



Welcome to Springdale Primary

A wide-angle landscape photograph of a mountainous region. In the foreground, a hillside is covered in vibrant pink flowers, likely azaleas or rhododendrons. The middle ground shows a range of mountains with their peaks partially obscured by mist or low-hanging clouds. The sky is a dramatic gradient of colors, from deep red and orange on the left to bright yellow and white on the right, suggesting a sunrise or sunset. The overall scene is one of natural beauty and tranquility.

A New Chapter



## Our Vision: “Thriving Learners, Compassionate Changemakers”

- Our new vision is this:
- Every Springdalite is a Thriving Learner and a Compassionate Changemaker.

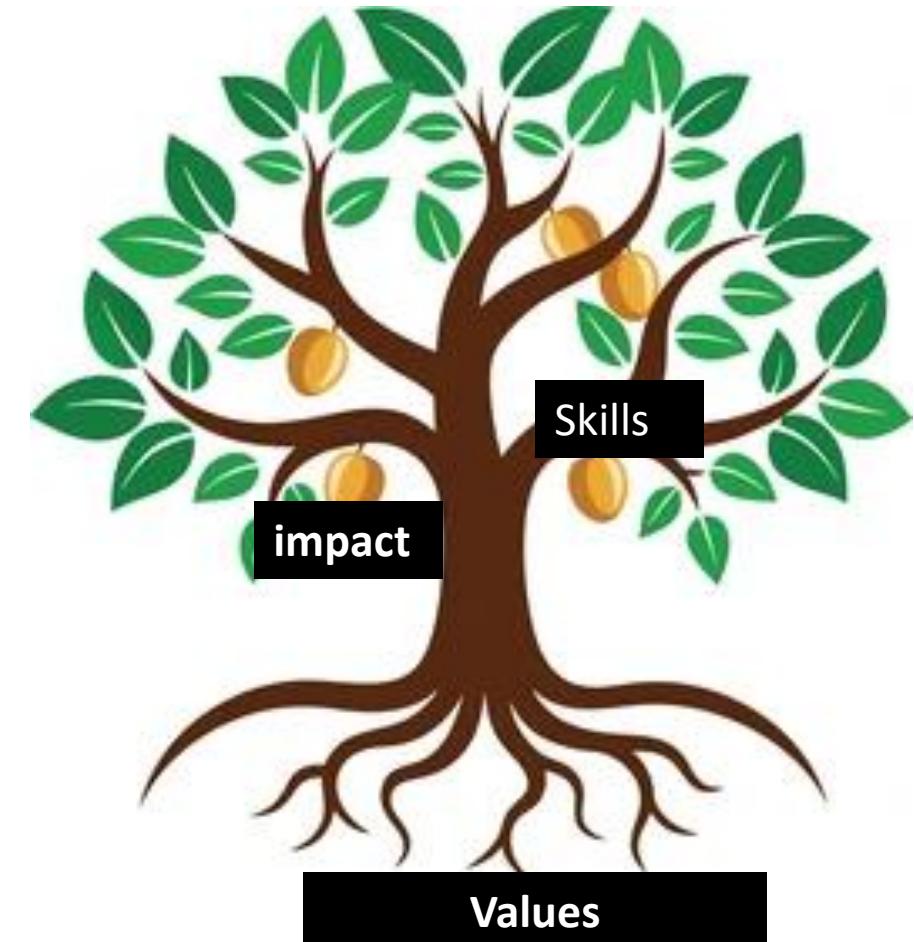
  

- To **thrive** means to grow well — not just to survive or do well in exams, but to grow in heart, mind, and character.
- And to be a **compassionate changemaker** means to make a difference in the world — through your kindness, your courage, and your care for others.

# Our Mission: “Learning with Heart”

We nurture and inspire students through **values-driven** and innovative learning experiences that build **character**, foster **well-being**, and develop **lifelong skills**, empowering them to thrive with purpose and lead positive change.

- Through our new mission — we'll learn with our values, care for our well-being, and grow skills for life.
- Every project, every CCA, every act of kindness helps you grow into the kind of person who can make the world a little better.



# The THRIVE Framework

To help you grow strong and happy, we have something new called **THRIVE**.

Let's say it together — T...H...R...I...V...E!

Each letter stands for something special:

- **T – Take Care of Self** → Sleep well, eat well, and move your body.
- **H – Heart Matters** → Be kind, care for others, and build friendships.
- **R – Resilience & Reflection** → When life gives you lemons, make lemonade! 🍋
- **I – Inner Purpose** → Know your “why” — what’s important to *you*.
- **V – Voice & Agency** → Speak up for what’s right, share your ideas.
- **E – Engagement in Life** → Be curious and enjoy learning!

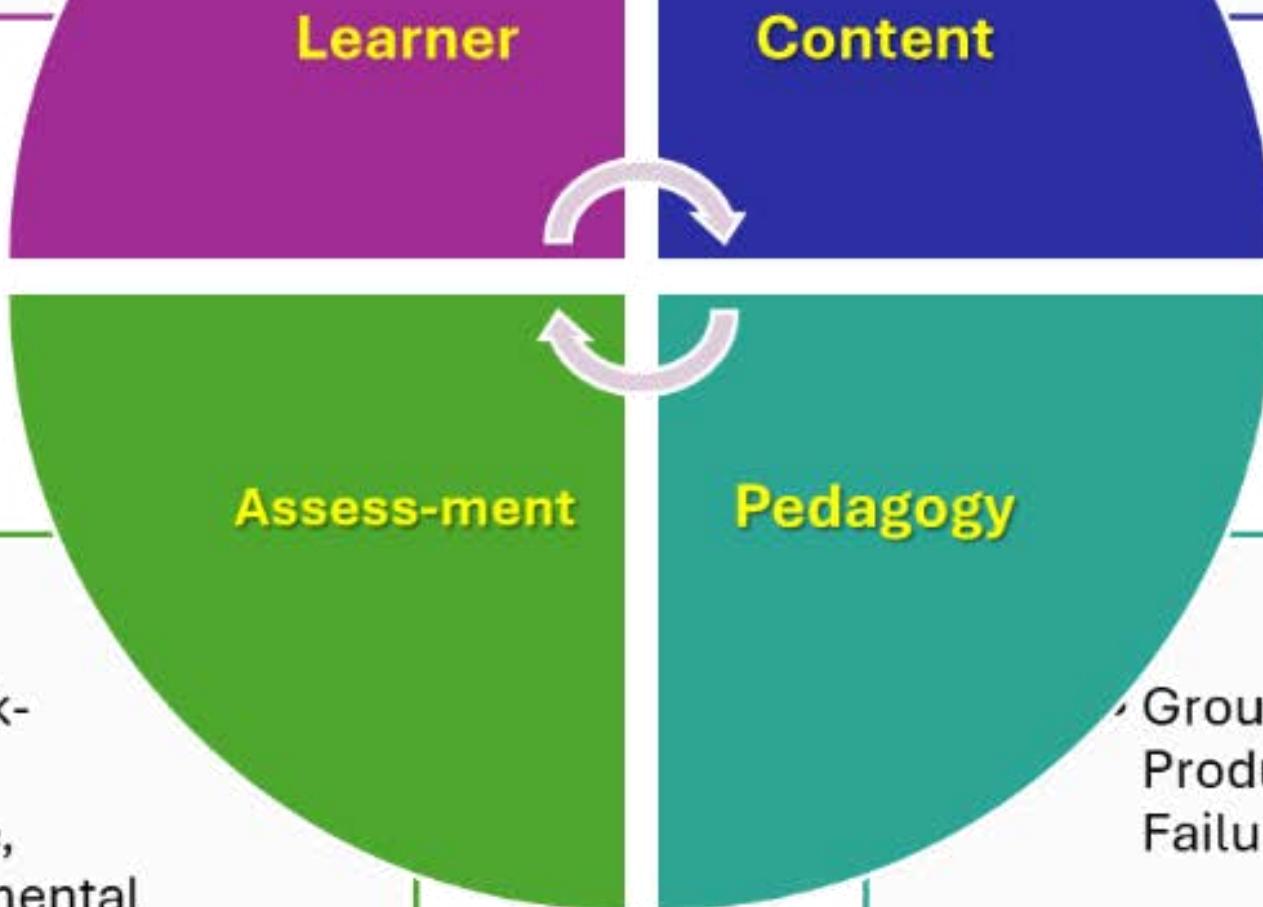


Together  
We Thrive

Theme for 2026



- Valuing uniqueness and agency
- Rich, relevant and integrated experiences



- Feedback-driven, reflective, developmental
- Grounded in Productive Failure PSI

## Learner — Valuing Uniqueness and Agency

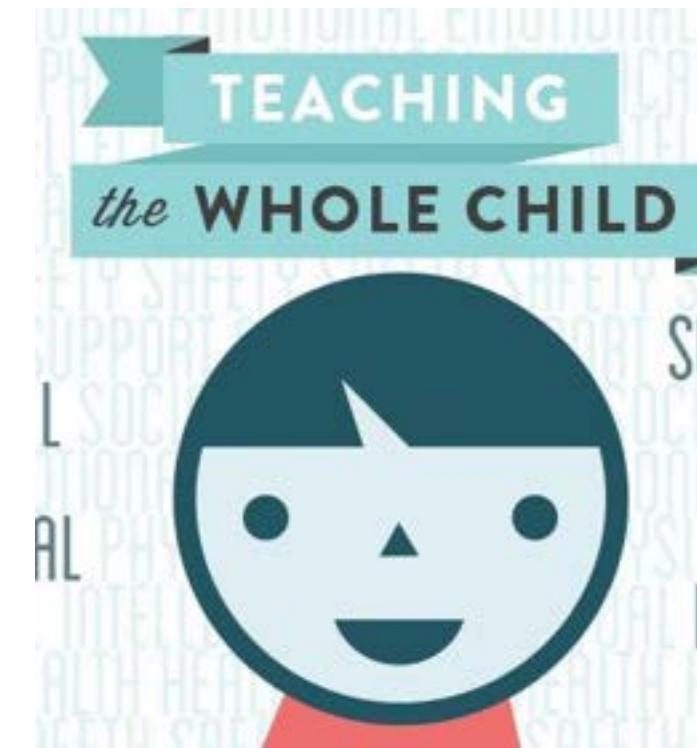
We place every learner at the centre of design. We value their strengths, backgrounds, identities, and needs, and intentionally nurture voice, agency, and well-being across all THRIVE domains.

### We commit to:

- Creating safe, caring, and psychologically supportive learning environments
- Empowering students with voice, choice, and ownership
- Designing experiences that respond to diverse starting points and motivations
- Developing resilience, emotional intelligence, and reflective habits

### Desired Impact:

Learners who are self-aware, confident, adaptable, and motivated to take responsibility for their learning.



## 2. Content — Rich, Relevant, and Integrated Experiences

We design curriculum that goes beyond coverage, offering deep, meaningful, and authentic learning that prepares students for an interconnected world.

### We commit to:

- Rich and rigorous learning that cultivates deep understanding
- Relevant, real-world contexts that spark curiosity and purpose
- Integrated experiences that develop 21CCs, digital literacy, and civic literacy
- Learning opportunities that strengthen values, empathy, and changemaker mindsets

### Desired Impact:

Learners who think critically, make connections, and apply knowledge purposefully.



### 3. Assessment — Feedback-driven, Reflective, and Developmental

Assessment is used to support learning, guide next steps, and develop self-directed, reflective learners.

