

P1 Parents' Seminar

2026

A woman with long dark hair, wearing a black sleeveless top and a red belt, stands in the foreground on the right. Behind her is a lush green courtyard with several tall palm trees and various shrubs. In the background is a multi-story school building with orange and white horizontal bands and balconies.

Welcome to Riverside Primary School.

Parents of Groups 1/2/3

| Time | Activity | Remarks |
|---------------|---|--|
| 7.45am-8.45am | Part 1 of Parents Seminar | Venue: School Hall |
| 9.00am-9.45am | Parents to proceed to canteen to see their children having recess | Venue: Canteen Recess: 9.00am to 9.45am |
| 10am-10.30am | Part 2 of Parents Seminar | Venue: School Hall |
| 10.30am | End of Programme | Parents are to go home and to come back to school around 1.20pm if you are fetching your child |

Parents of Groups 4/5/6/7

| Time | Activity | Remarks |
|----------------|---|--|
| 7.45am-8.45am | Part 1 of Parents Seminar | Venue: School Hall |
| 9.00am-9.30am | Part 2 of Parents Seminar | Venue: School Hall |
| 9.45am-10.30am | Parents to proceed to canteen to see their children having recess | Venue: Canteen Recess: 9.45am to 10.30am |
| 10.30am | End of Programme | Parents are to go home and to come back to school around 1.20pm if you are fetching your child |

Principal's Address

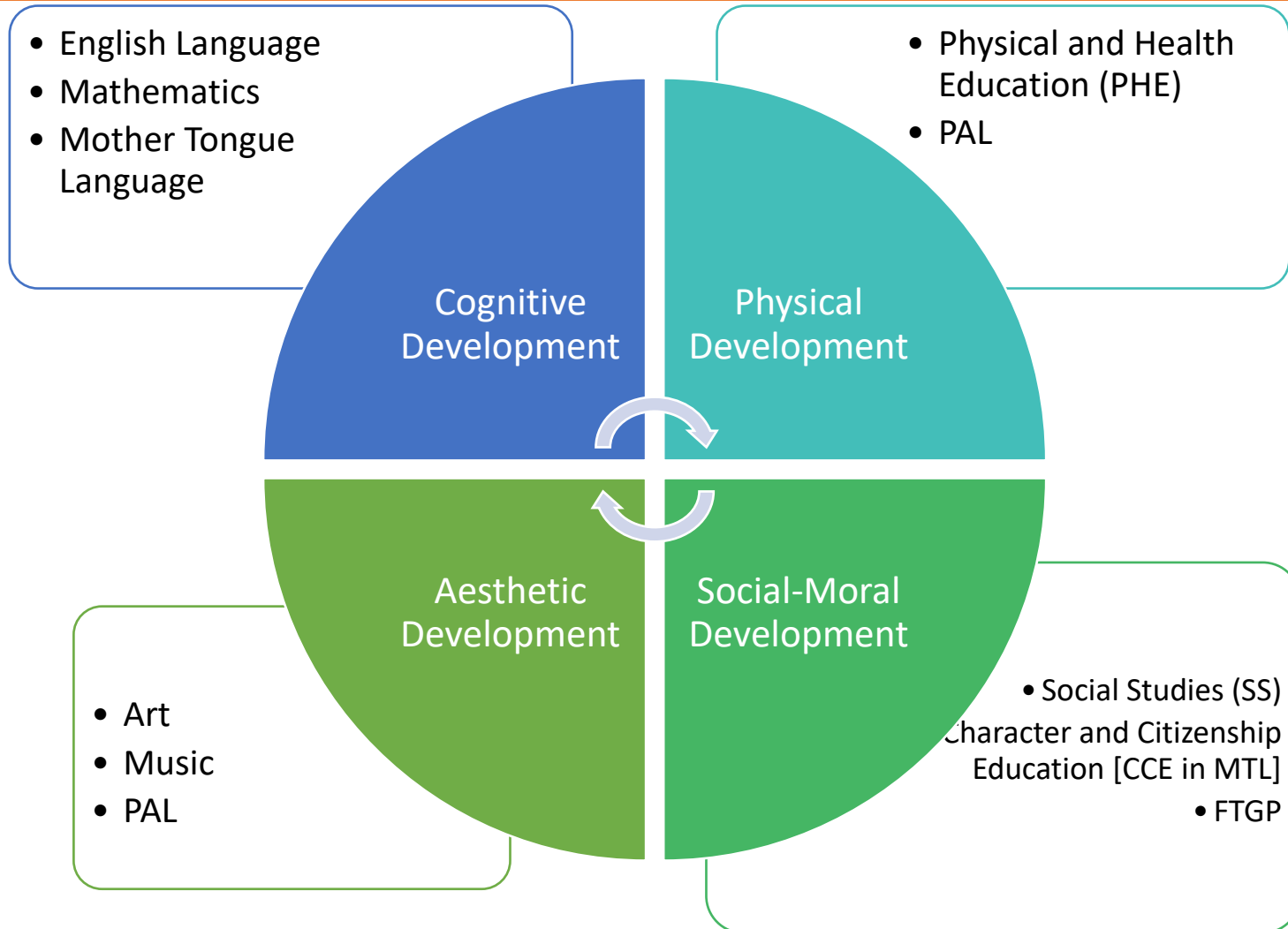
Mr Albert Chia



Learn for Life

Curriculum & School-based Assessment Student Awards

The P1 Curriculum



Notes

1. Science is formally learnt from P3 onwards.
2. Literacy and numeracy are the focuses for P1/P2
3. At P1/P2, there are Learning Support Programmes for English Language and Mathematics.

P1 Curriculum Time Allocation

| Subjects | Curriculum Time | Periods |
|------------------|-----------------|--------------------|
| English Language | 7h 30min | 15 (30min) periods |
| CL/ML/TL | 6h | 12 (30min) periods |
| CCE in CL/ML/TL | 1h | 2 (30min) periods |
| Mathematics | 4h 30min | 9 (30min) periods |
| Science | --- | --- |
| Social Studies | 30min | 1 (30min) period |
| Art | 1h | 2 (30min) periods |
| Music | 1h | 2 (30min) periods |
| PE and HE | 2h | 4 (30min) periods |
| Assembly/FTGP | 1h | 2 (30min) periods |
| PAL | 1h 30min | 3 (30min) periods |
| Recess | 2h 30min | 5 (30min) periods |



SBA Changes: Through the Years

Before 2019

**From
2019**

**From
2020 or 2021**

**From
2022 or 2023**

Adjusting School-based Assessment Structures

P1

> No examination, but weighted assessments are conducted throughout the year

P2

> Weighted assessments throughout the year and year-end exam

P3-6

> Mid-Year Exam (MYE) and End-of-Year Examination (EYE) in addition to weighted assessments throughout the year

Secondary level

> Most schools conduct MYE and EYE in addition to weighted assessments throughout the year

P1 & P2

> Removal of all weighted assessments (including P2 EYE)

S1

> Removal of MYE

From P3 to S4/5

> Schools to conduct no more than one weighted assessment per subject, per school term. This is in addition to MYE and EYE at levels where this is applicable

P3, P5, S3

> Removal of MYE

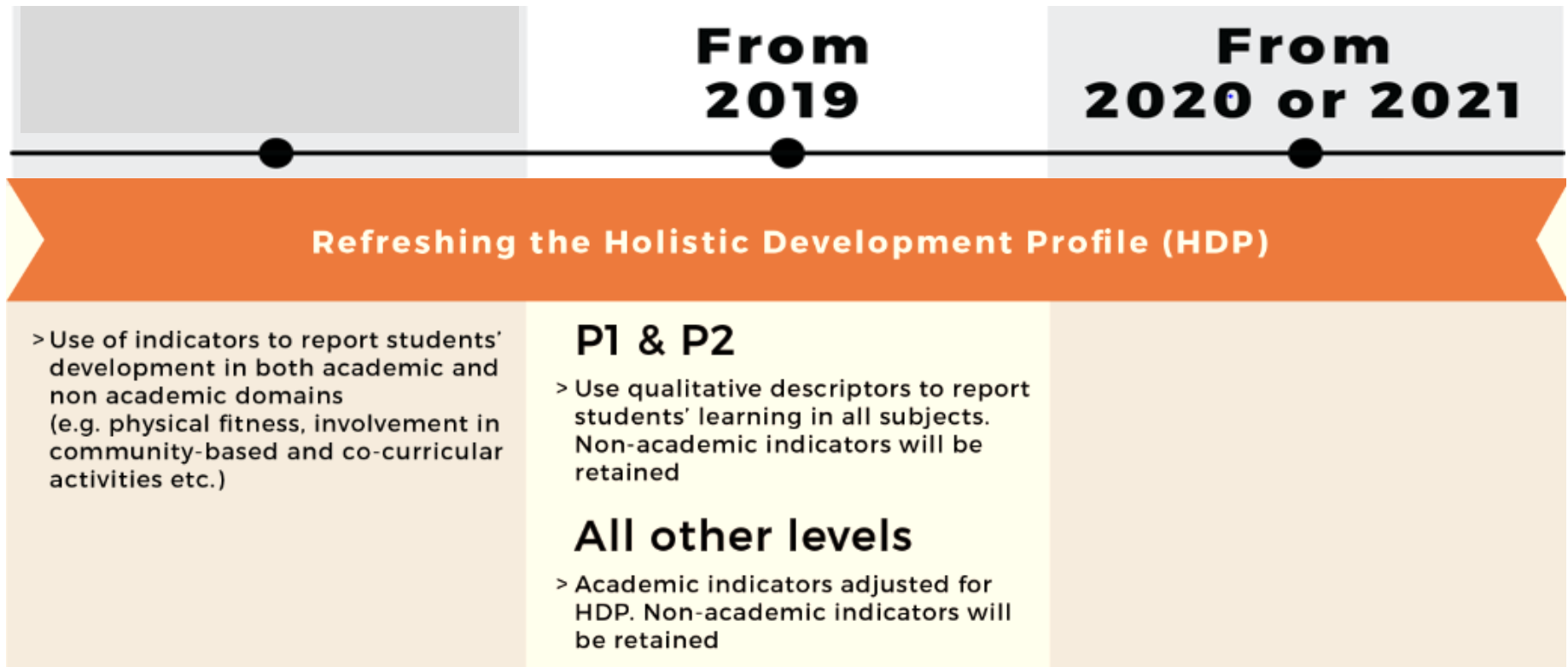
P4, P6, S2, S4/5

> Removal of MYE



Image adapted from MOE Singapore Facebook, <https://www.facebook.com/moesingapore/posts/10157686745832004>

