____

ACTIVITY 1.1: THINGS AROUND US

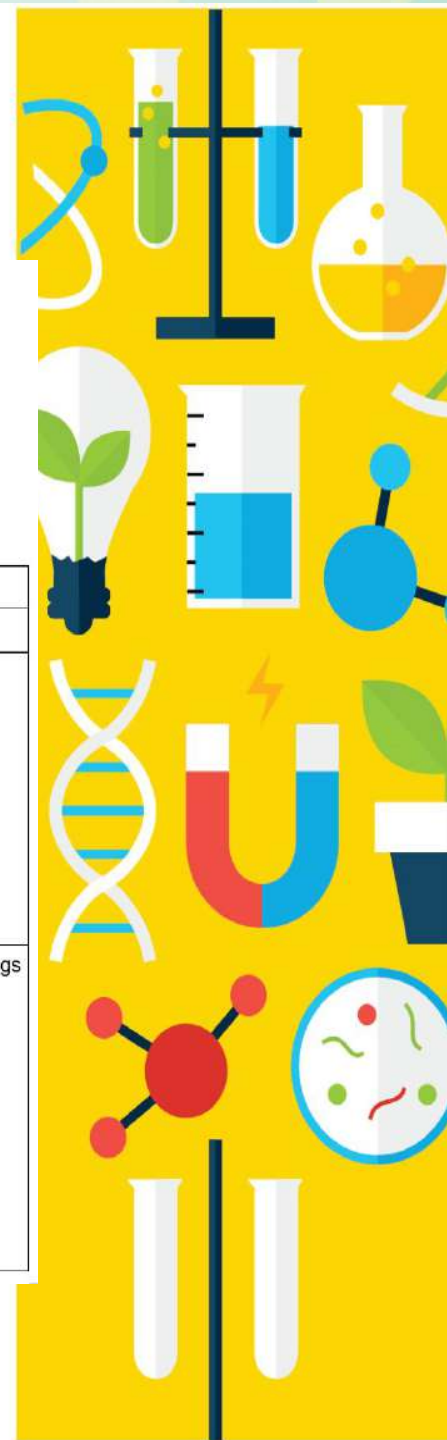
Aim: To observe the diversity of living things and non-living things

Materials: Things around the classroom and school

Task

- Look around the classroom and school.
- List the things you see around you.

Things Around Us	
	Non-Living
Living things	
Non-living things	I think these are non-living things because:

