

# *Welcome to* *Springdale* *Primary School*



# *Key Personnel*

**Mdm Abidah Bibi Marikar**

*Year Head/Upper Primary*

*(P1 & P6)*

*Email address:*

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# *Principal's Welcome Address*



**Mrs Anne Quek  
Principal**





Welcome to Springdale Primary

OFFICIAL (CLOSED) \ SENSITIVE (NORMAL)

# Theme for 2025

"Empowering Future  
Minds: Innovating  
Learning to nurture  
Adaptive Thinkers,  
Effective Communicators,  
and Contributing Citizens"



# 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

# Our Mission

# Our Vision

To engage  
young  
minds

mould their  
character

equip them  
for the  
future

A secure individual

A leader of self-  
worth

A significant  
citizen

Building Confidence  
through scaffolding  
the right Support

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

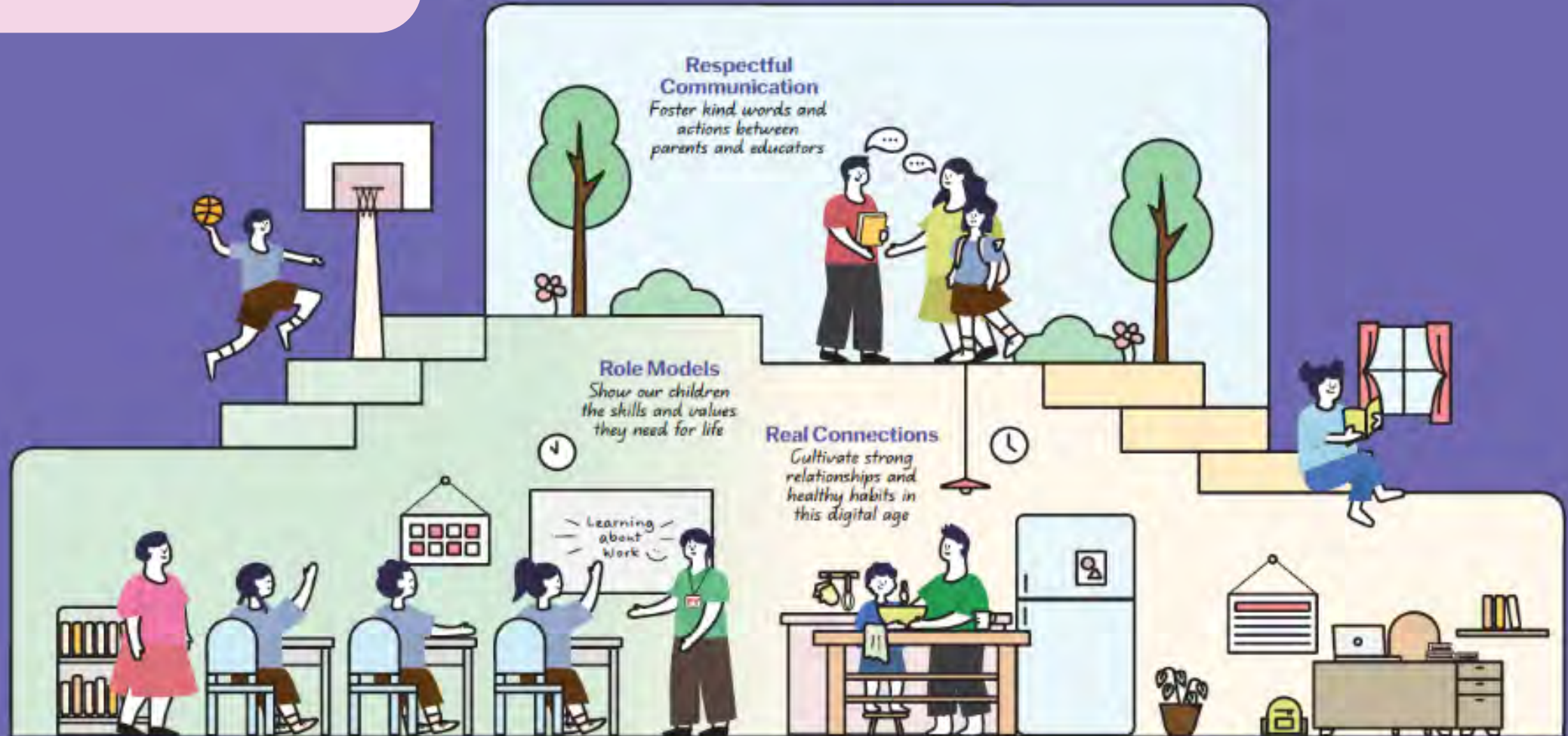




Our children do best when schools and parents work hand in hand to support them.