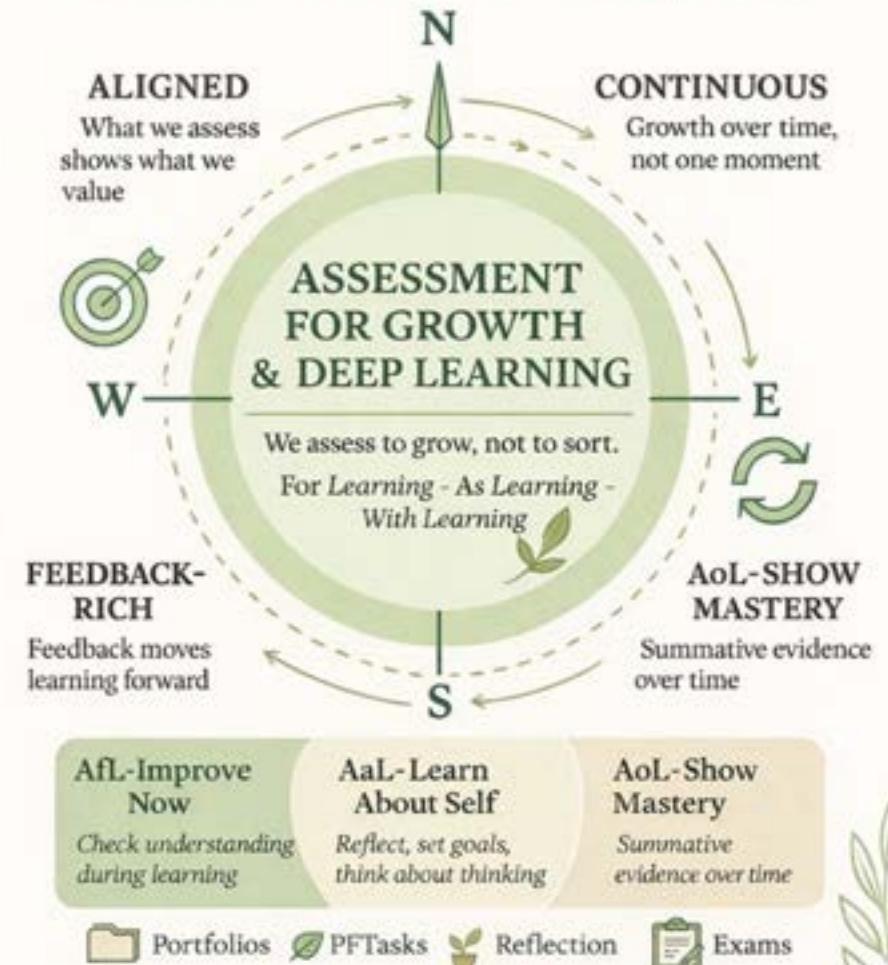
#### We commit to:

- Timely, specific feedback that moves learning forward
- Strengthening students' ability to reflect, set goals, and monitor progress
- Using evidence to inform instructional decisions and personalise support
- Enact assessment practices that reduce fear and promote growth

#### Desired Impact:

Learners who understand their progress, take ownership of improvement, and demonstrate growth over time.

# Springdale Assessment Compass



Balanced assessment nurtures  
confident & resilient learners.

#### 4. Pedagogy — Grounded in Problem Solving and Progressive Instruction

Our pedagogical stance promotes thinking, exploration, and deep learning. We believe struggle and sense-making are essential for mastery.

##### **We commit to:**

- Productive Failure (PF) to build conceptual understanding and adaptive expertise
- Progressive instruction (e.g., GRR) that provides clarity, modelling, and structured independence
- Inquiry-based, dialogic, and collaborative learning
- Purposeful use of EdTech to personalise and extend learning

##### **Desired Impact:**

Learners who explore fearlessly, collaborate confidently, reason deeply, and innovate with purpose.

# The Future of Learning

- Nurturing every child to be a creator, connector and contributor
- Focus on developing the 21<sup>st</sup> Century Competencies

## Adaptive and Inventive Thinking

- Learning to embrace change
- Learning to create to bring about new improvements

## Communication Skills

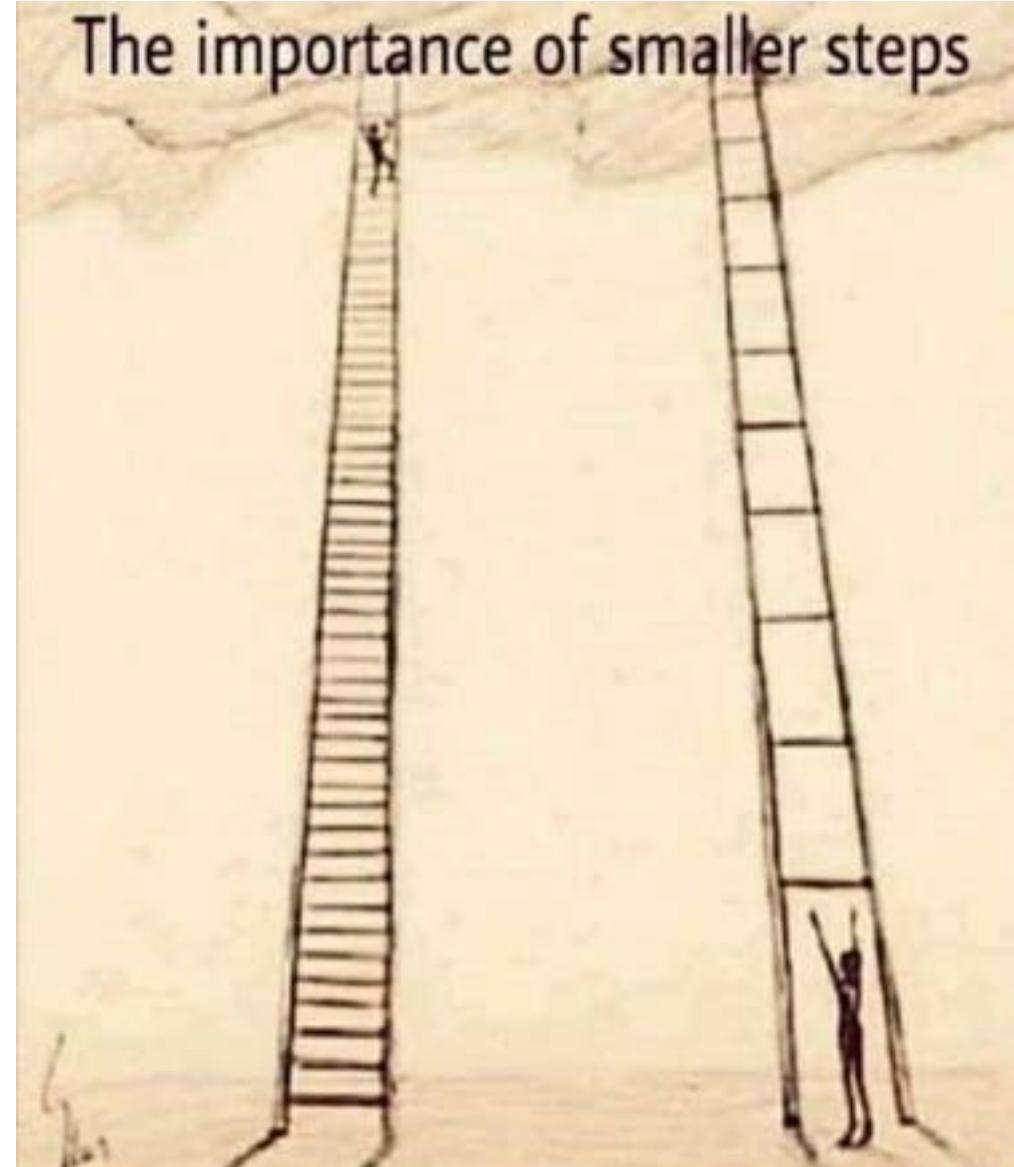
- connect with individuals from all walks
- show empathy

## Civic Literacy

- appreciate our history and contribute to society

Building Confidence  
through scaffolding  
the right Support

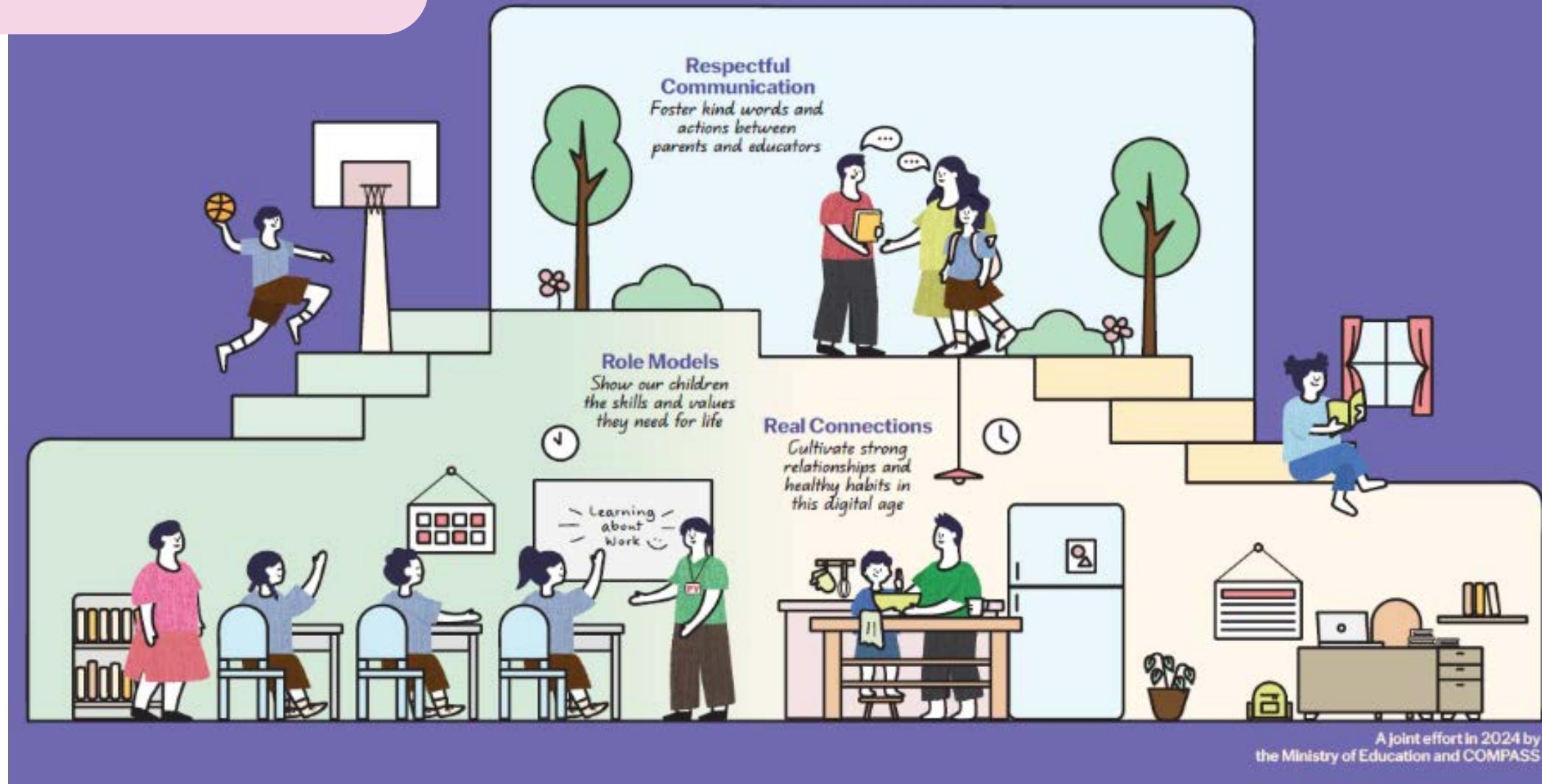
- Joy in Learning
- Love for Learning
- Learning for Life



Our children do best when schools and parents work hand in hand to support them.

Guidelines for School-Home Partnership

# Raising a Happy, Confident, and Kind Generation Together



# 3 areas we can work together on to foster School-Home Partnership

**1** Respectful Communication

**2** Role Models

**3** Real Connections



# Respectful Communication

**Foster kind words and actions  
between schools and educators**



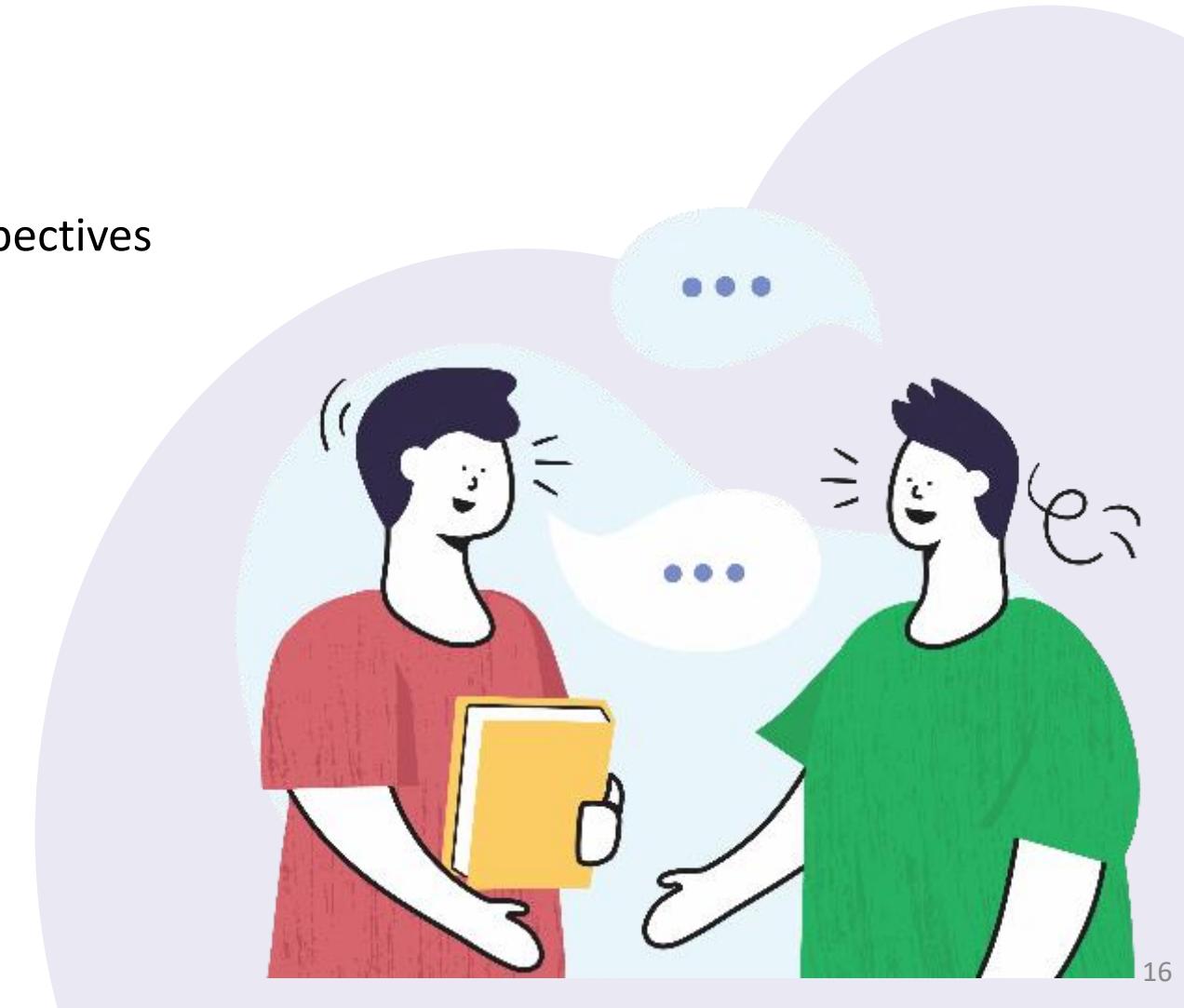
Listen to and understand each other's perspectives and concerns regarding each child



