



**WESTWOOD**  
PRIMARY SCHOOL

# Parents' Engagement Session Primary 5

22 Jan 2022 (Saturday)

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flourishes and thrives*

# Agenda



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- 2 What's unique about Westwood : Positive Education
- 3 Personalised slides:
  - Class Teachers *\*Customised by respective Form Teachers for their form classes. Refer to class sharing by form teachers*
  - Class rules
  - Class routines
  - Class requirements
  - Modes of communication
- 4 Homework guidelines
- 5 Special Programmes for the level
- 6 HA plans (EMS)
- 7 MT information
- 8 Strategies for Parents' Cooperation
- 9 DSA and Secondary school matters
- 10 Q&A
- 11 Scan QR code for feedback

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# What's unique about Westwood

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

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

## THE FLOURISHING WESTWOOD PUPIL

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

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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

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## 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

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- **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

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# Modes of communication

- Parent's Gateway

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- 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

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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.



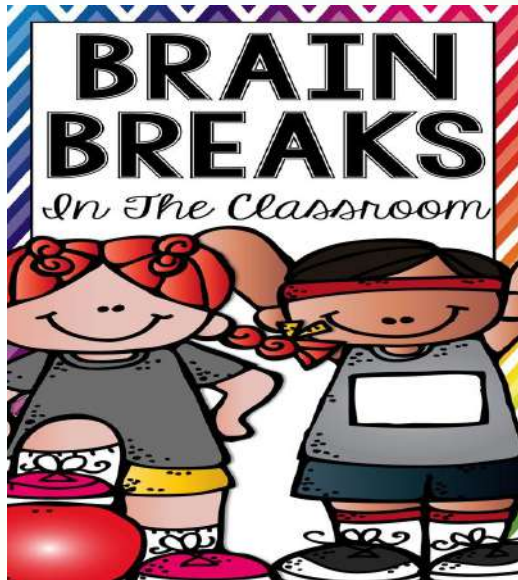
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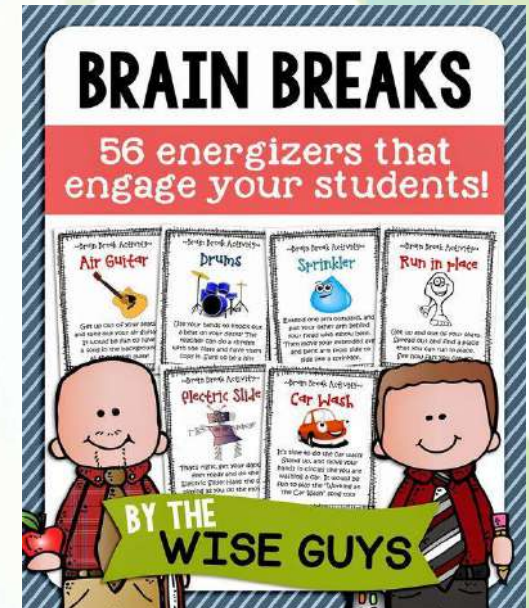
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# Brain Breaks

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

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

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# 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.

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# 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

