

WESTWOOD
PRIMARY SCHOOL

Parents' Engagement Session

Primary 5

22 Jan 2022 (Saturday)

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

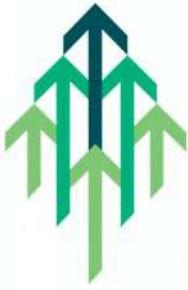


Agenda

- 2 What's unique about Westwood : Positive Education
- 3 Personalised slides:
 - Class Teachers
 - Class rules
 - Class routines
 - Class requirements
 - Modes of communication

**Customised by respective Form Teachers for their form classes. Refer to class sharing by form teachers*
- 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

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 stop and think before doing anything.

I set out to learn something new every day.

I know that with effort, I can improve.

I reflect on my weaknesses and work on my strengths to achieve my personal best.

I will keep learning throughout my life.

I am a Trustworthy Friend

I treat everyone with courtesy and respect.

I help my family, teachers and friends.

I work well with others.

I am a Confident Person

I can remain focused on a task.

I contribute my ideas and thoughts in discussions.

I am keen to explore new ideas or ways of doing things.

I reach my goals despite all challenges.

I am able to learn and adapt in other situations.

I am a Compassionate Leader

I take the initiative to help others.

I step forward to lead my friends.

I take care of my environment.

I use my talents and skills to benefit others.

I lead and serve with my heart.

I am a Positive Person

I thank everyone who has helped me.

I am contented with and grateful for what I have.

I recognise and appreciate others' contributions.

I encourage my friends to express their gratitude.

I am thankful for when I face challenges.

Pupil Outcomes

Pupil Attributes

Character Strengths

Resilient Mindset + **Passion for Community** + **Future-Ready Confidence** + **Passion for Community** + **Heart of Gratitude** = **Character Strengths**

THE FLOURISHING WESTWOOD PUPIL

Westwood Primary aims to nurture Flourishing Pupils through its **THRIVE** Framework for Positive Education. Ultimately, we hope for every pupil to be happy, resilient and engaged. We want pupils to find meaning and joy in learning, as well as in relating with their friends and contributing to the community.

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Positive Education@Westwood

Weekly ‘What Went Well’/Circle Time 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

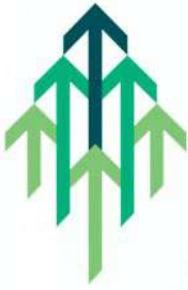
- Hand up all homework/form(s) **punctually**
- **Should raise hand** before asking a question
- Use **quiet voice** when talking
- **Respect** and **love** one another
- **STOP, THINK, DO** before any actions
- **LISTEN, THINK, DO** when instructions are given

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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

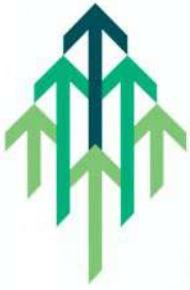
Daily Mindfulness practice in the classroom

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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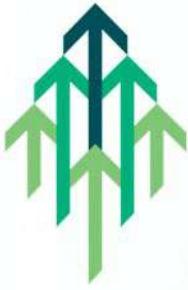


Positive Routines

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.



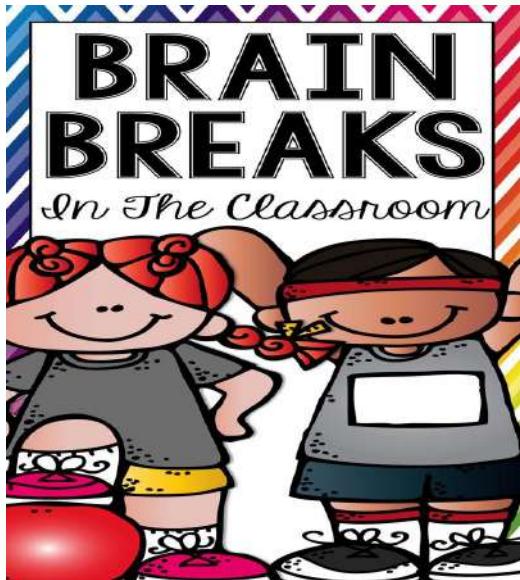
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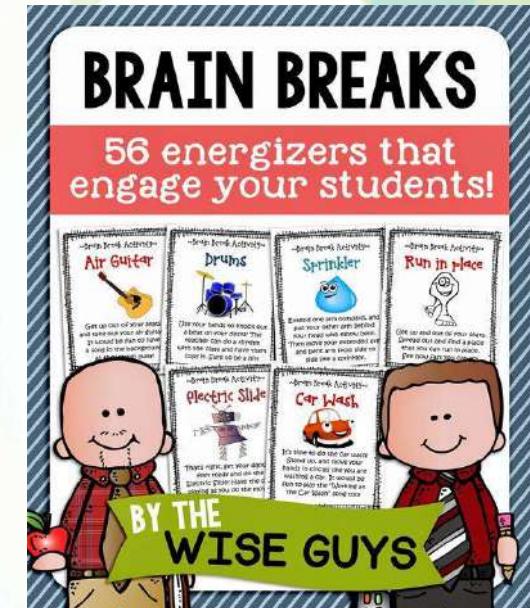
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Brain Breaks

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 assignment should take between 60 min-120 min to complete. However, there will be less homework assigned when pupils have to stay back for after school programmes.

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

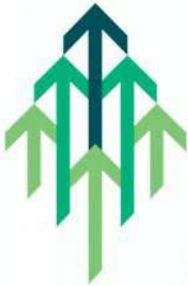
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Homework Guidelines and Expectations

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 (Refer to dates indicated in your child's spelling list)
- Look through your child's work and sign the learning Sheets/worksheets/ file checklist when returned for parents' signature.
- 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.



P5 Learning Experiences and Activities

Time Frame	Location	Objective
Term 1	School	P5 Design Thinking Programme
Term 1	School	P5 THRIVE EXPERIENCE DAY
Term 1	School	P5 Growing Years Programme
Semester 1	To be confirmed based on National Posture	P5 VIA Learning Experiences
Term 2	Science Centre (To be confirmed based on National Posture)	Aligned to Science Curriculum for Reproduction in Plants
Term 3	(To be confirmed based on National Posture)	P5 National Education Show
Term 4	School	Post ICT Exam Activity (Code for Fun)
Semester 2	TBC	P5 Day Camp

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Holistic Assessment @ Westwood Primary

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Modes of Assessment

Formative

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

Summative

(Meant to assess pupils' overall understanding. Weighted)

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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



