

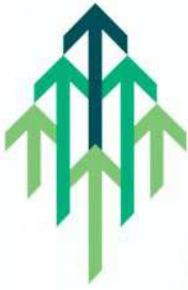
WESTWOOD
PRIMARY SCHOOL

Parents' Engagement Session

Primary 6

22 Jan 2022 (Saturday)

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flourishes and thrives*

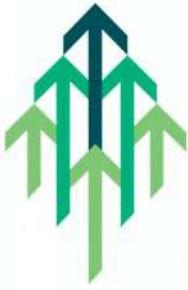


Agenda

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	Special Programmes for the level
6	HA plans (EMS)
7	MT information
8	Strategies for Parents' Cooperation
9	DSA and Secondary school matters
10	Q&A
11	Scan QR code for feedback

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What's unique about Westwood

THREE Focus Areas for POSITIVE Education

THINK MINDFULLY	HEALTHY COPING	RELATING WELL	IN THE MOMENT	VALUES-DRIVEN ACTIONS	EMOTIONS OF POSITIVITY
Helping pupils develop mindful habits	Developing resilient pupils	Building strong communities	Creating an innovative, engaging curriculum	Empowering pupils with purpose and meaning	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 set out to learn something new every day.	I admit my mistakes and learn from them.	I help my family, teachers and friends.	I contribute my ideas and thoughts in discussions.	I step forward to lead my friends.	
I know that with effort, I can improve.	I can manage my thoughts and emotions.	I work well with others.	I am keen to explore new ideas or ways of doing things.	I take care of my environment.	
I reflect on my weaknesses and work on my strengths to achieve my personal best.	I can be trusted to do what I said I would do.	I do what is best for my team or community.	I reach my goals despite all challenges.	I use my talents and skills to benefit others.	
I will keep learning throughout my life.	I will continue to believe in myself even when I face setbacks.	I am able to learn and adapt in new situations.	I lead and serve with my heart.	I encourage my friends to express their gratitude.	
Resilient Mindset		Future-Ready Confidence		Heart of Gratitude	
+ Passion for Community		+ Passion for Community		= Character Strengths	
THE FLOURISHING WESTWOOD PUPIL					

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Positive Education@Westwood

**Weekly ‘What Went Well’
sessions on Friday mornings**

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

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

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Positive Education@Westwood

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!



Class Rules

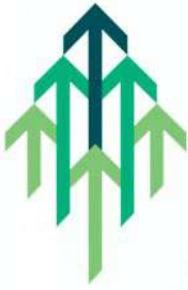
- Hand up all homework/form(s) **punctually**
- **Should raise hand** before asking a question
- Use **quiet voice** when talking
- **Respect** and **love** one another
- **STOP, THINK, DO** before any actions
- **LISTEN, THINK, DO** when instructions are given

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Class Requirements

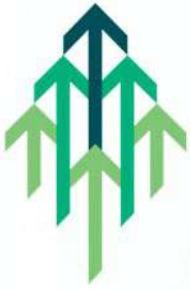
- 2 sharp pencils, at least 1 black pen, 1 blue pen, 1 green pen, eraser, stapler, ruler, highlighter.
- **Bring one** water bottle fill with **ONLY plain water**
- **Ask permission** to go to the school's bookshop or dentist before recess



Modes of communication

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- Parent's Gateway
- Pupil's handbook/ Class Dojo
- 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



Positive Routines

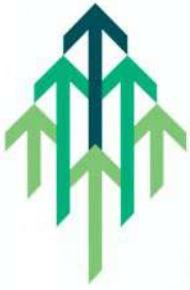
Daily Mindfulness practice in the classroom

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

Be Present
Be Mindful

Be there . . .

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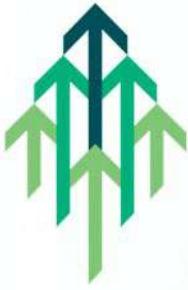


Positive Routines

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



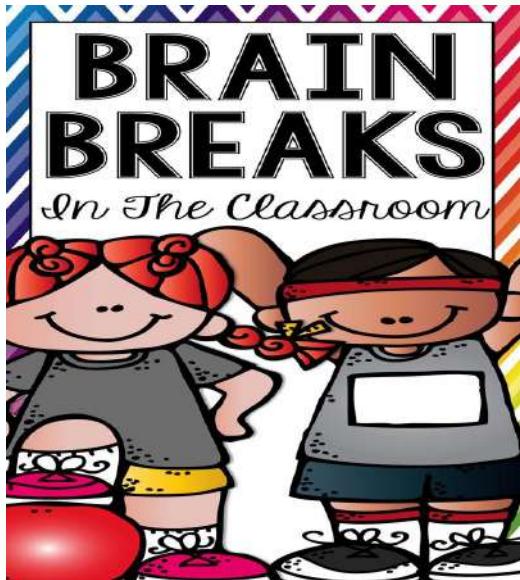
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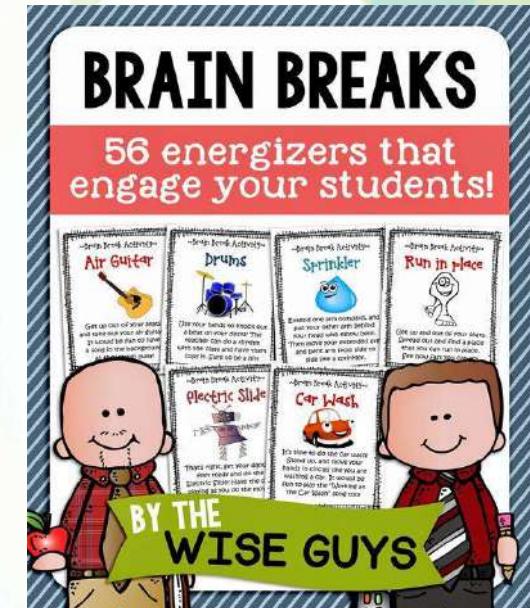
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Brain Breaks

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



**GAMES
DANCE
EXERCISES**



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Homework Guidelines and Expectations

Teachers will assign homework that

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

Homework should take **between 75-120 min** to complete. However, there will be less homework given if pupils are staying back for after school programme on selected days.

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

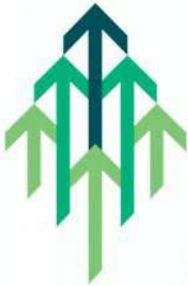
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Homework Guidelines and Expectations

Parents can support your child by

- Checking the Pupil Handbook and Homework file for Homework assignments for the day
- Checking that your child has completed the homework for the day
- Ensuring your child places completed worksheets in the Homework file
- Supporting your child in preparing for weekly spelling quizzes (English on Tuesday and Mother Tongue on Thursdays)
- Looking through your child's Learning Sheets/Worksheets/files and sign when returned for checking.
- Signing and providing encouraging comments for the weekly Spelling tasks



Homework Policy

The recommended homework load is as follows:

Mondays – Thursdays	Fridays (Weekends)	Exceptions	Festive Holidays	Long Vacations
60 – 75 min	60 – 120 min	Homework should take at most 15 – 30 min on days with whole-level after school programmes	No homework	To be coordinated amongst depts

- 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.



P6 Learning Experiences & Activities

Time Frame	Location	Objective
Term 1	School	P6 THRIVE Day
Term 1	School	P6 Growing Years Programme
Semester 1	To be confirmed based on National Posture	P6 VIA Learning Experiences
Term 3	Lee Kong Chian Natural Bio-Diversity Museum (To be confirmed based on National Posture)	Aligned to Science Curriculum for Adaptations of Animals & Conservation of Natural
Term 4	To be confirmed based on National Posture	Growth Mindset Learning Journey



P6 Post PSLE Activities

Programme/ Activity	Location	Objective
P6 NE Learning Journey	To be confirmed based on National Posture	Provide learning experiences for P6 pupils related to National Education
P6 Graduation Concert	School	Pupils and teachers to bond and celebrate successes as a level.

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Subject-based Banding

At Primary 4

Student sits for school-based examinations

School recommends a subject combination based on the student's results.

Parents fill up an option form indicating the preferred combination.



At Primary 5

Student takes subject combination chosen by parents

English, Mathematics, Science and Mother Tongue Language

are available at standard and foundation levels.

Higher Mother Tongue Language is also available.

School assesses student's ability to cope with the current subject combination at the end of the year. Adjustments to the number of standard and foundation subjects can be made, if necessary.