## 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

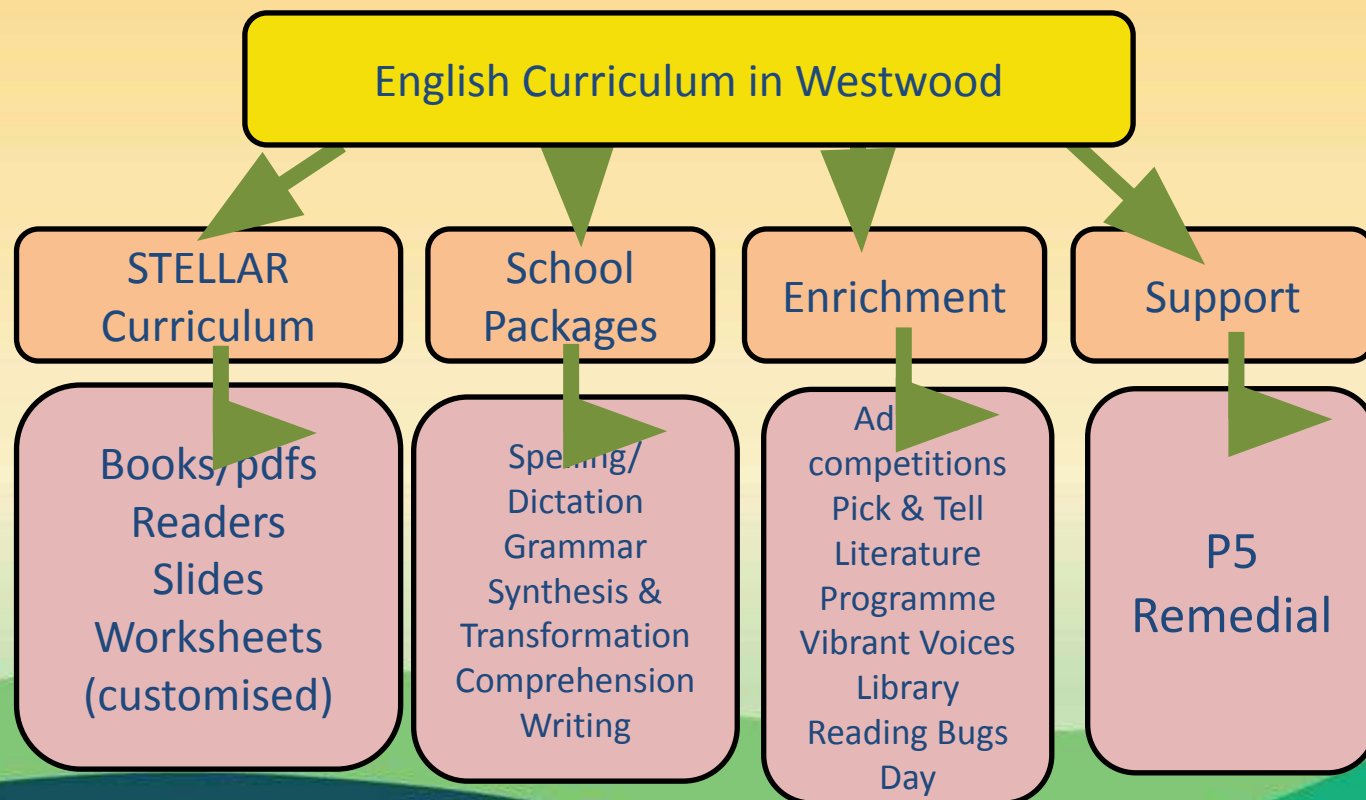
### The STELLAR curriculum aims to:

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

# P5 STELLAR Lessons



# P5 English Curriculum in Westwood



# 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 transport

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.



1

# When I Grow Up

by Barbara Berge

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.



Text © Barbara Berge. Illustrations © NZ Ministry of Education.

# P5 STELLAR LEARNING SHEETS

WESTWOOD PRIMARY SCHOOL

Primary 5  
English



Unit 5: Space Junk

Draw your own cover page for unit in the box provided

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

Class: Primary 5 \_\_\_\_\_

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

## 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 using connectors 'if', 'until'
6.	Whole Text Study	Main ideas
7.	Vocabulary	Vocabulary Cloze
8.	Vocabulary	Comprehension Cloze
9.	Comprehension	Visual Text

## LEARNING SHEET LS5.3

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

Class: P5 \_\_\_\_\_

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

### Grammar: Tenses

For each question four answers are given. Choose the most suitable answer and write its number (1, 2, 3 or 4) in the brackets provided.

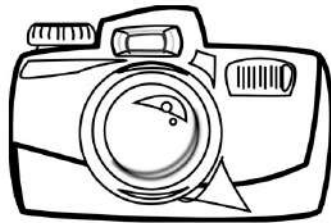
- Mr and Mrs Chew \_\_\_\_\_ living in Japan since 1990. They enjoy the way of life there and have no plans to return to their homeland yet.  
(1) ~~are~~ (2) were  
(3) ~~had~~ been (4) have been ( )
- The farmer's hen \_\_\_\_\_ not \_\_\_\_\_ any eggs since last week.  
(1) ~~will~~ ... lay (2) has ... laid  
(3) ~~is~~ ... laying (4) was ... laying ( )
- Madam Fong \_\_\_\_\_ for her medical checkup once a year but this year she has missed her appointment.  
(1) ~~goes~~ (2) has gone  
(3) ~~went~~ (4) is going ( )
- The Singapore Dream Team \_\_\_\_\_ the finals. They will be representing Singapore in the upcoming South East Asia Games.  
(1) ~~wins~~ (2) will win  
(3) ~~is~~ winning (4) has won ( )
- Phil's father has bought a new car and now he \_\_\_\_\_ us to school every day.  
(1) ~~drove~~ (2) is driving  
(3) ~~was~~ driving (4) has driven ( )