SBA Changes: Through the Years





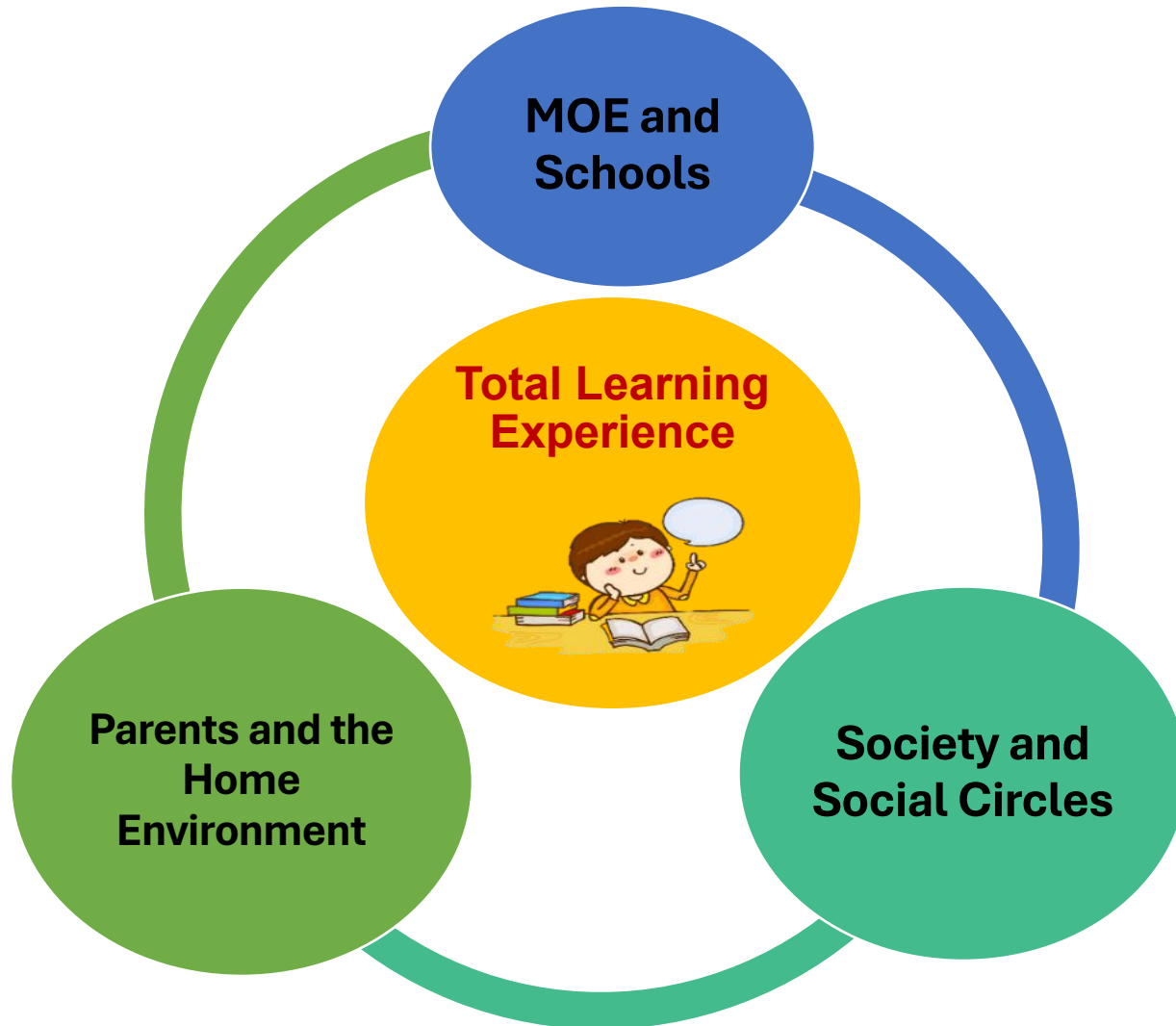
With these changes, students will:

- have more time and space to deepen learning
- better enjoy the process of learning
- develop dispositions for lifelong learning

No Weighted Assessments at P1

- Ensuring a smoother transition from K2 to P1
- Reducing anxiety and stress
- Enhancing the joy of learning
- Nurturing greater intrinsic motivation to learn
- Focusing on building a strong foundation of skills and values
- Providing information on learning progress
- Providing richer feedback on and a complete picture of the child's development

It takes a village to raise a child. MOE and schools partner parents to shape our children's learning experience.



Our children value our support and may feel a need to rise up to our expectations.

“Assessments are very small. There is not very much to be stressed about but the main reason why people get stressed is because parents have **very high expectations**. If you don't reach the expectations, you will get **scolded** or made to **feel not very good about yourself** even though it is for that one singular exam.”

- Pri sch student

“I think it is a fact that parents compare. For me, I have older siblings, so my parents say ‘Oh I expect you to do better than them.’ But they have done very well so it just stresses me out... the **comparison stresses me** out.”

- Sec sch student

** These quotations are taken from responses to a survey on student well-being conducted in February 2024.*

Every child is unique and requires different forms of support and motivation.

“I would like my parents to provide me with **moral support**.

For example,
encouraging me to do my best.”
- Shaun Sanjay

“I wish that my parents would nag less, and give me more alone time so that I can

spend time with my friends too.”
- Zafran

“I would like my parents to support me by **revising with me** the work that I’ve done.”

- Shane Sanjiv



* These quotations are taken from primary school students featured in an Instagram post on [parentingwith.moesg](https://www.instagram.com/parentingwith.moesg)



Education Minister Desmond Lee speaking in parliament on Sep 25, 2025.

“Singapore must break away from seeing education as 'arms race'”

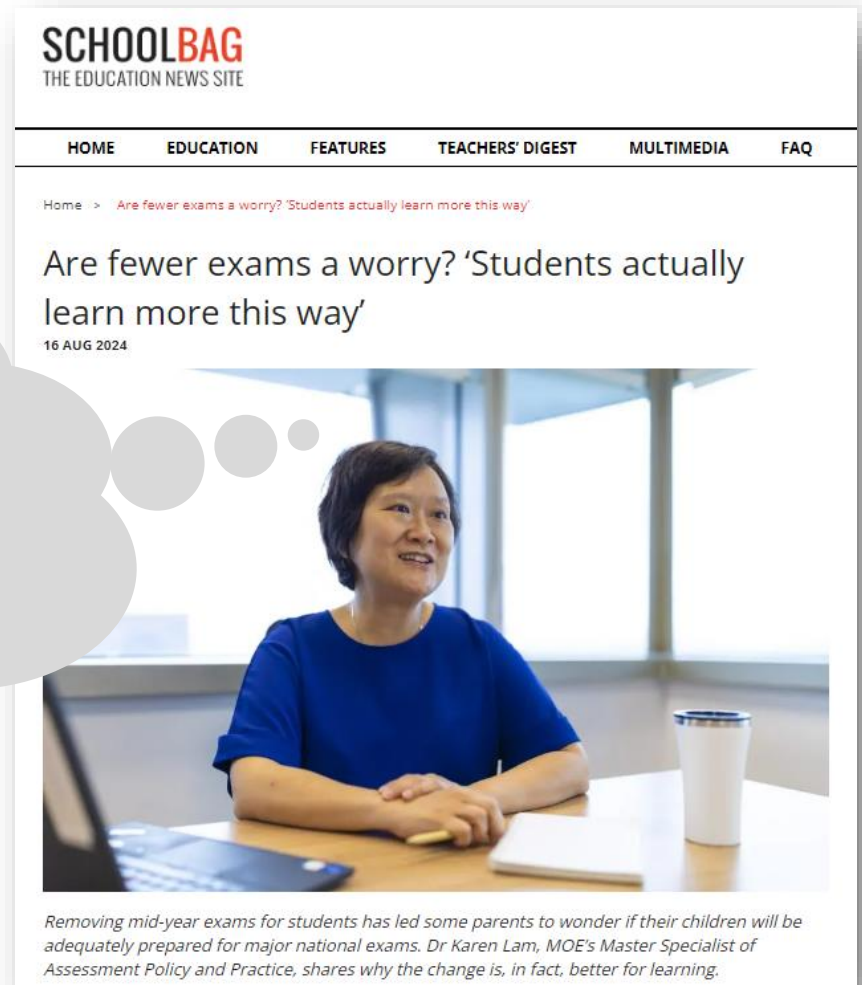
“Grades might still get you through the door, but how you are as a person determines how you do”

“While society does want to strive for excellence, an overemphasis on academic grades can create unhealthy levels of competition and stress”

“Shifting away from grades and paper qualifications is a multi-year effort”

We can encourage our children to reflect on feedback from classroom assignments to identify strengths and act on areas for growth.

*“Teachers have tweaked the way they assess students’ works, with more in-depth comments that encourage students to **reflect and act on their learning process**. The focus is on teaching and learning, and helping students to **develop core competencies**. We want to move away from teaching solely for the test.”*





Don't focus only on results

Encourage them to pursue their strengths,
interests and try new things.



Set goals together

Talk about their strengths, abilities and goals and how they can achieve them.



As parents, you can:

- encourage Joy of Learning by not over-emphasising academic performance
- focus on your child's learning journey, rather than compare them to others



Let your child know ...

- **Academic grades and scores are not the only indicators of your success.** Instead, you should learn to acquire deep knowledge and skills.
- You should use the time freed up from having to prepare for tests and examinations to deepen your learning and **develop your strengths and interests.**

School-Based Assessment

P1 Learning Outcomes

- English Language
- Mathematics
- Mother Tongue Language
- Physical Education
- Art
- Music
- Social Studies

School-Based Assessment

Example of Academic Learning Outcomes

| Subject | Primary 1 |
|-------------|--|
| Mathematics | <ol style="list-style-type: none">1) Understand numbers up to hundred.2) Understand addition and subtraction.3) Add and subtract numbers.4) Understand multiplication and division.5) Identify, name, describe and sort shapes.6) Tell time to the hour/half hour.7) Measure and compare lengths using everyday objects.8) Read and interpret picture graphs. |

School-Based Assessment

Example of Non-Academic Learning Outcomes

| Subject | Primary 1 |
|---------|---|
| Art | <ol style="list-style-type: none">1) Identify simple visual qualities in what they see around them.2) Ask questions about what they see.3) Draw from their imagination and observation.4) Play with a variety of materials and tools to make art.5) Share their imagination, thoughts and feelings through artmaking.6) Show interest in looking at a variety of artworks.7) Talk about what they see, feel and experience using basic art vocabulary of elements and principles of design such as lines, shapes, colours, patterns and proportion. |

School-Based Assessment

Levels of Attainment

| Level 1 | Level 2 | Level 3 | Level 4 |
|----------|-------------|---------|-----------|
| Starting | Approaching | Meeting | Exceeding |



School Based Awards (Academic & Non-Academic)



P1 School-based Awards

About Awards

- The P1 School-based Awards is in line with Learning Dispositions. The school awards have no criterion on citizenship status.
- The teachers' collective professional judgement is key.