At Primary 6

Student takes subject combination decided by his school and sits for the Primary School Leaving Examination (PSLE) at the end of Primary 6



P6 English Overview

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STELLAR EL Curriculum

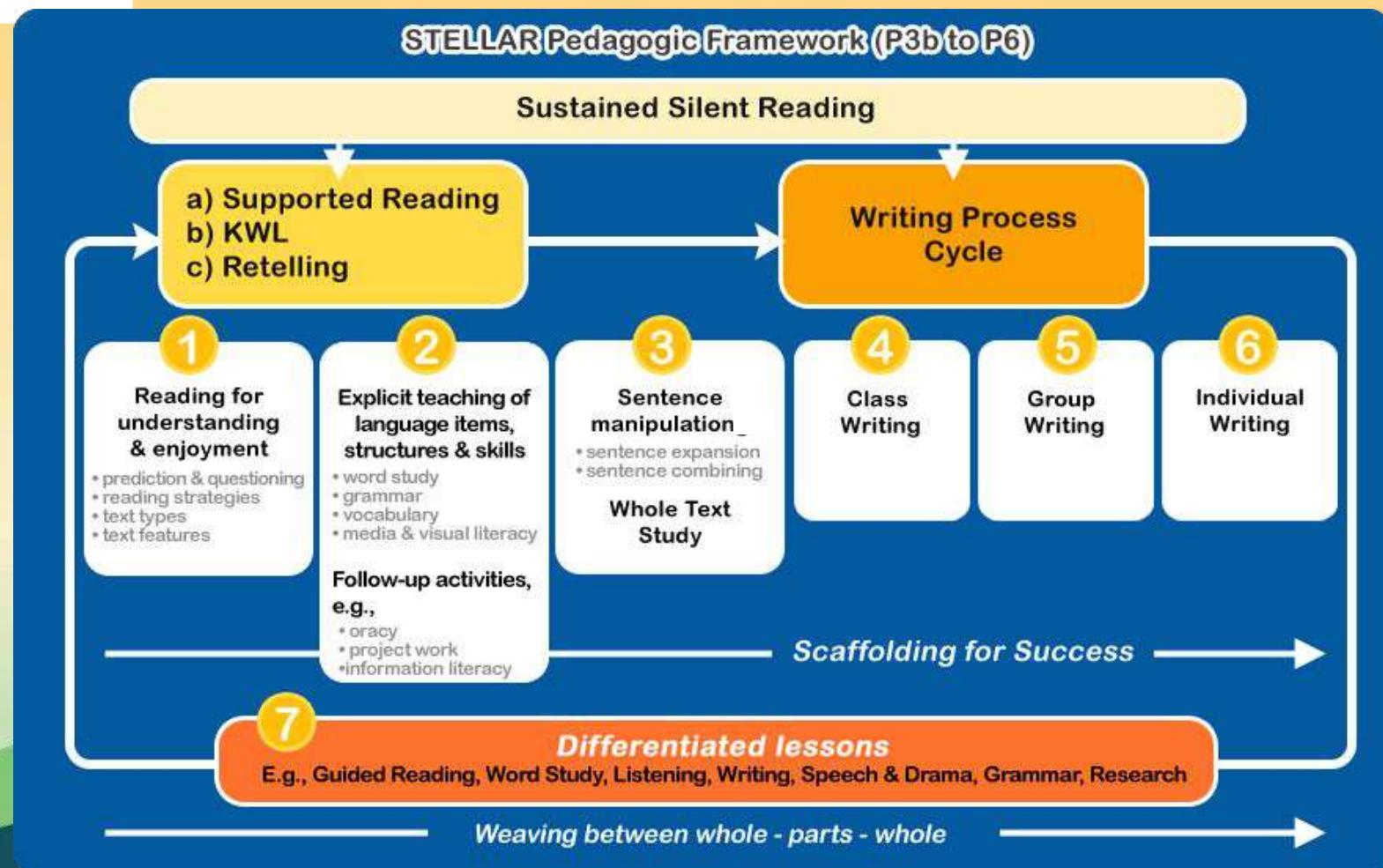
STRategies for English Language Learning And Reading

The STELLAR curriculum aims to:

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



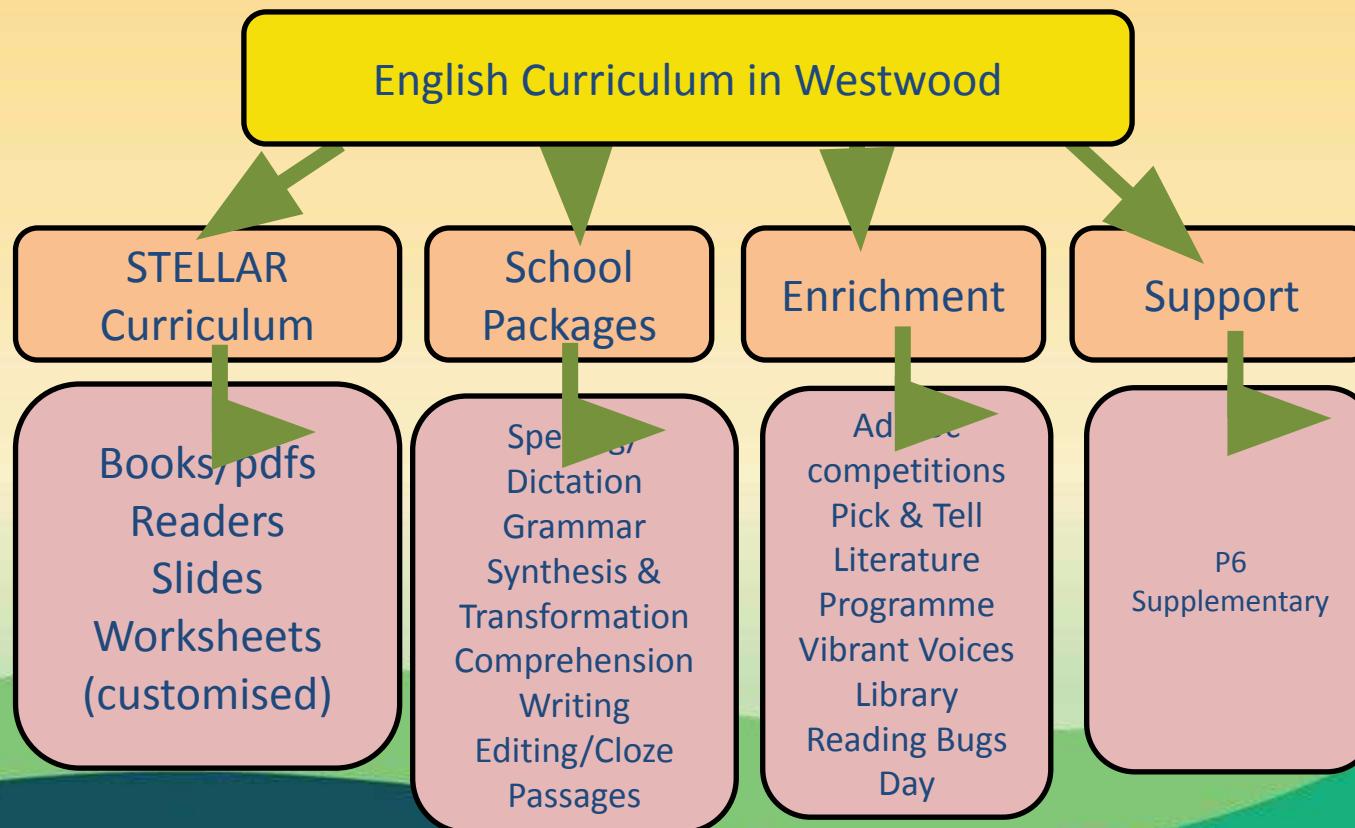
P6 STELLAR Lessons





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P6 English Curriculum in Westwood



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Examples of readers used in the P6 curriculum

John sprinted out of the classroom the minute the recess bell rang. He bought his food and was just about to take his first bite of *nasi lemak* when he heard a dreaded voice yell, "Coolie boy!" It was too late. John was quickly surrounded by Big Bully Chan and his gang.

"How kind of you to get my food," said Big Bully Chan or BBC for short. He shoved John aside and started eating his food. "Now get me a drink," he ordered. "I want a large drink with lots of ice."

John looked at the round faces and hard fists of BBC's rowdy gang. There was no way he could fight them. He sighed and went to get the drink.

When he got back, BBC smirked. "What took you so long? You have to buy us new pens from the stationery shop." John opened his mouth to protest but BBC's henchmen pinched his arm, and he yelped in pain.

By the time recess was over, John was tired, hungry and broke. Recess was far more painful than class time.

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THE BOW WOOF BRIGADE

It was a blazing hot afternoon; we saw a collapsed house huge pile of rubble. It was grey and sooty, as if charred by fire. We had walked into the dog training compound in the Defence Academy. The collapsed house is a site for the dogs to train their skills in disaster scenarios.