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# P5 SCHOOL-BASED PACKAGES

## 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)

- Angie brightened \_\_\_\_\_ when she heard the good news.  
(1) off (2) over (3) up (4) off
- Tom was excused \_\_\_\_\_ lessons as he was not feeling well.  
(1) with (2) in (3) from (4) by
- Jimmy is taking \_\_\_\_\_ a second job to make ends meet.  
(1) in (2) up (3) off (4) out
- You must have the determination to carry on with your task even \_\_\_\_\_ obstacles.  
(1) with (2) at (3) for (4) in
- Mary does not spend \_\_\_\_\_ her means. She is always busy \_\_\_\_\_ from her friends.  
(1) in (2) by (3) on (4) within
- The writer worked on her new book \_\_\_\_\_ the night.  
(1) by (2) through (3) for (4) at
- The picture was \_\_\_\_\_ in public \_\_\_\_\_ the street.  
(1) with

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



# 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 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 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, 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 another 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, he locked himself in the room and sobbed uncontrollably.

Within a year, Mr Tan was promoted again. He employed a maid to relieve his wife of 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, but 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 on 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 and devote more 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

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Name: \_\_\_\_\_ ( ) Parent's Signature: \_\_\_\_\_  
Class: Primary 5 \_\_\_\_\_  
Date: \_\_\_\_\_ Marks: 40

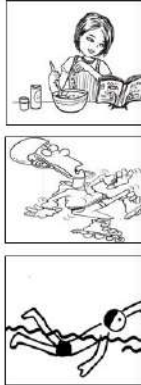
Write a composition of at least 150 words about a new experience.

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?

## Writing Packages

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), Suzanna Leong (Saxophone), Nicholas Tang (French Horn) and many more!

playing in their school band.



# 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



# P5 Assessment Plan



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	Term 1	Term 2	Term 3	Term 4
Listening & Viewing [10%]		<b>Formative Assessment</b> <b>T2W5-T2W6</b> Listening Comprehension		<b>Summative Assessment</b> <b>T4W5, 11 Oct 2022, Tues</b> Listening Comprehension (10%) (20m)
Oral (15%)	<b>Formative Assessment</b> <b>T1W3-T1W10</b> <b>Reading</b> Testing on expressiveness, fluency & accuracy			<b>Summative Assessment (15%)</b> <b>T4W2, 19 - 20 Sep 2022, Mon - Tues</b> <b>Reading (10m)</b> Testing on expressiveness, fluency & accuracy  <b>Stimulus-based conversation (20m)</b> Responses, expression & engagement
Writing & Representing [27.5%]			<b>Summative Assessment (15%)</b> <b>T3W6, 1-3 Aug, Mon -Wed</b> <b>Narrative Writing (40m) (15%)</b> 3-picture narrative writing (current PSLE format)	<b>Summative Assessment (12.5%)</b> <b>T4W5, 11 Oct 2022, Tues</b> <b>Situational Writing (15m) (7.5%)</b>  <b>Narrative Writing (40m) (5%)</b> 3-picture narrative writing (current PSLE format)

Language Use [47.5%]	<b>Formative Assessment</b> <b>T1W8</b> <b>Paper &amp; Pencil Test (67m)</b> Booklet B: <ul style="list-style-type: none"> <li>Grammar Cloze (10m)</li> <li>Editing for spelling &amp; grammar (12m)</li> <li>Comprehension Cloze (15m)</li> <li>Synthesis &amp; Transformation (10m)</li> <li>Comprehension OE (20m)</li> </ul>	<b>Summative Assessment (15%)</b> <b>T2W6, 27-29 Apr, Wed-Fri</b> <b>Language Use (60m)</b> 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)		<b>Summative Assessment</b> <b>T4W7, 26 Oct 2022, Wed</b> <b>Paper &amp; Pencil Test (32.5%) (95m)</b> Booklet A: <ul style="list-style-type: none"> <li>Grammar MCQ (10m)</li> <li>Vocabulary MCQ (5m)</li> <li>Vocabulary Cloze (5m)</li> <li>Visual Text Comprehension (8m)</li> </ul> Booklet B: <ul style="list-style-type: none"> <li>Grammar Cloze (10m)</li> <li>Editing for spelling &amp; grammar (12m)</li> <li>Comprehension Cloze (15m)</li> <li>Synthesis &amp; Transformation (10m)</li> <li>Comprehension OE (20m)</li> </ul>
<b>Total (100%)</b>	0%	15% (60m)	15% (40 marks)	70% (200m)

# 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.

# Some English Activities to do with your child at home



<https://monkeypen.com>



## 001: HIDE AND SEEK

Categories: Age 2-5, Age 6-9

Was it just another game of hide and seek? No. It was not. First she fell into a deep, dark hole in the ground and then they found a treasure. Did it end there? No! It did not. Read more about this thrilling adventure of Sally and friends in this free illustrated kids' book. The fun never ends when Sally's around!

