



WESTWOOD
PRIMARY SCHOOL

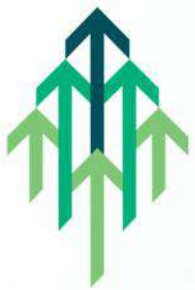
Parents' Engagement Session Primary 3

23 Jan 2021 (Saturday)

*inspiring a future-ready, anchor-steady community that
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 **As these slides are customised by respective form teachers, it will be shown only during the zoom session.
4	Homework guidelines
5	HA plans
6	MT information
7	Strategies for Parents' Cooperation
8	Q & A
9	Scan QR code for feedback



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What's unique about Westwood

NEW

Thriving Together



A Parent-Child Toolkit on Positive Education

Focus
Areas for
POSITIVE
Education

THRIVE

THINK MINDFULLY
Helping pupils develop mindful habits

HEALTHY COPING
Developing resilient pupils

RELATING WELL
Building strong communities

IN THE MOMENT
Creating an innovative, engaging curriculum

VALUES-DRIVEN ACTIONS
Empowering pupils with purpose and meaning

EMOTIONS OF POSITIVITY
Nurturing happy, appreciative children

I am a Self-Directed Learner		I am a Trustworthy Friend		I am a Confident Person		I am a Compassionate Leader		I am a Positive Person		Pupil Outcomes
I stop and think before doing anything.	I keep trying.	I treat everyone with courtesy and respect.	I help my family, teachers and friends.	I can remain focused on a task.	I contribute my ideas and thoughts in discussions.	I take the initiative to help others.	I step forward to lead my friends.	I thank everyone who has helped me.	 Pupil Attributes	
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 work well with others.	I am keen to explore new ideas or ways of doing things.	I take care of my environment.	I am contented with and grateful for what I have.	I recognise and appreciate others' contributions.			
I know that with effort, I can improve.	I can manage my thoughts and emotions.	I can be trusted to do what I said I would do.	I reach my goals despite all challenges.	I use my talents and skills to benefit others.	I encourage my friends to express their gratitude.	I am thankful even when I face challenges.				
I reflect on my weaknesses and work on my strengths to achieve my personal best.	I will continue to believe in myself even when I face setbacks.	I do what is best for my team or community.	I am able to learn and adapt in every situation.	I lead and serve with my heart.						
I will keep learning throughout my life.										

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



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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!

What you can do as a member of the class?

- Traffic Light, STOP-THINK-GO!!!
[Our Class Reflection Corner]
We teach our pupils not to act in haste, or in reaction to situations. Before they make a decision, encourage them to first STOP and THINK, before acting.
- Be intellectually stimulated! - Fun and Literacy Corner
- Always thank your teachers, parents/guardians and friends around you. Have a Heart of gratitude.
–Board of Positivity
- Always Celebrate Success as a team!
- Reward Chart and Birthday Chart in the classroom





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Modes of communication

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

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Positive Routines

Daily Mindfulness practice in the classroom

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

Be Present
Be Mindful

Be there . . .

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Positive Routines

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



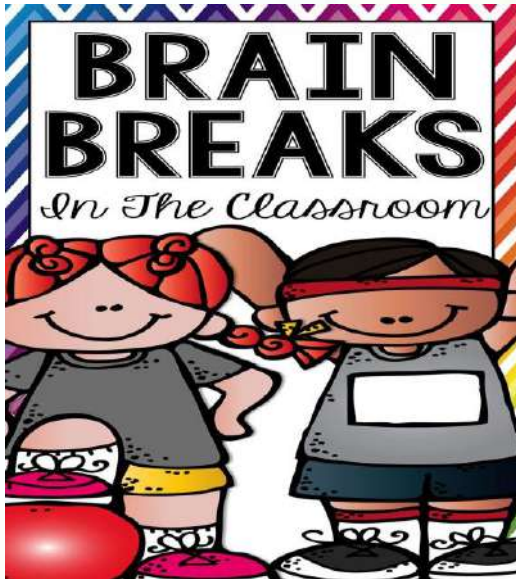
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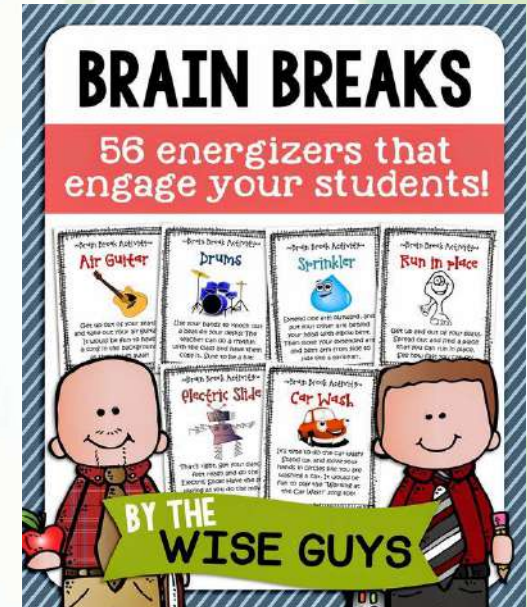
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Brain Breaks

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



**GAMES
DANCE
EXERCISES**



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Homework Guidelines and Expectations



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Teachers will assign homework that

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

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

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

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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)
- Signing the Learning Sheets/Worksheets after each unit
- Signing and providing encouraging comments for the weekly Spelling tasks

