



WESTWOOD
PRIMARY SCHOOL

Parents' Engagement Session

Primary 4

23 Jan 2021 (Saturday)

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Agenda

1	Agenda
2	What's unique about Westwood: Positive Education
3	<div><div>Personalised slides: Class teachers Class rules Class routines Class requirements Modes of communication</div><div>**As these slides are customised by respective form teachers, it will be shown only during the zoom session.</div></div>
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



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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!



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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

- **Five** sharp pencils and a box of colour pencils to be placed in the school bag
- **Bring one** water bottle fill with **ONLY plain water**
- **Ask permission** to go to the school's bookshop or dentist before recess

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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.



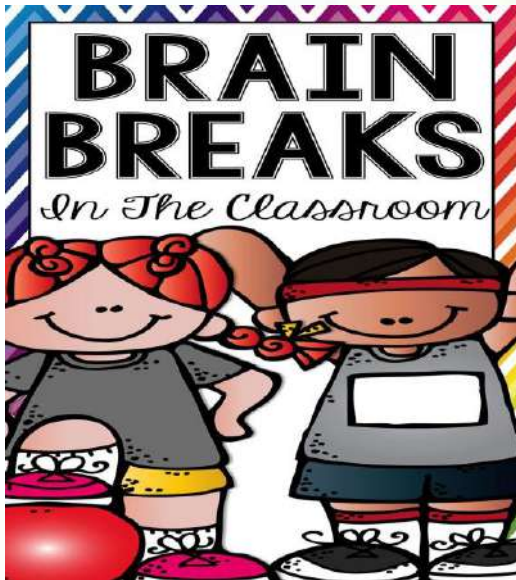
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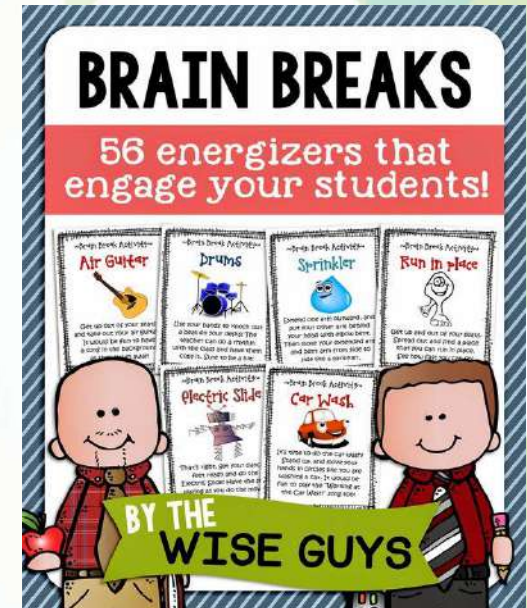
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Brain Breaks

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
P4 (45 – 60 min)	60 – 90 min	Homework should take at most 15 – 30min on days with whole-level after school programmes (e.g. Swimsafer)	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.



P4 Learning Journeys (Dates will be confirmed)

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

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P4 Project Work

Project Theme: Passion for Community

Time Frame: Term 1 Week 2 to Week 8

Project Focus:

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

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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)

P4 Traffic Games

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





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P1 & P4 Buddy Programme

Objectives:

- a) Create friendly and caring school communities by building strong buddy relationships between P1 and P4 pupils.
- b) Provide a platform for the P4 pupils to develop a sense of responsibility by being mentors to the P1 pupils on a regular basis throughout the year.