 [Download Free Book](#)



## 002: GINGER THE GIRAFFE

Categories: Age 2-5, Age 6-9

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

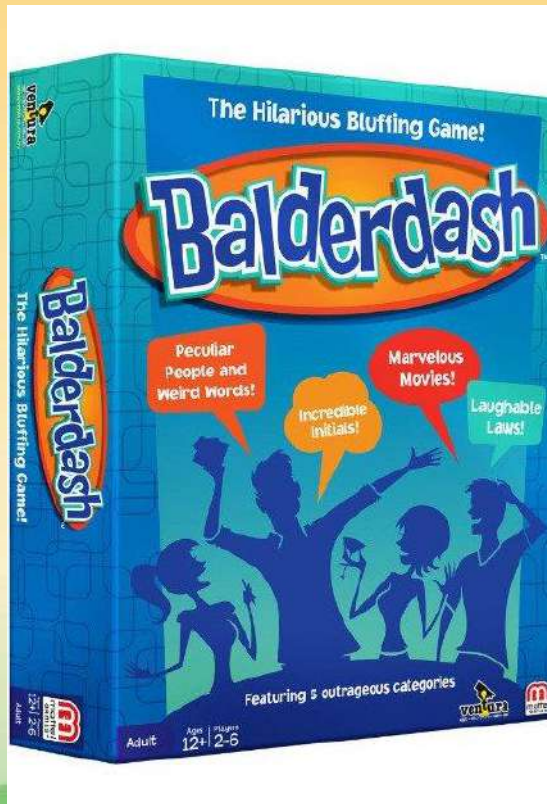
 [Download Free Book](#)

Watch the news together  
and have a discussion

Online websites

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

# Some English Activities to do with your child at home



1) Play balderdash or other word games. Challenge your child to win!

2) Play Word Searches.

**Back to School**

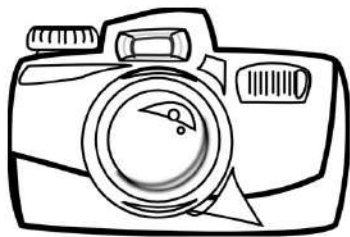
X	G	O	W	P	Z	D	R	A	M	A	F	K	Y	R	A	R	V	B	R	E	E	F	I	S	H	R	A	C	H	P
R	N	S	N	S	T	C	E	J	B	U	S	H	E	Q	M	A	A	N	A	C	R	O	C	O	D	I	L	E	E	B
L	I	T	A	O	F	Y	S	E	N	X	P	K	A	I	C	W	A	O	S	T	R	I	C	H	T	E	G	R	D	A
M	T	U	K	E	I	B	H	V	L	A	Q	N	O	L	U	R	I	A	D	D	H	C	H	E	E	T	A	H	G	D
Y	I	D	H	C	W	T	X	T	R	E	Z	F	A	O	S	E	B	H	R	O	D	R	A	V	E	N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

alphabet	Drama	History	numbers	Sci
Art	elementary	homework	period	Sci
backpack	English	Language Arts	Physical Education	Sci
books	friends	learn	reading	sci
classroom	Geography	library	recess	sci
crayons	grades	Math	school	sci
desk	Health	Music	seasons	writ

## Games

# 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	
1.	attic	The room on top of my
2.	blackness	The dark <b>blackness</b> of
3.	ceiling	I looked up at the <b>ceiling</b>
4.	dreaded	It is the <b>dreaded</b> exam
5.	forgetful	<b>Mr. Tan</b> needs remind
6.	heartbeat	In a <b>heartbeat</b> , the ru line.
7.	shadow	The dark object casts
8.	puppets	The shop sells many ha
9.	wrinkly	His <b>wrinkly</b> hands gave
10.	glint	The evil <b>glint</b> in his eye
11.	suffocating	The room is <b>suffocating</b>
12.	blazing	The hot, <b>blazing</b> sun sh

No.	Sentence
1.	I tucked into the <b>sumptuous spread</b> before me
2.	The entire sunset <b>scene unfolded</b> before my eye
3.	My <b>blood-curdling screams</b> attracted the merry towards the scene.

I have learnt my spelling.

I have checked the meanings of the spell

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.