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers



Respect each other's time by communicating during working hours



# Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions



*Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.*

# Real Connections

Cultivate strong relationships and healthy habits in this digital age

Establish good habits for our children to stay confident and in control of their technology use



Provide a balanced mix of engaging online and offline activities, at school and at home

Build strong bonds through shared experiences and meaningful conversations

A screenshot of a webpage titled 'Helping Your Child Build Healthy Relationships'. It features a QR code, a title image of a family, and two sections: 'Things You Can Do' and 'Things You Can Say'. The 'Things You Can Do' section includes tips like 'Explore your child's interests and hobbies' and 'Encourage your child to strengthen existing relationships'. The 'Things You Can Say' section includes tips like 'Follow up on your child's interests and hobbies' and 'Encourage your child to strengthen existing relationships'.

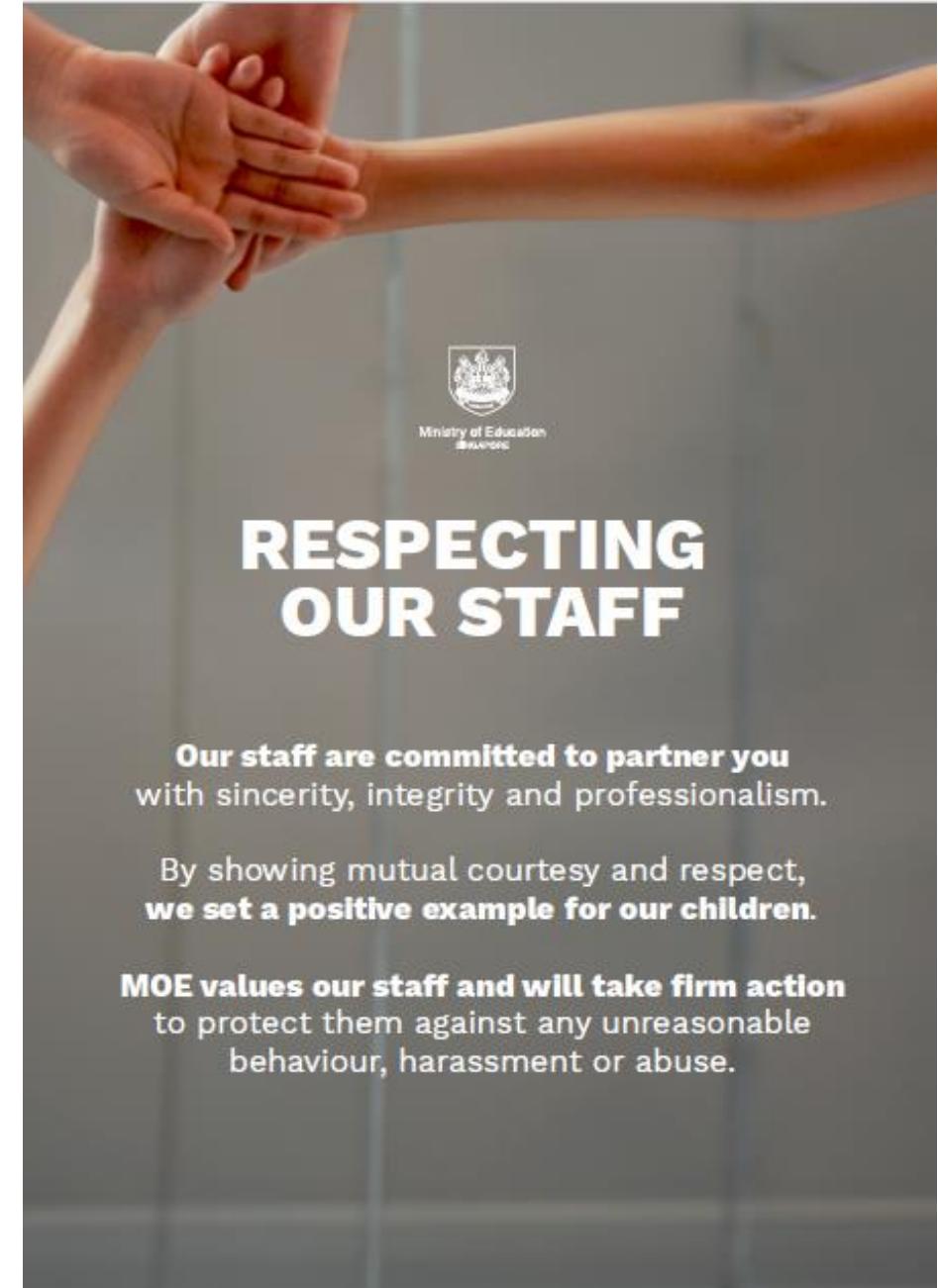
A screenshot of a webpage titled 'Helping Your Child Thrive in the Online Space'. It features a QR code, a title image of a laptop with a shield, and a section titled 'Things You Can Do'. The section includes tips like 'Encourage your child to take time on their own and provide opportunities for them to connect with others' and 'Encourage your child to take time on their own and provide opportunities for them to connect with others'.



Check Parenting for Wellness Toolbox for conversation starters to facilitate meaningful conversations, and practical strategies on parenting in a digital age.

# 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.



# *Springdale* **PSG Sharing**



## Welcome Message from Springdale Parent Support Group Chairperson

Dear P1 parents,

On behalf of our Springdale Parent Support Group (PSG), we would like to warmly welcome you to our Springdale Family.

Springdale PSG comprises a team of enthusiastic parent volunteers who work closely with the school to foster a greater sense of partnership between parents, students and school.

We provide support to the school in its various programmes and activities throughout the year. To achieve this, we learn about our members' field of expertise and the way in which they would be happy to contribute their time, effort and resources.

We hope to meet and work with as many parents as possible. So, do join us as a volunteer in Springdale PSG! Whether you are seeking to volunteer for ad-hoc projects, or you are looking to contribute on a regular basis, we have something just for you!

Together, we can make a difference in our children's education!

**Mdm Priscilla Khoo**

Springdale PSG Chairperson (2026/2027)

*In the meantime, read more about Springdale PSG activities at*  
<https://www.springdalepri.moe.edu.sg/parents-infoweb/springdale-parent-support-group/>

# Welcome Message from Springdale PSG Chairperson

<https://www.springdalepri.moe.edu.sg/parents-infoweb/springdale-parent-support-group/>



## PV Application Form

<https://form.gov.sg/68d377fb9c0bbf41eb8ba082>



Springdale  
Primary School

# Springdale PSG Upcoming Activities in 2026



# UPCOMING EVENTS IN 2026

23  
JAN



## BREAKFAST MEETING

Let's start the year meeting our School Leaders and new parents joining us!

13  
FEB



## PSG CNY CELEBRATION

Join us for Lou-Hei and fun games to welcome the year of the Horse!

01  
APR



## PSG HARI RAYA CELEBRATION

Come join us for a fun Hari Raya celebration filled with festive cheer, delicious food, and good company!

23  
MAY



## PSG FAMILY BONDING

Bring your family along for a day of fun-filled games, laughter, and precious family moments.

01  
JUL



## DIY TEACHER'S DAY GIFT

Let us come together to create heartfelt handmade gifts to show appreciation for our teachers!

### CONTACT US

Email: [sdps.psg@gmail.com](mailto:sdps.psg@gmail.com)

### FOLLOW US ON



FB: Springdale Primary Parent Support Group  
IG: @springdale\_psng



# UPCOMING EVENTS IN 2026

09  
OCT



## CHILDREN'S DAY CARNIVAL

Parents, come join us in planning an exciting Children's Day carnival! Your creativity and enthusiasm will help make it unforgettable for the kids!

08  
NOV



## PSG DEEPAVALI CELEBRATION

Celebrate the Festival of Lights with us, a time of joy, colour and community!

14  
NOV



## PSG YEAR END FAMILY PICNIC

Let's come together for games, fun and makan! A perfect way to end the year with our big PSG family!

TBC



## PSG DAD-CHILD LASER TAG

Get ready for some action-packed fun! Dads, it's time to team up with your little heroes for an epic laser battle!

TBC



## P6 PSLE GIFT PACK

Cheering our P6 warriors by preparing "cheer" pack for them as they exit the exam hall for their last paper!

### CONTACT US

Email: [sdps.psg@gmail.com](mailto:sdps.psg@gmail.com)

### FOLLOW US ON



FB: Springdale Primary Parent Support Group  
IG: @springdale\_psng



We look forward to seeing you in  
Springdale PSG!

# SPRINGDALE PRIMARY SCHOOL

## P1 PARENTS' BRIEFING

2026



# WHAT DOES MY CHILD NEED AT PRIMARY 1?

- Learning at Primary 1 should be exciting for your child.
  - Growing curiosity
  - Keen desire to learn
  - Social Emotional Learning skills



# Knowledge, Skills & Dispositions for the start of Primary 1



**Values, Social-Emotional Competencies, Citizenship Dispositions**

**Art**

**English Language**

**Mathematics**

**Mother Tongue Languages**

**Music**

**Physical Education**

<ul style="list-style-type: none"> <li>Understand and Care for Oneself</li> <li>Show Care and Respect for Others</li> <li>Make Responsible Decisions and Act on Them</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy Participating in Art</li> <li>Express Ideas and Feelings through Art</li> <li>Demonstrate Awareness of Art from Different Cultural Groups</li> </ul>	<ul style="list-style-type: none"> <li>Listen and Speak for Enjoyment and Information</li> <li>Read with Enjoyment and Understanding</li> <li>Communicate Ideas and Information through Writing or Using Symbols or Letter-Like Shapes</li> </ul>	<ul style="list-style-type: none"> <li>Basic Understanding of Numbers Up To 10</li> <li>Recognise Simple Patterns</li> <li>Compare Quantities Between Two Groups of Objects</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy and Show an Interest in Learning Mother Tongue Language.</li> <li>Enjoy and Show an Interest in Listening and Speaking in Mother Tongue Language.</li> <li>Demonstrate Awareness of Local Ethnic Culture</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy Participating in Music and Movement Activities</li> <li>Express Ideas and Feelings through Music and Movement Activities</li> <li>Demonstrate Awareness of Music and Movement from Different Cultural Groups</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy Physical Activities</li> <li>Display Coordination in Motor Tasks</li> <li>Demonstrate Awareness of Healthy Habits and Safety</li> </ul>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



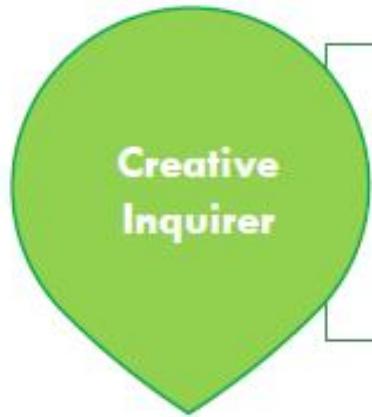
# ENGLISH LANGUAGE

# AIMS OF ENGLISH CURRICULUM



## Empathetic Communicator

offer more opportunities for students to discuss issues, listen to different perspectives and develop their own opinions.



## Creative Inquirer

encourage students to explore ideas, concepts and areas of interest and promote the joy of learning.



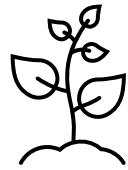
encourage students to read widely and process information critically so as to distinguish fact from falsehoods.