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





P4 English Overview 2021

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STELLAR EL Curriculum

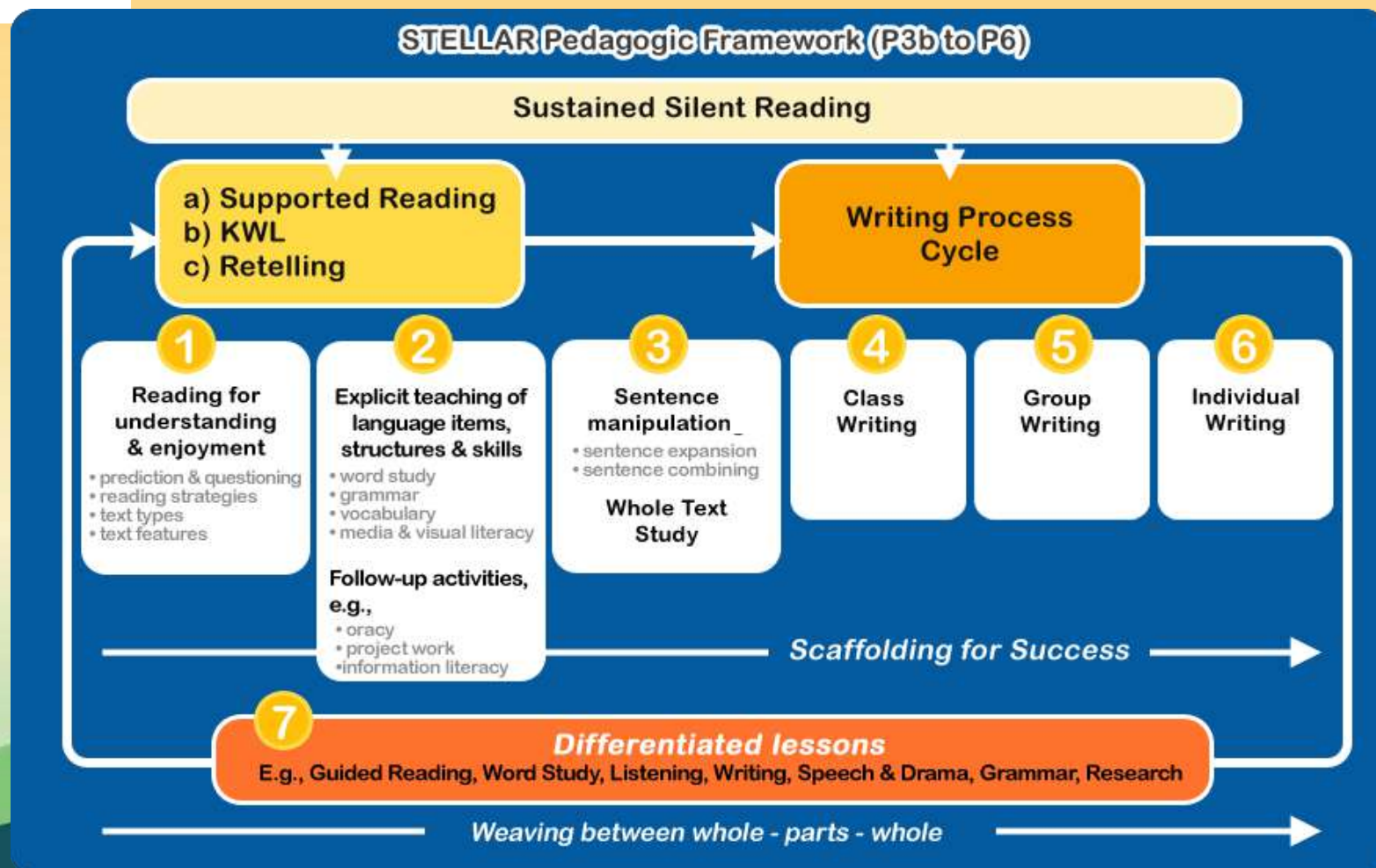
STrategies for English Language Learning And Reading

The STELLAR curriculum aims to:

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



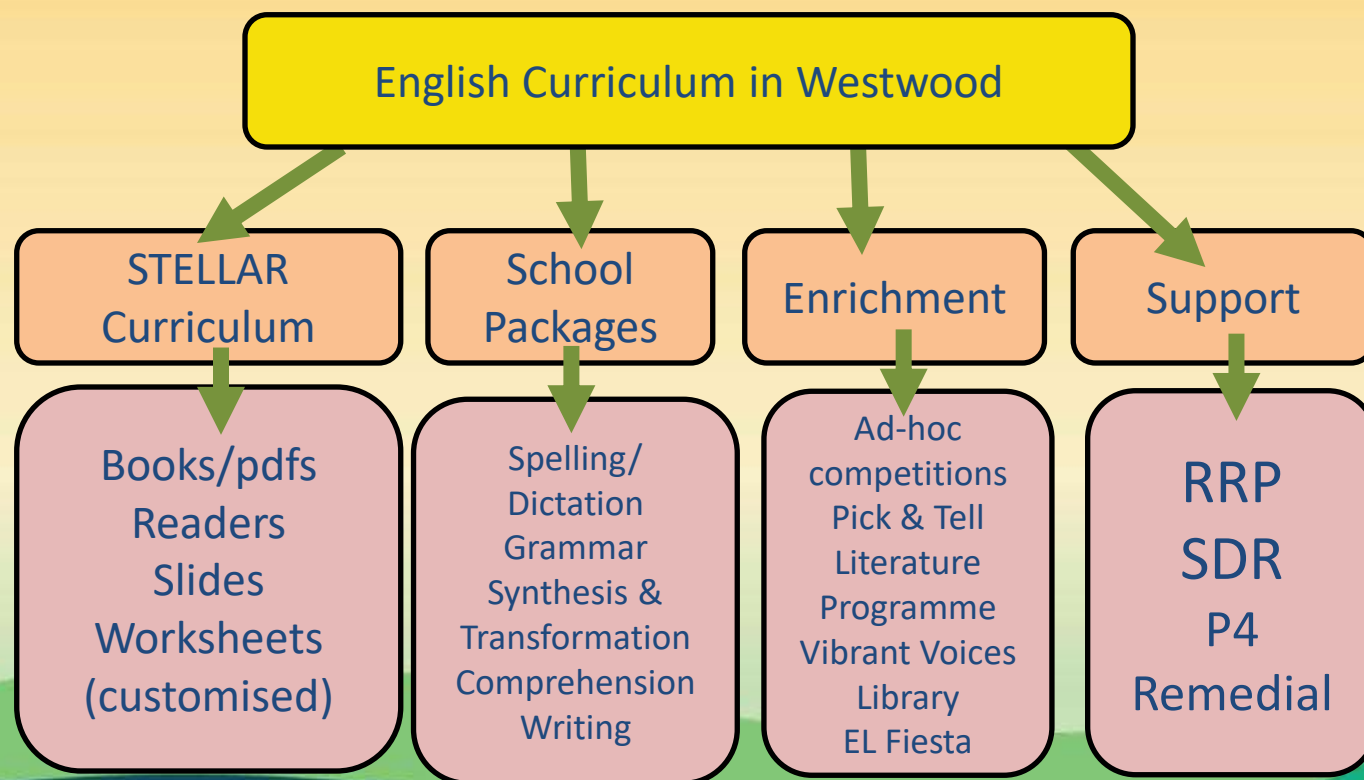
P4 STELLAR Lessons





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P4 English Curriculum in Westwood



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Examples of readers used in the P4 curriculum

Making ICE

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

- * a large jar with
- * a smaller jar (w
- * that would fit i
- * a spoon
- * a hand towel.

Text © 1st MacGregor 2003. Illustrations © Singapore Ministry of Education

A NASTY ACCIDENT



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

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

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

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

"Was anyone injured?" asked Officer Lim.

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

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

The Four Friends

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

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

One day the dog said, "Let's go fishing!"

5 They all got into a dugout canoe and
paddled out through the waves, right into
shark country.



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



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P4 STELLAR LEARNING SHEETS



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Primary 4

English

Unit 4: Making Ice Cream

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

Name: _____

Class: Primary 4 _____

Parent's Signature: _____

Contents for Unit 4

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

Name: _____

Learning Sheet LS4.3

Class: P4 _____

Date: _____

Grammar

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

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

untie	undo	unlocked	unsolved	unfreeze
unsure	unroll	unfinished	unwrapped	unopened

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



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P4 SCHOOL-BASED PACKAGES

Westwood Primary School



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

Name: _____

Class: Primary 4 _____

Parent's Signature: _____

Spelling & Dictation

WESTWOOD PRIMARY SCHOOL

ENGLISH DEPARTMENT

P4 GRAMMAR BOOKLET (TERM 3)

NAME: _____ CLASS: P4 _____

EXERCISE 1: TENSES AND CONCORD

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

Grammar
Booklets

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

Name: _____ Class: P4 _____

Date: _____

'WITH'

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

Example:

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

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

- 1) Rupert cleaned his wound. He used a ball of cotton wool.

_____ with

- 2) Siti made a kite. She used paper and wooden sticks.

_____ with

- 3) John used colourful paper to wrap the present.

_____ with

- 4) My brother used a stick and drew a picture in the sand.

_____ with

Synthesis &
Transformation



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P4 SCHOOL-BASED PACKAGES

Westwood Primary School
P4 English
Comprehension Booklet (Term 3)

Name: _____ Class: P4 _____
Date: _____

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

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

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

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

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

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

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

Comprehension Booklets

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

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

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

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

Consider the following points when you plan your composition:

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




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

Helping words/phrases:

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

Understanding the question:

- 1) Can you highlight/circle the title/theme?
- 2) Look at the pictures. Circle a picture that you like.
- 3) Read the guiding questions. Can you answer them?
- 4) Read the helping words. Can you think of more?

