



**WESTWOOD**  
PRIMARY SCHOOL

# Parents' Engagement Session Primary 4

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><b>Pupil Attributes</b></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*



WESTWOOD  
PRIMARY SCHOOL

# Positive Education@Westwood

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!



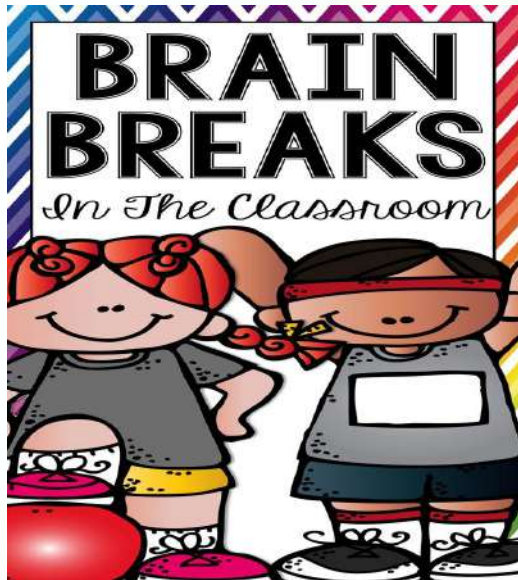
*inspiring a future-ready, anchor-steady community that  
flourishes and thrives*



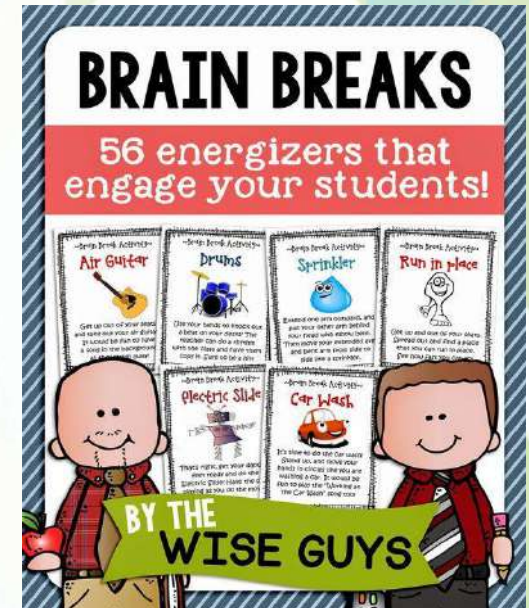
**WESTWOOD**  
PRIMARY SCHOOL

# 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.

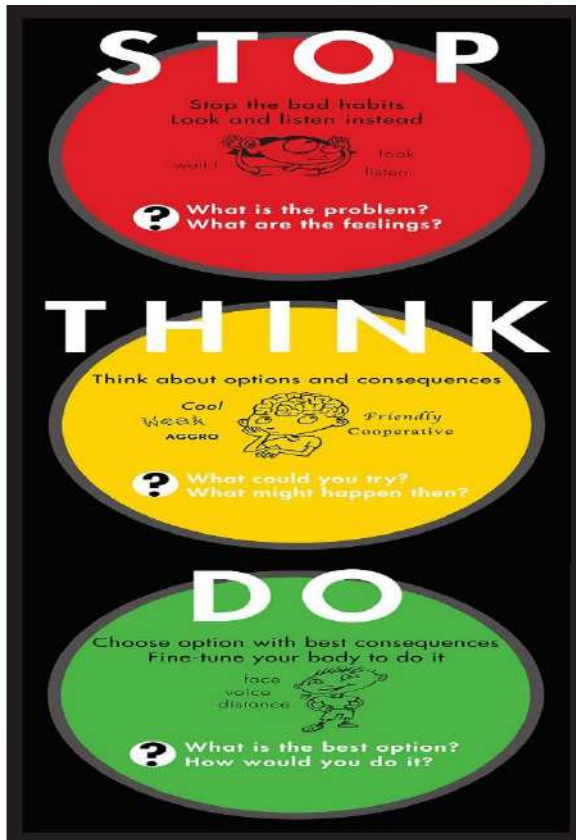
**Name tags should be sewn above the school crest.**

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:

	<b>Mondays – Thursdays</b>	<b>Fridays (Weekends)</b>	<b>Exceptions</b>	<b>Festive Holidays</b>	<b>Long Vacations</b>
P <sub>1</sub>	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 <sub>2</sub>	P2(30 – 45 min)	45 – 60 min			
P <sub>3</sub>	P3(45 – 60 min)	60 – 90 min			
P <sub>4</sub>	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.



# P4 Learning Journeys

## (Pending due to SMM & National Posture)

Time Frame	Location	Objective
Term 2	School	VIA - Buddy Clean Workshop: To educate pupils on the importance of keeping the environment clean and understand how to keep clean the environment.
Term 3	Kampong Glam	Social Studies: Appreciation of Singapore's Cultural Heritage
Terms 2 & 3	Science Centre	Science: Workshop on Light ( different classes different dates (Wednesdays/Thursdays after school). Letters will be given out at a later date)
Term 4	P4 Traffic Games Park	Road Safety Programme: To educate pupils on good road safety habits in a simulated traffic environment

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





**WESTWOOD**  
PRIMARY SCHOOL

# P4 Project Work

**Project Theme:** Passion for Community

**Time Frame:** Term 1 Week 2 to Week 8

## **Project Focus:**

- Instil and raise pupils' awareness of the problems and difficulties faced by people in the community.
- Focuses on creating an inclusive society, where the young, the elderly, and persons with needs can continue to enjoy living in the community.
- Pupils are expected to create a product which will help to meet the challenges a community of their choice face. They would create a product and use Microbits to show how it works.

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

# P4 Traffic Games

- Objective: To educate pupils on good road safety habits in a simulated traffic environment
- Roles: Drivers, Cyclists, Pedestrians, Traffic Marshals
- Venue: Road Safety Community Park
- Date: TBC





WESTWOOD  
PRIMARY SCHOOL

# P1 & P4 Buddy Programme

(Pending due to SMM & National Posture)

## Objectives:

a) Create friendly and caring school communities by building strong buddy relationships between P1 and P4 pupils.

b) Provide a platform for the P4 pupils to develop a sense of responsibility by being mentors to the P1 pupils on a regular basis throughout the year.