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Homework Policy

The recommended homework load is as follows:

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

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

P3 Project Work

Project Theme: Caring For A Pet

Time Frame: Term 2 Week 1 to Week 8

Project Focus:

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

HOUSE SYSTEM

For P3 – P6

Purpose

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

How

Pupils will be groups into one of the 4 Houses:

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



P3 English Overview 2021

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STELLAR EL Curriculum

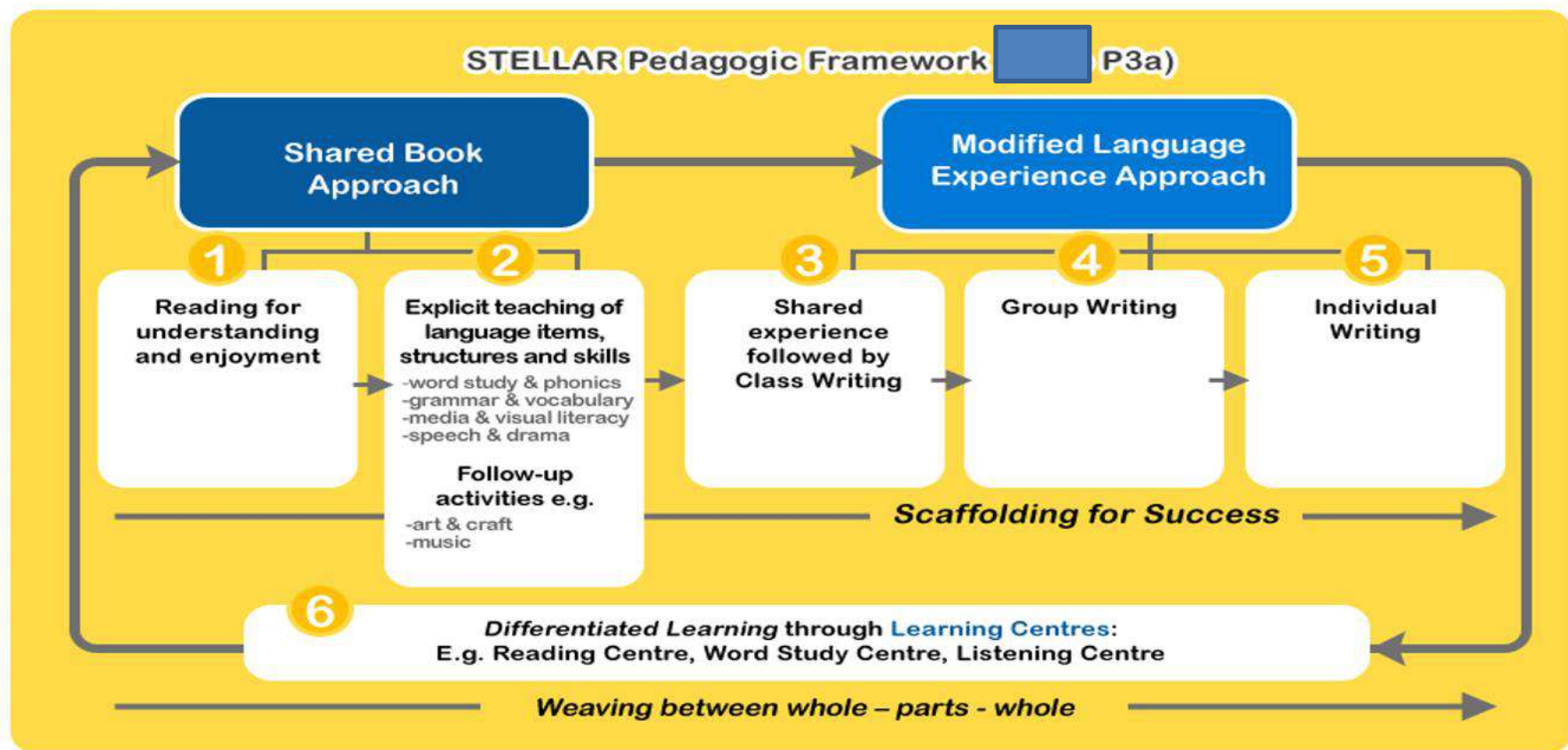
STrategies for English Language Learning And Reading

The STELLAR curriculum aims to:

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



P3 STELLAR Lessons (Semester 1)