# SDPS ENGLISH CURRICULUM

## Reading



Strategies for English Language Learning and Reading



Read and Grow



Extensive Reading

## Oracy Programme



Thinking Routines



Let's Talk

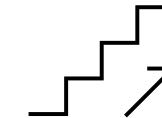


Drama

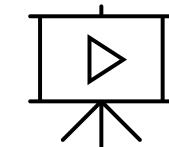
## Writing Development



Thinking Routines



6-year skills development

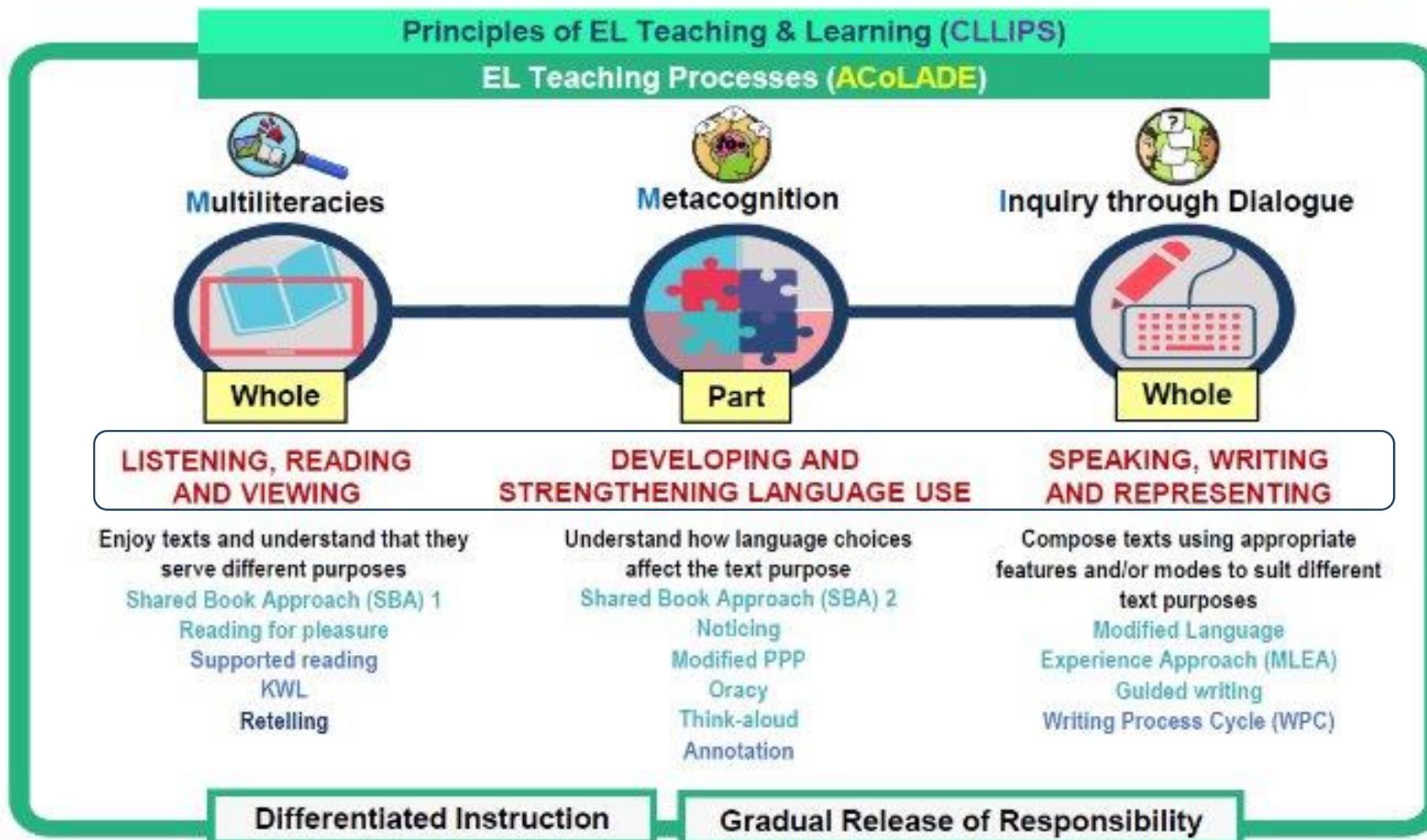


Authentic experiences



Active participants in the learning process

# Framework for Language Learning in the STELLAR® Classroom 2.0



Guided by  
ELS 2020:

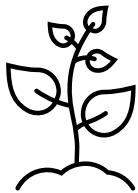
Principles of EL  
Teaching &  
Learning (CLLIPS)

EL Teaching  
Processes  
(ACoLADE)

Pedagogical  
Emphases (MMI)

Strategies first  
introduced at these  
levels:

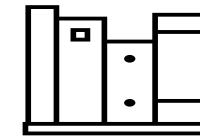
- Lower Primary
- Middle Primary
- Upper Primary



Read and Grow



Extensive  
Reading



WOW – World of Wonders  
School library

# READING PROGRAMME

# ORACY PROGRAMME

Drama elements during lessons for SBA

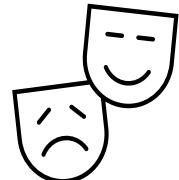
## Oracy Programme



Thinking Routines



Let's Talk



Drama



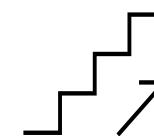
# WRITING DEVELOPMENT



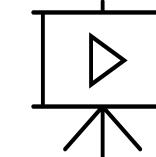
## Writing Development



Thinking Routines

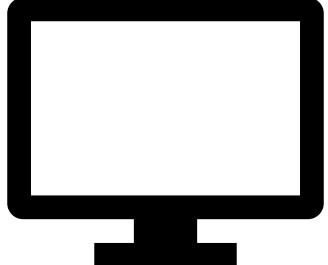


6-year skills  
development



Authentic  
experiences

1



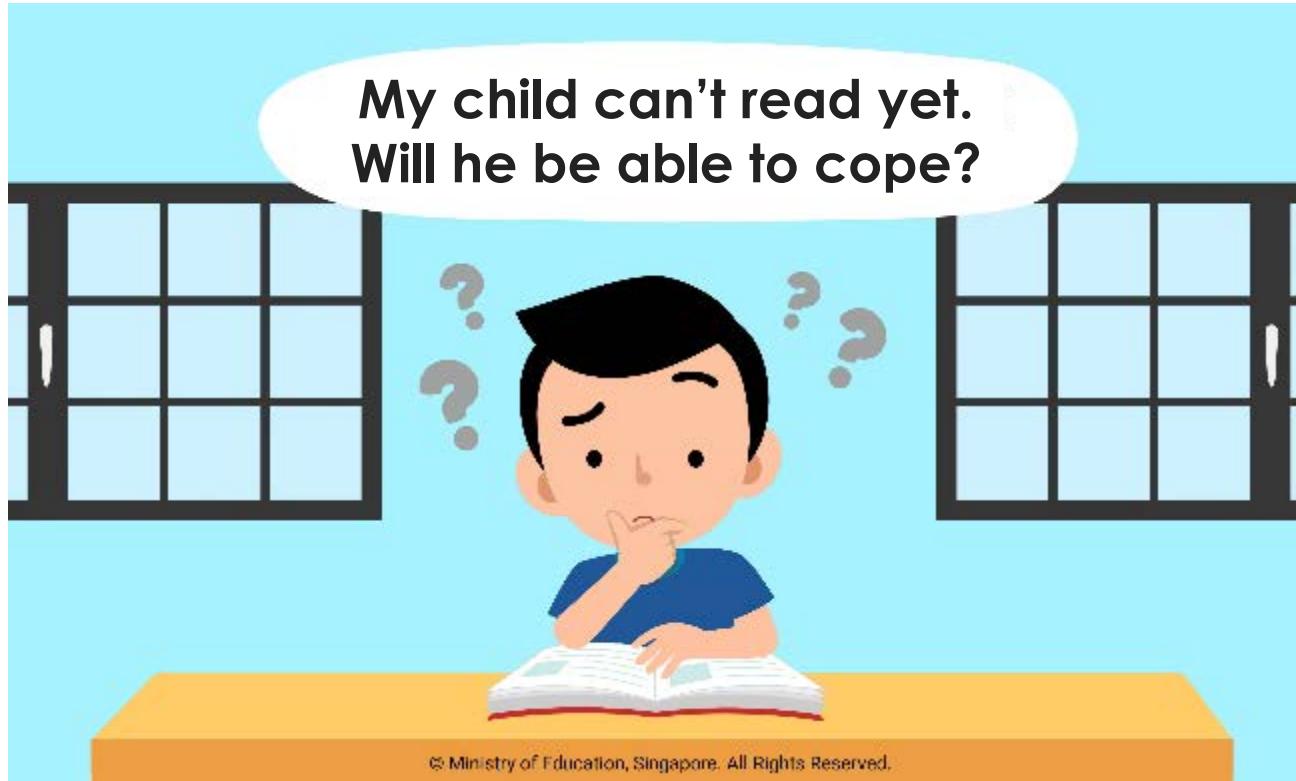
2

Does Your Child Prefer  
Storybooks Or E-books?  
Or None.



3

# Some questions you may have...



You can encourage your child for efforts in learning to read. Most importantly, reading should be a fun learning process.

Reading is a habit that we can build.

## Interest your child in reading

- It is never too late to start getting your child interested in books
- Take your child to the library, expose them to various picture books and read together for a start

How can parents support your  
child's reading, spelling & speaking  
development at home?



# LANGUAGE DEVELOPMENT

1

**Encourage your child  
to read and listen to stories**

2

**Read and spell with your child  
Sounding out difficult words**

3

**Build your child's vocabulary and reasoning**

4

**Work with your child's teacher to develop the  
competencies together**

# DAILY ACTIVITIES

## See-Feel-Think-Wonder



**I see...**

What do you see?



**I feel...**

How do you feel?



**I think...**

What do you think about that?



**I wonder...**

What does it make you wonder?

 Share

# RESOURCES FOR PARENTS

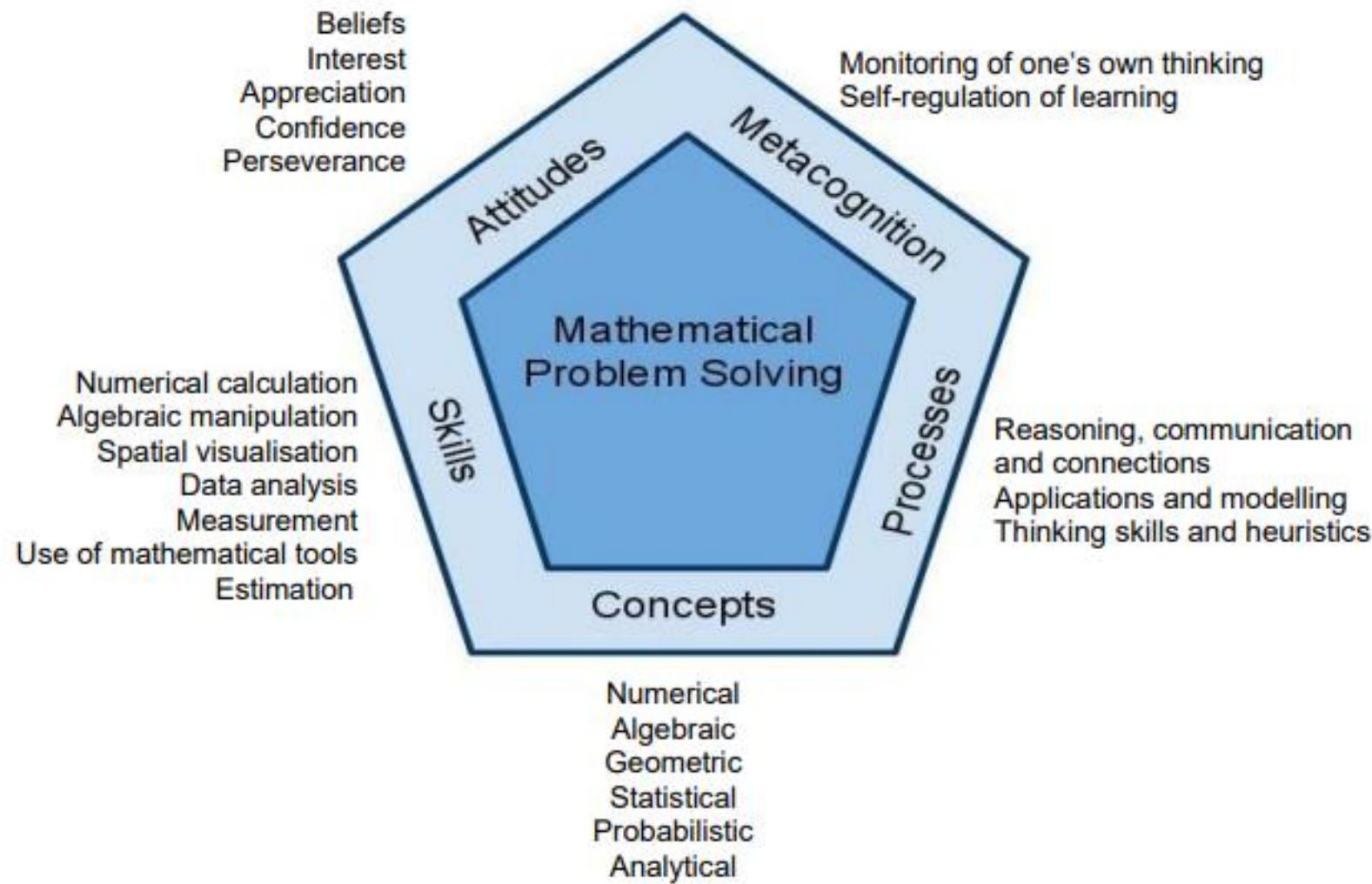
- Recommended reading lists for children &
- E-stories for children
- NLB
- [eResources | National Library Board Singapore](#)
- **Reading Aloud**
  - <http://www.howjsay.com/>
  - <http://dictionary.cambridge.org/dictionary/english/pronunciation>
- **SLS (phonics and handwriting)**



