

*Celebrating our Journey*  
*with Gratitude*

**Palm View** Primary School

19 November 2025

# **P1 ORIENTATION**

# Celebrating *our Journey* *with* Gratitude

## A LETTER TO THE GRADUANDS

My dear P6 cohort of 2025, today marks a significant milestone in your educational journey. As you look back upon the 6 years of formative education in Primary school, I would like you to recall all those who have journeyed with you, your parents, your teachers and many others within the Palm View community.



Ministry of Education  
SINGAPORE

# A GREAT START TO PRIMARY SCHOOL



# OVERVIEW

## 1 What Is It Like in Primary School?

## 2 Transition to Primary 1

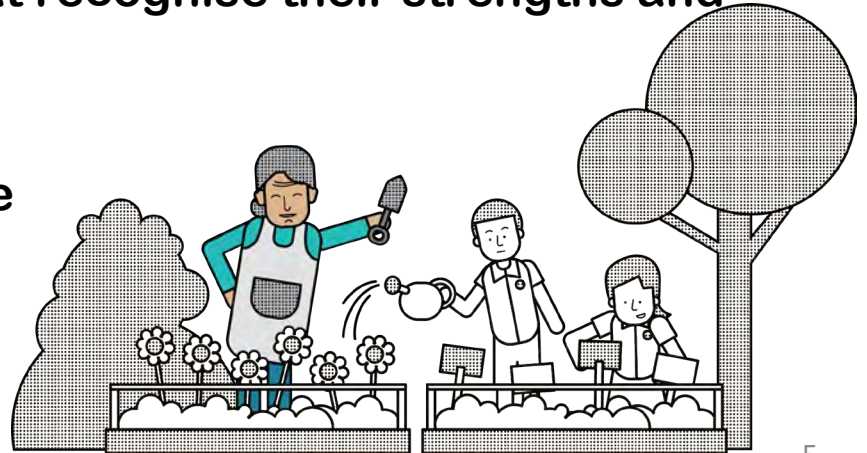
## 3 School-Home Partnership





# WHAT IS IT LIKE IN PRIMARY SCHOOL?

- **Laying a strong foundation**
- **Nurturing well-rounded individuals and passionate lifelong learners**
- **Providing learning opportunities that recognise their strengths and develop their full potential**
- **Preparing our children for the future**



# TRANSITION TO PRIMARY 1

When your child enters primary school, they will experience:

New friends  
and teachers



New routines

New learning environment

# HOW CAN I PREPARE MY CHILD FOR PRIMARY 1?

**In primary school, your child will be equipped with skills to:**

- Adjust to a larger learning environment (class size of 30 at P1 & P2)
- Interact with more peers and teachers
- Adapt to longer school hours (7.30am to 1.30pm)
- Become more independent and responsible



**Schools may access the video via:**

**<https://go.gov.sg/transition-to-primary1>**

# HOW CAN I SUPPORT MY CHILD THROUGH THE TRANSITION?

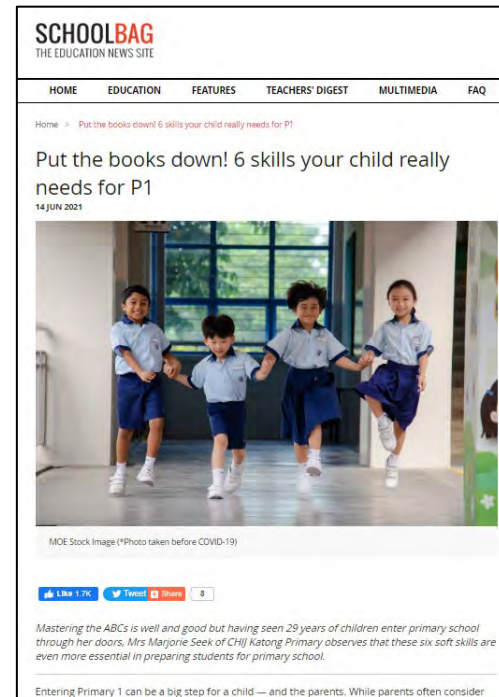
- **Support** your child and encourage them to overcome challenges with you
- **Affirm** your child by recognising small successes and praising their efforts
- **Familiarise** your child by easing them into new routines and sharing with them your experiences in primary school
- **Empathise** and acknowledge your child's feelings