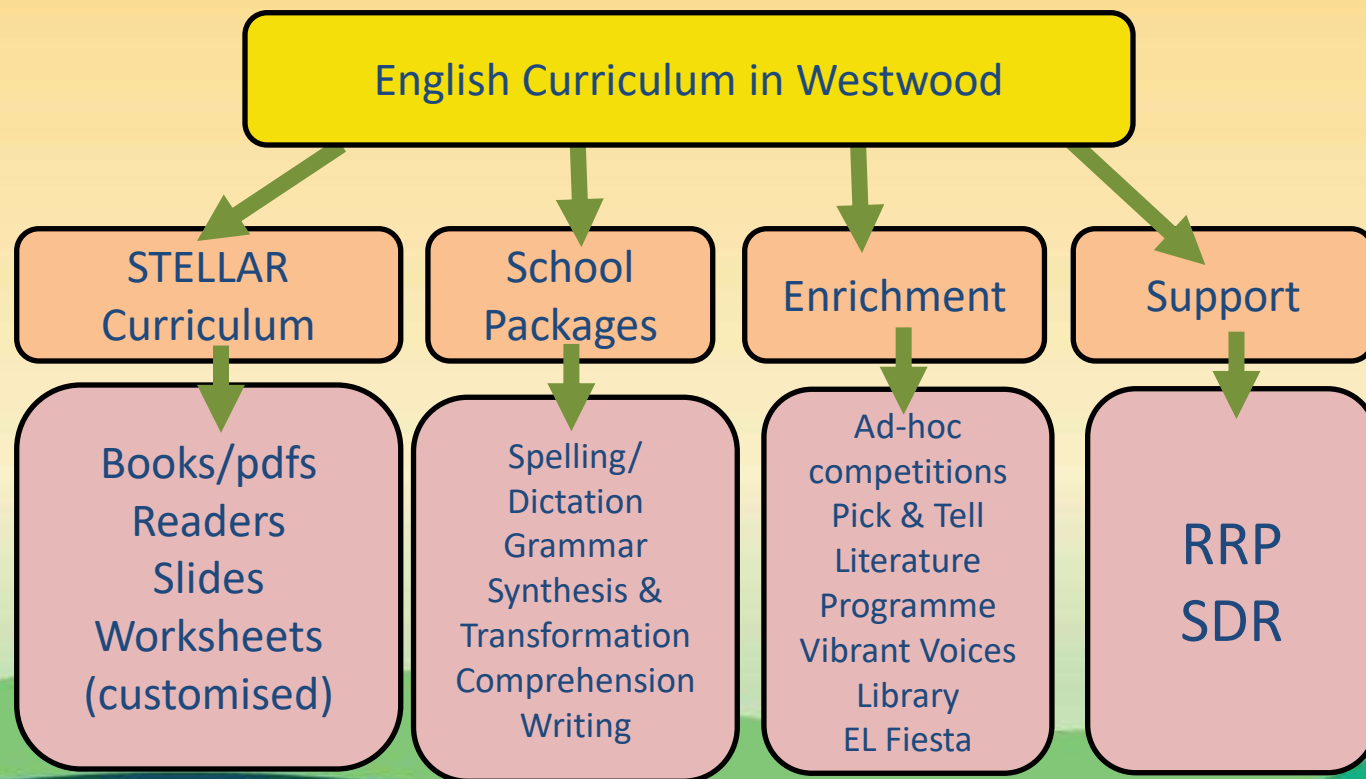






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P3 English Curriculum in Westwood

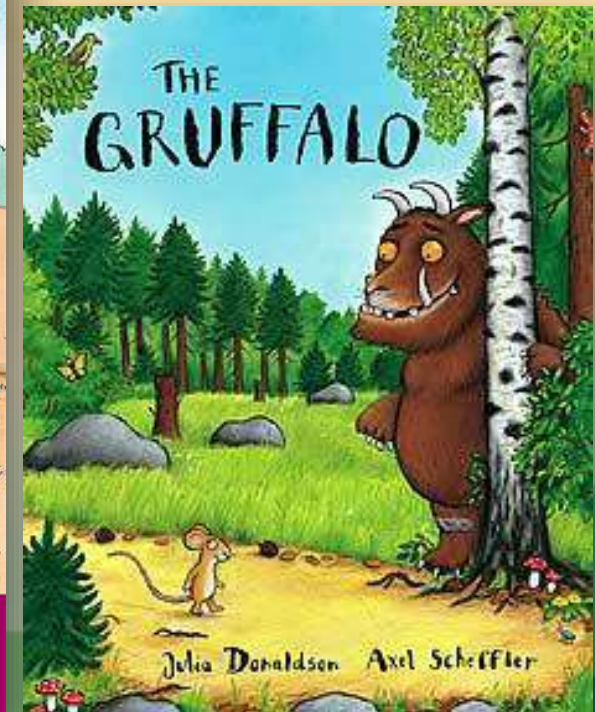
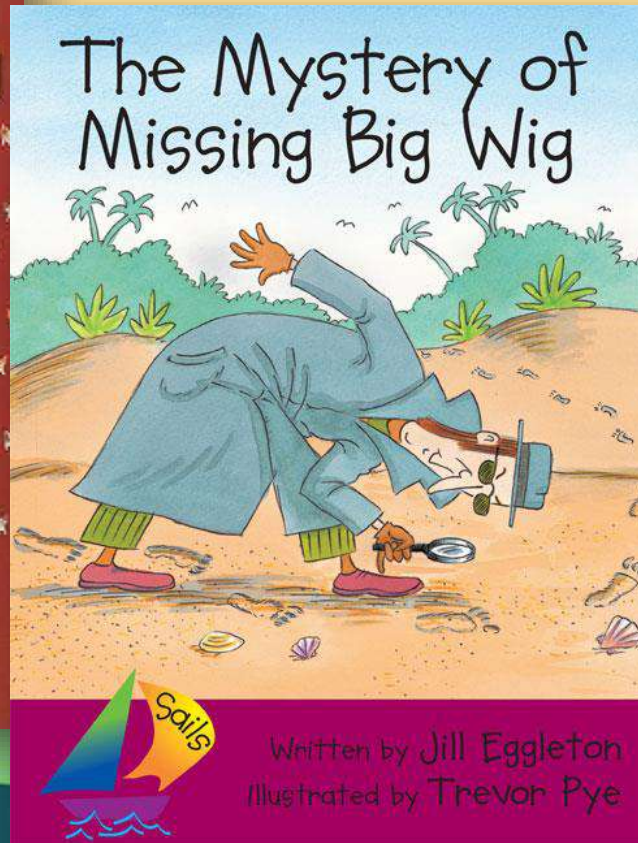
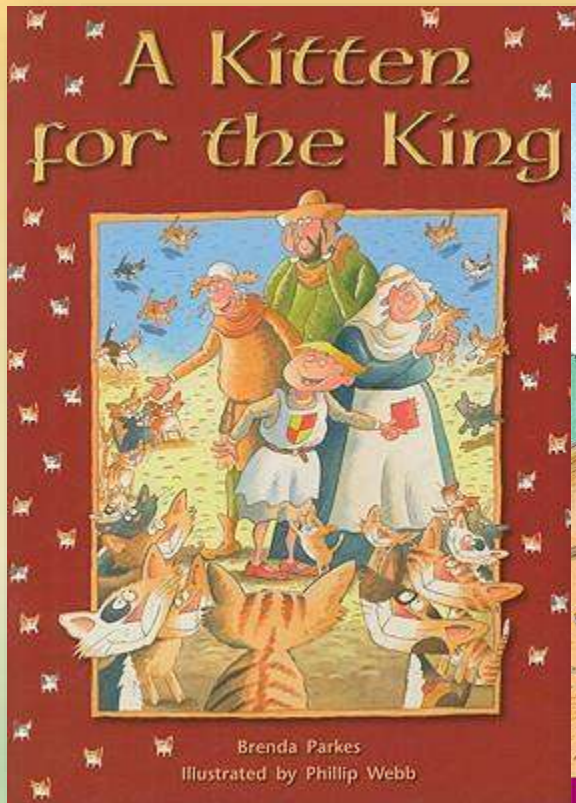


