



Established 1940

P1 Parents Engagement

Welcome to Ngee Ann Primary School



TODAY'S PROGRAMME

Welcome by Principal

Supporting Your Child's Learning & Well-Being

Curriculum Briefing

Snippet of your Child's Learning

Welcome Address

Principal, Mdm Pang Siu San

Grow Well SG

Eat Well

- Fuel for growth and learning.

Sleep Well

- Rest for success.

Learn Well

- Engage in diverse learning experiences for holistic development.

Exercise Well

- Active bodies, active minds.

Grow Well SG

to Support Families
in Building Healthy Habits in
Children



Bleeding Heart

Associated with love, friendship, and warmth at home

An inclusive education system with opportunities for all

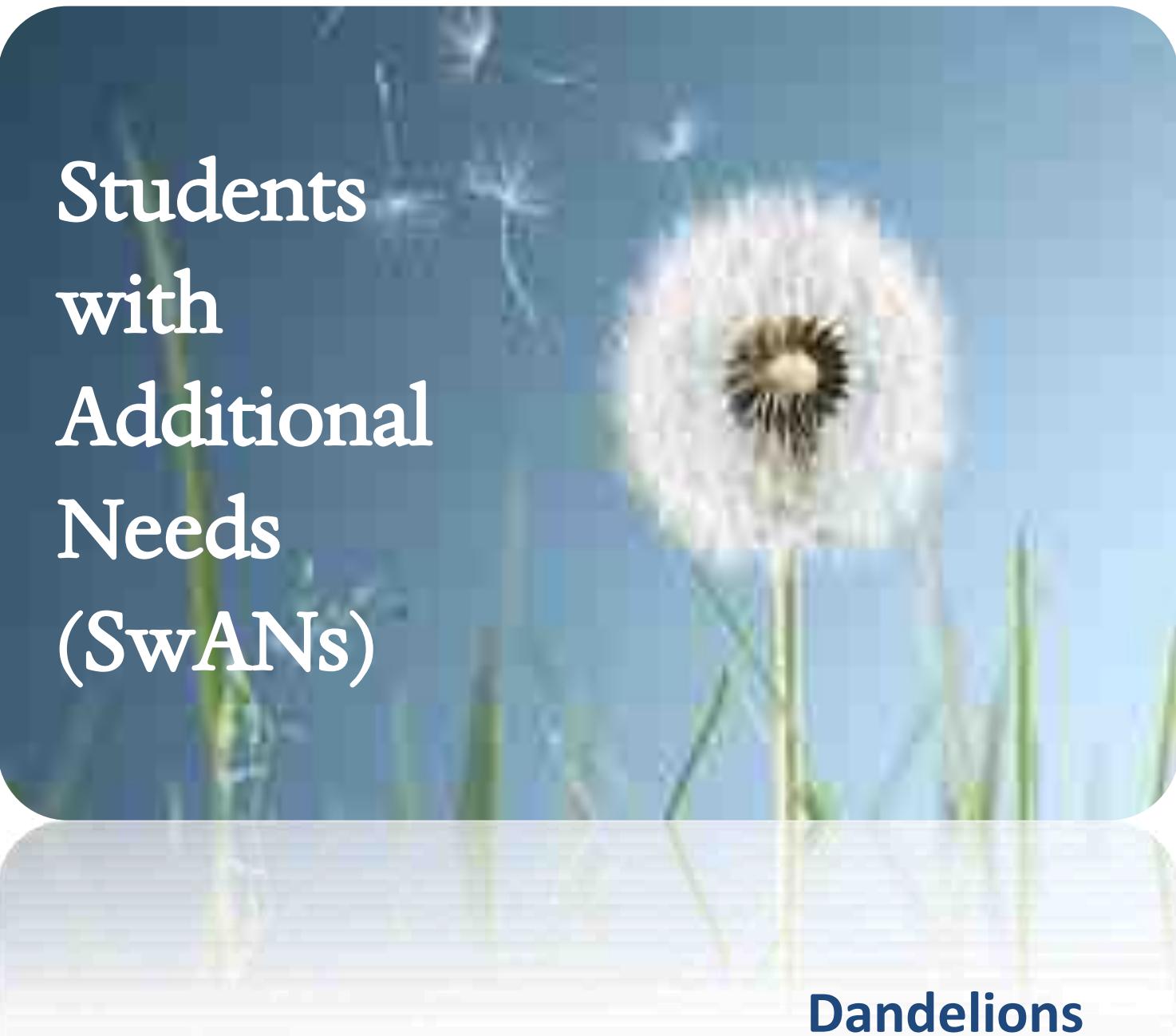
Every Child is provided with Timely and Appropriate Support to learn and achieve his/her potential.

Every Teacher can help diverse learners to achieve their potential by cultivating an inclusive learning environment.

Every Parent is understanding and caring to every child and others' children for their growth.

Every School is committed to a culture that embraces and values students with diverse needs.

Students
with
Additional
Needs
(SwANs)



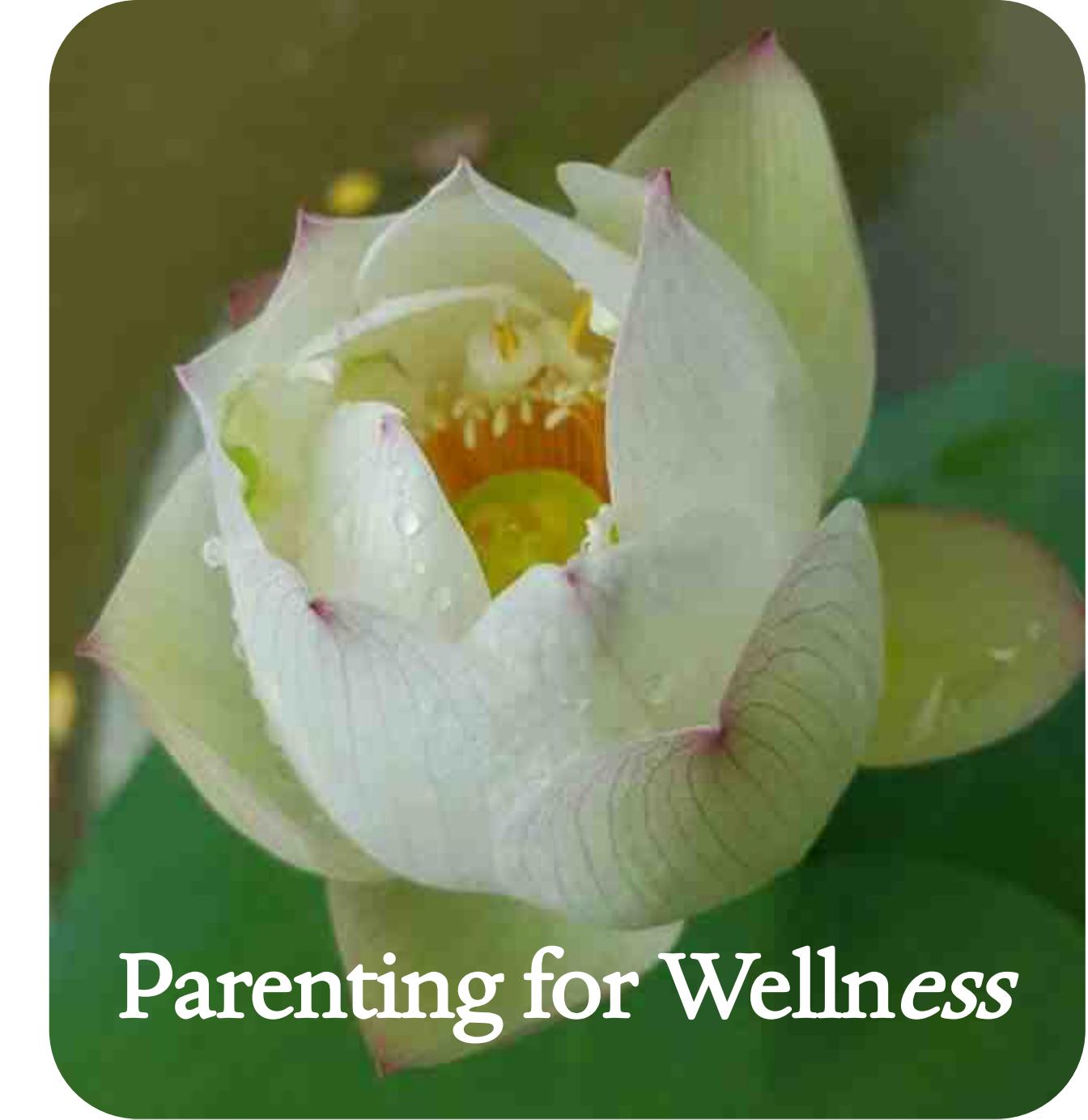
Dandelions
hope, healing, resilience, transformation

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

Respectful communication

Role model

Real connections



Parenting for Wellness

Lotus
peace, inner calmness, and wholeness

Respectful Communication

Foster kind words and actions between schools and educators



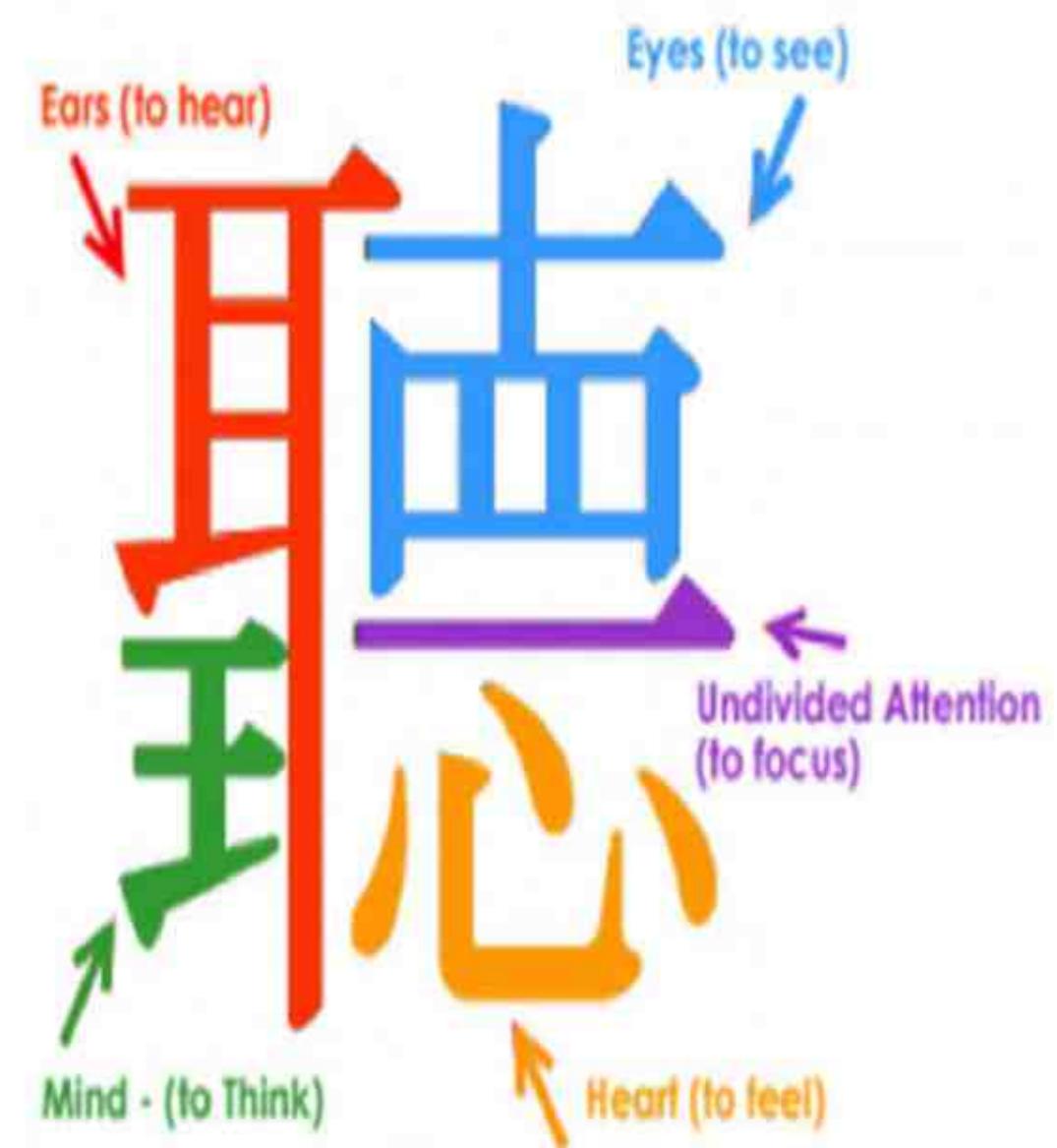
Listen to and understand each other's perspectives and concerns regarding each child



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



誠
敬
毅
忠

Integrity
Respectfulness
Resilience
Commitment

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

Real Connections

Cultivate strong relationships and healthy habits in this digital age

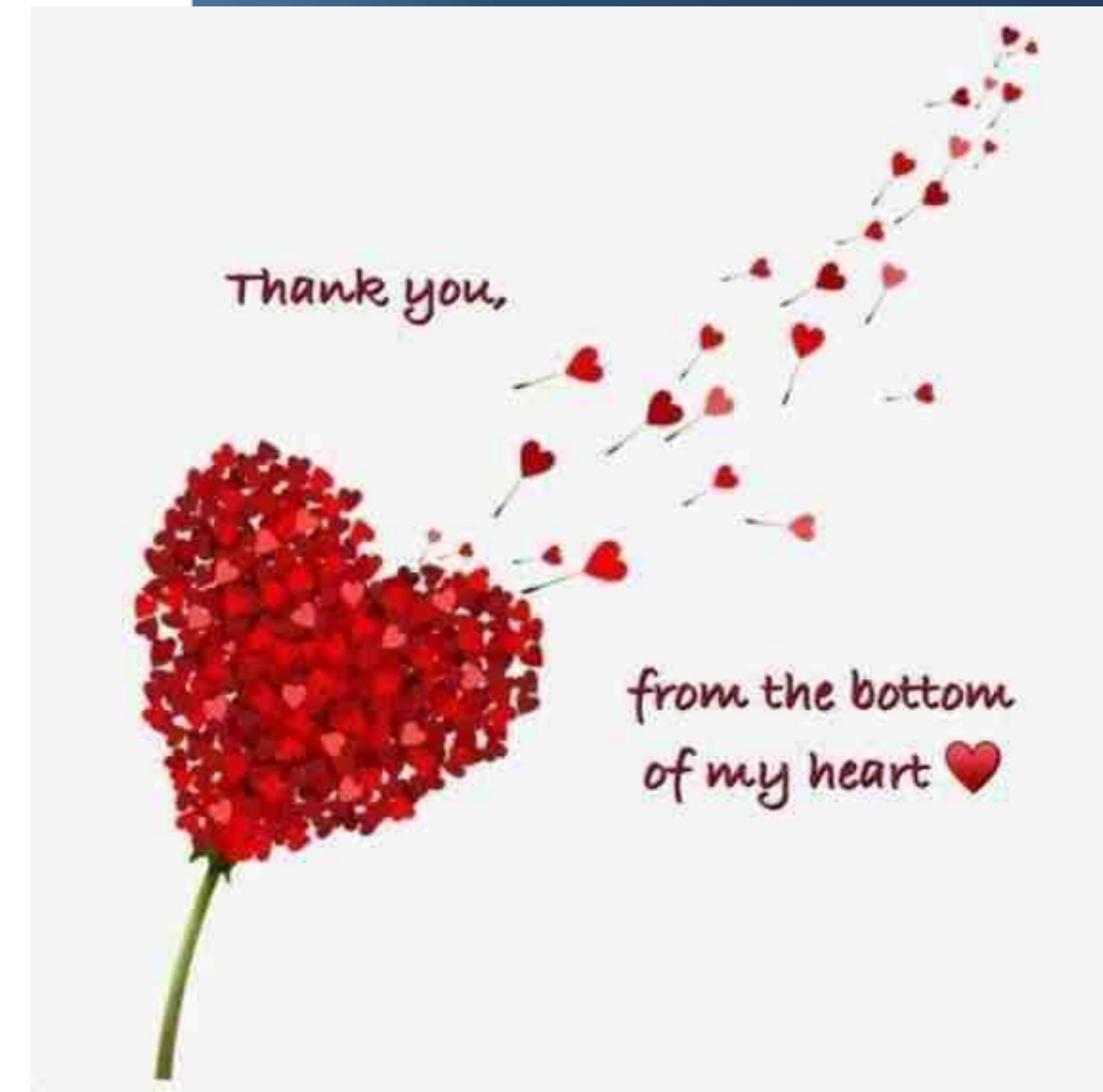
Establish good habits for our children to stay confident and in control of their technology use