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**



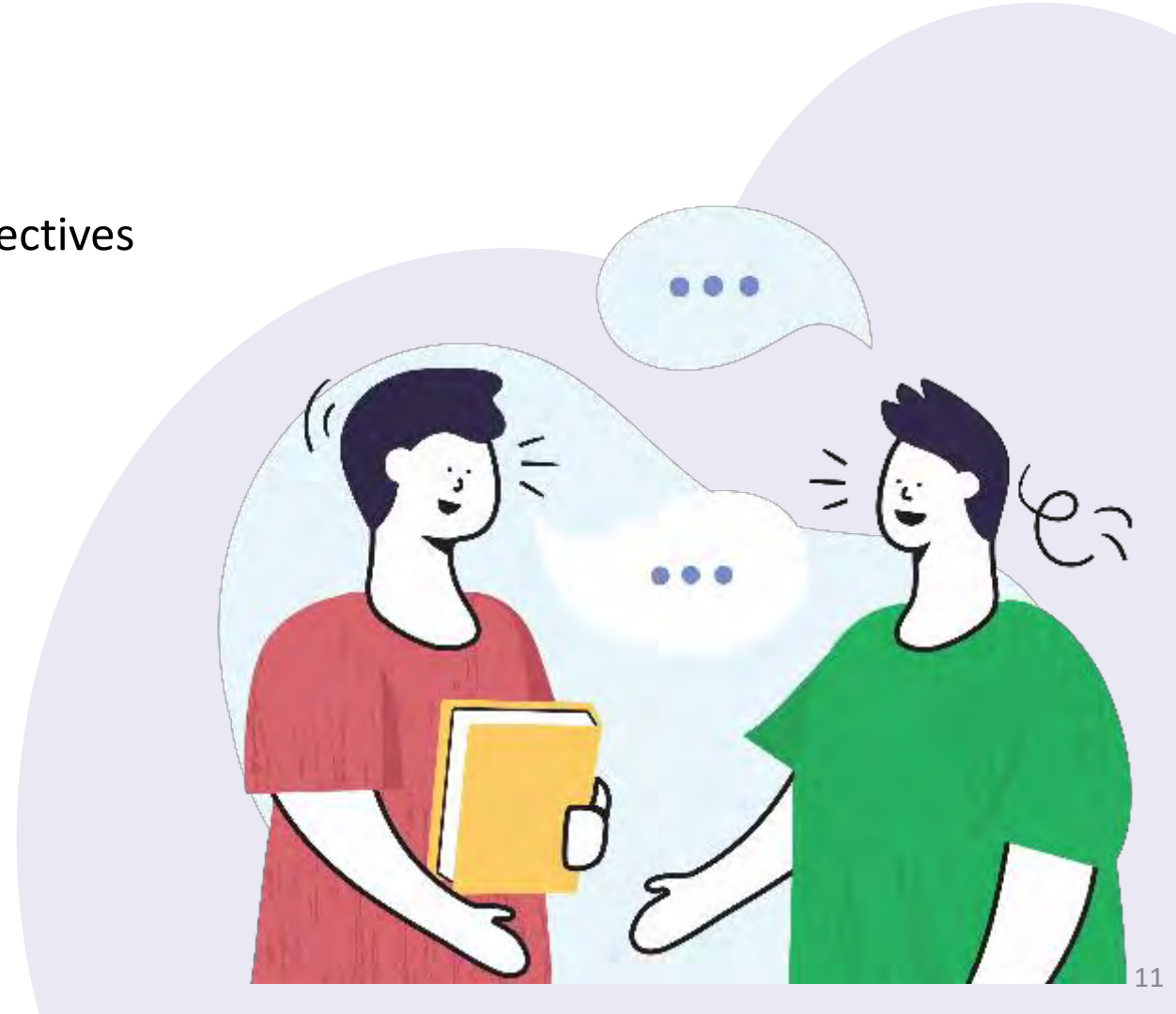
Listen to and understand each other's perspectives and concerns regarding each child



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

**Building Relationships** Page 20

**Helping Your Child Build Healthy Relationships**

Healthy relationships and supportive networks contribute to your child's overall well-being, and allow them to experience a sense of community and belonging.

**Things You Can Do**

- 1. **Expose your child to a range of social situations.**
  - For younger children, create opportunities for them to interact with other children of similar ages (e.g. school recess).
  - For older children, encourage them to make friends with peers who have similar interests.
- 2. **Encourage your child to arrange safe meeting opportunities.**
  - Encourage your child to stay in touch with their friends and trusted adults (e.g. meet up with former classmates, visit former teachers on Teachers' Day).

**Things You Can Say**

- 1. **Talk to your child about the qualities that make a good friend (e.g. empathy, being respectful), and how to exhibit these qualities.**

When you see your friend struggling, put yourself in their shoes. How would you want a friend to support you?
- 2. **Offer children an opportunity to figure out the balance between being themselves and fitting in with others. Stay consistent to your child and let them know that they can talk to you if they feel pressured to do things that they are uncomfortable with.**

If you ever feel pressured to do something or be someone you're not in order to fit in, please know that you can come to me to share your thoughts and struggles. We will work through that together.
- 3. **Listen to your child's problems and ask probing questions to help them find ways to resolve their friendship issues.**

How has this affected you or your friend?  
What are your expectations of a good friend?  
How can you make things better?

YOU'VE GOT THIS

**Navigating the Digital Age** Page 24

**Helping Your Child Thrive in the Online Space**

It is important to help your child understand that not everyone holds the same point of view as them. To help them navigate these differing viewpoints, you can guide them to express their opinions confidently online while respecting others' opinions. This will help them contribute to a healthy online community.

**Things You Can Do**

- 1. **Encourage your child to keep an open mind and provide opportunities for them to access information that would enable them to consider issues from multiple perspectives.**

Why do you think they said that?  
If you were in their shoes, would you agree with their opinion?  
Consider the issue from another perspective by applying **S.U.R.E.** (Source, Understand, Research, and Evaluate).
- 2. **When your child is responding to another person's article, encourage them to exercise empathy and respect. If you notice that your child is engaging in negative behaviours (e.g. sending unkind messages), correct them and help them to understand why their actions are wrong.**

Is your message respectful and organised?  
Consider the issue from another perspective by practicing **T.H.I.N.K.** (Thoughtful, Helpful, Inspiring, Necessary, and Kind).
- 3. **Posts with negative comments may upset your child, even if they are not directed towards them. Encourage your child to share their thoughts and feelings about these comments with you or a trusted adult.**

How do these comments make you feel?  
It's okay to feel upset. It's also okay not to respond to those comments. Share with us all the comments and notifications and do something else for now!