Overview of programmes for the year: VIA-P1 & P4 Buddy Clean Programme and P4s plan post exam activities for P1s in Term 4







# P4 English Overview 2022

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



# STELLAR EL Curriculum

## STrategies for English Language Learning And Reading

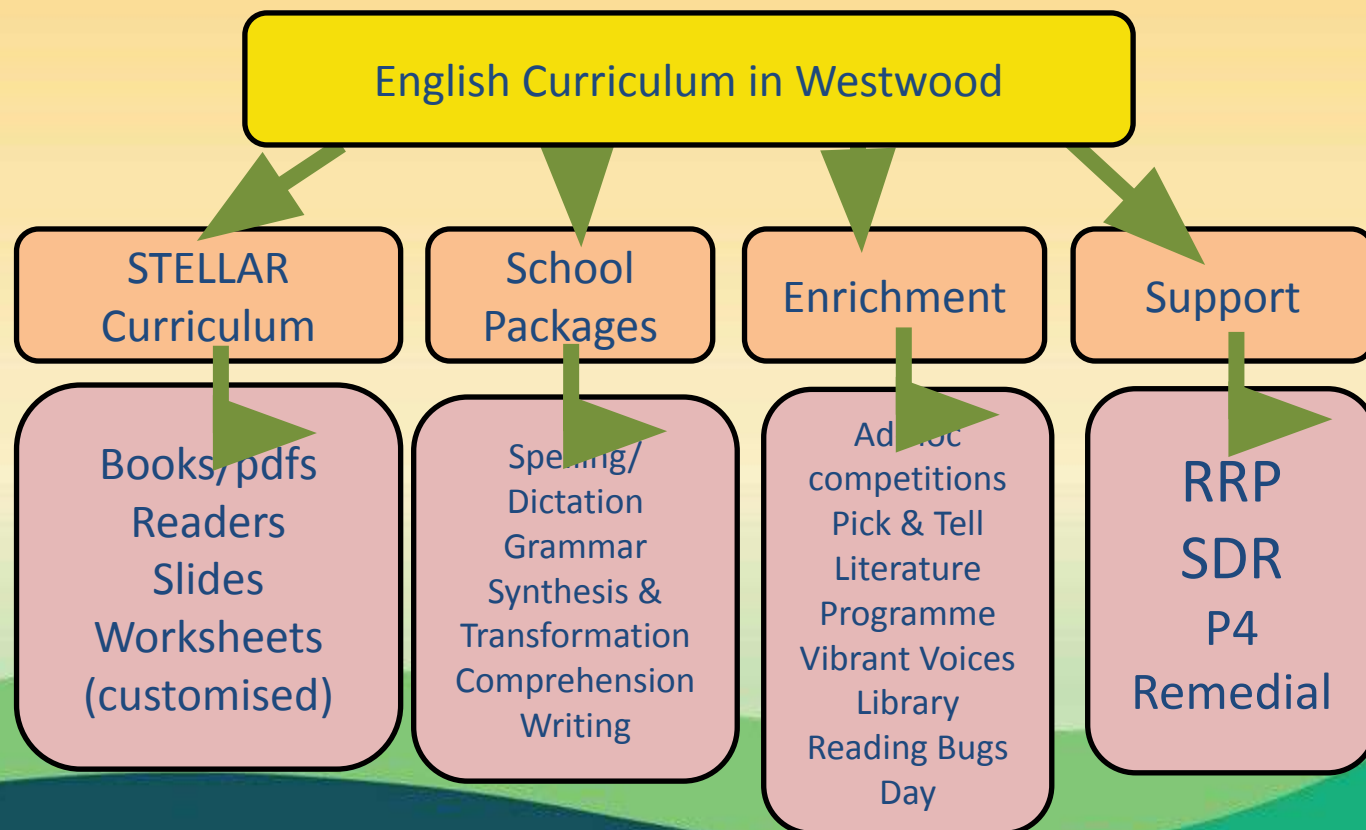
### The STELLAR curriculum aims to:

- Inculcate a love for reading
- Build a strong foundation in the English Language

# P4 STELLAR Lessons



# P4 English Curriculum in Westwood





# Examples of readers used in the P4 curriculum

## Making ICE

Everyone in our class  
Our teacher found  
making ice cream with  
She said that if we  
equipment, she'd bring  
Next morning, even  
school with:

- \* a large jar with
- \* a smaller jar (with  
that would fit inside)
- \* a spoon
- \* a hand towel.

Text © Jill MacGregor 2003. Illustrations © Singapore Ministry of Education

## A NASTY ACCIDENT



Michael and his neighbour, Rajen, witnessed a nasty accident. This is what they told the police.

The policeman, Officer Lim, said to the boys, "Perhaps you can start by telling me where you were going and what you were doing."

5 Michael spoke first. "At about two o'clock, we were walking towards the bus stop. We were waiting at the traffic junction when a white minibus turned very quickly from the road just as the green arrow came on."

10 Rajen added, "All of a sudden, we heard the brakes screech and then there was a loud bang. The bus hit a yellow truck and had stopped to pick up a passenger."

"Was anyone injured?" asked Officer Lim.

15 "Not yet," said Rajen. "Soon after, we heard another loud crash. We saw a blue truck crash straight into the back of the minibus. The door flew open and a boy fell out onto the pavement. His head was bleeding and he looked like he was hurt very heavily."

Text © 2010 Curriculum Planning & Development Division, Ministry of Education, Singapore  
Illustration © 2010 Panpac Education Pte Ltd

## The Four Friends

a story from the Solomon Islands,  
told by Glorious Oxenham and  
written by Alice Robertson

Four friends lived on a little island in the middle of the sea. There was a dog, a cat, a crab, and a mouse.

5 One day the dog said, "Let's go fishing!"  
They all got into a dugout canoe and paddled out through the waves, right into shark country.



Text © Alice Robertson 2001. Illustrations © NZ Ministry of Education 2001



# P4 STELLAR LEARNING SHEETS



**WESTWOOD PRIMARY SCHOOL**

**Primary 4**

**English**

**Unit 4: Making Ice Cream**

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

Name: \_\_\_\_\_

Class: Primary 4 \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

1

## Contents for Unit 4

No	Components	Activities	R
1.	Vocabulary	Cloze Passage	
2.	Grammar	Antonyms	
3.	Grammar	Affixation: Prefix - un	
4.	Grammar	Pronouns	
5.	Grammar	Adverbs	
6.	Grammar	Connectors	
7.	Grammar	Verbs: Imperatives	
8.	Synthesis	Combining sentences using if/so	
9.	Vocabulary	Comprehension Cloze	
10.	Grammar	Punctuation	
11.	Comprehension	Visual Text	

Name: \_\_\_\_\_

Learning Sheet LS4.3

Class: P4 \_\_\_\_\_

Date: \_\_\_\_\_

### Grammar

A prefix is added to the beginning of a word to make a new word. It changes the meaning of the base word.

Fill in the blanks with the words given below. Use each word once only.

untie	undo	unlocked	unsolved	unfreeze
unsure	unroll	unfinished	unwrapped	unopened

- Henry left for school in a hurry after taking two bites of his sandwich. His breakfast was \_\_\_\_\_.
- Sam had to \_\_\_\_\_ many knots before he could get to the key.
- The teacher pressed the button on the video player to \_\_\_\_\_ the picture so that the class could continue watching the film.
- The knight had to \_\_\_\_\_ many scrolls before finding the right one with the secret map.
- Mingha was surprised to find her gate \_\_\_\_\_ when she got home from work last evening.
- The death of the famous actor remains an \_\_\_\_\_ case.
- I have never been to Sumjin's place so I was \_\_\_\_\_ if I should turn left or right at the road junction.
- Sally \_\_\_\_\_ all her birthday presents in a hurry.