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Examples of big books used in the P3 curriculum (Semester 1)





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Examples of readers used in the P3 curriculum (Semester 2)

The Blink-off

by Sharon L. Norris
illustrated by Ali Teo

"Let's have a blink-off," Jon said to his sister Sally.

"What's a blink-off?" asked Sally.

"We stare at each other, and the first one to blink loses," Jon said.

"OK," said Sally. "Bet I can beat you."

Jon shook his head. "No one can beat me. I'm the Blink-master."

Sally stood in front of him. "Let's see."

Jon looked into Sally's eyes. He didn't blink.

And he didn't blink.

And he still didn't blink.

Sally tried hard, but her eyes began to hurt ... and shake ... and bulge ... and ...

BLINK!

Sally couldn't help it. She just had to blink.

"Ha!" shouted Jon. "I beat you!"

"It's just a silly game," Sally said.

Their friend Pete came to visit.

"Let's have a blink-off," Jon said.

"OK, Blink-master," said Pete, and he stood in front of Jon.

Jon looked into Pete's eyes.

He didn't blink.

And he didn't blink.

And he still didn't blink.

Pete tried hard, but his eyes began to hurt ... and shake ... and bulge ... and ...

BLINK!

Pete couldn't help it. He just had to blink.



Report Card Days

In the 1930s, many people thought that it was unimportant for girls to go to school. The few girls who were able to attend, often feared they would not be able to continue. The following diary entries could have been written by one of these girls who studied at the Singapore Chinese Girls' School during that time.

I am ten years and ten months old. I am in Standard Three and I go to the Singapore Chinese Girls' School. I study many things in school like Arithmetic, History, Geography, Grammar and Needlework. I enjoy going to school because I can make new friends and play games. It is more fun than staying at home.

Dear Diary,

Yesterday was Report Card Day. Mama had never been to school so she could not read or write. Papa read out my results to her. She was happy with my results because I did not fail in any of the subjects. However, when Papa read out what Teacher wrote at the end of the report card, he was not pleased to hear that I was weak in my penmanship. Mama said that she would make sure I practised my penmanship until it was good. I promised Papa that I would do better.





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P3 STELLAR LEARNING SHEETS

Primary 3 Unit 7

Big Book Title: The Blink-off



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Primary 3

English

Unit 7: The Blink-off

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

Name: _____

Class: Primary 3 _____

Parent's Signature: _____

Primary 3 Unit 7

Contents for

No	Components	
1.	Vocabulary	Complete the
2.	Grammar	Prepositions
3.	Grammar	Adverbs
4.	Grammar	Verbs
5.	Grammar	Connectors
6.	Writing	Word Order
7.	Reading Comprehension	Comprehension
8.		Reflection

Primary 3 Unit 7

Big Book Title: The Blink-off

Name: _____

Learning Sheet LS7.3

Class: P3 _____

Date: _____

Grammar: Adverbs

Adverbs tell us when (adverbial of time), where (adverbial of place) or how (adverbial of manner) things or events happen.

(Refer to My Grammar Handbook, pages 26 - 27.)

The following sentences are taken from the story, *The Tortoise and the Hare*.

Read the sentences and underline the adverbs in each of them.

1. Timothy Tortoise liked to roam happily through the forest.

2. "I am slow but not nearly as slow as you think," said Timothy.