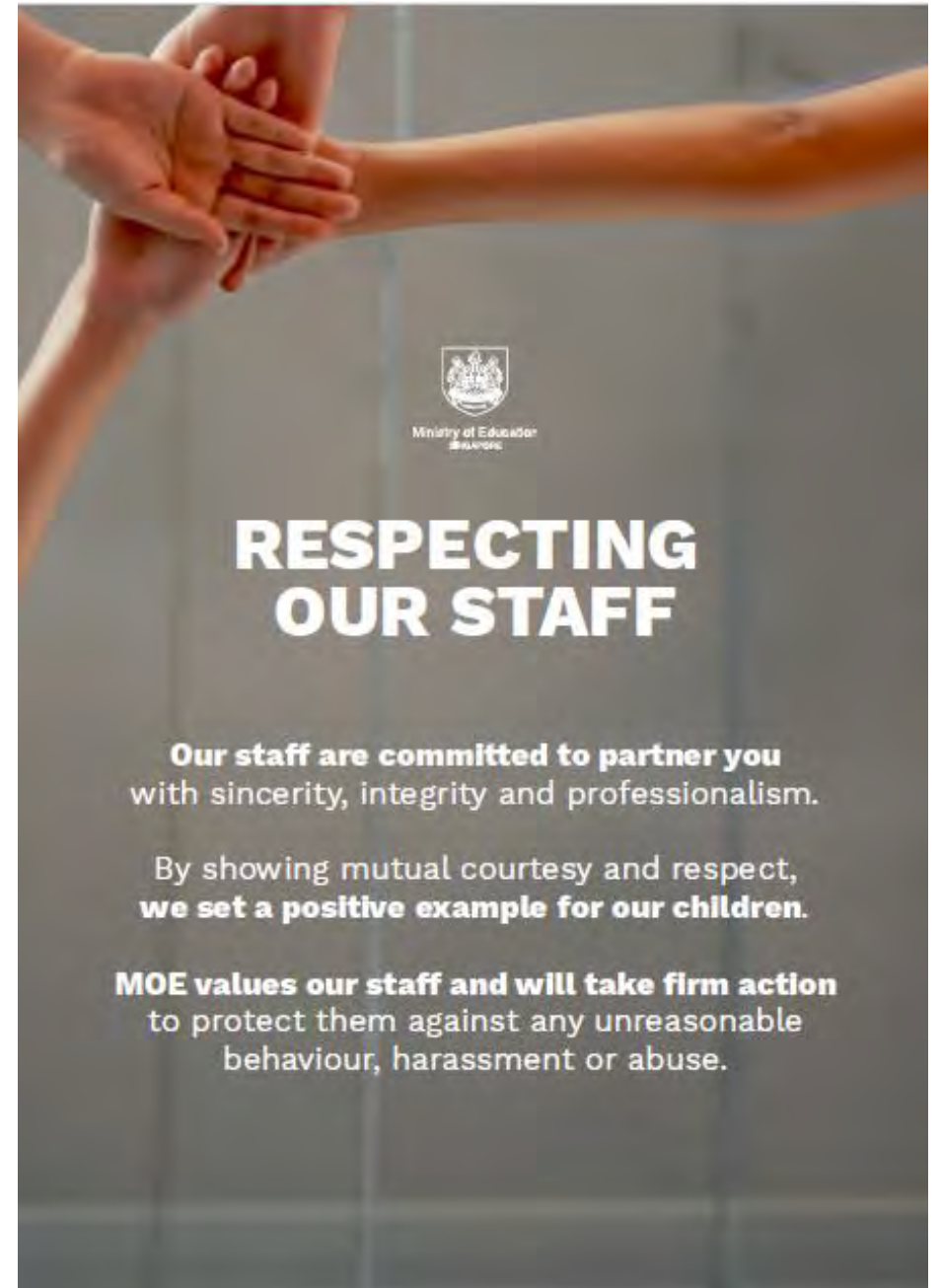
YOU'VE GOT THIS



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.



# *SPVC Sharing*



**Welcome Message from Springdale Parent Volunteer Club  
Chairperson**

Dear P1 parents,

On behalf of our Springdale Parent Volunteer Club (SPVC), we would like to warmly welcome you to our Springdale Family.

SPVC 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 SPVC! 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**

SPVC Chairperson (2024/2025)

*In the meantime, read more about SPVC activities at*  
[https://www.springdalepri.moe.edu.sg/parents-  
infoweb/Springdale-Parent-Volunteer-Club/](https://www.springdalepri.moe.edu.sg/parents-infoweb/Springdale-Parent-Volunteer-Club/)

# Welcome Message from Springdale Parent Volunteer Club Chairperson

[https://www.springdalepri.moe.edu.sg/parents-  
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# SPVC Upcoming Activities in 2025