P5 English Overview

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STELLAR EL Curriculum

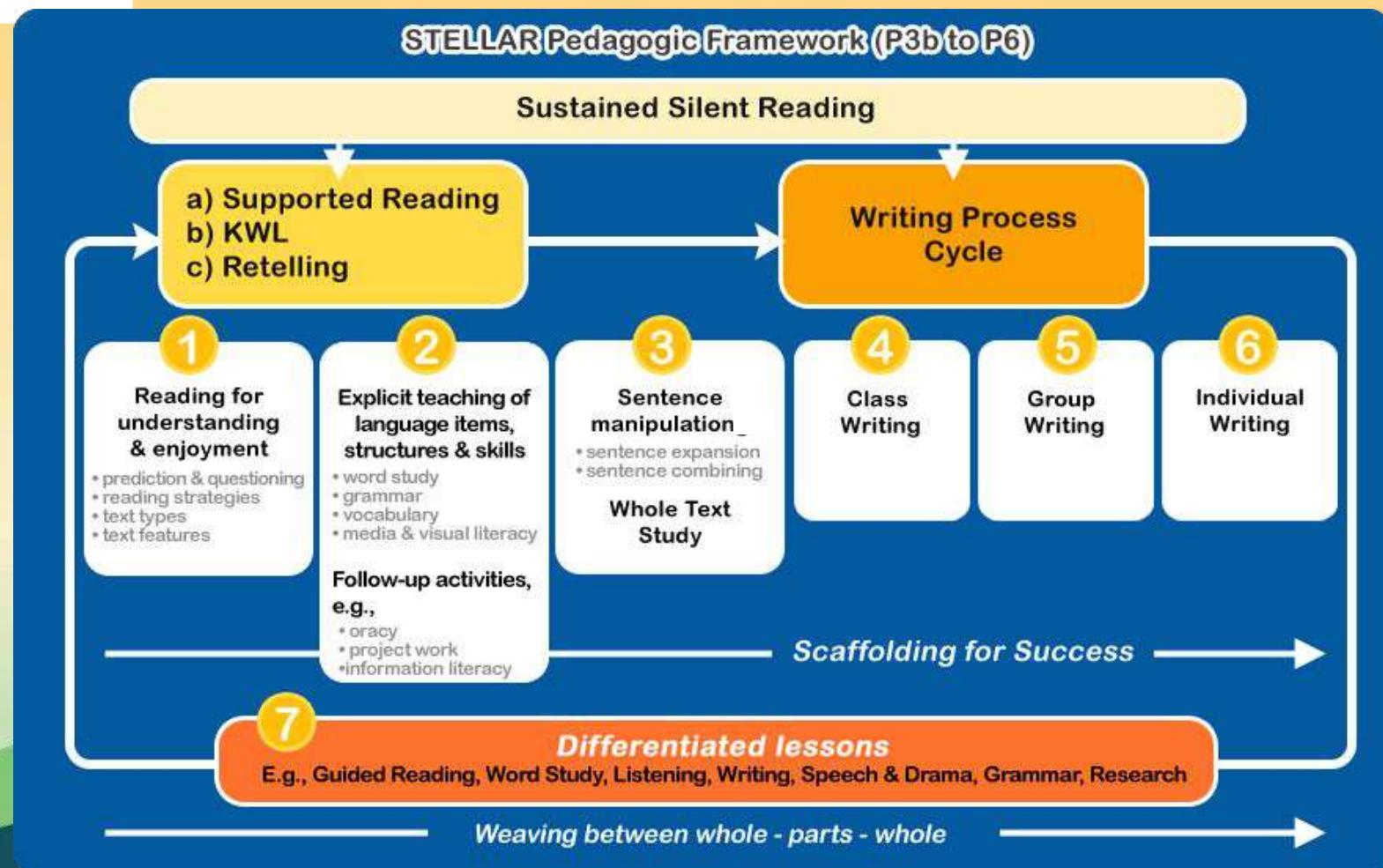
STRategies for English Language Learning And Reading

The STELLAR curriculum aims to:

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



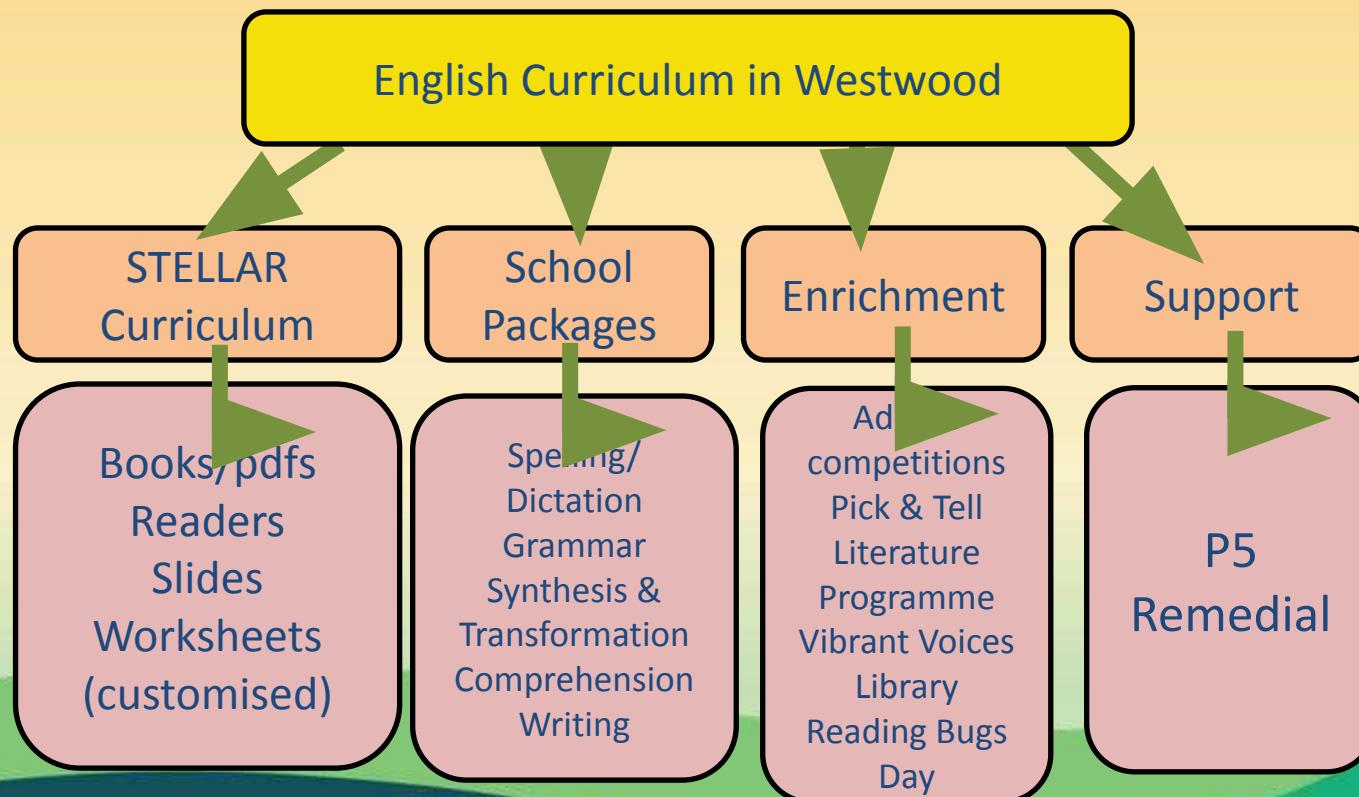
P5 STELLAR Lessons





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P5 English Curriculum in Westwood



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Examples of readers used in the P5 curriculum

Ride On!

What goes under your feet, over your head, you up, takes you places and is now more than old? Singapore's MRT system.

Ride On

by Sarah Ismail

Why trains, not flying cars, are the future of city travel

In the future, everyone will zip around the city in flying cars. People will travel between home and work in their own private pods. Pretty cool stuff.

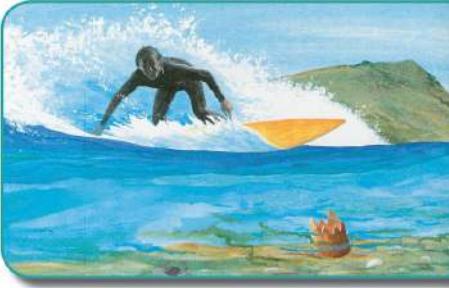
The problem is, it is completely unrealistic. With the way cities are growing, there will not be space on the roads – or even in the air – for that many cars. Instead, the future will arrive in trains.

