

Primary 2 Parents' Briefing Principal's Address



Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

20th January 2025

Welcome To All Parents

- **Hope 2025 started well and safe**
- **Looking forward to a strong school-home partnership**



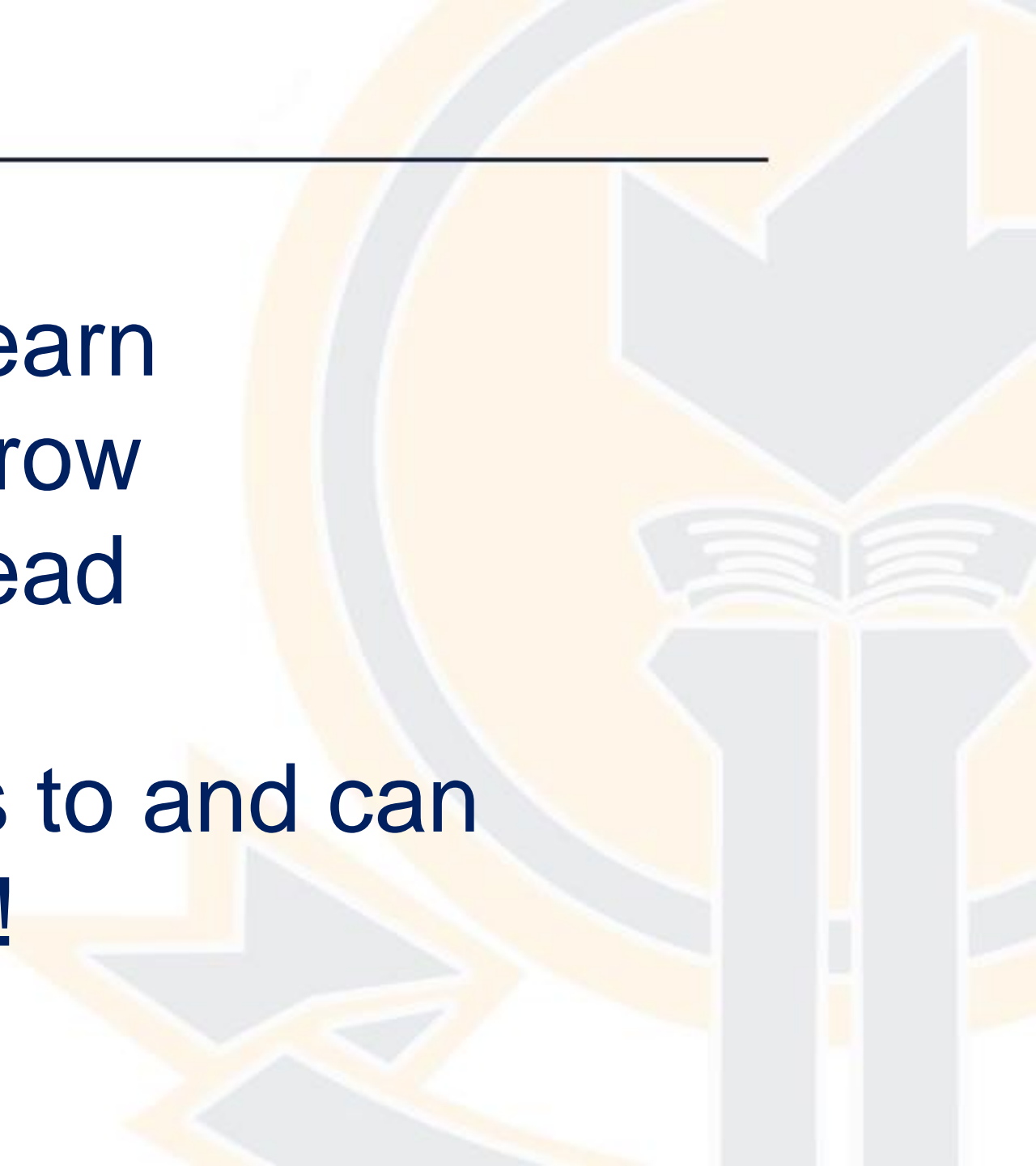
Key Members

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SEN Officer Mr Muhammad Nurhakim	muhd_nurhakim@schools.gov.sg
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OUR CORE BELIEF

Every Student Can Learn
Every Student Can Grow
Every Student Can Lead

Every Student wants to and can
Succeed!



Our Vision

Confident Individuals
Thinking Learners
Engaged Leaders



Our Vision

Confident Individuals

**who demonstrate SPARK values,
communicate effectively and
want to make a difference**

Thinking Learners

**who think critically and innovatively,
and learns collaboratively**

Engaged Leaders

**who care and have the courage to
want to contribute**



OUR MISSION

To nurture and empower
every Damaian to
learn, grow, and lead



Our **SPARK** Values

Sincerity to self and others

Passion for learning

Aspiration to succeed

Resilience in life

Kindness to all



Our **SPARK** Values

Every Damaian has *self-discipline* to uphold our **SPARK** values

Sincerity to self and others

Honesty
Care
Respect

Passion for learning

Responsibility
Self-directedness
Curiosity

Aspiration to succeed

Commitment
Seek to Improve

Resilience in life

Perseverance
Adaptability

Kindness to all

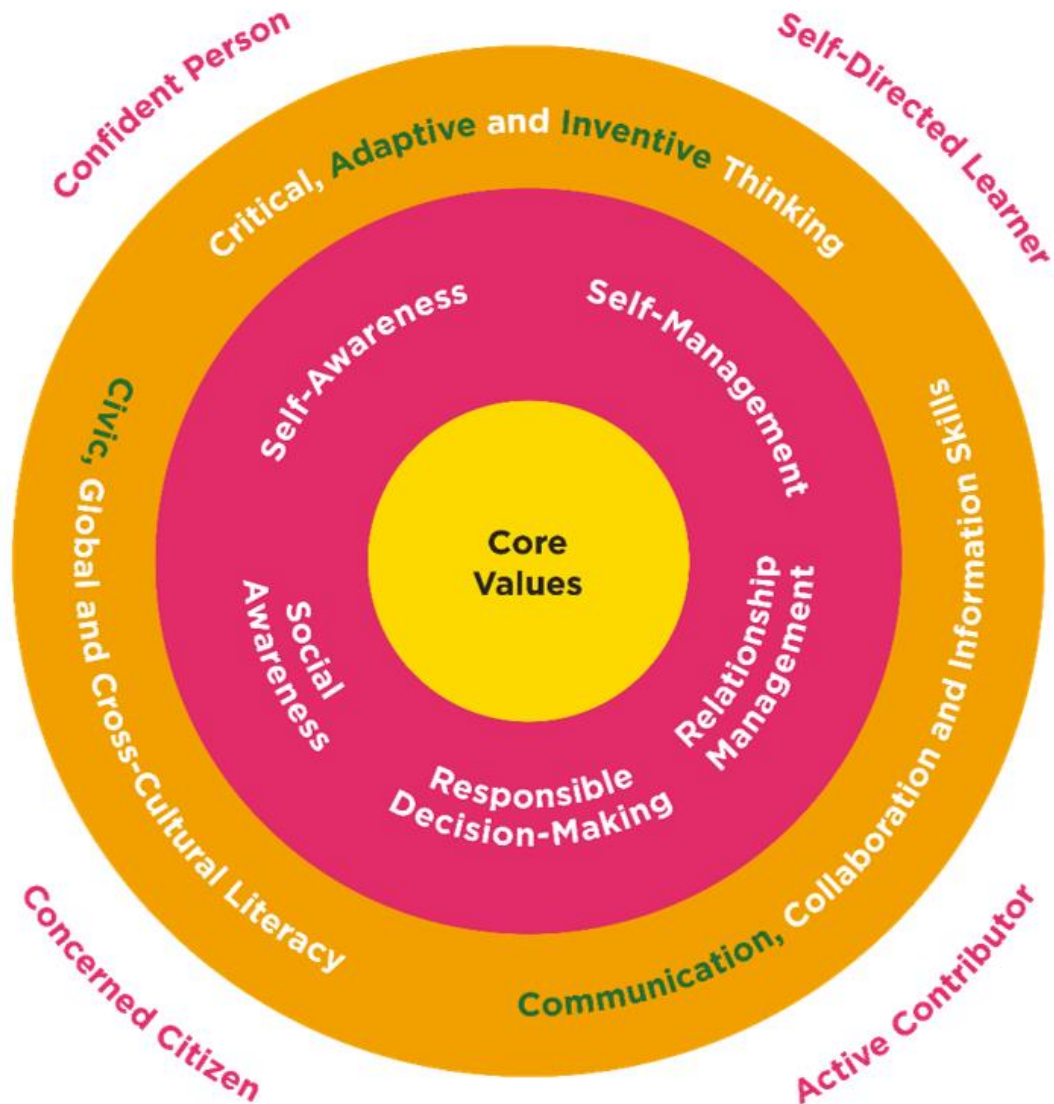
Helpful
Empathy



Social Emotional Learning (SEL)

- Social Emotion Learning refers to the acquisition of skills for students to:
 - Recognise and manage emotions
 - Develop care and concern for others
 - Make responsible decisions
 - Establish positive relations
 - Handle challenging situations effectively

Social Emotional Learning (SEL)



- SEL competencies can be categorised into five interrelated domains:
 - Self-awareness
 - Self-management
 - Social awareness
 - Relationship management
 - Responsible decision making

SEL Competencies	Domains	Description
Self Awareness	Relate to the understanding of self which helps in managing one's emotions and personal behaviours	A person who understands his own emotions, strengths, inclinations and weaknesses is able to develop positive self-concept and self-worth.
Self Management		A person who manages himself effectively is able to manage his own emotions, exercise self-discipline and display strong goal-setting and organisation skills.

SEL Competencies	Domains	Description
Social Awareness	Relate to one's social interactions	A person who has social awareness is able to accurately discern different perspectives, recognise and appreciate diversity and demonstrate empathy and respect for others.
Relationship Management		A person who manages relationships well is able to establish and maintain healthy relationships through effective communication and is able to work with others to resolve conflicts.

SEL Competencies	Domains	Description
Responsible Decision Making	Relate to how one handles oneself, relate to others and deal with challenging situations when making moral and ethical choices	A person who makes responsible decisions is able to identify and analyse the implications and consequences of decisions made based on sound moral considerations.

Outcomes of SEL

- Through SEL, our students acquire **skills, knowledge** and **dispositions** to manage self and relationships effectively and make responsible decisions essential for personal and social well-being.
- Research shows **a strong link** between SEL and student outcomes in the areas of mental well-being, character development, school success, career success and responsible citizenship.

The Desired Outcomes of Education (DOEs) will continue to drive our 21CC development efforts.