# MATHEMATICS



# THE CENTRAL FOCUS



# THE C-P-A APPROACH

- **Concrete**

Using manipulatives or other resources to construct meanings and understanding



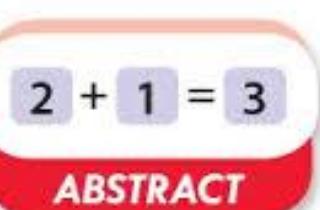
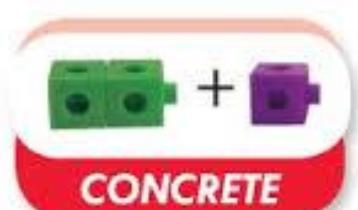
- **Pictorial**

Using pictorial representations e.g. number bonds, model drawing to solve problems



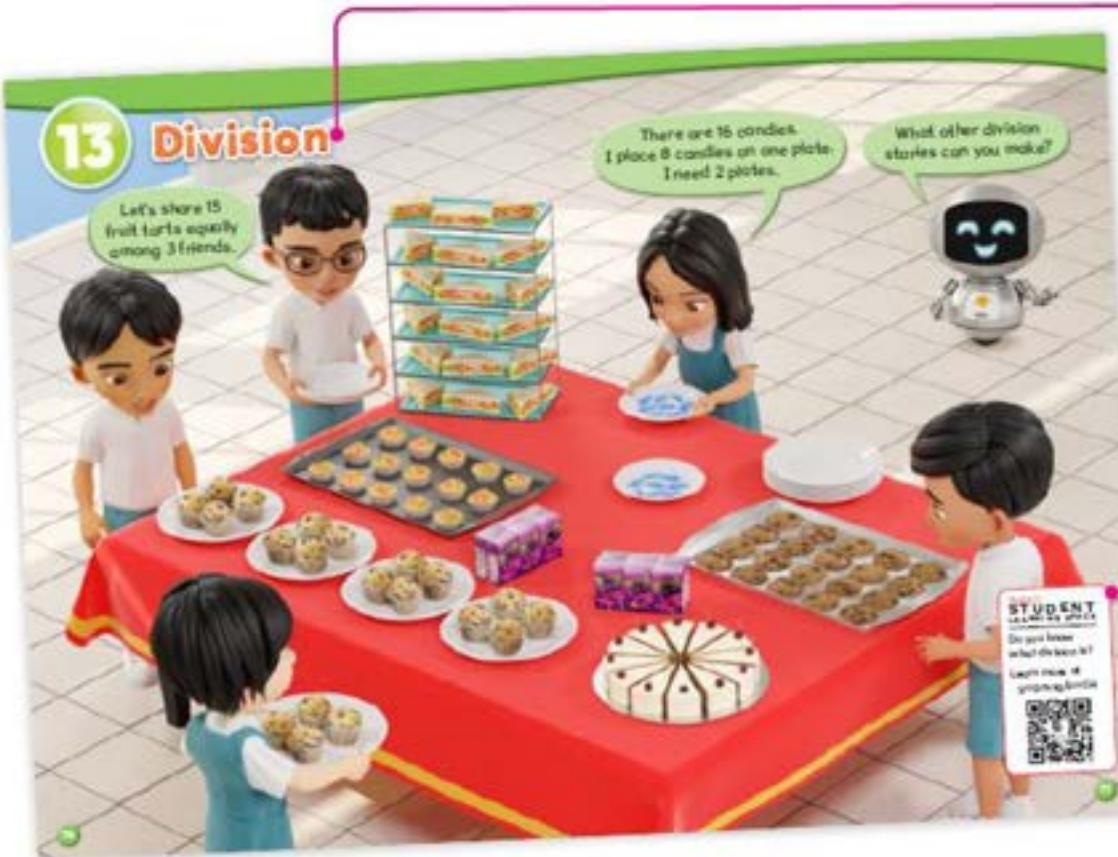
- **Abstract**

Using only numbers to solve problems



# MAKING LINKS TO REAL-WORLD

## Features



## Chapter Opener

Get pupils ready to learn the mathematical concepts to be taught by making links to real-world scenarios. Pupils can share their prior knowledge based on their own experiences.

SINGAPORE  
**STUDENT  
LEARNING SPACE**

Link to SLS activities that reinforce and support the learning of mathematical concepts and skills.

# PROMOTING THINKING AND METACOGNITION



## Mathematics AROUND US

Provide opportunities for pupils to see how mathematical concepts come alive in the real world.



## Thinking Aloud

Encourage pupils to reason, think creatively and critically, and verbalise their thinking during pair or group discussions.



## What Have I Learnt?

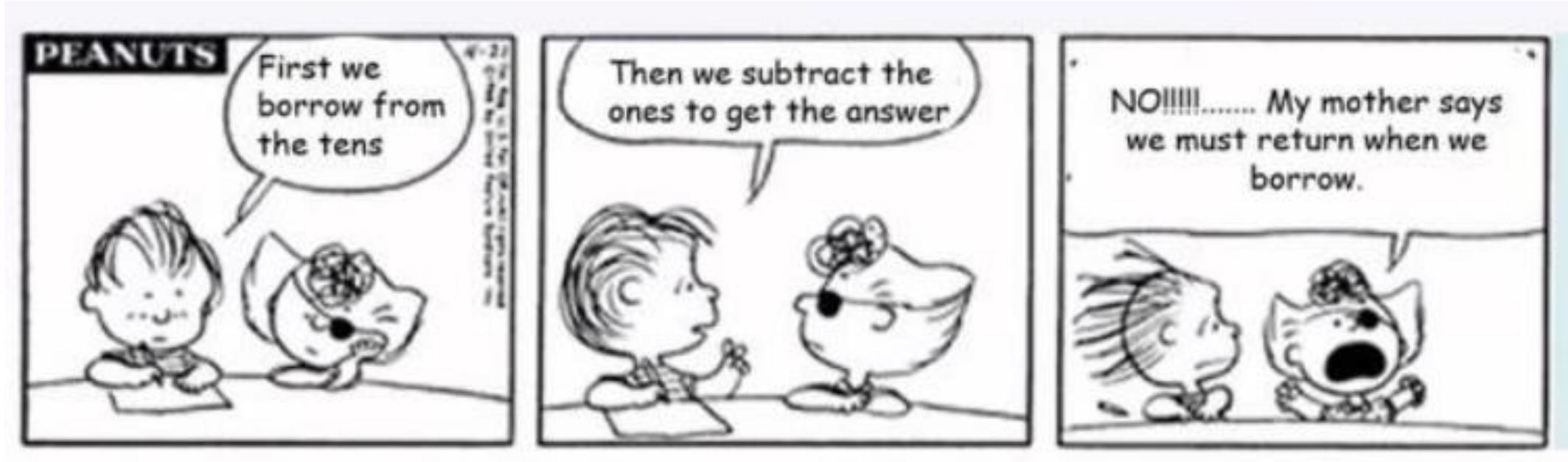
Provide a summary of concepts and skills covered in each chapter.

# PROMOTING THINKING AND METACOGNITION

## Why Promote Thinking and Metacognition in Math?

- Deepens Conceptual Understanding
- Improves Problem-Solving Skills
- Builds Confidence and Resilience
- Supports Transfer of Learning
- Encourages Learner Ownership

# MATH LANGUAGE



**TOTAL**

**REGROUP**

**MORE/ LESS THAN**

**MORE THAN ≠ PLUS (+)**  
**LESS THAN ≠ MINUS (-)**

# SUPPORT FOR YOUR CHILD



# **SUPPORT FOR YOUR CHILD**

## **How Parents Can Support Their Child in Learning Mathematics**

- 1. Build a Positive Mindset Towards Maths**  
Praise effort, strategies, and perseverance rather than just correct answers.
- 2. Focus on Understanding, Not Memorisation**  
Encourage your child to explain **why** an answer works.

# SUPPORT FOR YOUR CHILD

## How Parents Can Support Their Child in Learning Mathematics

### 3. Use Everyday Situations to practise Maths



# SUPPORT FOR YOUR CHILD

## How Parents Can Support Their Child in Learning Mathematics

### 4. Encourage Mathematical Talk

Ask open-ended questions:

*How did you solve this?*

*Is there another way?*

*Does your answer make sense?*

Use correct mathematical terms to build language and clarity.

# **SUPPORT FOR YOUR CHILD**

## **How Parents Can Support Their Child in Learning Mathematics**

### **5. Support Without Over-Teaching**

Give your child time to think before helping.

Avoid showing a method too quickly—guide with questions instead.

# **SUPPORT FOR YOUR CHILD**

## **How Parents Can Support Their Child in Learning Mathematics**

### **6. Establish Consistent, Short Practice Routines**

Short, regular practice is more effective than long sessions.  
Review foundational skills to build confidence.  
Keep practice purposeful and manageable.

# SUPPORT FOR YOUR CHILD

## The Impact of Parental Support

With the right support, children:

- Develop **confidence and resilience** in Maths
- Build strong **conceptual understanding**
- Become more willing to attempt challenging problems
- See Maths as a skill they can improve with effort



# MOTHER TONGUE LANGUAGE



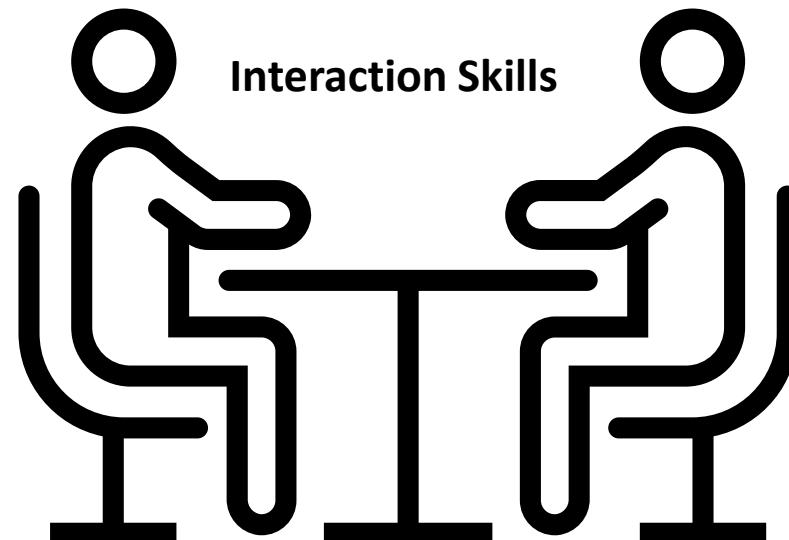
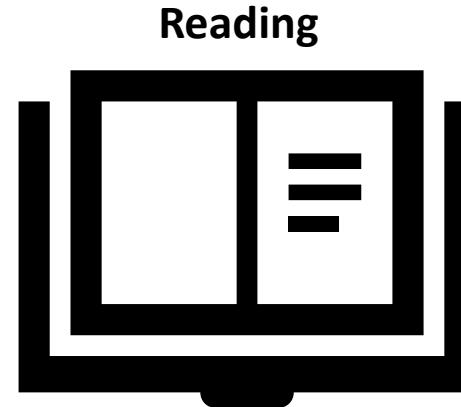
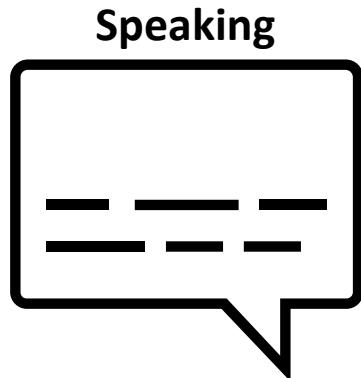
# MOTHER TONGUE LANGUAGE CURRICULUM