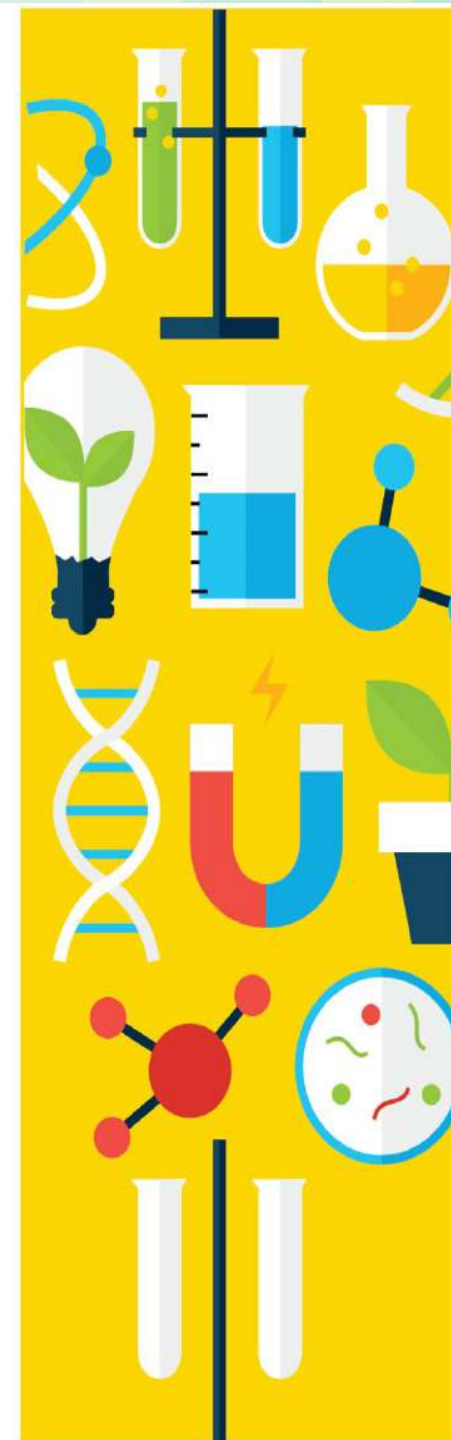
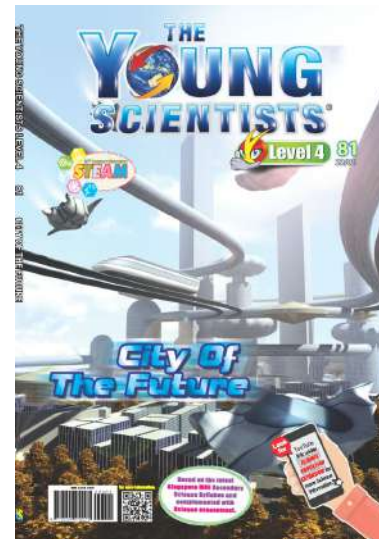
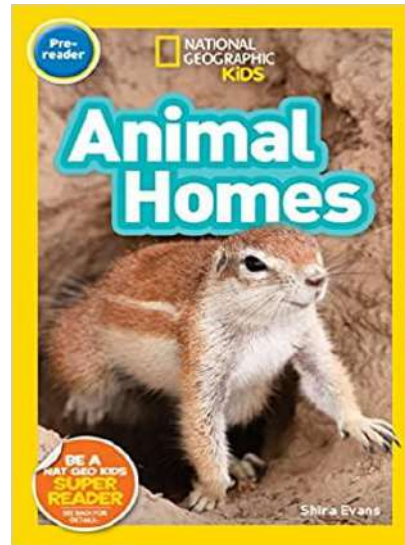
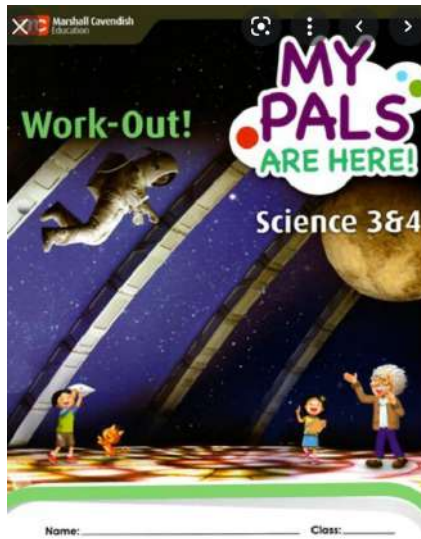




Enrichment & Materials

WESTWOOD
PRIMARY SCHOOL

Standard	Supplementary	Enrichment (optional)
My Pals Are Here! Textbooks Diversity Interactions Cycles	Science Work Out! WWPS Learning Sheets Nature Study Book	Young Scientists Magazines (Subscription information will be done via online registration)



Programmes & Materials

Time Frame	Science Programme	Dates / Times
Term 3	P3 Science Centre (Physical/Virtual) (Location & format To be confirmed subject to SMM)	Term 3
Term 3	STEM Project	Term 3



P3 Science Assessment Plan



Science Assessment Plan 2022 (Primary 3)