In the sweltering heat, we were greeted by four police dogs in their cages. There were two Malinois, a black Labrador and a yellow Labrador. They were very excited to have been brought over from their kennels. One look at the dogs and you could tell that they were very playful and full of energy.

Staff Sergeant (SSG) Dan Qiong, the only female dog handler in the Singapore Civil Defence Force (SCDF), let her dog, Bailey, out of his cage. Bailey is a three-and-a-half-year-old yellow Labrador. Once he saw the cage door open, he jumped out enthusiastically. And when SSG Dan Qiong brought out a ball, you could see Bailey's eyes light up. He was so eager to get the ball that he kept jumping up and down.



Bailey with handler SSG Dan Qiong
© Singapore Civil Defence Force

Defending the seas: ASEAN vs the pirates

In the movie "Pirates of the Caribbean: At World's End", Captain Jack Sparrow crosses blades with Sao Feng, pirate warlord of Singapore. Modern-day pirates are a lot more vicious. Luckily, Southeast Asian countries are getting together to stop them.

- 5 Southeast Asia has some of the most pirate-infested waters in the world. According to the International Maritime Bureau, almost three-quarters
10 of all pirate attacks in the world occur here.
- Now that is a record that ASEAN* can do without. So, its members are getting together to stop the ruthless pirates. Together with other nations, ASEAN countries are keeping a closer eye on the sea lanes and using navy ships and planes to fight piracy.
- 15
- 20



Suspected pirates near waters off Western Malaysia
Kenneth Anderson / Wikimedia Commons / public domain

*ASEAN is an acronym that stands for 'The Association of Southeast Asian Nations'.

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Illustration © 2011 Marshall Cavendish International (S) Pte Ltd



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P6 STELLAR LEARNING SHEETS

WESTWOOD PRIMARY SCHOOL
Primary 6 (Standard)
English

Unit 1: Coolie Boy

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

Name: _____
Class: Primary 6 _____
Parent's Signature: _____

Contents		
No	Components	Activities
1.	Vocabulary	Words in context
2.	Vocabulary	Similes
3.	Vocabulary	Idioms
4.	Grammar	Word Class - Forming, Catergorizing
5.	Grammar	Adverbs
6.	Sentence Manipulation	Combining sentences using relative pronouns : 'who', 'whose', 'which' or 'that'
7.	Grammar	Prepositions
8.	Sentence Manipulation	Changing Direct Speech Reported Speech and 't'
9.	Comprehension	Identifying speakers in conversation

Name: _____	LEARNING SHEET LS1.1
Class: P6 _____	Date: _____

Vocabulary

A) Choose the more suitable word to fill in each blank in the sentences below.

1. a. When the aeroplane started shaking violently in mid-air, the passengers _____ (dreaded/fearred) for their lives.
 b. The principal took action against the gang of bullies when he discovered that Mei _____ (dreaded/scared) going to school every morning because the bullies had been harassing her.

2. a. As the students have been very busy practising for the table tennis competition, the teacher had to exercise some _____ (manageability/ flexibility) when setting the deadline for the assignment.
 b. The _____ (elasticity/ flexibility) in that piece of string has worn out because it has been used for a long time.

3. a. I felt a wave of pity for the poor domestic worker who was _____ (embarrassed/humiliated) in public by her employer. The employer shouted at and scolded her in front of everyone in the shopping mall.
 b. The teacher kindly told Ali that he need not feel so _____ (embarrassed/humiliated) about having forgotten his lines when he was performing in the school play last night.

4. a. No one doubted ~~Letchini~~ when she told them that she did not cause the accident as she had always been a _____ (sincere/truthful) person.
 b. We knew that Peter's apology to Gordon was _____ (sincere/truthful) because he gave Gordon a new ruler to replace the one that he had broken.



P6 SCHOOL-BASED PACKAGES

Westwood Primary School



Primary Six Term 1 (2022) English Spelling/Dictation Lists

Name: _____ ()

Class: Primary 6 _____

Parent's Signature: _____ |

1

Spelling & Dictation

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WESTWOOD PRIMARY SCHOOL
ENGLISH DEPARTMENT
P6 GRAMMAR BOOKLET (TERM 1)

ME: () CLASS: P6 ()

OUNTS (1)

Larissa is more intelligent than _____.
(1) me (2) my (3) mine (4) I

You should attend classes if you want to learn to bake cakes _____.
(1) herself (2) myself
(3) yourself (4) himself

After listening to what Peter had to say, the principal listened to side of the story as well.
(1) hers (2) my (3) mine (4) theirs

Mrs Teo engaged a party planner to make son's first grand affair.
(1) she (2) her (3) his (4) our

Peter and I completed the assignment without any help from anyone.
(1) himself (2) herself (3) myself (4) ourselves

I do not play the trumpet. This trumpet is definitely not _____.
(1) mine (2) yours (3) hers (4) my

Brandon will meet Lex and _____ in front of the stadium.
(1) I (2) me (3) he (4) they

(1) Anyone

Grammar Booklets

Westwood Primary School
P6 English
Synthesis & Transformation (Term 1)

Name: _____ Class: P6 _____

Date: _____

Practice 1

For each of the items, combine the sentences to make one sentence using the word(s) given. The meaning of the sentence must be the same as the sentences given.

1. Alice was rude. She lost a few friends because of that.

As a result of _____

2. Ben was absent-minded. He misplaced his bag again.

As a result of _____

3. Caden lost a lot of weight. It is due to the late nights at work.

As a result of _____

4. Danish was naive. He believed everything the conman told him.

as a result of _____

5. The

Synthesis & Transformation



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P6 SCHOOL-BASED PACKAGES

Westwood Primary School
P6 English
Comprehension Booklet (Term 1)

Name: _____ Class: P6 _____

Date: _____

Ex.1 Read the passage below and answer questions 1 to 10. (20m)

Miss Peters wondered if Wilhemina was feeling all right. She spoke to her again, "Wilhemina, are you deaf? What's the matter?"

Gwendoline gave Bill a poke in the back and made her jump. She looked round at Gwendoline crossly, annoyed at being so rudely awakened from her pleasant day-dreams. Gwendoline nodded violently towards Miss Peters.

"That will do, Gwendoline," said Miss Peters. "Wilhemina, will you kindly give me your attention? I've been speaking to you for the last few minutes." "Oh, sorry! Have you really?" said Bill, apologetically. "Perhaps you kept calling me Wilhemina, though? If you could call me Bill I should always answer. You see . . ."

Miss Peters looked most disapproving. What an extra! "In future, Wilhemina, please pay attention to all I say, and I shall address you by any name at all!" she said. "As for calling me, please don't be impudent."

Bill looked astonished. "Oh, Miss Peters! I was not being impudent. I am sorry. I was not listening to you. I was thinking about Thunder."

"Thunder!" said Miss Peters, who had no idea that Bill had a horse called Thunder. "Why should you think about thunder on a lovely sunny day like this? I think you are being very silly."

"But it is just the day to think of Thunder!" said Bill, her eyes shining. "Just think of Thunder, galloping over the hills and . . ."

Everyone tried to suppress giggles. They knew perfectly well that Wilhemina was talking about her horse, but poor Miss Peters looked more

Comprehension Booklets

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Westwood Primary School
P6 English
Editing & Cloze Passage Booklet (Term 1)

Name: _____ Class: P6 _____

Date: _____

Editing for Spelling and Grammar (Practice 1)

Each of the underlined word contains either a spelling or grammatical error. Write the correct word in each of the box.

There is no lack of green spaces, even in urban Singapore. From the (1) [] (2) [] mankeered lawns of Gardens By The Bay through the rustic trails within the Central (3) []

Catchment Nature Reserve (CCNR), there is a shade of green to suit every fancy.

(4) [] (5) [] Parks are man-made environments that sernot a smaller diversity of species, even (6) [] compared to nature reserves, which are orijinal native environments that are

(7) [] biologically diverse. There are certain species of plants and animals that visitors can

Editing/Cloze Passages

Johnson's freshwater crab, discovered by Singapore crab expert Peter Ng in the

(10) []

1980s, is even more young. It is restricted to the Bukit Timah and CCNR, and can

(11) []

be found nowhere else in the world. When it comes to trees, the CCNR is when

Singapore's largest primary lowland rainforest patch can be found, with many of the

(12) []

trees from the genera Dipterocarpus and Shorea going back millions in years.

Adapted from The Straits Times March 12, 2016, Visiting Nature Reserves by Audrey Tan

WESTWOOD PRIMARY SCHOOL
PRIMARY SIX ENGLISH LANGUAGE
TERM 1
WRITING TASK 1

Name: _____ () Parent's Signature: _____

Class: Primary 6 _____

Date: _____

Marks: _____

40

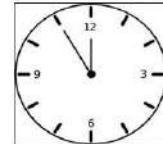
Write a composition of at least 150 words about a challenge.