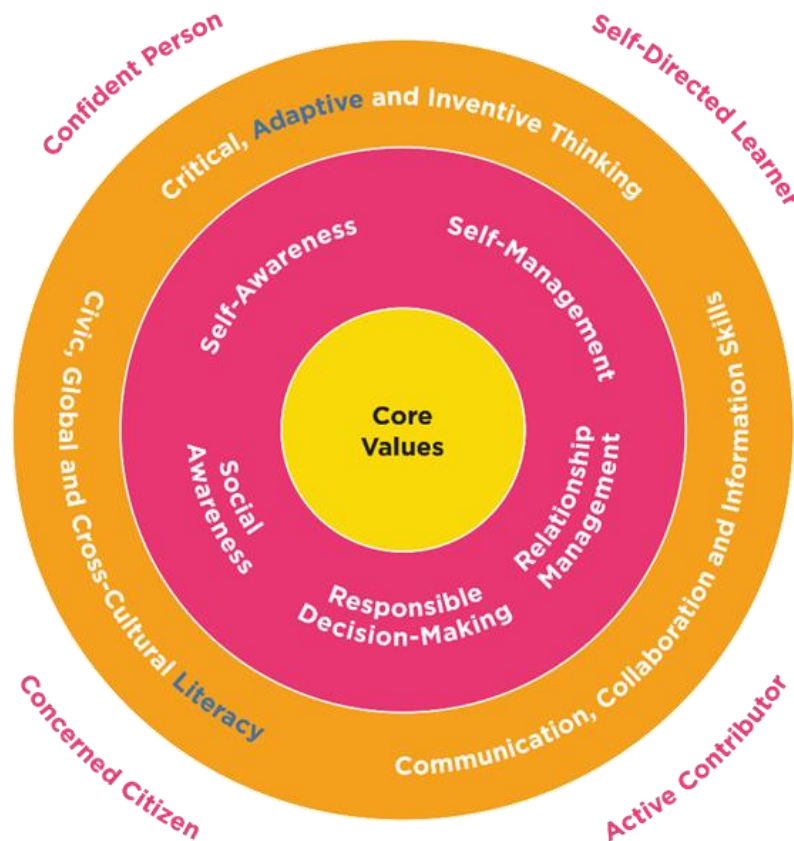
The DOEs are attributes that would enable our students to create, connect and contribute.

Confident person

Has a zest for life, has a strong sense of right and wrong, is adaptable and resilient, knows himself/herself, is discerning in judgement, thinks independently and critically, and communicates effectively

Concerned Citizen

Rooted to Singapore, has a strong civic consciousness, is responsible to his/her family, community and nation, and takes active roles in improving the lives of others



Self-Directed Learner

Takes responsibility for his/her own learning, is curious, reflective and persevering in the lifelong pursuit of learning, driven by passion and purpose

Active Contributor

Empathetic and open-minded to collaborate effectively in teams, exercises initiative, has courage to take risks responsibly, is innovative, and strives for excellence

Nationally, these 4 E21CC will be prioritised.

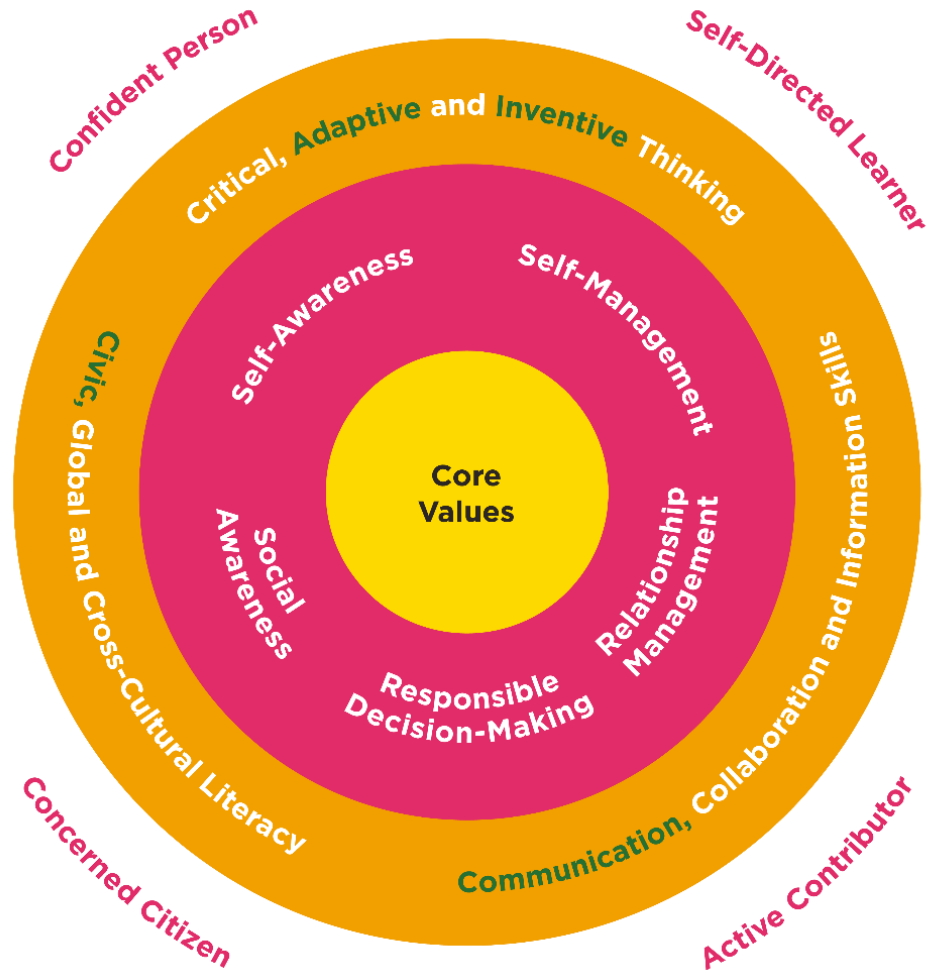
As a school, E21CC will be developed through our programmes and curriculum.

Adaptive Thinking

- i. Assesses different contexts and situations in order to make connections and draw new insights
- ii. Manages complexities and ambiguities by adjusting one's perspective and strategies

Civic Literacy

- i. Demonstrates understanding of values, ideals and issues of personal, community and national significance
- ii. Plays active and constructive roles to improve the school, community and nation



Inventive Thinking

- i. Explores possibilities and generates novel and useful ideas
- ii. Evaluates and refines ideas to formulate novel and useful solutions

Communication

- i. Effectively communicates information and co-constructs meaning
- ii. Engages empathetically with diverse perspectives

Good Discipline

- The school believes that good discipline is an important factor to help create positive school with a conducive environment for our students
- All Damaians need to know our school rules and adhere to them as expected
- Our teachers will teach and reinforce the school rules
- Reminders – prohibited items chewing gums, vapes, weapon-like items are not allowed



Good Discipline

- Parents are our partners in this journey
- Help us to educate Damaians
 - must be mindful of own actions/words
 - treat others the way you would like to be treated
 - respect personal space
 - interact / play safely and respectfully
 - have the morale courage to be an upstander



Good Discipline

- When something happened
 - Tell the person to stop what he/she is doing
 - Share that you do not like it
 - Inform your teacher soonest possible
- DO NOT take things into your own hands



Good Discipline

- School is a safe place – **Zero Tolerance** for Unacceptable behaviour that
 - is hurtful and undermines others to feel safe and secure
 - hinders effective learning and healthy development
- School will continue to educate Damaians on good behaviour, in partnership with parents



Good Discipline – Beyond School

- **Damaians are our school ambassadors**
- **Safety on school buses**
 - Buckle up and be seated until time to alight
 - No playing and avoid talking loudly on school buses
 - Follow the instructions by driver and bus attendance
- **Safety in Cyber Space**
 - Be respectful
 - Be responsible
 - Be a positive influence

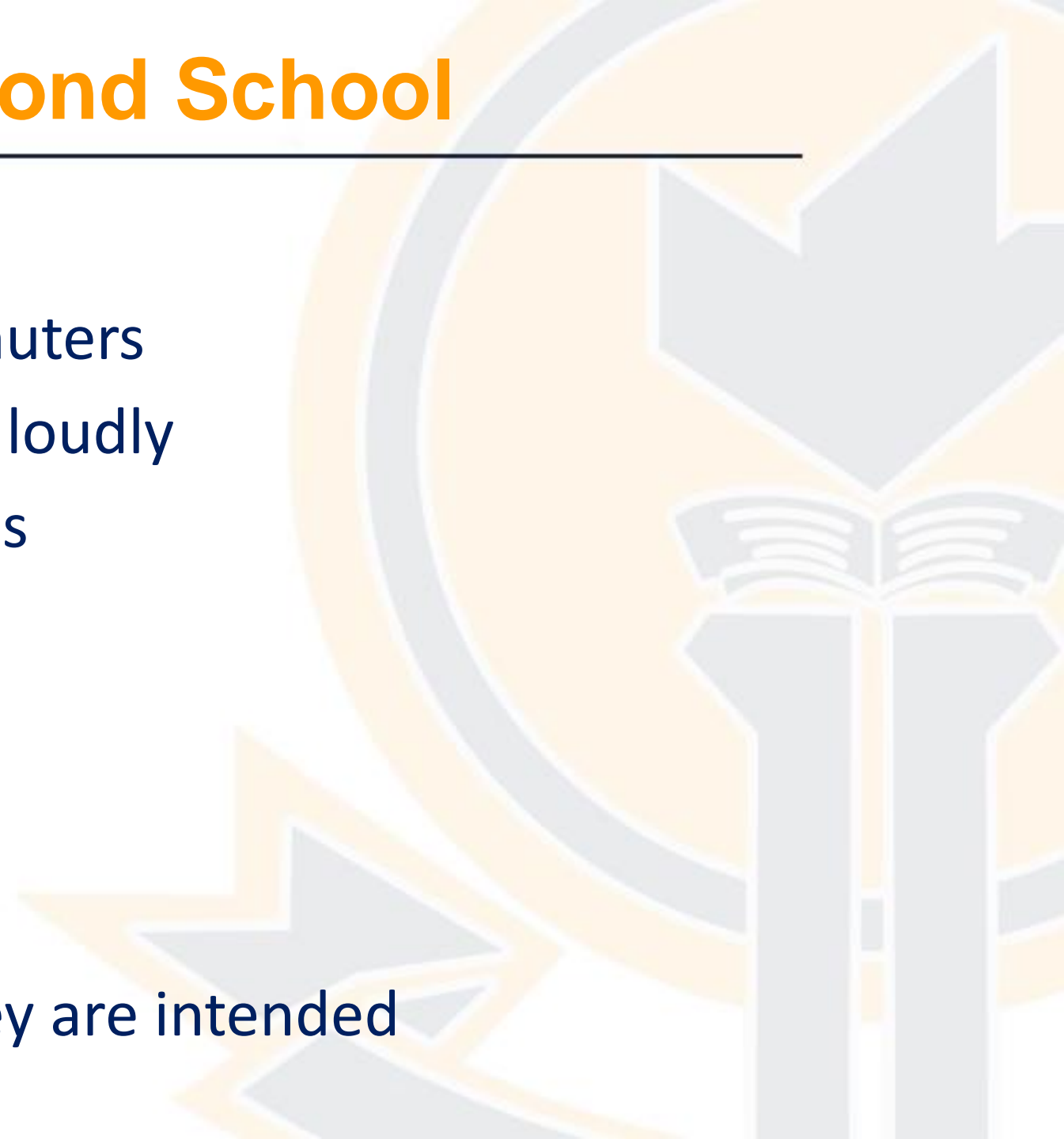
Good Discipline – Beyond School

- **Safety on public transport**

- Be respectful to other commuters
- No playing and avoid talking loudly
- Follow rules and social norms

- **Using of public facilities**

- Be respectful
- Be responsible
- Use all public facilities as they are intended



Remember

In all that you do, always think before you act

1) Is it right or wrong?

2) Is it kind or helpful?

3) Will my parents/teachers be proud of me?