7



WESTWOOD  
PRIMARY SCHOOL

# P4 SCHOOL-BASED PACKAGES

## Westwood Primary School



### Primary Four Term 3 (2019) English Spelling/Dictation Lists

Name: \_\_\_\_\_ ( )

Class: Primary 4 \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Spelling & Dictation

Grammar  
Booklets

Synthesis &  
Transformation

WESTWOOD PRIMARY SCHOOL  
ENGLISH DEPARTMENT  
P4 GRAMMAR BOOKLET (TERM 3)

NAME: ( ) CLASS: P4 ( )

#### EXERCISE 1: TENSES AND CONCORD

- Dylan \_\_\_\_\_ me to dinner when I met him last night.  
(1) treats (2) treated (3) treat (4) treating ( )
- The swimming lesson \_\_\_\_\_ next week.  
(1) start (2) will start (3) started (4) was starting ( )
- No one \_\_\_\_\_ in the classroom when I arrived at school this morning.  
(1) is (2) was (3) had been (4) has been ( )
- The taxi driver \_\_\_\_\_ a U-turn when he knocked into a pedestrian.  
(1) makes (2) made (3) was making (4) is making ( )
- The doctor \_\_\_\_\_ me. I have to collect my medicine now.  
(1) examines (2) examined (3) examine (4) has examined ( )
- The canoe capsized as we \_\_\_\_\_ down the rapids.  
(1) go (2) goes (3) are going (4) were going ( )
- These machines \_\_\_\_\_ in the room when the electrician arrives later.  
(1) are installed (2) will be installed  
(3) have been installed (4) were installed ( )
- The wind \_\_\_\_\_ by indoors.  
(1) is blowing (2) will be blowing  
(3) has blown (4) were blowing ( )

Westwood Primary School  
P4 English  
Synthesis and Transformation (Term 3)

Name: \_\_\_\_\_ Class: P4 \_\_\_\_\_

Date: \_\_\_\_\_

#### 'WITH'

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:

Mr Ashiq washed his car. He used a sponge and some soap.

Mr Ashiq washed his car with a sponge and some soap.

- Rupert cleaned his wound. He used a ball of cotton wool.  
\_\_\_\_\_ with  
\_\_\_\_\_
- Siti made a kite. She used paper and wooden sticks.  
\_\_\_\_\_ with  
\_\_\_\_\_
- John used colourful paper to wrap the present.  
\_\_\_\_\_ with  
\_\_\_\_\_
- My brother used a stick and drew a picture in the sand.  
\_\_\_\_\_ with  
\_\_\_\_\_

# P4 SCHOOL-BASED PACKAGES

Westwood Primary School  
P4 English  
Comprehension Booklet (Term 3)

Name: \_\_\_\_\_ Class: P4 \_\_\_\_\_  
Date: \_\_\_\_\_

**Comprehension 1**  
Read the passage below and answer questions 1 to 8.

In a village in Bali, there once lived a boy called Belog. 'Belog' means 'blockhead' in Balinese and he was well-known in his village because of the things he was always doing.

One day, Belog's mother accidentally dropped her last box of matches into a puddle of water. The matches got wet and would not light. She needed new matches to light her stove, so she called out to her son. "The matches that I have are wet. I cannot light the fire and I will not be able to cook our meal." She gave Belog some money and then added, "Do make sure that the matches you buy are dry and can light easily!"

Belog took the coins from his mother and happily walked to the village shop. After paying for the box of matches, he began to walk home.


As Belog was walking, he remembered his mother's instruction and a thought struck him. He opened the box and looked inside. "They look like good matches to me," he thought. "But how can I be certain? I'd better try one." Belog took out one of the matches and struck it. It caught fire easily.

"Ah, that match is all right," he said, "but what about the others?" So Belog lighted the matches one by one to see if they were good. Then he put them back into the box. "This is a good box of matches!" Belog said to himself. Then he returned home.

"Here all of  
at B  
This

## Comprehension Booklets

WESTWOOD PRIMARY SCHOOL  
PRIMARY FOUR ENGLISH LANGUAGE  
TERM 3  
WRITING TASK 2



Name: \_\_\_\_\_ ( ) Parent's Signature: \_\_\_\_\_  
Class: Primary 4 \_\_\_\_\_  
Date: \_\_\_\_\_ Marks: \_\_\_\_\_

Write a composition of at least 120 words about a close shave.

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:

- Where were the characters?
- When did the incident take place?
- What caused the close shave?
- What were they doing?
- What happened in the end?




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

**Helping words/phrases:**

- frozen stiff
- a close shave
- let out a scream
- painful lesson
- nerves of steel
- at arm's length
- once bitten, twice shy

**Understanding the question:**

- 1) Can you highlight/circle the title/then
- 2) Look at the pictures. Circle a picture for
- 3) Read the guiding questions. Can you answer
- 4) Read the helping words. Can you think

**Planning Your Story**

In point form, write what happened in the different stages of your story.