BOND WELL

Build strong bonds through shared experiences and meaningful conversations

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





Thank you,

from the bottom
of my heart ❤

Supporting Your Child's Learning

& Well-Being

Assistant Year Head (Lower Primary) , Mdm Noreeni Ismail

Student Well-Being

✿ Buddy Programme - P1 and P4



Student Well-Being

✿ Recess Activities

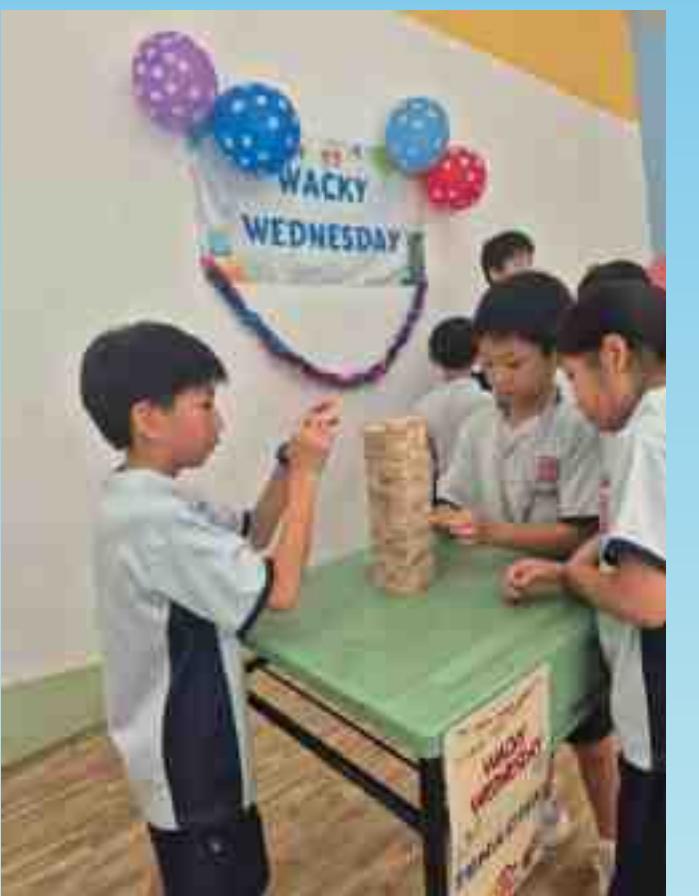
B.F.F Week



Fabulous Fridays



Wacky Wednesdays



Celebrating Me



Kindness Week



Student Well-Being

✿ Termly Check-In Survey and Activities

✿ Motivational Reward Card & Birthday Celebration

How do you feel about coming to Primary 1?



Student Well-Being

* Short Morning Sharings & Assembly Programmes



Why Should We Be Concerned about Cyber Wellness?

Parents might not be aware, but...

1 in 3 children has chatted with strangers online

1 in 3 children has been exposed to pornographic materials

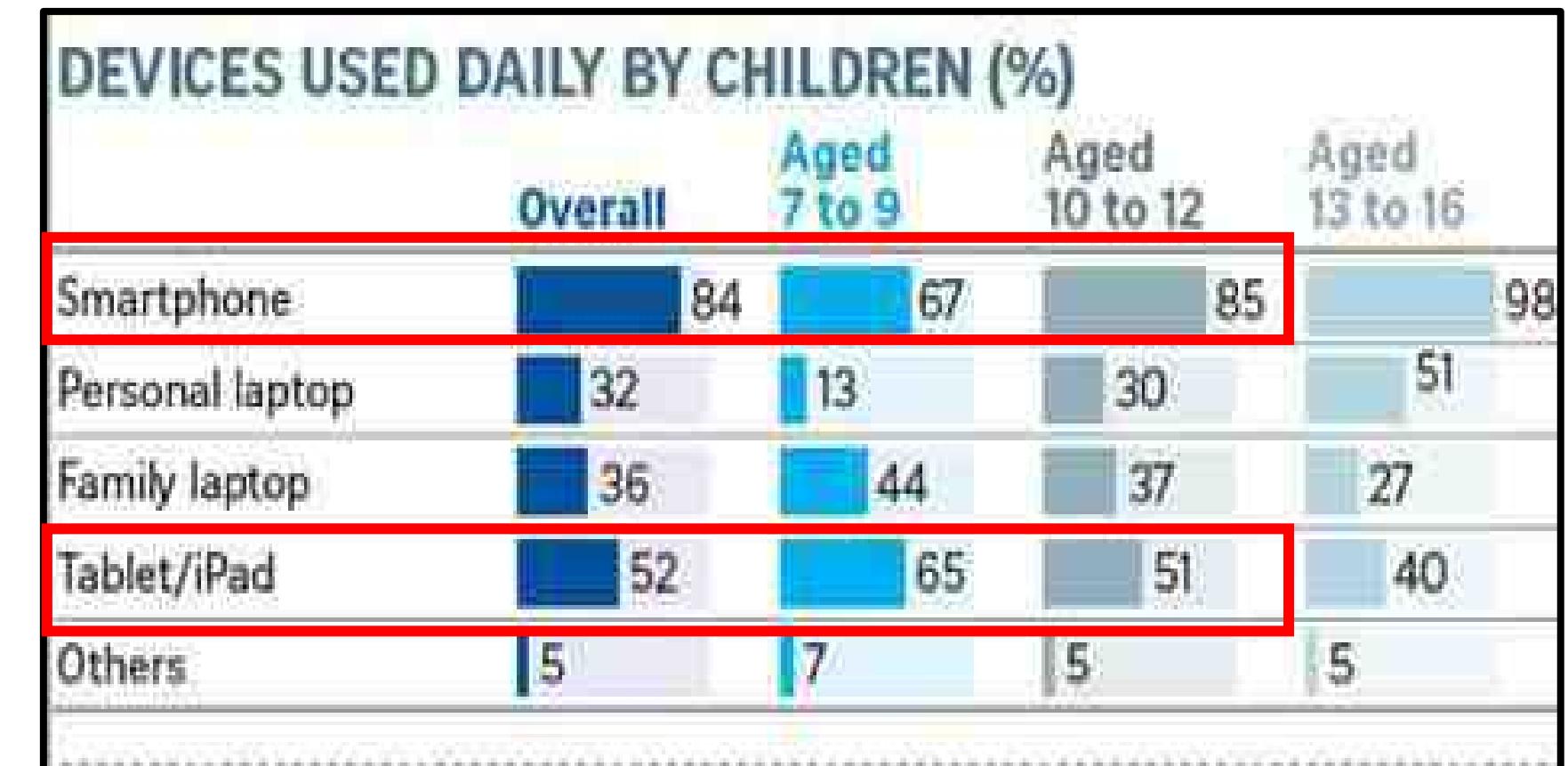
1 in 4 children has overshared their personal information

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



CURRENT REALITY
Children are going online from a younger age

CURRENT REALITY
Two-thirds of these children use a smartphone and/or a tablet/iPad daily.



What Will Your Child Learn in School?

Find out what your child will learn about **Cyber Wellness** during **CCE (FTGP)*** lessons and other programmes.

*Character and Citizenship Education (Form Teacher Guidance Period)

Primary 1 and 2

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



Family Chat Time!

Share with your family members:

- What are the safety rules I must follow to keep myself safe online?
- What do I know about tricky people?

My child/ward knows how to
keep safe in the cyberworld!

Parent's / Guardian's signature



Explore Cyber Wellness
messages with your child through
the **CCE (FTGP) Journal** by
participating in “Family Time”
activities in the journal.

Basic online safety rules

- Talking to only people you know

Cyber Contacts

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

Importance of a balanced lifestyle

- Especially in exercise, sleep and screen time for health and well-being

Protecting personal information

- Understand the risks of disclosing personal information

Guidance on Screen Use

As part of Grow Well SG initiative, MOH had updated the Guidance on Screen Use in Children.

7 to 12 years old:

- ✓ Less than 2 hours of screen use a day, unless related to schoolwork.
 - ✓ Agree on a screen use plan or timetable.
 - ! Do not use screens during meals and one hour before bedtime.
- ✓ When using screens:
 - ✓ Use parental control settings and check content ratings to ensure content is age appropriate.
 - ✓ Talk to your child often on what they are viewing online. Offer advice regularly.
 - ! You should not give your child access to social media services.
 - ! Do not give your child mobile devices with unrestricted access to internet and applications.
- ✓ If you have concerns that your child has problems with screen use
 - ✓ Speak to your child, develop and agree on a realistic screen use timetable to balance their screen use with other activities.
 - ✓ Seek help from the school, community partners or professionals, if the problem persists.

Compilation of Useful Resources

You can access all digital parenting resources shared throughout this slide deck by scanning this QR code or click [here!](#)

These resources focus on:

- Managing Device Use
- Respectful Communication
- Role-modelling healthy habits
- Fostering Real Connections
- Unlocking their First Smartphone or Smartwatch
- Playing Online Games
- Accessing their First Social Media Accounts
- Cyberbullying
- Parenting for Wellness
- Positive Use Guide
- Grow Well SG

#15 Resources on tips and strategies to support your child when they might be a cyberbully are available at the end of the presentation.



<https://go.gov.sg/cwresources-parent>



English Language

Curriculum

Head of Department (English Language), Ms Charlotte Neo



Ngee Ann
Primary School
— 義安小学 —

English Curriculum Lower Primary

A Vibrant School to Learn with Passion and Serve with Pride

Overview

- Learning Outcomes for Lower Primary
- Teaching and Learning Approach
- Supporting your child / ward in language mastery

Overview

- Learning Outcomes for Lower Primary
- Teaching and Learning Approach
- Supporting your child / ward in language mastery

Are these the only Language Skills?

1. Reading
2. Writing
3. Listening
4. Speaking

Areas of Language Learning

- Listening and Viewing
- Reading and Viewing
- Speaking and Representing
- Writing and Representing
- Vocabulary
- Grammar

Areas of Language Learning

- Listening and Viewing
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- Vocabulary
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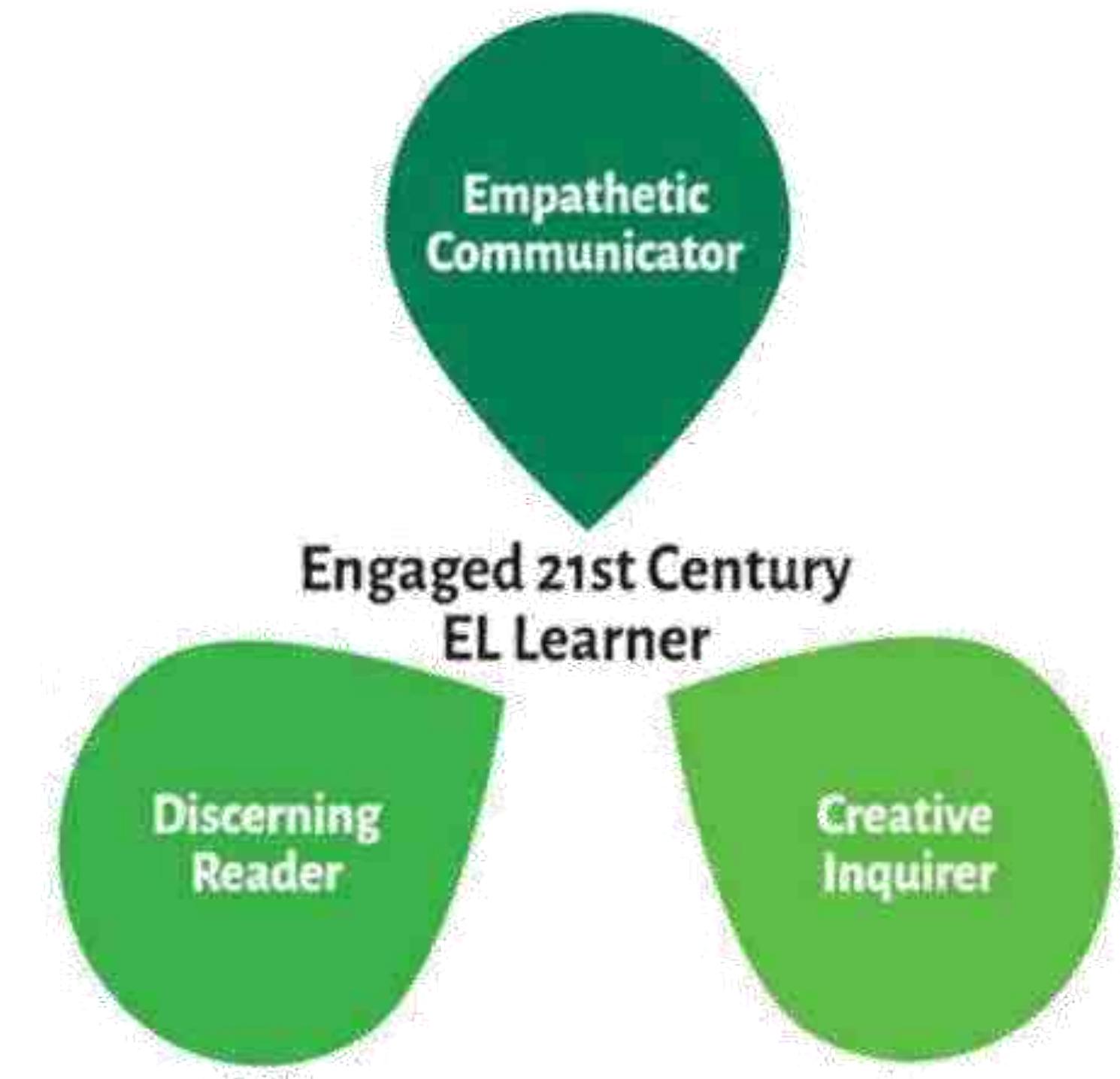
Receptive Skills

Productive Skills

Knowledge about Language

The STELLAR Curriculum

Strategies for English Language Learning And Reading



How do we know and monitor the learning progress of our students?