Planning Your Story

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

INTRODUCTION		
Setting	When	Where
Characters		

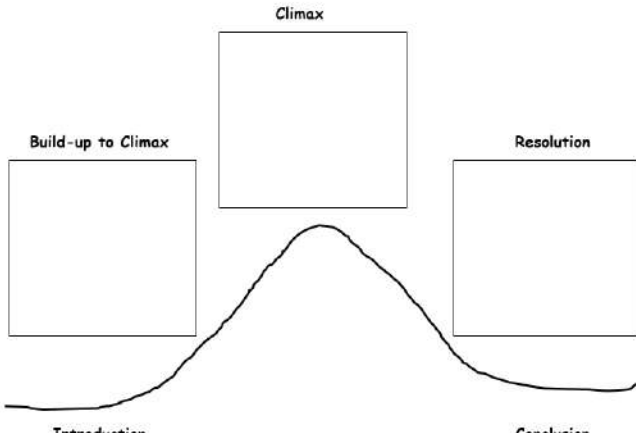
Climax

Build-up to Climax

Resolution

Introduction

Conclusion



Writing Packages



P4 ENRICHMENT IN CLASS

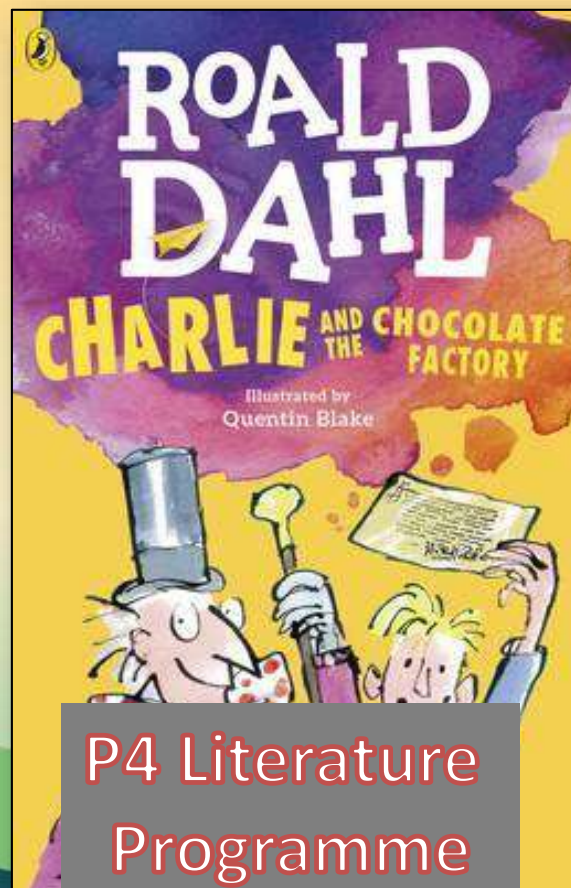
4 English

Pick and Tell Prompts

Instructions for teachers:

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

1	Eg. My favourite time/day of the week	21	Things I'll never eat...
2	My best toy ever that I have got	22	My favourite day of the year...
3	A time that I was brave	23	How to impress your parents...
4	My favourite ice-cream flavour	24	My favourite book.
5	My favourite food for breakfast	25	How to achieve your dreams.
6	The best thing to do at recess	26	If I had invented school...
7	When I grow up, I would want to be...	27	A day in my life.
8	My favourite Superhero	28	Let me tell you about my family.
9	The smartest cartoon character	29	A day in the life as a fly...
10	The best letter of the alphabets that I know...	30	My biggest birthday wish...
11	If I had a hundred dollars, I would...	31	If I was the author of a book, I'd write about...
12	My best place to visit in Singapore would	32	Good kid games online...
13	Pick & Tell Sessions		
14			
15	The biggest lesson I have learned...	33	The most delicious meal I've ever had
16	The first thing I ever bought for myself...	36	Funny things my parents say.
17	Something that scares me...	37	What did I do for my mum last mother's day?
18	If I had a Superpower...	38	If I went to my favourite restaurant I would order...
19	My favourite stuffed animal	39	My dream vacation...
20	The best cookie I have ever eaten...	40	The best part about being sick...



P4 Literature Programme



P4 Assessment Plan 2021

	Term 1	Term 2	Term 3	Term 4
Listening & Viewing [14%]		Summative Assessment T2W6, 26 April 2021, Mon Listening Comprehension (4.2%) (14m)		Summative Assessment T4W5, 12 Oct 2021, Tues Listening Comprehension (9.8%) (14m)
Oral (16%)	Formative Assessment T1W4-T1W10 Reading Testing on expressiveness, fluency & accuracy	Summative Assessment (4.8%) T2W5, 21 April 2021, Wed Reading (6m) Testing on expressiveness, fluency & accuracy		Summative Assessment (11.2%) T4W3, 27 Sep 2021, Mon Reading (6m) Testing on expressiveness, fluency & accuracy
		Stimulus-based conversation (10m) Responses, expression & engagement	Formative Assessment T3W3-T3W10 Stimulus-based conversation Responses, expression & engagement	Stimulus-based conversation (10m) Responses, expression & engagement
Writing & Representing [20%]		Summative Assessment T2W6, 26 April 2021, Mon Narrative Writing (6%) (20m) 3-picture narrative writing (current PSLE format)		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 T2W8, 11 May 2021, Tues Paper & Pencil Test (15%) (50m) <ul style="list-style-type: none"> Grammar MCQ (8m) Vocabulary MCQ (6m) Vocabulary Cloze (4m) Grammar Cloze (8m) Synthesis & Transformation (4m) Comprehension (Variety) (10m) Comprehension OE (10m) 	Formative Assessment T3W8 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 T4W7, 27 Oct 2021, Wed Paper & Pencil Test (35%) (50m) <ul style="list-style-type: none"> Grammar MCQ (10m) Vocabulary MCQ (6m) Vocabulary Cloze (4m) Grammar Cloze (8m) Synthesis & Transformation (4m) Comprehension (Variety) (8m) Comprehension OE (10m)
Total (100%)	0%	30% (100m)	0%	70% (100m)
No. of formative assessments	3	1	3	1
No. of summative assessments	0	1	0	3