Parents are important partners in education

- **T**rust is the foundation
- **R**emember the child as our focus
- **U**nderstand our shared responsibilities
- **S**eek common ground
- **T**ogether, we work towards common goals

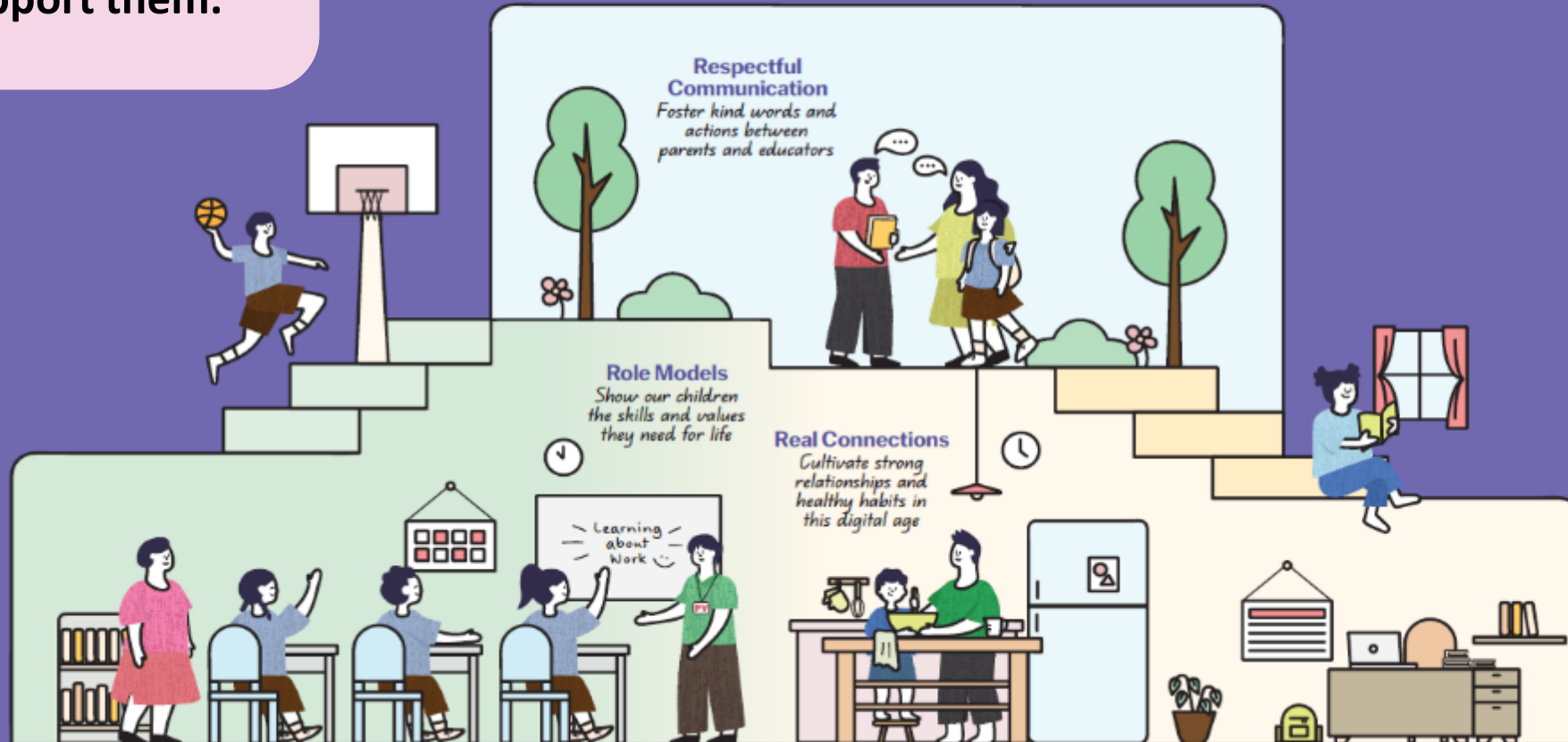


School-Home Partnership

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**



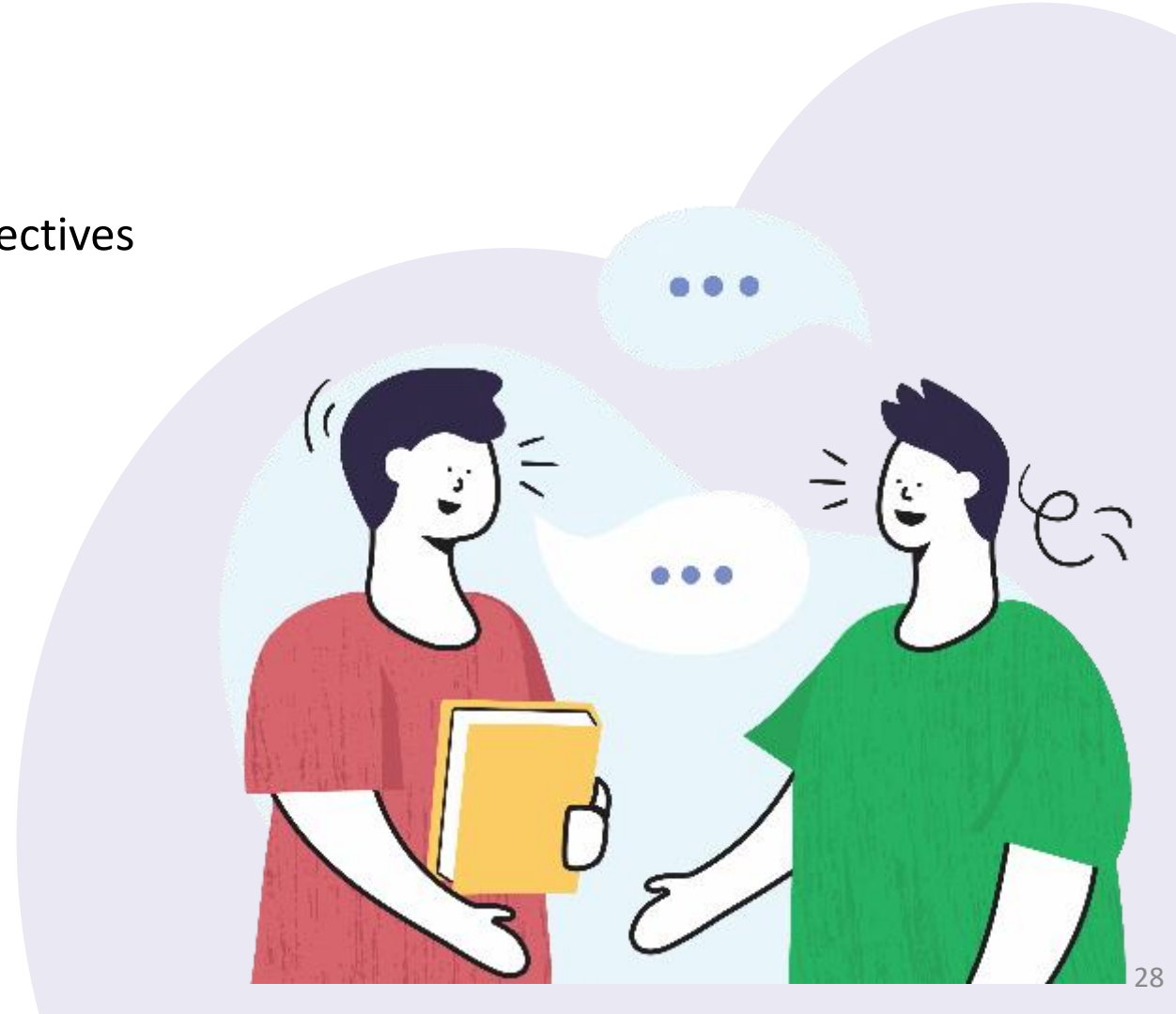
Listen to and understand each other's perspectives and concerns regarding each child



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

An infographic titled "Helping Your Child Build Healthy Relationships" from the National Library Board's "You've Got This" series. It features a QR code in the top right corner and an illustration of a family sitting around a table. The infographic is divided into two main sections: "Things You Can Do" and "Things You Can Say".

Things You Can Do

- 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. attend school camps).
 - For older children, encourage them to make friends with peers who have similar interests.
- Encourage your child to strengthen existing relationships.**
 - Foster healthy relationships with supportive extended family members.
 - 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

- 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?
- Older children are often figuring out the balance between being themselves and fitting in with others. Stay connected with your child and let them know that they can talk to you if they feel pressured to act in ways that they are uncomfortable with.**

If you ever feel pressured to do something or be someone you are 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.
- 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?

An infographic titled "Helping Your Child Thrive in the Online Space" from the National Library Board's "You've Got This" series. It features a QR code in the top right corner and an illustration of a laptop with a shield and a gear. The infographic is divided into two main sections: "Things You Can Do" and "Things You Can Say".

Things You Can Do

- 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.
- When your child is responding to another person online, 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.
- 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.

Things You Can Say

- Why do you think they said that?
- If you were in their shoes, would you agree with their opinion?
- Is your message respectful and empathetic?
- How do these comments make you feel?
- It's okay not to respond to these comments. Shall we turn off the comments and notifications and do something else for now?

Consider the issue from another perspective by practicing **T.H.I.N.K.** (Thoughtful, Helpful, Inspiring, Necessary, and Kind).



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

Engagement Charter

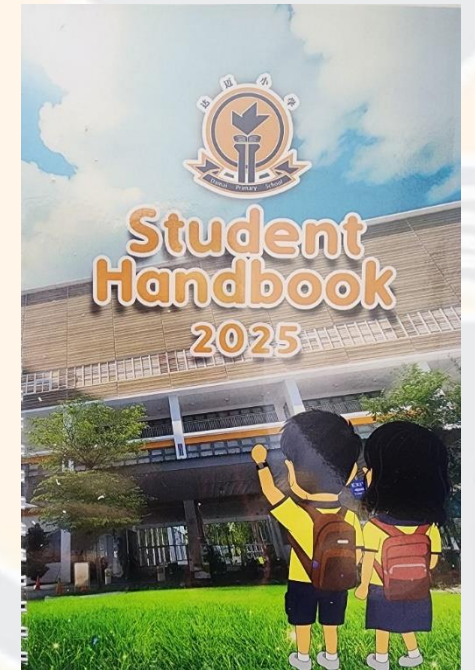
- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.



Parent-Teacher Communication

At DPS, we value parent-teacher communication via

- Parents Gateway
- Student Handbook
- Emails
- Phone calls – via school line **6445 6483**
- Meetings
- School Website
- Letters to parents
- Parents' Briefings
- Parents-Teacher Meeting



Parent-Teacher Communication

- First point of contact – Form Teachers / Subject Teachers
- Level-related matters – Year Heads
- School-related matters – Admin and Operation Managers / School Leaders
- School is still the best point of contact
- School will continue to keep you updated of information
- Do look out for any updates from school via **Parents Gateway (PG) and School Website**

Parent-Teacher Communication

- Teachers are not obliged to share their personal mobile numbers with parents
- Discuss with your child's teacher the preferred mode of communication
- Contact teachers within school hours (7.00 am and 5.30 pm) during working days, unless it is an emergency
- Teachers may only be able to respond when they are available or on the next working day. Urgent matters, contact the General Office as teachers will not be able to respond to you immediately

School Letters to Parents

- Keep a look out for the school letters including Principal's Letters to parents
- Important information is available for parents to allow you to keep posted of the school matters
 - Through Parent Gateway (PG)
 - Keep your PG notification on
- Latest Ministry of Education (MOE) would like to request for an update of your information and your child's/ward's information via the **Student Details Form (SDF)** for the purpose of providing educational services to your child/ward in MOE schools.