MRT train in Singapore

Space Junk

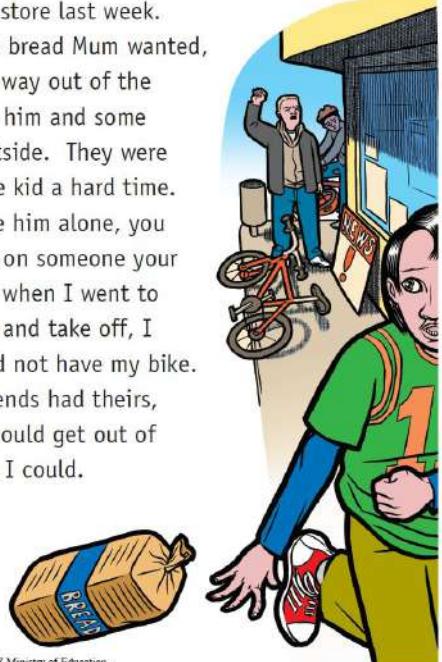
by John O'Brien

About ten years ago, when I was going out for a surf, I stepped on a broken bottle. I hopped out of the water at once and hurried off to hospital. My foot was soon cleaned and stitched up, but I was very happy. I couldn't go surfing again for ages. And for days, I could only limp around, very, very slowly.



I definitely should not have been smart to Steve Jackson down at the convenience store last week. I had bought the bread Mum wanted, and I was on my way out of the shop when I saw him and some of his friends outside. They were giving some little kid a hard time.

I yelled, "Leave him alone, you big bullies. Pick on someone your own size." Then when I went to jump on my bike and take off, I remembered I did not have my bike. Steve and his friends had theirs, so I thought I should get out of there as quick as I could.



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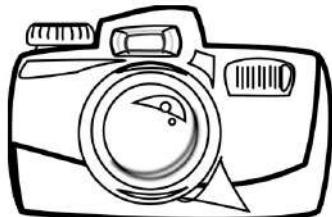
P5 STELLAR LEARNING SHEETS

WESTWOOD PRIMARY SCHOOL		
 WESTWOOD PRIMARY SCHOOL	Primary 5	English
Unit 5: Space Junk		
<p>Draw your own cover page for unit in the box provided</p> <p>Name: _____</p> <p>Class: Primary 5 _____</p> <p>Parent's Signature: _____</p>		
Contents		
No	Components	Activities
1.	Vocabulary	Phrasal Verbs
2.	Grammar	Tenses
3.	Grammar	'If' and past perfect
4.	Sentence Manipulation	Passive and Active
5.	Sentence Manipulation	Combining sentences connectors 'if', 'unless'
6.	Whole Text Study	Main ideas
7.	Vocabulary	Vocabulary Cloze
8.	Vocabulary	Comprehension Cloze
9.	Comprehension	Visual Text



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Westwood Primary School



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

Name: _____ ()

Class: Primary 5 _____

Parent's Signature: _____

Spelling & Dictation

WESTWOOD PRIMARY SCHOOL
ENGLISH DEPARTMENT
P5 GRAMMAR BOOKLET (TERM 2)

NAME: _____ CLASS: P5

PREPOSITIONS (1)

- 1) Angie brightened _____ when she heard the good news.
(1) off (2) over (3) up (4) off
- 2) Tom was excused _____ lessons as he was not feeling well.
(1) with (2) in (3) from (4) by
- 3) Jimmy is taking _____ a second job to make ends meet.
(1) in (2) up (3) off (4) out
- 4) You must have the determination to carry on with your task even though there are many _____ obstacles.
(1) with (2) at (3) for (4) in
- 5) Mary does not spend _____ her means. She is always borrowing from her friends.
(1) in (2) by (3) on (4) within
- 6) The writer worked on her new book _____ the night.
(1) by (2) through (3) for (4) at
- 7) The price of the book is very _____.
(1) well

Grammar Booklets

Instructions: Rewrite the sentences in the correct reported speech. As you change the pronouns and determiners, remember to change the other parts of the sentences correctly too.

1. Tim said, "We will be eating in the restaurant."

Change 'we' to '_____'

Tim said that _____

2. "My mother is unwell," Amanda said.

Change 'my' to '_____'

Amanda said that _____

3. Mrs Tan said, "My markers are missing."

Change 'my' to '_____'

Mrs Tan said that _____

4. The Lee family exclaimed, "We are going on a holiday!"

Change 'we' to '_____'

The Lee family _____
()

Synthesis & Transformation

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P5 SCHOOL-BASED PACKAGES

Westwood Primary School P5 English Comprehension Booklet (Term 2)	
Name: _____	Class: P5 _____
Date: _____	

Comprehension 1
Read the passage below and answer questions 1 to 10.

Mr Tan was a hardworking man who delivered bread for a living to support his wife and three children. He spent all his evenings after work attending classes, hoping to improve himself so that he could one day find a better paying job. Except for Sundays, Mr Tan hardly had a break together with his family. He worked and studied very hard because he wanted to provide best for his family.

Whenever his family complained that he was not spending enough time with them, he reasoned that he was doing all this for them. However, he often yearned to spend more time with them.

To his joy, Mr Tan passed his examination with flying colours. Soon after, he was offered a job as a supervisor which paid handsomely. Like a dream come true, Mr Tan could provide his family with life's little luxuries like nice clothing and fine food. However, the family did not get to see him often. He continued to work very hard, hoping to be promoted manager.

To make himself a worthy candidate for the promotion, he enrolled for an course. His wife could no longer tolerate it and they had a huge quarrel. Mr Tan bellowed doing all this for the family! Why can't you be more understanding? Slamming the door locked himself in the room and sobbed uncontrollably.

Within a year, Mr Tan was promoted again. He employed a maid to relieve his wife from her domestic tasks. He also felt that their three-room flat was no longer big enough and it would be nice for the family to enjoy the facilities and comfort of a condominium. Having experienced the rewards of his hard work many times before, he continued to further his studies and was being promoted again. Year after year, he would promise to spend more time with his family. This was never fulfilled. I'm doing all this for the family, Mr Tan murmured to himself.

As expected, Mr Tan's hard work paid off again. He bought a beautiful condominium the first evening at their new home, Mr Tan declared to his family that he decided not to take more courses or pursue any more promotions. He needed to do something more important devoting time to the family. That was what they had been waiting for.

Comprehension Booklets

WESTWOOD PRIMARY SCHOOL
PRIMARY FIVE ENGLISH LANGUAGE
TERM 2
WRITING TASK 2

Name: _____ () Parent's Signature: _____

Class: Primary 5 _____

Date: _____ Marks: 40

Write a composition of at least 150 words about a new experience.

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 new experience?
- How was the experience?

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

Understanding the question:
Can you highlight/circle the title/theme of the composition?
Look at the pictures. Circle a picture that helps you to write the most.
Read the guiding questions. Can you answer these questions?
Read the helping words. Can you think about where and when this happened?

WESTWOOD PRIMARY SCHOOL
PRIMARY FIVE
ENGLISH LANGUAGE
TERM 2
Situational Writing Task (1)

Name: _____ () Parent's Signature: _____

Class: Primary 5 _____ Date: _____

Study the following poster carefully.

SINGAPORE YOUTH BAND AUDITION

Do you love music?
Do you play in your school band?
Do you believe that practice makes perfect?