P1 School-based Student Awards

| Academic Awards | | Non-academic awards | |
|---|---|---|---------------------|
| Star Learner Award (10 per class) | Gem Learner Award (5 per class) | Character Award (1 per class) | Talent Award |

Academic Awards (School): Star Learner & Gem Learner Award

Star Learner

P1/2/3

Attainment in
Perseverance,
Adaptability and
Enthusiasm (PAE)

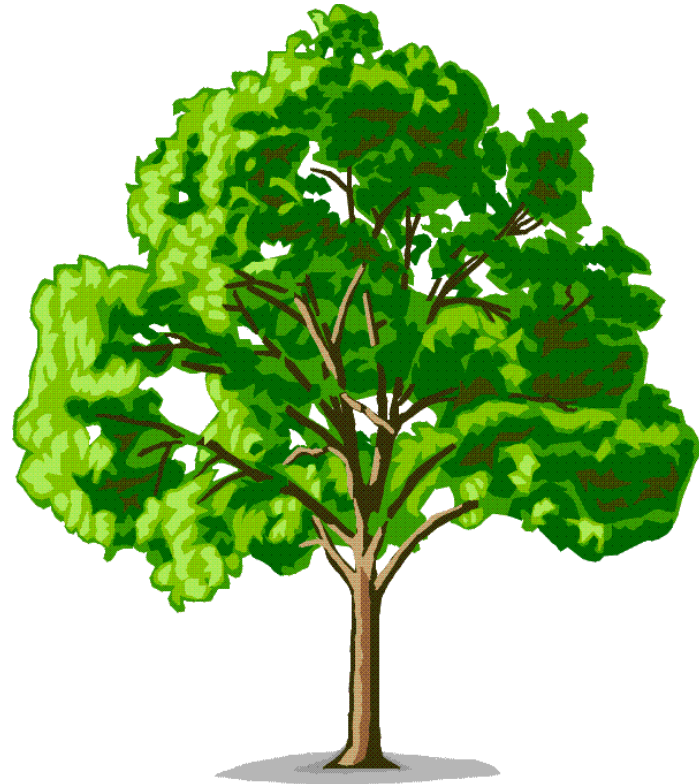
Gem Learner

P1/2/3

Improvement in Perseverance, Adaptability and Enthusiasm
(PAE)

P1 School-based Awards

Star Learner Award

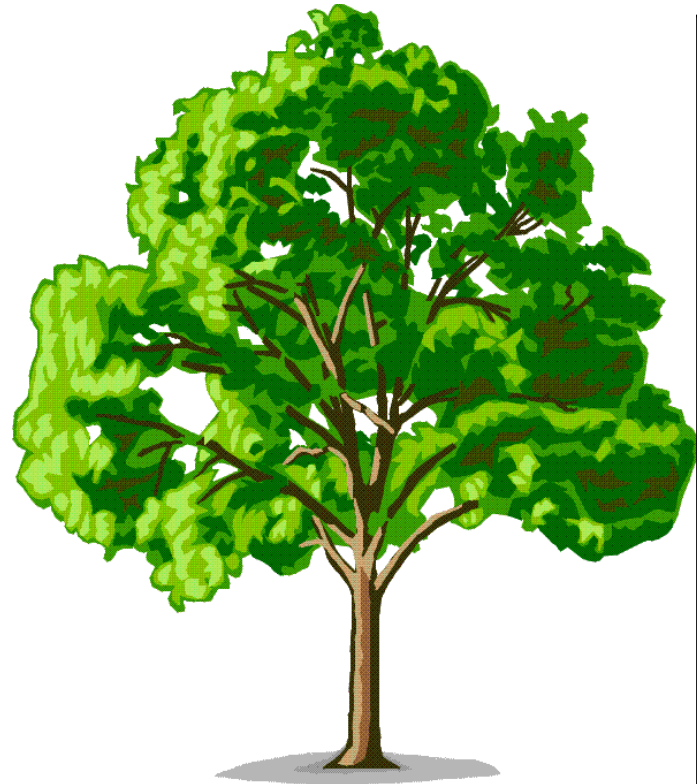


School Guidelines

- 10 per P1 Class regardless of Citizenship.
- Baseline: Attainment in Perseverance, Adaptability and Enthusiasm
- Recipients of P1 MOE EMB will be selected from the recipients of Star Learner Award. (Singapore Citizen only).

P1 School-based Awards

Gem Learner Award



School Guidelines

- 5 per P1 Class regardless of Citizenship.
- Baseline: Improvement in Perseverance, Adaptability and Enthusiasm
- Recipients to be different from “Star Learner Award”

Learning Dispositions for Star / Gem Learner Award

| No. | SPARKLE Value | Actions/Behaviours |
|-----|---|---|
| 1. | Perseverance <ul style="list-style-type: none">• Resilience and grit | <ul style="list-style-type: none">• The student works independently.• The student works towards learning goals in a determined and disciplined manner. |
| 2. | Adaptability <ul style="list-style-type: none">• Open-mindedness | <ul style="list-style-type: none">• The student is open to learning in a new situation.• The student acts on feedback and uses it to improve performance. |
| 3. | Enthusiasm <ul style="list-style-type: none">• Joy of learning• Curiosity | <ul style="list-style-type: none">• The student participates actively in lessons across subjects.• The student listens attentively and actively.• The student asks questions relevant to the area of learning.• The student seeks clarification when in doubt. |

Non-academic Awards (School- based)

Character Award

Primary 1 – Primary 6

Attain Conduct Grade of “ Very Good” and above

- Demonstrated aspects of the school values, particularly **Kindness** and **Responsibility** on a sustained basis
- The student must be a role model in his/her conduct, behaviour and actions, and attitude to others

Non-academic Awards (School)

Talent Award

Primary 1 – Primary 6

Attain Conduct Grade of “Good” and above

- Achievements in local/ national/ international competitions
- Talent Identification by National Body

P1 MOE AWARDS

(Acad)

- EMB

(Non- Acad)

- ECHA AWARD

- EAGLES Award (21CC)

Academic Awards: MOE Edusave Awards

Edusave Merit Bursary (EMB)

Singapore Citizens

P1

Students who consistently demonstrated positive learning dispositions in the course of the year, have demonstrated good conduct and whose monthly household income does not exceed \$7,500 (or per capita income does not exceed \$1,875).

Non-Academic Awards: MOE Edusave Awards

| EAGLES E21CC | EAGLES (Achievement, Good Leadership & Service) Award & EAGLES E21CC | Edusave Character Award (ECHA) |
|--|---|--|
| P1 & P2 | P3 to P6 | P1 to P6 |
| Singapore Citizens | Singapore Citizens | Singapore Citizens |
| Attain Conduct Grade of “ Very Good” and above | Attain Conduct Grade of “ Very Good” and above | Attain Conduct Grade of “ Very Good” and above |
| <ul style="list-style-type: none"> Students who have demonstrated good conduct, and 21st Century Competencies in a consistent and exemplary manner. | <ul style="list-style-type: none"> Students who have demonstrated leadership qualities, service to community and schools, excellence in non-academic activities, and good conduct. 4 areas: Achievement, Leadership, Service, E21CC | <ul style="list-style-type: none"> Students who demonstrate exemplary character and outstanding personal qualities through their behaviour and actions. The nominee will be selected from the recipients of the Character Awards OR Students who demonstrate resilience at an exceptional level and possess a high adversity quotient may be considered for this award. |



Reminders & Alerts

Reminders and Alerts

Punctuality for School

- All students are to be in school for attendance-taking by 7.35am.
- Students who arrive at the school foyer after 7.35am will be considered late for school.
- Recording and counting for late coming occurrences have started from 12 Jan 2026.

Reminders and Alerts

Personal Items

- Students are not allowed to bring personal items that will cause distraction to themselves and others (e.g. toys, trading cards) to school on their own accord.
- Students who bring such personal items to school without permission will have the items confiscated by the school as a disciplinary measure or for the purpose of investigation.

Reminders and Alerts

Mobile Devices

- The school does not encourage students to bring mobile devices to school unless permission has been granted by the school. Students will bear responsibility for safekeeping devices, and the school will not be responsible for the loss of any of these items.
- **Mobile devices refers refer to mobile phones, tablets, laptops and smart watches.*

Reminders and Alerts

Going on Leave

The school does not grant permission or approval for a student to go on leave of absence. We strongly discourage students from missing curriculum time.

Parents should inform the School / Form Teacher(s), stating the dates and reason for our record purposes.

Reminders and Alerts

Drinking of Plain Water in School

- There is no drinks stall in the school canteen.
- Remind your child to bring his/her water bottle to school every day. (Label the water bottle with your child's name and class, in case of "loss and found".
- Remind your child to refill his/her water bottle at the water coolers in the school.
- Remind your child NOT to drink directly from the water coolers.

Reminders and Alerts

No-Frills Birthday Celebration

Our Objectives

- Cultivation of culture of simplicity and appreciation
- Promotion of healthy lifestyle
- Safeguarding of children's safety (e.g. food allergies)

Appeal to Parents

- No birthday cakes, food items and tidbits
- No goodie bags and gift packs

What the Form Teachers will Do

- Singing of birthday song
- Conversation on birthday wishes

Reminders and Alerts

Road Safety



For parents who drive to the school:

- Do not speed.
- Avoid overtaking in the single-lane roads outside the school.
- (Arrival) Ensure that your child alights from the left side of the vehicle into the foyer.
- (Arrival) Let your child alight independently with his/her school bag.
- (Arrival) After dropping off your child, consider turning left when exiting the school gate.

Reminders and Alerts

Road Safety



For parents who drive to the school:

- (Dismissal) The only correct way is to park in the public car parks in the neighbouring estate and walk to the school gates to pick up your child.
- *As the road is one-lane both ways, stopping or parking vehicles along the road will cause obstruction to other road users and will be a safety hazard.*

Reminders and Alerts

Road Safety

For the parent-pedestrians:

- Always use the pedestrian crossings outside the school. Do not jay-walk!
- Do not wait opposite the school and wave to your child to cross the road on his/her own.
- Always role-model safe practices on the road.



Reminders and Alerts

No Entry Period for Parents and Authorised Adults

To ensure the smooth and safe dismissal of students, there will be no entry of parents and authorised adults into the school between 15min before dismissal and 15min after dismissal, from 1.10pm to 1.45pm, Mondays to Fridays.

Reminders and Alerts

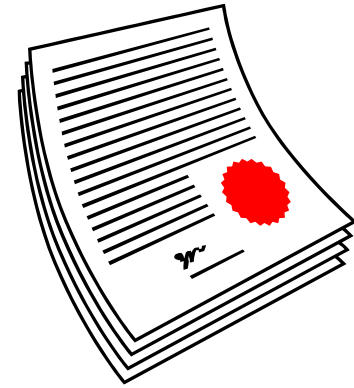
Dismissal Arrangement for P1

- Dismissal time: 1.25p.m.
- They are not allowed to go home on their own.
- They must be picked by a parent / authorized adult.
- Please alert the Form Teachers if your child is going home on his/her own or accompanied by an older sibling.

Reminders and Alerts

Share information with the school.

- Medical Records
- Doctor's Report
- Legal Court Documents



Make sure that your child brings to school the prescribed medication for the specific medical condition.

- Please note that the school is not allowed to administer medication to your child. The school staff can help to supervise your child while he/she is taking the prescribed medication independently.

Some Key Issues



When someone says or does something
unintentionally hurtful
and they do it once, that's
RUDE.