Attendance in School

- Your child's attendance in school is important and compulsory
- Regular attendance is crucial for academic progress and overall development. Consistent presence in the classroom allows students to fully engage with the curriculum and benefit from the learning environment.
- Plans for holidays or personal matters to be made during school holidays only

Attendance in School

- Child is unwell and needs to be absent from school
 - Supported by medical certificate from doctors
 - Covered by parents' letters/email
 - On 2nd day of self-medication and still unwell, see a doctor
- Only when your child is in school will we be able to nurture him/her
- Let's work to support your child to have a smooth transition to Primary 2

Attendance in School

- Cultivate the good habit of responsibility and punctuality
 - Report to the classrooms for attendance-taking and morning assembly by 7.30 am
 - Be in school 5 to 10 min before 7.30 am to give time to reach the classrooms for morning assembly
- Students who are not in school by 7.30 am to participate in flag-raising together with the student population, will be deemed late for school
- Habitual late-coming will be noted and included in student's behaviour record which will impact the conduct grade of the students

Digital Devices

- Students are not allowed to bring handphones / smartwatches to school without obtaining written permission from the school. Parents must fill in a prescribed form to request for permission.. The request for permission is to be applied yearly by parents.
- Permission granted by school comes with conditions for parents and students to adhere.
- The school will not be responsible for the loss of any handphone / smartwatch

Digital Devices

- Students are not to use personal digital devices, including smartphones/smartwatches, during school hours including recess, CCA and all after-school programmes (e.g. supplementary/ enrichment/remedial lessons). Students are only allowed to use personal digital devices after school hours when they are outside school grounds.
- Students who bring such devices are to **put them in their school bags once they enter the school premise before school start time**. They can retrieve the devices after school ends, outside school grounds. Students should bear responsibility for safekeeping of devices.

School-Home Partnership

- Proper school uniforms/PE attire – **include name tag**

Primary 2	Blue	ISSAC NG YONG YI
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- School driveway – **drop and go**
- Routines – fix the pick up point for dismissal, avoid requesting for a change at last minute
- Safety – utmost importance
Eg Follow safety rules,
Be punctual in picking up your child



Safety Reminders

School Zone and Enhanced School Zone



Lower speed limits in School Zones help create a safer road environment for school-going children.



Prominent “Slow” and “School” markings painted on the road



Red finishing for parts of road surfaces near school gates

Safety Reminders

Road Markings



Continuous white line.
Vehicles should keep to the left of this line. No parking on either side of the road at all times. Violation of this rule attracts a fine.



Single white stop line.
Stop to check the traffic situation ahead before moving off.



Unbroken double yellow lines.
No parking on this side of the road at all times, except for immediate pick-up and drop-off only. Violation of this rule attracts a fine



**No U-turn –
Without U-turn sign available**



**No parking
along this stretch of road**

Our Focus

Damaians

- enjoy their learning
- have a strong foundation for their learning
- have good character and values
- demonstrate resilience and social-emotional well-being
- exercise self-discipline at all times
- have the dispositions to be future ready
- be the Best Me everyday

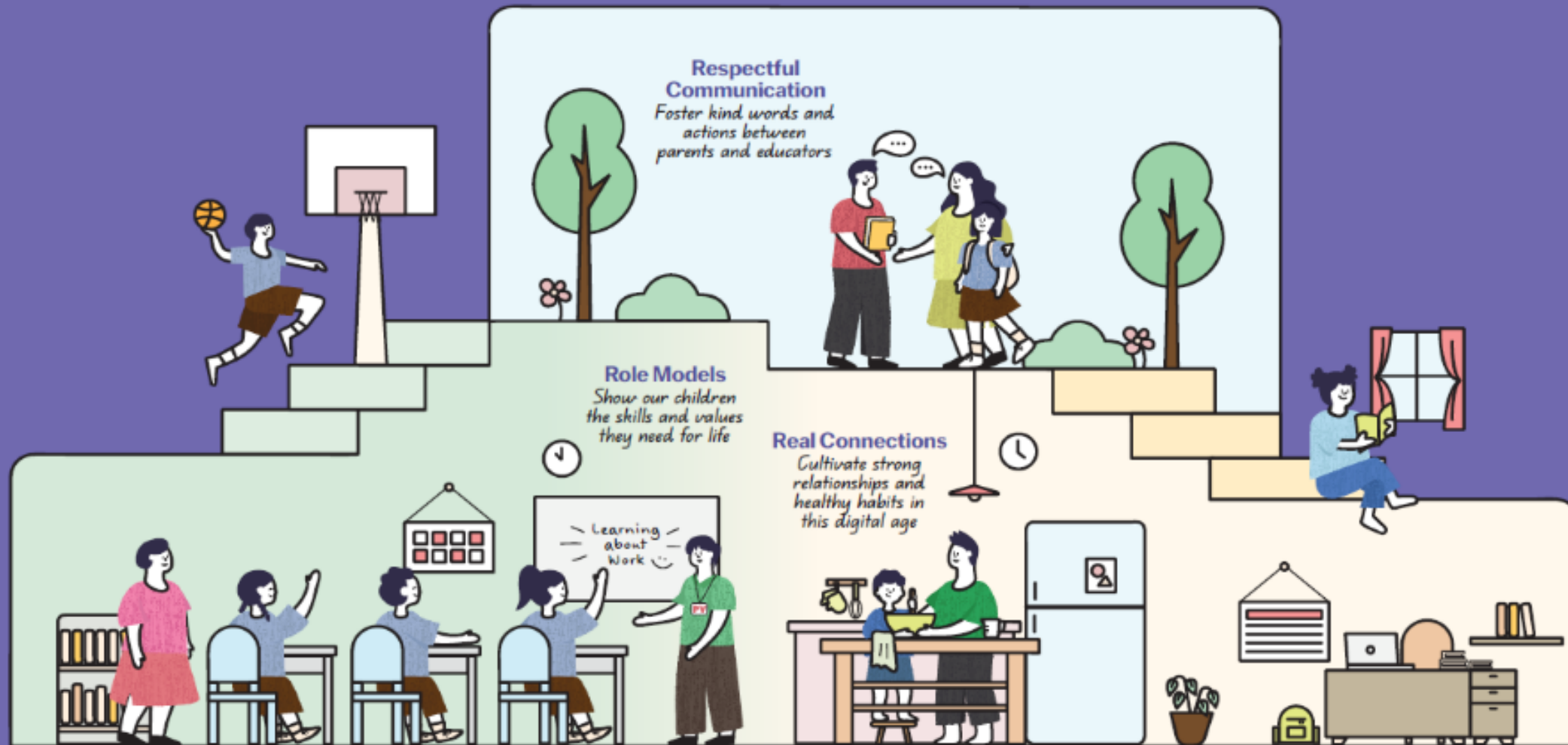
In 2025

- **Start the year right**
- **Partner the teachers**
- **Get your child to make friends**
- **Encourage your child to**
 - **Stay positive**
 - **Have a Growth Mindset**
 - **Be the Best Me Every Day**



Soaring to New Horizons

Raising a Happy, Confident, and Kind Generation Together



P2 Parents' Briefing

20 January 2025



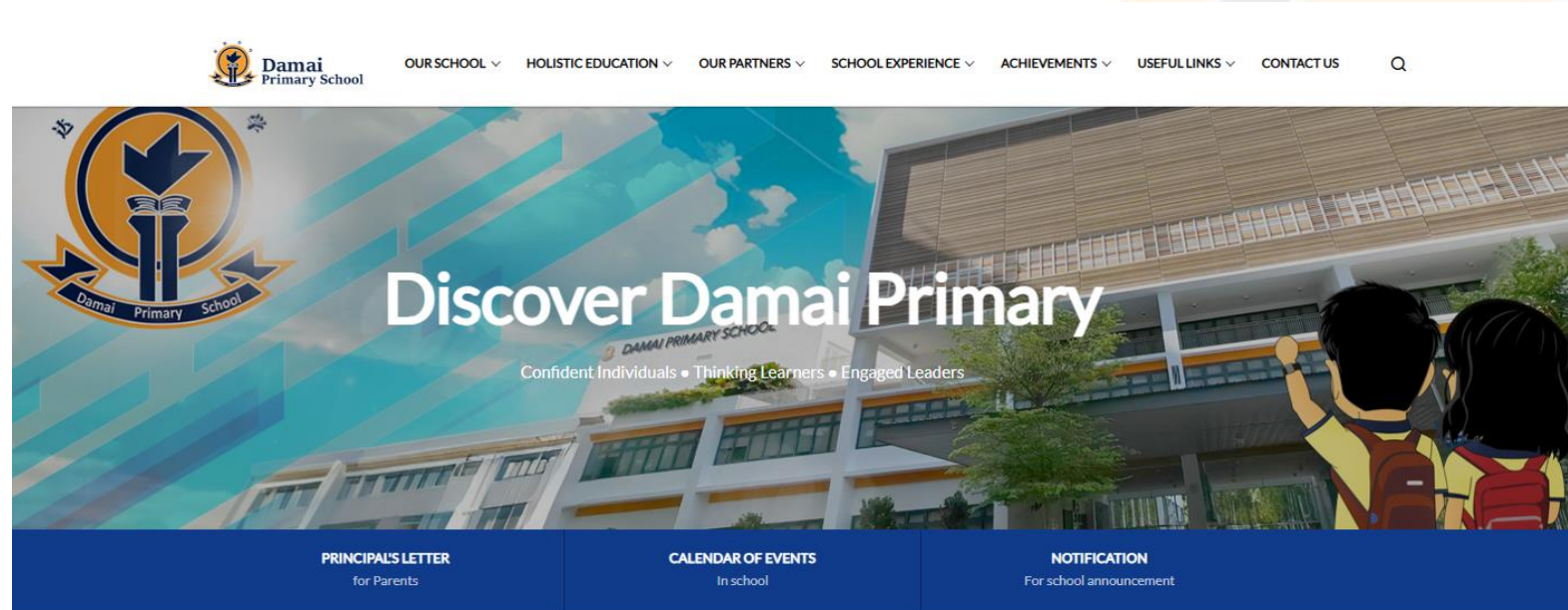
Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

Mrs Nadira Khan
Year Head (Lower Primary)

Information Presented

- Slides will be posted onto school website by 27th January 25.