- 1 Communicate more effectively in MTL
- 2 Appreciate their cultural heritage
- 3 Connect with wider communities across Asia and the world

<https://www.moe.gov.sg/primary/curriculum/mother-tongue-languages/learning-in-school>

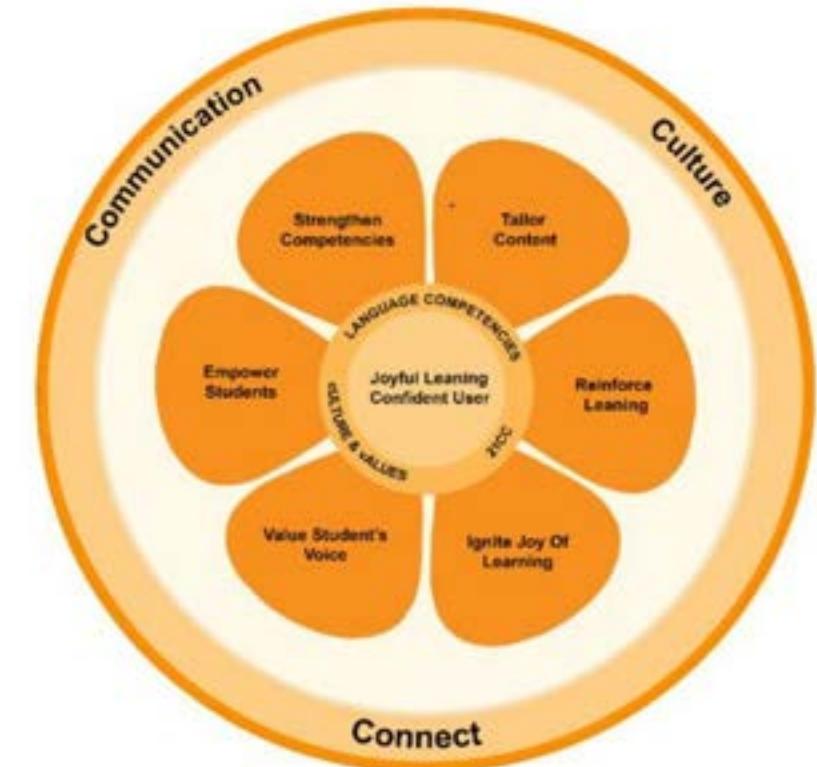


# **TYPES OF LANGUAGE SKILLS**



# 2024 New Primary Mother Tongue Languages Curriculum

- Build on the strengths of the 2015 curriculum
- Experience the joy of learning MTL
- ✓ Motivate students to like and learn MTL for life & be confident users of MTL

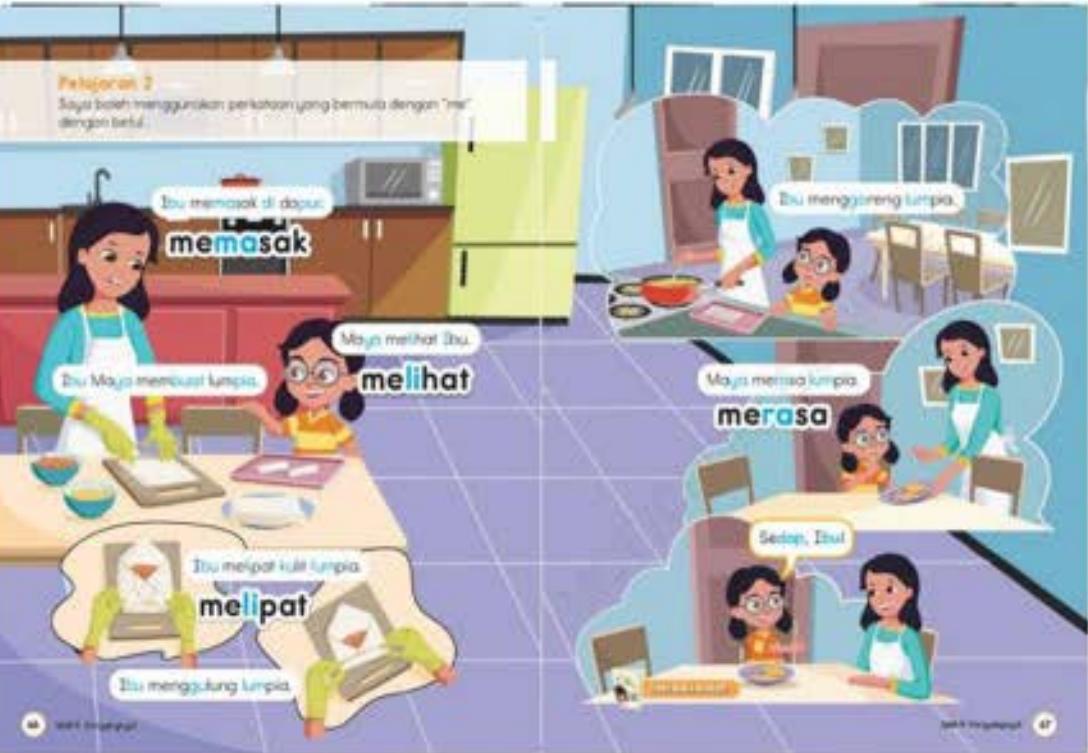


2024 New Primary MTL Curriculum Framework



# Key Feature #1

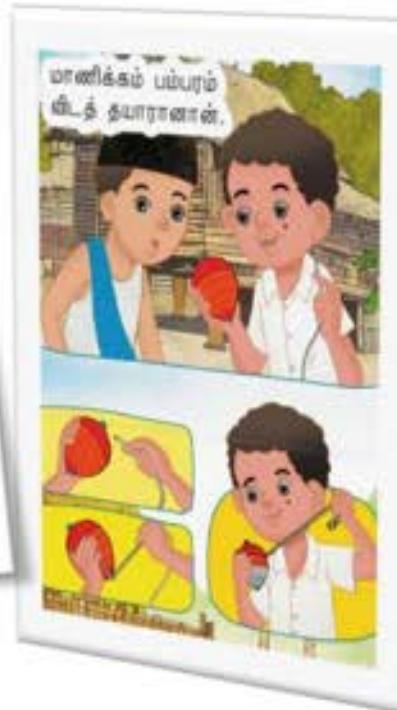
## Greater emphasis on 21st century competencies



Textbook

### Cross-Cultural Literacy

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



Big Book

### 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/visuals

# 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

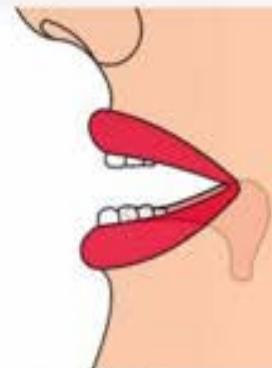


- Students to describe and share their daily routines and good habits with their friends.

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

## Key Feature #4

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



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



# IN OUR SCHOOL

MT Reading Programmes

MT Spelling on Wednesdays

Silent Reading with MT Books on every Thu & Fri

Mother Tongue Fortnight Programmes – will be carried out between T2 to T4



# MTL RESOURCES FOR PRIMARY 1



## 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**

# MTL SOAR

**Spark interest, Open minds, Appreciate cultural roots and Rise as bilingual readers.**

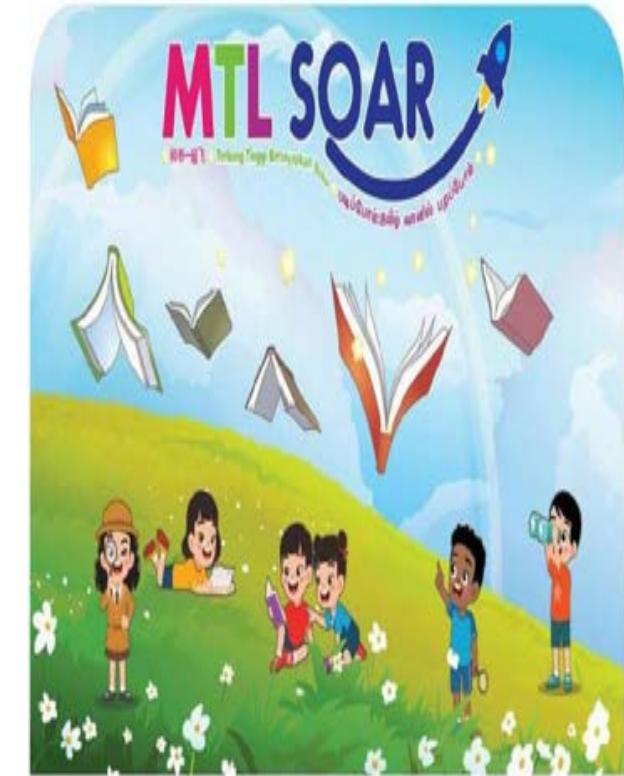
- MOE has introduced a new structured reading programme from 2025.
- Primary 1 – 3 students will have 30 minutes of their MTL curriculum time set aside for reading and library activities.
- MTL SOAR will be progressively rolled out to all levels by 2029.



# Objectives of MTL SOAR

- To instil in students the **love for reading in MTL**:
  - o Spark interest, Open minds, Appreciate cultural roots, Rise as a bilingual reader
- o Provide structured support and resources to **complement existing school-wide reading**
- **Programmes**
- o Develop **positive set of reading dispositions and habits in children** from young

Spark interest, Open minds, Appreciate cultural roots, Rise as a bilingual reader





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



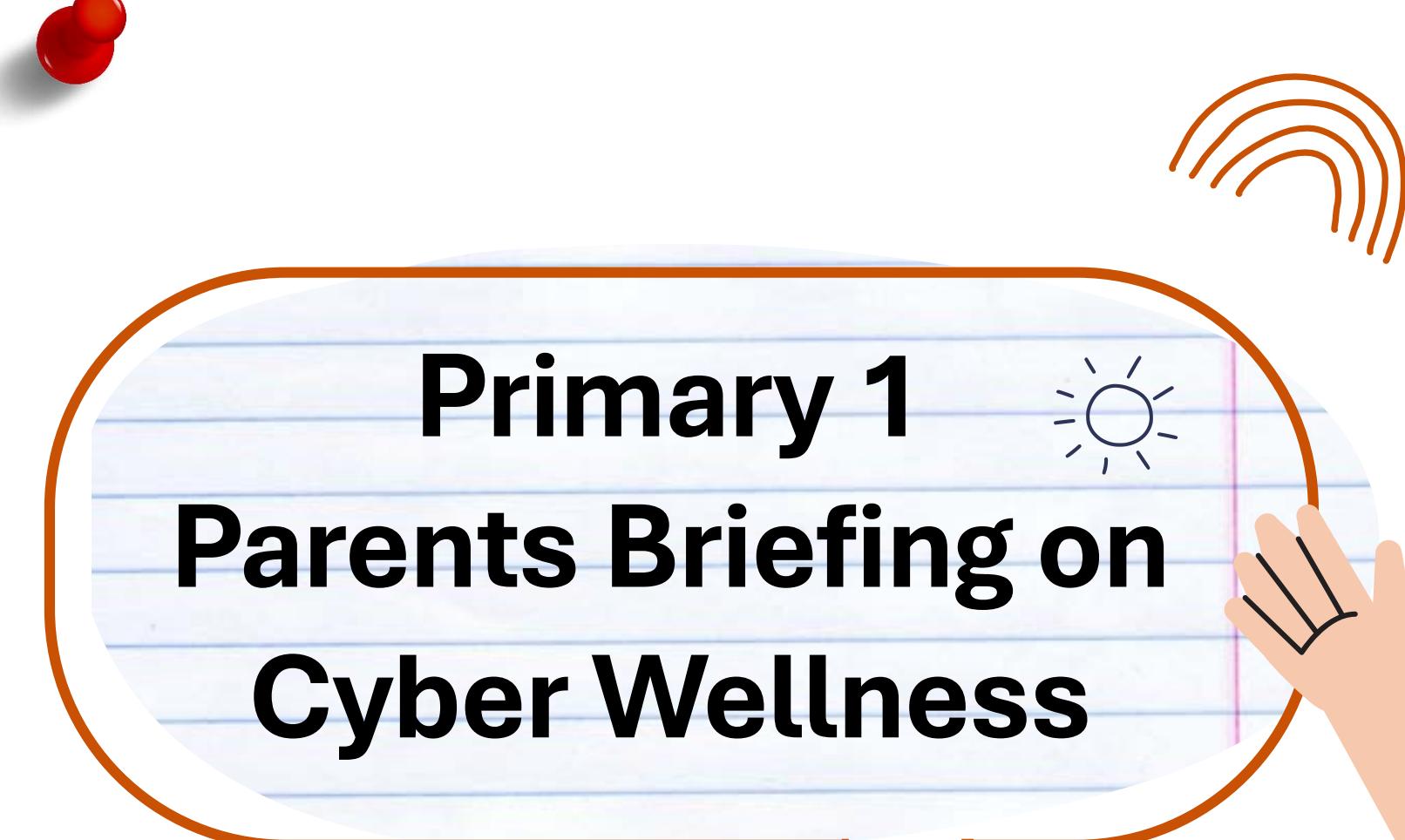
**Do fun activities in MTL together, e.g. watch a film or performance**



