

P1 Parents' Engagement - 2025



Our P1 Team



HEAD & ASSISTANT YEAR
HEAD



MRS CATHERINE ARUMUGAM

Y1/P2



MR MIKE NG

AY1/P1

P1 Form
Teachers



MRS PAULINE LEONG

CAUT Adjunct



MS RIZANNA BINTE SUPAR

Teacher



MS AI PEI SHI

Teacher



MS CAI XIANGYU

Teacher



MS KHAIRYANIE BTE ABDUL AZIZ

Teacher



MS DORZAIN LOW

SVICT

1E

1F

1G



MS LIM LEE NIAH

Teacher



MRS TED-LEE FOONNG CHEE

P1 Adjunct Teacher



MRS ESTHELLE HENG

Teacher



MS WINNIE ANG

Teacher



MS JESSIE YEO

P1 Adjunct Teacher



MS NURAFIZAH BTE OTHMAN

Teacher



MS TAY RUI JUN

Teacher

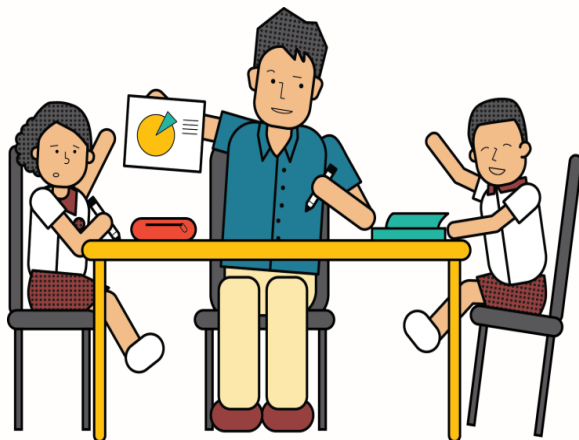
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Overview



- Transition to Primary 1
- Overview of School Curriculum
- School - Home Partnership





Transition to Primary 1



Smoothing the transition to P1

School programmes/ processes put in place

Start -It-Right (SIR)

- ❑ Team bonding - positive relationships
- ❑ Routines & Expectations
- ❑ Buddyship Programme



How will I know if my child has transited well?

- Will feel safe and comfortable in the new environment.
- Be able to manage daily challenges
- Be able to reach out to teachers and or peers for support when needed.





❑ Overview of School Curriculum



Our School's Direction



VISION

LIVES EMPOWERED,
LIVES TOUCHED

MISSION

Every Edgefielder will:

- Develop Positive Relationships
- Be an Active Learner
- Make Meaningful Contributions
- Embrace Artful living

VALUES (IGRUE)