P4 School-based Dyslexic Remediation (SDR)

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



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P4 Reading Remediation Programme (RRP)

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

Some English Activities to do with your child at home



Reading

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

2) Get your child to read independently and ask him/her to give a twist to the ending. Ask them who their favourite characters are and why.



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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>

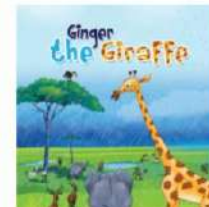


001: HIDE AND SEEK

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 boggle. Challenge your child to win!

2) Play Word Unscrambles.

Back To School Word Scramble

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

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

Tree Valley Academy

ANIMAL WORD SCRAMBLE

1.	earbve	_____
2.	uagrc	_____
3.	lwaurs	_____
4.	utrite	_____
5.	lgroali	_____
6.	occriolde	_____
7.	luffboa	_____
8.	grite	_____
9.	osmopus	_____
10.	oirocsrne	_____
11.	lrtoalgai	_____
12.	penheatl	_____
13.	macle	_____
14.	lworvenie	_____
15.	yoctoe	_____
16.	riefgaf	_____
17.	myoekn	_____
18.	nkaoagr	_____
19.	ncocoaro	_____
20.	daaakrvr	_____

Games

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Some English Activities to do with your child at home

Westwood Primary School



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

Name: _____ ()

Class: Primary 4 _____

Parent's Signature: _____

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

Name: _____ ()

Class: Primary 4 _____

Sport
(Term 3)

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

I have learnt my spelling.

I have checked the meanings of the spelling words.

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

Name: _____ ()

Class: Primary 4 _____

Story Hook 1
(Term 3 Week 3)

Dictation

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

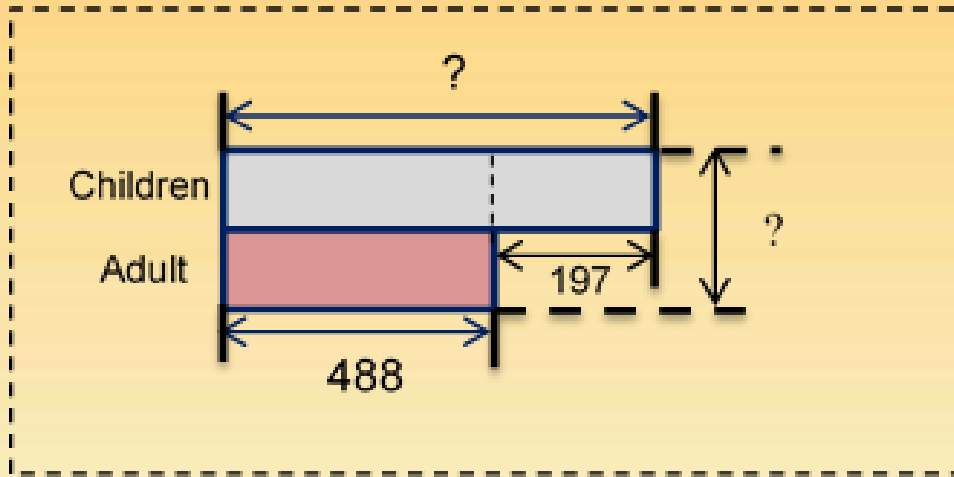
I have learnt my dictation.

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



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Learning Mathematics at Primary 4