INFORMATION

P1 Orientation Briefing Slides 2024

You may find the briefing slides here

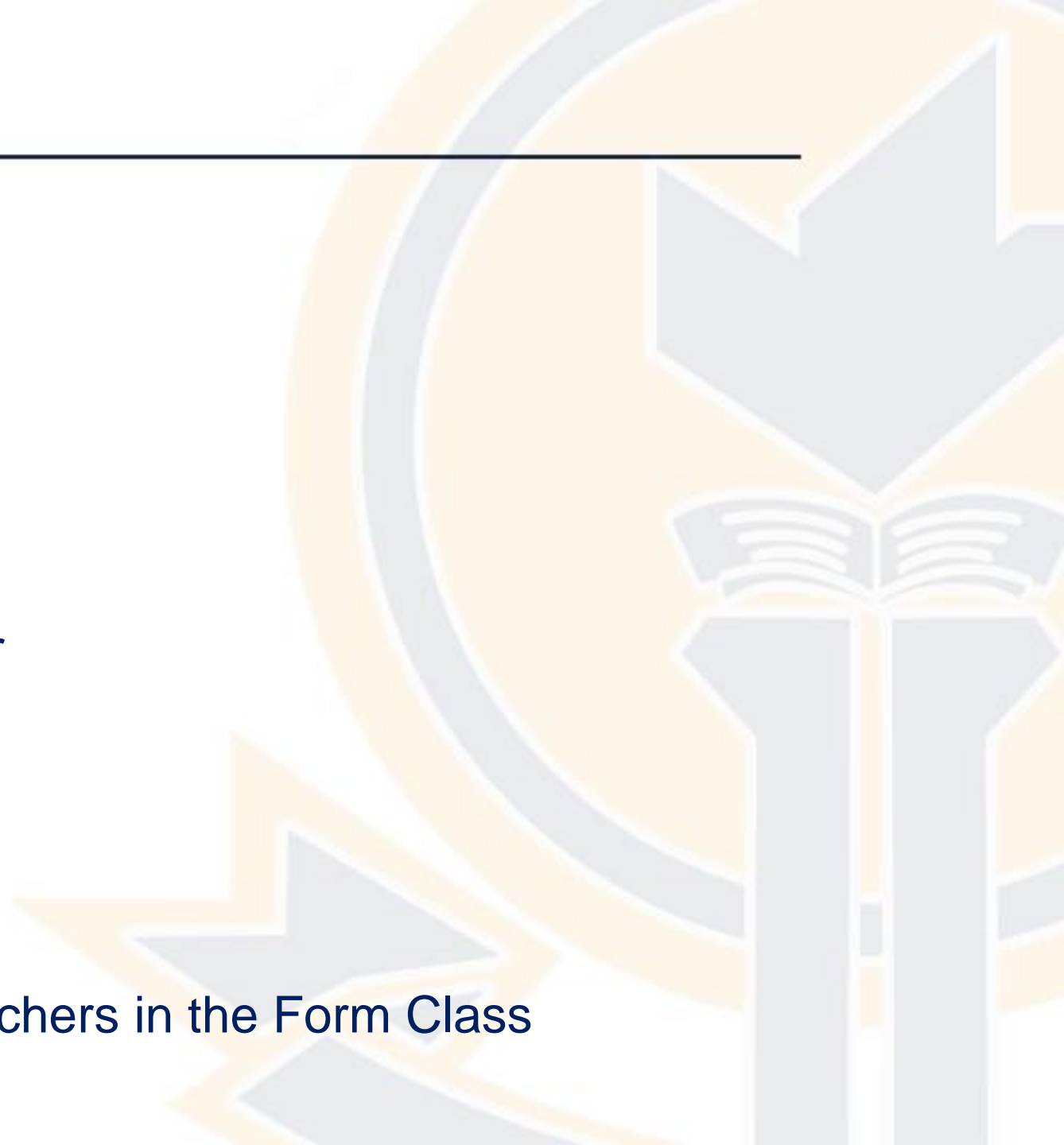
 [CLICK HERE](#) →

P1 Orientation Day 2024 Damai Primary School

Agenda

Briefing by Year Head

- General Matters
- Assessment Matters
- Holistic Reporting
- P2 Level Programmes for the Year
- Upcoming Parents' Engagement
- Starting School Right – Parent Kit
- School-Parent Partnership
- Interaction & Briefings – Form Teachers in the Form Class

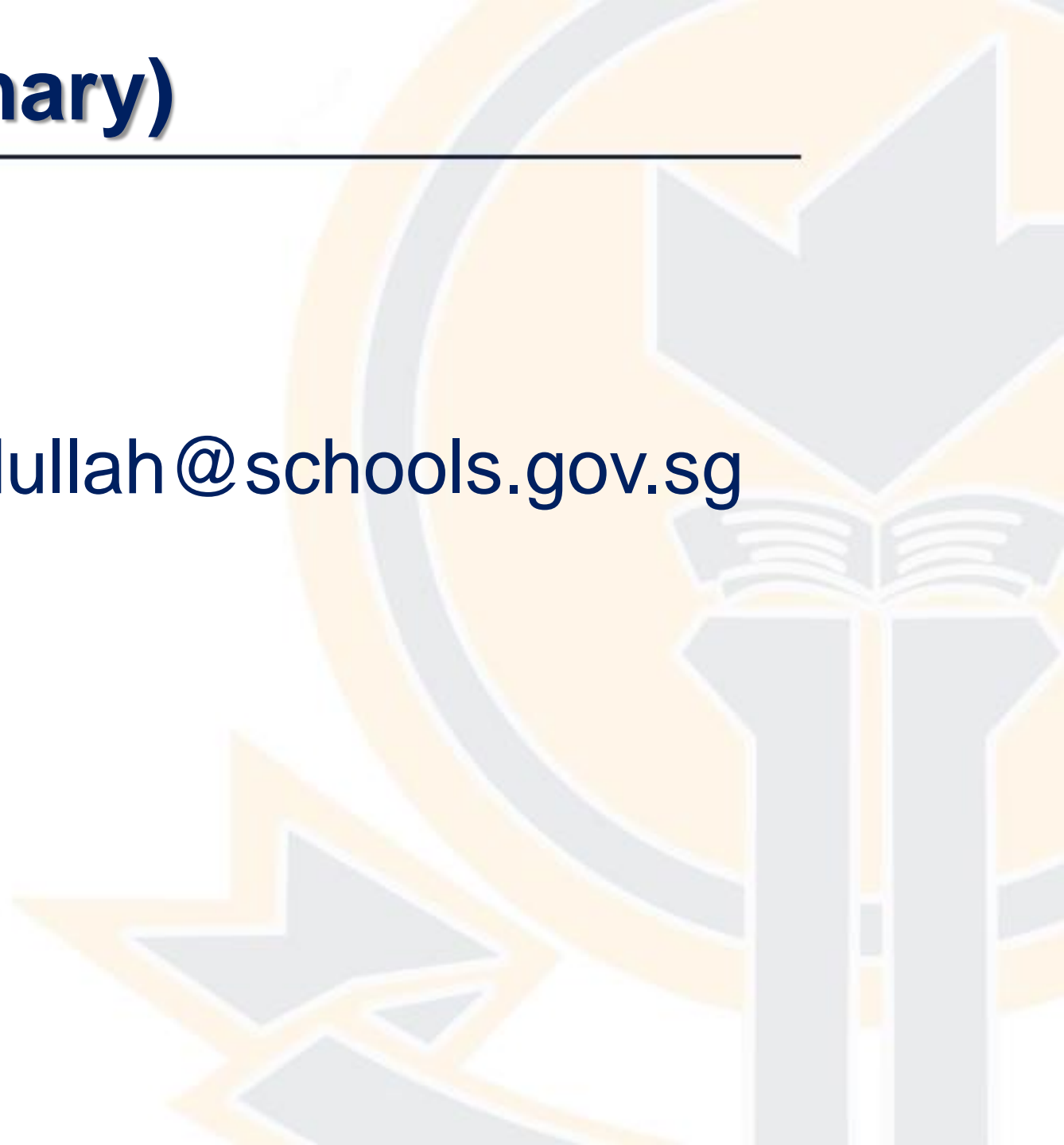


Year Head (Lower Primary)

- Mrs Nadira Khan

Email : nadira_abdullah@schools.gov.sg

Telephone : 64456483



Hey, are you feeling stressed?

Faced with many challenges in life? You can learn to tackle them.

I can't finish my revision, I'm so stressed!



Tackling Exam Stress

- Start revision early.
- Stick to a revision timetable.
- Set realistic targets.
- Seek help when in doubt.
- Be prepared.

I just can't face my problems.



Staying Positive

- Believe that you can face any challenge.
- See the positive side of any situation.
- Mistakes are not failures. Learn from them.
- Be strong.

I'm really angry!



Managing Anger

- Do not use hurtful words. Walk away.
- Take a few deep breaths.
- Think through the problem and resolve it calmly.
- Stay cool.

I need a break!



De-stressing and Relaxing

- Talk to your family, teacher or friend.
- Exercise or play a sport with your friends.
- Go for a movie or read your favourite novel.
- Be happy.

HAVE YOU TRIED ANY OF THESE TIPS?

Share these tips with your friends and help them cope with their challenges too!

To find out more about managing your mental wellness, visit www.hpb.gov.sg or call HealthLine at 1800 2231313.

Holistic development Primary 2 includes:

Focus on building greater confidence and nurturing a stronger intrinsic motivation to learn



Offering age-appropriate assessment strategies to support learning

No examinations and weighted assessments at P1 and P2 to encourage the joy of learning.

Assessment Matters

- **Written assessment**
- **Oral assessment**
- **Activity-based assessment**
- **No weighted assessment and examinations in Primary 1 & 2**

- ✓ **Shorter assessments**
- ✓ **More and richer feedback**
- ✓ **Appropriate types of assessment**

HA Communication Modes

Communication 'Modes' (Evidence of Learning & Development)



Pupil Portfolio

Pupil Progress Card

Pupil Holistic Report Card

Subject	1st Term	2nd Term	3rd Term	4th Term	5th Term	6th Term	Overall	Teacher's Name
ENGLISH	85.0	88.0	90.0	88.0	85.0	88.0	88.0	A
SCIENCE	88.0	90.0	92.0	90.0	88.0	90.0	90.0	A
MATHEMATICS	88.0	90.0	92.0	90.0	88.0	90.0	90.0	A
TOTAL SCORE	88.0	90.0	92.0	90.0	88.0	90.0	90.0	A
PSYC & MORAL EDUCATION								A
CITIZENSHIP EDUCATION								A
ARTS								A
PHYSICAL EDUCATION								A

Year	2020	Score for the year	2021
Percentage	88.0		90.0
Teacher	EXCELLENT	Attendance	95.00

It is a pleasure and well-deserved to call this a combined report card to offer an overview of your child's progress. She is an independent learner and participates actively in group activities. She shows great interest in her work and can be relied upon to successfully complete all assignments.

Results Slip



(Achievement, Holistic Development, Growth, Progress)



Child & Learning Environment

(Display of Children's Work: Physical /Digital)

How will this benefit my child?

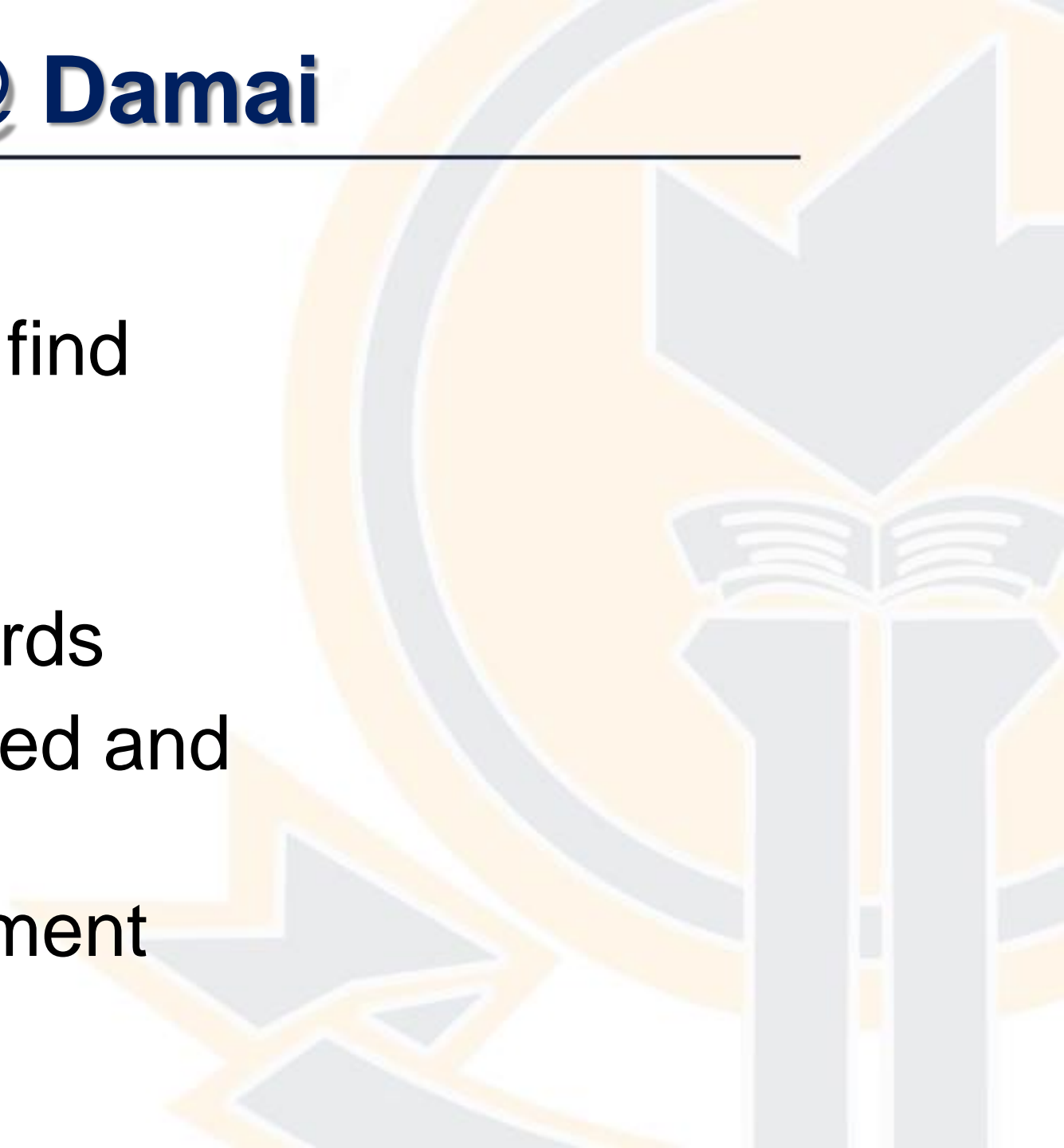
- **More opportunities to show learning**
- **Caters to wider range of learning styles**
- **Regular and timely feedback**