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



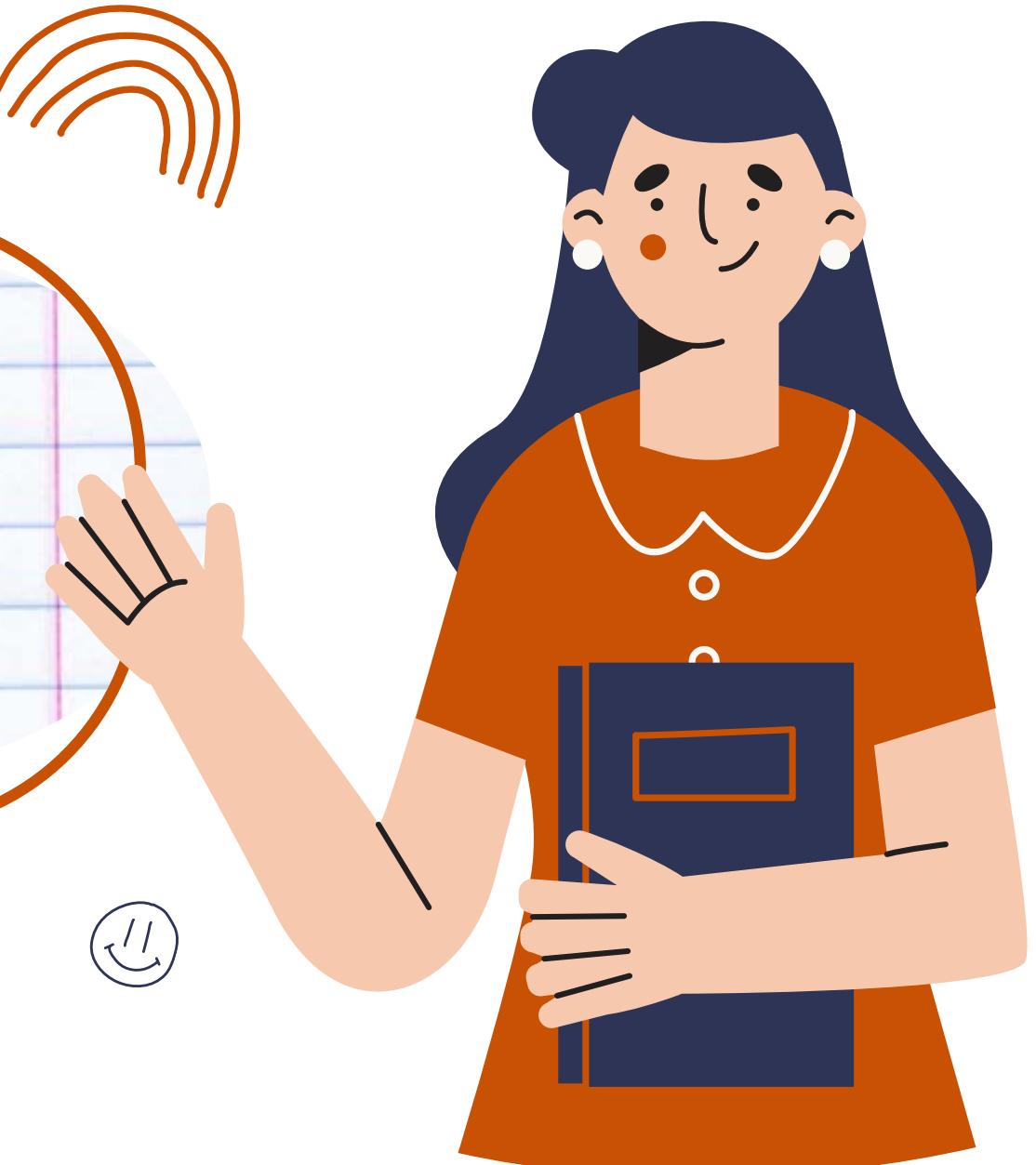
**Provide a conducive environment for learning MTL, e.g. access to MTL music and books**



# Primary 1

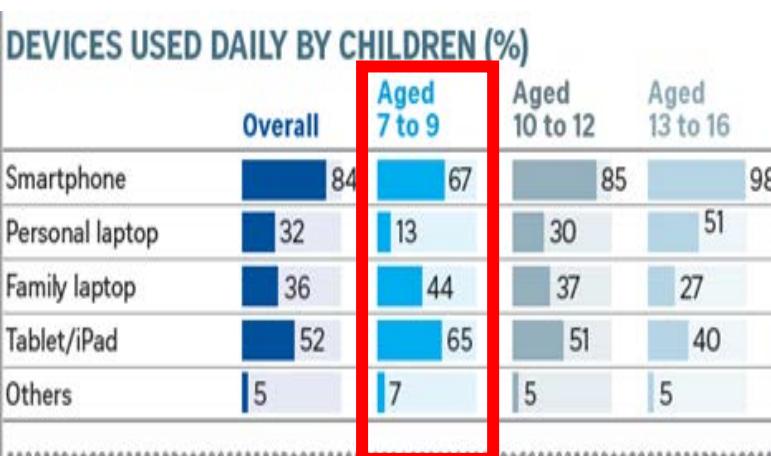
## Parents Briefing on

## Cyber Wellness



# Did you know?

67% of children aged seven to nine in Singapore use smartphones every day, and are active on social media



Source: The Straits Times, 7 Feb 2021

Current age/ Starting age	Overall	Age when they started using social media		
		Age 7 to 9 years old	Age 10 to 12 years old	Age 13 to 16 years old
3 years old or below	9%	17%	6%	4%
4-6 years old	25%	42%	24%	11%
7-9 years old	39%	41%	46%	31%
10-12 years old	22%	NA	24%	40%
13-16 years old	5%	NA	NA	14%

Parents may not be aware of the online risks

Parents might not be aware, but...

1 in 3 children has chatted with strangers online

1 in 3 children has been exposed to pornographic materials

1 in 4 children has overshared their personal information

Source: MLC-TOUCH Parent Child Poll Findings, 22 Aug 2023

# What is Cyber Wellness?

- Cyber Wellness is about our students being able to navigate the cyber space safely.
- This is done through our curriculum which aims to
  - **equip students with the knowledge and skills** to harness the power of Information and Communication Technology (ICT) **for positive purposes**;
  - maintain a **positive presence in cyberspace**; and
  - be **safe and responsible users of ICT**.



# What will Pri 1 and 2 students learn about Cyber Wellness during CCE (FTGP) lessons?

During CCE(FTGP)\* lessons, students will be taught:

- **Basic online safety rules**
  - Talking to only people you know
- **Importance of a balanced lifestyle** in exercise, sleep and screen time for health and well-being
- **Protecting personal information**
  - Understand the risks of disclosing personal information



E.g. Lower Primary Lesson on Staying Safe in the Cyberworld

# What will Pri 1 and 2 students learn about Cyber Wellness during CCE (FTGP) lessons?

## ● Cyber Contacts

- Understand that the profiles of strangers that we see online may not be their real identities
- Recognise the dangers of chatting with strangers online

● Parents are strongly encouraged to participate in the “**Family Time**” activities in the CCE (FTGP) Journal with your children to reinforce the key cyber wellness messages at home



E.g. Family Time in the lesson on Staying Safe in the Cyberworld

# How can parents help their child develop good digital habits?

- As parents/guardians, you play a significant role in helping your child establish healthy digital habits, and learn to use technology in a positive and meaningful way.
- Here are some ways:
  - Role model good digital habits** for your child/ward (e.g. parents/guardians not using devices during mealtimes).
  - Have regular conversations with your child** to better understand what they do online, how to stay safe and how to use technology in a responsible manner.
  - Discuss and develop a timetable with your child** to moderate their time spent on screens.
- For more content to support your parenting in the digital age and more, please scan the QR code at the top right-hand corner to access the ***Parenting for Wellness*** Toolbox for Parents.

 Navigating the Digital Age

## Helping Your Child Manage Device Use & Stay Safe Online



**Develop a Family Screen Use Plan**

- A family screen use plan consists of screen use rules, their consequences and screen-free activities that the family can engage in.
- As a family, create your screen use rules by discussing and agreeing on expectations of screen use and the consequences of breaking these rules clearly.

Your screen use rules can include:

-  Device-free times and places
-  Time limit for devices

- “What are some suggestions on when and where devices should not be used?”
- “What should we do if we break our agreement?”
- Decide as a family what screen-free activities you want to engage in, like going outdoors, playing sports or playing board games together.
- “What screen-free activities do you think we can do together?”
- Engaging your child in the process of creating screen use rules and inviting them to suggest activities to do together helps increase their ownership of the whole family screen use plan.
- “What do you think of our screen use rules?”

**Role Model Behaviours and Have Open Conversations**

- Be consistent in role modelling positive screen use behaviours and habits.
- Engage your child in open conversations about their online activities, how to navigate the online space and its associated challenges. For example:
  - State observation: “I noticed you have been spending a lot of time on your device.”
  - Ask open-ended questions: “What do you usually do on your device?”



© 2018 Government of Singapore. All rights reserved. The Parenting for Wellness Project (PWP) is a programme developed by the National Council for the Curriculum and Assessment (NCCA) and the Ministry of Education (MOE). It is funded by the Ministry of Education (MOE) through the PWP programme, which is implemented by the National Council for the Curriculum and Assessment (NCCA). It is available at <http://www.parentingforwellness.sg>. The material is owned by the NCCA. This material is given to Sector 24 members of the public sector.



# How can parents better support their child's digital habits?

## Achieving balanced screen time

- **Screen time** refers to the amount of time spent using devices each day. Having some screen time can be beneficial, such as when your child uses devices to learn and connect with others.
- However, it is important to be aware that **spending an excessive amount of time using devices is unhealthy**, as it is associated with insufficient good quality sleep, sedentary behaviours, increased obesity, and poorer mental health and well-being.
- **Discuss and develop a timetable** with your child to moderate their time spent on screens.
- Children aged 7 – 12 should have **consistent screen time limits**.

## Using parental controls to manage device use and stay safe online

- **Parental controls** refer to a group of settings that put you **in control of what your child can see and do on a device or online**.
- Such controls can allow you to **supervise and monitor your child's online activities and protect them** from inappropriate content, online sexual grooming, cyberbullying and other online risks.
- Parental control settings can be used to **monitor and limit screen time** as agreed with the child.

Scan QR code to download the Ministry of Health's Guidance on Screen Use in Children for more information.



# How can parents better communicate with their child on digital habits and matters?

<b>Providing a safe space for conversations</b>	<ul style="list-style-type: none"><li>• It can be challenging to grapple with uncomfortable feelings and negative thoughts.</li><li>• Children may hesitate to share their true thoughts and feelings with their parents, as they may fear being judged or misunderstood.</li><li>• <b>You can let your child know that it is normal to feel or think the way they do, and that they can feel safe expressing themselves with you.</b></li></ul>
<b>Role modelling respectful conversations</b>	<ul style="list-style-type: none"><li>• When your child learns to engage in respectful conversations, they become a better communicator and friend.</li><li>• <b>Parents are in the best position to role model these skills</b> through daily interactions with your child.</li><li>• <b>Listen to understand</b>, instead of listening in order to give advice and offer solutions.</li></ul>
<b>Have regular and open conversations</b>	<ul style="list-style-type: none"><li>• <b>Have regular conversations</b> to better understand what your child does online.<ul style="list-style-type: none"><li>• Is it school work or are they engaging in recreational activities?</li><li>• For example:<ul style="list-style-type: none"><li>• State observation: “I noticed you have been spending a lot of time on your device.”</li><li>• Ask open-ended questions: “What do you usually do on your device?”</li></ul></li></ul></li><li>• <b>Communicate your actions and rationale.</b> Let your child know you care for them and want them to be safe online.</li></ul>