# WHAT DOES MY CHILD NEED AT PRIMARY 1?

- Every child develops at a different pace
- Some children learn things earlier, others need more time
- Allowing them to learn at their own pace helps them enjoy the learning process
- Some skills that parents can develop are:
  - Relating to others
  - Developing good habits
  - Nurturing positive learning attitudes



# RELATING TO OTHERS

**Build your child's interpersonal skills by:**

- **Modelling the use of friendly and polite phrases**
  - "Hello! My name is...What is your name?"
  - "May I please..."
- **Providing opportunities for your child to share and take turns during playtime with other children**



# DEVELOPING GOOD HABITS

**Routines help your child build confidence and learn to manage themselves.**

**Guide your child to do the following independently:**

- Dress themselves
- Buy food at the canteen
- Make healthy food choices
- Pack their bag
- Wash their hands
- Take their temperature using a thermometer

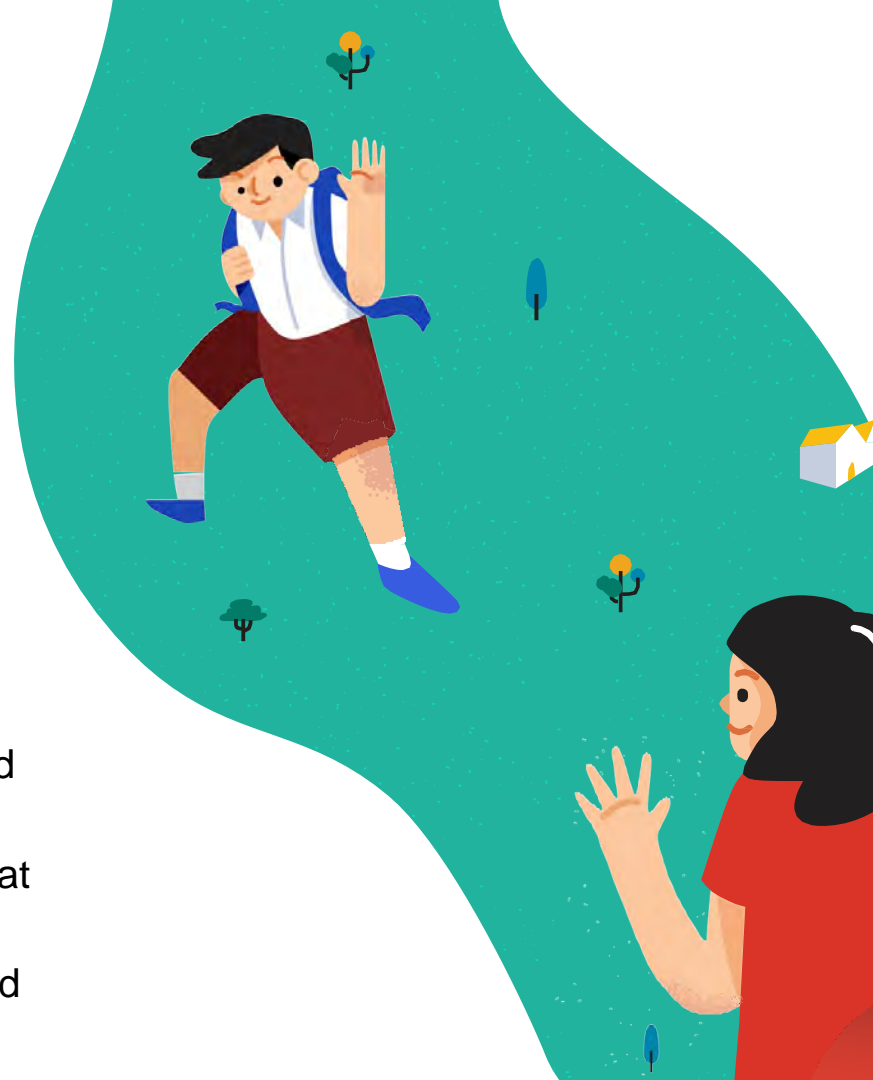


# NURTURING POSITIVE LEARNING ATTITUDES

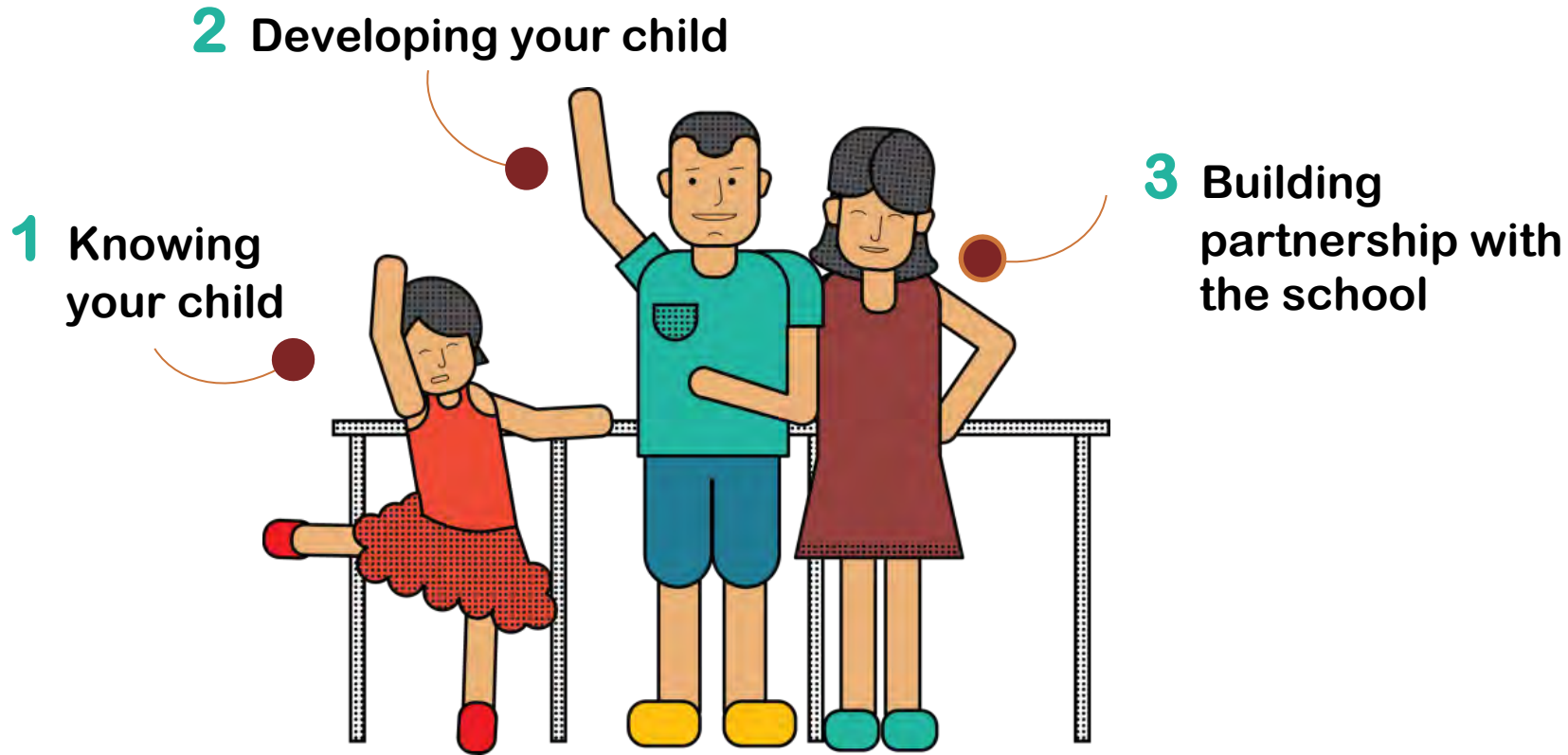
**Developing the right learning attitude will help your child learn better.**

You can encourage your child to:

- Ask questions about their experiences and the world around them
- Express their thoughts and feelings and discuss what can be done if they have worries
- Practise life skills independently like buying food and drinks on their own and asking for permission



# SCHOOL-HOME PARTNERSHIP





# KNOWING YOUR CHILD

## Understand your child's strengths and interests.

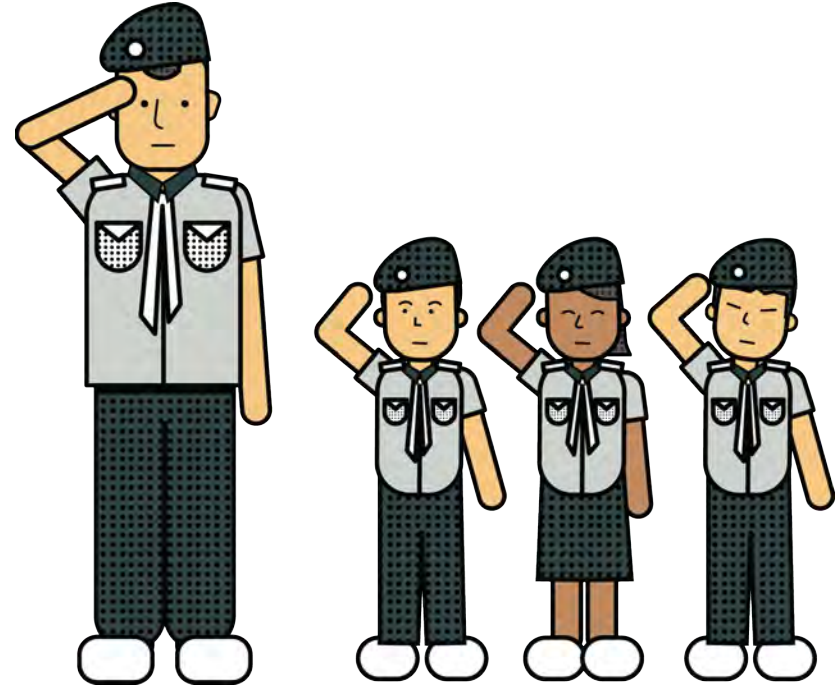
- Work with your child's teachers to understand their strengths, interests and development in academic and non-academic areas
- Ask about your child's thoughts and feelings about school



# DEVELOPING YOUR CHILD

## Partner the school in the holistic development of your child.

- Allow your child to develop independence
- Encourage your child to participate in school activities
- Talk to your child regularly about values and nurture their interest in learning
- Affirm your child by recognising their efforts



# BUILDING PARTNERSHIP WITH THE SCHOOL

## Maintain regular communication through official school channels.

- Have regular conversations with teachers in both academic and non-academic areas - this will help you better guide your child's development
- Ask the teacher for the best way and time to contact them





**SUPPORTING FAMILIES IN BUILDING HEALTHY HABITS IN CHILDREN**

**Grow Well SG**

A national health promotion strategy to enhance preventive care and inculcate healthier lifestyles in children and adolescents.

**Strategy to reduce the risk of poor health and development arising from:**

- Sedentary lifestyles with excessive screen time
- Insufficient physical activity
- Poor nutrition
- Inadequate sleep

**Focuses on children up to 12 years old, and to be extended to older age groups.**

**EARLY INTERVENTION IN FOUR KEY AREAS**

**Eat Well**

Good nutrition can support growth and enhance overall health and development

**Sleep Well**

Healthy sleeping routines can improve concentration, mood and physical development

**Learn Well**

Engage in diverse learning experiences for holistic development

**Exercise Well**

Regular physical activity can strengthen bodies, sharpen minds and boost self-esteem

*An equally important area:*

**Bond Well**

Cultivation of strong relationships within the family and social connections with friends. This supports and reinforces healthy lifestyles.



# New MOH Guidelines on **SCREEN USE** for children under 12 years old



**Under  
18 months**

- No screen use unless for interactive video chatting
- No TV playing in the background

If your child has problems with screen use & it persists, seek help from the school, community partners or professionals.