3. Harry Hare laughed out loudly, "I will not lose to a tortoise."

4. All the animals met at the starting line early.

5. Soon, Harry could see the finish line ahead.

6. He lay down and promptly fell asleep.

7. As he approached the finish line, all the animals began to cheer loudly.

8. Timothy made his way down the path and walked past Harry who was snoozing away. *

7



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P3 SCHOOL-BASED PACKAGES

Westwood Primary
School



Primary Three
Term 3 (2020)

English Spelling/ Dictation List

Name: _____ ()

Class: Primary 3 _____

Spelling & Dictation

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ENGLISH DEPARTMENT

P3 GRAMMAR BOOKLET (TERM 3)

NAME: _____ CLASS: P3 _____

NOUNS (1)

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

Grammar
Booklets

Westwood Primary School
P3 English

Synthesis and Transformation (Term 3)

Name: _____ Class: P3 _____

Date: _____

'UNTIL'

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

Example:

I read the novel. I stopped when I felt tired.

Jack and Jill are at the shopping mall.

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

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

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

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

Synthesis &
Transformation



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P3 SCHOOL-BASED PACKAGES

Westwood Primary School P3 English Comprehension Booklet (Term 3)

Name: _____ Class: P3 _____

Date: _____

Comprehension Passage 1

Read the passage below and answer the questions carefully.

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

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

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

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

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

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

Comprehension Booklets



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

Name: _____ () Parent's Signature _____

Class: Primary 3 _____

Date: _____

Write a composition of at least 100 words about receiving

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

Consider the following points when you plan your composition:

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

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

Helping words/phrases:

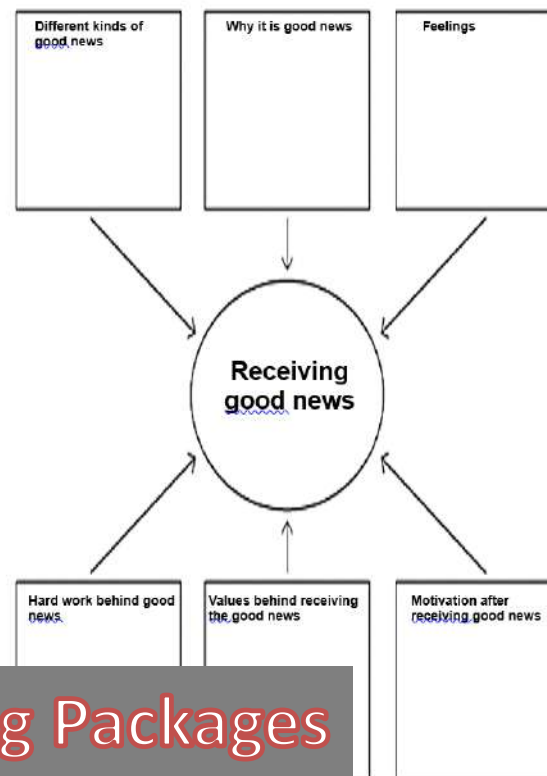
- gift
- pleasant surprise
- trophy
- competition
- report book
- good results
- hard work paid off
- elated

Understanding the question:

- 1) Can you highlight/circle the title?
- 2) Look at the pictures. Circle a picture.
- 3) Read the guiding questions. Can you think of a story?
- 4) Read the helping words. Can you think about where and how?

Writing Packages

BRAINSTORMING SESSION





P3 ENRICHMENT IN CLASS

P3 English Pick and Tell Prompts

Instructions for teachers:

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

1	Eg. My favourite time/day of the week	21	What do you like to play at recess?
2	If you could be any animal, what animal would you be?	22	How did you celebrate your birthday last year?
3	What is your favorite food?	23	What do you do during recess?
4	What school subject do you like the most?	24	Where is your favorite place to go?
5	Tell me about your favorite movie or TV show.	25	What is your favorite holiday?
6	What do you do when you get home from school?	26	What present do you want for your next birthday?
7	What was something fun you did this week?	27	What is your favorite color and why?
8	What is the best gift that you ever received? What made it special?	28	How many siblings do you have? Can you tell me more about them?
9	Have you ever lost something you really liked? What did you do?	29	What is your favourite food and why?
10			
11			
12	If you could have three wishes, what would they be?	30	What's your idea of a perfect playground?
13	If you could only keep one toy which one would you keep? Why?	31	What's your favourite drink?
14	What would you like to learn to do?	32	What do you usually do during the weekends?
15	What do you do if you see someone get bullied?	33	How do you get to school?
16	What are your hobbies?	34	Who is your favourite family member? Tell me more about that person.