I NTEGRITY
G RATITUDE
R ESILIENCE
U NITY
E MPATHY

Level Theme

Discovering Potential : Knowing and Managing Yourself



Develop 21st Century Skills

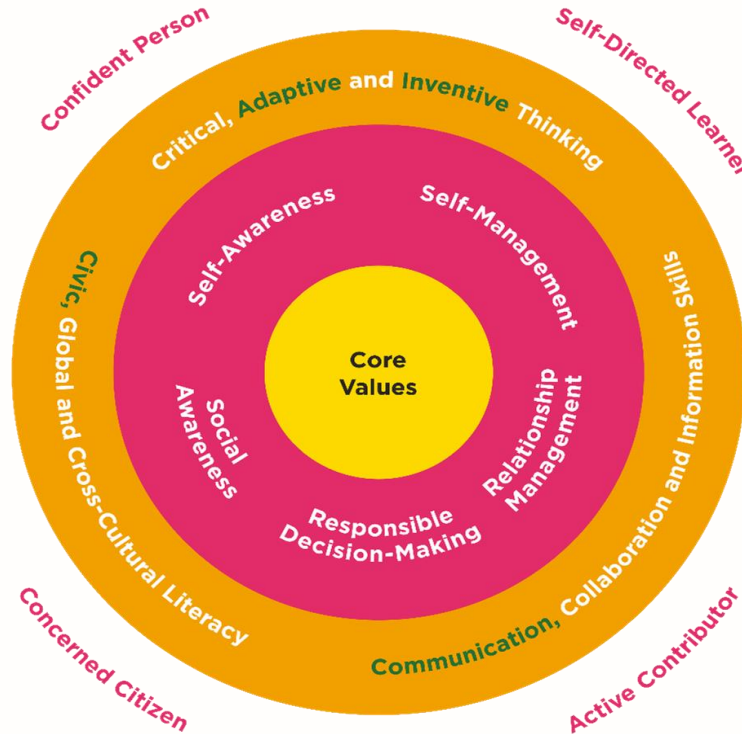


Adaptive Thinking

Civic Literacy

Inventive Thinking

Communication



Programme for Active Learning (PAL) in Edgefield Primary



Learning Outcomes

Nurturing the 4Cs: Curiosity, Collaboration, Confidence, Connection



Experiential in Nature



Learning in a Creative Way



Incorporates Values and Social-Emotional Learning



Fun and Enjoyable

2

Number of Periods a week

Modules



- Outdoor Education
- Performing Arts
- Visual Arts
- Sports and Games



The EDGE Signature Programme: A Journey of Growth

This exciting journey is designed for all Primary 1 to 6 students.

It's about growing, exploring, and discovering students potential.



23

Modules

Exciting learning opportunities

6

Domains

Diverse areas of development

1-6

Primary Levels

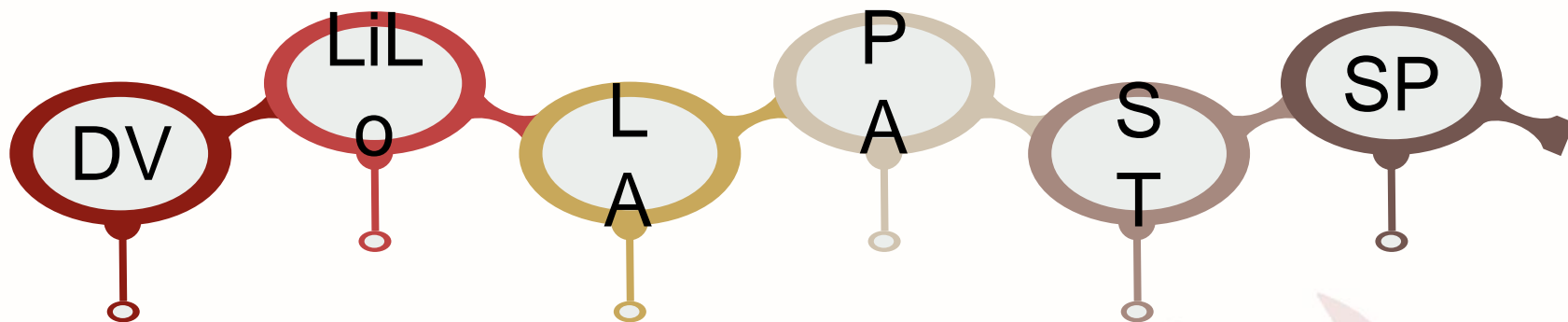
Inclusive for all students



Overview of EDGE programme



Carefully curated to provide holistic learning experiences



DIGITAL/VISUAL LITERACY	LIFESTYLE	LANGUAGE ARTS	PERFORMING ARTS	STEM	SPORTS
Cyber Wellness	Grooming	Choral Reading	Cultural Dance	Food Sustainability	Kids Athletics
Film Production	Etiquette	Story Telling	Hip Hop	Energy Conservation	Rope-skiing
Collaborative Art	Positive Relationships	Reader's Theatre	International Dance		Outdoor
Mural Making	Personal Well-being	Musical	Dance Sport		Swimsafer
					Specialised Sports

Level E.D.G.E Modules



P1	LILO Grooming & Etiquette	Digital Literacy Cyber Wellness	Language Arts Choral Reading	Performing Arts Rhythm & Dance	Visual Arts Collaborative Art
P2	Sports 1. Kid's Athletics 2. Skipping 3. Outdoor Learning	Language Arts Story-telling	Performing Arts Dancesport	LILO Team Building & Collaboration	
P3	Language Arts Readers Theatre	Sports SwimSafer 2.0	Performing Arts Cultural Dance		
P4	Performing Arts Hip Hop Dance	STEM Innovation Food Sustainability	Language Arts Musical		
P5	STEM Innovation Energy Conservation	Performing Arts 1. Angklung & Kulintang 2. Ukelele 3. Drumming	Digital Literacy Film Production		
P6	Sports 1. Tchouk Ball 2. Floorball 3. Fencing 4. Archery Tag 5. Inline Skating 6. TKD/Wushu 7. Volleyball	LILO Positive Relationship & Personal Well-being	Performing Arts Mural Making		