When someone says or does something
intentionally hurtful
and they do it once, that's
MEAN.

When someone says or does something
intentionally hurtful and they *keep doing it*—
even when you tell them to stop or show
them that you're upset—that's
BULLYING.

Let's have a
shared
understanding.

Some Key Issues

ADVISORY TO PARENTS: Should there be an incident between your child and another student, do not approach or confront the other child or the parent. Bring it to the attention of your child's Form Teacher or Year Head and the school will look into the matter.

Examples of Issues among Young Children

- | Unintentional gestures/movements | Rough play or behavior |
- | Name-calling and teasing | Queue-jumping | Broken or spoilt items |
- | Loss of items | Exchange of items in school |
- | Taking things without permission | Accidental marker-marks |
- | Disorderly behaviour on the school bus |



Some Key Issues

Always remain contactable.

Always let the Form Teachers and the school have your current contact number.



Supporting One Another

Students with Challenging Behaviours

- Schools are inclusive and have students with diverse needs.
- Supporting children with challenging behaviours is a big challenge for the school especially at P1.
- The school involves the child's parents and the child's classmates in the process.
- We need the patience and understanding from all other parents.

Supporting Your Child

Managing Academic Workload

- Check the Student Handbook daily for homework assignments and messages from the teachers. Acknowledge by signing in the Handbook.
- Check the school bag daily for homework assignments, work sent back for checking and signing.
- Ensure a manageable school bag by reminding your child to pack only the necessary materials.



Supporting Your Child

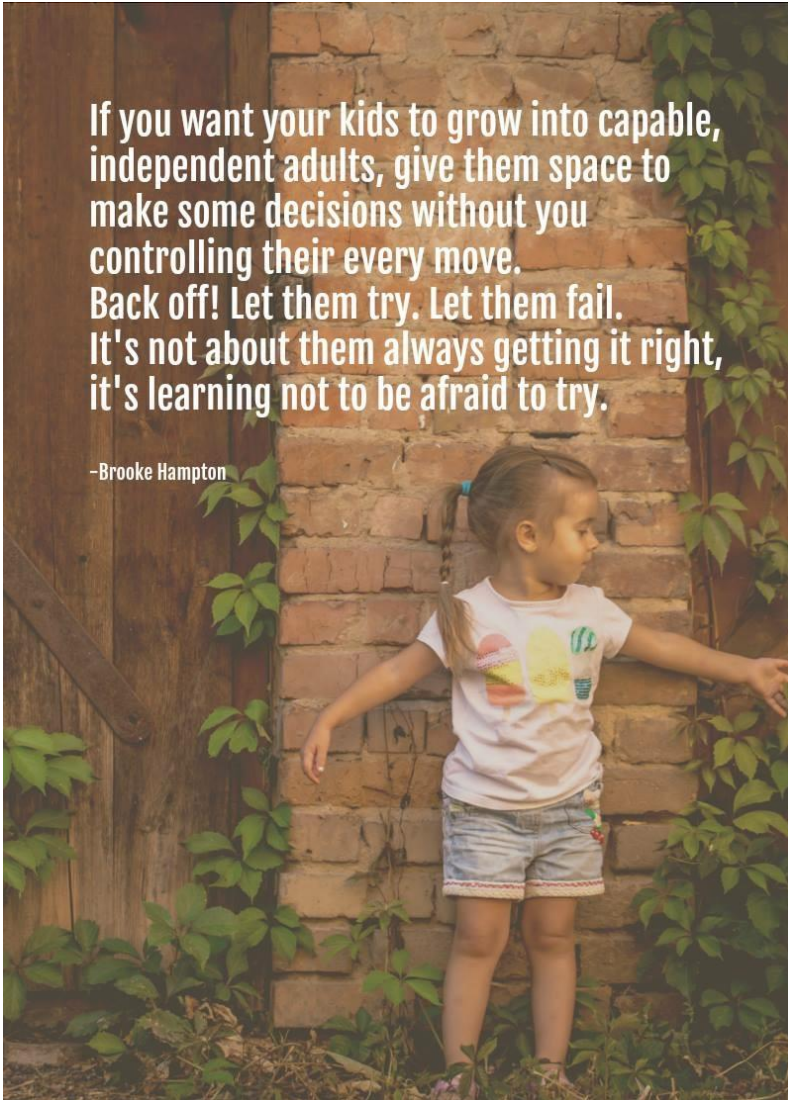
Fostering a Culture of Simplicity

- Do not let your child bring expensive items to school.
- Do not give your child too much pocket money. He/She may spend it unnecessarily.

Supporting Your Child

If you want your kids to grow into capable, independent adults, give them space to make some decisions without you controlling their every move. Back off! Let them try. Let them fail. It's not about them always getting it right, it's learning not to be afraid to try.

-Brooke Hampton



Teach your child to be independent.

- Packing his/her own bag
- Dressing himself/herself
- Drinking enough water during the school day
- Eating well during recess
- Regulating toilet habits
- Highlighting letters/messages from the school/teachers
- Showing your note in the Student Handbook to the teacher
- Alighting with bag from vehicle
- Approaching the teachers or the General Office immediately if he/she loses something or needs help.

Supporting Your Child

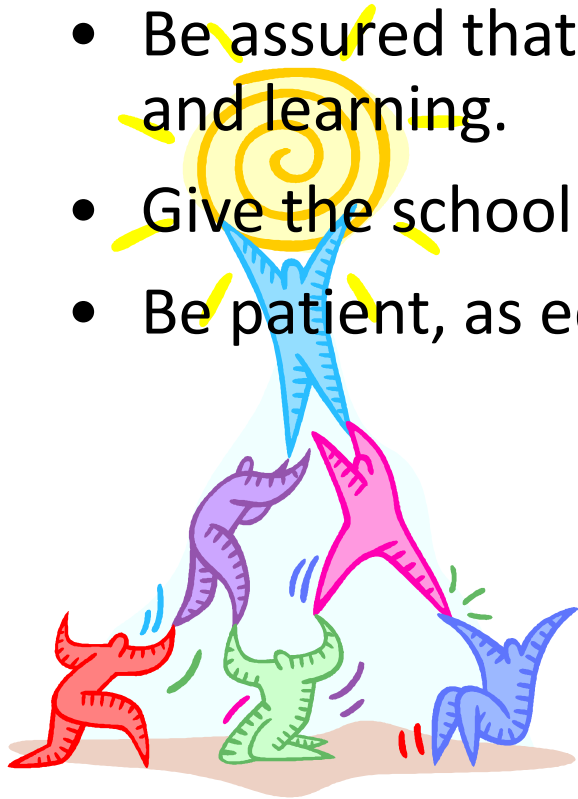


Developing Independence

- Don't send your child's items to school, when he/she forgets them.
- Don't do your child's work for him/her.

We are on the Same Team!

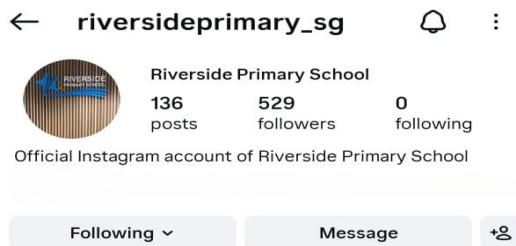
- We strive for a Home-School Partnership based on mutual, respect and collaboration.
- Keep the communication channels open.
- Give feedback directly to the teachers and the school.
- Be assured that we will never compromise health, safety and learning.
- Give the school the authority to care and discipline.
- Be patient, as education is often a long and slow process.



The Home-School Partnership

Parents as Collaborative and Supportive Partners





We are on Facebook & Instagram!

- The page features photographs, celebrating our Riverians and their learning and growth.
- Parents who do not want their child to be featured must let the school know through the child's Form Teacher.
- For urgent matters, contact the school's General Office at 63654490 instead of leaving a comment/message on the Facebook page.
- If you leave a comment/message on the Facebook page, do not expect an immediate response.



Riverside Primary School, Singapore

3.4K likes • 3.8K followers

Healthy Bodies, Happy Children



Singapore Context

Non-communicable diseases are the largest contributor to SG's combined burden of early death and disability. Targeting modifiable behaviours is key to improving the health and well-being of individuals.

Non-Communicable Diseases*

- Cancers
- Cardiovascular Diseases
- Diabetes

Modifiable Risk Factors

- Raised Blood Pressure
- Abnormal Blood Lipids
- Raised Blood Glucose
- Overweight/Obesity

Modifiable Behaviours to Mitigate Risk Factors

**Insufficient
Physical
Activity**

Poor Nutrition

**Inadequate
Sleep**

**Excessive
Screen Time**

Local cohort studies such as Growing Up in Singapore Towards Healthy Outcomes (GUSTO) have shown that helping children establish healthy lifestyle habits from young will lead to better health outcomes as they grow up.

Child health and development is impacted by early behaviours:

Insufficient Physical Activity

- **Almost half do not meet recommended guidelines**
 - Only 52% of 8-year-old children were involved in organised sports activity during the week and 44.4% spend an average of more than 2 hours a day in active play.¹
- **Rising trend of obesity**
 - Since 2013, the proportion of school-going children under 18 years old who are overweight (i.e., BMI-for-age at 90th percentile and above) has risen from 11% to 13%.²



Poor Nutrition

- **Almost half do not meet recommended guidelines**
 - 43.9% of 5-year-old children in the GUSTO cohort study have unhealthy eating habits, consuming more items with high contents of saturated fat and refined carbohydrates.³
 - Singaporean children had frequent sub-optimal scores in diet quality for fruits, vegetables, wholegrains and sodium when compared to guidelines.⁴

Sources:

1. Tay, Z., Chen, B., Kui, K. Y., Padmapriya, N., Chong, M. F.-F., Müller, A. M., Lee, E. L., Troy, E., & Müller-Riemenschneider, F. (2023). Results from the Singapore 2022 report card on physical activity for children and adolescents. *Journal of Exercise Science & Fitness*, 21, 20-25.
2. Ministry of Education, Singapore. (2024).
3. Sugianto, R., Wong, S. F., Toh, J. Y., Tint, M. T., Colega, M. T., Lee, Y. S., Yap, F. K. P., Shek, L. P., Tan, K. H., Godfrey, K. M., Chong, Y. S., Tai, B. C., & Chong, M. F. (2022). Dietary patterns of 5-year-old children and their correlates: findings from a multi-ethnic Asian cohort. *The British journal of nutrition*, 127(5), 763-772. <https://doi.org/10.1017/S0007114521001434>
4. Brownlee, I. A., Low, J., Duriraju, N., Chun, M., Ong, J. X. Y., Tay, M. E., Hendrie, G. A., & Santos-Merx, L. (2019). Evaluation of the proximity of Singaporean children's dietary habits to food-based dietary guidelines. *Nutrients*, 11(11), 2615. <https://doi.org/10.3390/nu11112615>.