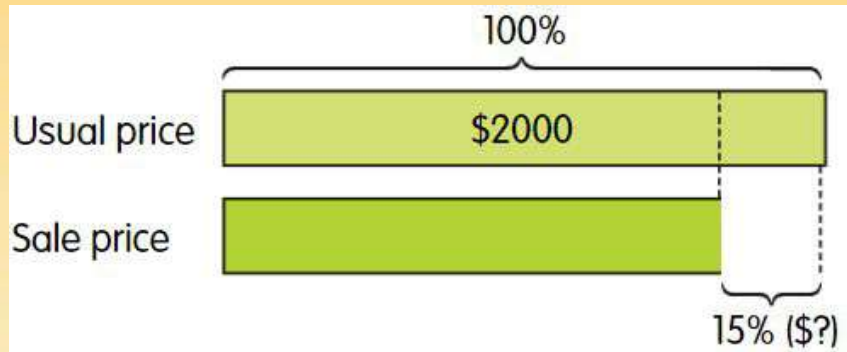
I have checked the meanings of the words in the passage.





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# Learning Mathematics at Primary 5



**Solving word problems**



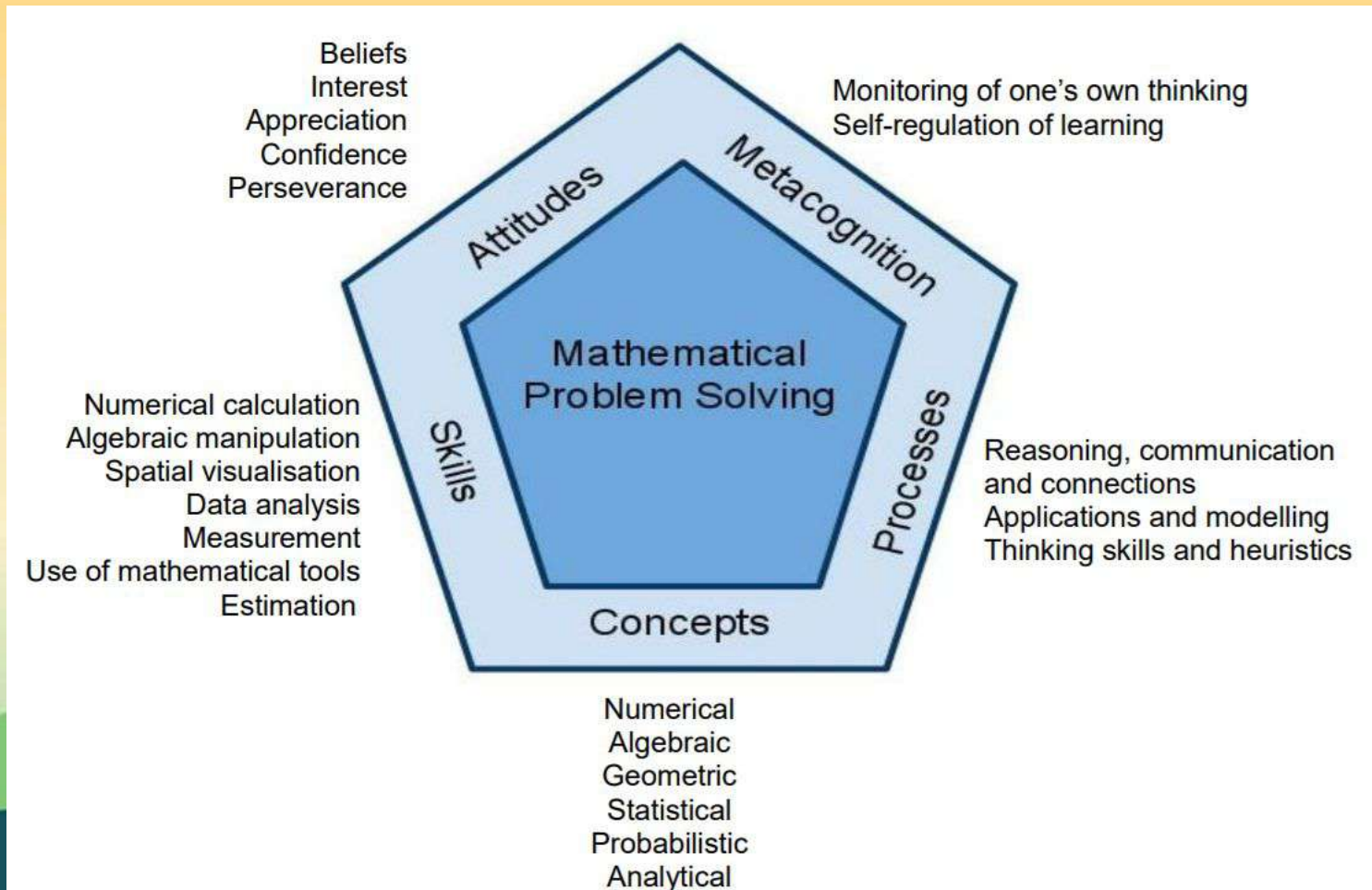
**Mastery of Skills & Concepts**

## 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.**



# Singapore Mathematics Curriculum Framework





# Overview Of P5 Standard Math Assessment Plan

Term 1	Term 2	Term 3	Term 4
<p><b>Term 1 Test (0%)</b> <b>Chapters 1 to 5</b></p> <ul style="list-style-type: none"><li>- Whole numbers</li><li>- Operations of Whole Numbers</li><li>- Fractions</li></ul>	<p><b>Term 2 Test (15%)</b> <b>Chapters 1 to 7</b></p> <ul style="list-style-type: none"><li>- Whole numbers</li><li>- Operations of Whole Numbers</li><li>- Fractions</li><li>- Area of a Triangle</li><li>- Ratio</li></ul>	<p><b>Term 3 Test (15%)</b> <b>Chapters 1 to 11</b></p> <ul style="list-style-type: none"><li>- Whole numbers</li><li>- Operations of Whole Numbers</li><li>- Fractions</li><li>- Area of a Triangle</li><li>- Ratio</li><li>- Volume of Cubes and Cuboids</li><li>- Decimals</li><li>- Percentage</li><li>- Average</li></ul>	<p><b>End-of-Year Exam (70%)</b> <b>Chapters 1 to 15</b></p> <ul style="list-style-type: none"><li>- Whole numbers</li><li>- Operations of Whole Numbers</li><li>- Fractions</li><li>- Area of a Triangle</li><li>- Ratio</li><li>- Volume of Cubes and Cuboids</li><li>- Decimals</li><li>- Percentage</li><li>- Average</li><li>- Rate</li><li>- Angles</li><li>- Triangles</li><li>- Quadrilaterals</li></ul>