If your answer to these questions is YES! then WE WANT YOU!!! Come and be part of our big musical family! Audition for a place with us today!

From June 2020, Singapore Youth Band will welcome 25 new musicians. We are looking for avid musicians to join us. Singapore Youth Band comprises teenagers from all over Singapore. All of our members are handpicked by our instructors for their musical prowess. We are not affiliated to any school or organisation. Singapore Youth Band meets for practice every Sunday afternoon from 2pm-5pm. Every year, we put up a charity concert in April. All proceeds from this concert go to our adopted charity, Sunshine Centre for Children.

Date: 27 May 2020
Time: 10am – 12.30pm

All members of the Singapore Youth Band will benefit from the free, private tutelage of renowned local musicians such as Ian Ang (Flute), Suzanne Leong (Saxophone), Nicholas Tang (French Horn) and many more!

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P5 ENRICHMENT IN CLASS

P5 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	What you'd find in my room.	21	Things I'll never try to do...
2	The best gift I have ever received	22	Why sports are important.
3	A time I lost my temper...	23	How to impress your teacher
4	Great things about the beach	24	Why I deserve an increase in my allowance
5	How to spend a rainy day.	25	The worst chores at home.
6	The best thing to do at recess	26	Why I like my estate.
7	When I grow up, I would want to be...	27	What I've learned from gaming.
8	Interesting things you see in the sky.	28	What I've learned from cartoons.
9	An experience with a bully	29	A day in the life as a mosquito...
10	The best letter of the alphabets that I know...	30	How to plan a party.
11	If I had a million dollars to give away.	31	How to annoy a sibling
12	Three surprising facts about me	32	If I could have dinner with anyone, I would choose...
13			
14			
15			
16	If cats/dogs ruled the world.	36	My favorite day of the year.
17	Something that always makes me excited me...	37	A trip to remember.
18	My three favorite animals.	38	The best surprise ever.
19	The best meal I have ever eaten	39	If I could design a school.
20	Before leaving Singapore for good to live abroad, I would....	40	My dream job...

Pick & Tell Sessions

MC1 (P1) 05/02/2017

LITTLE RED DOT THE STRAITS TIMES

15 feeling

Remember this cultural icon?

Magic school opens in Brazil page 10

TUESDAY SEPTEMBER 12, 2017

Chain of kindness

Citizens join hands across America to raise funds for the poor

page 13

Reminders from Hato and Harvey

UP FRONT WITH...

A few weeks back, Hong Kong and Macau were hit by Typhoon Hato, which wreaked havoc in these territories. Last night, my mum and I

It was heart-wrenching to watch families entering their flooded homes, only to find everything they own destroyed or damaged. Some of them broke down – everything they have

I have also read that The Republic of Singapore Air Force (RSAF) has been assisting in Hurricane Harvey relief operations.

RSAF's four Chinook helicopters have flown 14 sorties to deliver relief supplies so far. I think it is wonderful that we help our friends in need.

Much love,
Caring Dot

Little Red Dot



P5 Assessment Plan

	Term 1	Term 2	Term 3	Term 4
Listening & Viewing [10%]		Formative Assessment T2W5-T2W6 Listening Comprehension		Summative Assessment T4W5, 11 Oct 2022, Tues Listening Comprehension (10%) (20m)
Oral (15%)	Formative Assessment T1W3-T1W10 Reading Testing on expressiveness, fluency & accuracy			Summative Assessment (15%) T4W2, 19 - 20 Sep 2022, Mon - Tues Reading (10m) Testing on expressiveness, fluency & accuracy Stimulus-based conversation (20m) Responses, expression & engagement
Writing & Representing [27.5%]			Summative Assessment (15%) T3W6, 1-3 Aug, Mon -Wed Narrative Writing (40m) (15%) 3-picture narrative writing (current PSLE format)	Summative Assessment (12.5%) T4W5, 11 Oct 2022, Tues Situational Writing (15m) (7.5%) Narrative Writing (40m) (5%) 3-picture narrative writing (current PSLE format)
Language Use [47.5%]	Formative Assessment T1W8 Paper & Pencil Test (67m) Booklet A: <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 (15%) T2W6, 27-29 Apr, Wed-Fri Language Use (60m) Grammar MCQ (5m) Vocabulary MCQ (3m) Vocabulary Cloze (3m) Visual Text Comprehension (5m) Grammar Cloze (5m) Editing for spelling & grammar (5m) Comprehension Cloze (8m) Synthesis & Transformation (6m) Comprehension OE (20m)		Summative Assessment T4W7, 26 Oct 2022, Wed Paper & Pencil Test (32.5%) (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%	15% (60m)	15% (40 marks)	70% (200m)



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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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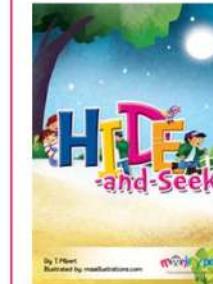
Some English Activities to do with your child at home



Watch the news together and have a discussion

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<https://monkeypen.com>

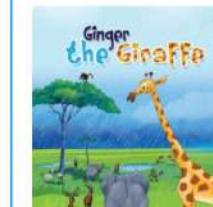


001: HIDE AND SEEK

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

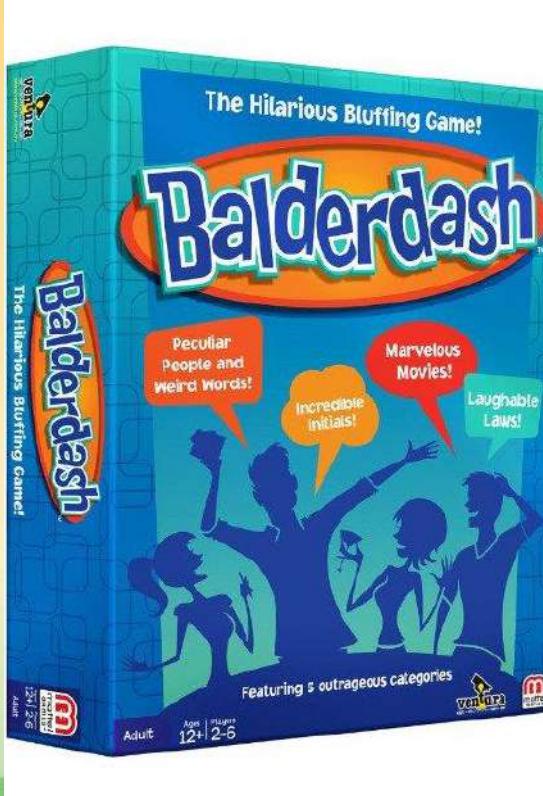
Categories: Age 2-5, Age 6-9

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

Some English Activities to do with your child at home



- 1) Play balderdash or other word games. Challenge your child to win!
- 2) Play Word Searches.