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 challenge?
- Why was it challenging?

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



Understand

- 1) Highlight
- 2) Look out
- 3) Use the dictionary
- 4) Include

Writing Packages



P6 Standard EL Assessment Plan

	Term 1	Term 2	Term 3	Term 4
Listening & Viewing [10%]		Summative Assessment <u>T2W6, 25 April 2022, Mon</u> Listening Comprehension (0%) (20m)	Summative Assessment <u>T3W9, 22 Aug 2022, Mon</u> Listening Comprehension (10%) (20m)	
Oral (15%)		Summative Assessment (0%) <u>T2W5, 18-19 April 2022, Mon-Tues</u> Reading (10m) Testing on expressiveness, fluency & accuracy Stimulus-based conversation (20m) Responses, expression & engagement	Summative Assessment (15%) <u>T3W5, 25, 26 July 2022, Mon, Tues</u> Reading (10m) Testing on expressiveness, fluency & accuracy Stimulus-based conversation (20m) Responses, expression & engagement	
Writing & Representing [27.5%]		Summative Assessment <u>T2W6, 25 April 2022, Mon</u> Situational Writing (15m) (0%) Continuous Writing (40m) (0%) 3-picture continuous writing (current PSLE format)	Summative Assessment <u>T3W8, 15 Aug 2022, Mon</u> Situational Writing (15m) (7.5%) Narrative Writing (40m) (20%) 3-picture narrative writing (current PSLE format)	
Language Use [47.5%]	Formative Assessment <u>T1W8, 21 Feb 2022, Mon</u> Paper & Pencil Test (95m) Booklet A: <ul style="list-style-type: none"> • Grammar MCQ (10m) • Vocabulary MCQ (5m) • Vocabulary Cloze (5m) • Visual Text Comprehension (8m) Booklet B: <ul style="list-style-type: none"> • Grammar Cloze (10m) • Editing for spelling & grammar (12m) • Comprehension Cloze (15m) • Synthesis & Transformation (10m) • Comprehension OE (20m) 	Summative Assessment <u>T2W8, 9 May 2022, Mon</u> Paper & Pencil Test (0%) (95m) Booklet A: <ul style="list-style-type: none"> • Grammar MCQ (10m) • Vocabulary MCQ (5m) • Vocabulary Cloze (5m) • Visual Text Comprehension (8m) Booklet B: <ul style="list-style-type: none"> • Grammar Cloze (10m) • Editing for spelling & grammar (12m) • Comprehension Cloze (15m) • Synthesis & Transformation (10m) • Comprehension OE (20m) 	Summative Assessment <u>T3W8, 15 Aug 2022, Mon</u> Paper & Pencil Test (47.5%) (95m) Booklet A: <ul style="list-style-type: none"> • Grammar MCQ (10m) • Vocabulary MCQ (5m) • Vocabulary Cloze (5m) • Visual Text Comprehension (8m) Booklet B: <ul style="list-style-type: none"> • Grammar Cloze (10m) • Editing for spelling & grammar (12m) • Comprehension Cloze (15m) • Synthesis & Transformation (10m) • Comprehension OE (20m) 	
Total (100%)	0%	0% (200m)	100% (200m)	



P6 Foundation EL Assessment Plan

	Term 1	Term 2	Term 3	Term 4
Listening & Viewing [13.3%]		Summative Assessment <u>T2W6, 26 April 2022, Mon</u> Listening Comprehension (0%) (20m)	Summative Assessment <u>T3W9, 22 Aug 2022, Mon</u> Listening Comprehension (13.3%) (20m)	
Oral (20%)		Summative Assessment (0%) <u>T2W6, 18-19 April 2022, Mon-Tues</u> Reading (10m) Testing on expressiveness, fluency & accuracy Stimulus-based conversation (20m) Responses, expression & engagement	Summative Assessment (20%) <u>T3W5, 25, 26 July 2022, Mon, Tues</u> Reading (10m) Testing on expressiveness, fluency & accuracy Stimulus-based conversation (20m) Responses, expression & engagement	
Writing & Representing [26.7%]		Summative Assessment <u>T2W6, 26 April 2022, Mon</u> Situational Writing (10m) (0%) Narrative Writing (30m) (0%) 3-picture narrative writing (current PSLE format)	Summative Assessment <u>T3W8, 16 Aug 2022, Mon</u> Situational Writing (10m) (6.7%) Narrative Writing (30m) (20%) 3-picture narrative writing (current PSLE format)	
Language Use [40%]	Formative Assessment <u>T1W8, 21 Feb 2022, Mon</u> Paper & Pencil Test (60m) Booklet A: <ul style="list-style-type: none"> • Grammar MCQ (8m) • Punctuation (2m) • Vocabulary Cloze (5m) • Visual Text Comprehension (5m) Booklet B: <ul style="list-style-type: none"> • Form filing (5m) • Editing for grammar (6m) • Editing for spelling (6m) • Comprehension OE (completion of sentences) (5m) • Synthesis (3m) • Comprehension Cloze (5m) • Comprehension (Passage A and B) (10m) (7 items) 	Summative Assessment <u>T2W8, 9 May 2022, Mon</u> Paper & Pencil Test (0%) (60m) Booklet A: <ul style="list-style-type: none"> • Grammar MCQ (8m) • Punctuation (2m) • Vocabulary Cloze (5m) • Visual Text Comprehension (5m) Booklet B: <ul style="list-style-type: none"> • Form filing (5m) • Editing for grammar (6m) • Editing for spelling (6m) • Comprehension OE (completion of sentences) (5m) • Synthesis (3m) • Comprehension Cloze (5m) • Comprehension (Passage A and B) (10m) (7 items) 	Summative Assessment <u>T3W8, 16 Aug 2022, Mon</u> Paper & Pencil Test (40%) (60m) Booklet A: <ul style="list-style-type: none"> • Grammar MCQ (8m) • Punctuation (2m) • Vocabulary Cloze (5m) • Visual Text Comprehension (5m) Booklet B: <ul style="list-style-type: none"> • Form filing (5m) • Editing for grammar (6m) • Editing for spelling (6m) • Comprehension OE (completion of sentences) (5m) • Synthesis (3m) • Comprehension Cloze (5m) • Comprehension (Passage A and B) (10m) (7 items) 	
Total (100%)	0%	0% (150m)	100% (150m)	



PSLE Weightage (standard)

Paper	Component	Item Type	Marks	Weighting	Duration
1	Situational Writing Continuous Writing	OE OE	55	27.5%	1h 10 min
2	Language Use and Comprehension	MCQ OE	95	47.5%	1h 50 min
3	Listening Comprehension	MCQ	20	10%	35 min
4	Oral Communication	OE	30	15%	10 min
	Total		200	100%	



PSLE Weightage

Booklet A

Components	Marks
Grammar MCQ	10
Vocabulary MCQ	5
Vocabulary Cloze	5
Visual Text Comprehension	8



PSLE Weightage

Booklet B

Components	Marks
Grammar Cloze	10
Comprehension Cloze	15
Editing	12
Synthesis and Transformation	10
Open-ended Comprehension	20



PSLE Weightage (foundation)

EXAMINATION FORMAT

Candidates will be assessed in the following areas:

PAPER	COMPONENT	ITEM TYPE	NO. OF ITEMS	MARKS	WEIGHTING	DURATION
1 (Writing)	Situational Writing	OE	1	10		
	Continuous Writing	OE	1	30	26.7%	1 h 10 min
2 (Language Use and Comprehension)	Booklet A: Grammar	MCQ	8	8		
	Punctuation	MCQ	2	2		
	Vocabulary	MCQ	5	5		
	Comprehension (Visual Text)	MCQ	5	5		
	Booklet B: Form Filling	OE	5	5		
	Editing for Grammar	OE	6	6	40%	1 h 20 min
	Editing for Spelling	OE	6	6		
	Comprehension (Completion of Sentences)	OE	5	5		
	Synthesis	OE	3	3		
	Comprehension Cloze	OE	5	5		
	Comprehension: (Passages A and B)	OE	7	10		
3 (Listening Comprehension)	Listening Comprehension	MCQ	20	20	13.3%	About 35 min
4 (Oral Communication)	Reading Aloud	OE	1 passage	10		About 10 min (5 min preparation time; about 5 min examination time)
	Stimulus-based Conversation	OE	1 visual stimulus	20	20%	
			Total	150	100%	



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Some English Activities to do with your child at home



Reading

- 1) Bring your child or allow them to frequent the library often. Encourage them to borrow books to read and discuss the books with them.
- 2) Read some of the books your child is interested in and share your opinions with them. Get them to share their own opinions as well.