Skills	P1 Learning Outcomes	P2 Learning Outcomes
Listening	<ul style="list-style-type: none"> • Listen attentively and follow simple instructions. 	<ul style="list-style-type: none"> • Listen attentively and identify relevant information.
Speaking	<ul style="list-style-type: none"> • Speak clearly to express thoughts, feelings and ideas. • Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions. 	<ul style="list-style-type: none"> • Speak clearly to express thoughts, feelings and ideas. • Build on others' ideas in the conversations or discussion respectfully.
Reading	<ul style="list-style-type: none"> • Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately). • Understand Primary 1 Texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting). • Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression. 	<ul style="list-style-type: none"> • Read multi-syllabic words accurately. • Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression. • Understand Primary 2 Texts (e.g. STELLAR texts) and are able to identify the big ideas in the texts and recall sequence of main events.
Writing	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Apply basic spelling strategies using knowledge about phonic elements and spelling rules • Write short paragraphs to recount appropriately sequences event, describe details, and use tenses and connectors accurately.

Library

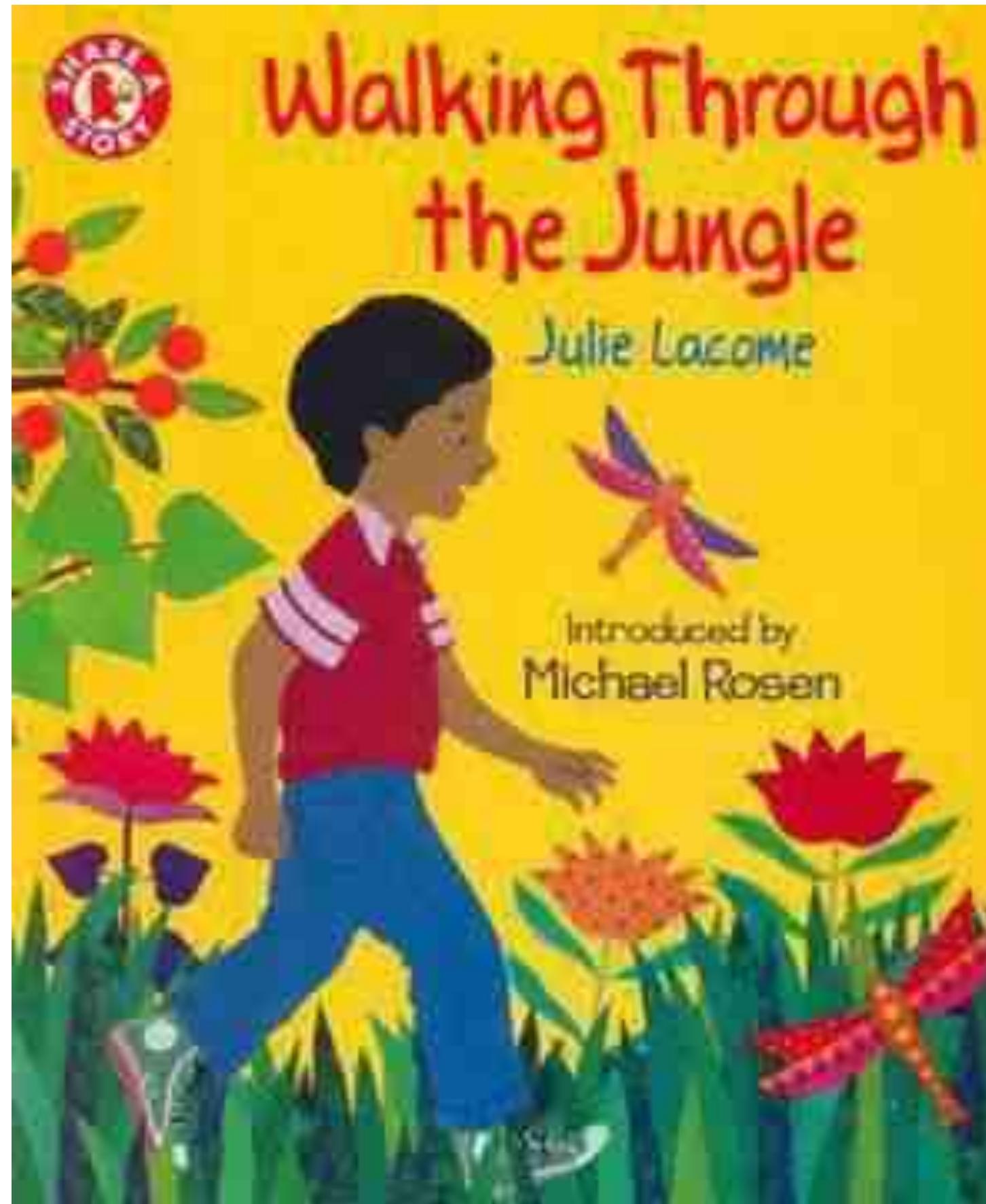
Language Related Activities

STELLAR

Explicit classroom teaching and assessment

- Grammar
- Sentence Structures
- Vocabulary
- Writing
- Unpack a text





Give your child/ward the time and space to deepen learning

I'M NOT
WASTING TIME...



...I'M PLANNING
MY FIRST NOVEL!

Learning happens in different ways.



I'M NOT
DISTRACTED...



...I'M LEARNING
HOW PLANES FLY!

Learning happens in different ways.



I'M NOT IDLE...



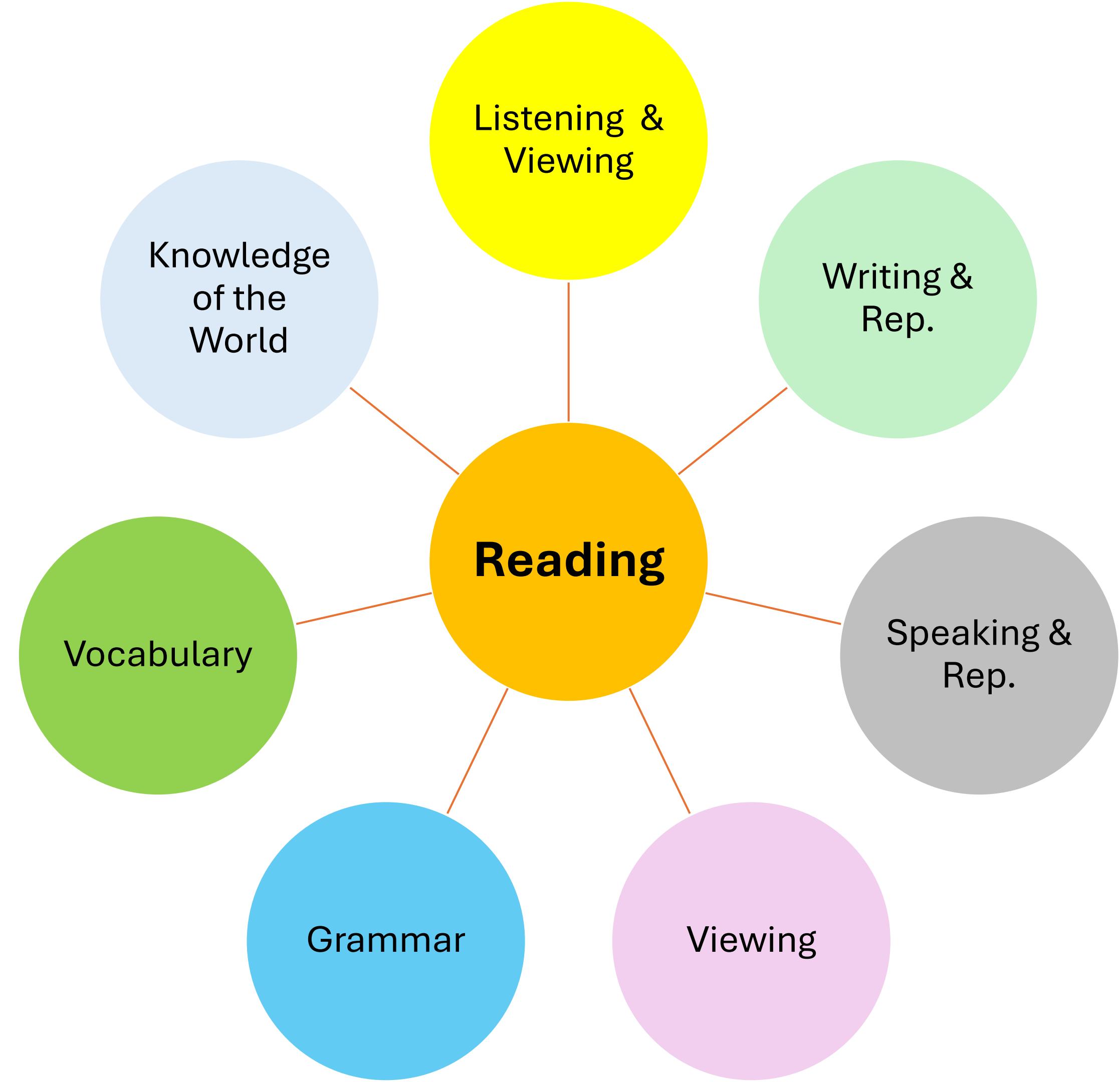
...I'M DESIGNING
A FUTURE CITY!

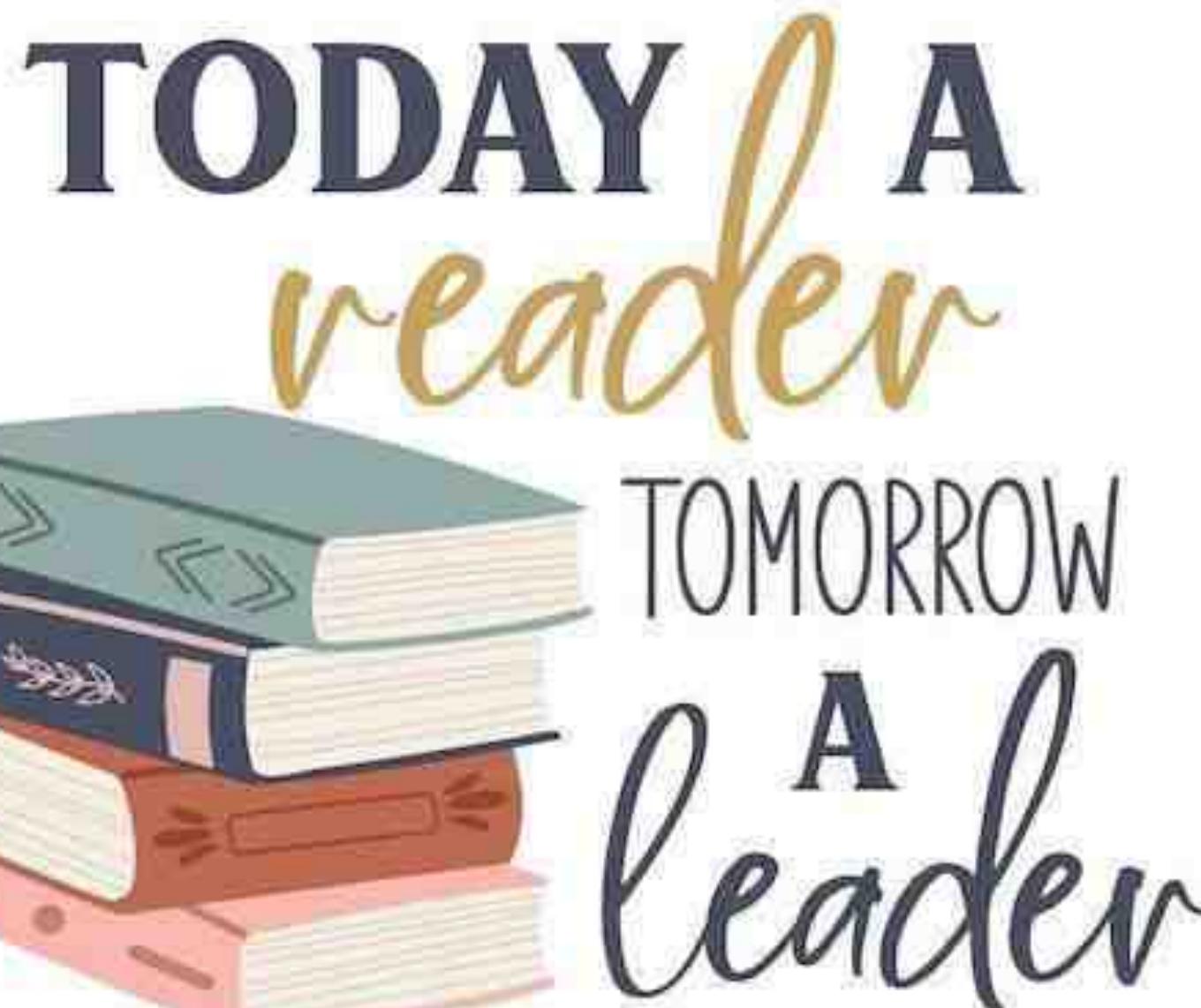
Learning happens in different ways.



Areas of Language Learning

- Listening and Viewing
- Reading and Viewing
- Speaking and Representing
- Writing and Representing
- Vocabulary
- Grammar





- Read to your child (Build this into the family's habit)
- Have your child read to you
- The National Library – a wide collection of books and a variety of reading related activities
- Talk about the characters or the plot

Good Morning Sam,
I have gone to
the supermarket to
buy some groceries. I
will be back by 9am
Enjoy your breakfast.

Love,
Mummy



Happy Birthday Paddy,
I can't wait to celebrate
your birthday this evening!
Love,
Mummy

Hi Ali,
I have you some
sandwiches. Enjoy your
recess!

Love,
Mummy

Good Morning Kim,
I am very happy that
you slept on time. Enjoy
your learning today.

Love,
Daddy

Hi Joe,
*I will be back by 7pm this
evening. Let's go for ice cream
together.*

*Love,
Daddy*

Mother Tongue

Curriculum

Subject Head (Chinese Language), Ms Angeline Lee

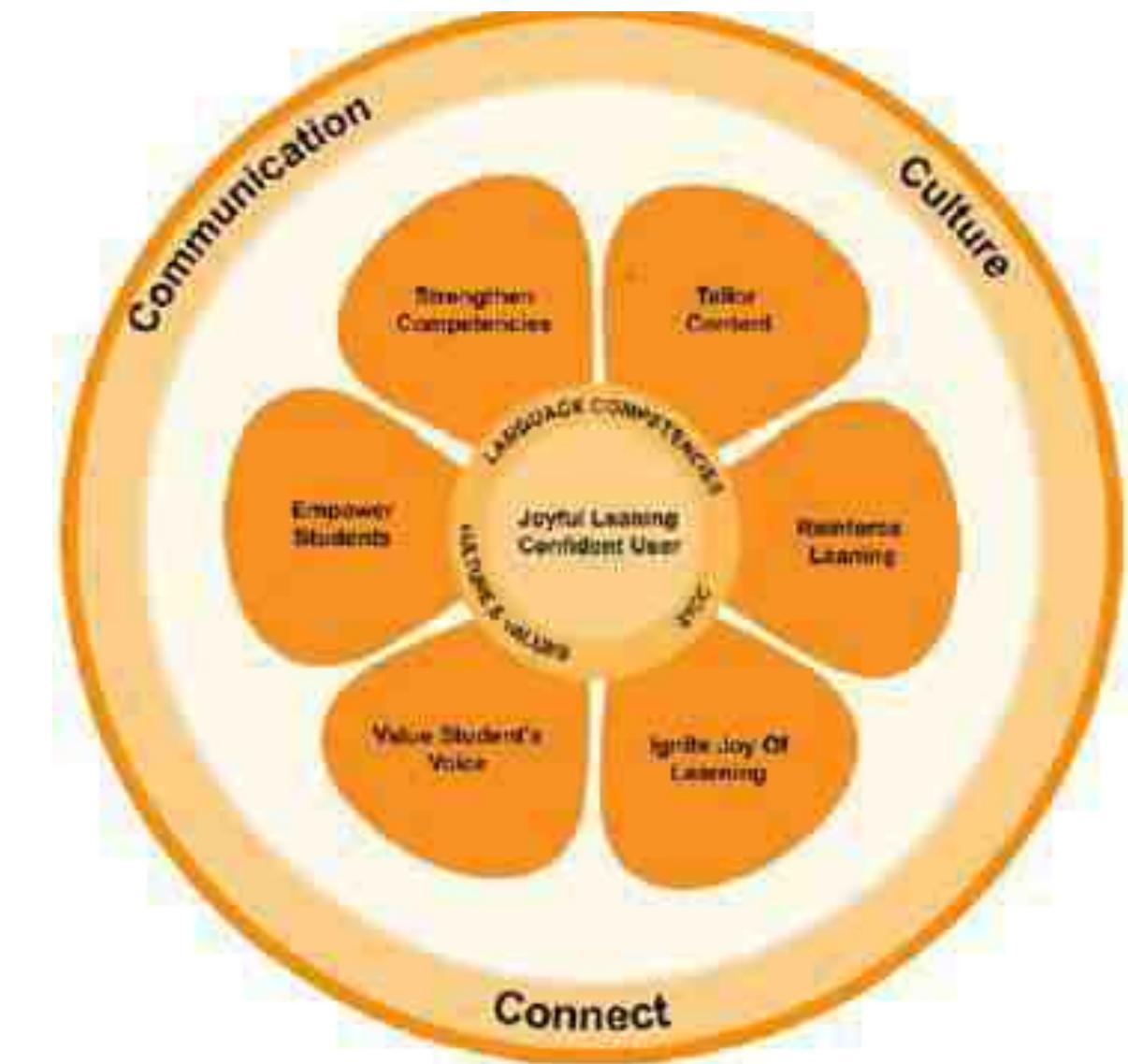
Overview

- 1. 2024 New Primary Mother Tongue Languages Curriculum**
- 2. Key Features of the New Primary MTL Curriculum**
- 3. Supporting Your Child in MTL Learning**

2024 Primary MTL Curriculum Framework

1. The New Primary MTL Curriculum was implemented in 2024 starting with Primary 1 and it **builds on the strengths of the 2015 curriculum.**
2. The new curriculum places greater focus on helping students to **experience the joy of learning MTL**, so as to motivate them to like and learn MTL for life.
3. The new curriculum equips learners with the **communication and language competencies, culture & values and 21st Century Competencies** and helps them become confident MTL users.

