

Lower Primary Parents' Briefing

Key Personnel's Address
28 February 2025



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#CaringHearts

#CreativeSpirits



Agenda

- Home-School Partnership
- Educational Landscape
- Assessment Matters
 - Debunking myths
 - Reporting Lower Primary Students' Learning Progress
 - Learning Dispositions
- School Programmes: Teaching and Learning
- Higher Mother Tongue Languages: Information Session for Parents

Partnering Parents



Home-School Partnership

- Attendance is critical. Do ensure that your child attends school daily except when he/she is unwell. Doctor's MC must be provided where possible;
- Teachers will communicate and coordinate on the amount of homework to be given per day / school holidays;
- Ensure that your child has a proper breakfast at home before coming to school. A snack break will be given in class before/after recess.





Home-School Partnership

Compliance with MOE attendance guidelines

- For absences that are festival or religion-related, they will be classified as “Absent without Valid Reason”. However, an exception is made for absences associated with funeral rites, which may be considered as valid on compassionate grounds.
- For absences due to valid reasons and covered by a parent’s letter or email, schools will mark these as “Absent with Valid Reason (Private)”. Please note that the school will accept no more than 10 parents’ letters or emails per year for such cases.



Home-School Partnership

Punctuality for School

- Inculcating the value of responsibility by being punctual – report to school by **7.30 a.m.**
- Understanding consequences
 - Late coming: arriving after **7.30 a.m.**
 - After the 3rd instance of late coming, parents will be contacted
 - After the 6th instance of late coming, School-Parent conferencing will be arranged
 - After the 10th instance of late coming, a warning letter will be issued. For persistent late coming, conduct grade will be affected.



Home-School Partnership

School Discipline and Tone

- The school should be a safe environment for all students to learn in;
- In order for the students to feel safe (physically and psychologically), consequences will be meted out for misbehaviour, including bullying, use of physical force and use of hurtful words/vulgarity;
- We would like to work together in strong partnership with all parents in order to ensure that the school remains a safe place for students to learn and grow in.




Home-School Partnership

- Monitor usage of screen time by children;
- Celebrate your child's successes, both big and small;
- Provide your child with support and encouragement;
- Make time to find out about your child's day;
- Praise your child as a kind word goes a long way!

Engagement Charter

- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.



Ministry of Education
Singapore

RESPECTING OUR STAFF

Our staff are committed to partner you with sincerity, integrity and professionalism.

By showing mutual courtesy and respect, **we set a positive example for our children.**

MOE values our staff and will take firm action to protect them against any unreasonable behaviour, harassment or abuse.

Home-School Partnership

Monitor usage of screen time by children

Tips on healthy screen use for your Family!



Manage Your Child's Screen Use

- Consider the needs of your child when setting boundaries of screen use as a family. Discuss with your child where necessary.
- Have a plan that balances screen use with other activities.

Model Healthy Media Habits

- Review your own media habits.
- Encourage daily 'screen-free' times, especially during family meals or when interacting with one another.

Encourage Meaningful Screen Use

- Make sure your child is watching content appropriate for their age.
- Discuss with your child about what they are viewing.

< 18 months

- No screen use unless it is used for interactive video chatting.

DO NOT...

- ✗ Turn on the TV in the background.

1.5 to 6 years

- Less than 1 hour of screen use a day outside school.
- Choose educational and age-appropriate content.
- Watch content together and discuss the content with your child.

DO NOT...

- ✗ Use screens during meals and one hour before bedtime.
- ✗ Use screens just to occupy or distract your child.
- ✗ Turn on the TV in the background.

7 to 12 years

- Less than 2 hours of screen use a day, unless related to school work.
- Agree on a screen use plan or timetable.
- Use parental control settings and check content ratings to ensure content is age-appropriate.
- Talk to your child often on what they are viewing online. Offer advice regularly.

DO NOT...

- ✗ Use screens during meals and one hour before bedtime.
- ✗ Allow access to social media services.
- ✗ Give your child mobile devices with unrestricted access to the internet and applications.

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Assessment Matters

Assessment Overview (Semester 1)

- sent out on 4 Feb via Parents Gateway

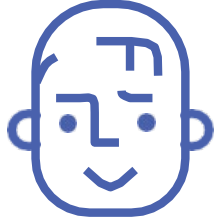


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MYTH



Without exams, I do not know how to support my child in his learning.



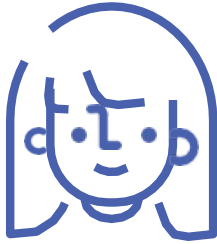
FACT:

Instead of periods of last-minute cramming for exams, assessments conducted at regular checkpoints can provide our children with ongoing opportunities to check on and consolidate their learning as they go.

Help your child stay on top of revision by:

- Talking to your child to find out about his/her “day-to-day” learning experience in school. This will help your child reflect on his/her learning, and help him/her remember the lesson better.

QUESTION



How can I be kept updated of my child's learning progress in school?

Instead of relying on just marks from a few assessment points, you can draw different sources of information on your child's learning progress via:

- Teachers' written feedback provided through classroom assessment practices such as in-class work, homework, projects and class tests;
- Teachers' meetings with parents;
- Holistic Development Profile also known as the 'report book'.