Primary 1

Level	EDGE Modules				
P1	LILLO Grooming & Etiquette	Digital Literacy Cyber Wellness	Language Arts Choral Reading	Performing Arts Rhythm & Dance	Visual Arts Collaborative Art



Live Life Love Life (LILO) programme

P1 PRE- LILO PROGRAMME SURVEY

NAME: _____ CLASS: _____

THIS IS WHAT I CAN DO ON MY OWN

BEFORE SCHOOL



Make my bed



Brush my teeth



Brush my hair



Eat my breakfast



Check my homework



Pack my school bag



Change into my uniform



Start school happily!

THIS IS WHAT I CAN HELP TO DO

AT HOME



Cook something simple



Clean table after meal



Wash the dishes



Help to recycle trash



Vacuum/sweep the floor



Pack away my toys



Fold the clothes



Take care of my siblings/pet

THIS IS WHAT I CAN AND WILL DO

DURING SCHOOL TIME



Be clean, neat and tidy at all times



Follow teachers' instructions



Raise my hand and wait for my turn when I want to speak



Keep my desk clean and organized at all times



Throw items into the correct bins



Keep my classroom clean



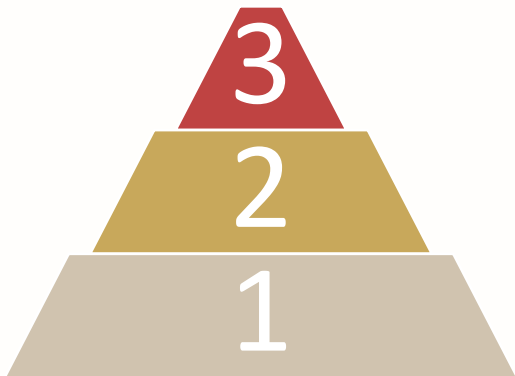
Work with others kindly and respectfully



Behave well in other parts of the school (e.g. Canteen)

Achieve Holistic Development and Growth

The EDGE programme focuses on holistic development, helping Edgefielders to become the best versions of themselves.



Talent Discovery

Personal Growth

Self-Management

P1 Assessment

- ❑ No weighted assessments and examinations
- ❑ Monitor learning through:
 - Daily class work
 - Homework
 - Observations of their responses in class
 - Quizzes and tests
- ❑ Report given to parents will be based on selected learning outcomes and qualitative descriptors (i.e, no marks, no grades)



PRIMARY 1 LEARNING OUTCOMES (LOs) FOR SEMESTER 1 2025



English Language	Mathematics	Mother Tongue
<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> ✓ Listen attentively and follow simple instructions • Speaking <ul style="list-style-type: none"> ✓ 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 • Writing <ul style="list-style-type: none"> ✓ Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing <p><i>Please note that spelling practices will only begin in term 2.</i></p>	<ul style="list-style-type: none"> • Skills <ul style="list-style-type: none"> ✓ Identity, name, describe and sort shapes ✓ Understand numbers up to hundred ✓ Understand addition and subtraction ✓ Add and subtract numbers ✓ Read and interpret picture graphs • Topics: <ul style="list-style-type: none"> ✓ Chapter 1: Numbers to 10 ✓ Chapter 2: Addition up to 10 ✓ Chapter 3: Subtraction up to 10 ✓ Chapter 4: Shapes ✓ Chapter 5: Ordinal Numbers ✓ Chapter 6: Numbers to 20 ✓ Chapter 7: Addition and Subtraction up to 20 ✓ Chapter 8: Picture Graphs ✓ Chapter 9: Numbers to 100 	<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> ✓ Listen attentively to short, simple spoken content related to daily life • Speaking and Spoken Interaction <ul style="list-style-type: none"> ✓ Ask or/ and respond to simple questions related to daily life • Reading <ul style="list-style-type: none"> ✓ Recognise characters taught in Primary 1 (CL)/ Recognise words taught in Primary 1 (ML)/ Recognise letters and words taught in Primary 1 (TL)