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Child health and development is impacted by early behaviours:



Inadequate Sleep

- **Children in Singapore are sleeping less than the recommended hours⁵**
 - Short sleep duration in infants linked to shorter body length and higher BMI⁶
 - Strong association between insufficient sleep and negative health and well-being⁷

Excessive Screen Time

- **Most do not meet recommended guidelines**
 - Children aged 1 to 3 years spend an average of about 2 hours on screen use daily⁷
 - 41% of 8-year-old children meet the recommendation of <120min of recreational screen time a day⁸
- Associated with poorer language skills and shorter attention spans in infants and toddlers⁷
- Correlation between infant screen time and lower scores for reading and numeracy at age 9⁹



Sources:

5. Centre for Holistic Initiatives for Learning and Development. (2022). Healthy Sleep Habits in Children and Adolescents: Why Do They Matter and What Can We Do? Evidence Insight EI004.

6. Zhou Y, Aris IM, Tan SS, Cai S, Tint MT, Krishnaswamy G, Meaney MJ, Godfrey KM, Kwek K, Gluckman PD, Chong YS, Yap F, Lek N, Gooley JJ, Lee YS. Sleep duration and growth outcomes across the first two years of life in the GUSTO study. *Sleep Med.* 2015 Oct;16(10):1281-6.

7. Lewis R, Yap CH J (2022) Evidence Review of Screen Use in Childhood. Saw Swee Hock School of Public Health. National University of Singapore. 20 February 2023.

8. Tay, Z., Chen, B., Kui, K. Y., Padmapriya, N., Chong, M. F., Müller, A. M., Lee, E. L., Troy, E., & Müller-Riemenschneider, F. (2023). Results from the Singapore 2022 report card on physical activity for children and adolescents. *Journal of exercise science and fitness*, 21(1), 20–25. <https://doi.org/10.1016/j.jesf.2022.10.005>.

9. Law, E. C., Han, M. X., Lai, Z., Lim, S., Ong, Z. Y., Ng, V., Gabard-Durnam, L. J., Wilkinson, C. L., Levin, A. R., Rifkin-Graboi, A., Daniel, L. M., Gluckman, P. D., Chong, Y. S., Meaney, M. J., & Nelson, C. A. (2023). Associations Between Infant Screen Use, Electroencephalography Markers, and Cognitive Outcomes. *JAMA pediatrics*, 177(3), 311–318. <https://doi.org/10.1001/jamapediatrics.2022.5674>.

National scheme launched to get kids to adopt healthy habits, kick digital and junk food dependence



While most children in Singapore are in good health, many have already picked up po



Joyce Teo

UPDATED JAN 22, 2025, 11:16 AM



Ministry of Education
SINGAPORE

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Grow Well SG to Support Families in Building Healthy Habits in Children

Last Updated: 21 Jan 2025 | [News](#), [Press Releases](#)

The Ministry of Health (MOH), Ministry of Education (MOE) and Ministry of Social and Family Development (MSF) have jointly launched Grow Well SG, a new national health promotion strategy to enhance preventive care and inculcate healthier lifestyles in children and adolescents. The multi-ministry strategy is aimed at holistically addressing children's health and well-being in the digital age.

- Eat Well** - Fuel for growth and learning. Good nutrition can support growth and enhance overall health and development.
- Sleep Well** - Rest for success. Healthy sleeping routines can improve concentration, mood and physical development.
- Learn Well** - Engage in diverse learning experiences for holistic development. Excessive screen use and unrestricted access to digital technology may hinder our children's learning and affect their mental well-being.
- Exercise Well** - Active bodies, active minds. Regular physical activity can strengthen bodies, sharpen minds and boost self-esteem.

FOCUS



EXERCISE WELL



EAT WELL



SLEEP WELL



PHY_ED@RIVERSIDE

7 CONTENT AREAS

- DANCE
- GYMNASTICS
- GAMES & SPORTS
- OUTDOOR EDUCATION
- PHYSICAL HEALTH & FITNESS (PHF)
- ATHLETICS (PRIMARY 4 - PRIMARY 6)
- SWIMMING (PRIMARY 3)





Learn to Move

Move to Learn

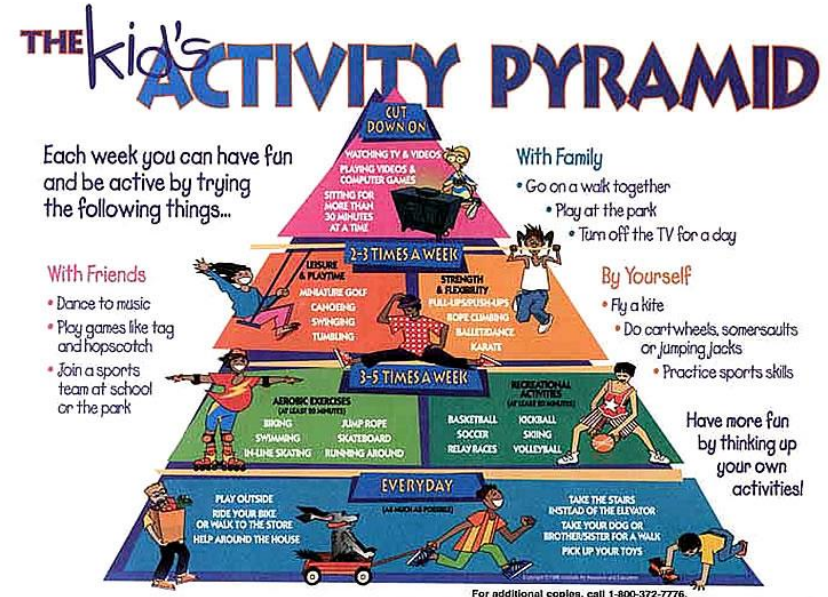


EXERCISE WELL

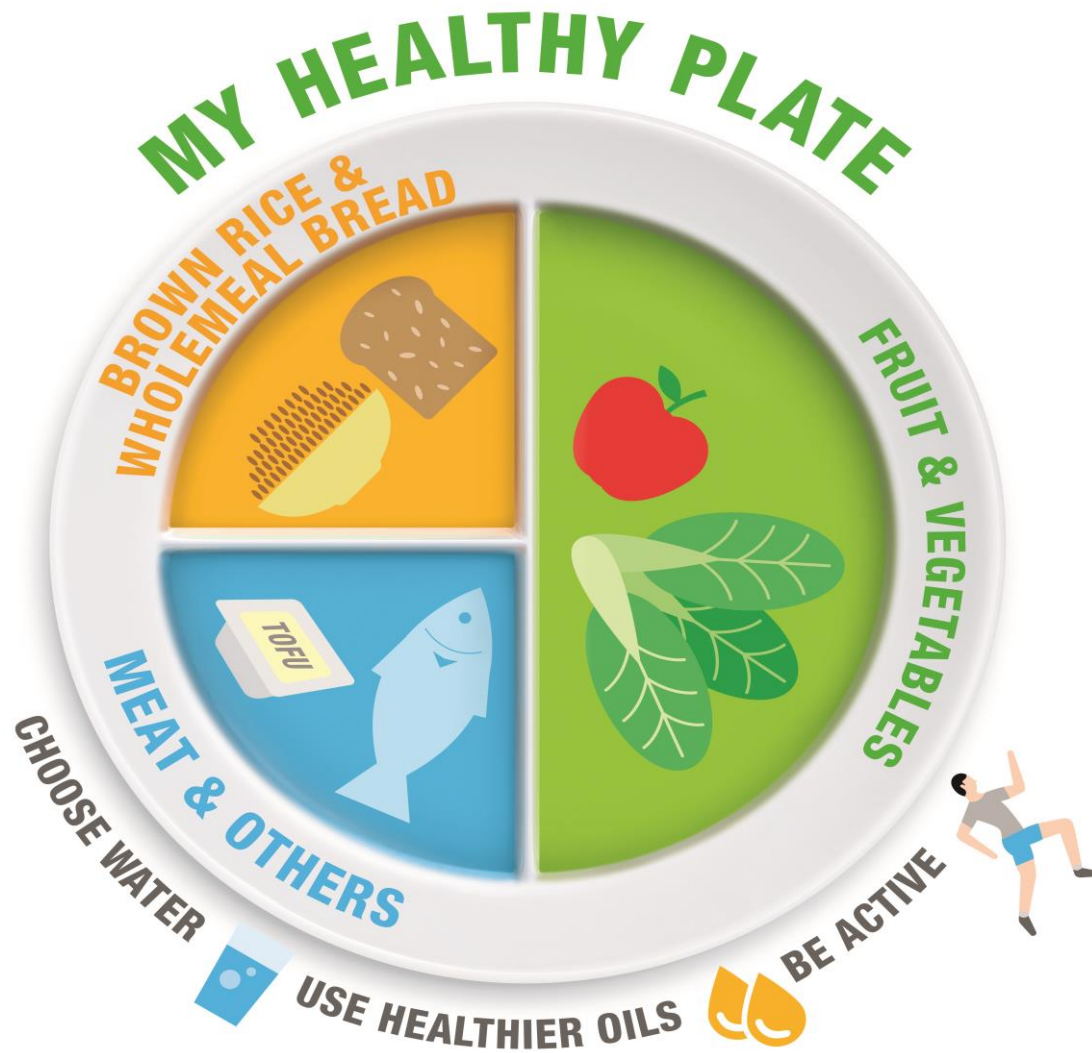
- Family that plays together, sticks together
- Encourage your child to play instead of watching TV or playing video games

Examples

- Playground
- Walks
- Games in the park
- Family stroll after dinner



EAT WELL



Healthy Eating

- Eat Breakfast everyday
- Eat a variety of food and in moderation
- Eat regular meal times; do not skip meals
- Dairy products are rich in calcium
- Avoid Sweetened drinks! **





SNACK BREAKS

YOU ARE WHAT YOU EAT!

It is important to eat nutritious food in order to be healthy and fit.

And this includes the food you eat during your snack break!





SNACK BREAKS

Acceptable Food

1. Biscuits (plain)
2. Bun (eg Red bean)
3. Bread
4. Sandwich with nutritious fillings
5. Cereal (small box)
6. Dried Fruit
7. Energy Bar (e.g. muesli bar, oat bar)
8. Slice of cake (without cream)
9. Fruits
10. Nuts and Rasins
11. Cheese slice/sticks
12. Carrot/Cucumber stick
13. Small packet of milk or milo

Unacceptable Food

1. Fried rice
2. Rice, porridge and noodles
3. Sweets
4. Chocolate Bar
5. Tidbits (e.g. Potato chips)

WHY HEALTHY SLEEP HABITS IN CHILDREN AND ADOLESCENTS MATTER

A Centre for Holistic Initiatives for Learning and Development (CHILD)
Evidence Insight recommends that children need sufficient and good quality sleep for optimal development. Here's why:

Good sleep habits at a young age are linked to:

Optimal brain function, especially in memory

Better mood and self-regulating of behaviours

Better metabolic health and growth

Not enough sleep, or poor quality sleep are associated with:

Difficulty with attention

Poorer school readiness

Increased risk of childhood obesity

Hyperactivity



SLEEP WELL

Sleep Tight, My Little One

Daily Recommended Sleep Duration

| | |
|----------------------------------|----------------|
| Birth to 3 months old | 14 to 17 hours |
| 4 to 11 months old | 12 to 15 hours |
| 1 to 2 years old | 11 to 14 hours |
| 3 to 5 years old (preschool age) | 10 to 13 hours |
| 6 to 13 years old (school age) | 9 to 11 hours |
| 14 to 17 years old (adolescent) | 8 to 10 hours |

Learn more From [Captain Sleep](#) on how you can have your little one yawning in no time!