Reporting P1 and P2 Students' Learning Progress in the Holistic Development Profile

- Since 2019, primary schools have been reporting students' learning progress based on a list of learning outcomes (LOs), using a common set of qualitative descriptors (QDs) for all subjects.
- Learning Outcomes are subject-specific and aligned to the subject syllabus.
- This helps parents focus on their child's learning progress in each subject in relation to the intended LOs.
- 4-level QDs: Beginning; Developing; Competent; Accomplished.

Learning Outcomes – Mathematics

Primary 1

1. Understand numbers up to hundred.
2. Understand addition and subtraction.
3. Add and subtract numbers.
4. Understand multiplication and division.
5. Identify, name, describe and sort shapes.
6. Tell time to 5 minutes.
7. Measure and compare lengths of objects.
8. Read and interpret picture graphs.

Primary 2

1. Understand numbers up to thousand.
2. Solve mathematical problems involving addition and subtraction.
3. Multiply and divide numbers within multiplication tables.
4. Identify, name, describe and sort shapes and objects.
5. Tell time to the minute.
6. Compare and order objects by length, mass, or volume.
7. Read and interpret picture graphs with scales.
8. Understand fractions.

School's Planning of the Learning Outcomes (LOs) by semester – Primary 1 Mathematics

| Semester | Learning Outcomes | Checkpoints |
|----------|---|---|
| 1 | <ul style="list-style-type: none">▪ Understand numbers up to a hundred.▪ Understand addition and subtraction.▪ Identify, name, describe and sort shapes. | <ul style="list-style-type: none">▪ Topical Reviews▪ Combined Review▪ Use of manipulatives▪ Performance Tasks▪ Daily work and daily observation |
| 2 | <ul style="list-style-type: none">▪ Read and interpret picture graphs.▪ Add and subtract numbers▪ Understand multiplication and division.▪ Tell time to 5 minutes.▪ Measure and compare lengths of objects. | |

School's Planning of the Learning Outcomes (LOs) by semester – Primary 2 Mathematics

| Semester | Learning Outcomes | Checkpoints |
|----------|--|--|
| 1 | <ul style="list-style-type: none">▪ Understand numbers up to thousand.▪ Multiply and divide numbers within multiplication tables.▪ Tell time to the minute. | <ul style="list-style-type: none">▪ Topical Reviews▪ Combined Review▪ Use of manipulatives |
| 2 | <ul style="list-style-type: none">▪ Solve mathematical problems involving addition and subtraction.▪ Understand fractions.▪ Identify, name, describe and sort shapes and objects.▪ Compare and order objects by length, mass, or volume.▪ Read and interpret picture graphs with scales. | <ul style="list-style-type: none">▪ Performance Tasks▪ Daily work and daily observation |

Reporting of P1 & P2 Students' Learning Progress in the Holistic Development Profile

Reflection of Learning Outcomes & Qualitative Descriptors

| For illustrative purposes only. | | Holistic Development Profile | |
|--|----------------|------------------------------|---------------|
| Name | : Jane Ong | Date | : 6 Nov 2022 |
| Age on 1st Jan | : 6 | Identification No | : XXXX231A |
| Class | : P1 Aristotle | S/N | : 5 |
| Form Teacher | : Miss Tan | Course | : Primary One |
| Form Teacher | : Mr Low | | |
| MATHEMATICS | | | |
| • Understands number notations, representations and place values up to tens. | | | Accomplished |
| • Understands the concepts of addition and subtraction, including the relationship between adding and subtracting. | | | Competent |
| • Matches, sorts, compares and orders quantities/objects (e.g., by colour, shape, size or orientation.) | | | Competent |
| • Adds and subtracts reliably and fluently using number facts. | | | Developing |

An Example

Mathematics (Primary 2) LO8: Understand fractions

| Beginning | Developing | Competent | Accomplished |
|--|--|--|---|
| Able to name fractional part with a lot of guidance. | Able to name fractional part with some guidance. | Able to name fractional part with little guidance. | Able to name fractional part independently. |
| Able to write fraction shown on a pictorial representation with a lot of guidance. | Able to write fraction shown on a pictorial representation with some guidance. | Able to write fraction shown on a pictorial representation with little guidance. | Able to write fraction shown on a pictorial representation independently. |
| Able to identify the greater or the smaller fraction correctly. | Able to compare and order fractions correctly some of the time. | Able to compare and order fractions correctly most of the time. | Able to compare and order fractions correctly almost all the time. |
| Able to write the part that makes a whole with a lot of guidance. | Able to write the part that makes a whole with some guidance. | Able to write the part that makes a whole with little guidance. | Able to write the part that makes a whole independently. |

Learning Dispositions (Primary 1 & 2)

- Learning Dispositions (LDs) are positive behaviours and attitudes towards learning.