Joyful Learning, Confident User



Key Feature #1

Greater emphasis on 21st century competencies



Textbook

Cross-Cultural Literacy

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



Big Book

Civic and Cross-Cultural Literacy

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

4

Foreground local ethnic cultures and connect to cross-cultural skills.

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

5

Promote self-directed learning and create more joyful learning experiences.

Key Feature #3

Authentic contexts and materials



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.

There will be opportunities for hand-on activities beyond the classroom.

Key Feature #3

Support students through visual, auditory and kinesthetic learning methods

Available in SLS



Digital Resource: e-Big Books with interactive features to develop Oracy Skills, and to promote reading at home

7

MTL digital books come with interactive functions, audio effects and narrations. Diverse needs of learners and helps them transit smoothly to primary school.

Key Feature #4

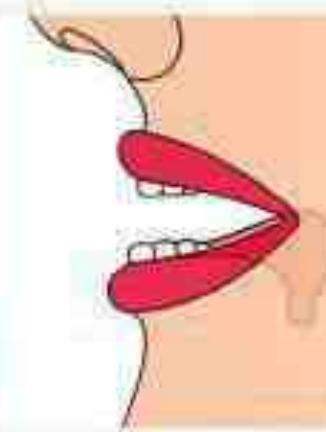
Use of technology to sustain interest and encourage self-directed learning



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



Resources for Primary One



Printed Resources

Textbooks,
Activity Books,
Writing
Exercise Books,
Big Books,
Small Readers



ICT Resources

Animations, Videos,
Audios, Songs and
Rhymes,
Animated Reading
Texts, Interactive
Games, etc



Toolkit

Picture cards, Board
Games, Letter/Word
Cards, Character
Cards, Grammar
Cards, Letter
Manipulatives,
Reading Pen, etc

9

Wide range of resources and activities to help students experience the joy of learning MTL

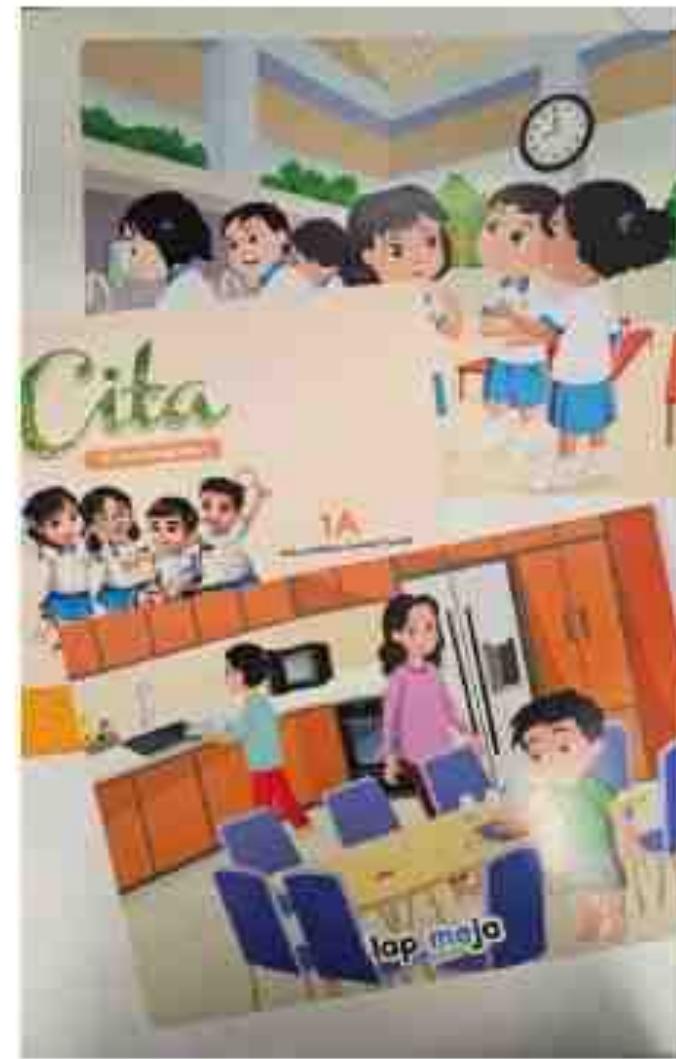
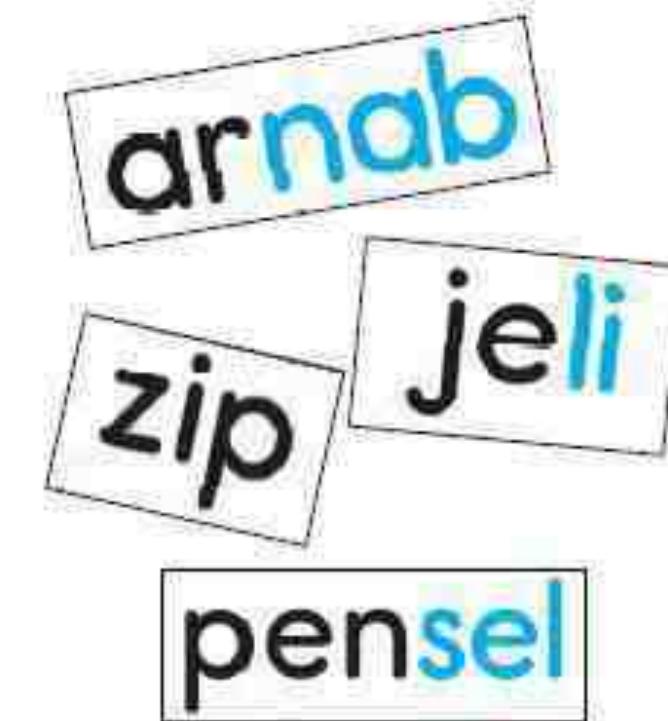
Examples of Learning Resources (Chinese)



	a	o	e	i	u
b	ba	bo	-	bi	bu
p	pa	po	-	pi	pu
m	ma	mo	me	mi	mu
f	fa	fo	-	-	fu
	a	e	i	u	u
d	da	de	di	du	-
t	ta	te	ti	tu	-
n	na	ne	ni	nu	nu
l	la	le	li	lu	lu



Examples of Learning Resources (Malay)



Examples of Learning Resources (Tamil)



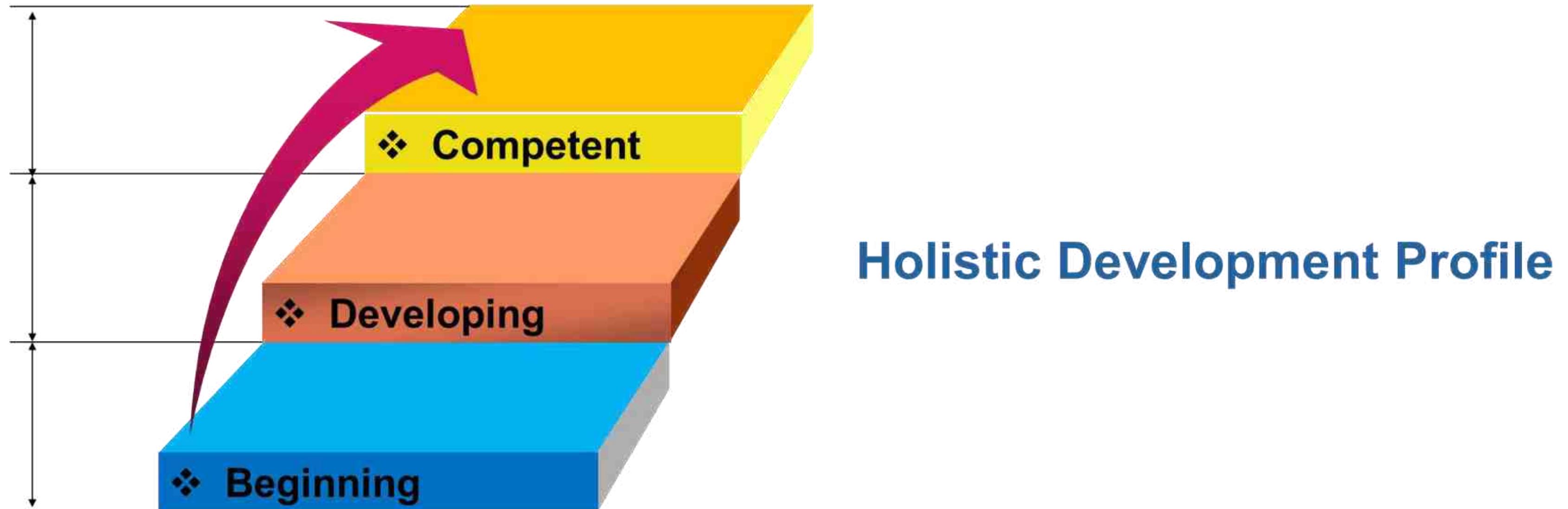
கம்பம்



- **How do teachers and parents know the progress of your child?**
- Students' progress are monitored through their daily work and activities.
- Different range of non-weighted assessment mode allows teachers to provide more accurate and timely feedback to support students' learning, gauge their learning progress and address their learning gaps.



Qualitative descriptors will also be used in place of marks and grades to report students' learning progress.



Skills	Learning Outcomes
Listening (听)	<ol style="list-style-type: none"> 1. Listen attentively to short, simple spoken content related to daily life.
Speaking and Spoken Interaction (说)	<ol style="list-style-type: none"> 2. Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts. 3. Ask and/or respond to simple questions related to daily life.
Reading (读)	<ol style="list-style-type: none"> 4. Recognise characters taught in Primary 1. (CL) <ul style="list-style-type: none"> • Recognise words taught in Primary 1. (ML) • Recognise letters and words taught in Primary 1. (TL) 5. Read aloud Primary 1 texts with accuracy. 6. Understand Primary 1 texts and are able to identify some details with guidance.
Writing (写)	<ol style="list-style-type: none"> 7. Write words, phrases and simple sentence(s) about daily life with guidance. (CL & ML) <ul style="list-style-type: none"> • Write words and simple phrases with guidance. (TL)

Supporting your child in MTL Learning

- Tips for Parents (*video launching in Jan 2024*)



- Parents will receive more information on the new curriculum via MOE website and other platforms (e.g. schoolbag, Parent Gateway, schools' parent engagement sessions)

SCHOOLBAG
THE EDUCATION NEWS SITE

Supporting Your Child Through the Primary 1 Journey



Parenting
Resources

pg

Parents
Gateway

Learning
Mathematics
Language Learning
Exam



1 Jan 2024
The Farm Porridge (芋头粥)
A simple, healthy meal that can be prepared in a short time and is nutritious.



1 Jan 2024
Learn Together with Joji-Fruits
(Belajar Bersama Joji-Buah-Buahan)
A simple, healthy meal that can be prepared in a short time and is nutritious.

Supporting your child in MTL Learning



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



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



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



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



- You support can ignite your child's confidence and love for learning MTL
 - Confident and Capable MTL users.