P1

Academic Subject Learning

English Language

Strategies for English Language Learning and Reading (STELLAR)

- Focused on **children's interaction** rather than on teacher talk
- Filled with **various reading materials** for children's use
- English language learning is achieved through:
 - **vocabulary** learnt in books
 - **expression of thoughts** in oral and written forms
 - **discussions** with peers and the teacher
 - informal **peer interaction**

English Language

Six Areas of Language Learning

Listening and
Viewing

Reading and
Viewing

Language
Skills

Speaking and
Representing

Writing and
Representing

Grammar

Vocabulary

Knowledge
about Language

Primary One Learning Outcomes

English Language

Listening and
Viewing

Reading and
Viewing

Speaking and
Representing

Writing and
Representing

Listening

- Listen attentively and follow simple instructions

Speaking

- Speak clearly to express their thoughts, feelings and ideas
- Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions



Primary One Learning Outcomes

English Language

Listening and
Viewing

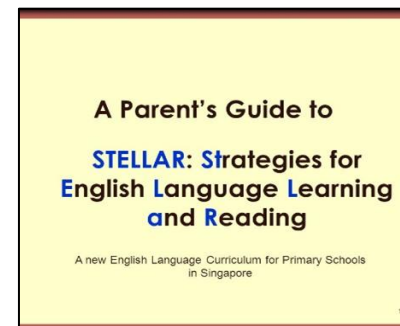
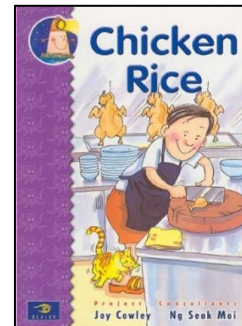
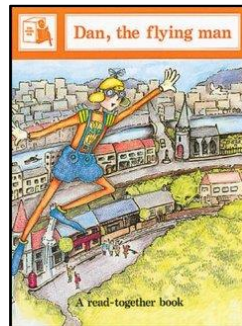
Reading and
Viewing

Speaking and
Representing

Writing and
Representing

Reading

- Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately)
- Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression
- Understand Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting)



Primary One Learning Outcomes

English Language

Listening and
Viewing

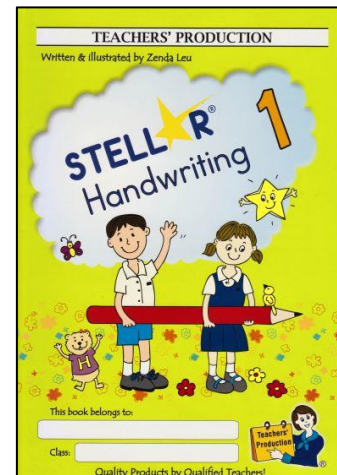
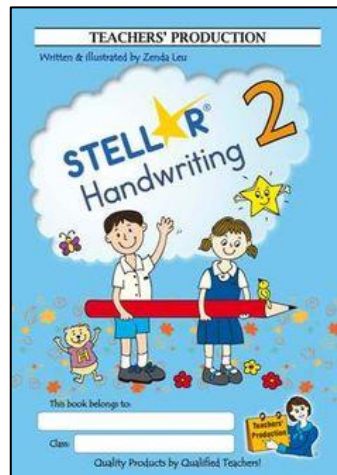
Reading and
Viewing

Speaking and
Representing

Writing and
Representing

Writing

- Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing
- Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events



Reporting Student Progress

P1 English Language

Listening and
Viewing

Reading and
Viewing

Speaking and
Representing

Writing and
Representing

Levels of Attainment

| Level 1 | Level 2 | Level 3 | Level 4 |
|----------|-------------|---------|-----------|
| Starting | Approaching | Meeting | Exceeding |

Teachers will gather information on students' learning progress through:

- daily teaching and learning activities,
- daily observations, and/or
- student's work from workbook or activity book.

P1 Learning Journey

Singapore Zoo



- Providing Riverians with an authentic language experience
- Learning about the different kinds of animals
- Observing the people at work at the zoo
- Identifying the different roles that people play in the groups that they belong to
- Identifying the different places around them

P1 Learning Journey

Sandwich Making



- Language experience for the STELLAR Unit, 'The Hungry Giant'
- Enjoying a hands-on session to make sandwiches and consuming them
- Activity is aligned with the STELLAR text because it connects the story to real-life experiences
- Students reinforced key vocabulary from the book while handling and naming ingredients, which supports language development
- Increases engagement and helps students better understand the story through practical, sensory learning

P1 Learning Experience

Mooncake Making



- Language experience for the STELLAR Unit, 'Mid-Autumn Festival'
- Enjoying a hands-on session to make mooncakes out of clay
- Giving them an understanding of the laborious process and attention to detail during the mooncake-making process

P1 Reading Programme

- **BEAR Programme – Be Enthusiastic About Reading Programme**
 - Reading Log/Reviews
 - Badges
 - Avid Readers Certificates
- Monthly library activities and display in library with quizzes



Speak Good English Movement (SGEM @RSP)



Are you up for the challenge?

Dear Riverians,

Welcome to the challenge! Your task is to **convert this into Standard English:**

just now I went coffeshop to buy chicken rice. I asked for lesser rice and lesser chili but the uncle never hear. Then when he return back my change, he return wrong. I so angry!

There are **2 ways** you may submit your response.

1. **Type** your answers below OR

2. **Record a video** of yourselves with your answer (first part of the video in Singlish, 2nd part in Standard English) and **post it on this Google Classroom link:**
<https://classroom.google.com/c/Nzg0NDk5ODc2ODkyIjc=iYjw3dz5>

The best responses will be awarded with prizes! Have fun! 🎉

[Read Less](#)



Monthly Activities

- Engaging during morning announcements for common English language misconception done by English Ambassadors
- Interactive video and quiz booths during recesses
- Quizzes on SLS

Digital Learning

Digital Tool Innovation

- Effectively introduced students to educational technology
- This is done through:
 - Book Creator for Show and Tell projects,
 - Padlet for collaborative writing, and
 - SLS for home-based learning.



How can I support my child?

How can I support my child?

Mathematics

The Mathematics curriculum aims to:

- Develop **joyful and productive learners** while learning mathematics concepts and skills in Mathematics.
- Develop **thinking, reasoning, communication, application and metacognitive skills** through a mathematical approach to problem-solving.
- **Build confidence and foster interest** in Mathematics



P1 Mathematics Syllabus

Numbers



- Numbers to 10
- Numbers to 20
- Numbers to 100
- Addition and Subtraction
- Multiplication and Division
- Money
- Number Bonds
- Ordinal Numbers