Background

- The removal of all weighted assessments will affect the selection of Edusave Academic Awards for lower primary students
- Important to retain such awards, as they celebrate a child's success and learning milestones
- P1, P2 EMB and P2, P3 GPA will instead be awarded based on qualitative judgement of a student's learning dispositions
 - Signals the importance of cultivating the right learning dispositions and values from young

Learning Dispositions @ Palm View

Based on our school vision and school values

| Learning Disposition | Actions |
|----------------------|---|
| | Lower Primary (P1 & P2) |
| Curious Minds | <ul style="list-style-type: none">▪ Asks questions to develop deeper understanding.▪ Shows interest in learning new things. |
| Enthusiasm | <ul style="list-style-type: none">▪ Regular attendance and punctual for school/class▪ Participates actively in lessons across subjects. |
| Caring Hearts | <ul style="list-style-type: none">▪ Takes care of learning resources and class/school environment.▪ Cooperates well with others' and encourages peers with kind words and actions. |

Learning Dispositions @ Palm View

Based on our school vision and school values

| Learning Disposition | Actions |
|------------------------------|---|
| | Lower Primary (P1 & P2) |
| Creative Spirit | <ul style="list-style-type: none">▪ Tries out new ideas or solutions; consider other viewpoints.▪ Generates possibilities to problems/challenges. |
| Ownership in Learning | <ul style="list-style-type: none">▪ Works towards goals in a determined / disciplined manner.▪ Completes and submits school/homework done independently and with pride. |
| Resilience & Grit | <ul style="list-style-type: none">▪ Does not give up easily when faced with problems/ difficulties and knows who to approach for help.▪ Acts on feedback and uses it to improve performance. |



Lower Primary Curriculum Matters & Teaching and Learning



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English Language



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Key English Language Department Approaches

- Focus on the development, reinforcement and extension of language skills in the primary years
- Through an enjoyment of the language and the promotion of extensive reading
- Leveraging on oracy, reading and writing skills to develop knowledge and independent use of the language



Department Programmes & Activities

English and Math Carnival

Oracy Programme

Shared Book Approach (SBA)
Extensive Reading (ER)

Teaching of Grammar, Vocabulary, Comprehension and
Oracy skills

Modified Language Experience Approach (MLEA) Writing





Mathematics



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Math Department Approaches, Programmes & Activities

Concrete-Pictorial-Abstract Approach (CPA): Use of Manipulative

English and Math Carnival

Learning Journeys

P1 – River Wonders

P2 – Changi Airport

Varied Learning Experiences

Hands-on, Exploration, Investigation,
Discovery, Problem-Solving, SLS, Games

Experiential Learning

Learn through Experience, Play,
Exploration, Reflection

Authentic Learning
Mathematics Around Us

Thinking Aloud

Reasoning & Communication,
Justify thinking, Journal, Discussion



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Mother Tongue Languages



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Key MTL Department Approaches

- Emphasis on listening and speaking skills
- Arouse interest in the learning of Mother Tongue Languages through games, stories and SLS platform
- Cultivate habits for reading

Department Programmes & Activities

| Term 1 | Term 2 | Term 3 | Term 4 |
|---------------------------------------|-----------------------|-----------------------------------|-----------------------|
| Lunar New Year Celebration | Hari Raya Celebration | Mother Tongue Fortnight Programme | Deepavali Celebration |
| Reading Programme | | | |
| Cultural Appreciation Programme | | | |
| Participation in various competitions | | | |





2025

Primary Mother Tongue Languages (MTL) Curriculum

Information Session for Lower Primary Parents



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Overview:

1. **2025 New Primary 2 Mother Tongue Languages Curriculum**
2. **Key Features of the New Primary MTL Curriculum**
3. **Supporting Your Child in MTL Learning**

2024 Primary MTL Curriculum Framework

1. The New Primary MTL Curriculum which was implemented in 2024 starting with Primary 1, **builds on the strengths of the 2015 curriculum.**
2. The new curriculum will place greater focus on helping students to **experience the joy of learning MTL**, so as to motivate them to like and learn MTL for life.

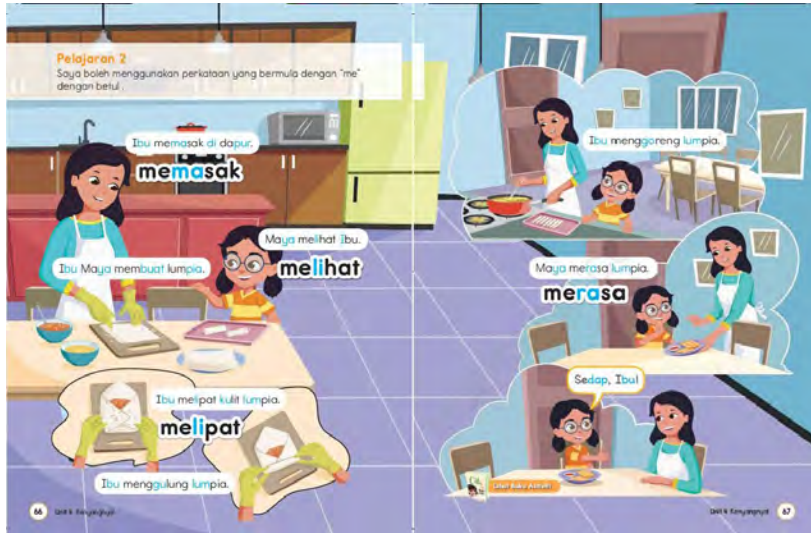
Joyful Learning, Confident User



2024 New Primary MTL Curriculum Framework

Key Feature #1

Greater emphasis on 21st century competencies



Textbook

Cross-Cultural Literacy

- Learning about the making of lumpia (Philippines' version of popiah)