# Additional Resources:



## *Parenting for Wellness*

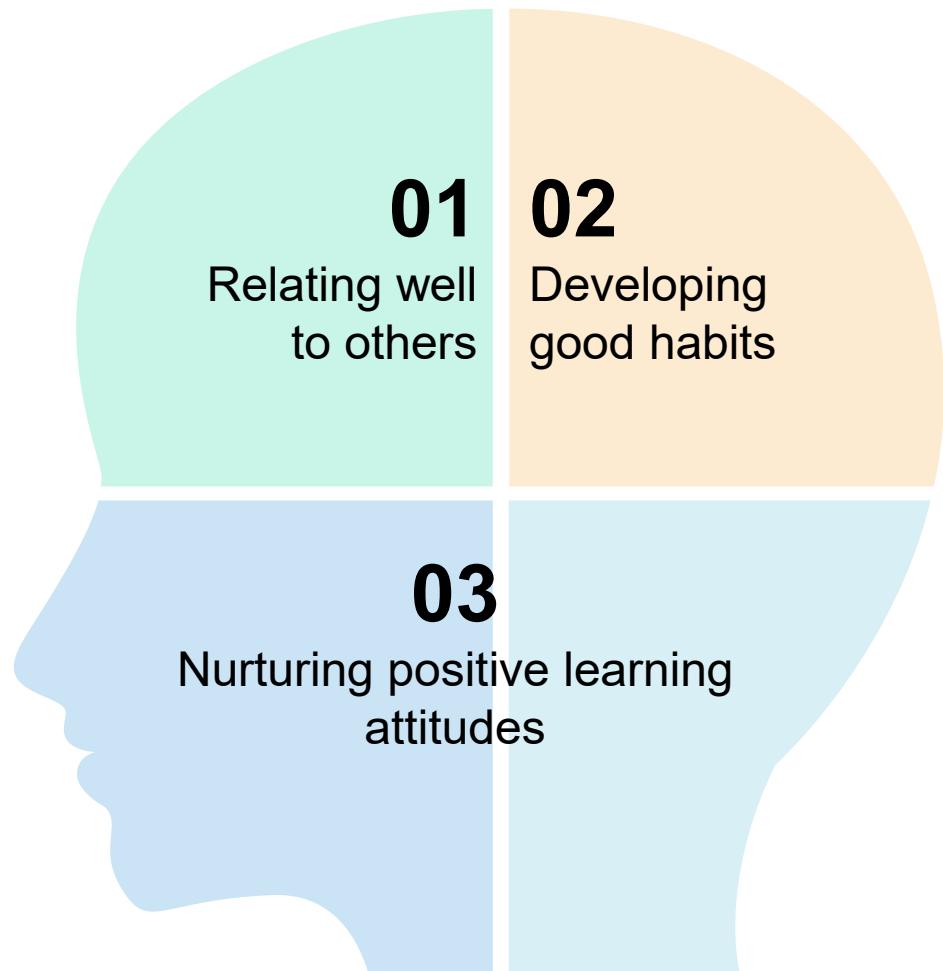


For more bite-sized resources (practical tips and strategies) on building strong parent-child relationships, supporting your child's mental well-being and parenting in the digital age, scan the QR code above to download a copy of the **Parenting for Wellness Toolbox for Parents**.

Keep a lookout for the **Parenting for Wellness website** that will be rolled out in 2025 on Parent Hub (hosted by HPB) for personalised access to the full suite of parenting resources!

# How else can you support your child?

Primary 1 is an exciting and fun stage for your child.  
Help your child to enjoy the journey by developing these skills:



**Nurture a love for reading**  
Sign your child up for a free Library membership and myLibrary ID to enjoy NLB's e-resources!

# Relating Well to Others

Build your child's interpersonal skills by:

01

**Modelling the use of friendly and polite phrases**

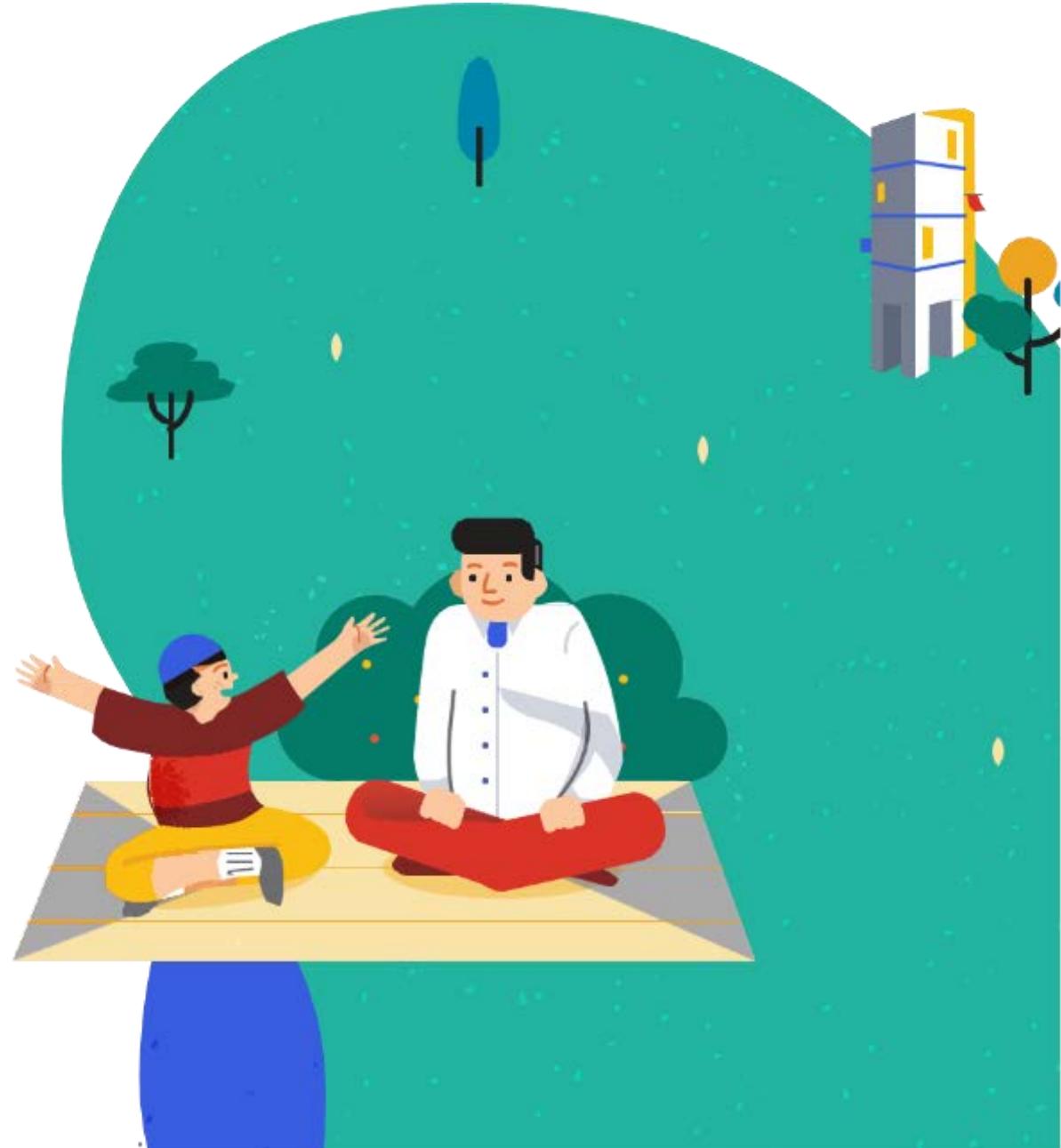
“May I please...”

“Hi! My name is...What is your name?”

“Could you help me with...”

02

**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 things by themselves.**

Take their temperature using a thermometer



Practise consistent pre-bedtime routines and have at least 9 hours of sleep



Wash their hands



Guide your child to do the following independently:



Dress themselves

Pack their bag and check for materials



Buy food at the canteen

Make healthy food choices



Knowing when and how to ask for help



# 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 asking for permission





# **SCHOOL-BASED ASSESSMENT @ PRIMARY 1**



# WHAT EXPERIENCES WILL MY CHILD GO THROUGH IN PRIMARY 1?

## Holistic Development

Focuses on building greater confidence and nurturing a stronger intrinsic motivation to learn so as to develop your child's potential

Use of a range of assessment types to gather information to support students' learning

No examinations and weighted assessments at Primary 1 and Primary 2 to ease your child into formal schooling and to encourage the joy of learning



# REPORTING OF STUDENTS' LEARNING PROGRESS

- Holistic Development Profile (HDP)
- Subject-based specific Learning Outcomes (LOs) based on the subject syllabus
- Attainment Levels
  - Beginning
  - Developing
  - Competent
  - Accomplished



# HOLISTIC DEVELOPMENT PROFILE

<b>SUBJECT</b>	<b>SEMESTER 1</b>
<b>CHINESE</b>	
Listening: Listen attentively to short, simple spoken content related to daily life.	Beginning
Reading: Recognise characters taught in Primary 1.	Accomplished
Reading: Read aloud Primary 1 texts with accuracy.	Developing
Reading: Understand Primary 1 texts and are able to identify some details with guidance.	Accomplished
Writing: Write words, phrases and simple sentence(s) about daily life with guidance.	Accomplished
<b>MATHEMATICS</b>	
Understand addition and subtraction.	Developing
Identify, name, describe and sort shapes.	Accomplished
Measure and compare lengths using everyday objects.	Competent



**THANK YOU**



A colorful illustration of three children on a grassy hillside. Two younger children are on the left, each holding a kite string and looking up at their respective kites (red and yellow) flying in the sky. An older child on the right is running towards the camera, holding a long string that connects to a large teal kite flying high. The hill is dotted with small orange flowers and green grass. The sky is white.

# PAL

(Program for Active Learning)

---

Nurturing

Curiosity, Creativity, and Confidence

# What is PAL?

A structured, play-based programme for lower primary

Develops social, communication, problem-solving and motor skills

Learning through hands-on activities, exploration and collaboration



# 01

Eases transition to primary school routines

# 02

Builds communication, collaboration, creativity and critical thinking

# 03

Supports holistic development: cognitive, social-emotional and physical

## Why PAL for P1?



# PAL Program

Level	Term 1	Term 2	Term 3	Term 4
Primary 1	I Can! Programme	Outdoor Education	Visual Arts	Performing Arts: Drama
Primary 2	Sports & Games	Young T(h)inkers	Performing Arts: Music	Performing Arts: Dance



# What Teachers Do

Plan activities with clear learning outcomes.

Facilitate and scaffold learning (observe, prompt, extend).

Assess through observations, journals and simple checklists.



# Outcomes

Greater confidence in group activities.

Improved communication and cooperation.

Emerging problem-solving strategies and basic motor skill gains.

More independence and readiness for classroom routines.



# FAQs

01

Is PAL replacing lessons?

No - it complements core lessons.

02

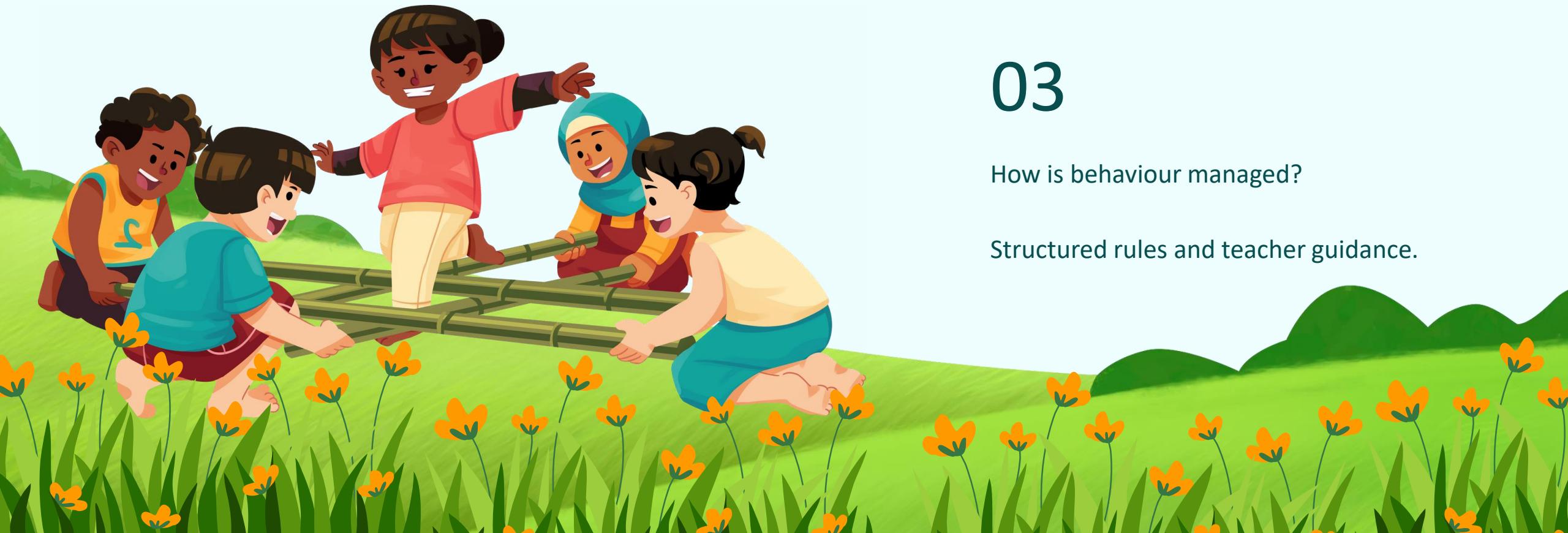
How is safety ensured?

Supervision and safe materials only.

03

How is behaviour managed?

Structured rules and teacher guidance.



# Thank you for joining us in this journey

---

Let's continue to support and inspire every  
child