Model Drawing

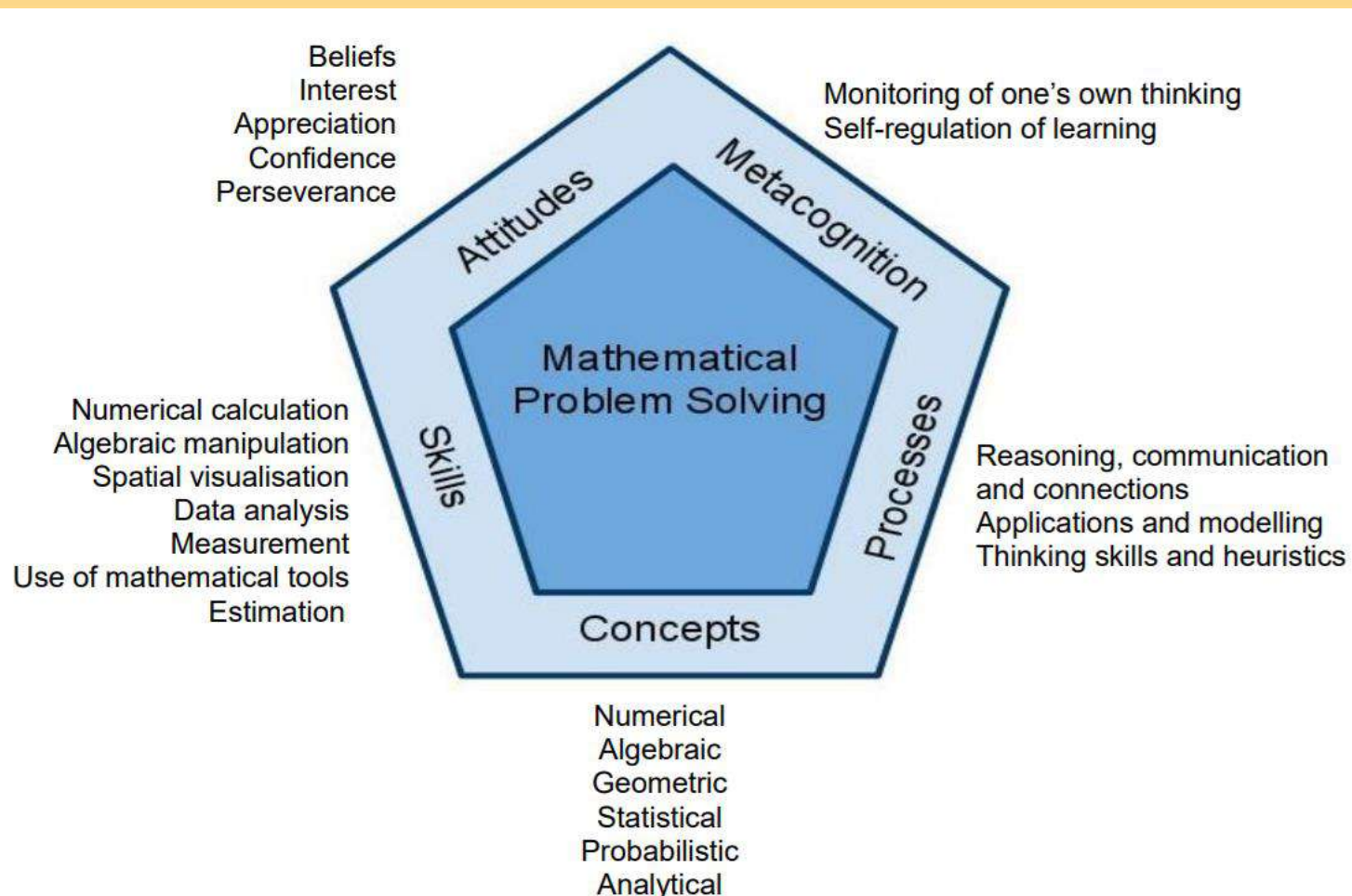


Mastery of Multiplication Tables

Encourage a “Growth Mindset”