Civic and Cross-Cultural Literacy

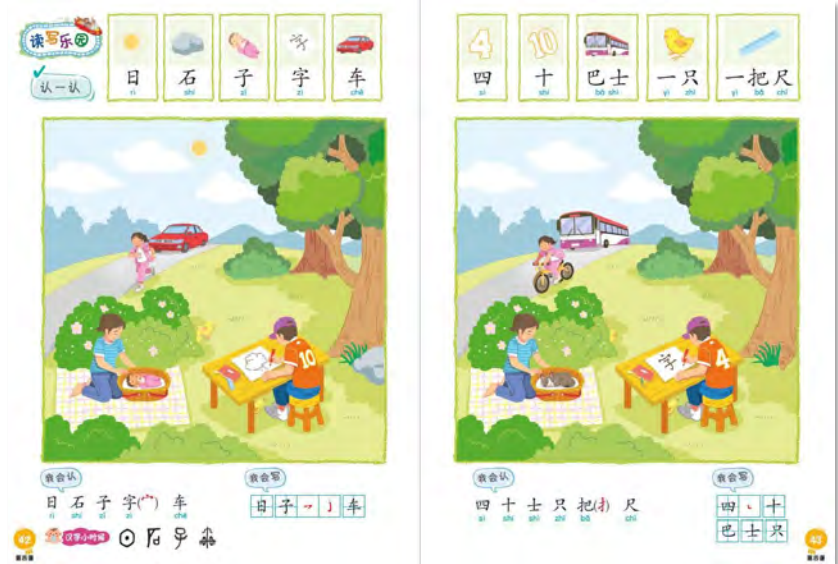
- Comparing spinning tops in Singapore and other countries (Malaysia, China and India)

Key Feature #2

Support students through visual, auditory and kinesthetic learning methods

TL Digital Resource: Reading Pen

- Reinforce learning of TL letters
- Learn correct pronunciation of letters
- Promote self-directed learning
- Create more joyful learning experiences



Printed Resource: Spot the Difference Game

- To learn by playing
- To improve word recognition by associating with pictures/visuals⁵

Key Feature #3

Authentic contexts and materials

- Settings and contexts that students can relate to and to encourage them to use what they have learnt in their daily lives.



Textbook

- Students to describe and share their daily routines and good habits with their friends.



- Students to learn about canteen food and vocabulary they can use in conversations.

Key Feature #4

Support students through visual, auditory and kinesthetic learning methods

Available in SLS



Digital Resource: e-Big Books with interactive features to develop Oracy Skills, and to promote reading at home

Key Feature #5

Use of technology to sustain interest and encourage self-directed learning

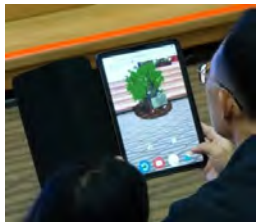
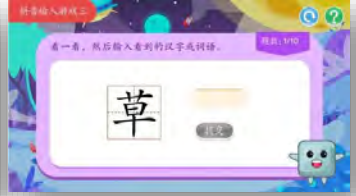


SINGAPORE
Student Learning Space



CL Digital Resource: Hanyu Pinyin Animation

TL Digital Resource: Tongue Placement Videos



CL Digital Resource: Hanyu Pinyin Games

TL Digital Resource: AR Experience

ML Digital Resource: Bridging Videos



Resources for Primary One



Printed Resources

**Textbooks,
Activity Books,
Writing
Exercise Books,
Big Books,
Small Readers**



ICT Resources

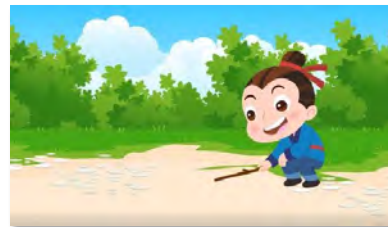
**Animations, Videos,
Audios, Songs and
Rhymes,
Animated Reading
Texts, Interactive
Games, etc**



Toolkit

**Picture cards, Board
Games, Letter/Word
Cards, Character
Cards, Grammar Cards,
Letter Manipulatives,
Reading Pen, etc**

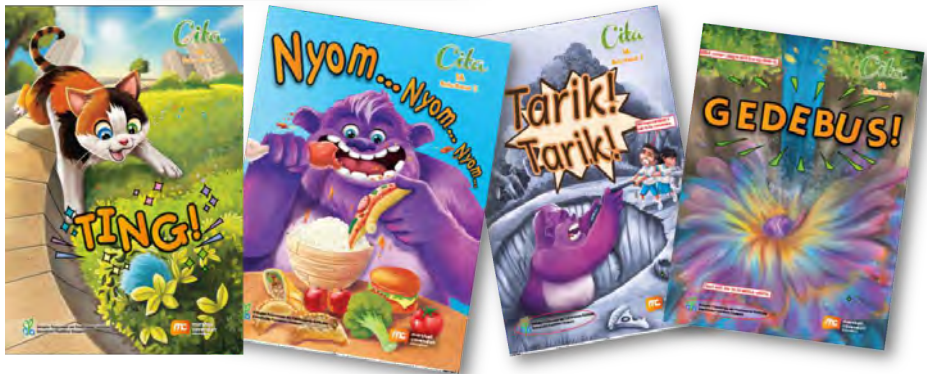
Examples of Learning Resources (Chinese)