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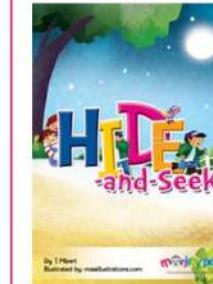
Some English Activities to do with your child at home



Watch the news together and have a discussion

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

<https://monkeypen.com>

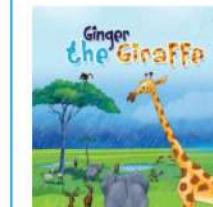


001: HIDE AND SEEK

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 kid's 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

Online websites



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Some English Activities to do with your child at home

Westwood Primary School



Primary Six Term 1 (2022) English Spelling/Dictation Lists

Name: _____ ()

Class: Primary 6 _____

Parent's Signature: _____ |

WESTWOOD PRIMARY SCHOOL

PRIMARY SIX 2022

ENGLISH LANGUAGE

TERM 1

SPELLING/DICTATION (1)

Name: _____ ()

Class: Primary 6 _____

No.	Spelling Word	
1.	credit	Father bou had not cor
2.	dreaded	Jane dread she had do
3.	flexibility	The gymna
4.	henchman	The presid elections.
5.	humiliating	It was hum the whole s
6.	planks	Father bou bookshelf.
7.	rowdy	That class
8.	sprinted	The athlete
9.	protest	The rebels
10.	errands	I had to ru
11.	moping	Peter was r examination
12.	satisfaction	I had great
No.		
Sentence		
1.	Crestfallen	, I placed the figurine bac shop.
2.	Motivated by their raucous cheers,	or
3.	A lump formed in my throat	and I fe

I have learnt my spelling.

I have checked the meanings of

The Coolie Box

PRIMARY SIX 2022
ENGLISH LANGUAGE
TERM 1
SPELLING/DICTATION (2)

Name: _____ ()

Class: Primary 6 _____

Story Hook 1

Dictation

Twigs and branches snapped as we ventured into the forest. A balmy breeze caressed my face as I inhaled the fresh air that invigorated me. The harmonious twittering of birds complemented the tranquility. A gust of wind blew and the soft rustling of leaves could be heard.

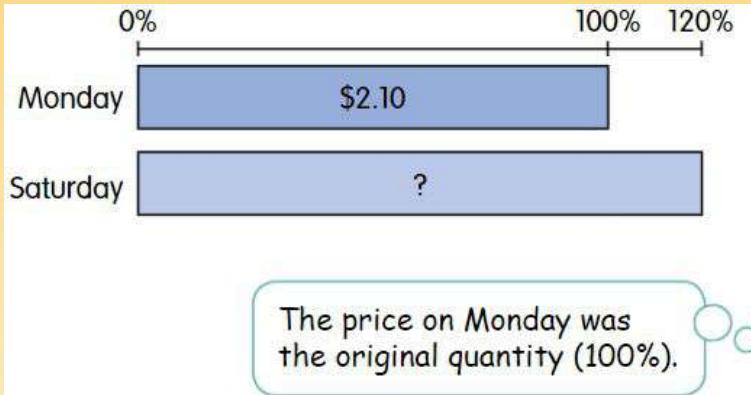
I have learnt my dictation.

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



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Learning Mathematics at Primary 6



philipmartin.info

Solving word problems

Mastery of Skills & Concepts

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**.



P6 Mathematics - PSLE Format

PSLE (Standard MA)

- Paper 1 (45 marks) – Booklet A and B (MCQ & SAQ)
- Paper 2 (55 marks) – (SAQ & LAQ)

PSLE (Foundation MA)

- Paper 1 (50 marks) – Booklet A and B (MCQ & SAQ)
- Paper 2 (40 marks) – (SAQ & SQ)



P6 Mathematics

PSLE Format (Standard MA)

Paper	Booklet	Item Type	Number of questions	Number of marks per question	Total marks	Duration	
1	A	Multiple-choice	10	1	10	1 h	
			5	2	10		
	B	Short-answer	5	1	5		
			10	2	20		
			5	2	10		
			12	3, 4 or 5	45		
	Total		47	-	100		
					2 h 30 min		

Both papers will be scheduled on the same day with a break between the two papers.

Paper 1 comprises two booklets (**1 hour for both A & B**). The use of calculators is not allowed.

Paper 2 comprises one booklet (**1 h 30 min**). The use of calculators is allowed.



P6 Mathematics

PSLE Format (Foundation MA)

Paper	Booklet	Item Type	Number of questions	Number of marks per question	Total marks	Duration
1	A	Multiple-choice	10	1	10	1 h
			10	2	20	
	B	Short-answer	10	2	20	
2		Short-answer	10	2	20	1 h
		Structured	6	3 or 4	20	
Total			46	-	90	2 h

Both papers will be scheduled on the same day with a break between the two papers.

Paper 1 comprises two booklets (**1 hour for both A & B**). The use of calculators is **not** allowed.

Paper 2 comprises one booklet (**1 hour**). The use of calculators is allowed.



Overview Of P6 Standard Math Assessment Plan

Term 1	Term 2	Term 3	Term 4
HA (T1W8) (6A Chapters 2 to 4) - Fractions - Ratio - Percentage <i>* Inclusive of all P3 to P5 topics</i>	SA 1 (T2W8) (6A: Chapters 2 to 6 and 6B: Chapters 7, 9) - Fractions - Ratio - Percentage - Circles - Angles in Geometric Figures - Speed - Pie Charts <i>* Inclusive of all P3 to P5 topics</i>	Prelims (T3W8) (All topics) - Whole Numbers - Fractions - Decimals - Percentage - Ratio - Rate - Speed - Algebra - Measurement - Geometry - Statistics	PSLE (T4W3)
0	0	100%	PSLE

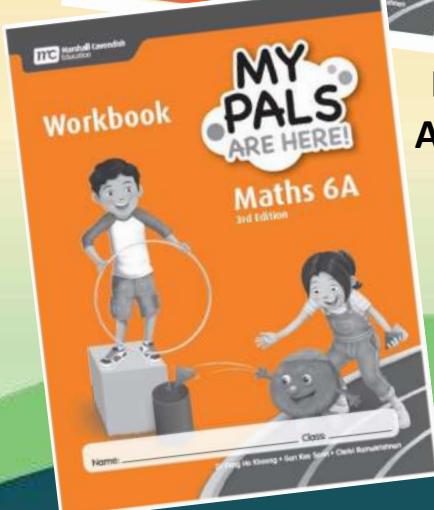


Overview Of P6 Foundation Math Assessment Plan

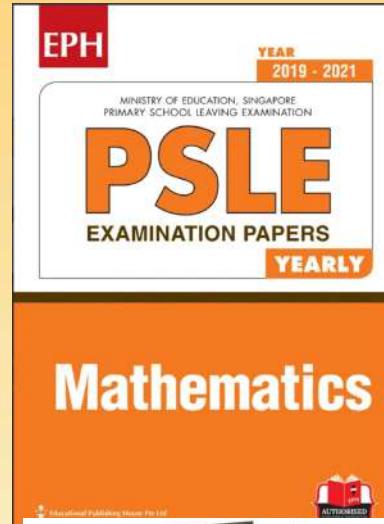
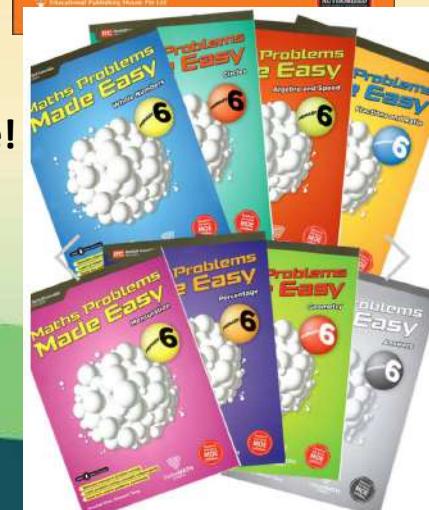
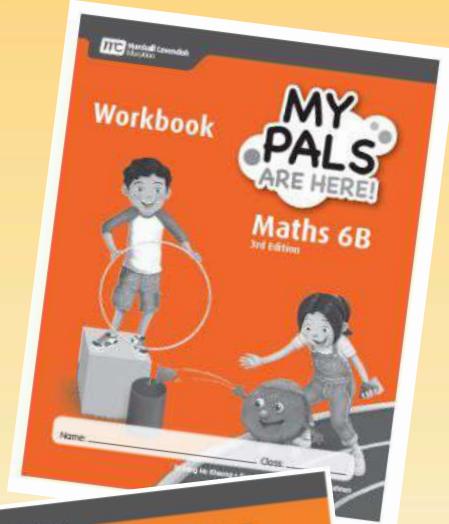
Term 1	Term 2	Term 3	Term 4
HA (T1W8) (6A Chapters 1 to 3) - Fractions - Decimals - Percentage <i>* Inclusive of all P5 FMA topics</i>	SA 1 (T2W8) (6A Chapters 1 to 4 and 6B Chapter 1) - Fractions - Decimals - Percentage - Average - Triangles, Squares and Rectangles <i>* Inclusive of all P5 FMA topics</i>	Prelims (T3W8) (All topics) - Whole Numbers - Fractions - Decimals - Percentage - Rate - Measurement - Geometry - Statistics	PSLE (T4W3)
0	0	100%	PSLE



Learning Resources



My Pals Are Here!



