



**CANTONMENT**

**PRIMARY SCHOOL**

*Future-Ready Learners. Active Contributors.*

# Primary Two Touch Base Meeting

## 21 January 2026





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# School Leadership Team

**Ms Grace Foo**

Principal

**Mr Yeo Sho Hor**

Vice-Principal (Academic)

**Mrs Jane Cheah**

Vice-Principal (Academic)

**Mr Loh Siang Kiang**

Vice-Principal (Admin)

# Officers Overseeing Lower Primary

**Ms Malinda Lim**  
Year Head

## **Educational and Social-Emotional Support**

**Ms Ooi Hui Shan**  
Senior School Counsellor

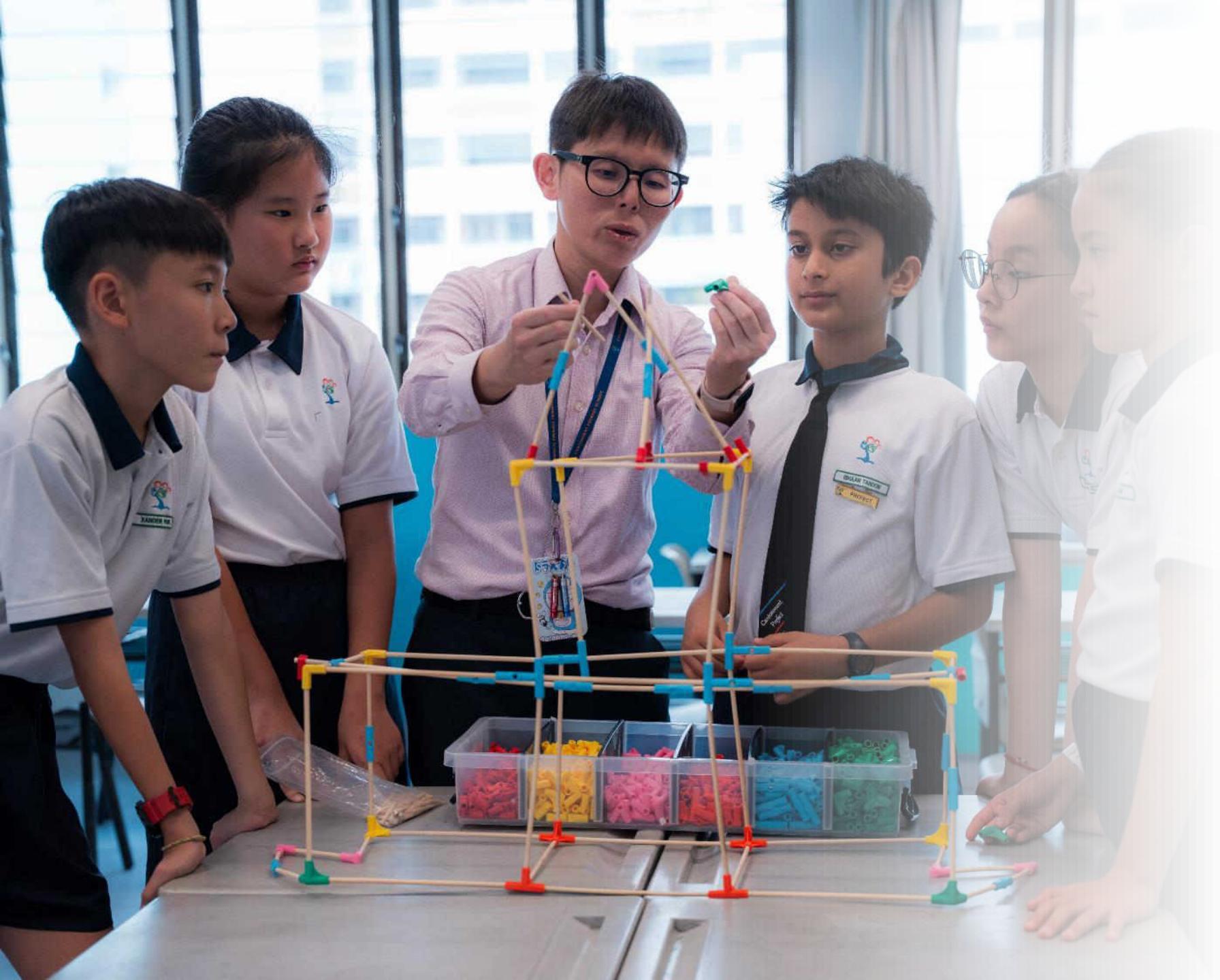
**Mdm Jenny Wong**  
Senior Special Education Needs Officer