Examples of Learning Resources (Malay)



arnab
zip jeli
pensel



Examples of Learning Resources (Tamil)



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Supporting your child in MTL Learning

- Tips for Parents *(video launching in Jan 2024)*



SCHOOLBAG
THE EDUCATION NEWS SITE

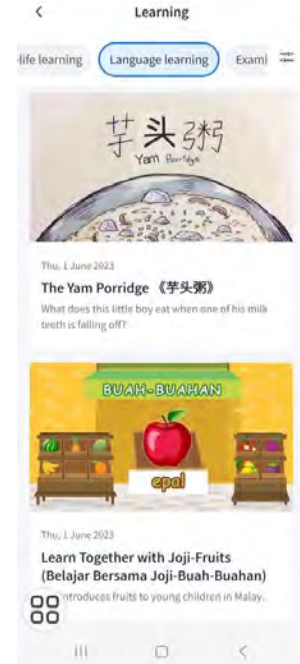
Supporting Your Child Through the Primary 1 Journey




Parenting Resources



Parents Gateway



- Parents will receive more information on the new curriculum via MOE website and other platforms (e.g. schoolbag, Parent Gateway, schools' parent engagement sessions)

Supporting your child in MTL Learning



Cultivate the love of reading MTL books, e.g. visit the library or borrow e-books



Encourage them to take small steps in learning MTL, e.g. read signs, listen to music



Do fun activities in MTL together, e.g. watch a film or performance



Provide a conducive environment for learning MTL, e.g. access to MTL music and books

P3 & P4

Higher Mother Tongue Languages

Information Session for Lower Primary Parents



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Overview:

- Learning a Mother Tongue Language in primary school
- Purpose of Offering Higher Mother Tongue Language (HMTL)
- Selection guidelines
- Key features of P3 & P4 HMTL curriculum
- HMTL Lessons
- Assessment
- Benefits of taking HMTL from P3 and other related issues

Learning a Mother Tongue Language in primary school

Mother Tongue Language (MTL) is offered in Singapore schools as a second language.

The Mother Tongue Language curriculum focuses on listening, speaking, reading, writing and interaction skills. It is tailored to your child's abilities and offered in the following modules:

Core module: for all primary school students.

Bridging/reinforcement module: if your child needs more help in the language.

Enrichment module: if your child has a higher aptitude for learning the language.



What is the purpose of offering HMTL?

Higher Mother Tongue Language (HMTL) has been officially offered at P5 and P6 since 1992 for students who showed strong proficiency and interest in Mother Tongue Language (MTL).

To further strengthen the learning of MTL from an early age, primary schools can offer HMTL across the 3 official MTLs from P3 starting in 2022.



What is the purpose of offering P3 and P4 HMTLs?

It is designed to enthuse P3 and P4 students who demonstrate the ability and interest to develop higher levels of MTL language proficiency and cultural knowledge.

Criteria 1

For P3 entry:

The school will use a set of qualitative descriptors (QDs) based on the P2 Mother Tongue Languages Learning Outcomes to determine students' MTL proficiency. Students offering HMTL at P3 and P4 should **be proficient across all the outcomes.**

Criteria 2

Evidence of **students' performance** throughout the year

Gathered information about students' learning through checkpoints such as on-going assessments or alternative assessments to further provide information on students' learning progress and inclination.

Criteria 3

Teachers' feedback and observations

To cover a whole range of performance, additional information about student's learning can be gathered from class discussions, class work and homework.

Key Features of P3 & P4 HMTL Curriculum

Built on existing MTL curriculum:

Sustain students' interest and deepen their knowledge in their MTL

Enhance Reading and Writing skills

Expose students to age-appropriate literary texts

Literary-based text. Incorporation of age-appropriate literary-based text to provide an enjoyable early experience to ethnic literature.

Exposure to higher-order thinking exercises e.g. Enhance reasoning skills by eliciting students' response during classroom activities and discussions; Construction of new knowledge by making meaningful connections between texts and students' lives.

Creative and fun-filled activities and games to teach language and cultural knowledge. To sustain interest and extend knowledge.



How are lessons carried out for HMTL at P3 and P4 level?

As the curriculum includes literary-based text, **two additional periods per week in the afternoon** would be required to provide an enjoyable early experience to ethnic literature and cultural knowledge.

How would assessment look like for HMTL at P3 and P4 level for my child?

HMTL at P3 and P4 will be reflected as a non-weighted assessment. Non-weighted assessment refers to assessments where the scores will not form part of the computation of a student's overall results in a subject for the year. There will be no changes in the major exams.

The schools would also indicate your child's progress in HMTL in the Holistic Development Profile.



How will my child benefit from the offering of HMTL?

Offering of HMTL will encourage your child with strong interest and aptitude in Mother Tongue Languages **to start early** and **learn MTL to as high a level as he/she can.**



Can my child still offer HMTL at upper primary levels even if he/she did not offer it at P3 and P4 level?

Your child could still offer HMTL at P5 and P6 level when he/she builds stronger proficiency and interest. You are strongly encouraged to discuss with the school which course best suits the need of your child.



If my child decides to discontinue with HMTL during P3 or P4, will he/she be allowed to drop out?