- **More confident**
- **Motivated to learn**
- **Enjoys learning**



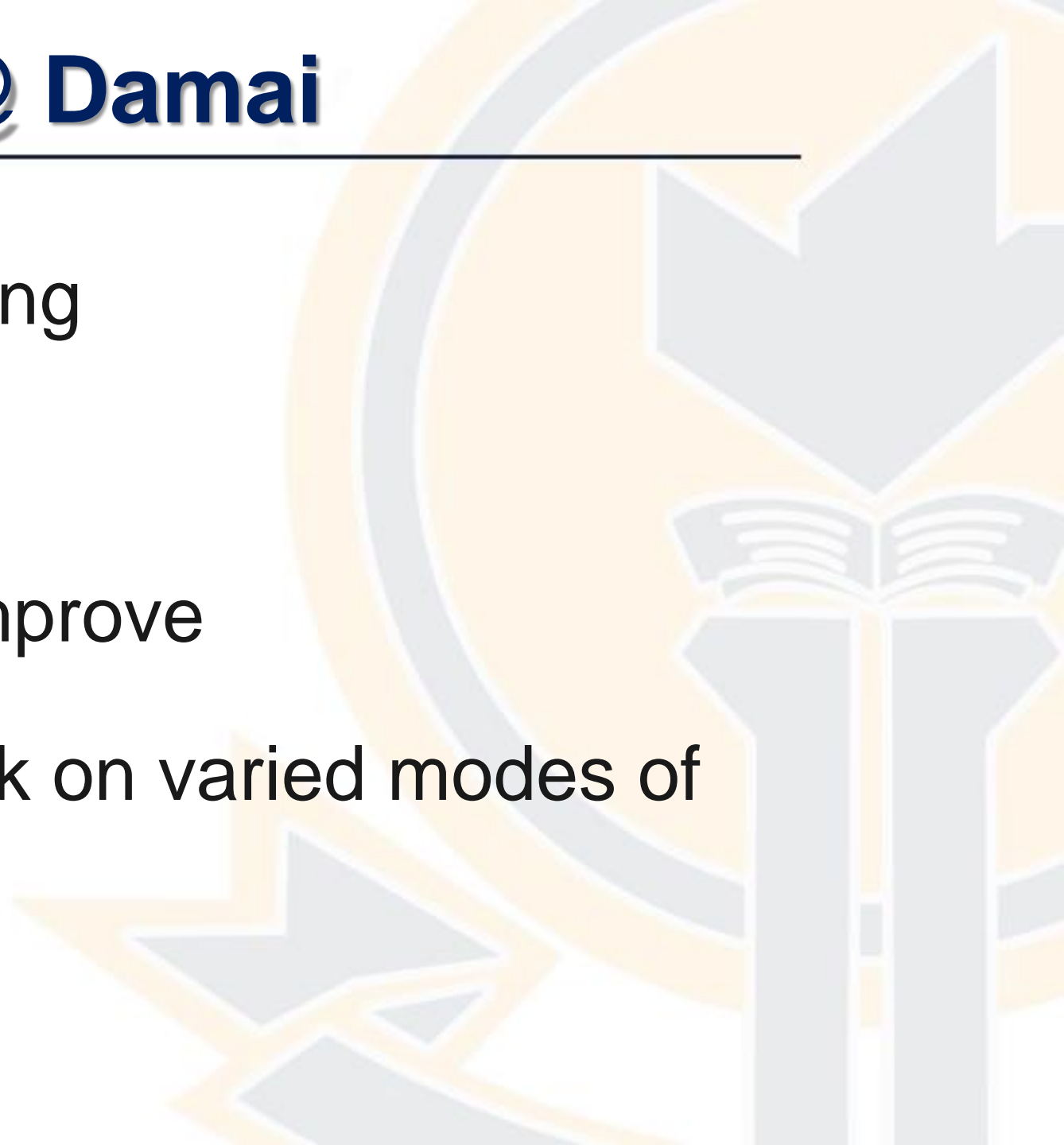
Holistic Reporting @ Damai

- In the black file, you will find your child's
 - ✓ Termly Reflections
 - ✓ Semester Progress Cards
 - ✓ Assessments – Weighted and Non-weighted
 - ✓ Certificates of achievement



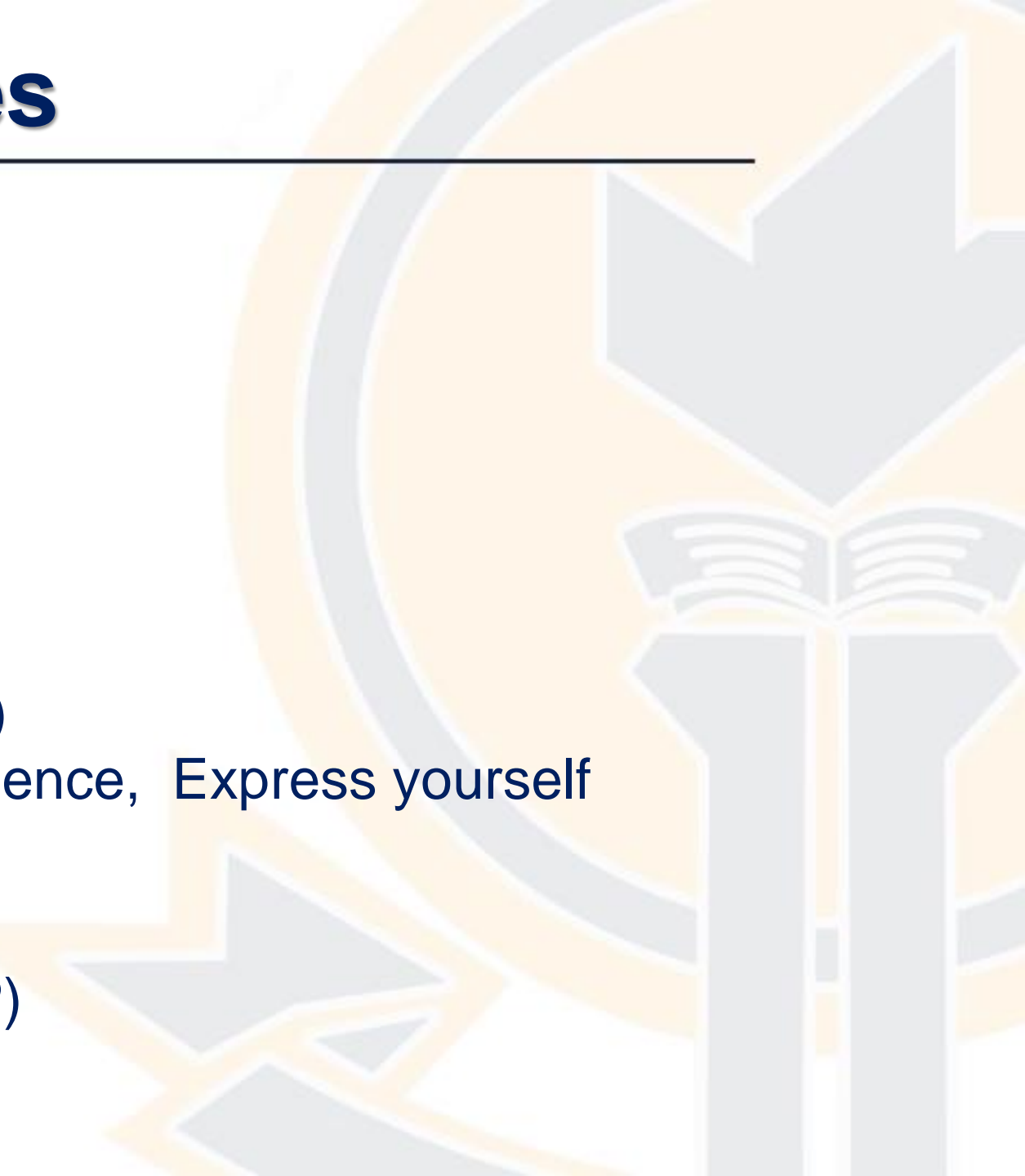
Holistic Reporting @ Damai

- Promote reflective thinking
- Have a growth mindset
- Emphasise on how to improve
- Provide regular feedback on varied modes of assessment



Our Level Programmes

- Start it Right Programme
- Road Safety Walk
- Values In Action Programmes
- Learning Journeys
- Learning for Life Programmes (LLP)
 - SPARK
- Applied Learning Programmes (ALP)
 - ICE - Ignite your Confidence, Express yourself
- Support Programmes
 - Learning Support – Maths (LSM)
 - Learning Support – English (LSP)