Mathematics

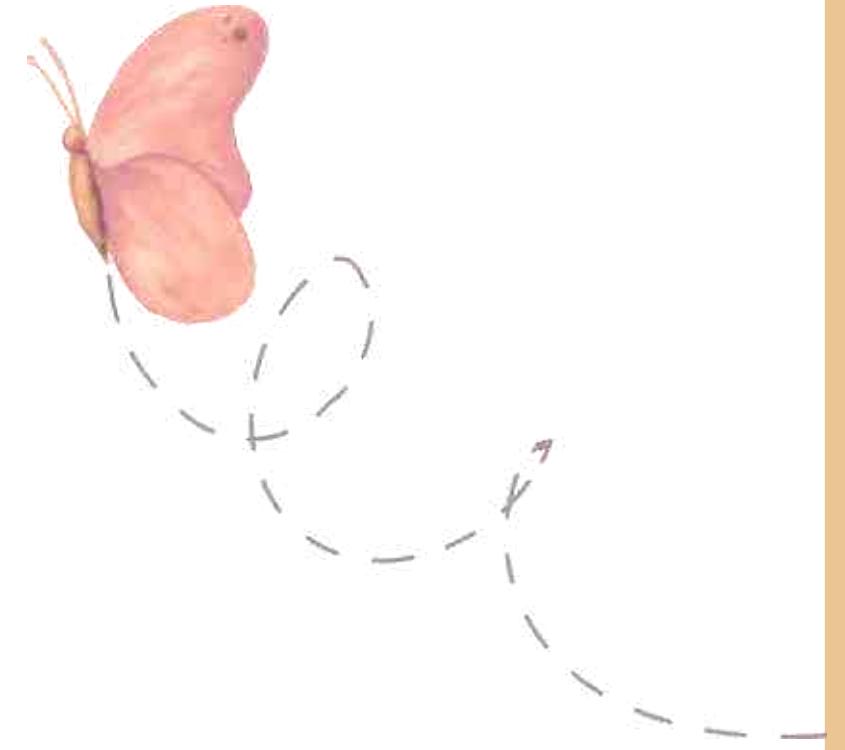
Curriculum

Subject Head (Mathematics), Mdm Justina Neo



Ngee Ann Primary School

Math at P1



Planting the Seeds for Lifelong Mathematical Learning



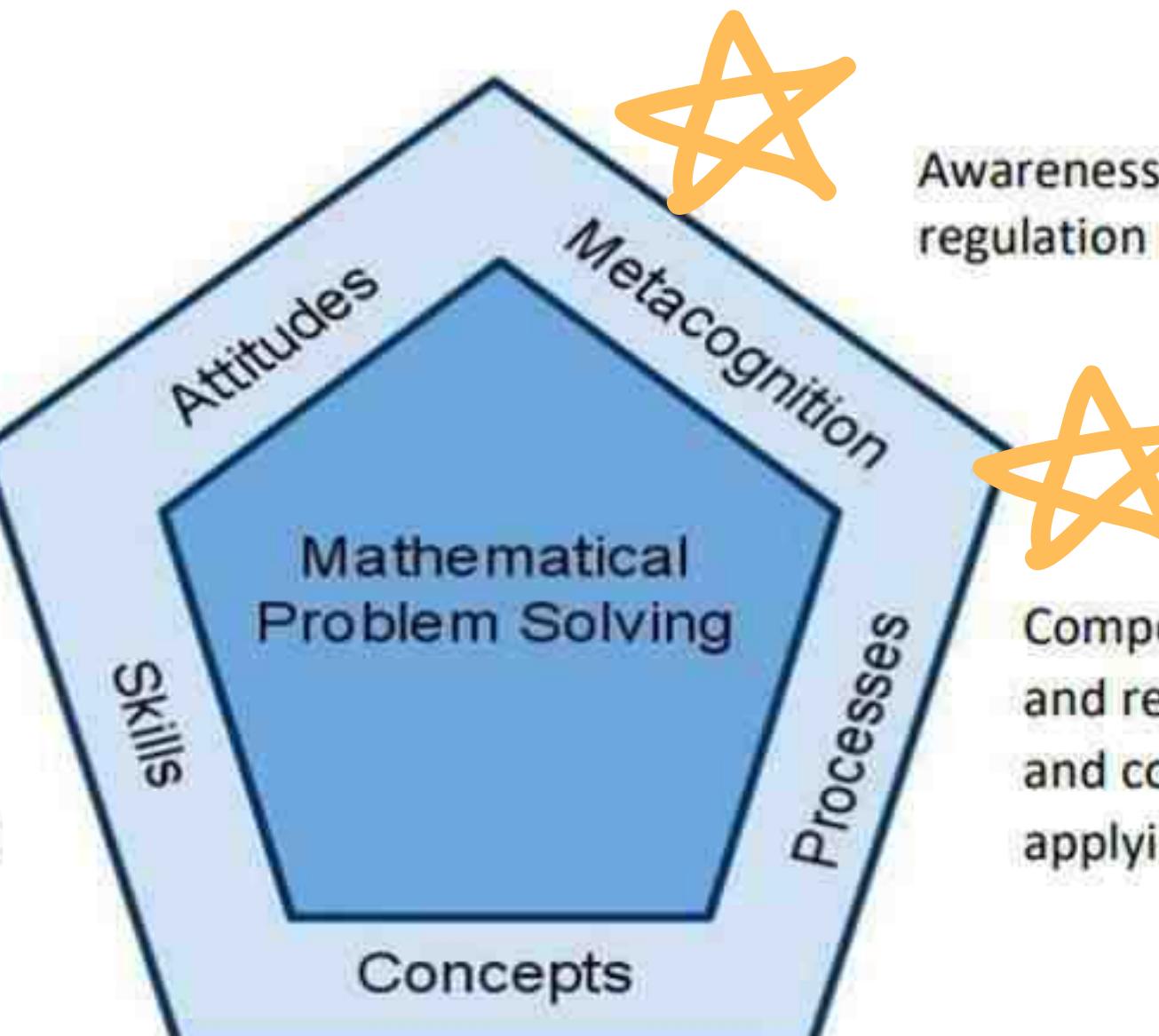
Our Math Curriculum



the soil

Belief, appreciation, confidence, motivation, interest and perseverance

Proficiency in carrying out operations and algorithms, visualising space, handling data and using mathematical tools



Understanding of the properties and relationships, operations and algorithms

Awareness, monitoring and regulation of thought processes



Competencies in abstracting and reasoning, representing and communicating, applying and modelling



#reasoning and communication
#metacognition

Learning Outcomes



the seed

(@ start of P1) Knowledge, Skills & Dispositions (KSDs)	(@ end of P1) Learning Outcomes
<p><i>Competencies children should reasonably demonstrate :</i></p> <ol style="list-style-type: none">1. Recognise simple patterns such as “apple, orange, apple, orange”2. Recite numbers (1-10) in the right order3. Count up to 10 objects4. Recognise numbers in numerals and words (1 to 10)5. Write numbers (1 to 10)6. Compare which of two groups has “more”, “less” or “same”	<p><i>Milestones students should achieve :</i></p> <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.



#readiness

Spiralling Approach



P1: Numbers to 100



P2: Numbers to 1000



P3: Numbers to 10 000



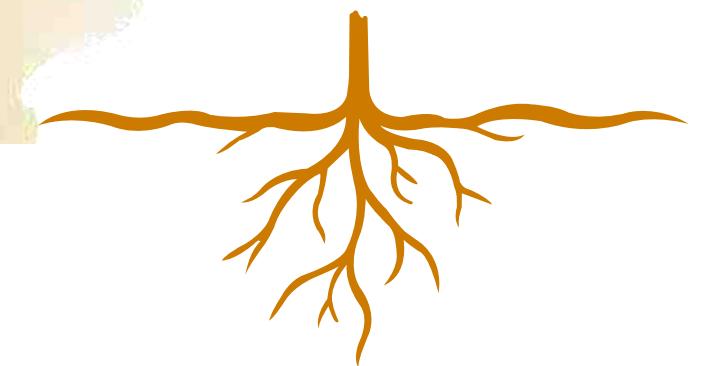
P4: Numbers to 100 000



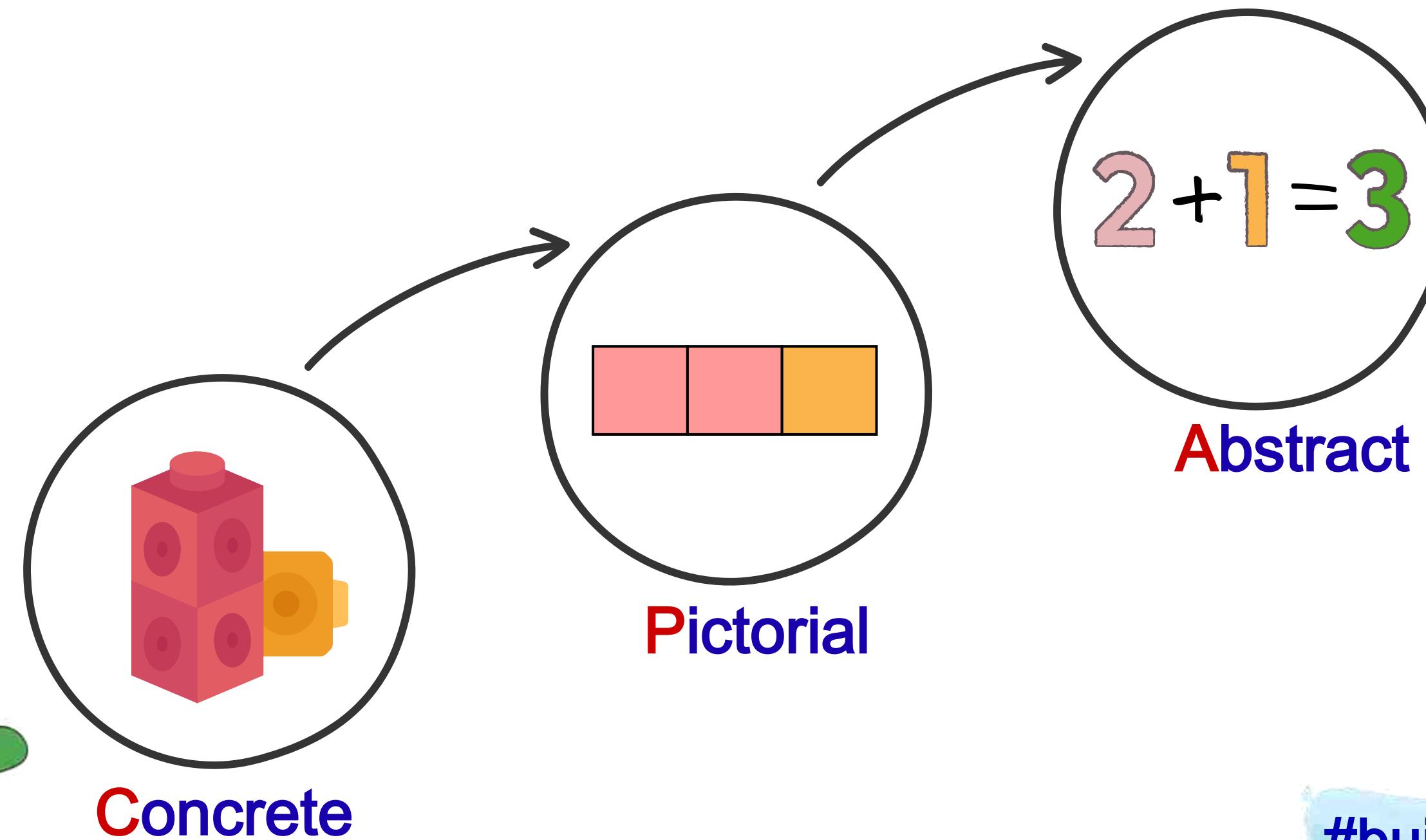
#close gaps early



CPA Approach

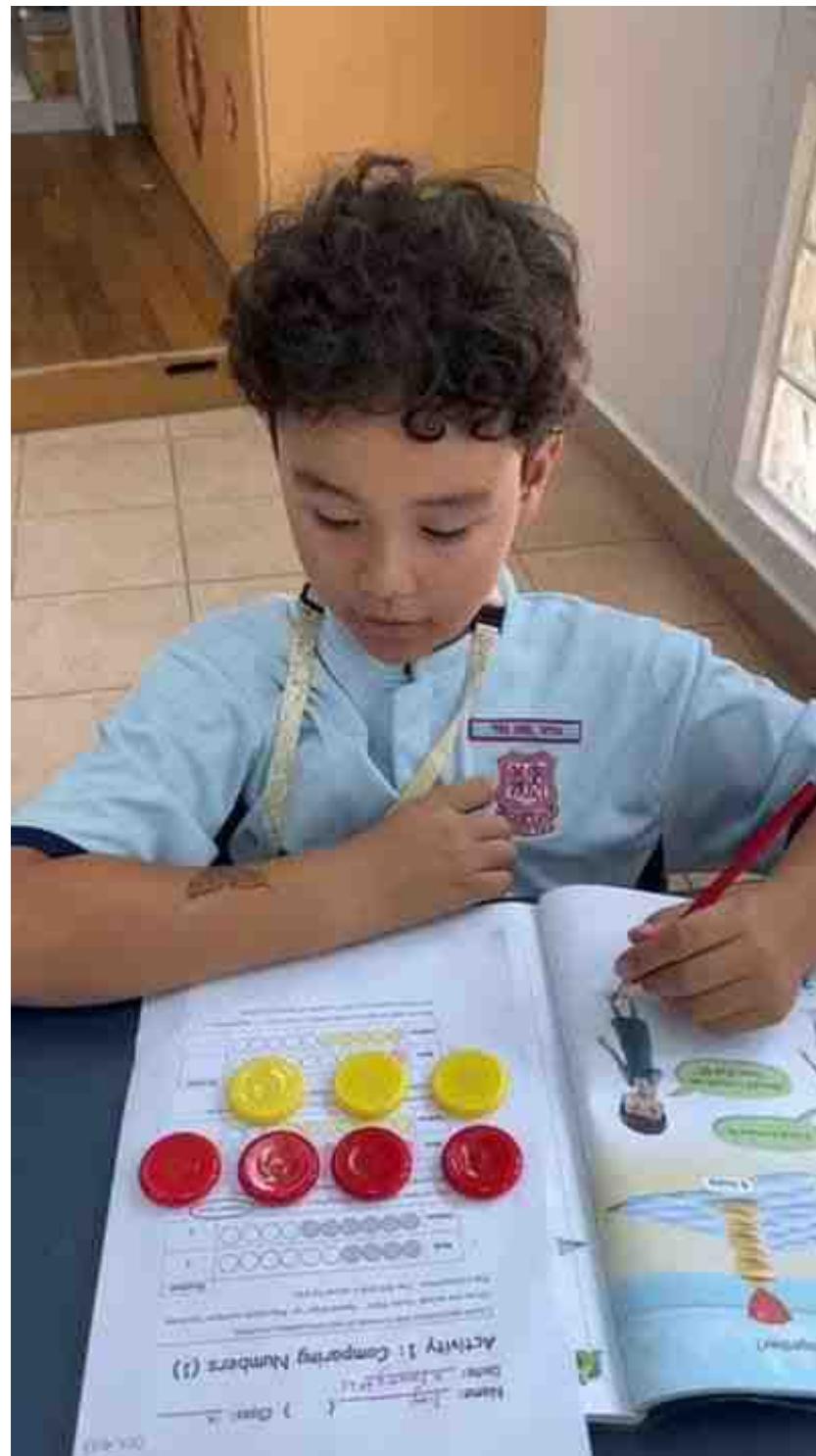
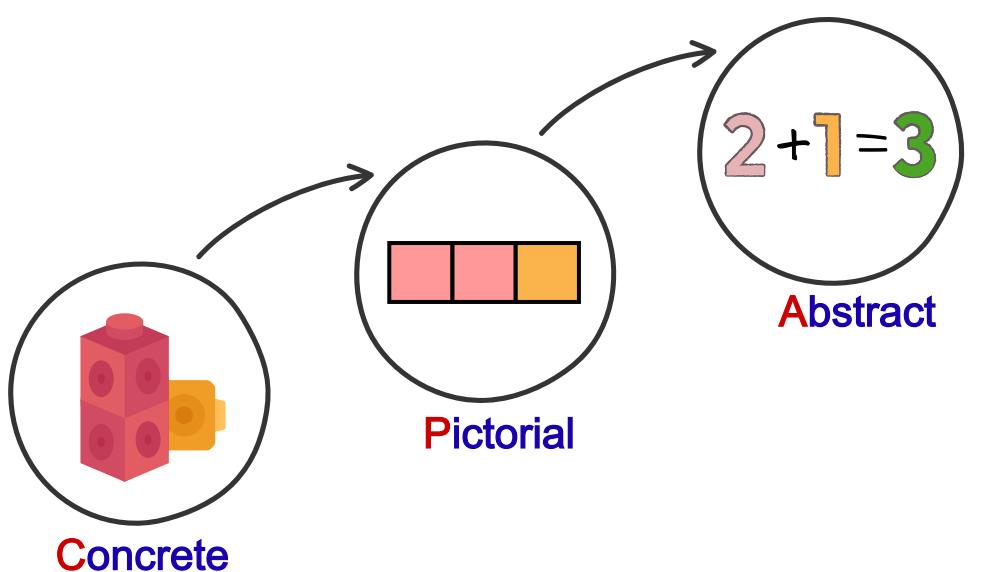


strong roots

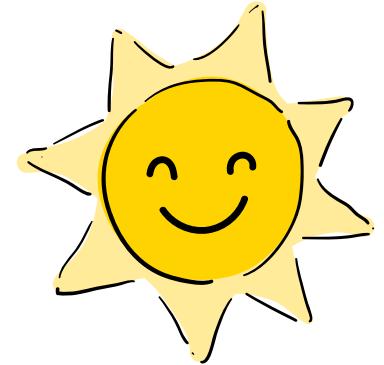


#building confidence

CPA Approach



Make Math Meaningful



sunlight

How are numbers used?