Physical Education	Performing Arts	Visual Arts	Social Studies
<ul style="list-style-type: none"> • Gymnastics <ul style="list-style-type: none"> ✓ Perform a gymnastic sequence of two different movement with smooth transition. • Games and Sports <ul style="list-style-type: none"> ✓ Demonstrate a range of motor skills in rolling, catching and throwing a variety of objects. • Outdoor Education <ul style="list-style-type: none"> ✓ Move across a variety of ground surfaces in a familiar environment safely and confidently. 	<ul style="list-style-type: none"> • Music <ul style="list-style-type: none"> ✓ Create rhythmic ostinato to accompany a piece. ✓ Use standard notation to record music ideas. ✓ Sing with accuracy and expression. ✓ Play rhythmic and melodic patterns on pitched and non-pitched classroom instruments expressively and with accurate rhythm and pitch. 	<ul style="list-style-type: none"> • Art <ul style="list-style-type: none"> ✓ Identify simple visual qualities in what they see around them ✓ Play with a variety of materials and tools to create different effect in their art ✓ Explore and use visual qualities, materials and artistic processes to share personal interests, imagination and curiosity in their art making 	<ul style="list-style-type: none"> • Knowledge <ul style="list-style-type: none"> ✓ Recognise that everyone is unique. ✓ Identify the different roles that students play at home, in class and in school. • Values <ul style="list-style-type: none"> ✓ Ask questions to learn more about self, people and places.

P1 Assessment Report

Holistic Development Profile

For illustrative purposes only.

Name : Jane Ong

Date : 6 Nov 2019

Age on 1st Jan : 6

S/N : 5

Identification No : T0612345F

Course : Primary One

Class : P1-Respect

Form Teacher : Miss Tan

Co-Form Teacher : Miss Low

IP Departments decide to use 3, 4 or 5 Learning Outcomes for each subject.

EFPS decides to use 3-levels of qualitative descriptors and customise them.

SUBJECT

MATHEMATICS

- Understands number notations, representations and place values up to tens.

Proficient

- Understands the concepts of addition and subtraction, including the relationship between adding and subtracting.

Developing

- Matches, sorts, compares and orders quantities/objects (e.g., by colour, shape, size or orientation.)

Developing

- Adds and subtracts reliably and fluently using number facts.

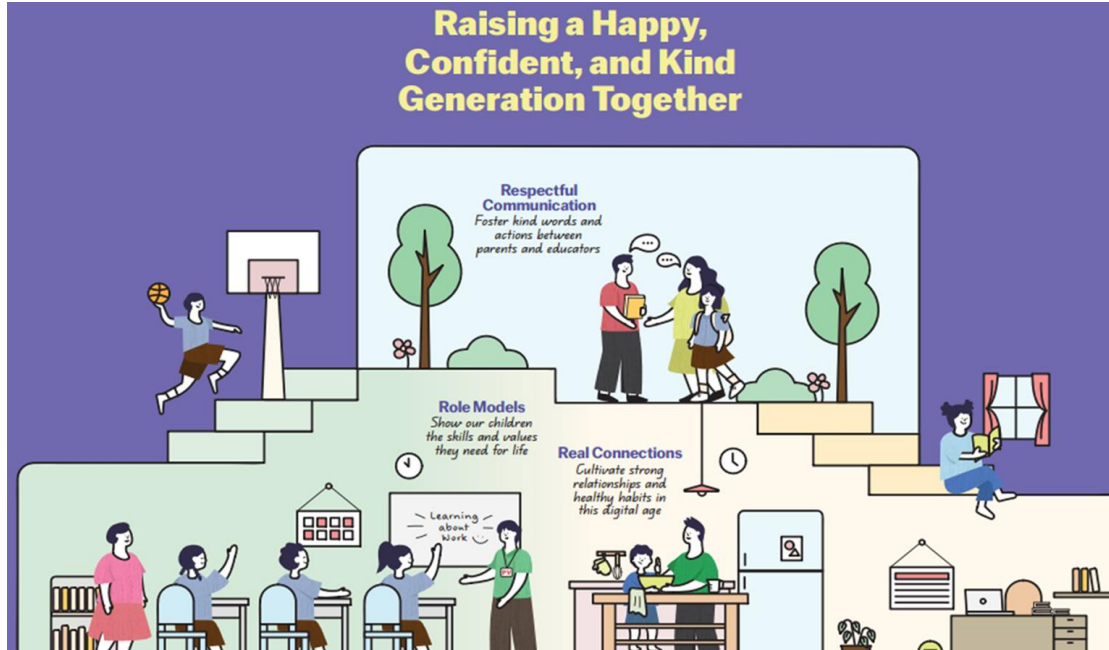
Beginning



❑ School - Home Partnership



School Home Partnership



School - Home Partnership

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

1 Respectful
Communication

2 Role Models

3 Real Connections



School as a Partner and not as a Provider

Respectful Communication

Foster kind words and actions
between parents and educators



- **Seek to Understand.** Listen to each other's perspectives and concerns and concerns regarding each child. It's not about Who is Right.
- Communicate kindly using official channels; school phone and official email address. **Teachers are not required to share their personal mobile numbers.**
- Respect each other's time by **communicating during working hours**