# CALENDAR OF

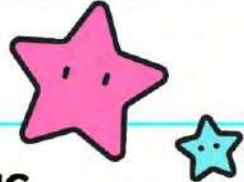
# 2025 EVENTS

JANUARY

SPVC BREAKFAST MEETING  
CHINESE NEW YEAR

MARCH

HARI RAYA



MAY

FAMILY BONDING

AUGUST

NATIONAL DAY



SEPTEMBER

TEACHER'S DAY

OCTOBER

CHILDREN'S DAY CARNIVAL  
DEEPAVALI

NOVEMBER

YEAR END FAMILY BONDING





**We look forward to seeing you in SPVC!**

# SPRINGDALE PRIMARY SCHOOL



P1 Parents' Briefing  
2025



# ENGLISH LANGUAGE



P1 Parents' Briefing 2025



# 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.

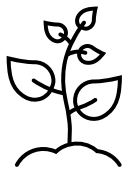
Discerning  
Reader

# SDPS ENGLISH CURRICULUM

## Reading



Strategies for English  
Language Learning and  
Reading



Read and Grow

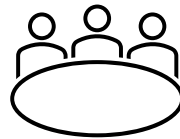


Extensive  
Reading

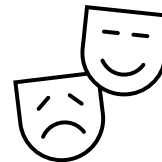
## Oracy Programme



Thinking Routines



Let's Talk

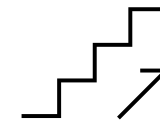


Drama,  
Moo-O

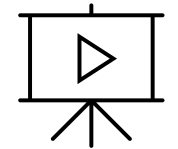
## Writing Development



Thinking Routines



6-years skills  
development



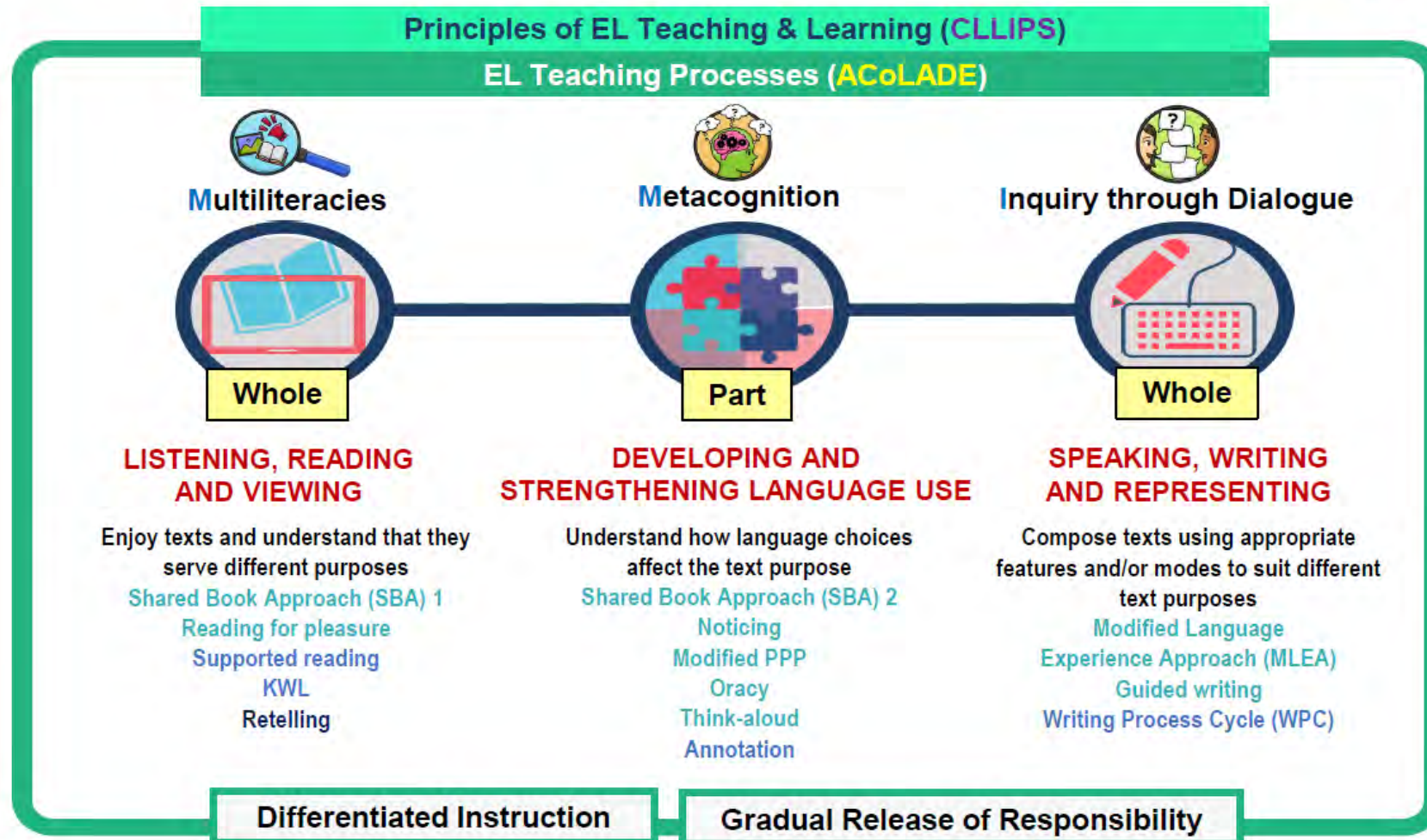
Authentic  
experiences



Active participants in the learning process

# Strategies for English Language Learning & Reading

## Framework for Language Learning in the STELLAR<sup>®</sup> Classroom 2.0



Guided by  
ELS 2020:

Principles of EL  
Teaching &  
Learning (CLLIPS)

EL Teaching  
Processes  
(ACoLADE)

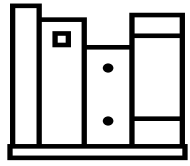
Pedagogical  
Emphases (MMI)

Strategies first  
introduced at these  
levels:

- Lower Primary
- Middle Primary
- Upper Primary



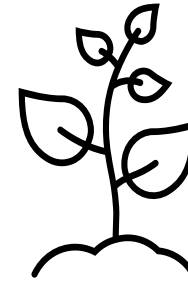
# READING PROGRAMME



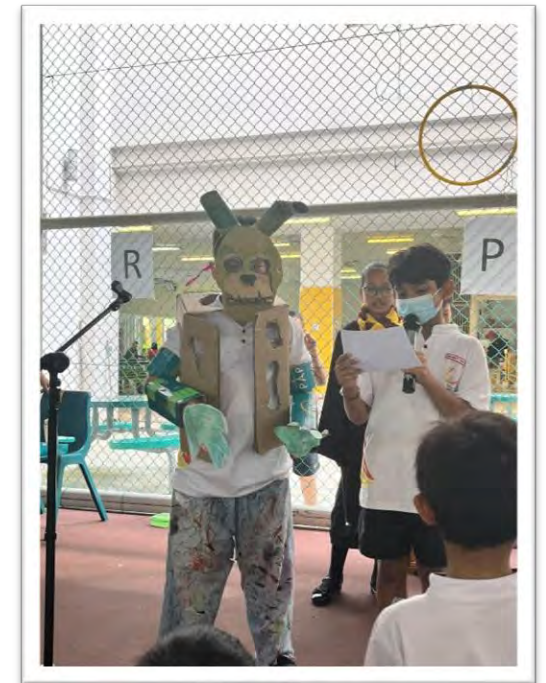
WOW – World of Wonders  
School library



Extensive  
Reading



Read and Grow

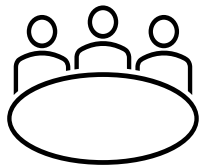


# ORACY PROGRAMME

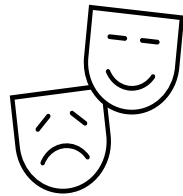
## Oracy Programme



Thinking Routines



Let's Talk



Moo-O

Drama elements during lessons for SBA

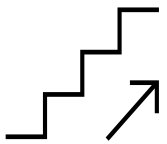


# WRITING DEVELOPMENT

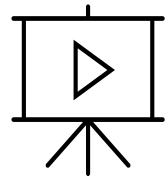
## Writing Development



Thinking Routines



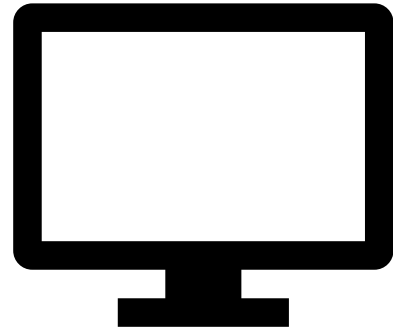
6-years skills development



Authentic experiences



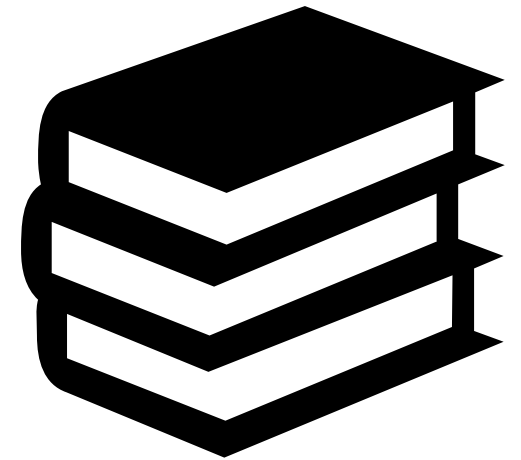
1



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

3

2



# Some questions you may have...



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

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

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



What do you see?



How do you feel?



What do you think about that?



What does it make you wonder?



# RESOURCES FOR PARENTS

## Recommended reading lists for children

<https://www.nlb.gov.sg/Browse/ForChildren.aspx>

## E-stories for children

You-tube: search 'I love to read', 'read-alouds for 1<sup>st</sup> grade'

NLB Tumble Book Library

- <http://eresources.nlb.gov.sg/index.aspx>

## Reading Aloud

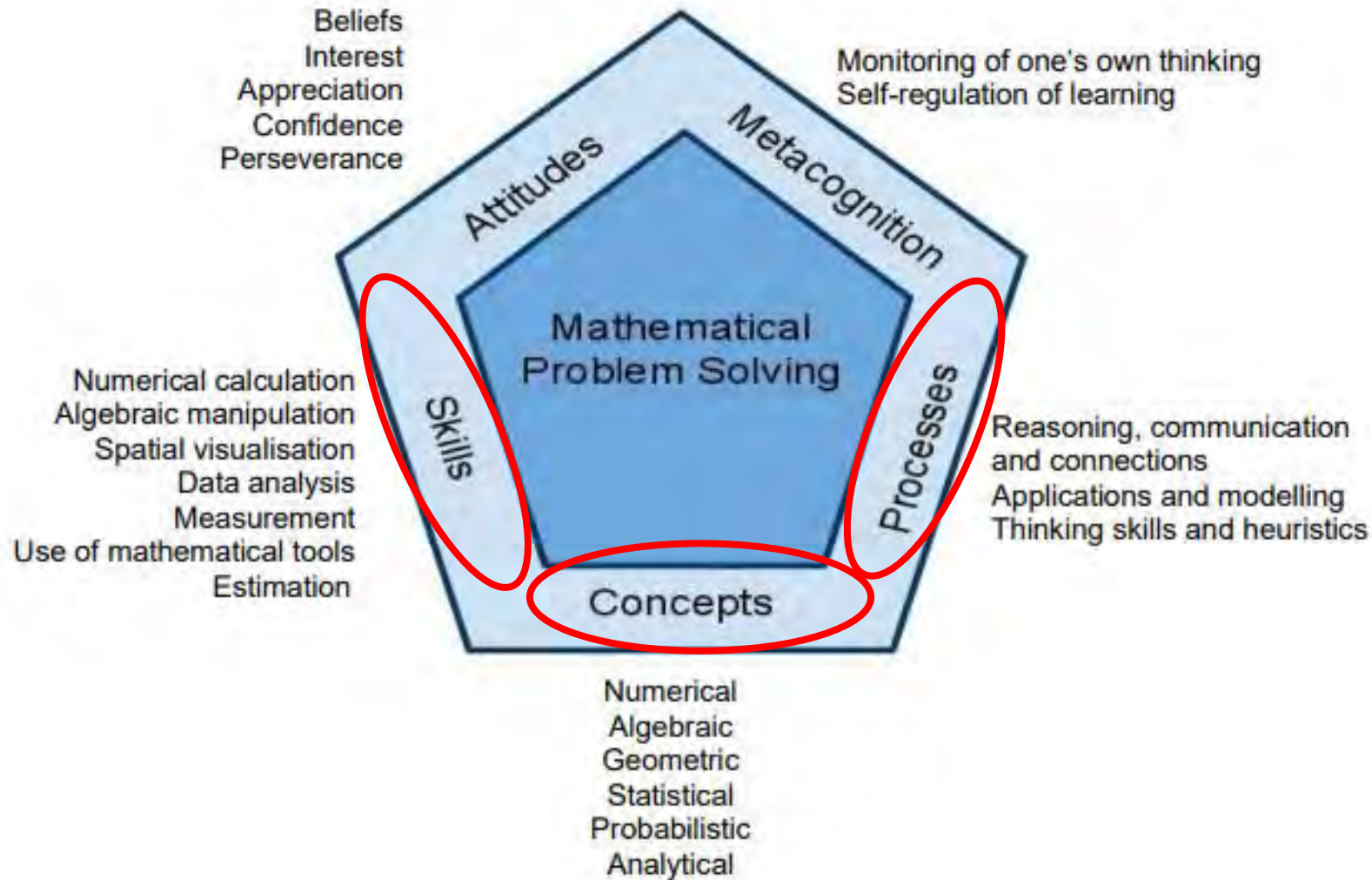
- <http://www.howjsay.com/>
- <http://dictionary.cambridge.org/dictionary/english/pronunciation>



# MATHEMATICS



# THE CENTRAL FOCUS



# THE C-P-A APPROACH

- **Concrete**

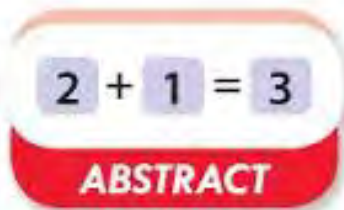
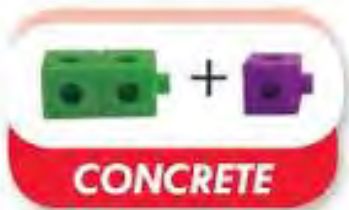
Using manipulatives or other resources to construct meanings and understanding

- **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 & SLS

## 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**

1 Xinyi and her family go to a dim sum stall for breakfast. They order 3 baskets of the same type of buns.

How many buns will we have altogether?