Which examples show numbers that are used in counting?



HDB Flat—Block 5



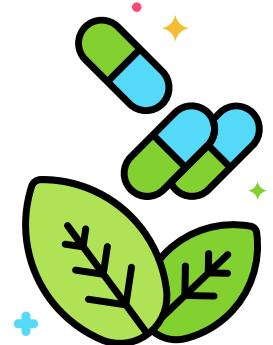
4 people



6 crayons



Bus 2



Can you give more examples of numbers used in counting and not used in counting?



#real-life experiences

Make Thinking Visible



writing answers on mini whiteboards



critical thinking

#thinking aloud

Make Thinking Visible

1 Compare.

Raju's chocolate bars



Xinyi's chocolate bars



Raju has fewer chocolate bars.



Xinyi has more chocolate bars.



Raju and Xinyi have the same number of chocolate bars.



Who is correct?



MATH TALK MOVES

Revoicing
"Can you rephrase what _____ just said?"
Repeat what someone is saying by rephrasing, summarising, restating or translating their words.

Repeating
"So you're saying that _____. Do I have that right?"
Repeat what someone said to show that what they said was heard and understood.

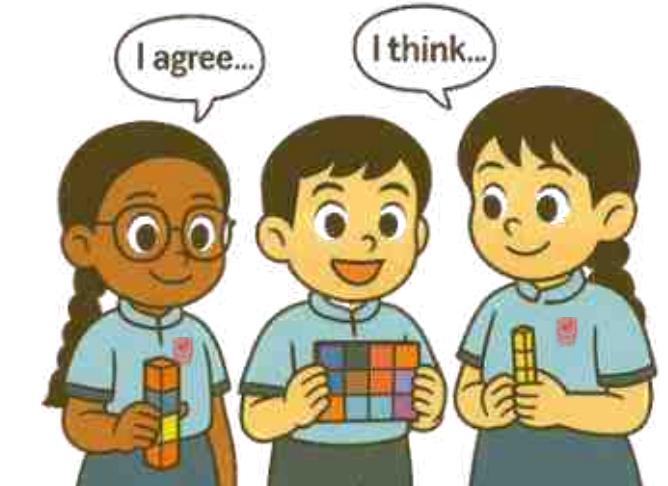
Reasoning
"Do you agree or disagree and why?"
Think about what someone is saying and compare your thinking to their reasoning.

Adding on
"Would someone like to add on?"
Connect your thoughts and ideas to what someone is saying or how they are thinking.

Wait Time
"Take your time, we'll wait."
Give others time to think about the problem or discussion and time to respond.

Turn and Talk
"Do you want to share your thinking first?"
Partners share their thinking and clarify their ideas.

critical thinking



#reasoning aloud

Make Thinking Visible



critical thinking

2 There are 5 blue bean bags and 5 green bean bags in a basket. When Ken takes out any 7 bean bags from the basket, how many are blue and how many are green?



Short Answer

Show starred responses

Insert as slide

Showing 23 responses

Search name or answer	AKIF	TEI	EN KAI	AERIS
2 green and 5 blue	2 green and 5 blue 3	2 green and 5 blue	5 blue and 2 green 5 green and 2 blue	2green5blue
KYRAN	AKIF	SUDHARSHAN	JIAYI	JIAYI
2 green and 5 blue 3 green and 4 blue 4 green and 3 blue 5 green and 2 blue	2 green and 4 blue 3green and 4blue 4green and 3blue 5green and 2blue	2 green 5 blue	5 blue and 2 green	2green and 5 blue
MINH ANH	AGASTYA	AERIN	EN KAI	AERIS
2 green and 5 blue 3 green and 4 blue 4 green and 3 blue 5 green and 2 blue	2 green and 5 blue	2green,5blue 3green,4blue 4green,3blue 3green,2blue	5 blue and 2 green	2green and 5 blue
SAMAYA		JIAYI		

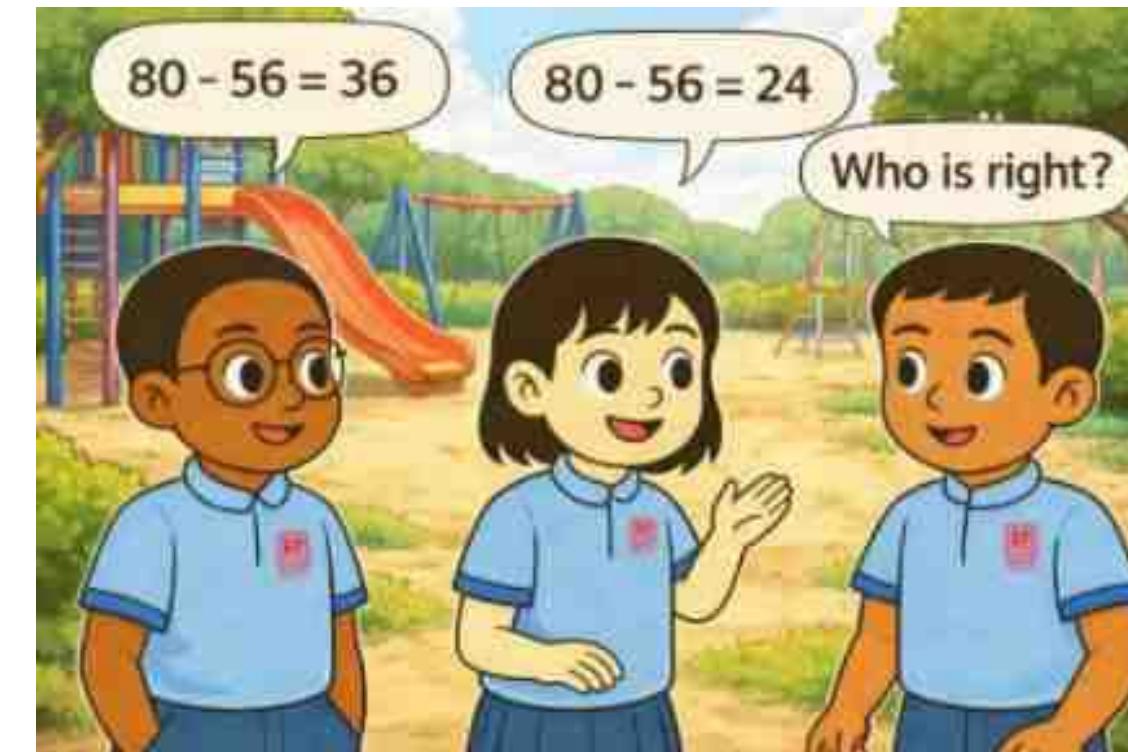
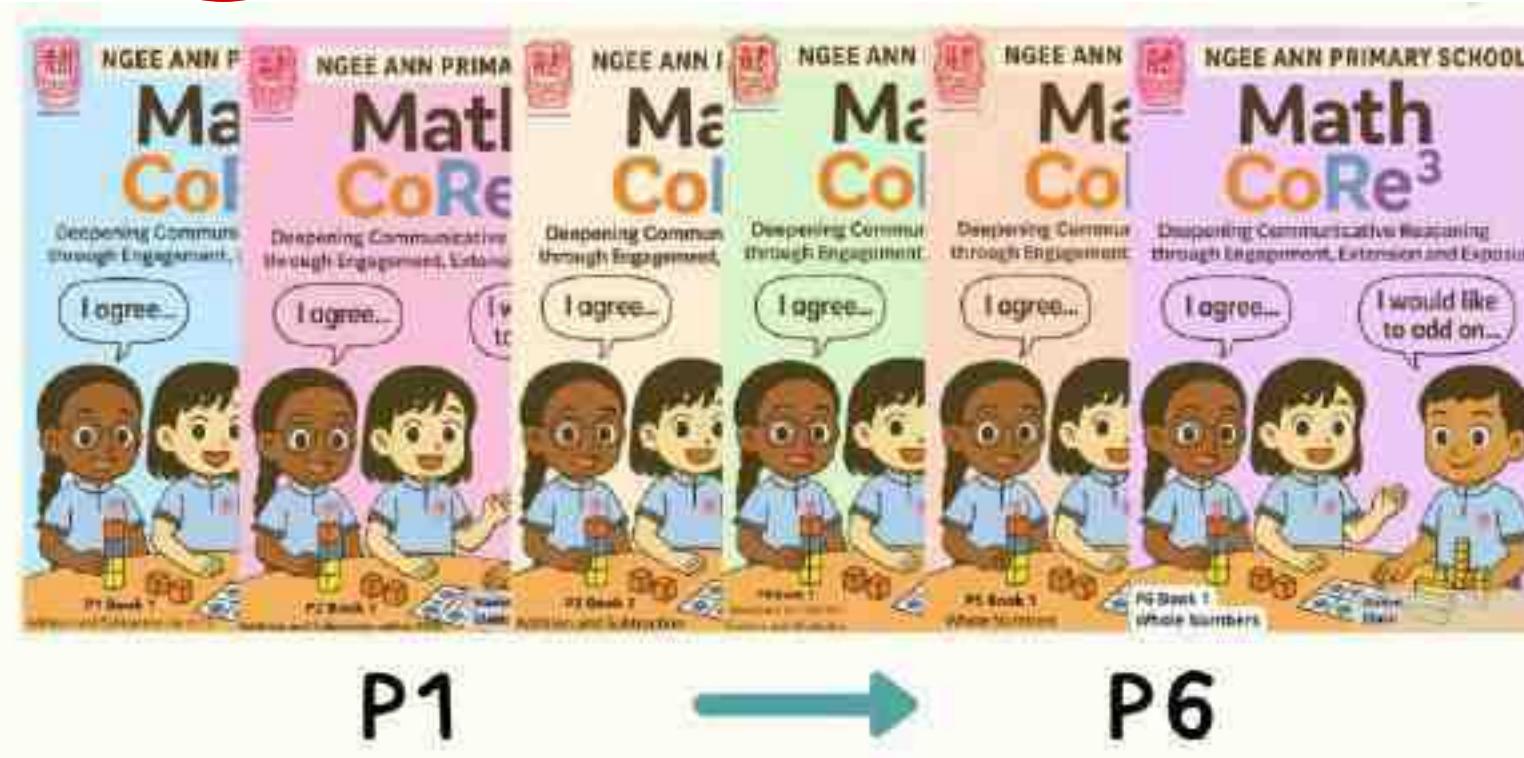
#teach-nology



Make Thinking Visible

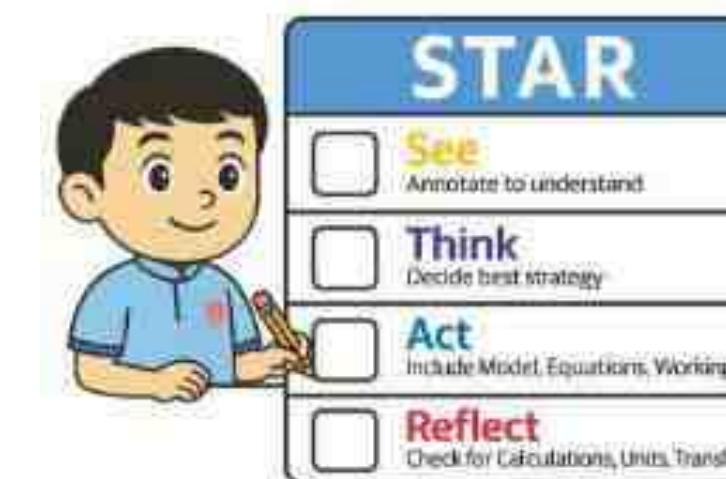
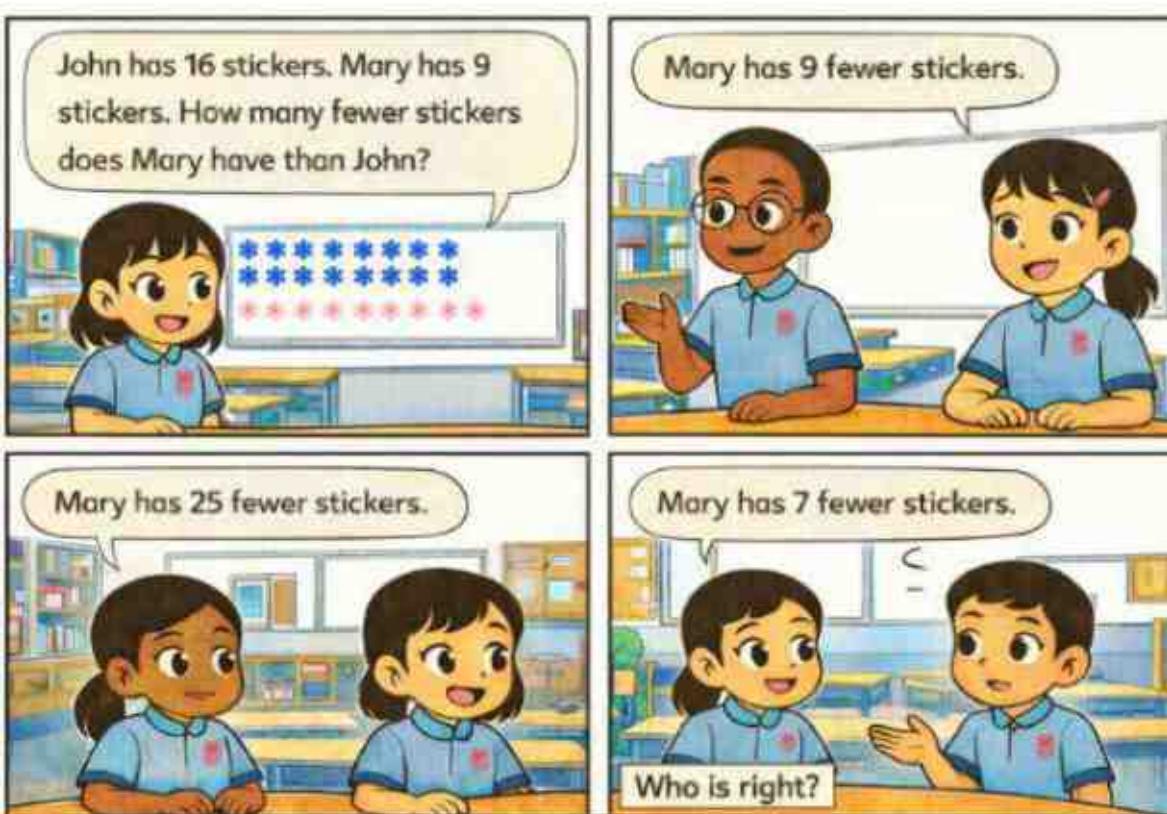