INTRODUCTION		
Setting	When	Where
Characters		

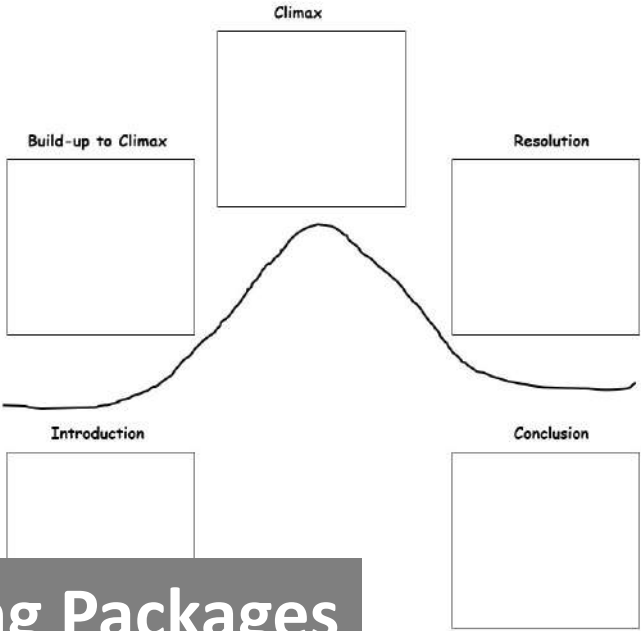
**Climax**

**Build-up to Climax**

**Resolution**

**Introduction**

**Conclusion**



## Writing Packages



# P4 ENRICHMENT IN CLASS

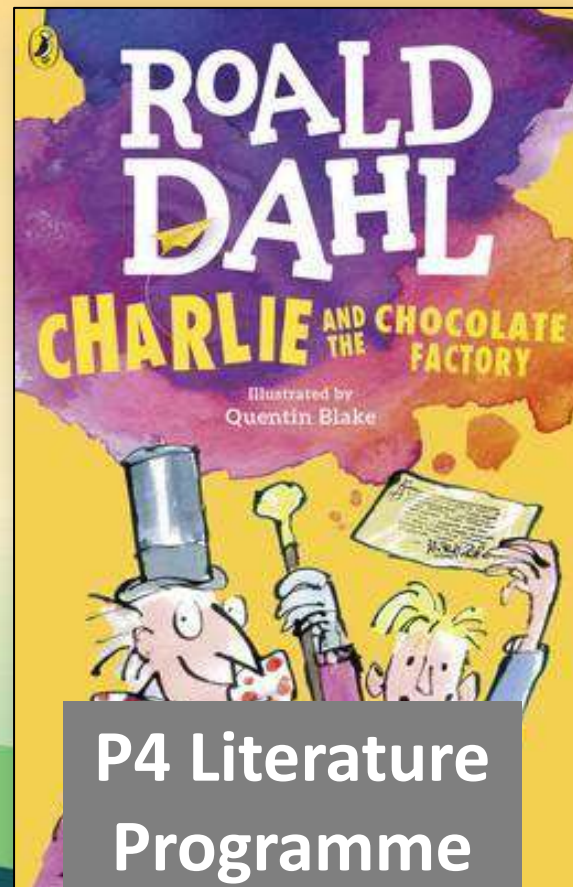
P4 English  
Pick and Tell Prompts

**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	Things I'll never eat...
2	My best toy ever that I have got	22	My favourite day of the year...
3	A time that I was brave	23	How to impress your parents...
4	My favourite ice-cream flavour	24	My favourite book.
5	My favourite food for breakfast	25	How to achieve your dreams.
6	The best thing to do at recess	26	If I had invented school...
7	When I grow up, I would want to be...	27	A day in my life.
8	My favourite Superhero	28	Let me tell you about my family.
9	The smartest cartoon character	29	A day in the life as a fly...
10	The best letter of the alphabets that I know...	30	My biggest birthday wish...
11	If I had a hundred dollars, I would...	31	If I was the author of a book, I'd write about...
12	My best place to visit in Singapore would	32	Good kid games online...
13			
14			
15	The biggest lesson I have learned...	33	The most delicious meal I've ever had
16	The first thing I ever bought for myself...	36	Funny things my parents say.
17	Something that scares me...	37	What did I do for my mum last mother's day?
18	If I had a Superpower...	38	If I went to my favourite restaurant I would order...
19	My favourite stuffed animal	39	My dream vacation...
20	The best cookie I have ever eaten...	40	The best part about being sick...

Pick & Tell Sessions



## P4 Literature Programme





# P4 Assessment Plan 2022

W  
P F

	Term 1	Term 2	Term 3	Term 4
Listening & Viewing [14%]		<b>Summative Assessment</b> <b>T2W6, 25 April 2022, Mon</b> Listening Comprehension (4.2%) (14m)		<b>Summative Assessment</b> <b>T4W5, 11 Oct 2022, Tues</b> Listening Comprehension (9.8%) (14m)
Oral (16%)	<b>Formative Assessment</b> <b>T1W4-T1W10</b> <b>Reading</b> Testing on expressiveness, fluency & accuracy	<b>Summative Assessment (4.8%)</b> <b>T2W4, 11 and 12 April 2021, Mon &amp; Tues</b> <b>Reading (6m)</b> Testing on expressiveness, fluency & accuracy  <b>Stimulus-based conversation (10m)</b> Responses, expression & engagement		<b>Summative Assessment (11.2%)</b> <b>T4W2 22 Oct - 23 Oct 2022</b> <b>Thurs-Fri</b> <b>Reading (6m)</b> Testing on expressiveness, fluency & accuracy  <b>Stimulus-based conversation (10m)</b> Responses, expression & engagement
Writing & Representing [20%]		<b>Summative Assessment</b> <b>T2W6, 25 April 2022, Mon</b> <b>Narrative Writing (6%) (20m)</b> 3-picture narrative writing (current PSLE format)		<b>Summative Assessment</b> <b>T4W5, 11 Oct 2022, Tues</b> <b>Narrative Writing (14%) (20m)</b> Guided 3-picture narrative writing

Language Use [50%]	<b>Formative Assessment</b> <b>T1W8</b> <b>Paper &amp; Pencil Test (0%)</b> <ul style="list-style-type: none"> <li>Editing for spelling &amp; grammar (10m)</li> <li>Comprehension Cloze (10m)</li> <li>Synthesis &amp; Transformation (5m)</li> <li>Comprehension OE (10m)</li> </ul>	<b>Summative Assessment</b> <b>T2W8, 9 May 2022, Mon</b> <b>Paper &amp; Pencil Test (15%) (50m)</b> <ul style="list-style-type: none"> <li>Grammar MCQ (10m)</li> <li>Vocabulary MCQ (6m)</li> <li>Vocabulary Cloze (4m)</li> <li>Grammar Cloze (8m)</li> <li>Synthesis &amp; Transformation (4m)</li> <li>Comprehension (Variety) (8m)</li> <li>Comprehension OE (10m)</li> </ul>	<b>Formative Assessment</b> <b>T3W8</b> <b>Paper &amp; Pencil Test (0%)</b> <ul style="list-style-type: none"> <li>Editing for spelling &amp; grammar (10m)</li> <li>Comprehension Cloze (10m)</li> <li>Synthesis &amp; Transformation (5m)</li> <li>Comprehension OE (10m)</li> </ul>	<b>Summative Assessment</b> <b>T4W7, 26 Oct 2022, Wed</b> <b>Paper &amp; Pencil Test (35%) (50m)</b> <ul style="list-style-type: none"> <li>Grammar MCQ (10m)</li> <li>Vocabulary MCQ (6m)</li> <li>Vocabulary Cloze (4m)</li> <li>Grammar Cloze (8m)</li> <li>Synthesis &amp; Transformation (4m)</li> <li>Comprehension (Variety) (8m)</li> <li>Comprehension OE (10m)</li> </ul>
<b>Total (100%)</b>	0%	30% (100m)	0%	70% (100m)

## P4 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

## P4 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. Ask them who their favourite characters are and why.



# 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 boggle. Challenge your child to win!



2) Play Word Unscrambles.