Themes	Term 1 (0%)	Term 2(15%)	Term 3 (15%)	Term 4 (70%)
	Non-weighted Assessment	Weighted Assessment(s) (15%)	Weighted Assessment(s) (15%)	End Year Exam Weighted Assessment (70%)
	<ul style="list-style-type: none"> Diversity of Living and Non-living things Diversity of Plants <p>Science Journal Self-Assessment Checklist of Process Skills</p>	<p>Weighted Assessment Test 1 (T2 W6) (30 marks)</p> <ul style="list-style-type: none"> Diversity of Living & Non-living things Diversity of Plants Diversity of Animals Bacteria and Fungi <p>Self-Assessment Checklist of Process Skills : Observing, Comparing and Classifying</p>	<p>Weighted Assessment Test 2 (T3 W8) (30 marks)</p> <ul style="list-style-type: none"> Diversity of Materials Interactions of Magnets (I) 	<p>End of Year Examination (70 marks)</p> <ul style="list-style-type: none"> Diversity, Interactions of Magnets Life Cycles of Plants and Animals
Total (100 %)	0%	15%	15%	70%
Number of Weighted Assessments	0	1	1	1
Formative Assessment Practices : Exit Tickets, Hinge Questions		Common Strategies in class: Inquiry based learning, Claim-Evidence – Reason, Differentiated Tiered Tasks		Reporting: Self-assessment checklists, report books
Personal Quality Focus: - <i>Motivation, Accuracy, Persistence, Teamwork and Communication Skills</i>				

Some activities to do with your child at home

- Simple Science Activities at home with your child
- <https://www.businessinsider.com/8-awesomely-simple-science-experiments-you-can-do-at-home-2016-7>
- Subscribe quality reading materials such as Young Scientist/ National Geographic Junior.
- Always encourage your child to describe their observations in the environment as observation is an essential basic skill.





WESTWOOD
PRIMARY SCHOOL

Learning Mother Tongue Languages at P3

*inspiring a **future-ready, anchor-steady** community that
flourishes and thrives*

Acquisition of P3 MT Language Skills

Pupils will learn the following skills:

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

P3 MT's Weighting

	Term 1	Term 2	Term 3	Term 4
Termly Weighting	0%	15%	15%	70%

P3 Holistic Assessment Plan

	Term 1	Term 2	Term 3	Term 4
Listening (10%)	Response to listening stimulus (0%)	-	-	Semestral Assessment 2 (70%) a. Listening Task (10%) b. Oral Tasks <ul style="list-style-type: none"> • Picture description (10%) • Conversation (10%) <ul style="list-style-type: none"> • Reading Aloud (Passage) (10%) c. Paper 1(Composition) (15%) d. Paper 2 (Language Use and Comprehension) (15%)
Speaking (20%)	Integrated & Interactive performance task: Using a book the pupils choose for book reflection (Oral presentation) (Peer responses - Checklist) (0%)	Oral Task: -Picture description (Rubrics) (0%)	Oral Task: -Conversation (Rubrics) (0%)	
Reading (10%)				
Writing (15%)	Writing of simple sentences/simple paragraph (0%)	Creative Writing (0%)	Picture Composition- Write a paragraph (0%)	
Language Use & Comprehension (45%)	Mini Test (0%) Language use and Comprehension	Mini Test (15%) - Language use and Comprehension	Mini Test (15%) - Language use and Comprehension	
Total (100%)	0%	15%	15%	70%
No. of weighted assessments	0	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



P3 MT

Subscription of MT magazines/newspapers

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

Filing of worksheets and notes

- Worksheets to be filed in the blue ring file.
- Extra notes to be filed in the thin blue file.

Using of e-dictionary (CL) / dictionary

- To encourage self-directed learning, pupils are encouraged to purchase and use e-dictionary/dictionary for daily work revision.
- Pupils are allowed to use e-dictionary/dictionary during the composition paper.
- <https://www.seab.gov.sg/home/examinations/approved-dictionarie>
s



WESTWOOD
PRIMARY SCHOOL

P3 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 questions found in the respective MT magazine.
- Converse in MT language at home with family and in public places.

*inspiring a **future-ready, anchor-steady** community that **flourishes and thrives***



WESTWOOD
PRIMARY SCHOOL

Strategies to engage your child in learning effectively

English	Mathematics	Science
<ul style="list-style-type: none">• Bring your child to the library regularly• Discuss current affairs with your child• Watch the news together• Get your child to keep a diary• Make sure your child learns his/her spelling well	<ul style="list-style-type: none">• Use everyday activities to engage your children in mathematical learning.• Encourage your child to make sense of the word problem through drawing of model or using a diagram/picture representation.	<ul style="list-style-type: none">• Simple Science Activities at home with your child.• Subscribe quality reading materials such as Young Scientist.• Always encourage your child to describe their observations in the environment as observation is an essential basic skill.

inspiring a future-ready, anchor-steady community that flourishes and thrives



WESTWOOD
PRIMARY SCHOOL

Punctuality

- All pupils should report to the 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 in the classrooms at 7.30am.