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

Singapore Mathematics Curriculum Framework





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P4 Math Assessment Plan

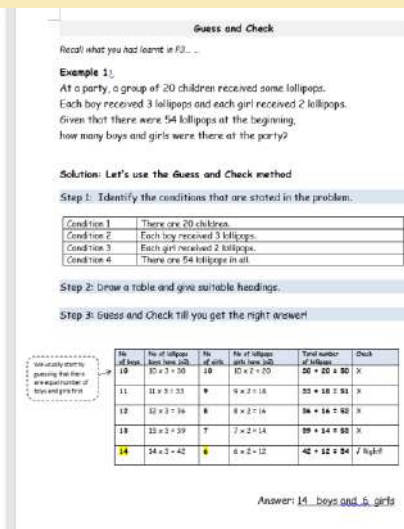
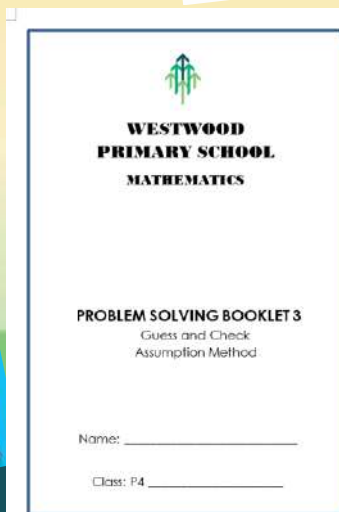
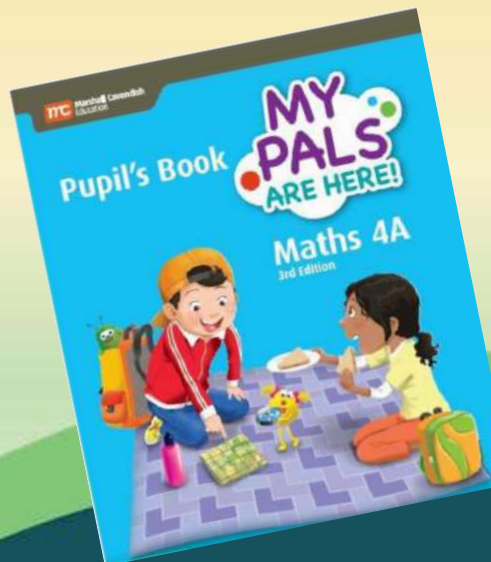
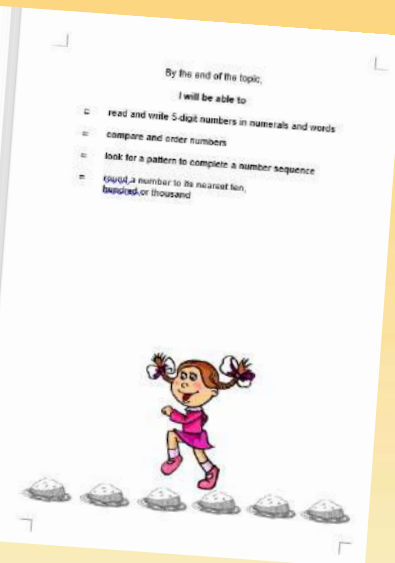
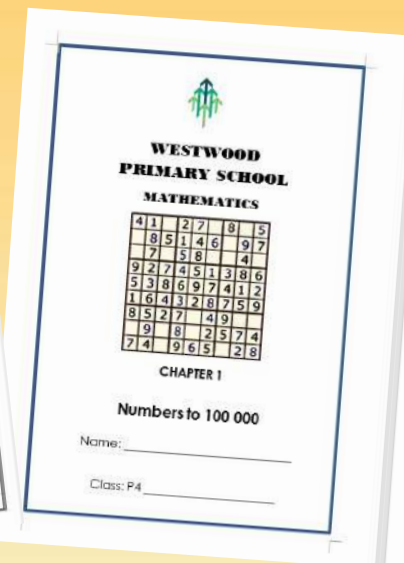
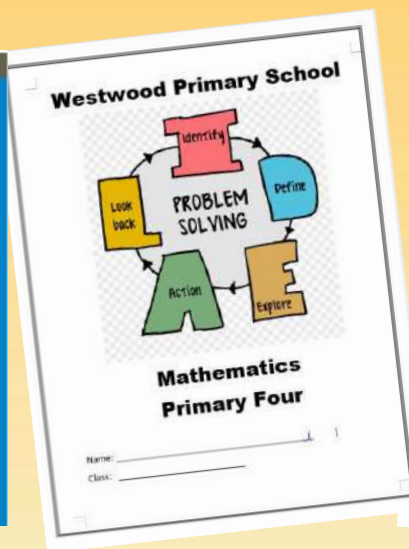
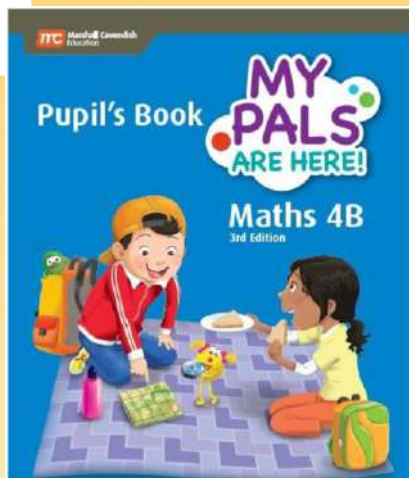
Term 1	Term 2	Term 3	Term 4
Term 1 Test (0%) Chapters 1 to 4 <ul style="list-style-type: none">- Numbers to 100 000- Factors and multiples- Four Operations of Whole Numbers	SA1 (30%) Chapters 1 to 6, 8 and 9 <ul style="list-style-type: none">- Numbers to 100 000- Factors and multiples- Four Operations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



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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. Symmetry around us, walking distance to school, telling time & duration, area and perimeter of squares and rectangles).
- Encourage your child to **talk** about, **explain** and show a math problem in a way that **makes sense** (i.e., draw a picture, diagram/model or use listing out to see a pattern).
- **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 4

Learner-Centred Environment

(Encourage pupil inquiry
through STEAM projects)