Charter



Duty of Care vs Duty of Growth




Ministry of Education
Singapore

RESPECTING OUR STAFF

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

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

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

Teachers should not be expected to respond to work-related messages outside of school hours, except in emergencies, said Minister Chan.



School -Home Partnership

Role Models

Show our children the skills and values they need for life



- Practice gratitude and find joy in everyday experiences with our children.
- Instil confidence by encouraging responsibility and believing in each child's abilities. **Duty of Care vs Duty of Growth**
- Model good values in words and actions at school and at home.

School - Home Partnership

Real Connections

Cultivate strong relationships and healthy habits in this digital age



- Build strong bonds through shared experiences and **meaningful conversations**.
- 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.
- Do closely **monitor their mental well-being**

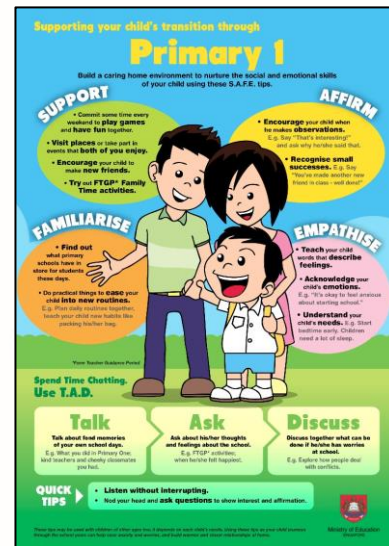
HOW CAN I SUPPORT MY CHILD?

Support your child and encourage them to overcome challenges with you

Affirm your child by recognising small successes and praising their efforts

Familiarise your child by easing them into new routines and sharing with them your experiences in primary school

Empathise with and acknowledge your child's feelings



HOW CAN I SUPPORT MY CHILD?

Learning at Primary 1 should be exciting and fun for your child.

Some skills that parents can support children in developing are:

Relating to others

Developing good habits

Nurturing positive learning attitudes

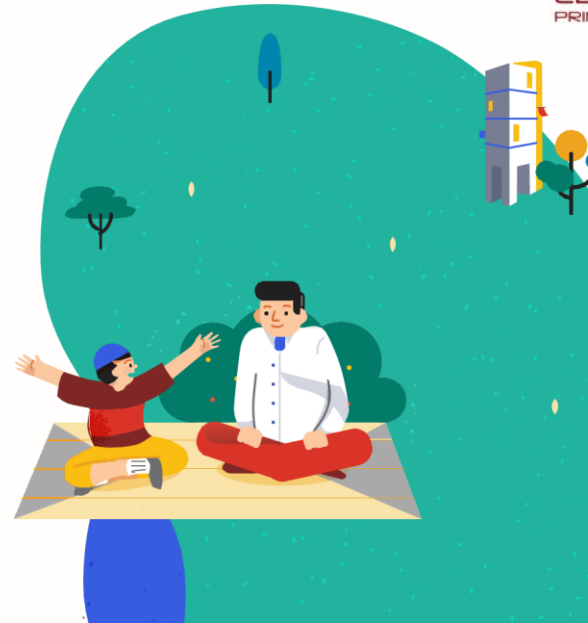
Encouraging children to learn from their mistakes



Relating to others

Build your child's interpersonal skills by:

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



Developing Good Habits and Routines

Guide your child to do the following independently:

- Practise pre-bedtime routines to have at least 9 hours of sleep
- Dress themselves
- Buy food at the canteen
- Make healthy food choices
- Pack their bag
- Wash their hands
- Take their temperature using a thermometer



Nurturing Positive Learning Attitudes

You can encourage your child to:

- ask questions about their experiences and the world around them
- express thoughts and feelings and have discussion
- practise life skills independently



Instilling Responsibility



It is one thing for a child to call up the teacher at midnight to say that he's in trouble.