Back To School Word Scramble

EPARP	□○□□	
KARM	□□□□	
XAME	○□□□	$2+2=$
SLACS	□□□□	
CEPILN	□□□□□	
ATTHUG	□□□□□	
ZQIU	□□□□	
AGEDR	○□□□□	
TDRHI	□□□□□	
EASPD	□□□□□	
HATREEC	□□□□□□	
SENSOL	□□□□□□	
OCHLSO	□□□□□□	

Why don't you see giraffes in elementary school?  
because they ○○○ ○○○  
△○ ○○○○ ○○○○○○

Tree Valley Academy

 **ANIMAL WORD SCRAMBLE** 

- earbve \_\_\_\_\_
- uagrc \_\_\_\_\_
- lwaurs \_\_\_\_\_
- utrite \_\_\_\_\_
- lgroali \_\_\_\_\_
- occriolde \_\_\_\_\_
- luffboa \_\_\_\_\_
- grite \_\_\_\_\_
- osmopus \_\_\_\_\_
- oirocsrnhe \_\_\_\_\_
- lrtoalgai \_\_\_\_\_
- penheatl \_\_\_\_\_
- macle \_\_\_\_\_
- lworvenie \_\_\_\_\_
- yoctoe \_\_\_\_\_
- riefgaf \_\_\_\_\_
- myoekn \_\_\_\_\_
- nkaoagr \_\_\_\_\_
- nccoaro \_\_\_\_\_
- daaakrvr \_\_\_\_\_

# Games

# Some English Activities to do with your child at home

## Westwood Primary School



### Primary Four Term 3 (2019) English Spelling/Dictation Lists

Name: \_\_\_\_\_ ( )

Class: Primary 4 \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

WESTWOOD PRIMARY SCHOOL  
PRIMARY FOUR 2019  
ENGLISH LANGUAGE  
TERM 3  
SPELLING/DICTATION (1)

Name: \_\_\_\_\_ ( )

Class: Primary 4 \_\_\_\_\_

Sport  
(Term 3)

No.	Spelling Word	Sentence
1	calendar	Please check the <u>calendar</u> for the date today.
2	athlete	An <u>athlete</u> must train regularly for the track events he wants to compete in.
3	sportsmanship	The children displayed <u>sportsmanship</u> by cheering rivals.
4	divisions	There are two <u>divisions</u> in these competition teams will be in Division One.
5	events	We always enjoy watching the track <u>events</u> .
6	baton	The third runner passed the <u>baton</u> to the fourth.
7	announced	At the age of 69, the principal <u>announced</u> he would retire.
8	trophy	Jane recalled how she had won the shiny <u>trophy</u> at the presentation ceremony.
9	applaud	The crowds <u>applaud</u> for the winning team at the presentation ceremony.
10	championships	The final round of the table-tennis <u>championships</u> was held in August.
11	represent	The best story-teller will <u>represent</u> our class at the story-telling competition.
12	make the most	We should always <u>make the most</u> of our time.
No.	Sentences	
1.	It was a scorching day, but the <u>heat did not dampen anyone's excitement</u> .	
2.	The winning team <u>punched their fists in the air victoriously</u> as they scored their final goal.	
3.	A <u>guest-of-honour</u> presented the gold, silver and bronze medals at the presentation ceremony.	

I have learnt my spelling.

I have checked the meanings of the spelling words.

WESTWOOD PRIMARY SCHOOL  
PRIMARY FOUR 2019  
ENGLISH LANGUAGE  
TERM 3  
SPELLING/DICTATION (2)

Name: \_\_\_\_\_ ( )

Class: Primary 4 \_\_\_\_\_

Story Hook 1  
(Term 3 Week 3)

### Dictation

There was a loud beep, signalling the start of the race. Only three pupils were running with me as everyone else had gone past me. Gritting my teeth, I pushed myself forward. Out of the blue, I tripped and fell on my knees. Winning in pain, I considered giving up. "Don't give up!" came my teacher's voice from the side of the track.

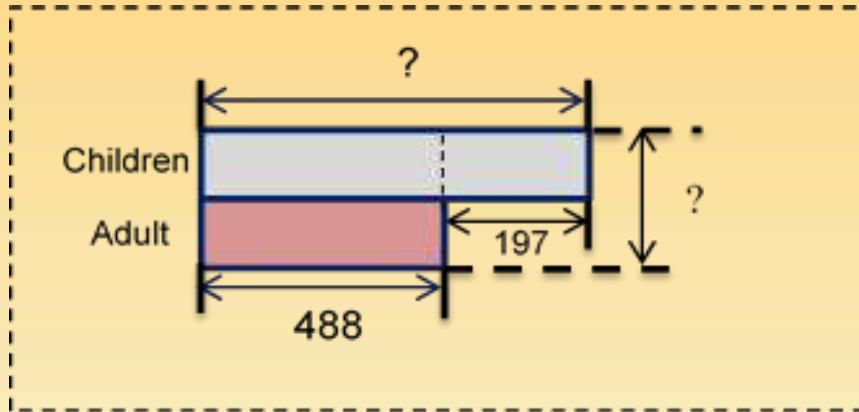
I have learnt my dictation.