Pick & Tell Sessions



P3 Literature Programme



P3 Assessment Plan 2021

	Term 1	Term 2	Term 3	Term 4
Listening & Viewing [14%]		Formative Assessment T2W5-T2W6 Listening Comprehension		Summative Assessment T4W5, 12 Oct 2021, Tues Listening Comprehension (9.8%) (14m)
Oral (16%)	Formative Assessment T1W3-T1W10 Reading Testing on expressiveness, fluency & accuracy Formative Assessment T1W3-T1W10 Stimulus-based conversation Responses, expression & engagement			Summative Assessment (11.2%) T4W3, 28 Sep 2021, Tues Reading (6m) Testing on expressiveness, fluency & accuracy Stimulus-based conversation (10m) Responses, expression & engagement
Writing & Representing [20%]			Summative Assessment T3W3 Narrative Writing (15%) (20m) Guided 3-picture narrative writing	Summative Assessment T4W5, 12 Oct 2021, Tues Narrative Writing (14%) (20m) Guided 3-picture narrative writing
Language Use [50%]	Formative Assessment T1W8 Paper & Pencil Test (0%) <ul style="list-style-type: none"> Editing for spelling & grammar (10m) Comprehension Cloze (10m) Synthesis & Transformation (5m) Comprehension OE (10m) 	Summative Assessment T2W3 Paper & Pencil Test (15%) (30m) Grammar MCQ (10m) Vocabulary MCQ (8m) Synthesis & Transformation (4m) Comprehension OE (8m)		Summative Assessment T4W7, 27 Oct 2021, Wed Paper & Pencil Test (35%) (50m) <ul style="list-style-type: none"> Grammar MCQ (10m) Vocabulary MCQ (6m) Grammar Cloze (8m) Vocabulary Cloze (4m) Synthesis & Transformation (4m) Comprehension (Variety) (8m) Comprehension OE (10m)
Total (100%)	0%	15% (30m)	15% (20m)	70% (100m)
No. of formative assessments	3	1	0	0
No. of summative assessments	0	1	1	4



P3 School-based Dyslexic Remediation (SDR)

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



P3 Reading Remediation Programme (RRP)

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



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Some English Activities to do with your child at home



Reading

- 1) **Read** a book together with your child. Ask them questions. Get them to retell the story in their own words.
- 2) Get your child to read independently and ask him/her to give a twist to the ending.



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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>

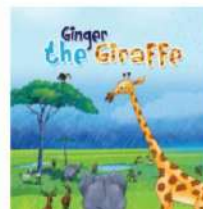


001: HIDE AND SEEK

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 kids' book. The fun never ends when Sally's around!

 [Download Free Book](#)



002: GINGER THE GIRAFFE

Categories: Age 2-5, Age 6-9

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

 [Download Free Book](#)

Online websites

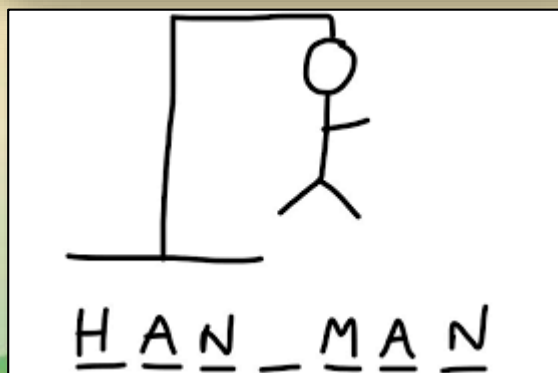


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Some English Activities to do with your child at home



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



2) **Play Hangman**



Games



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Some English Activities to do with your child at home

Westwood Primary School



Primary Three
Term 3 (2020)

English Spelling/ Dictation Lists

Name: _____ ()

Class: Primary 3 _____

Parent's Signature: _____

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

Name: _____ ()

Class: Primary 3 _____

Parent's Signature: _____

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

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

Name: _____ ()

Class: Primary 3 _____

STORY HOOK 1
(Term 3 Week 6)

Dictation

A Brand New Day

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

I have learnt my dictation.

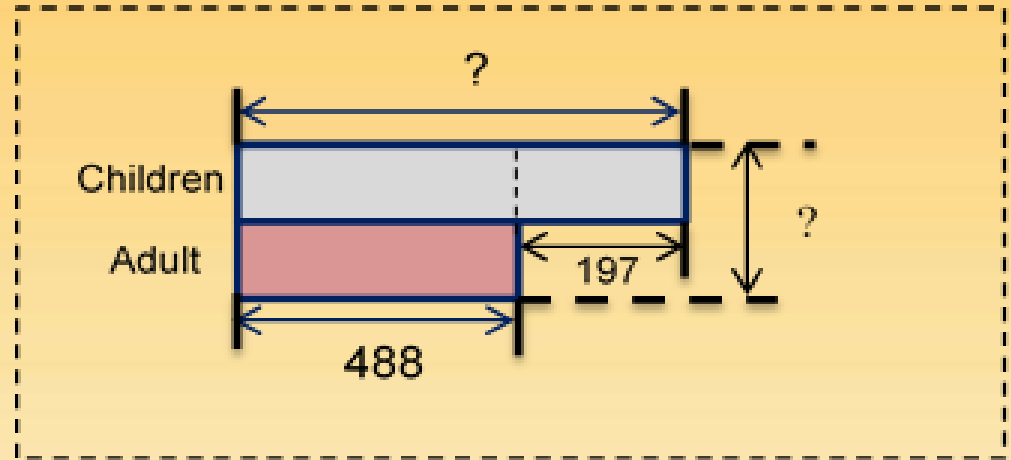
I have checked the meanings of the words in the passage.