Back to School	
X G O W P Z D R A M A F K Y R A R R N S N S T C E J B U S H E Q M A L I T A D O F Y S E N X P K A I C W M T U K E I B H V L A Q N O L U R Y I D H C W T X T R E Z F A O S E J R E Q O A N A G L U M S K V B A S W N X S M P O C H A S E T A Z D C E T O T Y E K B U R E V N J U I I Z S F R G A W C O D L H E T L N E Q J S A T V R O A K E P S Y A G N U M B E R S M S R B T L I D F R C R X V G C O J H C K A W A Z Q P E O H P A F E N G L I S H O C E B B C I S U M K R F C Y S L X L I C A J S R G V Q B O Z M Q S L W T S P X T U N D E S K F O B I O S R M S N O Y A R C Z W H J N T V R A Q U F R I L B M H C T G R A D E S U H M Y T O C G S N R A E L S D N E	V B R E E F I S H R A C H P A N A C R O C O D I L E E B A O S T R I C H T E G R D A I A D D D H C H E E T A H G D B H R O D R A V E N E N E G E Y W D L S A M O L E L H E A R T P V P R C B O L R O R R H T O A A H C R O W A G H C C A N N O R I A Z E B R A H A N Y T A E K N I N A W A

Tree Valley Academy

Games

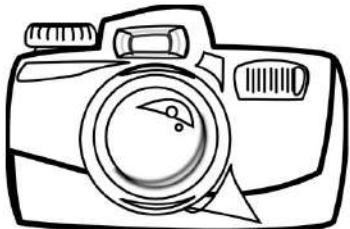
Inspiring a future-ready, anchor-steady community that flourishes and thrives



WESTWOOD
PRIMARY SCHOOL

Some English Activities to do with your child at home

Westwood Primary School



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

Name: _____

Class: Primary 5 _____

Parent's Signature: _____

PRIMARY FIVE 2022
ENGLISH LANGUAGE
TERM 1
SPELLING/DICTATION (1)

Name: _____

Class: Primary 5 _____

Date of spelling: _____

No.	Spelling Word	Meaning
1.	attic	The room on top of my house.
2.	blackness	The dark <u>blackness</u> of night.
3.	ceiling	I looked up at the <u>ceiling</u> .
4.	dreaded	It is the <u>dreaded</u> exam.
5.	forgetful	Mr. Tan needs reminders because he is <u>forgetful</u> .
6.	heartbeat	In a <u>heartbeat</u> , the rhythm of the heart changes.
7.	shadow	The dark object casts a <u>shadow</u> on the wall.
8.	puppets	The shop sells many <u>puppets</u> .
9.	wrinkly	His <u>wrinkly</u> hands gave me a warm hug.
10.	glint	The evil <u>glint</u> in his eye made me feel scared.
11.	suffocating	The room is <u>suffocating</u> because it is too hot.
12.	blazing	The hot, <u>blazing</u> sun shone brightly.

No. Sentence

- I tucked into the sumptuous spread before me.
- The entire sunset scene unfolded before my eyes.
- My blood-curdling screams attracted the merry crowd towards the scene.

I have learnt my spelling.

I have checked the meanings of the spelling words.

WESTWOOD PRIMARY SCHOOL
PRIMARY FIVE 2022
ENGLISH LANGUAGE
TERM 1
SPELLING/DICTATION (2)

Name: _____

Class: Primary 5 _____

Date of dictation: _____

Story Hook 1
(Term 1)

Dictation

As I stepped onto the sandy beaches, I was greeted by a flock of seagulls soaring across the horizon. The cool refreshing breeze lapped gently against my face. An air of saltiness filled my nostrils. My friends and I were at West Coast Park for a picnic. "What a panoramic view of the beach!" I exclaimed in elation.

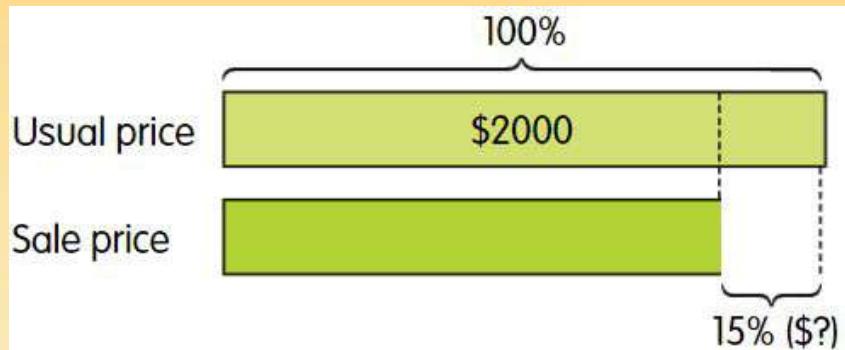
I have learnt my dictation.

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



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Learning Mathematics at Primary 5



Solving word problems

Mastery of Skills & Concepts

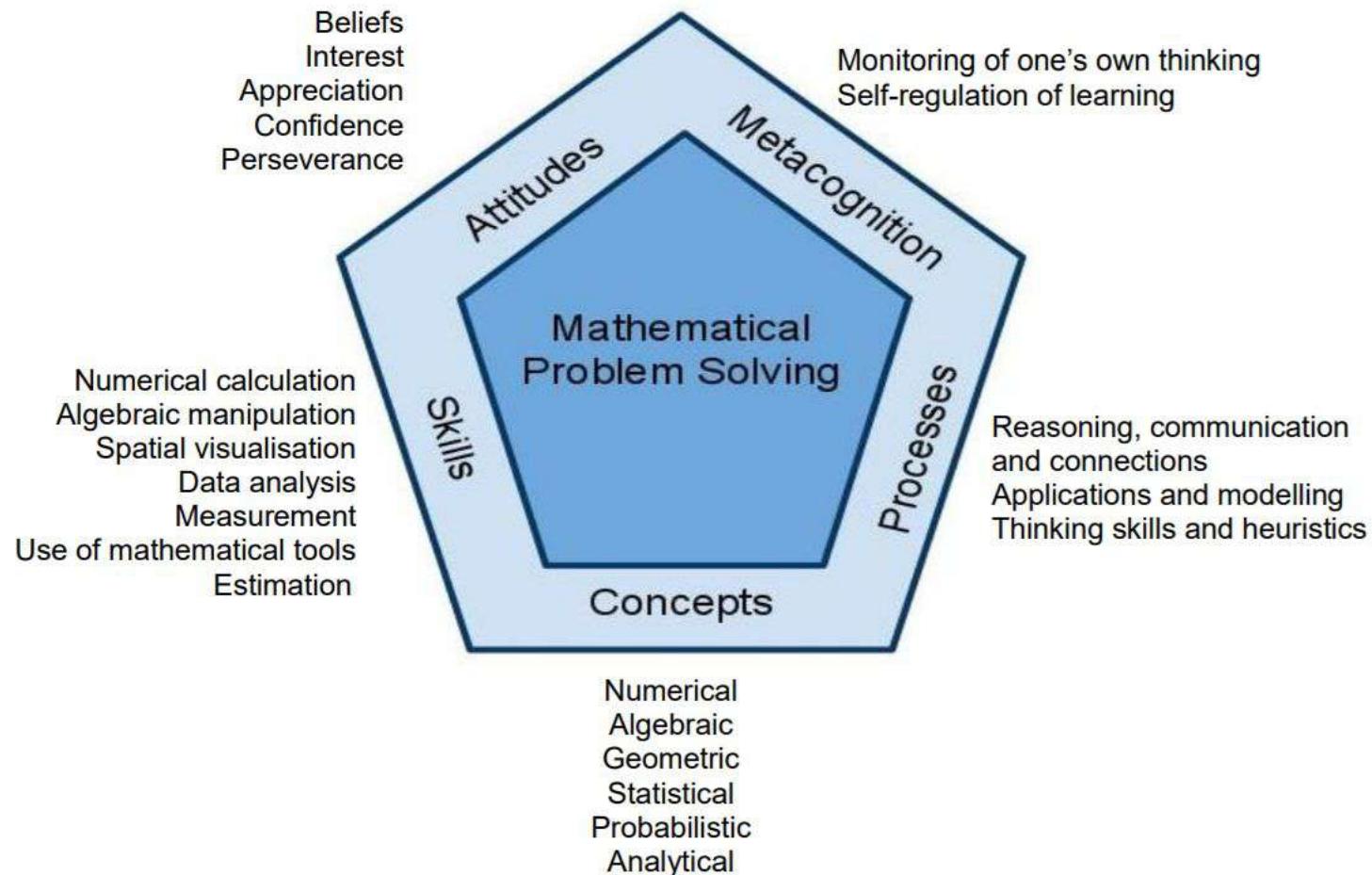
Encourage a “Growth Mindset”