# Overview Of P5 Foundation Mathematics Assessment

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

# 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.



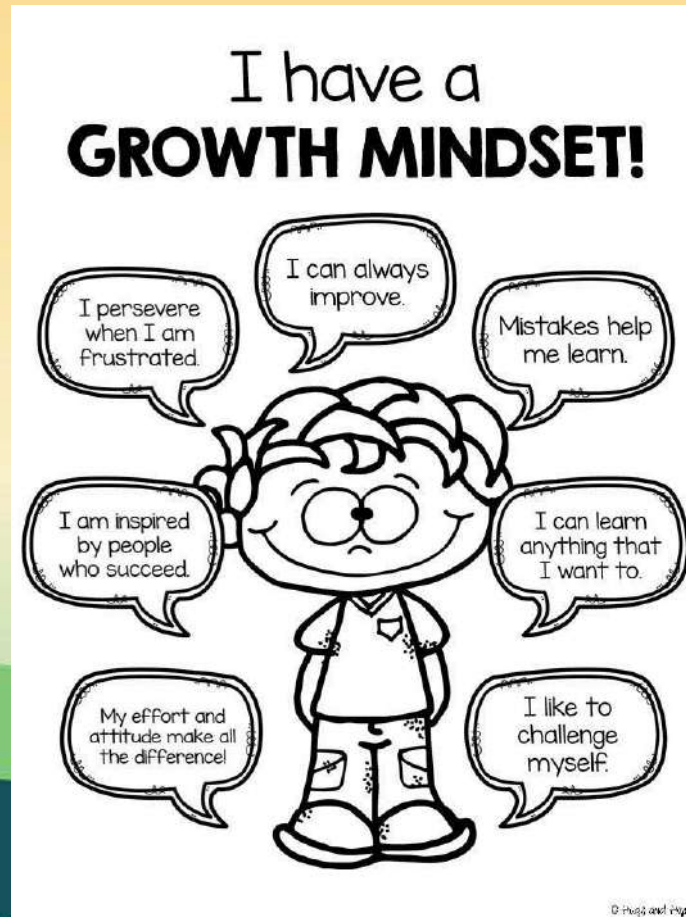


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PRIMARY SCHOOL

# 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**.







# Science Overview@ Primary

5



2022