PATTERNS

PATTERNS

Needle in a Haystack!

How many needles can you find in the haystack below? The needles may appear horizontally, vertically, diagonally or diagonally in reverse. So all of the letters represent a single needle.

n e d e d
d e d e d e l l l
e e e n n e e l l e
n n d d e d e d e d d l
e l e e e e d e n d e
e l n l e e e e n e d d o
l l n n e e e e n e e e
n u d d e l d e d d n l
n u d d e l d e l l n n
e n l e e e e e d e n l l
n n e e e e e n e e e d
n u d d e d d n n l l e s e
n u d d l n l e l l n n n

http://www.mathproblemsmadeeasy.com/grade3.html#needle

Name: _____ Date: _____

Learning points:

- Determine the number of sticks in the table.
- Find the pattern of sticks getting more? (Involves addition or multiplication?)
- Block the gaps.
- Are the answers?

(a) How many sticks did John use to form Figure 3?

Figure number	1	2	3	4	5
Number of sticks	3	5	7	9	?

+ 2 + 2 + 2

From the gaps, we see a regular addition of 2.
This involves the concept of multiplication of 2.

In this case, we notice a note or adjustment to get the answer in the table (i.e., 1).

Figure number	1	2	3	4	5
Number of sticks	3	2 + 2 = 4	2 + 2 + 2 = 6	2 + 2 + 2 + 2 = 8	2 + 2 + 2 + 2 + 2 = 10

Starter: Refer to Pg Maths Problems Made Easy Whole Numbers Riddle P52-56 2/2

I CAN DO IT! TRY... WITH EFFORT! I can! 14

PSLE Practices

- *Past Years' PSLE Booklets (Yearly & Topical)*
 - *Other schools' Practice Papers*

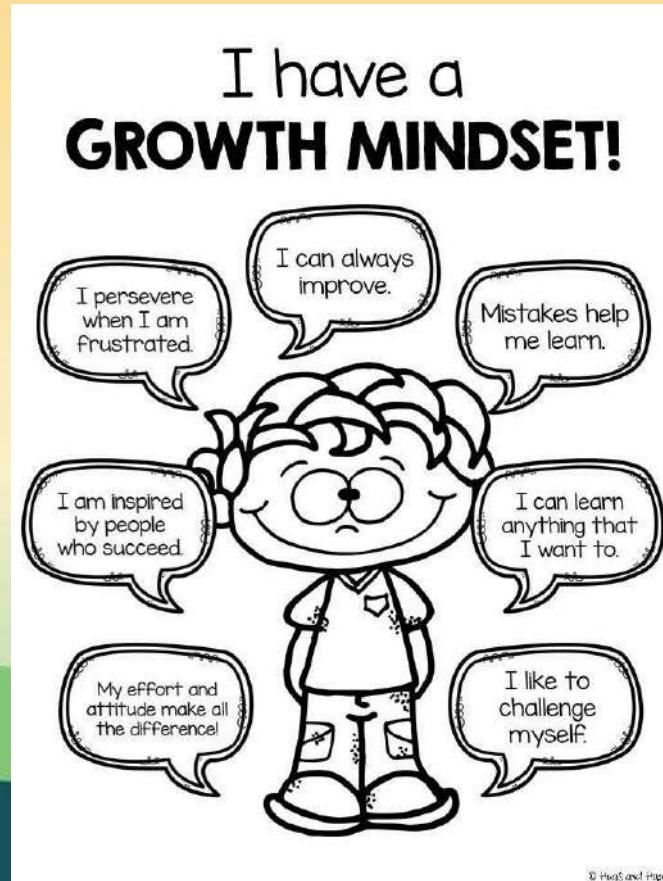
Differentiated Resources

- *Math Problems Made Easy*
 - *Conceptual Booklets*
 - *Topical Worksheets*

Parental Help

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**.





ience Overview@ Primary

6



The Primary 6 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





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Primary 6 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 / Supplementary Classes

Environmental
Awareness

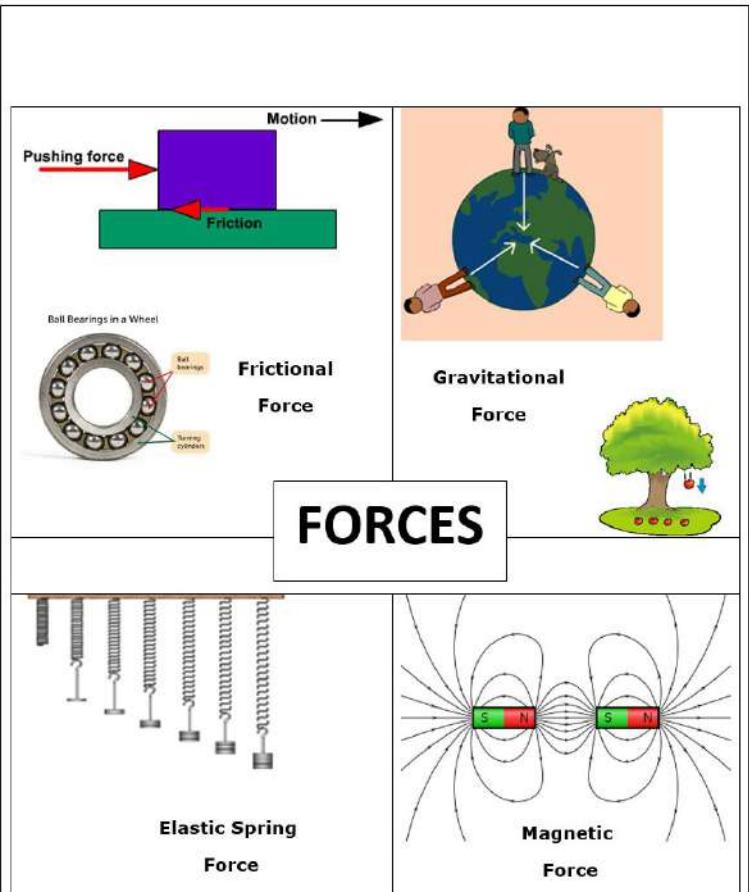
- Develop care for the world we live in





P6 Science Learning Sheets

School-based packages



Science

Name: _____ ()

Class: 6 _____

At the end of the topic, you should be able to do the following:

- State that a force is a push or a pull
- Show an understanding of the effects of a force.
 - a) A force can move a stationary object
 - b) A force can speed up, slow down or change the direction of motion
 - c) A force can stop a moving object
 - d) A force may change the shape of an object
- Identify the forces observed in our daily activities as a push or a pull.
- Identify the different types of forces : frictional force, elastic spring force, gravitational force and magnetic force
- Describe frictional force as a force that opposes motion and is produced when two surfaces are in contact.
- Investigate the effects of frictional force on the movement of objects.
- Recognise frictional force can be useful or harmful
- Show an understanding that elastic force is a force that causes an elastic object to return to its original shape, after it has been stretched or compressed.
- Observe that a larger pulling force on a spring causes it to extend more.
- Describe gravitational force as the force of attraction between objects.
- Recognise that the gravitational force between objects and the Earth causes the objects to have weight.
- Describe magnetic force as the force exerted by magnets.

What is a force?

A force is either a push or a pull on an object. Non-living or inanimate objects cannot move by themselves. We need to apply a force on them before they can move. This means that we are **exerting a force** on them. To bring an object nearer to us, we exert a pulling force on the object. To move an object further away from us, we exert a pushing force on the object.

Although forces cannot be seen, their **effects** can often be **seen, felt and measured**.