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



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Singapore Mathematics Curriculum Framework





Overview Of P5 Standard Math Assessment Plan

Term 1	Term 2	Term 3	Term 4
<p>Term 1 Test (0%) Chapters 1 to 5 - Whole numbers - Operations of Whole Numbers - Fractions</p>	<p>Term 2 Test (15%) Chapters 1 to 7 - Whole numbers - Operations of Whole Numbers - Fractions - Area of a Triangle - Ratio</p>	<p>Term 3 Test (15%) Chapters 1 to 11 - Whole numbers - Operations of Whole Numbers - Fractions - Area of a Triangle - Ratio - Volume of Cubes and Cuboids - Decimals - Percentage - Average</p>	<p>End-of-Year Exam (70%) Chapters 1 to 15 - Whole numbers - Operations of Whole Numbers - Fractions - Area of a Triangle - Ratio - Volume of Cubes and Cuboids - Decimals - Percentage - Average - Rate - Angles - Triangles - Quadrilaterals</p>



Overview Of P5 Foundation Mathematics Assessment

Term 1	Term 2	Term 3	Term 4
Term 1 Test (0%) 5A Chapters 1 to 3 <ul style="list-style-type: none">- Place Values- Addition and Subtraction- Multiplication and Division- Factors & Multiples- Order of Operations	Term 2 Test (15%) 5A Chapters 1 to 3 and 6 <ul style="list-style-type: none">- Place Values- Addition and Subtraction- Multiplication and Division- Factors & Multiples- Order of Operations- Geometry	Term 3 Test (15%) 5A Chapters 1 to 6 5B Chapters 1 and 2 <ul style="list-style-type: none">- Place Values- Addition and Subtraction- Multiplication and Division- Factors & Multiples- Order of Operations- Fractions (Addition & Subtraction)- Geometry- Decimals	End-of-Year Exam (70%) 5A Chapters 1 to 6 5B Chapters 1 to 7 <ul style="list-style-type: none">- Place Values- Addition and Subtraction- Multiplication and Division- Fractions- Geometry- Decimals- Time- Perimeter, Area and Volume- Rate- Tables and Graphs



P5 Mathematics – End-of-Year Exam (70%)

Primary 5 (Standard Math)

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

Primary 5 (Foundation Math)

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



P5 Mathematics

End-of Year Exam (Standard Math)

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	
	2	Short-answer	5	2	10	1 h 30 min
		Structured/ Long-answer	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.



P5 Mathematics

End-of-Year Exam (Foundation Math)

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.

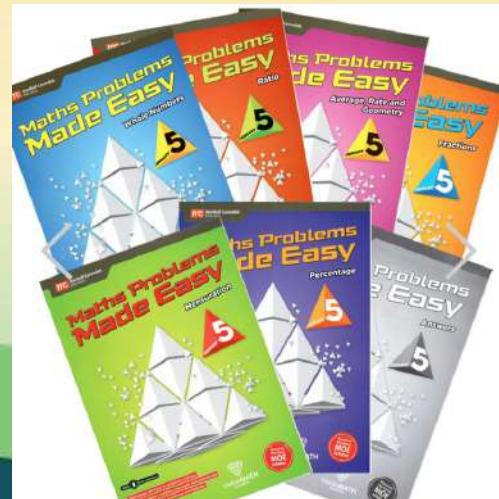
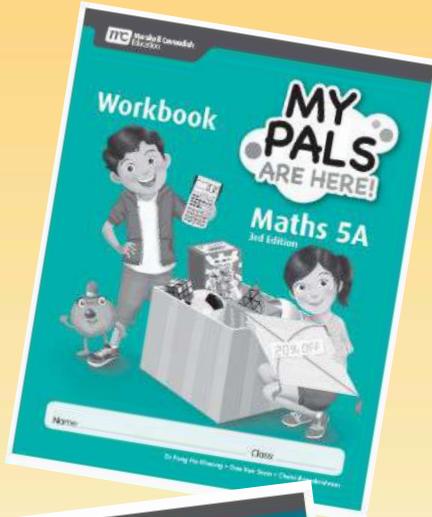
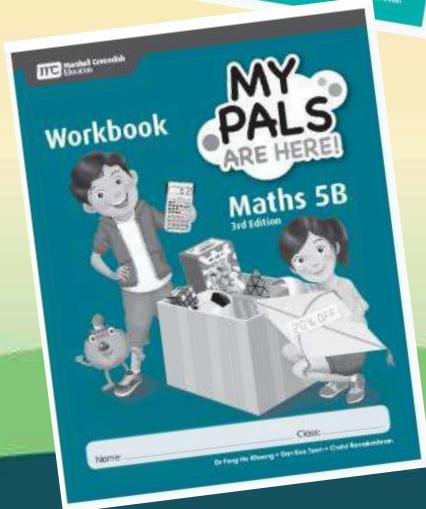
Paper 2 comprises one booklet (**1 hour**). The use of **calculators** is allowed.



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Learning Resources

My Pals
Are Here!



WESTWOOD PRIMARY SCHOOL
2020 PRIMARY 5 MATHEMATICS AVERAGE

Name: _____ Date: _____
Class: Primary 5 Parent's Signature: _____

Section A – Multiple Choice Questions
Read each question carefully. Choose the correct answer and write its number in the brackets provided.

1. Find the average of 10, 12 and 26.
1) 10 2) 28
3) 48 4) 144 ()

2. Find the average scores of Gary, Ben and Sally.

Name	Gary	Henry	Sally	Ben
Marks	90	80	70	80

1) 90 2) 75
3) 80 4) 100 ()

3. The average length of 4 ribbons is 60 cm. What is the total length of the 4 ribbons?
1) 15 cm 2) 90 cm
3) 64 cm 4) 240 cm ()

4. A total of 4 l of water is poured into 5 jugs. Find the average amount of water in each jug.
1) 0.8 l 2) 1.25 l
3) 3.2 l 4) 20 l ()

5. Find the average of the following set of numbers.
15, 32, 0, 13
1) 15 2) 25
3) 30 4) 60 ()

6. The average of 3 numbers is 24. Two of the numbers are 26 and 31. What is the third number?
1) 15 2) 46
3) 57 4) 72 ()

7. The average amount of money spent by 4 pupils was \$16.40. What was the total amount of money spent by the 4 pupils?
1) \$4.10 2) \$12.40
3) \$20.40 4) \$66.60 ()