# 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

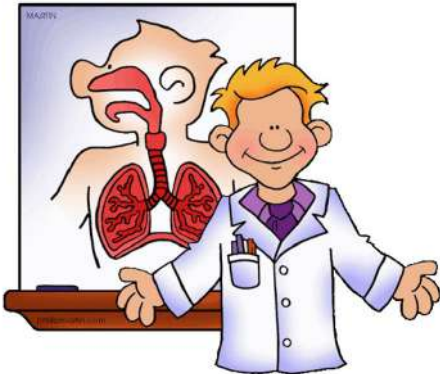


# P5 Science Learning Sheets

## School-based packages



**Westwood Primary School**  
**Primary 5**  
**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 ( )

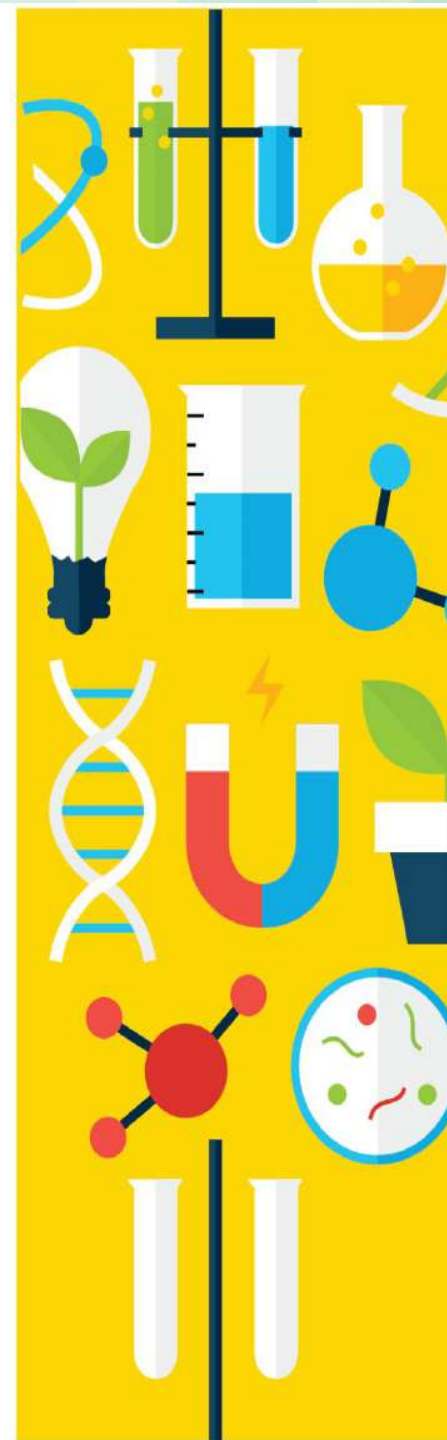
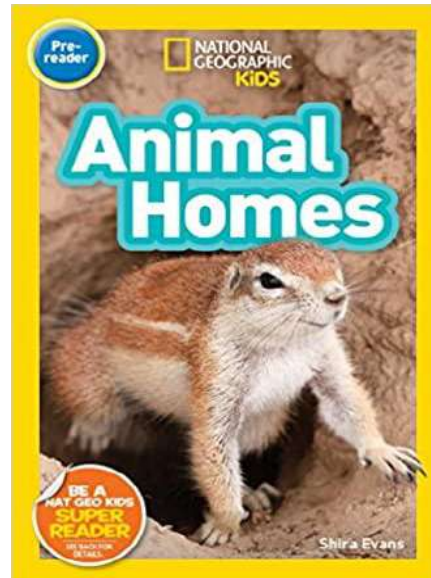
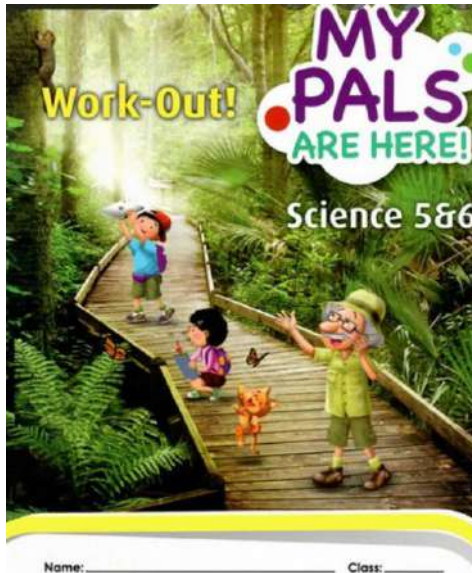