*inspiring a future-ready, anchor-steady community that
flourishes and thrives*



WESTWOOD
PRIMARY SCHOOL

Attendance

- 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.

*inspiring a future-ready, anchor-steady community that
flourishes and thrives*



WESTWOOD
PRIMARY SCHOOL

Silent Reading Programme

- All pupils should bring a storybook for silent reading daily.
- Mondays, Tuesdays – English storybooks.
- Wednesdays, Thursdays -Mother Tongue storybooks
- Fridays-Books of any language

*inspiring a future-ready, anchor-steady community that
flourishes and thrives*



WESTWOOD
PRIMARY SCHOOL

Strategies to Support Your Child

- Support your child's regular attendance in school
- If your child has been absent from school, support your child in checking on work that has been missed and ensure your child spends more time completing it

*inspiring a future-ready, anchor-steady community that
flourishes and thrives*



WESTWOOD
PRIMARY SCHOOL

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

*inspiring a future-ready, anchor-steady community that
flourishes and thrives*



WESTWOOD
PRIMARY SCHOOL

Strategies to Support Your Child

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

*inspiring a future-ready, anchor-steady community that
flourishes and thrives*



WESTWOOD
PRIMARY SCHOOL



Partnering Parents



WESTWOOD
PRIMARY SCHOOL

Parents Gateway: A Quick Overview



- **one-stop mobile app** for parents and schools to better support their children's educational journey through **improved communications**
- available on **IOS and Android**
- 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

*inspiring a future-ready, anchor-steady community that
flourishes and thrives*



Parents Gateway

Ministry of Education (Singapore) Education

★★★★★ 88

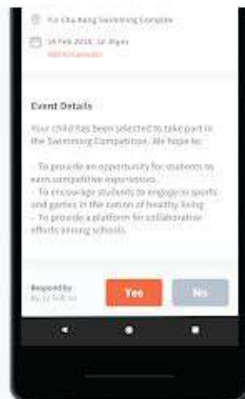
3+

⚠️ You don't have any devices.

+ Add to Wishlist

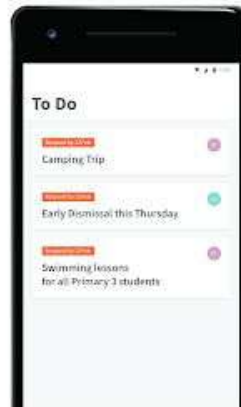
Install

Retrieve your child's
information **effortlessly**



Give consent
Anytime, Anywhere

Keep track of items
that require your attention



Available on

- Google Playstore
- Apple App Store

*inspiring a future-ready, anchor-steady community that
flourishes and thrives*



WESTWOOD
PRIMARY SCHOOL

Communication Modes

- Via the Pupil Handbook
- Via the teacher's email address
- Via a phone call (School office: 6412 1690)
- Via making appointments for face-to-face meet-up sessions
- Via Teacher Parent Pupil Conferences (at the end of each semester)
- Updates on school website and school facebook
- Volunteering to be a Parent helper for school events/learning journeys

*inspiring a future-ready, anchor-steady community that
flourishes and thrives*



WESTWOOD
PRIMARY SCHOOL

FAQs

School Policies

Primary 1- 3

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

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.

*inspiring a **future-ready, anchor-steady** community that **flourishes and thrives***



WESTWOOD
PRIMARY SCHOOL

FAQs

School Policies

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

No more school-based birthday celebrations...



*inspiring a **future-ready, anchor-steady** community that **flourishes** and **thrives***

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
WESTWOOD!



WESTWOOD
PRIMARY SCHOOL



*inspiring a **future-ready, anchor-steady** community that
flourishes and thrives*



WESTWOOD
PRIMARY SCHOOL



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

Please scan the above QR code for the Feedback Form.

Thank you and have a great weekend!

inspiring a future-ready, anchor-steady community that

flourishes and thrives