It is another thing for the parent to call up the teacher at midnight to ask whether the child has spelling, and should wear a red or blue t-shirt.

If the child forgets about these things, it is part of their learning experience.

As parents, don't need to overly protect our children and deprive them of the learning experience.



- ❑ Parents are strongly discouraged from dropping off items which their children have forgotten to bring.
- ❑ Parents are strongly encouraged to check the school diary daily for homework and announcements.

Minister Chan, 21 Sept 2024 Work plan seminar

Supporting your Child @ Home



Don't ask:

- Do you have homework today?
- How much did you get for spelling /quiz/test? How much did XXX get?
- Did you pay attention in class today?

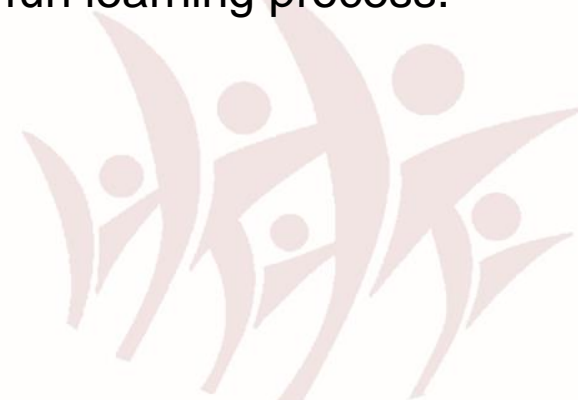
Ask:

- What did you learn today?
- What questions did you ask your teachers today?
- What was the best thing that happened in school today?

SOME QUESTIONS YOU MAY HAVE.....



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



SOME QUESTIONS YOU MAY HAVE.....

My child takes so long to complete her work. Will she fall behind?



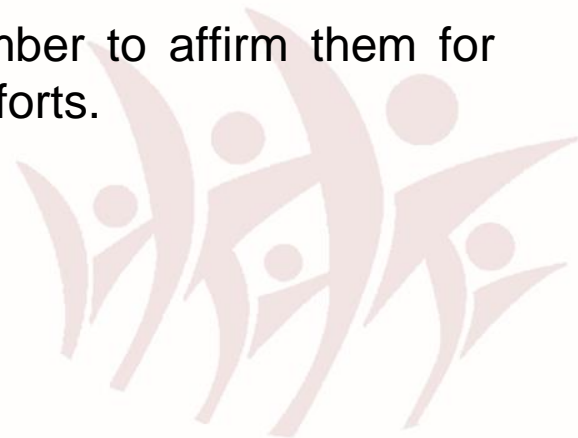
- Be specific about how much time they should spend on the work.
- By what time they should complete the work.



SOME QUESTIONS YOU MAY HAVE.....



- Practise with your child how to ask for help.
- Remember to affirm them for their efforts.



SOME QUESTIONS YOU MAY HAVE.....



- Remind your child that eating during recess is important.
- It helps them with the physical energy to continue learning and focusing in class.

The Butterfly and the Cocoon



- ❑ Struggles Give Us Strength.
- ❑ If we were allowed to go through life without any obstacles, it would cripple us.

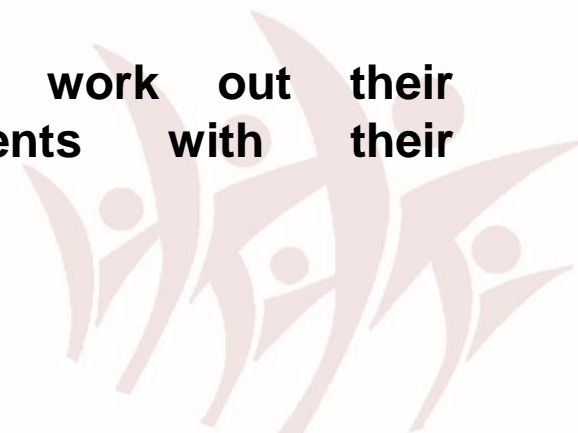


Let your children go...

They'll never be strong
unless they get hurt.
They'll never learn
without making mistakes.
They'll never be successful
without a few failures.

So, take a deep breath,
and LET. THEM. GO...

- Let them do their homework themselves.
- Let them pack their own school bags according to their class timetable.
- Let them work out their disagreements with their friends.



QR CODE

FEEDBACK



Thank
you