# Enrichment & Materials

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

# Format for P5 Weighted Assessments (Terms 2 & 3)

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

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



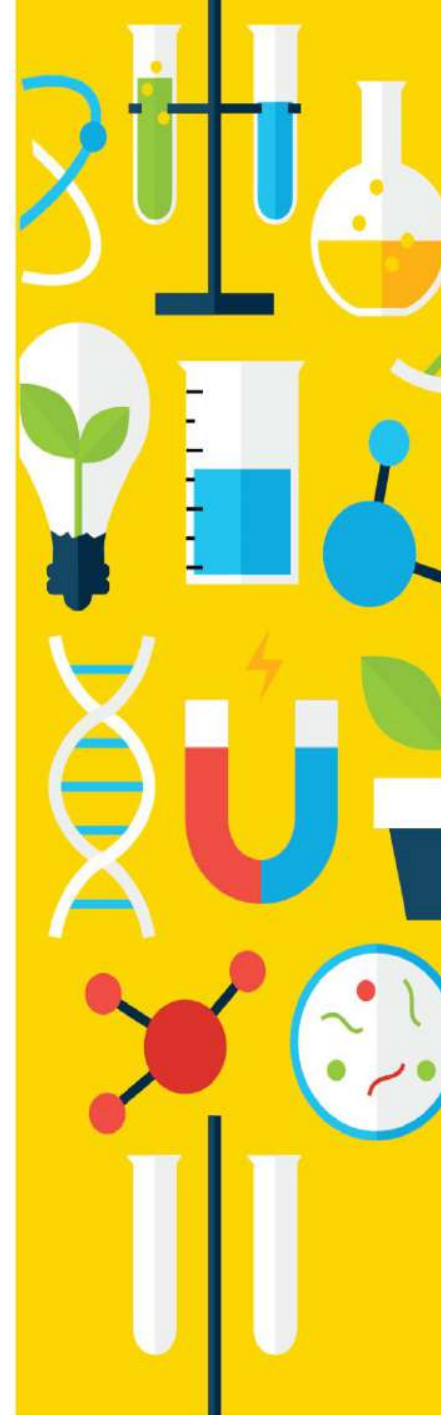


# Format for P5 End-of-Year Examination

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

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



# 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%)
<b>0%</b>	<b>15%</b>	<b>15%</b>	<b>70%</b>
<b>0</b>	<b>1</b>	<b>1</b>	<b>4</b>



# Mother Tongue Language Exam Format

Component	Duration	Content	Marks
Paper 1: Composition	50 mins	<ul style="list-style-type: none"><li>• Topic Essay</li></ul> <p style="text-align: center;"><b><u>or</u></b></p> <ul style="list-style-type: none"><li>• Picture Essay</li></ul>	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	<i>Approx. 15 min</i>	Reading Aloud	20
		Conversation based on video stimulus	30
<b>Total</b>			<b>200</b>



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# Higher Mother Tongue Language Assessment Plan

Term 1	Term 2	Term 3	Term 4
-	Writing Task (0%)		-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



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PRIMARY SCHOOL

# Higher Mother Tongue Language Exam Format

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
<b>Total</b>			<b>100</b>

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flourishes and thrives*



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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%)
<b>0%</b>	<b>15%</b>	<b>15%</b>	<b>70%</b>
<b>0</b>	<b>1</b>	<b>1</b>	<b>4</b>





**WESTWOOD**  
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# 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	<i>Approx. 15 min</i>	Reading Aloud	15
		Conversation based on video stimulus	40
<b>Total</b>			<b>100</b>



# 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**

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



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# Mother Tongue Language

## Examples of tasks for the different skills:

	Listening	Reading
Receptive skills	<b>Listening to a story narration:</b> 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.	<b>Reading a news report:</b> 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	<b>Oral presentation:</b> Choose an activity that you enjoy doing in your free time. Briefly describe this activity and explain why you enjoy it.	<b>Writing a short essay:</b> 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	<b>Group discussion:</b> Discuss, in small groups, which sporting activities students in Singapore enjoy and why. Should we encourage more students to participate in these activities?	<b>Email response:</b> 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

## Filing of worksheets and notes

- Worksheets to be filed in the blue ring file.
- Extra notes to be filed in the thin blue file.

## Using of e-dictionary (CL)/ dictionary

- To encourage self-directed learning, pupils are encouraged to purchase and use e-dictionary/dictionary for daily work revision.
- Pupils are allowed to use e-dictionary/dictionary during Paper 1 examination.
- <https://www.seab.gov.sg/home/examinations/approved-dictionaries>

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# Mother Tongue Language

## Parental support

Engage in interesting topic with 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.

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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 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

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# 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.




# DSA Matters and Secondary School Matters

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Home > Others > School Newsletters

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](#)

Letters of Appreciation

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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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<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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