Measurement and Geometry



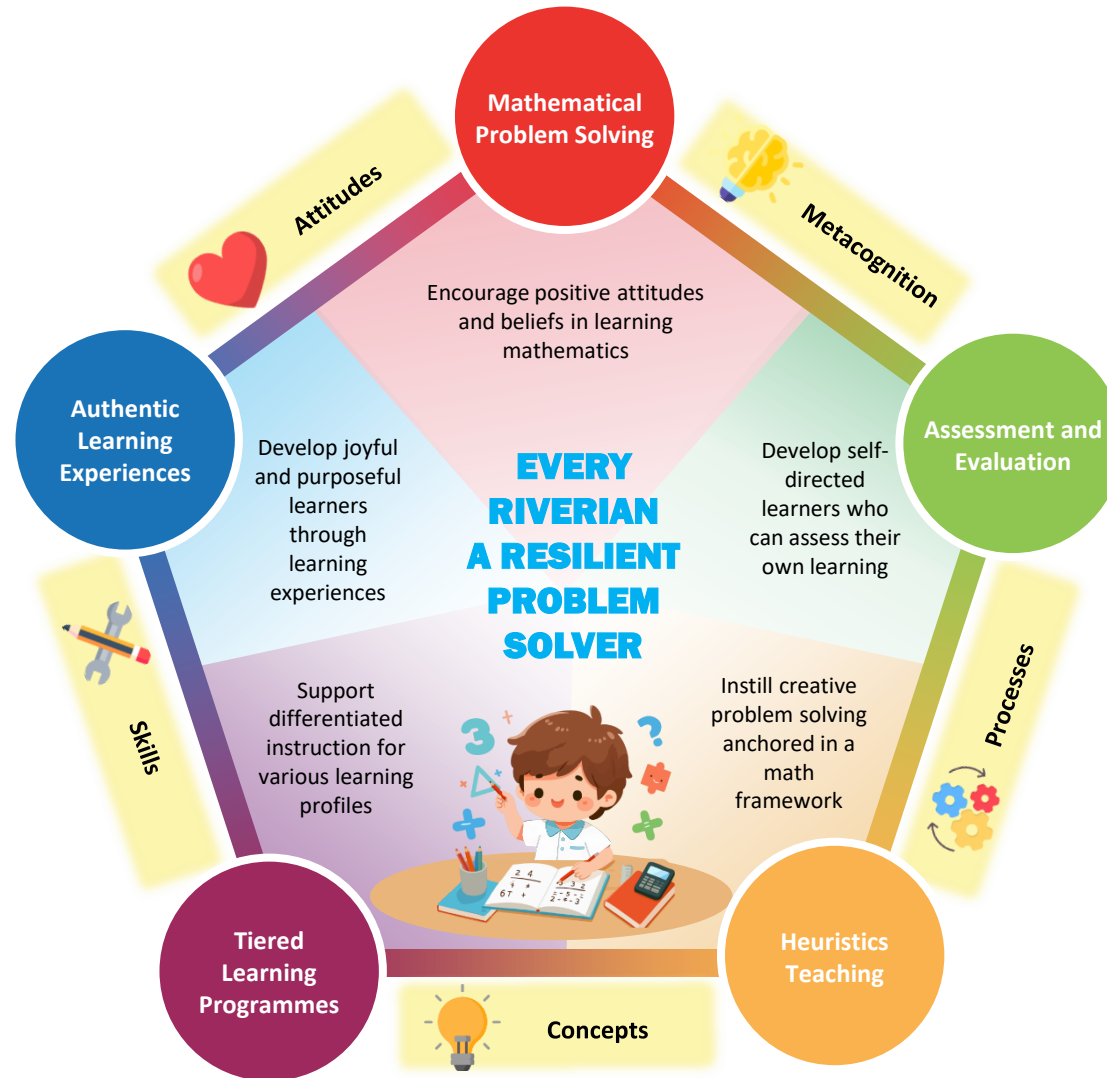
- Length
- Time
- Shapes and Patterns

Statistics



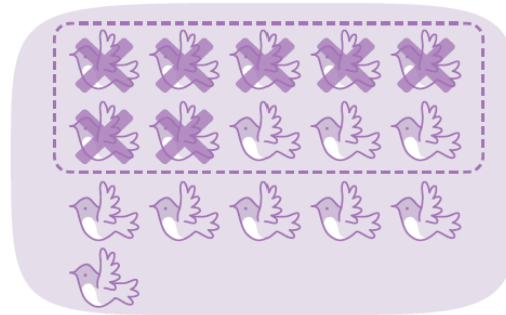
- Picture Graphs

Mathematics in Riverside Primary



Mathematics in Riverside Primary

Concrete-Pictorial-Abstract Approach



$$16 - 7 = \boxed{}$$

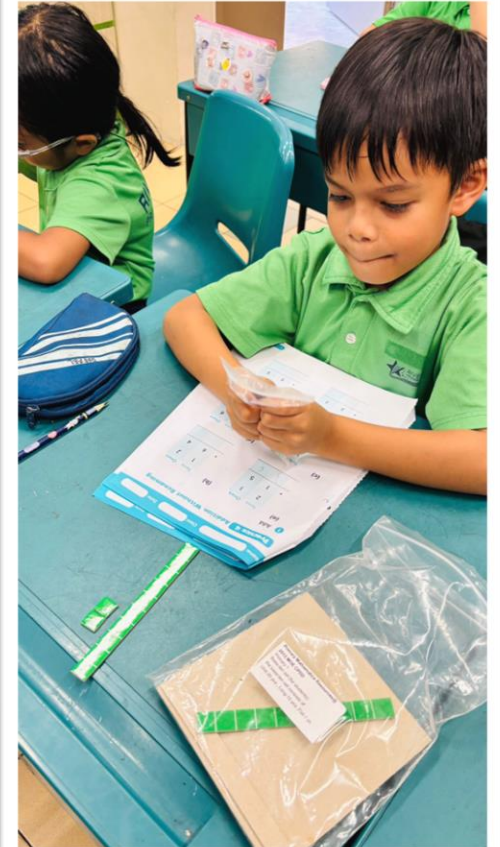
Concrete

Pictorial

Abstract

- To support students in learning with concrete manipulatives, each child will be given a math resource bag to keep the manipulatives that teachers will use during lessons.
- They may bring them home to play with, but please ensure they bring it back for lessons.

Mathematics in Riverside Primary



Mathematics in Riverside Primary

- Koobits is an online learning platform.
- Each Riverian is provisioned with a Koobits account for self-directed learning and revision.
- However, to manage screen time for P1 students, Koobits is not as actively used in school compared to other levels.
- If you have any questions regarding Koobits, please reach out to your child's math teacher.



www.koobits.com


User ID: <child's name>@students.edu.sg

Password: koobits


Mathematics in Riverside Primary




Mathematics in Riverside Primary

 School Home Report Leaderboard Friends Help 0

[< Back](#)



You have got **2 A-Stars** Carry on!

 (Total 273 skills)








Primary 1 [Change Level](#)

★ 6 / 36

Numbers to 10

Proficiency %

High Score ★★★

| | | High Score | Skill Name | Difficulty | Tutorial |
|---------------------------------|-----|------------|---|------------|--|
| ★ Numbers to 10 (Challenging) | ★ 1 | ★★★★ | Count the number of objects | 🔥🔥🔥 |  Try Again |
| ★ Addition | ★ 2 | ★★★★ | Count to 10 in numbers | 🔥🔥🔥 |  Try Again |
| ★ Addition (Challenging) | 3 | ☆☆☆ | Count to 0 | 🔥🔥🔥 |  Practice |
| Subtraction | 4 | ☆☆☆ | Count on to find 1 more | 🔥🔥🔥 |  Practice |
| ★ Subtraction (Challenging) | 5 | ☆☆☆ | Compare two numbers within 10 | 🔥🔥🔥 |  Practice |
| Shapes | 6 | ☆☆☆ | Write numbers to 10 in words | 🔥🔥🔥 |  Practice |
| Shapes (Word Problem) | 7 | ☆☆☆ | Compare the number of objects in two or more sets | 🔥🔥🔥 |  Practice |
| ★ Shapes (Challenging) | | | | | |
| Ordinal Numbers | | | | | |
| Ordinal Numbers (Word Problem) | | | | | |
| ★ Ordinal Numbers (Challenging) | | | | | |

 RIVERSIDE
PRIMARY SCHOOL

P1 Mathematics Learning Outcomes

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

P1 Mathematics Learning Outcomes

Teachers will gather information on students' learning progress through:

- daily teaching and learning activities
- daily observations
- student's work from workbook or written tasks
- topical reviews and performance tasks



P1 Mathematics Learning Outcomes

LEVEL: PRIMARY 1
SUBJECT: MATHEMATICS

| S/N | LEARNING OUTCOME | ATTAINMENT LEVEL | | | |
|-----|---|---|---|---|---|
| | | STARTING | APPROACHING | MEETING | EXCEEDING |
| 1 | Understand numbers up to hundred. | <ul style="list-style-type: none"> Understands and counts numbers up to hundred with close guidance Rarely communicates and reasons mathematically | <ul style="list-style-type: none"> Understands and counts numbers up to <u>hundred</u> some of the time Communicates and reasons mathematically some of the time | <ul style="list-style-type: none"> Understands and counts numbers up to hundred most of the time Communicates and reasons mathematically most of the time | <ul style="list-style-type: none"> Understands and counts numbers up to hundred almost <u>all</u> of the time Communicates and reasons mathematically almost <u>all</u> of the time |
| 2 | Understand addition and subtraction. | <ul style="list-style-type: none"> Understands addition and subtraction in relation to the part-whole concept with close guidance Rarely communicates and reasons mathematically | <ul style="list-style-type: none"> Understands addition and subtraction in relation to the part-whole concept some of the time Communicates and reasons mathematically some of the time | <ul style="list-style-type: none"> Understands addition and subtraction in relation to the part-whole concept most of the time Communicates and reasons mathematically most of the time | <ul style="list-style-type: none"> Understands addition and subtraction in relation to the part-whole concept almost <u>all</u> of the time Communicates and reasons mathematically almost <u>all</u> of the time |
| 3 | Identify, name, describe and sort shapes. | <ul style="list-style-type: none"> Identifies, names, describes and sorts the basic shapes (rectangle, triangle, square, circle, half circle, quarter circle) accurately with close guidance | <ul style="list-style-type: none"> Identifies, names, describes and sorts the basic shapes (rectangle, triangle, square, circle, half circle, quarter circle) accurately some of the time | <ul style="list-style-type: none"> Identifies, names, describes and sorts the basic shapes (rectangle, triangle, square, circle, half circle, quarter circle) accurately most of the time | <ul style="list-style-type: none"> Identifies, names, describes and sorts the basic shapes (rectangle, triangle, square, circle, half circle, quarter circle) accurately almost <u>all</u> of the time |
| 4 | Read and interpret picture graphs. | <ul style="list-style-type: none"> Reads and interprets data from picture graphs accurately with close guidance | <ul style="list-style-type: none"> Reads and interprets data from picture graphs accurately some of the time | <ul style="list-style-type: none"> Reads and interprets data from picture graphs accurately most of the time | <ul style="list-style-type: none"> Reads and interprets data from picture graphs accurately almost <u>all</u> of the time |

Parents will receive a report on their child's math learning outcomes each semester.

How can you support your child?



Bring in math into daily activities at home!



In the kitchen

- How many eggs are there?
- Which bag is heavier?
- How can we share this packet of nuts?



In the supermarket

- How much is the carton of milk?
- Which is more expensive?
- How much change will we get?

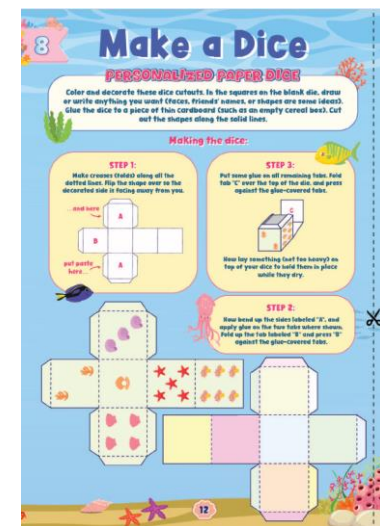
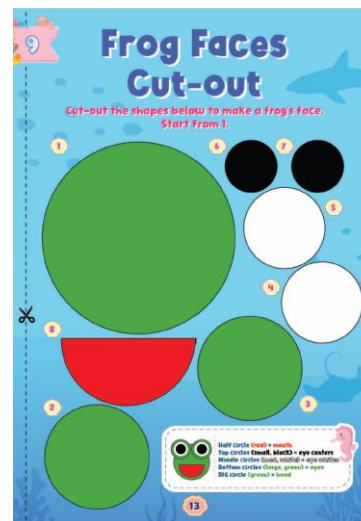
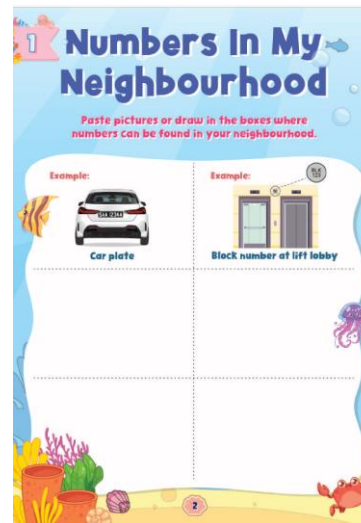
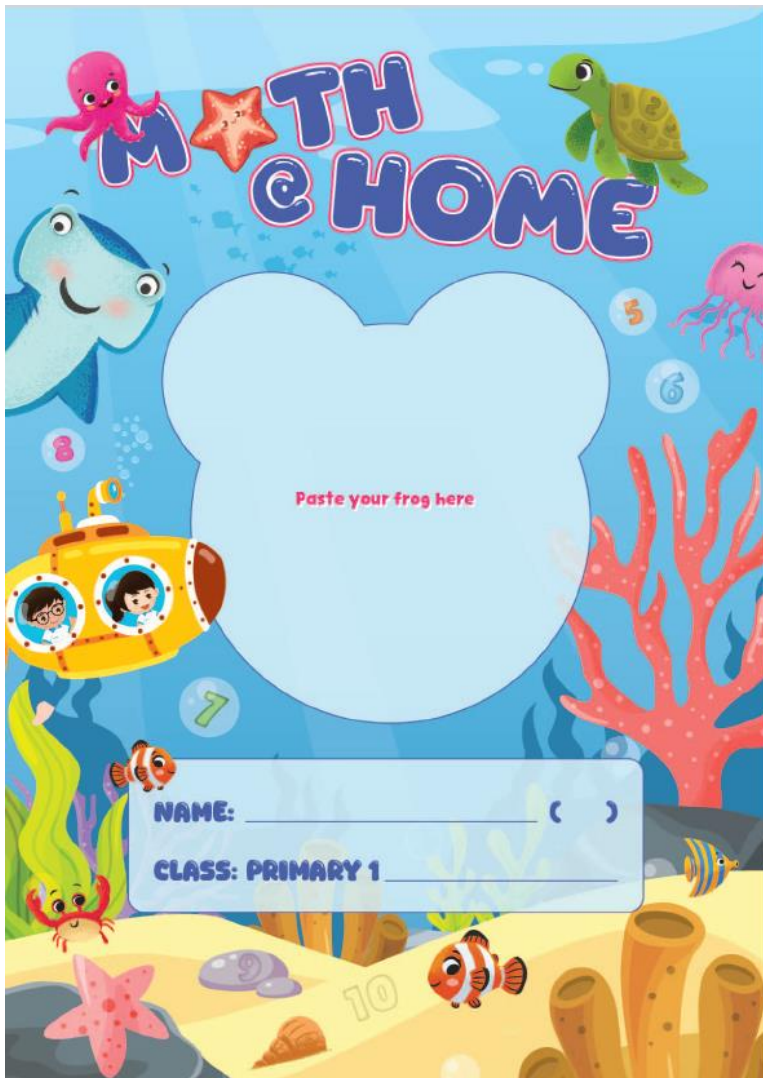


At home

- Can you help to sort the laundry by whites and colours?
- How many plates do we need?
- What time is it now?
- Play board games and card with them.
- Build Lego to develop spatial visualisation.