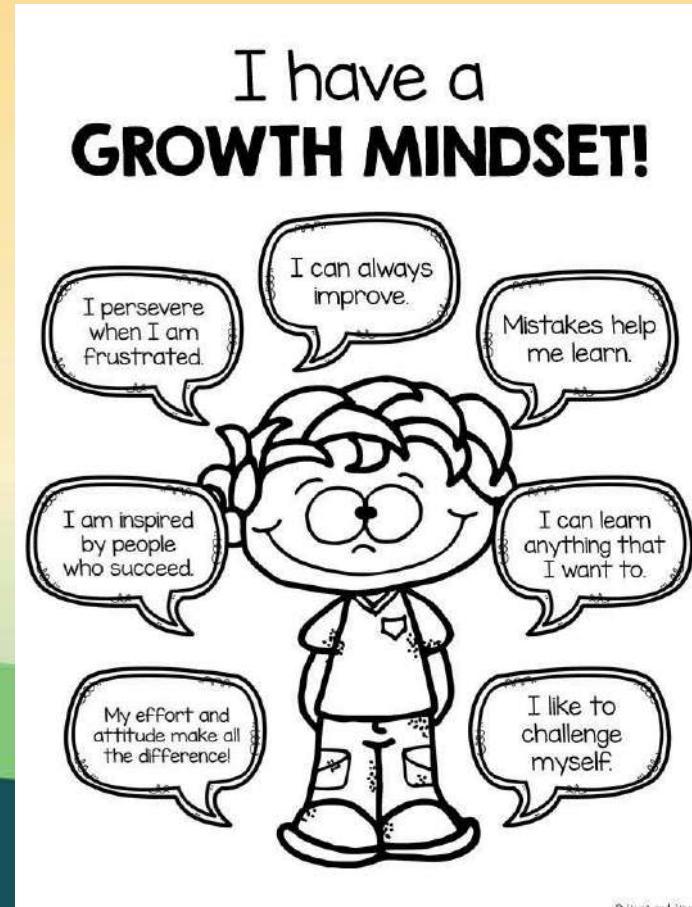
Problem Solving Booklets

- Non-routine thinking questions
 - Heuristics Package
- ## Differentiated Resources
- Topical worksheets
 - Math Problems Made Easy

Parental Support

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

5



The Primary 5 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 5 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



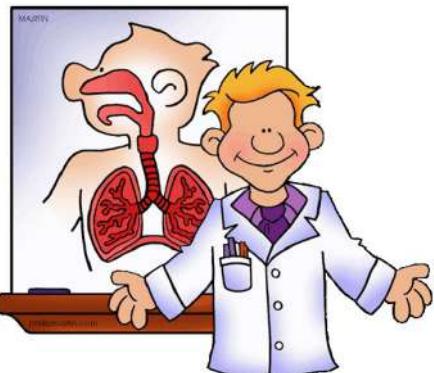
P5 Science Learning Sheets

School-based packages



Westwood Primary School
Primary 5
The Plant Transport System

Westwood Primary School
Primary 5
Air and the Respiratory System



Self-check for Understanding

At the end of the chapter, I should be able to:

- Identify the parts of the human circulatory systems and describe the function of each part.
- Explain how parts of the circulatory system works together.
- Explain how the circulatory system works together with other organ systems.
- Compare the differences in which substances are transported in humans and plants.

SECTION A:

For each question, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4) and write it in the bracket provided.

1. The human circulatory system is made up of the _____.
 (1) heart, blood and lungs
 (2) heart, blood and blood vessels
 (3) lungs, blood and blood vessels
 (4) heart, lungs and blood vessels
 ()

2. The substances that are transported by blood in the human body include _____.
 A. oxygen
 B. carbon dioxide
 C. digested food
 D. water
 E. waste materials
 (1) A and B only
 (2) A, B and C only
 (3) C, D and E only
 (4) A, B, C, D and E
 ()

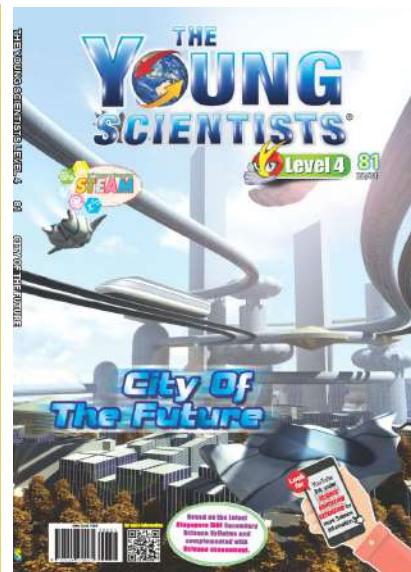
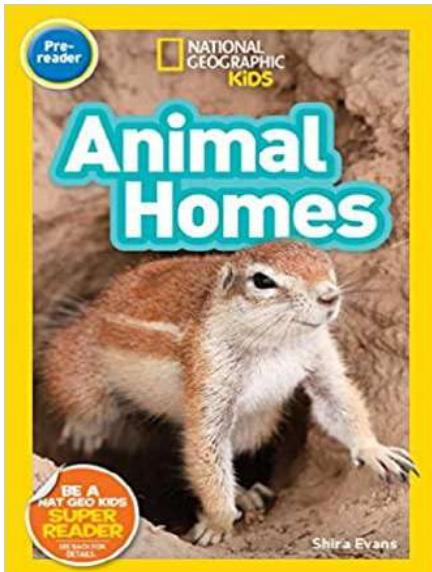
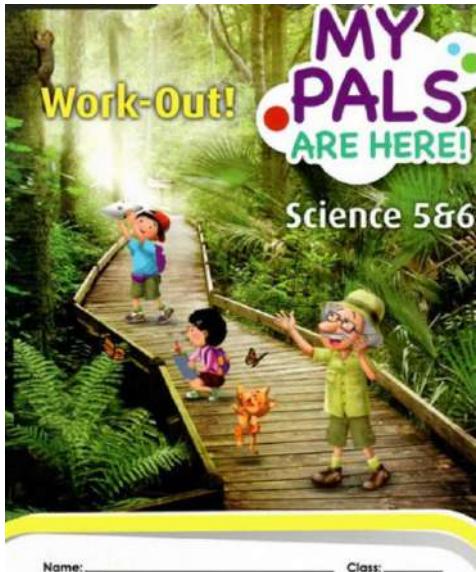




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Enrichment & Materials

Standard	Supplementary	Enrichment (optional)
My Pals Are Here! Textbooks Systems Cycles	WWPS Learning Sheets Nature Study Book DI worksheets	Young Scientists Magazines (Subscription information will be done via online registration)



Programmes & Materials

Time Frame	Science Programme
Term 1/ Term 2	P5 Science Centre Enrichment Lessons <ul style="list-style-type: none"> • Physical • Virtual Format <p>(To be confirmed subject to SMM)</p>
Term 2/3	STE(A)M Project

- P5 Science Excellence in 2000 (E2K) Programme
- P5 Remedial/Support Programme
- P5 STE(A)M Programme