To truly benefit from the HMTL curriculum at P3, he/she should offer HMTL for at least two years to ascertain his/her ability to cope with it.



Art and Music



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Holistic Assessment

- Portfolio Assessment
- Rubrics-based

Art Pedagogical Approach



Inquiry-Based Learning

| P1 & P2 | Art Curriculum Learning Outcomes | | | |
|-------------------|---|---|---|---|
| Semester 1 | Draw to express curiosity, ideas and things that relate to personal interests and experiences | Explore and use visual qualities, materials and artistic processes to share personal interests, imagination and curiosity in their art making | Show and talk about their artworks using appropriate art vocabulary | |
| Semester 2 | Identify simple visual qualities in what they see around them | Play with a variety of materials and tools to create different effects in their art | Collect artefacts/learning evidence for portfolio based on given criteria | Discuss and relate artworks created by others to their own artworks and experiences |

Music Education Syllabus

There are three Learning Outcomes (LOs) across the four key stages which are anchored on the Musical Processes of Listening, Creating and Performing described in the Music Curriculum Concept:

- LO1: Listen and Respond to Music
- LO2: Create Music in both vocal and instrumental settings, individually and collaboratively
- LO3: Perform Music in both vocal and instrumental settings, individually and collaboratively where students respectively:
 - A. Sing
 - B. Play Instruments

Music Curriculum Overview

| Level | Term 1 | Term 2 | Term 3 | Term 4 |
|-----------|---|---|--|-------------|
| P1 | Singing with body percussion | Singing with percussion instruments | Singing and Creating | Soundscapes |
| P2 | Singing with Tuned percussion instruments | Ensemble work with Tuned percussion instruments | Singing and Improvisation with instruments | Soundscapes |



Physical Education



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Physical Education Syllabus

P1 & P2

- Sports & Games (Fundamental Movement Skills)
- Gymnastics
- Dance
- Outdoor Education
- Physical Health and Safety

Example for Primary 1



| <u>PHYSICAL EDUCATION</u> | Beginning | Developing | Competent | Accomplished |
|---|------------------|-------------------|------------------|---------------------|
| Games and Sports Your child is able to: | | | | |
| Demonstrate a range of motor skills in rolling, catching, and throwing a variety of objects | | | | |



Parent's Involvement

- Schedule time for outdoor play
- Spend time with them exercising, playing games and enjoying the outdoors
- Healthy snacks, for example wholemeal bread