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Learning Mathematics at Primary 3

Model Drawing



****Mastery of Multiplication Tables**



KEEP
CALM
AND
LOVE
MATH



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P3 Mathematics



Concrete- Using concrete objects to solve problems. It brings learning to life by allowing the children to handle physical objects

Pictorial- Using representations of the objects in problem solving. Makes connection between physical object and abstract understanding by drawing or looking at diagrams/ models

Abstract- Using abstract symbols to model and solve math problems



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P3 Math Assessment Plan

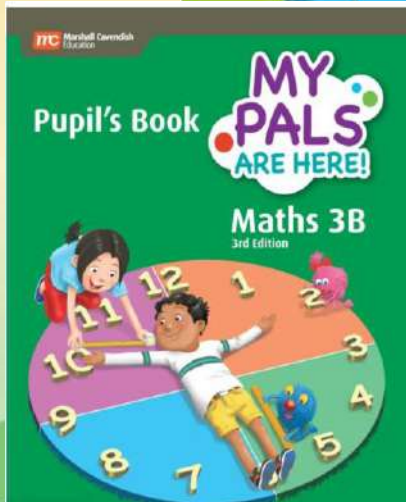
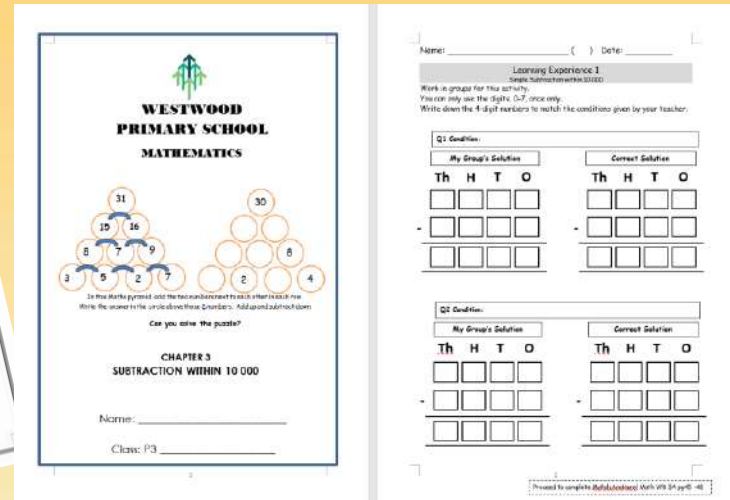
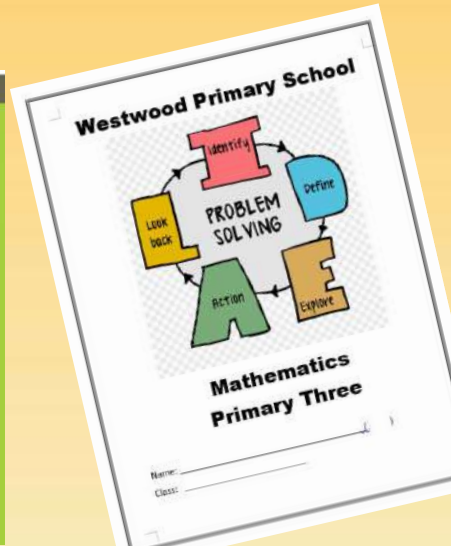
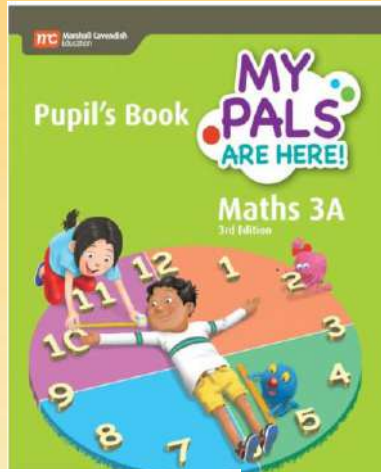
Term 1	Term 2	Term 3	Term 4
Term 1 Test (0%) Chapters 1 to 6 <ul style="list-style-type: none">- Numbers to 10 000- Addition & Subtraction- Multiplication	Term 2 Test (15%) Chapters 4 to 8 <ul style="list-style-type: none">- Numbers to 10 000- Addition & Subtraction- Multiplication & Division- PSB 1 & 2	Term 3 Test (15%) Chapters 9, 10 and 12 <ul style="list-style-type: none">- Money- Length, Mass, Volume- Fractions- PSB 3	End-of-Year Exam (70%) Chapters 1 to 16 <ul style="list-style-type: none">- Numbers to 10 000- Addition & Subtraction- Multiplication & Division- Length, Mass, Volume- Money- Fractions- Bar Graphs- Time- Angles- Perpendicular and Parallel Lines- Area and Perimeter- PSB 1 to 4



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Learning Resources

My Pals
Are Here!



School-based worksheets

- Learning Experience
- Parallel Questioning
- Extension Learning

Problem Solving Booklets

- Heuristics
- Non-routine thinking questions



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How Parents Can Help Your Child in Math Learning

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



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Websites for Parents & Child

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



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Learning Science at Primary 3

**Learner-Centred
STEAM Lesson Packages
(Encourage pupil inquiry)**

**Experiential Learning
(Hands On Activities)**

**Differentiated Support in
Class-based activities**

**Environmental Education
(Develop care for the
world we live in)**

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Programmes, Events & Materials

Time Frame	Science Programme	Dates / Times
Term 1	P3 Botanical Gardens (Learning Journey)	Term 1 W8 - W10
Term 2	Maker Fiesta @ Westwood	5 April – 9 April