critical thinking



Deepen communicative reasoning through

Engagement
Extension
Exposure



#Math CoRe³ Books

Make Learning Fun



watering
the plant

#self-directed learning

Math Week

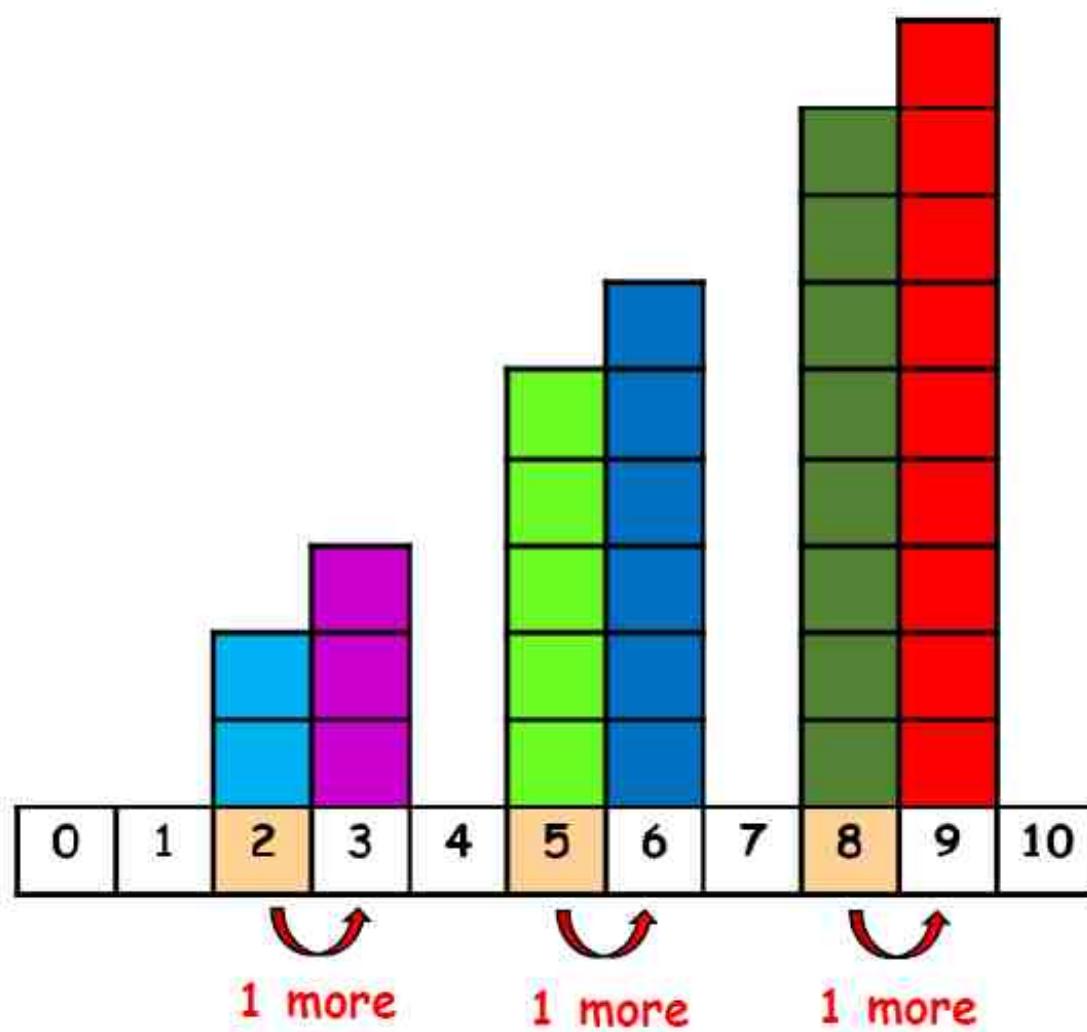
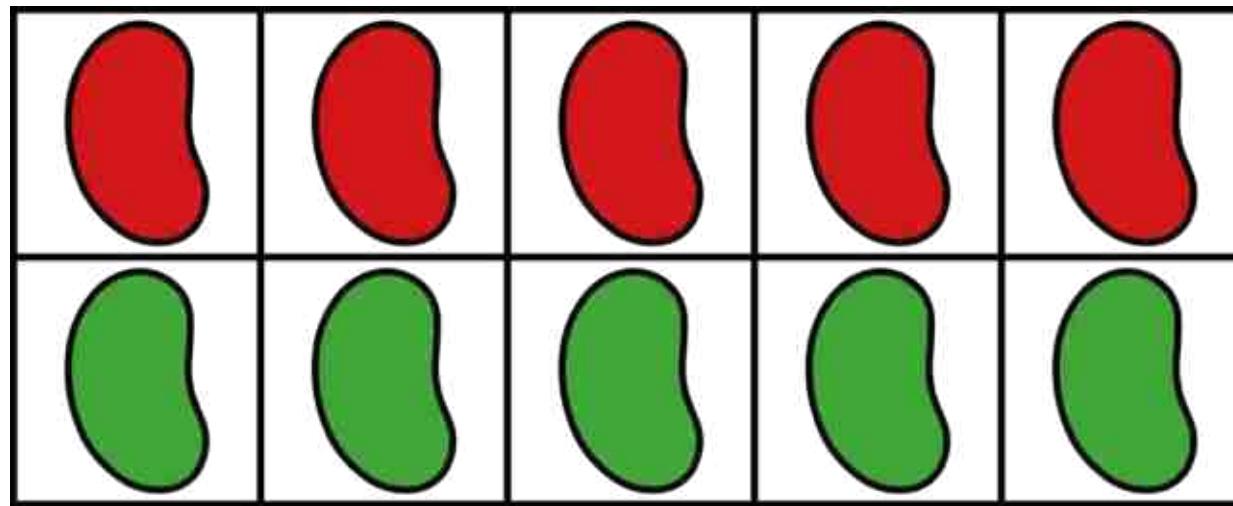


#joy of learning



extra TLC

Learning Support for Math (LSM)



#small class size

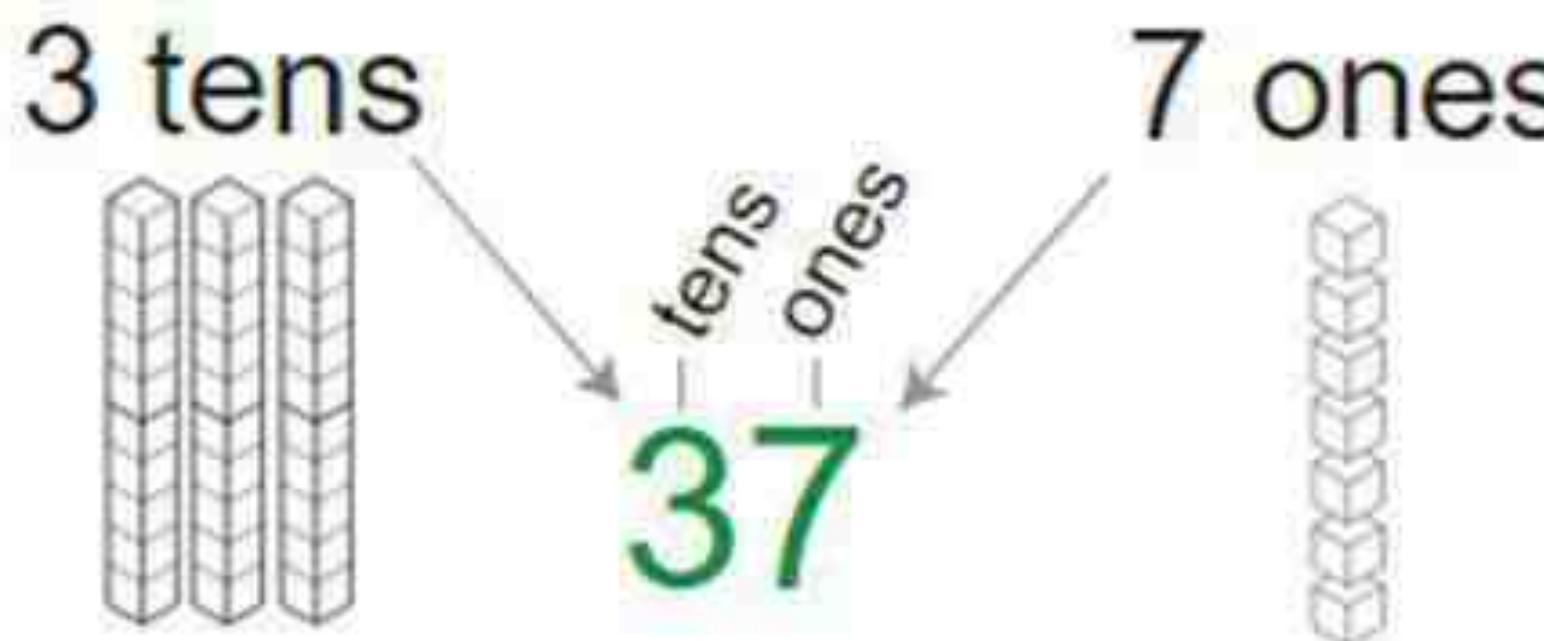
Home and School



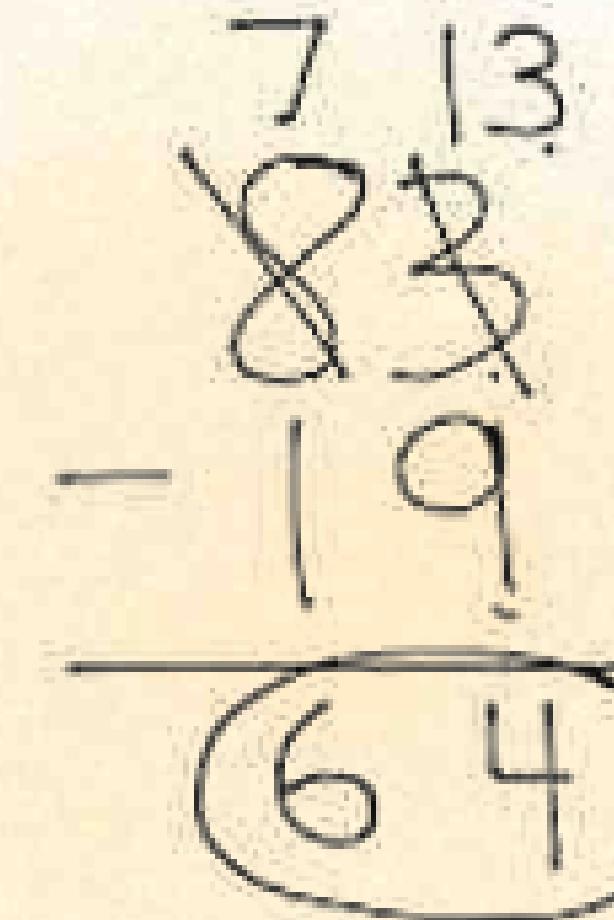
growing together

#partnership

Home and School



renaming


$$\begin{array}{r} 71 \\ - 83 \\ \hline 64 \end{array}$$

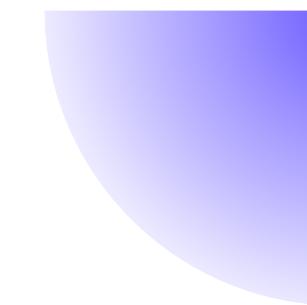
A subtraction diagram showing the problem $71 - 83 = 64$. The tens column is crossed out with a large 'X'. The 7 is renamed as 13, and the 1 is renamed as 9. The 9 is then crossed out with a large 'X'. The 13 is then crossed out with a large 'X'. The 6 is circled.



half circle

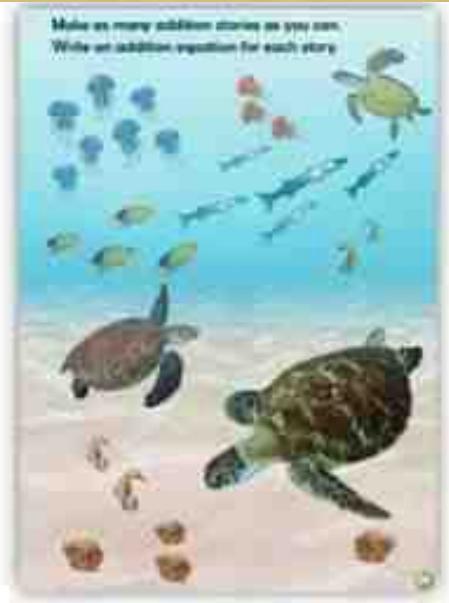
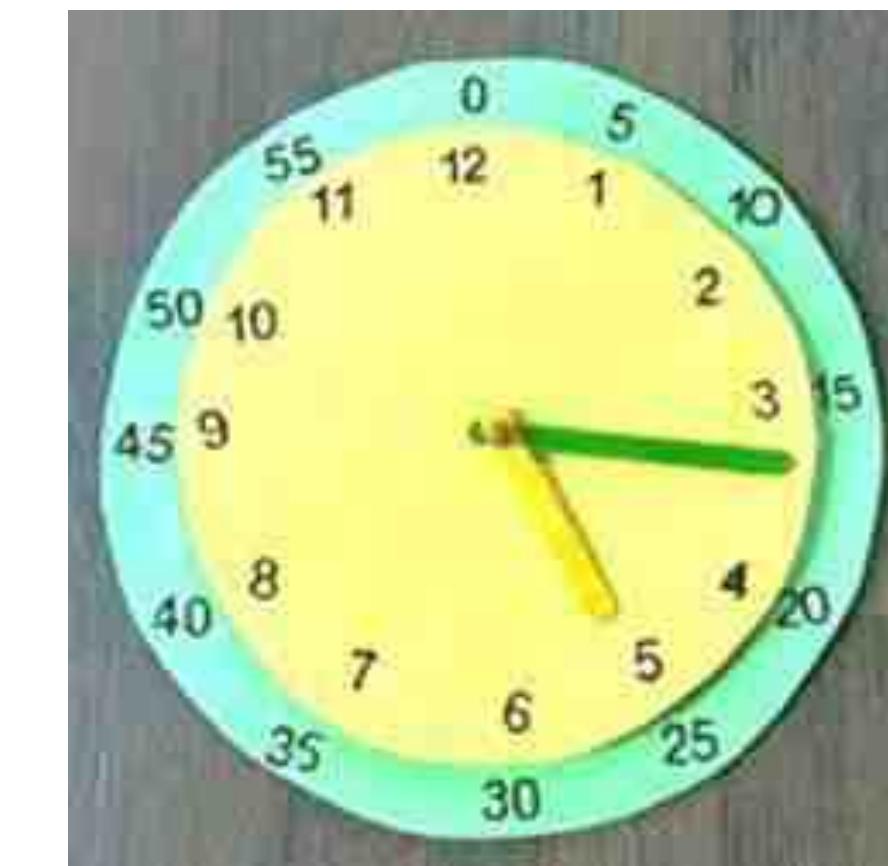
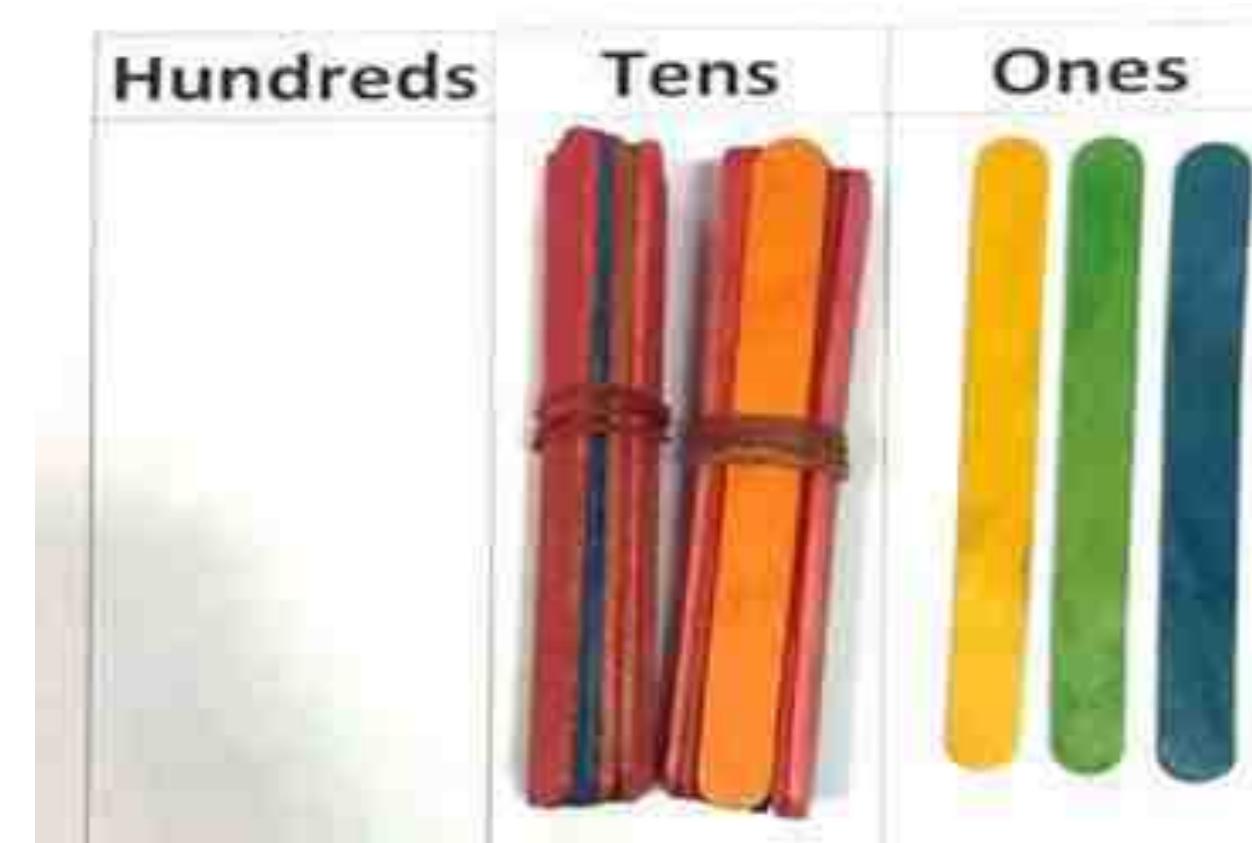
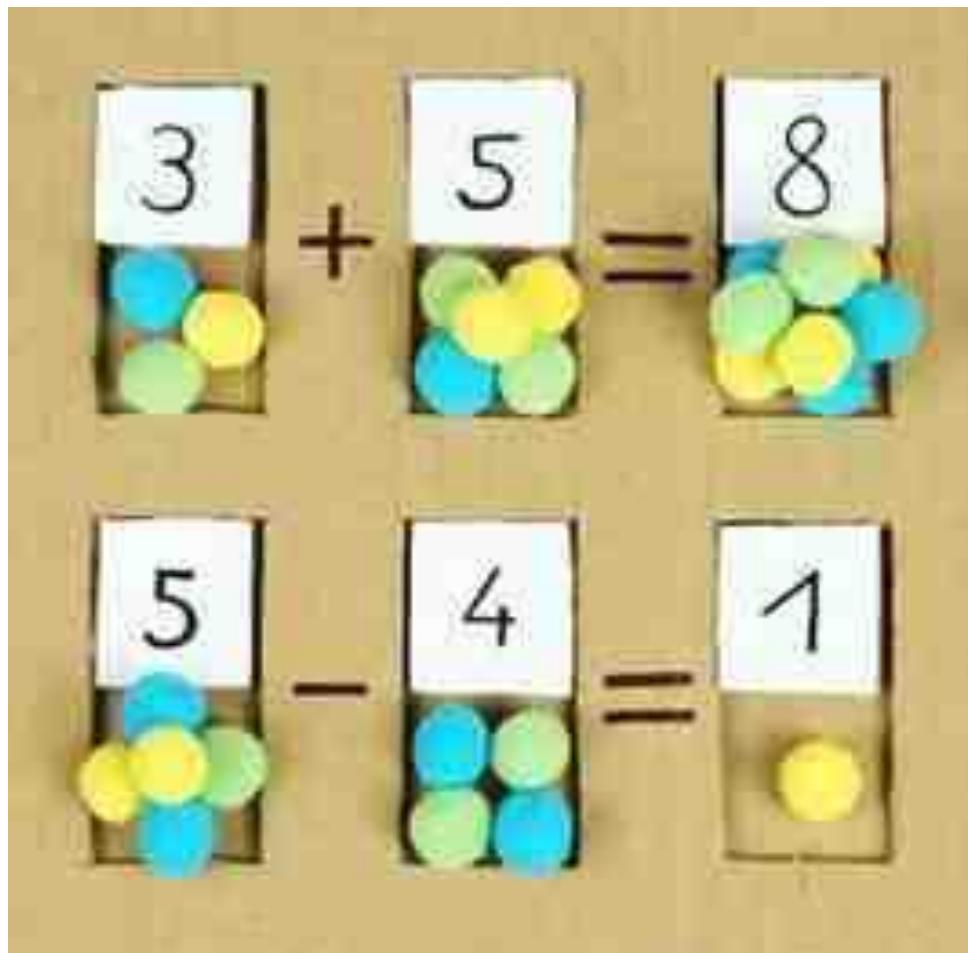