There are 5 seats around each desk in a library.

There are 6 desks in the library. How many people can be seated in all?

## Mathematics AROUND US

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



**Thinking Aloud**

1 Raju buys 2 different items for ₹100. Which two items can he buy?

2 I have ₹100. I have more money than you. I have ₹100. I have more money than you.

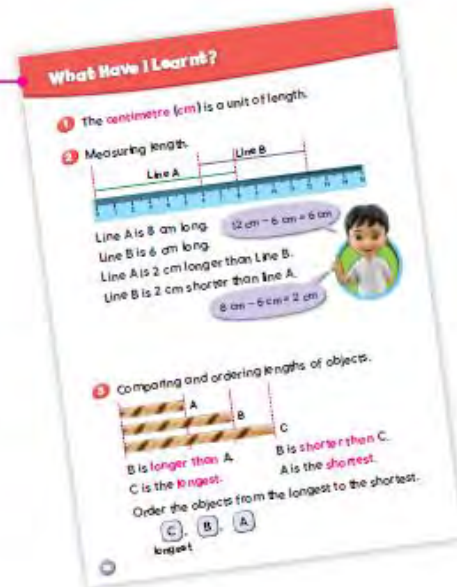
Who has more money?

## 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.



**What Have I Learnt?**

1 The centimetre (cm) is a unit of length.

2 Measuring length.

Line A is 8 cm long.  $12\text{ cm} - 6\text{ cm} = 6\text{ cm}$   
Line B is 6 cm long.  
Line A is 2 cm longer than Line B.  
Line B is 2 cm shorter than Line A.  $8\text{ cm} - 6\text{ cm} = 2\text{ cm}$

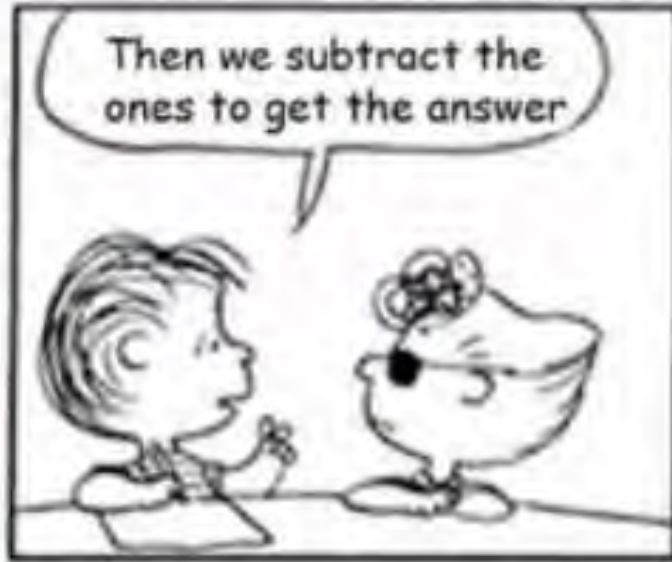
3 Comparing and ordering lengths of objects.

B is longer than A. B is shorter than C.  
C is the longest. A is the shortest.

Order the objects from the longest to the shortest.

C, B, A  
longest

# MATH LANGUAGE



**TOTAL**

**REGROUP**

**MORE/ LESS THAN**

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

# MAKING LEARNING MATHS FUN



**Factual Fluency Programme**



**How many tarts in each group and which one is your favourite?**

ZHANG XUYI, 1G

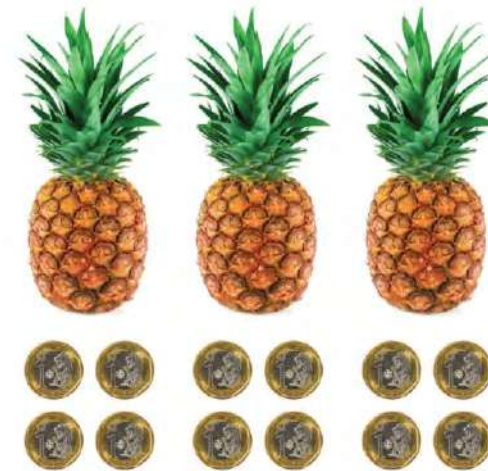




# SUPPORT FOR YOUR CHILD

## Trip to a Supermarket

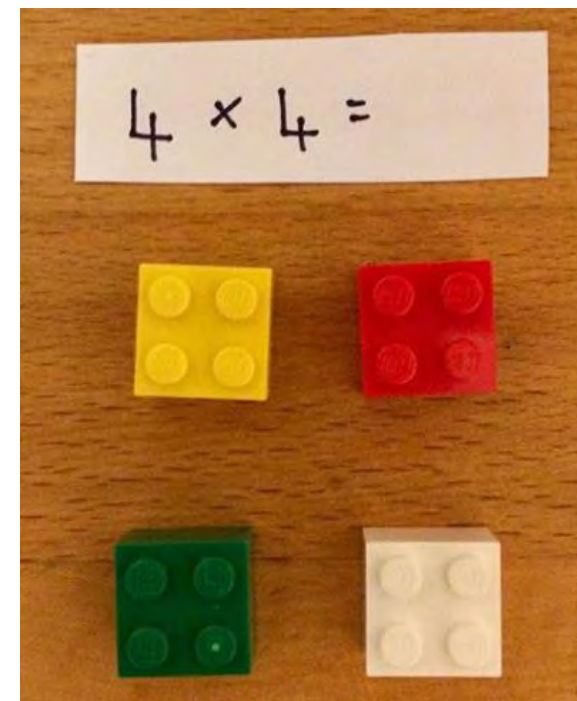
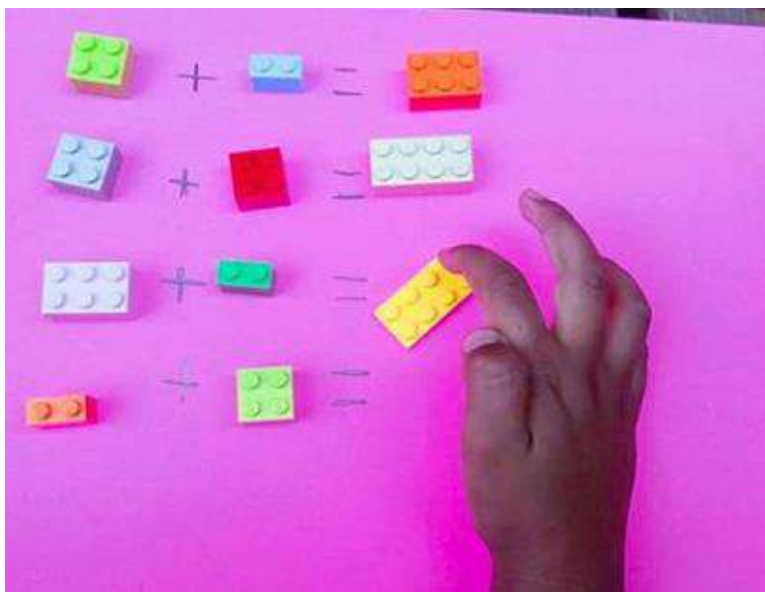
- **Countable and Uncountable items**
- **Comparing items using more than, less than and as many as**
- **Money**
- **Introducing units of measurement**
  - **mass (kilogram or gram)**
  - **volume (litres, millilitres)**