The four main effects of forces are:

- a) A force can move a stationary object
- b) A force can speed up, slow down or change the direction of motion
- c) A force can stop a moving object
- d) A force may change the shape of an object

Forces at Work

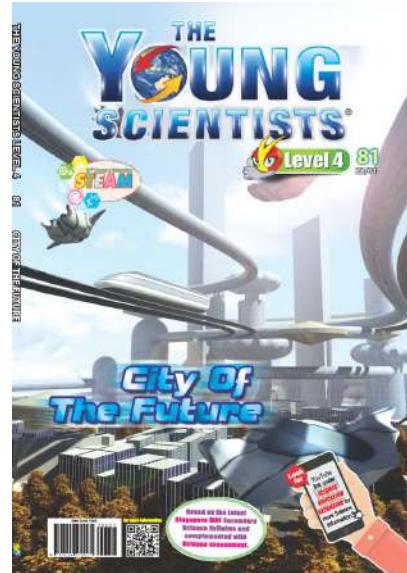
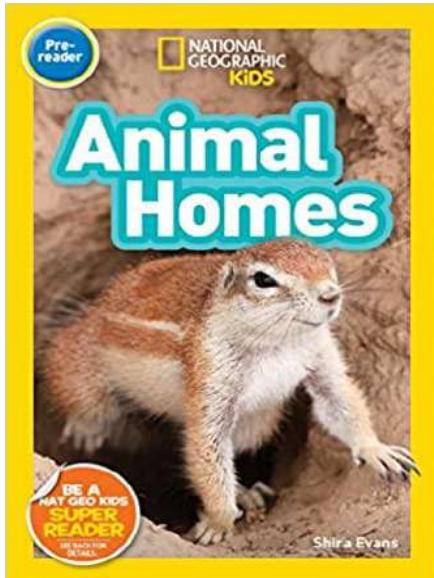
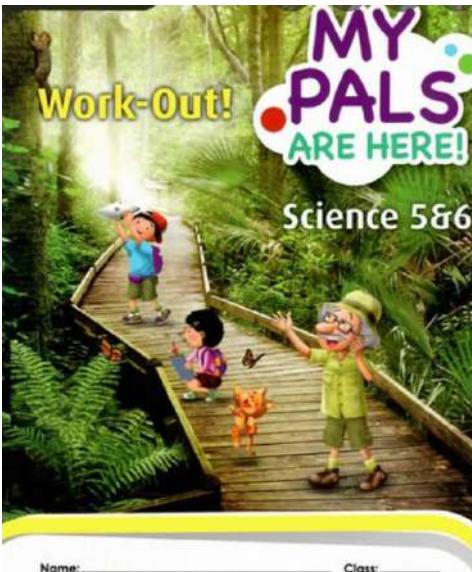
Some forces are useful to us, such as the forces exerted by wind on sailing boats to make them move or on windmills to mill wheat or generate electricity.

Some forces can be very destructive e.g. natural disasters such as earthquakes, typhoons and hurricanes can claim lives and cause massive damage to property.



Enrichment & Materials

Standard	Supplementary	Enrichment (optional)
My Pals Are Here! Textbooks and Workbooks Interactions Energy	PSLE Booklet (Past Year Questions) WWPS Revision notes & Learning Sheets	Young Scientists Magazines (information on subscription will be issued later)





Science Programmes and Learning Journeys

Time Frame	Science Programme	Dates / Times
Terms 1- 3	P6 Science Supplementary Programme	Thursdays Selected class(s) on Mondays
Term 3	P6 Science Learning Journey to Lee Kong Chian Biodiversity Museum	After school / to be confirmed

Learning journeys are currently still pending SMM measures. Virtual journeys will be the alternative mode.





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P6 Standard Science Assessment Plan



Themes	Term 1 (0%)	Term 2(0%)	Term 3 (100%)	Term 4
	Continual Assessment 1	Semestral Assessment 1 (0 %)	Preliminary Exam (100%)	Semestral Assessment 2 (PSLE)
	Interactions <ul style="list-style-type: none"> Forces Energy- <ul style="list-style-type: none"> Energy in Food (Photosynthesis) Forms and Uses of Energy Sources of Energy Conversion of Energy <u>The following P3- P5 Themes are included</u> <ul style="list-style-type: none"> Diversity Materials Interactions <ul style="list-style-type: none"> Magnets Systems <ul style="list-style-type: none"> Cells Electricity Energy <ul style="list-style-type: none"> Heat Light Cycles <ul style="list-style-type: none"> Water Cycle Cycles of Reproduction (plant and human) 	Interactions <ul style="list-style-type: none"> Forces Energy <ul style="list-style-type: none"> Energy in Food (Photosynthesis) Forms and Uses of Energy Sources of Energy Conversion of Energy Interactions <ul style="list-style-type: none"> Factors affecting the environment Web of Life Adaptations Man's Impact on the Environment <u>The following P3 – P5 Themes are included:</u> Diversity <ul style="list-style-type: none"> Living and non-living Things Types of Living Things (Plants, Animals, Fungi and Bacteria) Systems <ul style="list-style-type: none"> Plant Transport System Respiratory System Circulatory System Energy <ul style="list-style-type: none"> Heat Light Cycles <ul style="list-style-type: none"> Matter Life Cycles 	All P3 – P6 Themes are included in this examination	PSLE
Total (100 %)	0%	0%	100%	PSLE

Standard Science

Format for P6 SA1/Prelim/PSLE

Booklet	Item type	Number of Questions	Number of marks per question	Marks	Total Time given
A	MCQ	28	2	56	1 hour 45 min
B	Open-ended	12 - 13	2 - 5	44	

The P6 Science examination comprises of 2 booklets taken at one sitting. Formats both CA & SA papers will be the same as the PSLE format.





P6 Foundation Science Assessment Plan



Themes	Term 1 (0%)	Term 2(0%)	Term 3 (100%)	Term 4
	Continual Assessment 1	Semestral Assessment 1 (0%)	Preliminary Exam (100%)	Semestral Assessment 2 (PSLE)
	<p>Interactions</p> <ul style="list-style-type: none"> Forces (exclude elastic spring force) <p>Energy</p> <ul style="list-style-type: none"> Energy in Food (Photosynthesis) Uses of Energy Sources of Energy <p>The following P3 - P5 Themes are included</p> <p>Diversity</p> <ul style="list-style-type: none"> -Materials <p>Interactions</p> <ul style="list-style-type: none"> Magnets <p>Systems</p> <ul style="list-style-type: none"> Electricity <p>Energy</p> <ul style="list-style-type: none"> Heat Light <p>Cycles</p> <ul style="list-style-type: none"> Water Cycle Cycles of Reproduction (plant and human) 	<p>Interactions</p> <ul style="list-style-type: none"> Forces (exclude elastic spring force) <p>Energy-</p> <ul style="list-style-type: none"> Energy in Food (Photosynthesis) Uses of Energy Sources of Energy <p>Interactions</p> <ul style="list-style-type: none"> Factors affecting the environment Web of Life (exclude food webs) Adaptations Man's Impact on the Environment <p>The following P3 – P5 Themes are included</p> <p>Diversity</p> <ul style="list-style-type: none"> Living and non-living Things Types of Living Things (Plants, Animals, Fungi and Bacteria) <p>Systems</p> <ul style="list-style-type: none"> Plant Transport System Respiratory System Circulatory System <p>Energy</p> <ul style="list-style-type: none"> Heat Light <p>Cycles</p> <ul style="list-style-type: none"> Matter Life Cycles 	All P3 – P6 Themes are included in this examination	PSLE
Total (100 %)	0%	0%	100%	PSLE



Foundation Science

Format for P6 SA1/Prelim/PSLE

Booklet	Item type	Number of Questions	Number of marks per question	Marks	Total Time given
A	MCQ	18	2	36	1 hour 15 min
B	Structured Open-ended	6 – 7 5 – 6	2 – 3 2 -4	14 20	

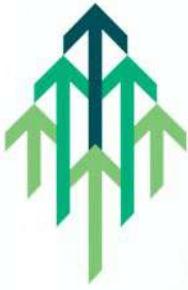
The P6 Foundation Science examination comprises of 2 booklets taken at one sitting. Formats both CA & SA papers will be the same as the PSLE format.
A helping word list is provided.



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.
- Encourage revision by synthesizing the notes given in different ways.

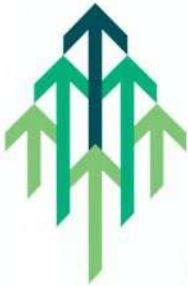




Strategies to engage your child in learning effectively

English	Mathematics	Science
<ul style="list-style-type: none">Provide English Language reading materials such as books, magazines and newspapers at home.Talk about the books read and movies watched, ie the settings, characters and plotsEncourage your child to keep a journal.	<ul style="list-style-type: none">Use everyday activities to engage your children in mathematical learning	<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.