quarter circle



#partnership

Home and School



#partnership



growing together



Established 1940

PE & Aesthetics

Curriculum

Head of Department (PE/CCA/Aesthetics), Mr Shafiruddin



Developing a
Physically Literate child



Established 1940



GRowing Appreciation for Creative Expression (GRACE)

- A framework that encompasses all visual and performing arts experiences at Ngee Ann Primary School.
- Leverages on visual and performing arts to speak to the affective domains of our students and imbibe in them values that will serve as strong moral compass to navigate a future yet unknown.
- Through GRACE, students develop socio-emotional skills and competencies that will enable them to thrive in their lives ahead.



Established 1940

PHYSICAL LITERACY

Developing a
Physically Literate child



Character & Citizenship Education

Head of Department (CCE), Ms Sharon Kuah



Ngee Ann Primary Character & Citizenship Education (CCE)

Key Student Development Experiences (SDEs)

Home-School Partnership

Character & Citizenship Education (CCE) Curriculum



CCE Curriculum



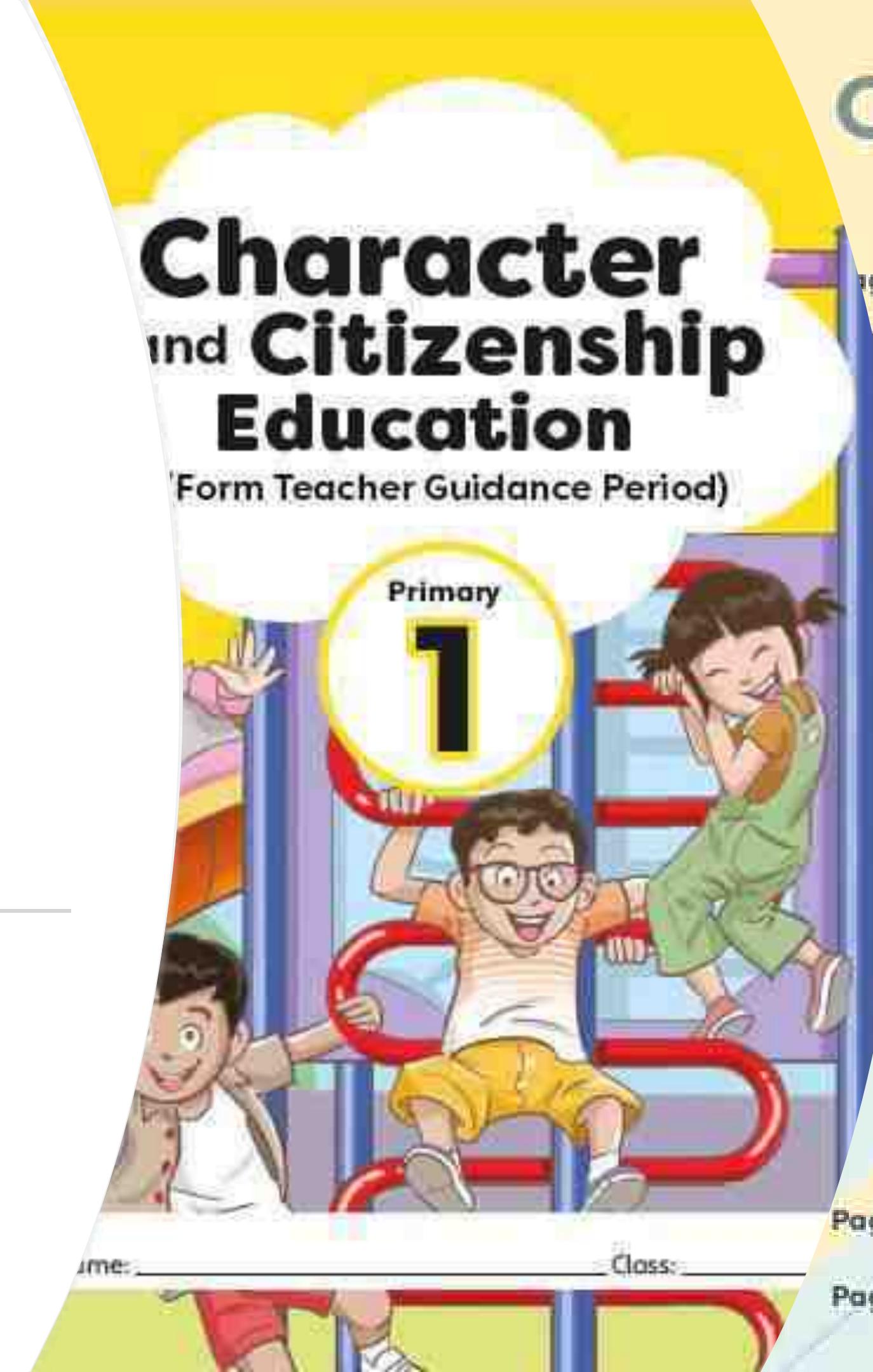
CCE curriculum

- **CCE Form Teacher Guidance Period (CCE FTGP)**
- **CCE Mother Tongue Language (MTL)**
- **Programme for Active Learning (PAL)**



CCE Form Teacher Guidance Period (CCE FTGP)

1 period per week



Contents

Understand and Care for Myself

Pages 2-5 In My New School ①②③

Pages 6-12 Understanding My Feelings ①②③④

Pages 13-15 Staying Safe in the Cyberworld ①②

Pages 16-22 Good Touch, Bad Touch ①②③

Do My Best

Pages 24-29 What Is Important ①②③④

Pages 30-32 Follow What Is Right ①②③

Care and Respect for Others

Pages 34-38 Caring for Family and Friends ①②③④⑤

Pages 39-40 Different yet Similar ①②

Our Singapore and the World

Pages 42-47 Playing My Part in Total Defence

ASEAN Story

Respecting My Friends

Singapore, Our Home

Reflection

Pages 49-55 Stickers

CCE Form Teacher Guidance Period (CCE FTGP) Journal

In My New School 2 Date: _____

School is a fun place for learning and there are many people who care for us.

How do you feel about your new school?



I feel...
Paste sticker from page 49.



4 Understand and Care for Myself

In My New School 3

Family Chat Time!
I can...

- Ask my family members/guardians:
 - » What was your primary school like?
 - » What did you enjoy about primary school?
- Share with my parents/guardians:
 - » How I feel about my new school.
 - » What I have learnt in school.

We enjoyed Family Time!

Parent's / Guardian's signature _____

A Note to Parents/Guardians:

The following resources and activities offer tips on how you can help your child/ward cope with his/her transition to Primary 1.

- Supporting Transition (<https://go.gov.sg/p1ftgp-transitionsupport>)
- Social Skills (<https://go.gov.sg/p1ftgp-socialskills>)



5 Understand and Care for Myself



CCE Mother Tongue Language (MTL)

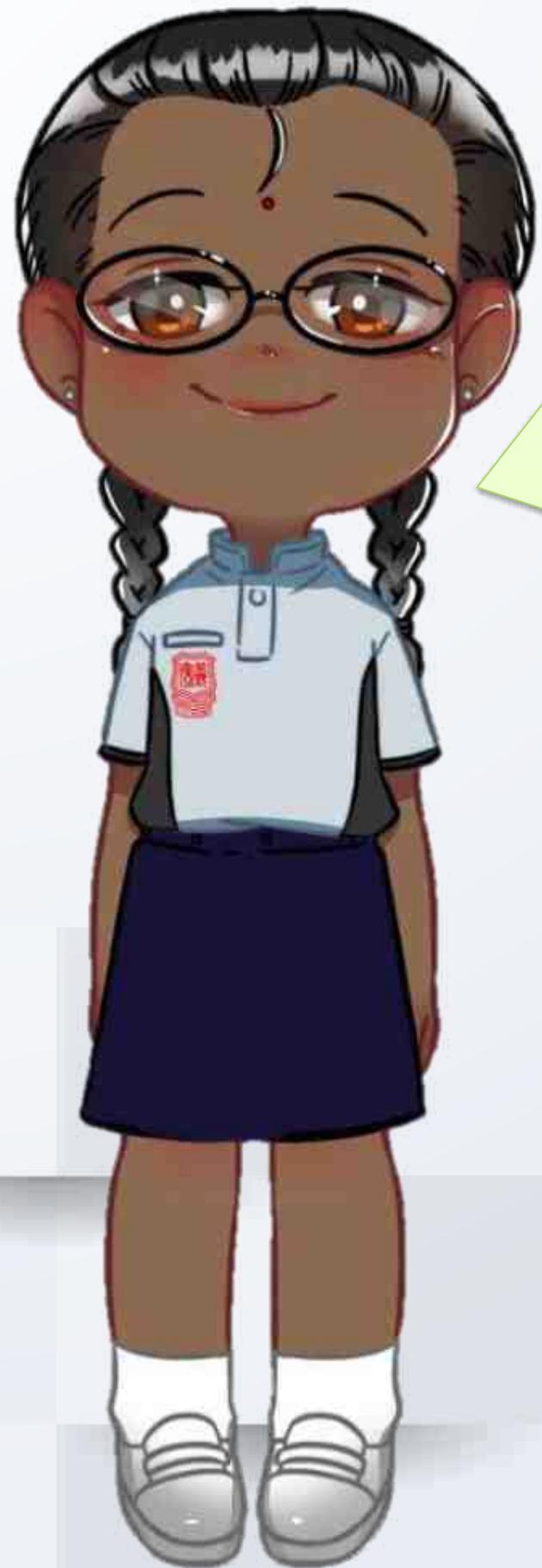
2 periods per week



Programme for Active Learning (PAL)

**4 periods per
week**

Primary One	Primary Two
Outdoor Education	Performing Arts (Drama)
Performing Arts (Music)	Performing Arts (Dance)
Visual Arts	Sports & Games
Life Skills Module	Lego



Key Student Development Experiences (SDEs)

- **Values In Action (VIA)**
- **Cohort Learning Journeys (LJ)**
- **National Education (NE)**
Commemorative Events

Values In Action (VIA)



- **I am a Happy Helper**
 - Cultivate lifelong good habits and responsibility by helping with the household chores
 - Learn to keep their class clean and create a conducive classroom environment
 - Submit a photograph or video of their completed tasks through SLS

Cohort Learning Journeys (LJ)

- **Upcoming LJ to Singapore Zoological Gardens**
- **More details will be provided closer the date.**





National Education (NE) Commemorative Events

- **Total Defence Day**
- **International Friendship Day**
- **Racial Harmony Day**
- **National Day**



NAPS Character Champions



Who are character champions?

- Character Champions are students who not only know what the school values are, but have shown them through their actions consistently.
- Through this, we hope to encourage more students to strive to do the right thing and be leaders of good character.



character champions





Our Next Engagement with You

Meet-the-Parents Session

- End of Term 2
- Dialogue with the teachers

THANK
YOU