How can you support your child?

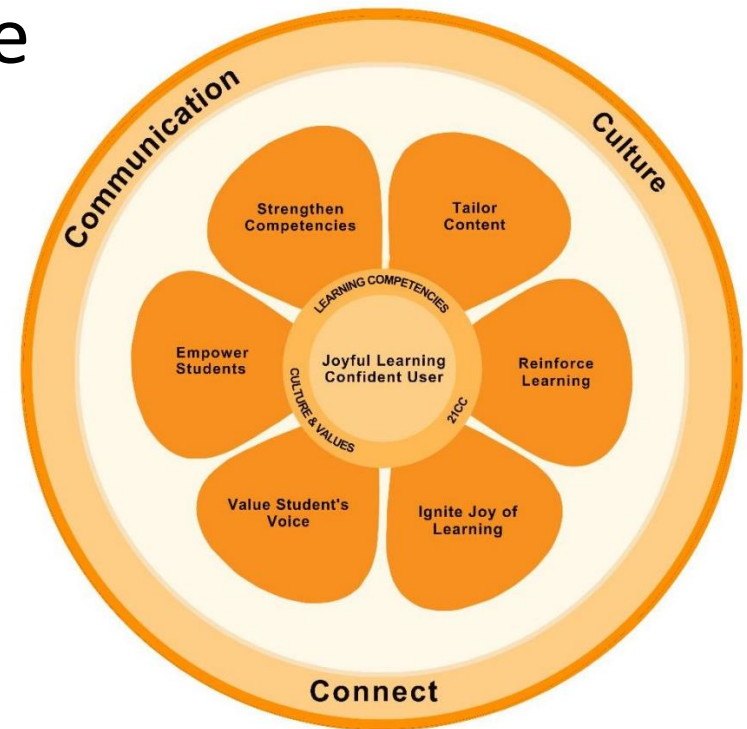
Math@Home
activity book for
the June holidays



Mother Tongue Language

2024 Primary MTL Curriculum Framework

The MTL curriculum will place greater focus on helping students to experience the joy of learning MTL, so as to motivate them to like and learn MTL for life.



2024 New Primary MTL Curriculum Framework

Greater emphasis on 21st century competencies



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



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

Mother Tongue Language

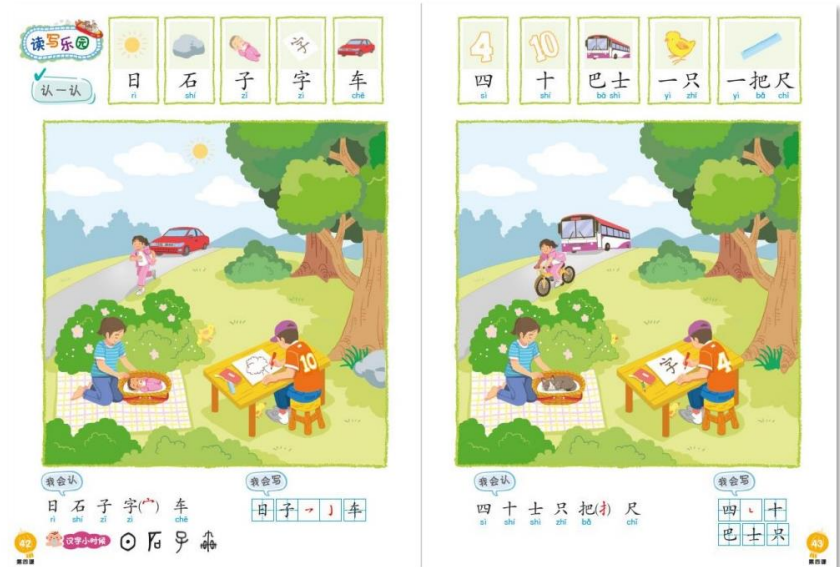
Key Feature #2

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

Mother Tongue Language

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.

Mother Tongue Language

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



Primary One

Learning Experiences in Mother Tongue Language

Objective:

Students will have a better understanding and appreciation of their MTL through various activities.

- P1 MTL Cultural Camp
- MTL Fortnight Activities
- Festive celebrations



P1 Mother Tongue Language (MTL) Cultural Camp



Primary One MTL Reading Programme

Class Library

- Age-appropriate books



Newspaper and Magazine

- 知识报 Zhi Shi Bao
- Mari Membaca magazine
- Tamil (P1 focus): Alphabet and word recognition & shared reading.
சுட்டி மயில் / தமிழ் முரசு are introduced from P3 onwards.



Primary One MTL Reading Programme

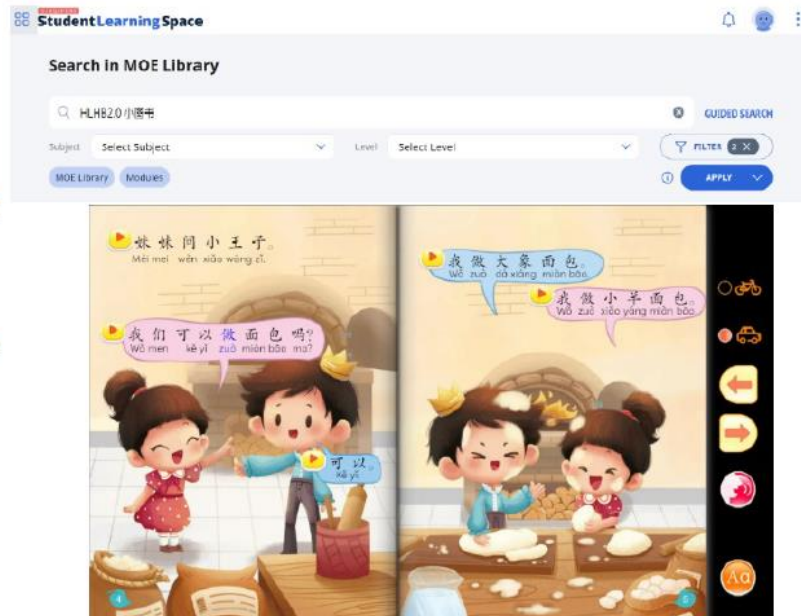
Spark interest, Open minds, Appreciate cultural roots, Rise as a bilingual reader



Primary One MTL Reading Programme

Curriculum-Aligned Readers - CL

New series of supplementary readers specially curated for the different levels to reinforce learning and to promote a love for reading in MTL. Students are likely to be able to recognise and read most of the content as they are closely-aligned to curriculum standards.



Primary One MTL Reading Programme

Curriculum-Aligned Readers - ML

New series of supplementary readers specially curated for the different levels to reinforce learning and to promote a love for reading in MTL. Students are likely to be able to recognise and read most of the content as they are closely-aligned to curriculum standards.



Primary One MTL Reading Programme

Curriculum-Aligned Readers - TL

New series of supplementary readers specially curated for the different levels to reinforce learning and to promote a love for reading in MTL. Students are likely to be able to recognise and read most of the content as they are closely-aligned to curriculum standards.



Primary One MTL Reading Programme

Reading Passport

The Reading Passports are designed using gamified learning principles to make reading visible and cultivate positive reading habits in students. Printable versions of the Reading Passports are available for schools in 2026.



Primary One MTL Online Resources



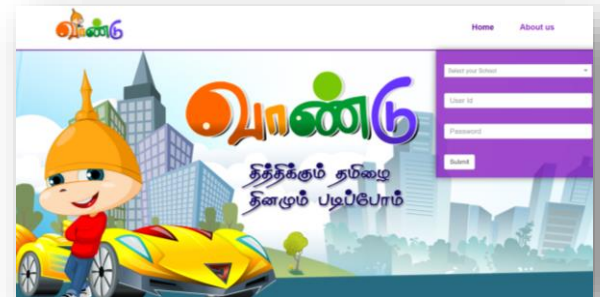
e-Zhishi

For CL learning



Joy Reader

For ML learning



Vaandu portal

For TL learning

Primary One

Supporting your Child in Learning MTL

- Speak to your child in MTL as often as possible
- Show interest in your child's MTL learning
- Learn with your child, learn from your child
- Have regular conversations with your child about his/her MTL experience in class
- Encourage and accompany your child to read MTL books or visit the library regularly
- Provide a conducive environment for learning MTL – set up a reading corner at home, watch suitable TV programmes in MTL

Primary One

Supporting your Child in Learning MTL

| Do | Avoid |
|---|--|
| <ul style="list-style-type: none">• Believe that your child can learn and wants to learn• Praise your child for his/her good effort and progress• Set achievable goals with your child• Communicate with your child MTL teacher on your child's progress at home | <ul style="list-style-type: none">• Placing excessive attention on marks• Making comparison between your child and other children's achievement |

Primary One Learning Outcomes

Mother Tongue Language

Listening

- Listen attentively to short, simple spoken content related to daily life.

Speaking and spoken interaction

- Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts.
- Ask and /or respond to simple questions related to daily life.

Primary One Learning Outcomes

Mother Tongue Language

Reading

- CL: Recognise characters taught in Primary 1.
- ML: Recognise words taught in Primary 1.
- TL: Recognise letters and words taught in Primary 1.
- Read aloud Primary 1 texts with accuracy.
- Understand Primary 1 texts and are able to identify some details with guidance.

Primary One Learning Outcomes

Mother Tongue Language

Writing

- CL and ML: Write words, phrases and simple sentence(s) about daily life with guidance.
- TL: Write words and simple phrases with guidance.

Reporting Student Progress

P1 Mother Tongue Language

Levels of Attainment

| Level 1 | Level 2 | Level 3 | Level 4 |
|----------|-------------|---------|-----------|
| Starting | Approaching | Meeting | Exceeding |

Reporting Student Progress

P1 Mother Tongue Language

Teachers will gather information on students' learning progress through:

- daily teaching and learning activities
- daily observations
- student's work from workbook or activity book.



Thank You!