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





# Learning Mathematics at Primary 4



Model Drawing

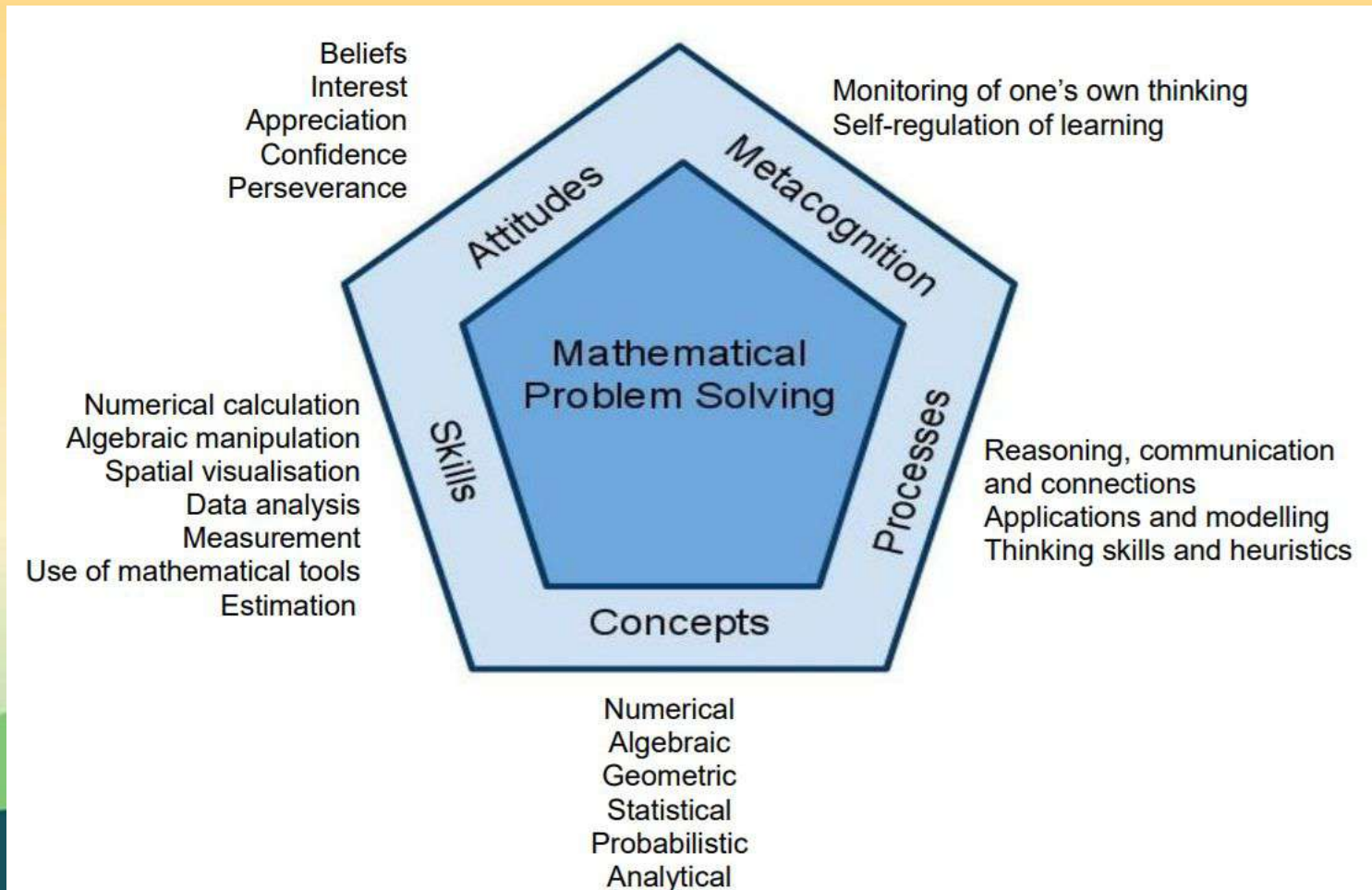


Mastery of Multiplication Tables

## Encourage a “Growth Mindset”

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

# Singapore Mathematics Curriculum Framework



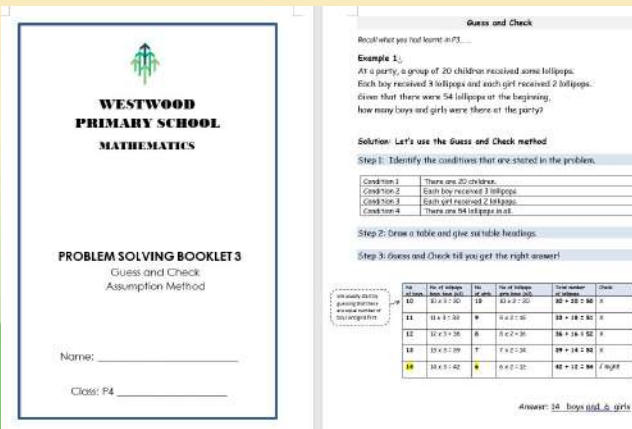
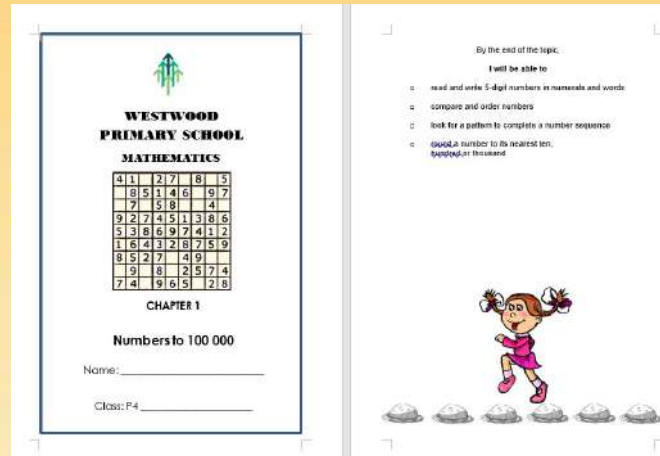
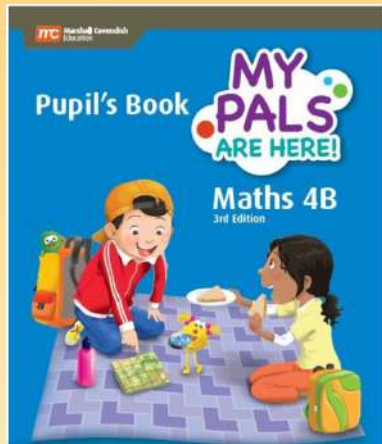
# P4 Math Assessment Plan

Term 1	Term 2	Term 3	Term 4
<p><b>Term 1 Test (0%)</b> <b>Chapters 1 to 4</b></p> <ul style="list-style-type: none"> <li>- Numbers to 100 000</li> <li>- Factors and multiples</li> <li>- Four Operations of Whole Numbers</li> </ul>	<p><b>SA1 (30%)</b> <b>Chapters 1 to 6, 8 and 9</b></p> <ul style="list-style-type: none"> <li>- Numbers to 100 000</li> <li>- Factors and multiples</li> <li>- Four Operations of Whole Numbers</li> <li>- Angles</li> <li>- Squares and Rectangles</li> <li>- Fractions</li> <li>- PSB 1 to 3</li> </ul>	<p><b>Term 3 Test (0%)</b> <b>Chapters 1 to 12 and 14</b></p> <ul style="list-style-type: none"> <li>- Numbers to 100 000</li> <li>- Factors and multiples</li> <li>- Four Operations of Whole Numbers</li> <li>- Angles</li> <li>- Squares and Rectangles</li> <li>- Symmetry</li> <li>- Fractions</li> <li>- Decimals</li> <li>- Tables and Line Graphs</li> </ul>	<p><b>SA 2 (70%)</b> <b>Chapters 1 to 15</b></p> <ul style="list-style-type: none"> <li>- Numbers to 100 000</li> <li>- Factors and multiples</li> <li>- Four Operations of Whole Numbers</li> <li>- Angles</li> <li>- Squares and Rectangles</li> <li>- Symmetry</li> <li>- Fractions</li> <li>- Decimals</li> <li>- Tables and Line Graphs</li> <li>- Time</li> <li>- Area and Perimeter</li> <li>- PSB 1 to 4</li> </ul>



# 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. Symmetry around us, walking distance to school, telling time & duration, area and perimeter of squares and rectangles).
- Encourage your child to **talk** about, **explain** and **show** a math problem in a way that **makes sense** (i.e., draw a picture, diagram/model or use listing out to see a pattern).
- **Ensure** your child **master the multiplication tables** at Primary 3.
- **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

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





# Science Overview@ Primary

4



2022

# The Primary 4 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 4 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
- SLS lessons / Remedial/E2K

Environmental  
Awareness

- Develop care for the world we live in



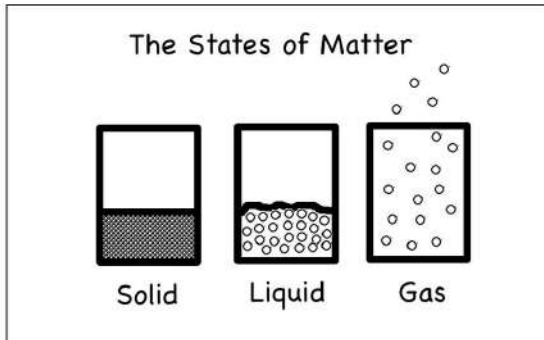


# P4 Science Learning Sheets

## School-based packages

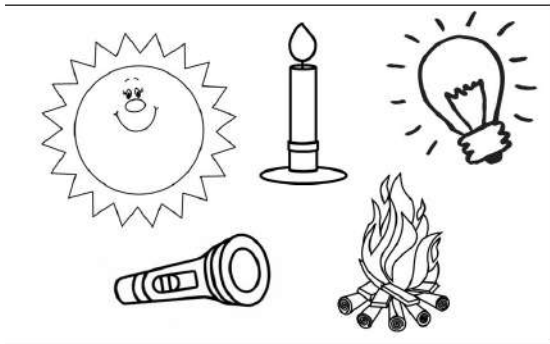
### Westwood Primary School Primary 4 Science