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

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P3 Science Assessment Plan

Themes	Term 1 (0%)	Term 2(15%)	Term 3 (15%)	Term 4 (70%)
	Non-weighted Assessment	Weighted Assessment(s) (15%)	Weighted Assessment(s) (15%)	End Year Exam Weighted Assessment (70%)
	<ul style="list-style-type: none"> <u>Diversity of Living and Non-living things</u> <u>Diversity of Plants</u> <p>Science Journal</p> <p>Self-Assessment Checklist of attributes of Thinking Like a Scientist</p>	<p>Weighted Assessment Test 1 (30 marks)</p> <p><u>Diversity of Living & Non-living things, Diversity of Plants, Animals, Bacteria and Fungi</u></p> <p>Self-Assessment Checklist of Process Skills</p>	<p>Weighted Assessment Test 2 (T3 W4 & W5) (30 marks)</p> <ul style="list-style-type: none"> <u>Diversity of Materials</u> <u>Interactions – Magnets (I)</u> 	<p>End of Year Examination (70 marks)</p> <ul style="list-style-type: none"> <u>Diversity</u> <u>Interactions – Magnets I - III</u> <u>Cycles - Life Cycles of Plants and Animals</u>
		T2W8 Assessment of Process Skills: Observing, Comparing and Classifying		
Total (100 %)	0%	15%	15%	70%
Number of Weighted Assessments	0	1	1	1
On-going formative assessment practices and strategies used in class: <ul style="list-style-type: none"> <i>Cooperative Learning; Socratic Questioning with focus on Inquiry-based learning; Performance Task</i> Reporting: <ul style="list-style-type: none"> Self/Peer Reflection Checklists (skills/attitude) Report Book 				
Personal Quality Focus: <ul style="list-style-type: none"> <i>Motivation, Accuracy, Persistence, Teamwork and Communication Skills</i> 				

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Learning Mother Tongue Languages at P3

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Acquisition of P3 MT Language Skills

Pupils will learn the following skills:

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

P3 MT's Weighting

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

P3 Holistic Assessment Plan

	Term 1	Term 2	Term 3	Term 4
Listening (10%)	Response to listening stimulus (0%)	-	-	Semestral Assessment 2 (70%)
Speaking (20%)	Integrated & Interactive performance task: Using a book the pupils choose for book reflection (Oral presentation) (Peer responses - Checklist) (0%)	Oral Task: -Picture description (Rubrics) (0%)	Oral Task: -Conversation (Rubrics) (0%)	a. Listening Task (10%)
Reading (10%)				b. Oral Tasks • Picture description (10%) • Conversation (10%)
Writing (15%)	Writing of simple sentences/simple paragraph (0%)	Creative Writing (0%)	Picture Composition- Write a paragraph (0%)	• Reading Aloud (Passage) (10%) c. Paper 1(Composition) (15%) d. Paper 2 (Language Use and Comprehension) (15%)
Language Use & Comprehension (45%)	Mini Test (0%) Language use and Comprehension	Mini Test (15%) - Language use and Comprehension	Mini Test (15%) - Language use and Comprehension	
Total (100%)	0%	15%	15%	70%
No. of weighted assessments	0	1	1	4
Ongoing formative assessment practices and strategies used in class Making explicit learning targets and success criteria, Descriptive feedback, Strategic questioning, Self and peer assessment, engaging pupils in goal setting and questioning				
Personal Quality Focus: Motivation, Teamwork and Communication Skills				



P3 MT

Subscription of MT magazines/newspapers

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

Filing of worksheets and notes

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

Using of e-dictionary (CL)

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



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P3 MT

Tips of learning MT:

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

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Self Directed Learning using the following Portals:

Pupils can access MOE's portal to revise CL:

https://www.mtl.moe.edu.sg/xuele/MOE_web/main.html

Pupils can access MOE's portal to revise **ML**:

<https://www.mtl.moe.edu.sg/ecekap/>

Pupils can access MOE's portal to revise **TL**:

<https://www.mtl.moe.edu.sg/theenthamizh/primary.html>

SLS: Pupils need to know the SLS password to do Home-Based Learning (HBL) assignments and e-reading.

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Strategies to engage your child in learning effectively

English	Mathematics	Science
<ul style="list-style-type: none">• Bring your child to the library regularly• Discuss current affairs with your child• Watch the news together• Get your child to keep a diary• Make sure your child learns his/her spelling well	<ul style="list-style-type: none">• Use everyday activities to engage your children in mathematical learning	<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.

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Punctuality

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

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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.

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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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Communication Modes

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



FAQs

School Policies

Primary 1- 3

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

A: The school's stance is that Lower Primary pupils should NOT go home alone unaccompanied, as there are concerns about their safety and well-being.

Primary 3 pupils will be allowed to go home alone on a case-by-case basis. Parents are advised to arrange for this only if they believe that the child is responsible, safety-conscious, and ready to travel home independently. After parents inform the Form teacher of the arrangement, a Permission Pass will be issued to the P3 pupil. Parents should understand that the school can bear no responsibility for the safe passage of the child, and are advised to check on their child when he/she reaches home.



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FAQs

School Policies

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

No more school-based birthday celebrations...



WHY NOT?



- **Not every child** gets his/her birthday celebrated
- The school is **not a birthday venue**
 - > Canteen operating at maximum capacity
 - > Time constraints
- **Security concerns**
- **Food concerns**
 - > Sugar-highs
 - > Possible food allergies
 - > Abandoned 'healthy' food



WHAT ABOUT GOODIE BAGS etc?

- Also discouraged, but FTs can distribute if left at office
- Students will be asked to bring goody bags home and ask parents for permission to consume due to food concerns
 - > Sugar-highs
 - > Possible food allergies
 - > Halal certification (Muslim pupils)



**Positively
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<https://go.gov.sg/m2q6xy>

Please scan the above QR code for the Feedback Form.

Thank you and have a great weekend!

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