Character and Citizenship Education



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Goals of CCE 2021



Good
Character

Resilience
& Well-
Being

Active
Citizenship

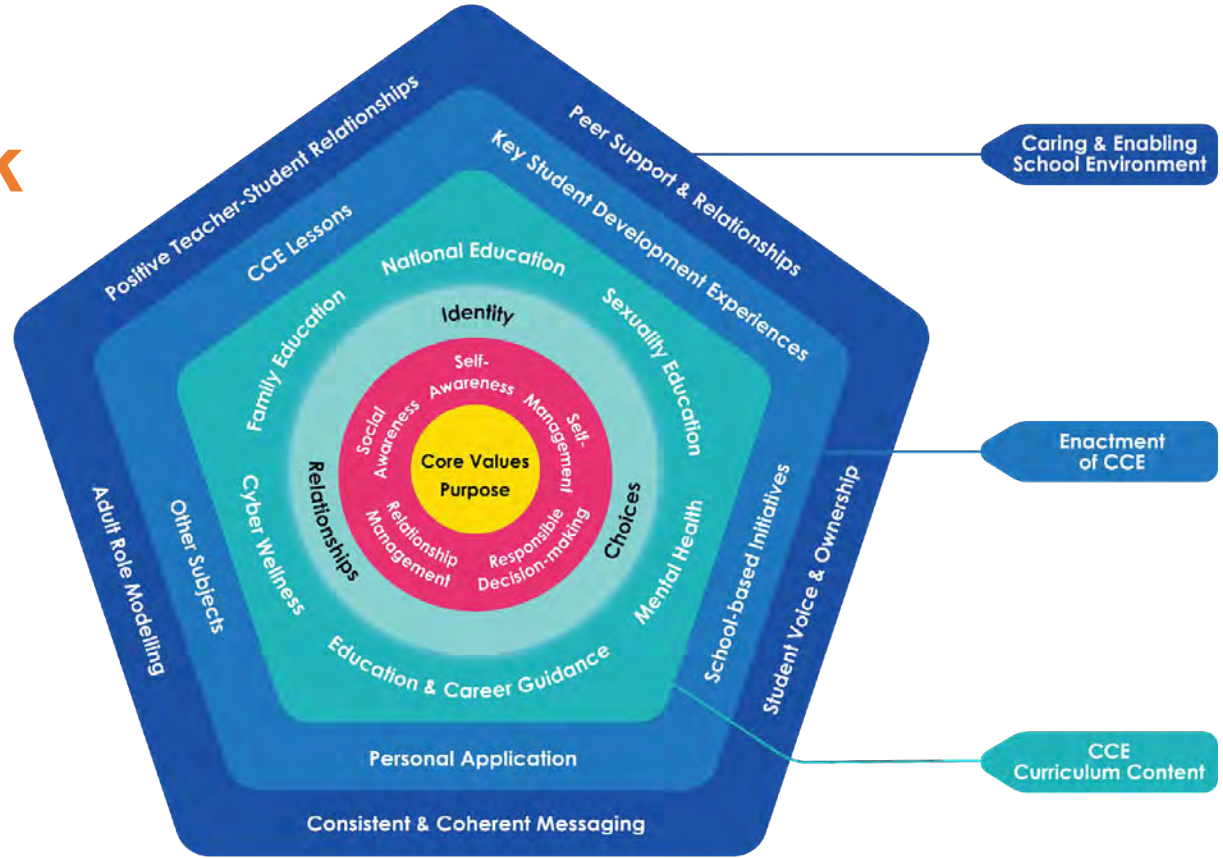
Future-
Readiness

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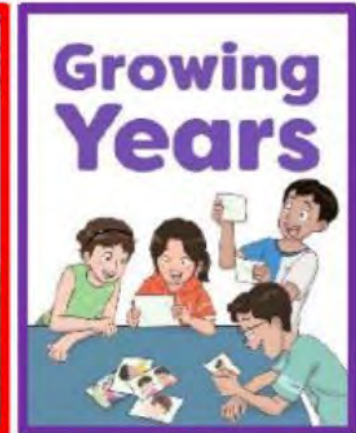
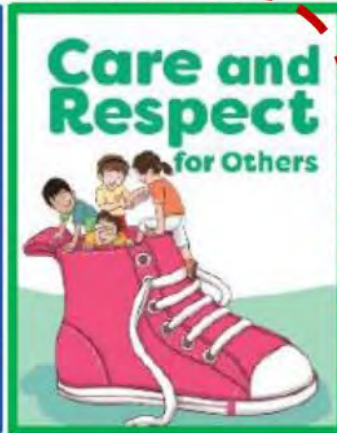
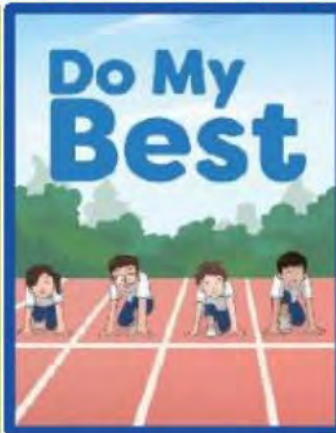
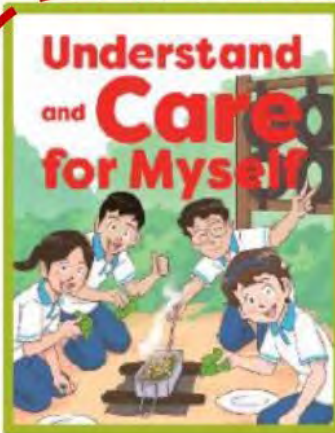
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CCE 2021 Framework



Coherence between CCE (FTGP) and CCE (MTL) Lessons

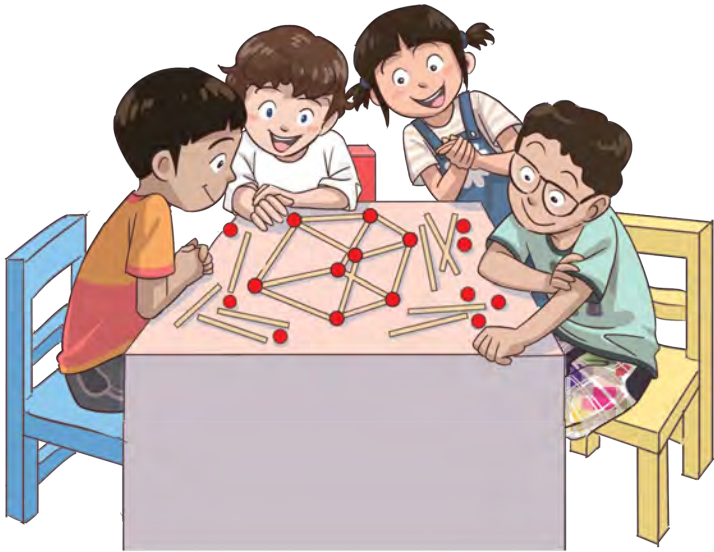
Common Themes



CCE (FTGP) and CCE (MTL)

only CCE (FTGP)

Coherence between CCE (FTGP) and CCE (MTL)



CCE (FTGP) lessons:

- Explicit teaching and learning of **fundamental social-emotional skills, values** and citizenship dispositions

CCE (MTL) lessons:

- Deepens the learning of **values** through cultural stories, songs, proverbs, practices unique to each MTL
- Reinforces the teaching and learning of **fundamental social-emotional skills**

Family Chat Time!

In My New School 3



Family Chat Time!

I can...

- Ask my family members/guardians:
 - » What was your primary school like?
 - » What did you enjoy about primary school?
- Share with my parents/guardians:
 - » How I feel about my new school.
 - » What I have learnt in school.

We enjoyed Family Time!

Parent's / Guardian's signature

A Note to Parents/Guardians:

The following resources and activities offer tips on how you can help your child/ward cope with his/her transition to Primary 1.

- **Supporting Transition** (<https://go.gov.sg/p1ftgp-transitionsupport>)



- **Social Skills** (<https://go.gov.sg/p1ftgp-socialskills>)



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Understand and Care for Myself

Understanding My Feelings 4



Family Chat Time!