#### Unit 1: Cycles in Matter



### Westwood Primary School Primary 4 Science

#### Unit 2: Light



#### ACTIVITY 2.4: PASSING THROUGH OR NOT

##### Aim:

- To compare the amount of light passing through different materials

##### Materials:

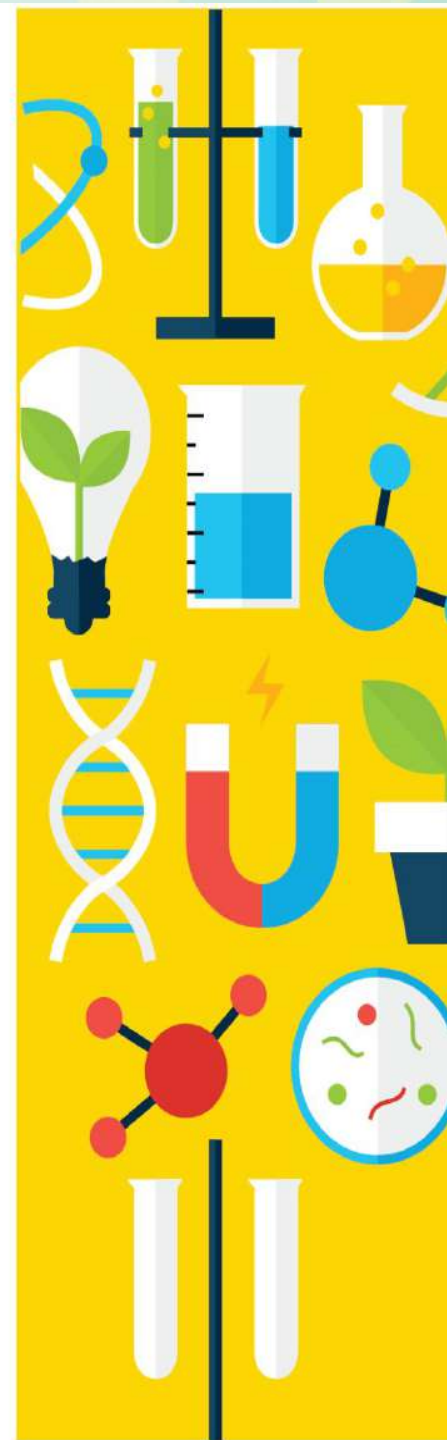
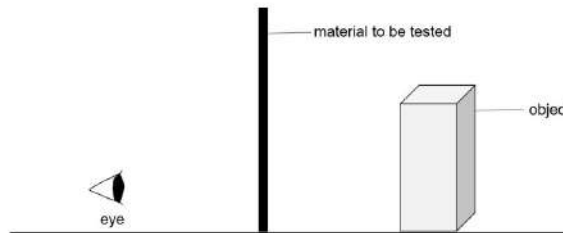
- Clear plastic sheet, cardboard, tissue paper, 30-cm ruler, torch, data logger with light sensor, wooden block (object to be seen)

##### Task:

1. Work in groups.

##### Part 1

2. Set up the experiment as shown below.

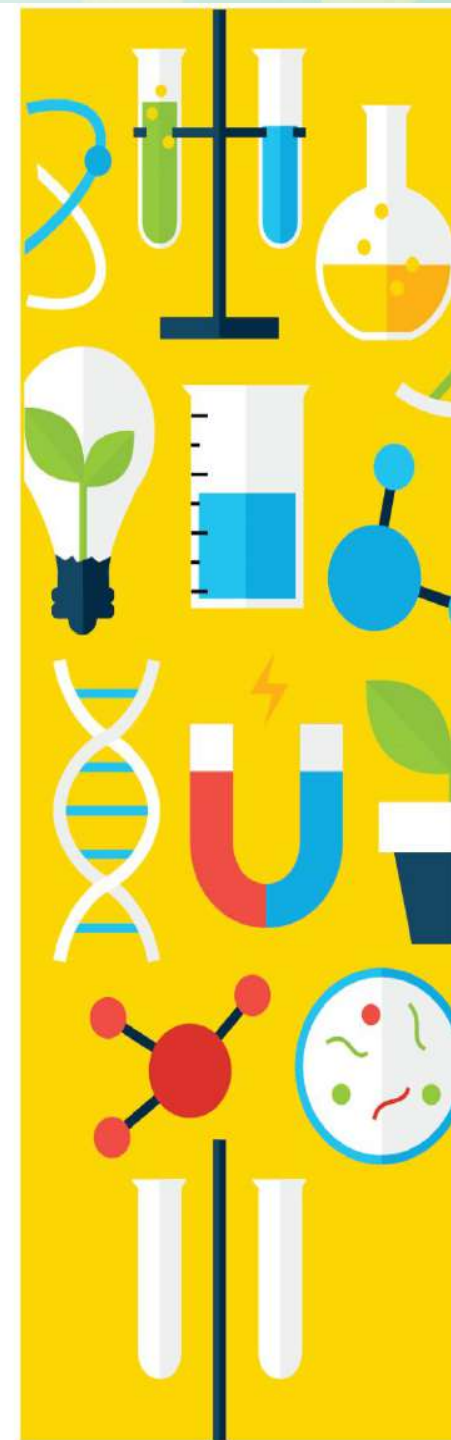
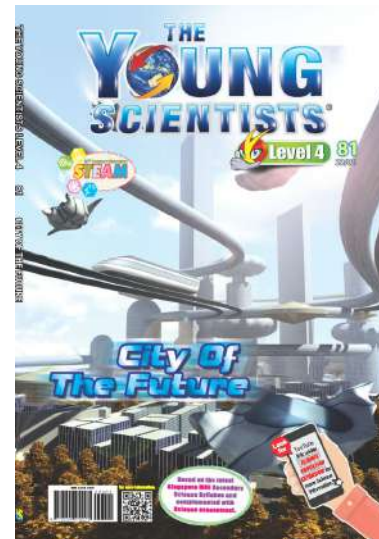
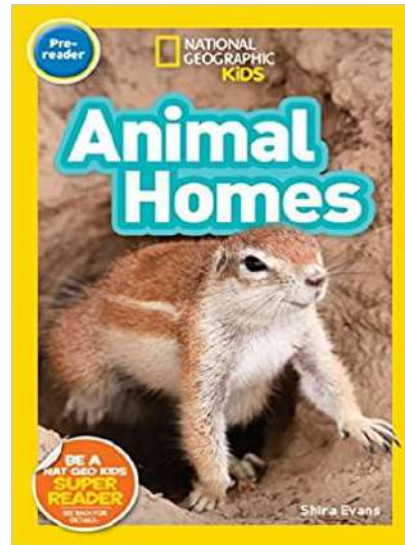
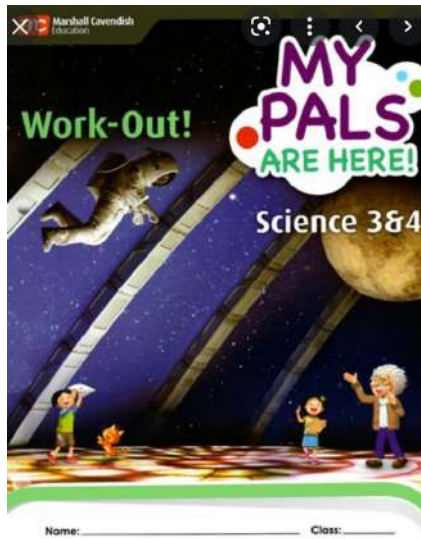