P5 Science Assessment Plan



Themes	Term 1 (0%)	Term 2 (15%) T2W6	Term 3 (15%) T3W6	Term 4 (70%) T4W7
	Non-weighted Assessment	Weighted Assessment(s) (15%)	Weighted Assessment(s) (15%)	End Year Exam Weighted Assessment (70%)
	Topical Test (30 marks) Systems <ul style="list-style-type: none"> • Plant Transport System • Air & Respiratory System • Human Circulatory System 	Weighted Assessment 1 (40 marks) Systems <ul style="list-style-type: none"> • Plant Transport System • Air & Respiratory System • Human Circulatory System • Cells • Electricity Systems <ul style="list-style-type: none"> • Unit of Life - Cells • Electricity <p>P3 & P4 themes of Diversity, Interactions, Cycles, Energy, Systems included</p>	Weighted Assessment 2 (40 marks) Systems <ul style="list-style-type: none"> • Plant Transport System • Air & Respiratory System • Human Circulatory System • Cells • Electricity Cycles <ul style="list-style-type: none"> • Water • Plant Reproduction (Pollination & Fertilisation) <p>Assessment of Process Skills (non-weighted)</p> <p>Skills Assessed: Observing, Comparing, Classifying, Measuring, reading tables and Interpretation of data, identifying variables, generating hypothesis</p>	End-of Year Examination (100 marks) Systems <ul style="list-style-type: none"> • Plant Transport System • Air & Respiratory System • Human Circulatory System • Cells • Electricity Cycles <ul style="list-style-type: none"> • Water • Plant Reproduction • Human Reproduction <p>P3 & P4 themes of Diversity, Interactions, Cycles, Energy, Systems included</p>
Total (100 %)	0%	15%	15%	70%
Number of Weighted Assessments	0	1	1	1
Formative Assessment Practices : Exit Tickets, Hinge Questions		Common Strategies in class: Inquiry based learning, Claim-Evidence – Reason, Differentiated Tiered Tasks		Reporting: Self-assessment checklists, report books
Report Book Personal Quality Focus: Motivation, Accuracy, Persistence, Teamwork and Communication Skills				



Format for P5 Weighted Assessments (Terms 2 & 3)

Booklet	Item type	Number of Question s	Number of marks per question	Marks	Total Time given
A	MCQ	12	2	28	50 min
B	Open-en ded	5-8	2-3	12	

The P5 Science Weighted Assessment comprises of 1 paper taken at one sitting during a Science lesson



Format for P5 End-of-Year Examination

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 P5 Science Standard examination comprises of 2 booklets taken at one sitting.

Formats for the paper will be the same as the PSLE format.



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.





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Learning Mother Tongue Languages at P5

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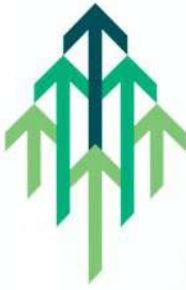
Mother Tongue Language Assessment Plan

Term 1	Term 2	Term 3	Term 4
Listening (0%)	-	-	-Listening Task (10%)
Oral Interactive Task (0%)	-	-	-Oral Video Interactive Task (15%)
-	Reading Aloud (0%) (peer assessment)	-	-Reading Aloud (Passage) (10%)
-		Creative writing (0%)	- Paper 1(Composition) (20%)
-	Mini Test (15%) - Language Use and Comprehension	Mini Test (15%) - Language Use and Comprehension	-Paper 2 (Language Use and Comprehension) (15%)
0%	15%	15%	70%
0	1	1	4



Mother Tongue Language Exam Format

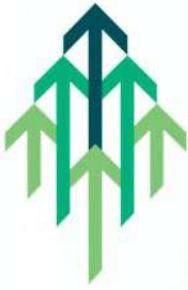
Component	Duration	Content	Marks
Paper 1: Composition	50 mins	<ul style="list-style-type: none">Topic Essay<u>or</u>Picture Essay	40
Paper 2: Language Use & Comprehension	1 hr 40 mins	Language Use & Comprehension	90
Paper 3: Listening Comprehension	Approx. 30 mins	Listening Comprehension	20
Paper 3: 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	Term 4
-	Writing Task (0%)		<ul style="list-style-type: none">-Paper 1(Composition) (40%)-Paper 2 (Language Use and Comprehension) (30%)
Mini Test (0%) - Language Use and Comprehension	Mini Test (15%) -Language Use and Comprehension	Mini Test (15%) -Language Use and Comprehension	
0%	15%	15%	70%
0	1	1	2



Higher Mother Tongue Language

Exam Format

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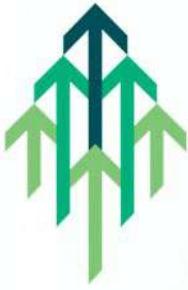
Component	Duration	Content	Marks
Paper 1: Composition	50 mins	Topic and Scenario Essay <u>or</u> Complete the essay	40
Paper 2	1 hr 20 mins	Language Use & Comprehension	60
Total			100

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Foundation Mother Tongue Language Assessment Plan

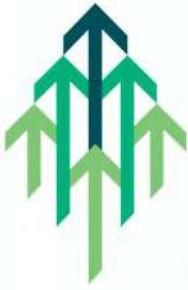
Term 1	Term 2	Term 3	Term 4
-	-	Listening Task (15%)	-Listening Task (15%)
Oral Video Interactive Task (0%)	Oral Video Interactive Task (15%)	Oral Video Interactive Task (0%)	-Oral Video Interactive Task (25%)
Reading Aloud (0%)			-Reading Aloud (Passage) (15%)
	Language Application & Reading Comprehension (0%)	Language Application & Reading Comprehension (0%)	-Paper 1 (Language Application & Comprehension) (15%)
0%	15%	15%	70%
0	1	1	4



Foundation Mother Tongue Language

Exam Format

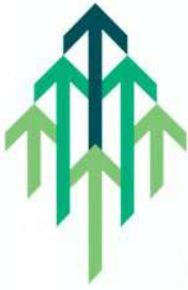
Component	Duration	Content	Marks
Paper 1	40 mins	Language Application & Reading Comprehension	15
Paper 3: Listening Comprehension	Approx. 40 mins	Listening Comprehension	30
Paper 3: Oral	Approx. 15 min	Reading Aloud	15
		Conversation based on video stimulus	40
Total			100



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

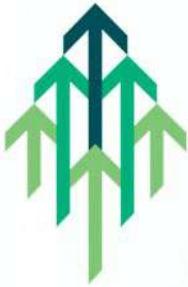
Written

**Interaction
Skills**

Oral Interaction

Written Interaction

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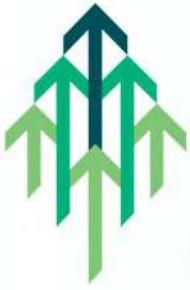


Mother Tongue Language

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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Mother Tongue Language

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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

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Parental support

Engage in interesting topic with child using MT language

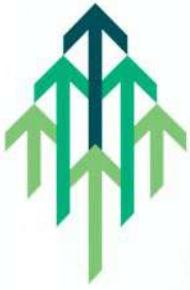
Ensure your child revises consistently

Role-modelling

Encourage the use of dictionary

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

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Punctuality

- All pupils must 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 the classroom at 7.30am.
- Encourage your child/ward to report to school earlier preferably by 7.15am so that he/she can be involved in daily silent reading.



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



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

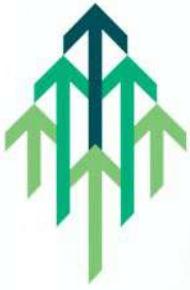
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Strategies to Support Your Child

- 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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Communication Modes

- Via Parent's Gateway
- Via the Pupil Handbook
- Via class dojo
- 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



School Policies

Primary 5 Dismissal

- Primary 5 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 5 Dismissal

- In cases of siblings, the 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.



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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.

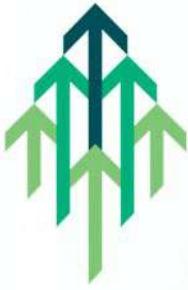
[Westwood Pri Nov Newsletter 2021.pdf](#)

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
Highlights
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Thriving WWPS
ICT Baseline & PW
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Myskillsfuture Portal

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

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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

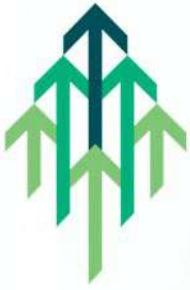
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Q & A

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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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