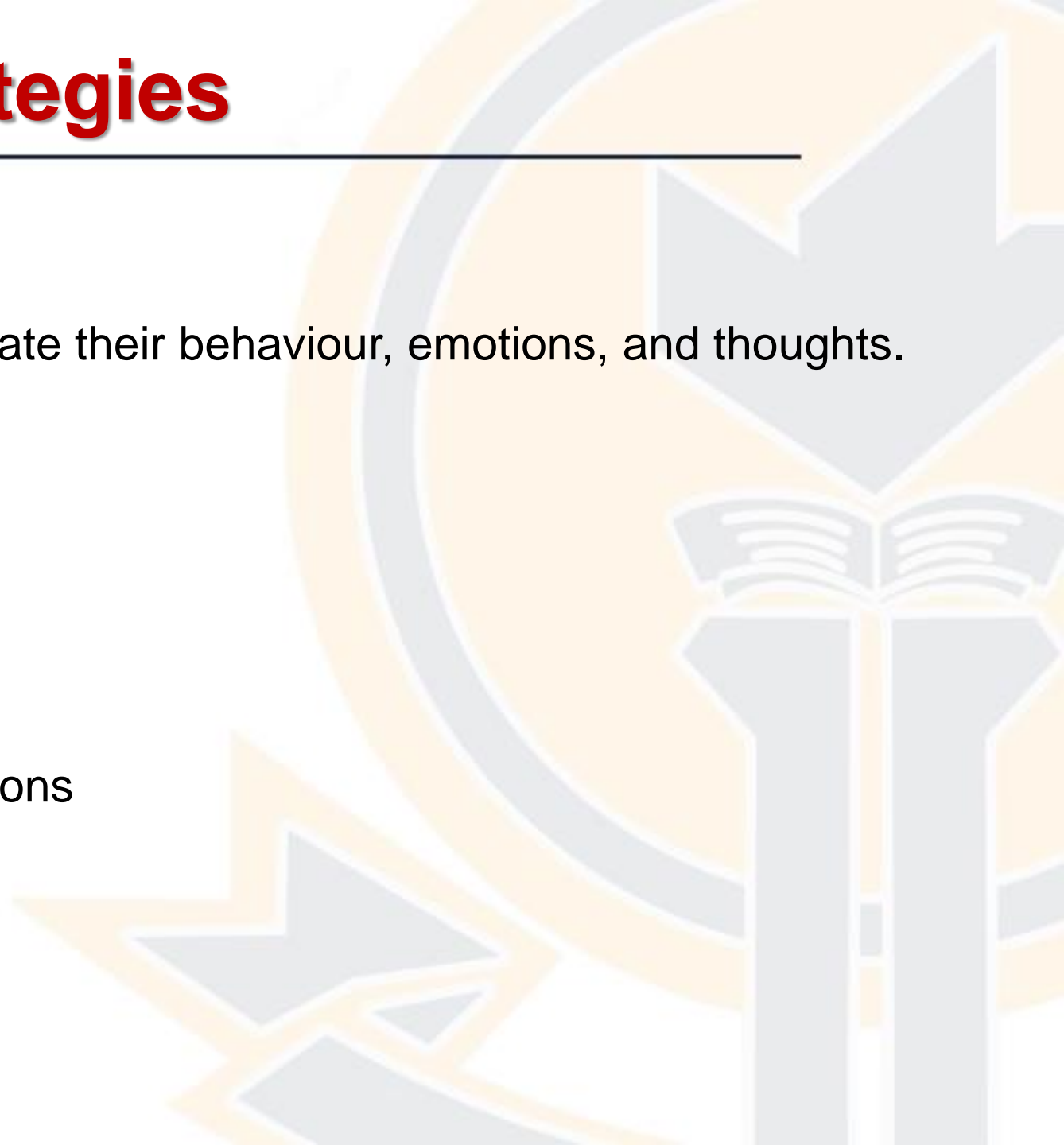


Self-Management Strategies

Start-it Right Programme

To help our students understand and regulate their behaviour, emotions, and thoughts.

- Introduction to Peers and Teachers
- Following Instructions
- Listening
- Focusing Attention and Ignoring Distractions
- Bringing Materials to Class
- Organising Work Areas
- Zones of Regulation



Looking forward to..

- PAL Lessons – Outdoor activities, Visual Arts, Sports & Games and Performing Arts
- Mother Tongue Speech & Drama
- Learning Journey to National Orchid Garden
- Aesthetics Learning Journey to Esplanade
- Mother Tongue Fortnight

Snack Break (10 mins @ 11.20am)

- Important part of a child's diet
- Manage hunger and fill nutrients gaps
- Boost well-being

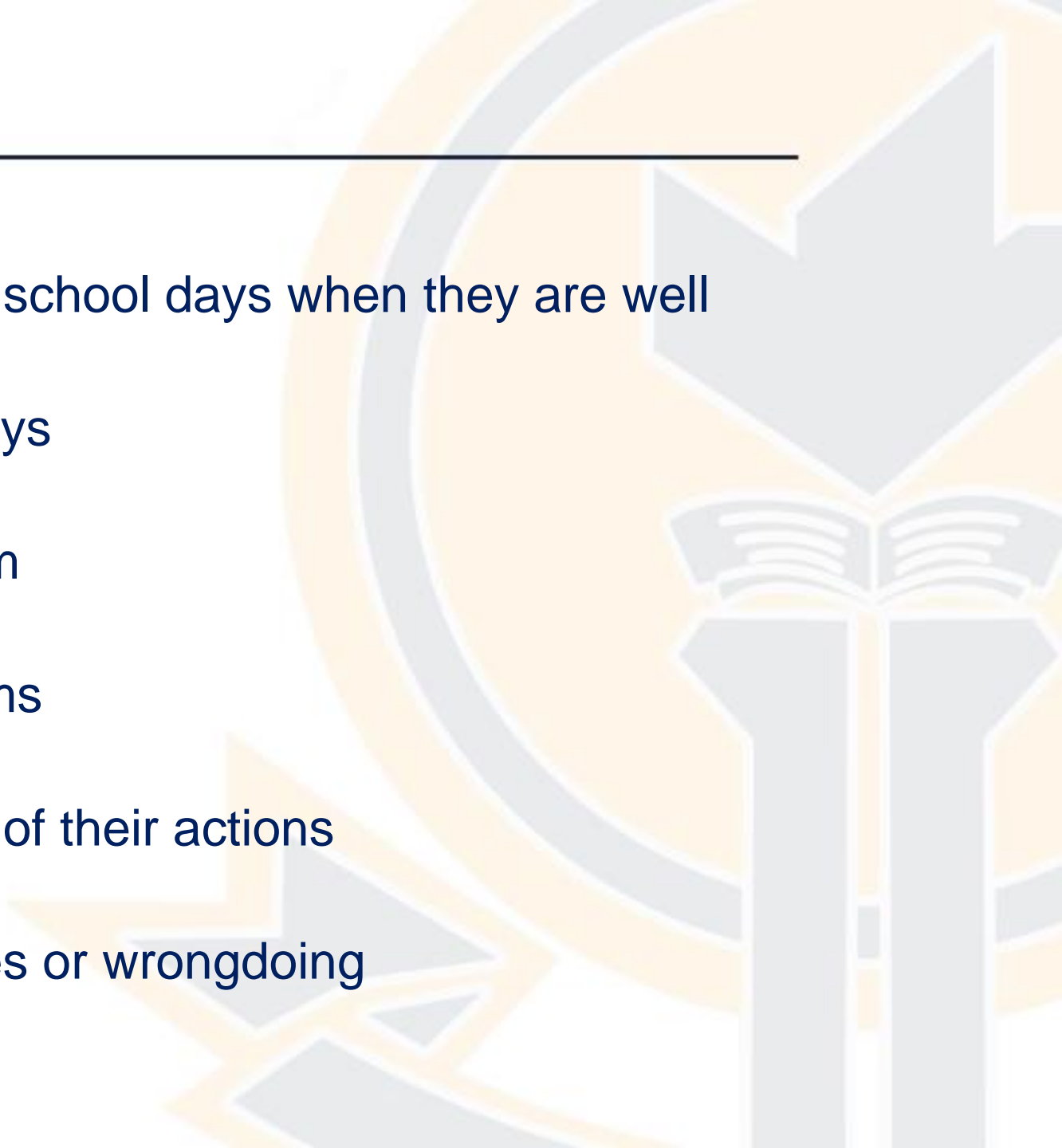


Choose something which is healthy, simple and fast to prepare!

School-Home Partnership

- Familiarise yourself with school communication platforms
- Read the Student Handbook, parent memos & notifications
- Build good relationships & trust the teachers to want the best for each student
- Encourage friendships
- Volunteer in school activities & PSG

PARENTS MUST NOT

- Allow the child to stay at home during school days when they are well
 - Bring them overseas during school days
 - Do homework or assignments for them
 - Make Home Delivery for forgotten items
 - Rescue them from the consequences of their actions
 - Hide or give reasons to justify mistakes or wrongdoing
- 

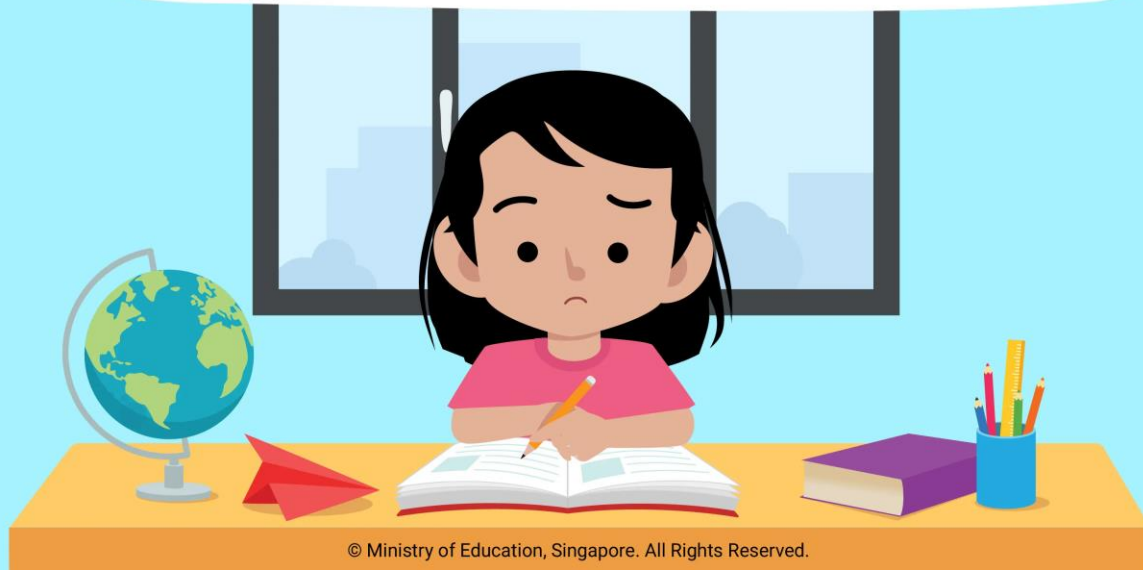
SUPPORT YOUR CHILD

BE THERE:

- **Believe** in your child; emphasize on his/her strengths
- **Encourage** your child to give his/her best
- **Treasure** the process of learning, and not just focus on the results
- **Help** your child develop a structure and routine for studying
- **Expect** realistically what your child is capable of; help him/her experience success
- **Recognise** the symptoms of stress/anxiety and address them
- **Empathise** with your child regarding the challenges s/he is facing

SOME QUESTIONS YOU MAY HAVE...

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



Children pick up time management at a different pace and can improve with help.

Support your child in time management

- Parents can model this with your child at home with small tasks and everyday activities
- If you find your child struggling with completing their tasks or homework within a given time, it could also mean that they are not sure how to go about completing them
- If you notice any learning issues, do reach out to the school early

Be specific about how much time they should spend on the work, and what time they should complete the work.

SOME QUESTIONS YOU MAY HAVE...

Help, my child doesn't know how to ask for help!



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Asking for help may not seem obvious to a child.

Teach your child how to ask for help

- Here are some steps you may teach your child:
 - **Step 1:** Look for someone who can help
 - **Step 2:** Check if that person has the time to help; if not, look for another suitable person
 - **Step 3:** Share what the problem is and how they feel
 - **Step 4:** Listen carefully to the advice given
 - **Step 5:** Thank the person for the help

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

Some questions you may have..

I'm worried my child won't eat at recess. He'll go hungry!