# Enrichment & Materials

WESTWOOD  
PRIMARY SCHOOL

Standard	Supplementary	Enrichment (optional)
My Pals Are Here! Textbooks <b>Energy Systems</b>	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 1/ Term 2	P4 Science Centre Enrichment Lessons <ul style="list-style-type: none"> <li>Physical / Virtual Format</li> </ul> (To be confirmed subject to SMM)	Term 1 / 2 (TBC)
Term 2/3	STEM Project	Term 2/3



- **P4 Science Excellence in 2000 (E2K) Programme**
- **P4 Remedial/Support Programme**
- **P4 STE(A)M Programme**





# P4 Science Assessment Plan



## Science Assessment Plan 2022( Primary 4)

Themes	Term 1 (0%)	Term 2(30%)	Term 3 (0%)	Term 4 (70%)
	<b>Formative Assessment (0%) Holistic Assessment 1</b>	<b>Mid-Year Examination Weighted Assessment (30%)</b>	<b>Formative Assessment (0%) Holistic Assessment 2</b>	<b>End-of-Year Examination Weighted Assessment (70%)</b>
	<b>Cycles</b> - Matter  Holistic Assessment 1 (20m)  Cycles: The Three States of Matter Quiz	<b>Cycles</b> - Matter - Life Cycles of Plants & Animals (P3)  <b>Diversity (P3)</b> - Living & Non-Living things - Plants - Animals - Bacteria & Fungi - Materials  <b>Energy</b> - Light	<b>Cycles</b> - Matter  <b>Energy</b> - Light - Heat  <b>Systems</b> -Plant parts & their functions  <b>Assessment of Process Skills</b> <b>Skills Assessed:</b> Observing, Comparing, Classifying, Measuring, reading tables and Interpretation of data	<b>Cycles</b> - Matter - Life Cycles (P3) <b>Diversity (P3)</b> - Living & Non-Living things - Plants - Animals - Bacteria & Fungi - Materials <b>Interactions (P3)</b> - Magnets <b>Energy</b> - Light - Heat <b>Systems</b> - Human Digestive System - Plant parts & their functions
<b>Total ( 100 %)</b>	0%	30%	0%	70%
<b>Number of Weighted Assessments</b>	0	1	0	1
<b>Formative Assessment Practices :</b> Exit Tickets, Hinge Questions		<b>Common Strategies in class:</b> Inquiry based learning, Claim-Evidence – Reason, Differentiated Tiered Tasks		<b>Reporting:</b> Self-assessment checklists , report books
<b>Personal Quality Focus:</b> - <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 P4

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



# Acquisition of P4 MT Language Skills

**Pupils will learn the following skills:**

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

# P4 MT's Weighting

	Term 1	Term 2	Term 3	Term 4
Termly Weighting	0%	30%	0%	70%

# P4 Holistic Assessment Plan

	Term 1	Term 2	Term 3	Term 4
Listening (10%)	-	<b>Semestral Assessment 1 (30%)</b> a. Listening Task (3%)  b. Oral Tasks <ul style="list-style-type: none"> <li>Picture Description (3%)</li> <li>Conversation (3%)</li> </ul> • Reading Aloud (Passage) (3%)  c. Paper 1(Composition) (4.5%)  d. Paper 2 (Language Use and Comprehension) (13.5%)	-	<b>Semestral Assessment 2 (70%)</b> a. Listening Task (7%)  b. Oral Tasks <ul style="list-style-type: none"> <li>Picture Description (7%)</li> <li>Conversation (7%)</li> </ul> • Reading Aloud (Passage) (7%)  c. Paper 1(Composition) (10.5%)  d. Paper 2 (Language Use and Comprehension) (31.5%)
Speaking (20%): - Picture description (10%) - Conversation (10%)	-		Picture Conversation - Peer Assessment (0%) -Qns related to picture content -Qns on the theme	
Reading (10%)	Reading Aloud - Peer Assessment (0%)		-	
Writing, Language Use and Comprehension (60%): - Paper 1 (15%) - Paper 2 (45%)	Mini Test (0%) - Grammar - Vocabulary - Comprehension		Writing Test (0%) - 4 picture writing task	
<b>Total (100%)</b>	0%	30%	0%	70%
No. of weighted assessments	0	4	0	4
<b>Ongoing formative assessment practices and strategies used in class</b> Making explicit learning targets and success criteria, Descriptive feedback, Strategic questioning, Self and peer assessment, engaging pupils in goal setting and questioning				
<b>Personal Quality Focus:</b> Motivation, Teamwork and Communication Skills				



# P4 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

# P4 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

# 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

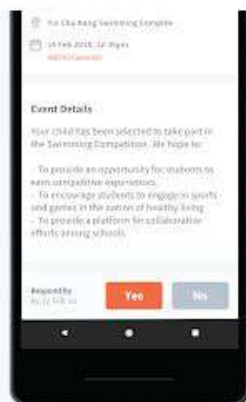
3+

⚠️ You don't have any devices.

➕ Add to Wishlist

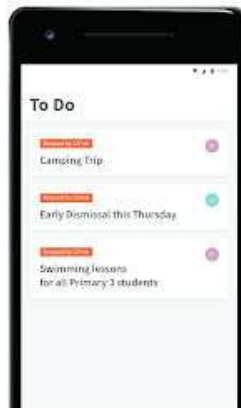
Install

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 4- 5

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

*A: Primary 4/5pupils are encouraged to go home by themselves. Form teachers might also advise parents if they are concerned about the readiness of the individual child. 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.*

*In cases of siblings, the P4 pupil or P5 pupil (with Permission Pass) will be allowed to bring home the Lower Pri pupil. However, Lower Pri pupils will not be released to go home by themselves when the older sibling has a long day in school.*

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





# School Policies

## Primary 4- 5 Dismissal

- In cases of siblings, the P4 pupil or P5 pupil will be allowed to bring home the Lower Primary (P1-P3) pupil.
- However, Lower Pri (P1-P3) pupils will not be released to go home by themselves when the older sibling has a long day in school.
- Please arrange for someone to pick up your younger children (P1-P3) when such situations arise.



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*