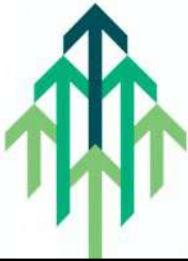
inspiring a future-ready, anchor-steady community that flourishes and thrives



Mother Tongue Language Assessment Plan

Term 1	Term 2	Term 3
-	Semestral Assessment 1 - Listening Task (0%)	Preliminary Examination - Listening Task (10%)
-	- Oral Video Interactive Task (0%)	- Oral Video Interactive Task (15%)
Reading Aloud (0%)	- Reading Aloud (0%)	- Reading Aloud (Passage) (10%)
Mini Test (0%) - Grammar - Vocabulary - Comprehension 1	- Paper 1(Composition) (0%) - Paper 2 (Language Use and Comprehension) (0%)	- Paper 1(Composition) (20%) - Paper 2 (Language Use and Comprehension) (45%)
0%	0%	100%

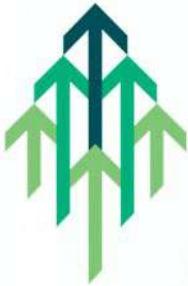
*inspiring a **future-ready, anchor-steady** community that
flourishes and thrives*



Mother Tongue Language

PSLE Exam Format

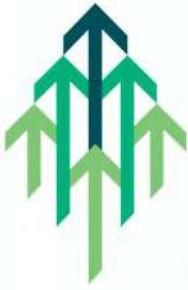
Component	Duration	Content	Marks
Paper 1: Composition	50 mins	<ul style="list-style-type: none">Topic Essay<u>or</u>Picture Essay	40
Paper 2: Language Use & Comprehension	1 hr 40 mins	Language Use & Comprehension	90
Paper 3: Listening Comprehension	Approx. 30 mins	Listening Comprehension	20
Paper 3: Oral	Approx. 15 min	Reading Aloud	20
		Conversation based on video stimulus	30
Total			200



Higher Mother Tongue Language Assessment Plan

Term 1	Term 2	Term 3
-Paper 1 (0%)	Semestral Assessment 1 - Paper 1 (0%)	Preliminary Examination - Paper 1 (40%)
Mini Test (0%) - Language Use and Comprehension	- Paper 2 (Language Use and Comprehension) - Grammar - Vocabulary - Comprehension 1 & 2	- Paper 2 (Language Use and Comprehension) (0%) - Grammar - Vocabulary - Comprehension 1 & 2 (60%)
0%	0%	100%

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Higher Mother Tongue Language

PSLE Exam Format

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Component	Duration	Content	Marks
Paper 1: Composition	50 mins	Topic and Scenario Essay or Complete the essay	40
Paper 2	1 hr 20 mins	Language Use & Comprehension	60
Total			100

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Foundation Mother Tongue Language

Term 1	Term 2	Term 3
-	Semestral Assessment 1	Preliminary Examination
-	- Listening Task (0%) - Oral Video Interactive Task (0%)	-Listening Task (30%) -Oral Video Interactive Task (40%)
Reading Aloud (0%) Language Application & Reading Comprehension (0%)	- Reading Aloud (0%) - Language Use & Comprehension (0%)	-Reading Aloud (15%) -Paper 1 (Language Application & Comprehension) (15%)
0%	0%	100%

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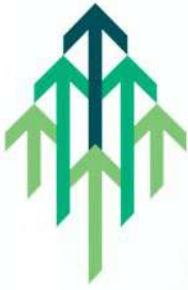


Foundation Mother Tongue Language

PSLE Exam Format

Component	Duration	Content	Marks
Paper 1	40 mins	Language Application & Reading Comprehension	15
Paper 3: Listening Comprehension	Approx. 40 mins	Listening Comprehension	30
Paper 3: Oral	Approx. 15 min	Reading Aloud	15
		Oral Video Interactive Tasks	40
Total			100

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Mother Tongue Language

In real-life communication, both receptive skills (listening and reading) and productive skills (speaking and writing) come into play. While there are some situations which require no interpersonal interaction (e.g. writing a report or silent reading), many real-life situations require spontaneous two-way communication (e.g. listening and responding orally during a conversation or reading and responding to an email in writing). As inter-personal communication accounts for a large part of everyday language use, greater emphasis on interaction skills in addition to receptive and productive skills.

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Mother Tongue Language

Aim to develop pupils into proficient language users, 3 focus skills.

Receptive
Skills

Listening

Reading

Productive
Skills

Speaking

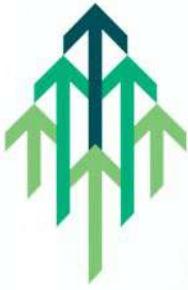
Written

Interaction
Skills

Oral Interaction

Written
Interaction

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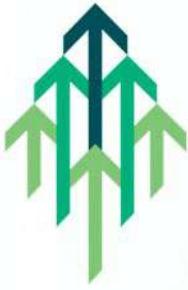


Mother Tongue Language

Examples of tasks for the different skills:

	Listening	Reading
Receptive skills	Listening to a story narration: Listen to the narration of the success story of our track and field athlete, Mr C. Kunalan and reflect on the reasons for his success.	Reading a news report: Read the newspaper article featuring the boy who ran in the rain to view the Youth Olympic Games (YOG) torch relay. What inspired him to do so?
	Oral	Written
Productive skills	Oral presentation: Choose an activity that you enjoy doing in your free time. Briefly describe this activity and explain why you enjoy it.	Writing a short essay: You participated in a YOG activity recently. Write a short essay on this event, briefly describing the event and explaining the reasons why you enjoyed or did not enjoy it.
Interaction skills	Group discussion: Discuss, in small groups, which sporting activities students in Singapore enjoy and why. Should we encourage more students to participate in these activities?	Email response: A friend wrote you an email inviting you to join him at a YOG activity next week. Write an email response expressing your opinions about Singapore hosting the YOG, indicating your availability and the reasons why you will or will not be joining him.

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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 Paper 1 examination.
- <https://www.seab.gov.sg/home/examinations/approved-dictionaries>

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Mother Tongue Language

Parental support

Engage in interesting topic with your child using MT language

Role-modelling

Ensure your child revises consistently

Encourage the use of dictionary

Encourage your child to read MT language newspaper, storybooks
or articles

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Punctuality

- All pupils should report to the school latest 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 school at 7.30am.

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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.



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

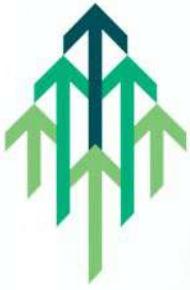
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Strategies to Support Your Child

- 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

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Strategies to Support Your Child

- Monitor your child's completion of homework and packing of schoolbag
- Get involved in school activities as a Parent Helper, where possible

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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 😊

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Partnering Parents



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

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School Policies

Primary 6 Dismissal

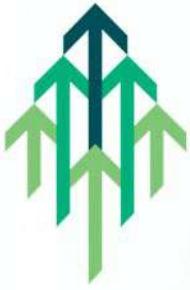
- Primary 4-6 pupils are encouraged to go home by themselves. Form teachers might also advise parents if they are concerned about the readiness of the individual child.
- Parents should understand that the school can bear no responsibility for the safe passage of the child, and are advised to check on their child when he/she reaches home.
- If your child is required to stay back in school, mutual consent will be sought between the parents and teachers in charge. A consent form will be given to you for acknowledgement and consent for after school programmes.



School Policies

Primary 4- 6 Dismissal

- In cases of siblings, the P4 –P6 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.



DSA Matters and Secondary School Matters

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Check out our newsletter, Westwood Buzz 2021 June issue! Find out about the exciting moments at Westwood and how we thrive positively as a school!

Please click the PDF document below to view the 2021 Nov issue.

[Westwood Pri Nov Newsletter 2021.pdf](#)

Please click the PDF document below to view the 2021 June issue.

[Westwood Pri June Newsletter 2021.pdf](#)

School Newsletters
Booklist for 2022
2022 P1 Parents
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Calendar of Events
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Heart of Gratitude Wishing Wall for Teachers' Day
High-5! Day: Celebrating 5 Years of Flourishing
Biodiversity @ Westwood Gardens
Thriving WWPS
ICT Baseline & PW
Secondary School Matters
Quick Links
Contact Us
Letters of Appreciation

A large orange arrow points to the "Secondary School Matters" link in the sidebar menu.

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<https://www.myskillsfuture.gov.sg/content/student/en/primary.html>

You can log in to Myskillsfuture portal with your child and explore the Singapore Education Landscape.

Explore by School Type



Independent



Government



Government-
Aided



Specialised
Independent
Schools



Specialised
Schools

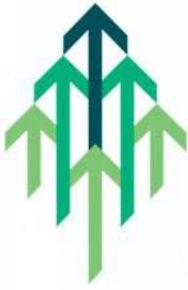
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Q & A

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

Please scan the above QR code for the Feedback Form.
Thank you and have a great weekend!

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