# SUPPORT FOR YOUR CHILD

## Day-to-day items

- Macaroni
- Toys
- Blocks
- Clips

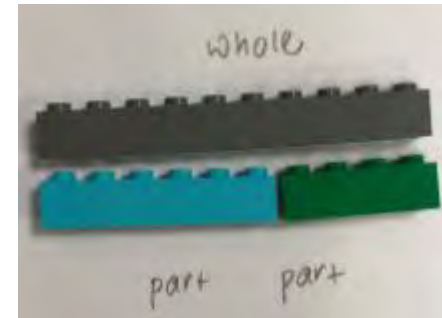


# SUPPORT FOR YOUR CHILD

## FACTUAL FLUENCY

It is the ability to quickly and accurately recall the answer to basic math facts such as committing times table to memory.

**Purpose:** To ease students' cognitive load on factual fluency to focus on problem-solving and learning new concepts.



# SUPPORT FOR YOUR CHILD

## • Review regularly

- ✓ School work & worksheets
- ✓ Go through questions & corrections to achieve mastery of skills
- ✓ Common errors in Math:
  - Transfer errors? Missing units?
  - Miscalculations? Misread?





# MOTHER TONGUE LANGUAGE



# MOTHER TONGUE LANGUAGE CURRICULUM

1

Communicate more effectively in MTL

2

Appreciate their cultural heritage

3

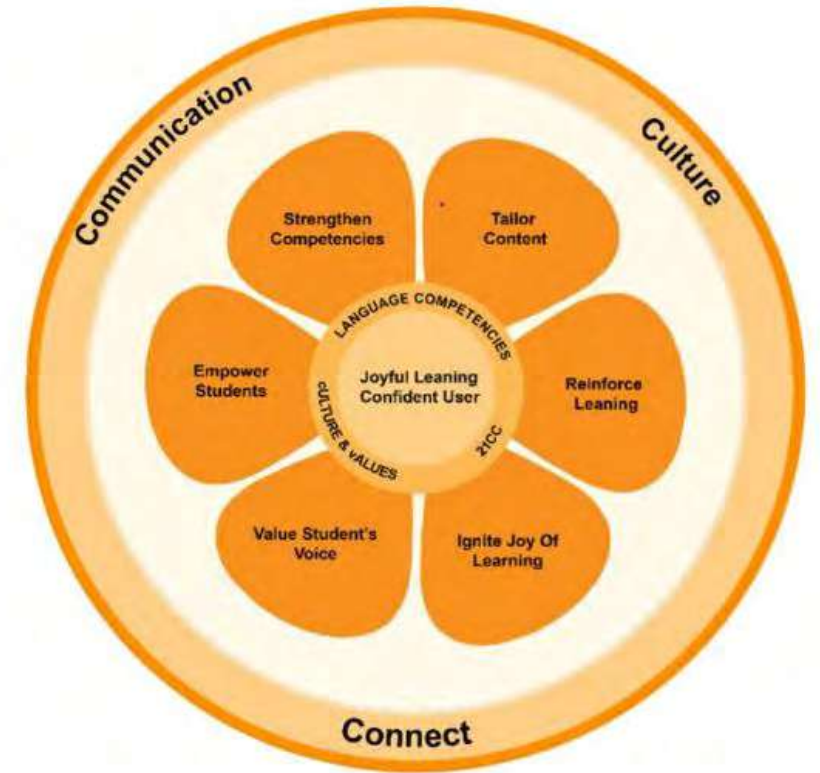
Connect with wider communities across Asia and the world

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



# 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**



**Big Book**



## Civic and Cross-Cultural Literacy

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

## Cross-Cultural Literacy

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

# 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.

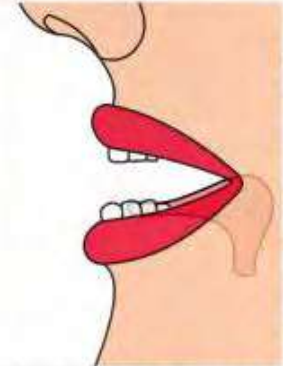
- Students to learn about canteen food and vocabulary they can use in conversations.