Share what you have learnt in this lesson on 'Understanding My Feelings' with your parents/guardians. Show them the tips below.

My child did a good job!

Parent's / Guardian's signature

A Note to Parents/Guardians:

Tips for Building Your Child's/Ward's EMOTIONAL STRENGTHS

- 1 Take time to actively notice and name your child's/ward's emotions together.
- 2 Connect with your child/ward on an emotional level.
Eg. Make talking about their feelings a natural part of conversations.
- 3 Embrace all of your child's/ward's emotions (avoid being dismissive or disapproving).
- 4 Discuss how your child/ward can manage his/her negative emotions.
Eg. Practise the breathing or squeezing exercise.
- 5 Role model how you manage your emotions appropriately.
Eg. Calmly admit that you are upset and take a 10-minute time-out.
- 6 Encourage your child/ward to persevere through challenges even though there may be uncomfortable feelings.
- 7 Guide your child/ward to accept situations that he/she cannot change.
- 8 Have your child/ward share three things that he/she feels thankful about each day.



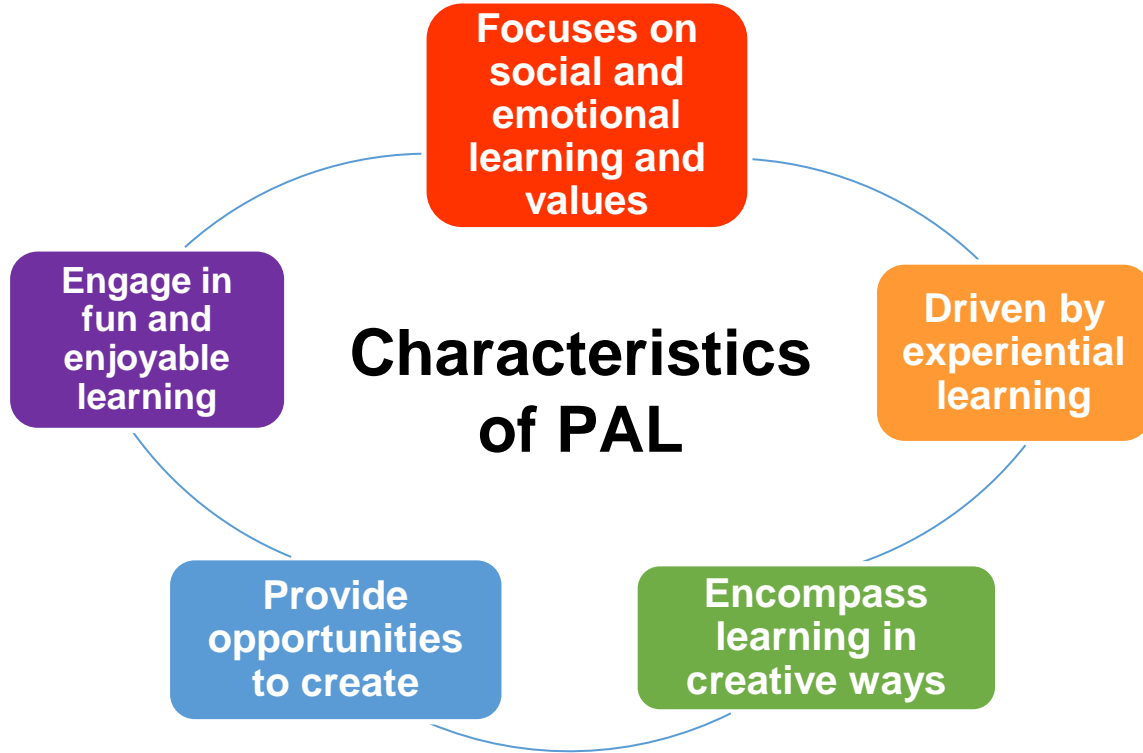
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Understand and Care for Myself



PAL is ...

- an **integral part** of the curriculum for all **Primary 1 and 2** students





PAL provides opportunities for students to ...

- discover new interests
- develop character
- learn social effectiveness skills
- develop social-emotional competencies



1

Demonstrate a lively curiosity and find joy in the people and things around us

2

Work in a respectful manner with others



P1

Drama

Visual Arts

Outdoor
Education

P2

Drama

Sports
and
Games

Outdoor
Education



P1

Enrichment
Programmes

- Hip Hop
- Clay Modelling

P2

Enrichment
Programmes

- Coding
- Choral Singing



Safety Matters



#CuriousMinds

#CaringHearts

#CreativeSpirits

School Safety Motto: *Safety Begins With Me*



Entrance to School

- Watch out for traffic entering and exiting the school

School Safety Motto: *Safety Begins With Me*



Entrance to School

- Refrain from cutting across lanes or stopping at unauthorised areas to allow child to alight from vehicle

School Safety Motto: *Safety Begins With Me*



Walking to the mall

- **Watch out for traffic entering and exiting the loading and unloading carpark of the mall next to school**

School Safety Motto: *Safety Begins With Me*



Walking to the mall

- Watch out for traffic entering and exiting the carpark of the condominium next to school

*Thank you and have a lovely
weekend ahead!*