**18 months  
to 6 years**

Less than 1 hour of screen use a day outside school

Do not use screens to occupy or distract your child

Do not use screens during meals and 1 hour before bedtime

Choose educational and age-appropriate content

Watch content together and discuss with your child

**7 to  
12 years**

Less than 2 hours of screen use a day, unless school-related

Agree on a screen use schedule

Do not use screens during meals and 1 hour before bedtime

No social media and unrestricted access to internet and applications

Use parental control settings and check content ratings

Talk to your child and offer advice on what they are viewing online

## PURPOSEFUL SCREEN USE



### Updates to Guidance on Screen Use

**Below 18 months:**  
No screen use

**18 months -  
6 years:**  
<1 hour/day  
outside of school

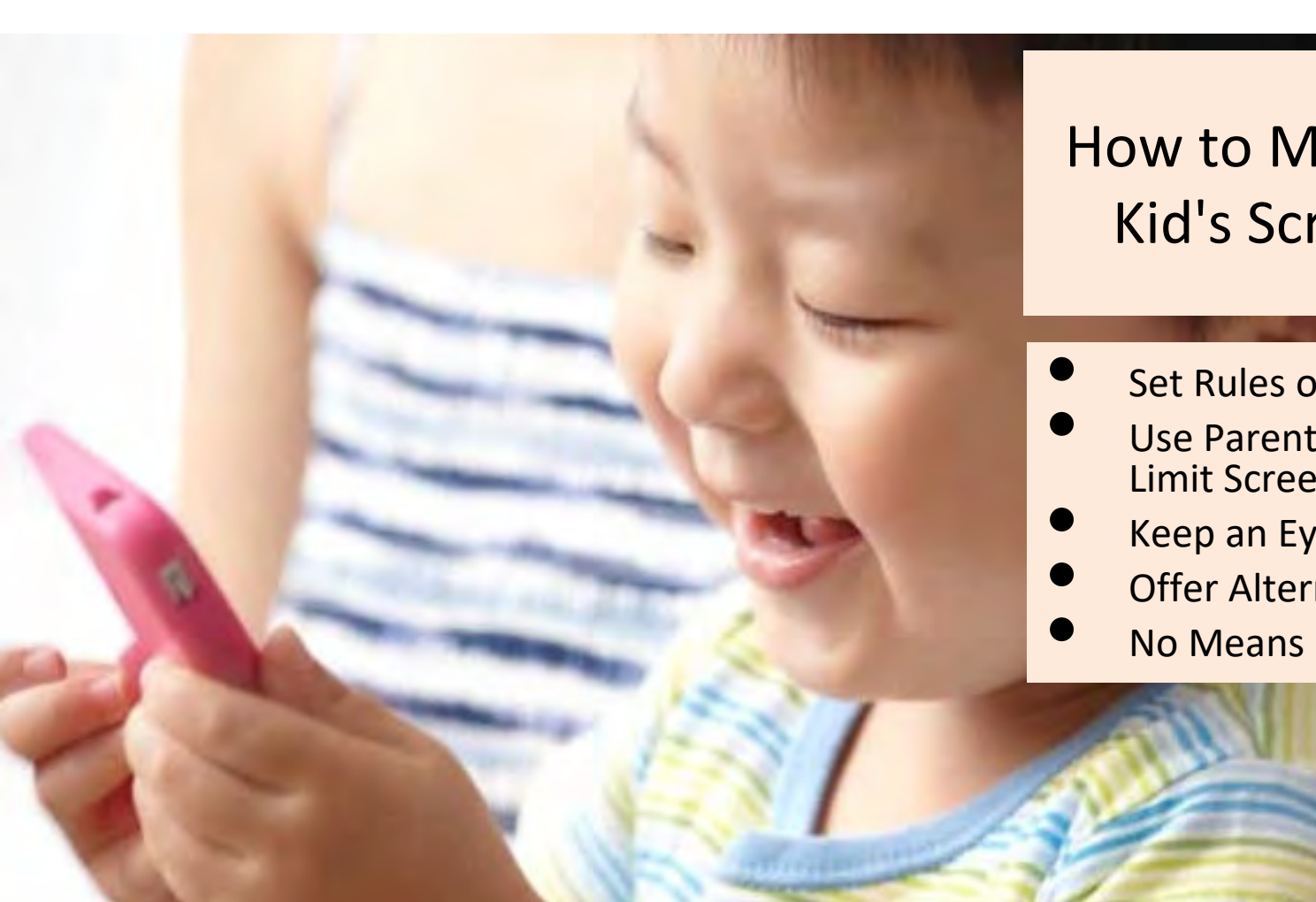
**7 to 12 years old:**  
<2 hours/day  
unless related to  
schoolwork.