Experiential Learning (Hands On Experiments)

Differentiated Support

- Remedial
- E2K integrated into relevant topics during curriculum time

Environmental Education

(develop care for the world we live in &
importance of food sustainability)

*P4 Greening for Sustainability Programme –
Vegetable Planting*

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Programmes, Events & Materials

Time Frame	Science Programme	Dates / Times
Term 2	Maker Fiesta @ Westwood	5 April – 9 April
Terms 2- 4	Science Remedial Programme	March - Nov
Term 2	P4 Learning Journey to Singapore Science Centre (Workshop on Light)	Dates to be issued in respective letters at a later time. Science workshop on Light (different classes different dates- on Wednesdays/Thursdays after school).
Terms 2 - 4	E2K - investigations	Integrated into curriculum
Terms 1 - 4	Greening for Sustainability	Feb – Nov (selected afternoons different classes)

Standard	Supplementary	Enrichment (optional)
My Pals Are Here! Textbooks Energy Systems	Science Work It Out! WWPS Science Learning Sheets	Young Scientists Magazines (information on subscription will be given after CNY)

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P4 Science Assessment Plan

Themes	Term 1 (0%) T1W10	Term 2(30%) 10 May	Term 3 (0%) T3W8-10	Term 4 (70%) 26 Oct
	Formative Assessment (0%) Holistic Assessment 1	Mid-Year Examination Weighted Assessment (30%)	Formative Assessment (0%) Holistic Assessment 2	End-of-Year Examination Weighted Assessment (70%)
	Cycles - Matter Holistic Assessment 1 (20m) Cycles: The Three States of Matter Quiz	Cycles - Matter - Life Cycles of Plants & Animals (P3) Diversity (P3) - Living & Non-Living things - Plants - Animals - Bacteria & Fungi - Materials Energy - Light Systems -Plant parts & their functions	Cycles - Matter Energy - Light - Heat Systems -Plant parts & their functions	Cycles - Matter - Life Cycles (P3) Diversity (P3) - Living & Non-Living things - Plants - Animals - Bacteria & Fungi - Materials Interactions (P3) - Magnets Energy - Light - Heat Systems - Human Digestive System - Plant parts & their functions
			Assessment of Process Skills (T3 W8 – 10) Skills Assessed: Observing, Comparing, Classifying, Measuring, reading tables and Interpretation of data	
Total (100 %)	0%	30%	0%	70%
Number of Weighted Assessments	0	1	0	1
On-going formative assessment practices and strategies used in class: - Cooperative Learning; Socratic Questioning with focus on Inquiry-based learning; Performance Task Reporting: Self/Peer Reflection Checklists (skills/attitude) & Report Book Personal Quality Focus: Motivation, Accuracy, Persistence, Teamwork and Communication Skills				

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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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Learning Mother Tongue Languages at P4

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Acquisition of P4 MT Language Skills

Pupils will learn the following skills:

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

P4 MT's Weighting

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

P4 Holistic Assessment Plan

	Term 1	Term 2	Term 3	Term 4
Listening (10%)	-	Semestral Assessment 1 (30%) a. Listening Task (3%)	-	Semestral Assessment 2 (70%) a. Listening Task (7%)
Speaking (20%): - Picture description (10%) - Conversation (10%)	-	b. Oral Tasks • Picture Description (3%) • Conversation (3%)	Picture Conversation - Peer Assessment (0%) -Qns related to picture content -Qns on the theme	b. Oral Tasks • Picture Description (7%) • Conversation (7%)
Reading (10%)	Reading Aloud - Peer Assessment (0%)	• Reading Aloud (Passage) (3%)	-	• Reading Aloud (Passage) (7%)
Writing, Language Use and Comprehension (60%): - Paper 1 (15%) - Paper 2 (45%)	Mini Test (0%) - Grammar - Vocabulary - Comprehension	c. Paper 1(Composition) (4.5%) d. Paper 2 (Language Use and Comprehension) (13.5%)	Writing Test (0%) - 4 picture writing task	c. Paper 1(Composition) (10.5%) d. Paper 2 (Language Use and Comprehension) (31.5%)
Total (100%)	0%	30%	0%	70%
No. of weighted assessments	0	4	0	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				



P4 MT

Subscription of MT magazines/newspapers

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

Filing of worksheets and notes

- 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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P4 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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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



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FAQs

School Policies

Primary 4- 5

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

A: Primary 4/5pupils are encouraged to go home by themselves. Form teachers might also advise parents if they are concerned about the readiness of the individual child. Parents should understand that the school can bear no responsibility for the safe passage of the child, and are advised to check on their child when he/she reaches home.

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

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School Policies

Primary 4- 5 Dismissal

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



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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
WESTWOOD!**



<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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