# 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 – T2W1-2



# 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.

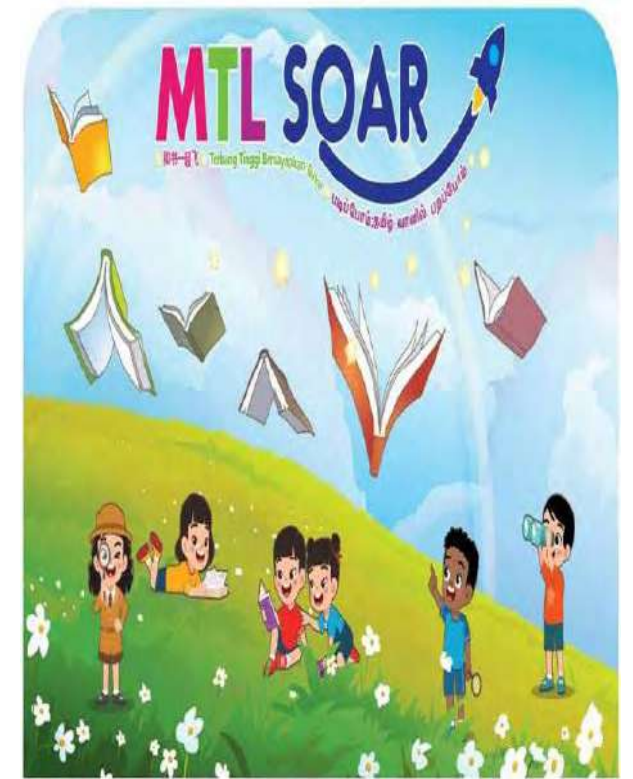
- MOE will introduce a new structured reading programme from 2025.
- Primary 1 and 2 students will have 30 minutes of their MTL curriculum time set aside for reading and library activities.
- MTL SOAR will be progressively rolled out to all levels by 2029.



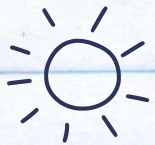


# Objectives of MTL SOAR

- To instil in students the **love for reading in MTL:**
  - o Spark interest, **O**pen minds, **A**ppreciate cultural roots, **R**ise 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*







**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



## 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

DEVICES USED DAILY BY CHILDREN (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Smartphone	84	67	85	98
Personal laptop	32	13	30	51
Family laptop	36	44	37	27
Tablet/iPad	52	65	51	40
Others	5	7	5	5

Source: The Straits Times, 7 Feb 2021

Age when they started using social media

Current age/ Starting age	Overall	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%



# 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

\*Character and Citizenship Education(Form Teacher Guidance Period)



# 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 Page 1 of 2



## 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?"



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Part of these resources were adapted from the Parenting Strategies Program (<https://www.parenting.gov.sg/psp>) and the Partnership Parenting (PP) Program. It is available in consultation with the Program Lead, Professor Maria Tzipi from Massey University. Use of the material is governed by the terms of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, found at <https://creativecommons.org/licenses/by-nc-sa/4.0/>. Your attention is drawn to Section 5 of the terms of the license.

# 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*

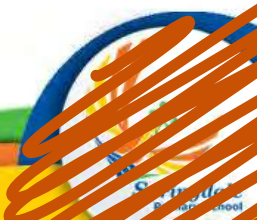


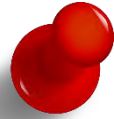
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For more bite-sized resources (practical tips and strategies) on building strong parent-child relationships, supporting your child's mental well-being and parenting in the digital age, scan the QR code above to download a copy of the **Parenting for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

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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!





# 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



# 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

- Understand and Care for Oneself
- Show Care and Respect for Others
- Make Responsible Decisions and Act on Them

- Enjoy Participating in Art
- Express Ideas and Feelings through Art
- Demonstrate Awareness of Art from Different Cultural Groups

- Listen and Speak for Enjoyment and Information
- Read with Enjoyment and Understanding
- Communicate Ideas and Information through Writing or Using Symbols or Letter-Like Shapes

- Basic Understanding of Numbers Up To 10
- Recognise Simple Patterns
- Compare Quantities Between Two Groups of Objects

- Enjoy and Show an Interest in Learning Mother Tongue Language.
- Enjoy and Show an Interest in Listening and Speaking in Mother Tongue Language.
- Demonstrate Awareness of Local Ethnic Culture

- Enjoy Participating in Music and Movement Activities
- Express Ideas and Feelings through Music and Movement Activities
- Demonstrate Awareness of Music and Movement from Different Cultural Groups

- Enjoy Physical Activities
- Display Coordination in Motor Tasks
- Demonstrate Awareness of Healthy Habits and Safety

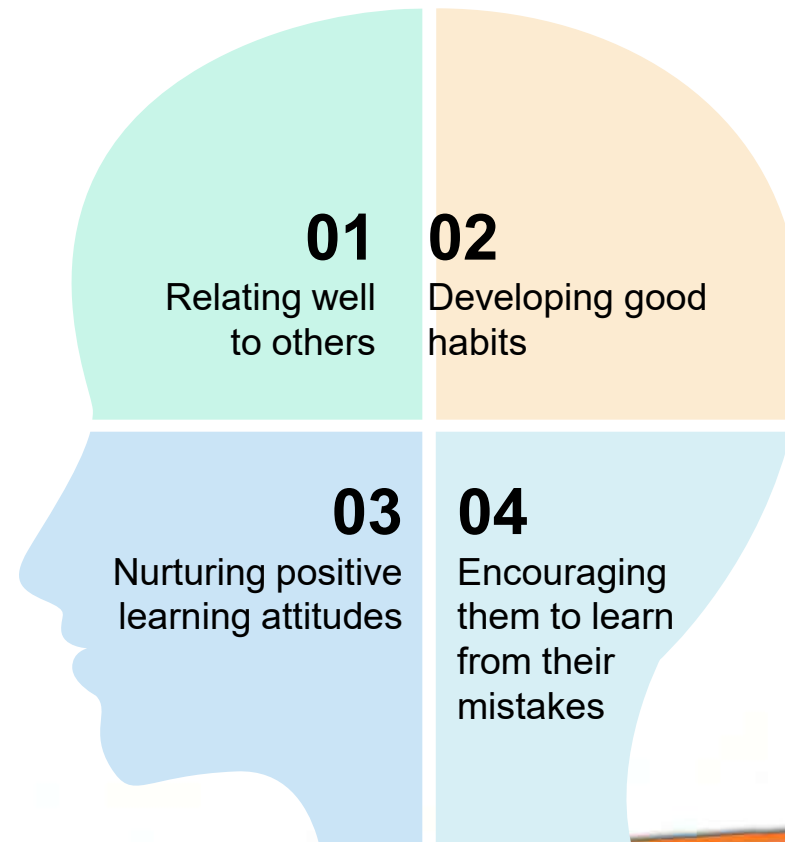
# HOLISTIC DEVELOPMENT PROFILE

SUBJECT	SEMESTER 1
<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



# WHAT DOES MY CHILD NEED AT PRIMARY 1?

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



# 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



**THANK YOU**