Parents should not give their children unrestricted access to mobile devices, or any access to social media services.

Primary and secondary schools will have tailored school rules and routines to manage students' use of smartphones and smartwatches.





## How to Manage Your Kid's Screen Time

- Set Rules on Screen Time
- Use Parental Controls to Limit Screen Time
- Keep an Eye On It
- Offer Alternative Activities
- No Means No



## Vision

*Curious Minds, Caring Hearts, Creative Spirits*

## Mission

*To develop the whole child to be a force for good in the world*

## School Values

*Respect, Resilience, Responsibility, Integrity, Care and Harmony*

## Motto

*Inspiring Excellence*



# Palm View Challenge

- School-wide programme designed along different learning experiences aimed at developing student's life skills and values.
- By the end of six years, students are provided holistic development opportunities in the areas of cognitive, physical, social and moral domains.
- Students at every level are challenged to complete different tasks, each carefully designed to develop in them desirable dispositions for the 21<sup>st</sup> century.





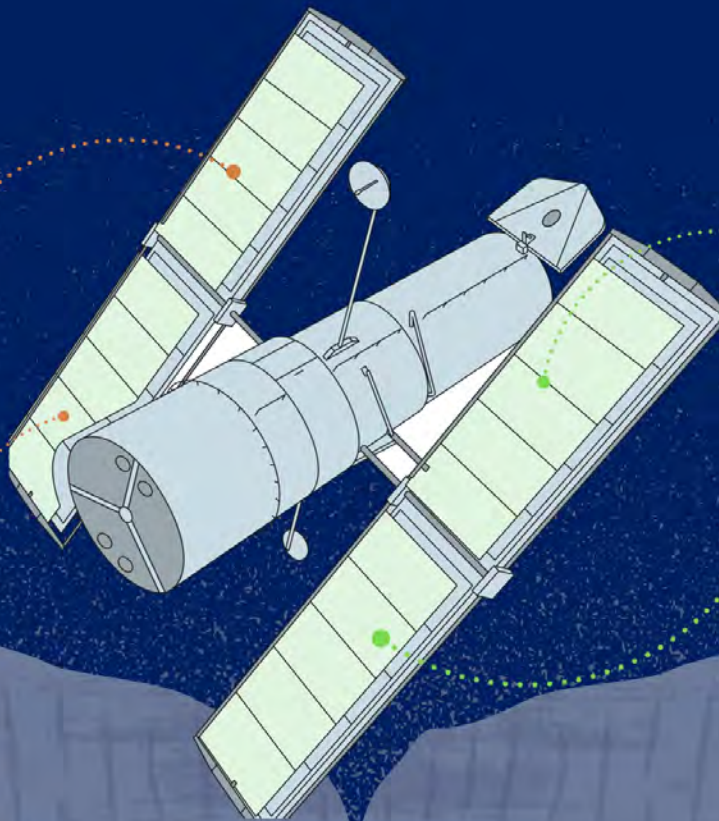
## COGNITIVE APPROACHES

### Play-based Learning

Play is integral to Maker Education, enabling students to explore and grasp concepts and materials through playful experimentation.

### Constructionism

Constructionism, based on Seymour Papert's work, promotes learning through hands-on creation. Students build their understanding by actively making and reflecting/presenting on physical projects.



## AFFECTIVE APPROACHES

### Growth Mindset

Encouraging a growth mindset inspires students to welcome challenges, view failures as chances to learn, and persist in the face of difficulties, nurturing resilience and a willingness to take risks.