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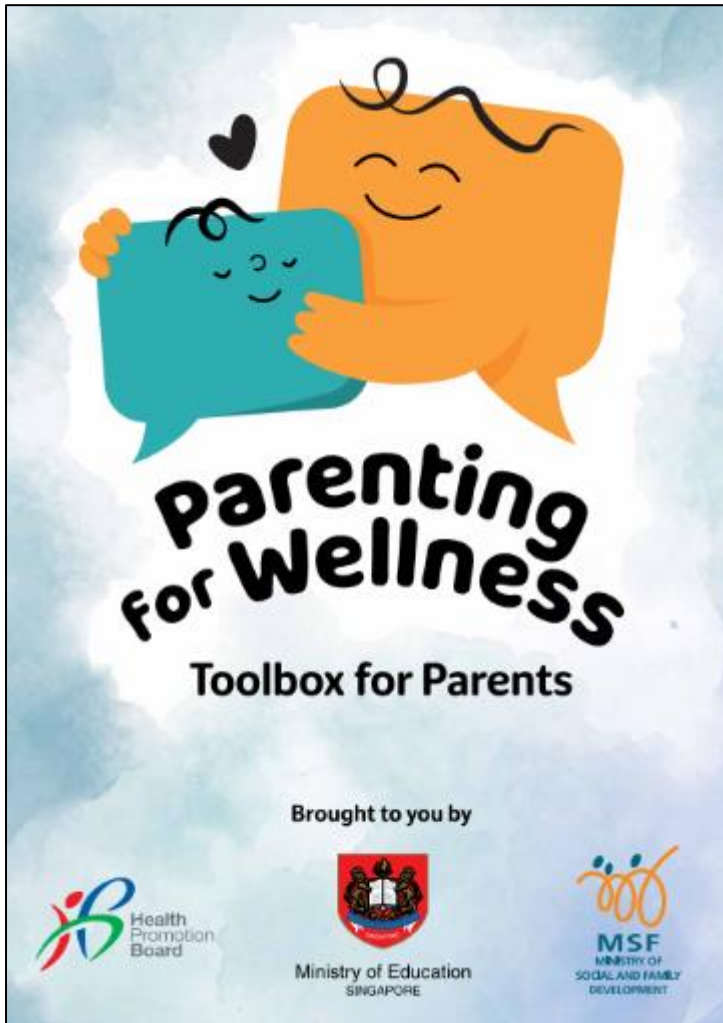
Remind your child that eating during recess is important as it helps them with the physical energy to continue focusing and learning in class.

Students may enjoy recess so much that they forget to eat. Some students may not be eating because they are shy about ordering food.

Encourage your child to eat during recess

- Let your child practise ordering food and making payment when out with the family
- If they need more time to build their confidence or observe how it is done by other students, you may pack a lunch box in the meantime, so they will always have something to eat
- If you worry that your child is not eating at all, discuss with your child's teacher

Latest Resource: Parenting for Wellness Toolbox



An initiative to empower parents with key knowledge and skills to build strong parent-child relationships, strengthen their children's mental well-being and resilience, and parent effectively in the digital age.

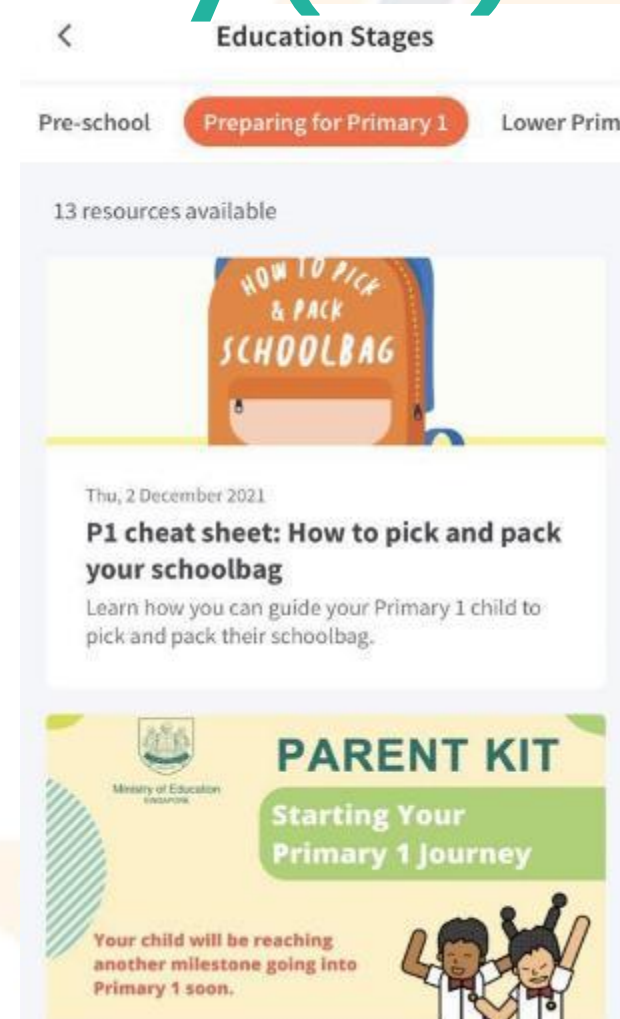
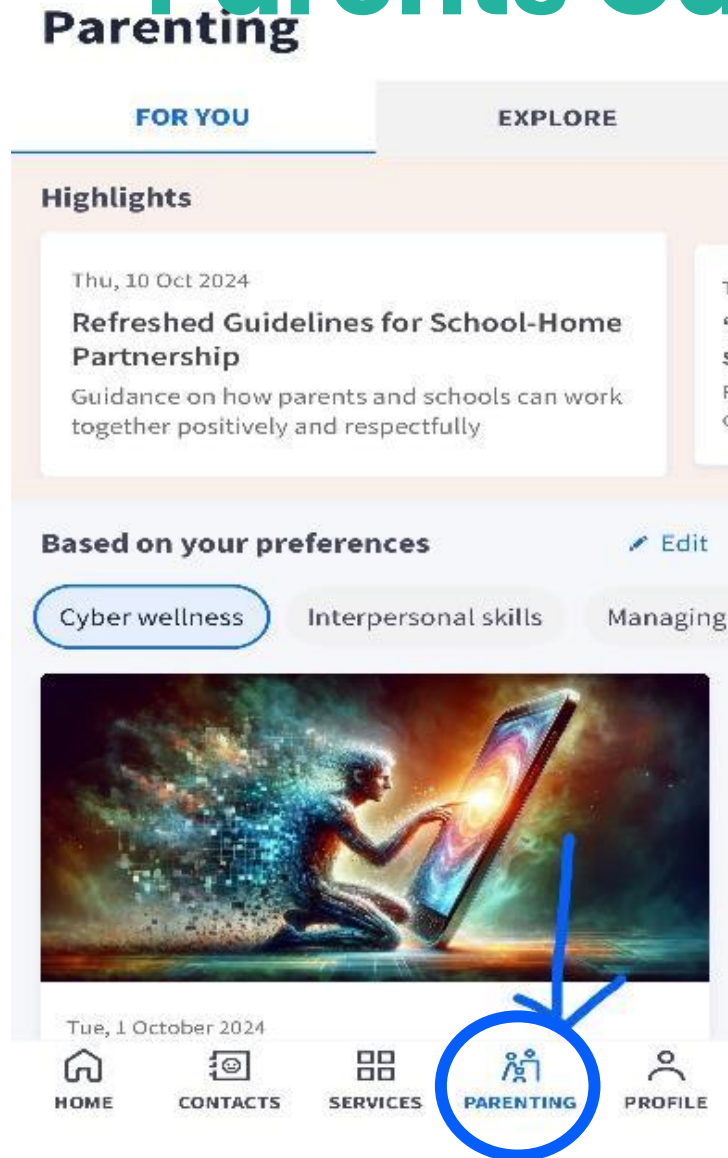
The Toolbox for Parents **comprises bite-sized practical tips and strategies for parents**, such as ways to create a safe and nurturing home environment, build resilience in children, and stay safe online.



Check out Parenting Resources on Parents Gateway (PG)

Repository of parenting resources

A repository for parents to browse resources on topics such as preparing for Primary 1, forging parent-child relationships and education pathways.



Find out more about Parents Gateway here.

Resources in PG for every educational stage

Supporting your child through the Primary 1 journey



Fri, 23 September 2022

[Preparing for P1 - PDF] Supporting Your Child Through the Primary 1 Journey

Click to download or view this issue on preparing your child for P1.

Teach Your Child Social Emotional Skills

BE READY FOR LEARNING

What your child may learn in school



What you can do at home



Mon, 18 October 2021

[PDF] Social skills to prepare your child for Primary 1

Click to download or view this resource to learn how you can help your child learn social skills.



Mon, 23 August 2021

Are you over-preparing your child for P1?

Learn how overpreparing your child may hinder learning.



Wed, 15 December 2021

[NLB] LearnX Reading - Primary

Create fun experiences for your child to discover the joy of reading.

Find out what your child really needs for Primary 1.

Help develop your child's social and emotional skills by referring to this infographic.

Are you over-preparing your child for primary school?

How to cultivate the love for reading? Check out resources from the National Library Board.

Check out more resources from MOE

Parent Kit



Parent Kit

www.moe.gov.sg/parentkit

Each Parent Kit issue contains bite-sized actionable tips with supporting resources for parents to help them support their child in their education journey.

MOE Social Media Platforms



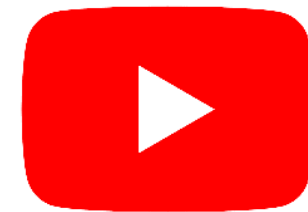
www.instagram.com/parentingwith.moesg



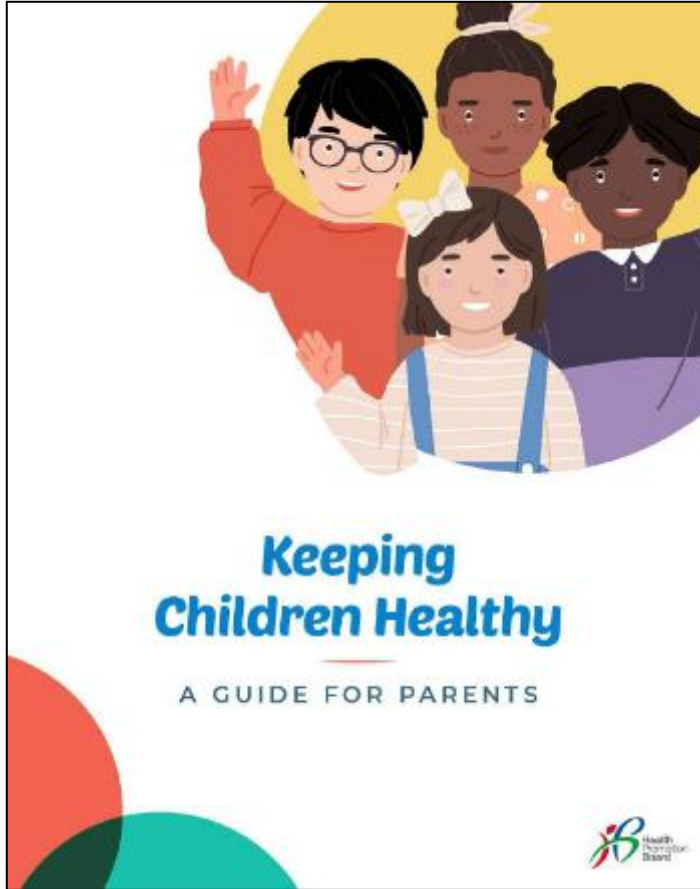
www.facebook.com/moesingapore



www.instagram.com/moesingapore



www.youtube.com/moespore



Is your child transitioning to P1?

Unlike preschool where your child is served meals based on a fixed menu, they will have to start making more independent choices about what they want to eat in primary school.

This transition from being served to choosing for themselves can be daunting for children. Prepare them for it in the following ways:

- a) Talk to your child about 'My Healthy Plate' and highlight the importance of different food groups in our diet. Teach them how to choose a combination of dishes using the 'quarter-quarter-half' method so they learn to incorporate all food groups in their meals.

Here is an example of a meal that is not well-balanced, and a couple that are:



Edition 1



Edition 2



Edition 3