### Design Thinking

Design thinking, a human-centered problem-solving method involving empathy, ideation, prototyping, and testing, aligns seamlessly with Maker Education, promoting iterative improvement of students' creations.



## STUDENT OUTCOMES

### CURIOUS VOYAGERS

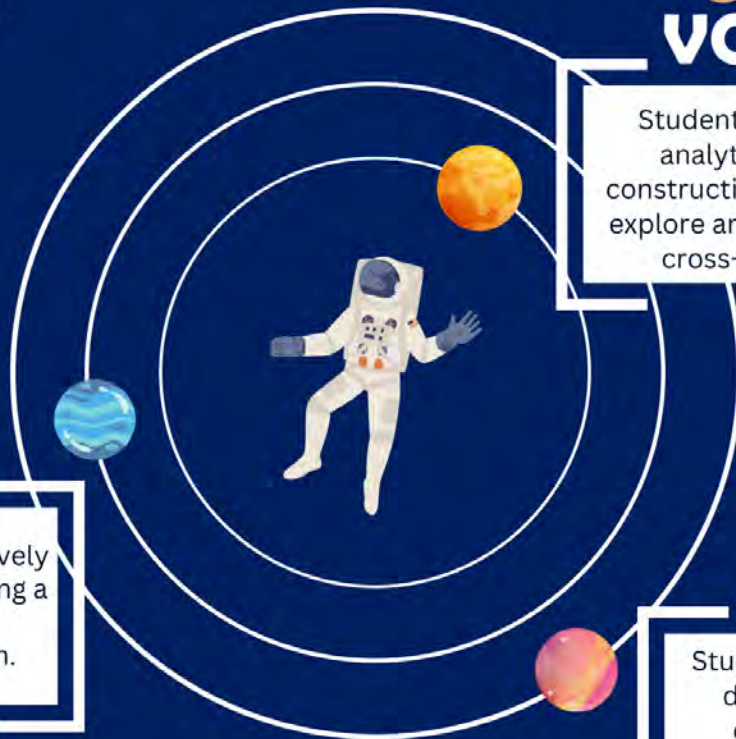
Students engage in inventive and analytical thinking, employing constructionism-based approaches to explore and devise solutions to tackle cross-disciplinary challenges.

### CARING VOYAGERS

Students communicate ideas effectively and collaborate respectfully, fostering a supportive environment that encourages innovation and growth.

### CREATIVE VOYAGERS

Students utilise a range of analog and digital and programming tools to develop prototypes and create artefacts, thus demonstrating their learning.





# DESIGN THINKING FRAMEWORK FOR **YOUNG VOYAGERS**



💡 How can we solve problems and make a difference in the world?

## 1 Curious Minds – Exploring to Understand!

**Observe** - Look around, ask questions and discover possibilities!

## 2 Caring Hearts – Understand their needs!

**Define** - Think with empathy. Identify challenges.

## 3 Creative Spirits – Plan Out Your Ideas!

**Plan** - Plan out your ideas. Think outside the box!

## 5 A Force for Good – Be a Changemaker, Share Your Solutions!

**Share** - Test your ideas, share your solutions. Make change happen.

## 4 Inspiring Excellence – Build & Tinker!

**Build** - Create, test and refine your prototypes.





# Featured in Straits Times 2 Nov: Schools turn underused spaces into tinkering hubs, edible gardens thanks to MOE grant



Curious Minds . Caring Hearts . Creative Spirits

## THE STRAITS TIMES

Sunday, November 03, 2025

### Schools turn underused spaces into tinkering hubs, edible gardens

**\$64m MOE grant helping them to better meet evolving educational needs**

**Elisha Tushara**  
Correspondent

Schools in Singapore have converted underutilised spaces into living classrooms and tinkering hubs, with the help of the Ministry of Education's (MOE) School White Area and Canteen Grant.

Introduced in April 2024, the \$64 million grant is intended for schools to convert and optimise physical spaces to meet evolving educational needs.

In response to queries, MOE said about 80 schools have tapped the grant to implement enhancements as at end-June 2025.

With allocated funding per school ranging from \$20,000 to \$270,000, schools have created areas such as makerspaces, environment hubs and student collaboration spaces.

Along with the grant in 2024, MOE has also provided additional funding for schools to buy new furniture and equipment.

"Schools have the flexibility to decide how best to use these additional funds to refresh their learning spaces - such as by acquiring mobile furniture, LED display panels or magnetic whiteboards - to support a wider range of learning approaches and programmes," said MOE.

Recent time at Palm View Primary in Sengkang usually consisted of pupils gobbling down their meals and snacks before dashing off to the field or playground for play.

Since August 2023, pupils have been using their recess time to play, not under the sun, but in a makerspace filled with tools they can use to bring their design ideas to life.

What was once an underutilised art room on the first floor is now a launchpad for experimentation and creative thinking, where pupils have access to various tools and



Mr Warren Thin, Palm View Primary's head of information and communications technology, guiding pupils (from left) Eshan Firdaus Senehat, Felicity Ying and Jeshan Ang at the school's makerspace on Oct 23. Eshan said that at this place, pupils learn how to improvise and problem-solve on their own. ST PHOTO: ADRI KIRBY

educational toys.

These include 3D pens and printers, micro:bit, a pocket-size programmable computer, Lego bricks, Strawbees, an educational toy made of plastic straws and connectors, and magnetic tiles.

The school's principal, Mrs Ming Kum, said the emphasis was the space as a place where the pupils can enjoy their childhood away from academic rigour and stress.

"As digital natives, they are exposed a lot to devices and do not have enough opportunities to use their hands to really create things from scratch. So we want them to use this space to channel their energy and creativity in building and just experiencing the joy of freedom of expression," she said.

The school used \$25,000 from the School White Area and Canteen Grant to transform the former art room by installing built-in cupboards, customised workshop tables, pull-out drawers and decorative features.

Construction took place from May to July 2023. Though the space was officially launched in September,



Greenleaf Secondary School students Aanya Agarwal and Jayden Tan tending to plants in the school's edible community garden on Oct 22. ST PHOTO: LUTHER LAU

her, pupils eager to use it could do so a month earlier.

To ensure that pupils use the tools purposefully, the school came up with an ideation card, which

students have to complete before being allowed into the makerspace.

Parent volunteers who help manage the space during recess will check that pupils, having indicated

others to join them at the makerspace so as to spend time together. He added that since the space can accommodate about 25 pupils at a time, they learn to communicate with one another to share the limited resources available.

At Greenleaf Secondary School in Ponggol, a 1,200-sq-ft grass patch - the size of a small flat - has been transformed into a living classroom and edible community garden for students and staff to enjoy.

Construction began in August 2024 and took about four months to complete. The garden, officially opened in January 2025, is now used by the school in various ways. For example, students visit to observe leaf structures and flowers up close and to study factors that affect plant growth. They also learn about sustainable gardening practices and nutrition, while harvested crops are donated to the community as a form of engagement.

Geography students use the space to understand why a variety of crops is needed for food security and how biodiversity exists in tropical rainforests.

Mr William Teng, who is on the school's sustainability committee and oversees the conceptualisation of the space, said a team was assembled to design an outdoor garden that supports authentic and experiential learning. "So the goal was to create a living classroom where students can connect subject knowledge with real-world applications, thereby developing critical and innovative thinking and collaboration skills."

The school used \$30,000 from the MOE grant for this.

Students and staff can also adopt plants to nurture crops such as pumpkin, butterfly pea flowers and leucolli.

Sec 2 student Aanya Agarwal, 14, a member of the school's Green Club and an avid gardener, said she enjoys taking care of the plants in the edible community garden as it allows her to learn and spend time outside the classroom.

"It's very peaceful and different from being in a classroom... I like to see how plants grow from small seeds into big plants, and I like to get my hands dirty," said Aanya, who also grows basil and tomatoes home.

Fellow Green Club member and Sec 1 student Jayden Tan, 13, said that though he is new to gardening, he always encourages his friends to visit the edible community garden to see biodiversity come alive.

"There's a lot to see, like spiders and snails. Sometimes, if I dig in the soil, I can find worms as well."

ST PHOTO: ADRI KIRBY



***Thank you & Welcome to the Palm View Family!***