**Ms Diana Ho**  
Student Welfare Officer

# Agenda

- **New Vision**
- **Home-School Partnership**
- **Punctuality**
- **Late Day**
- **Communication Platforms**

# STEM Challenge





# STEM Playground Week



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# STEM Playground Week



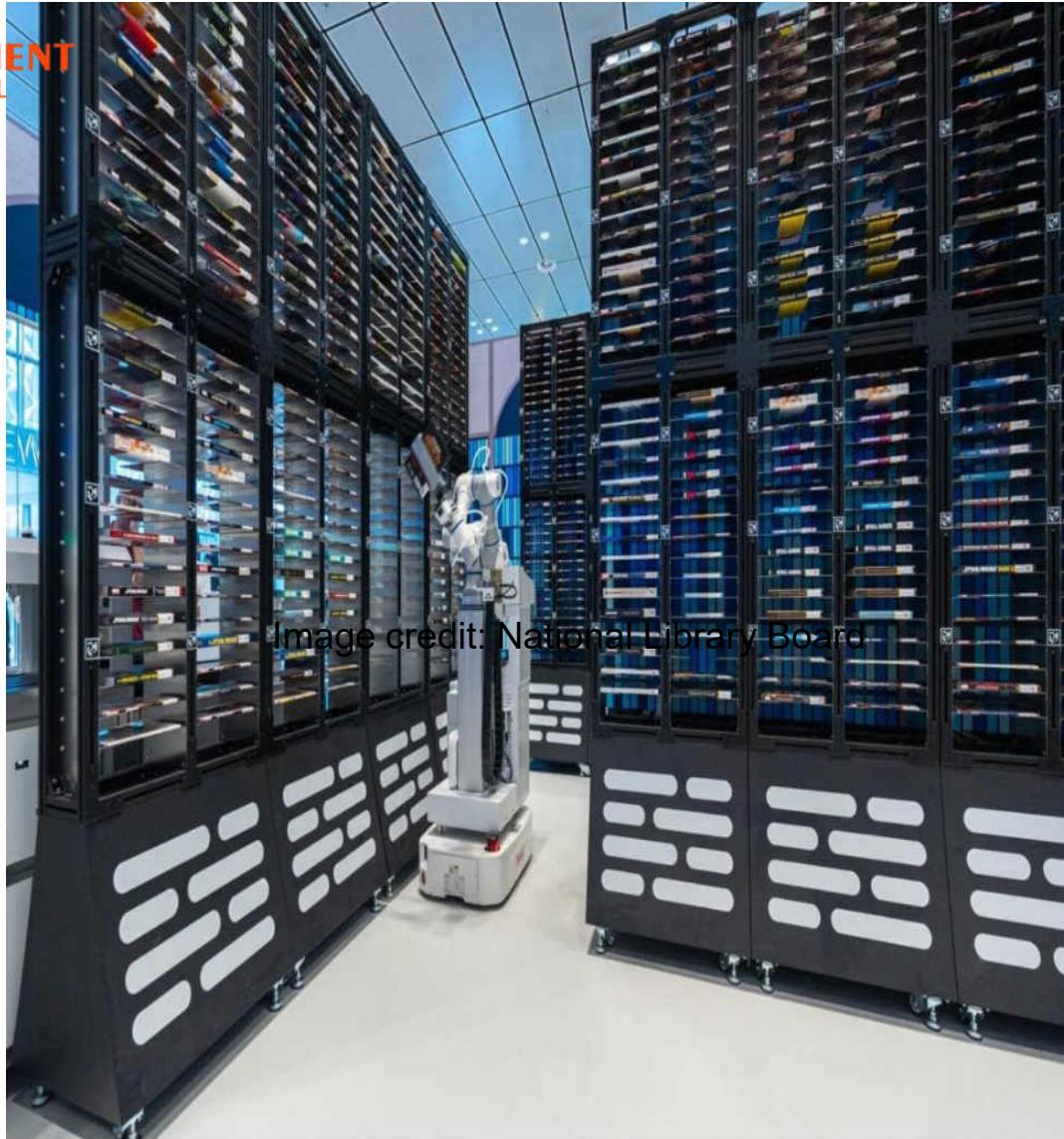
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# What Does the Future Hold?



*"Robot  
"librarian"  
will do all the  
heavy lifting,  
from  
fetching your  
title to  
sending it to  
a collection  
point".*

*-8 August  
The Smart  
Local*



**Star Wars Pop-Up Library at  
Changi Airport Terminal 3**  
**Image: National Library Board**

**Collecting your passport and IC takes just 5 minutes with ICA's new robots**

[Sign up now](#): Get ST's newsletters delivered to your inbox



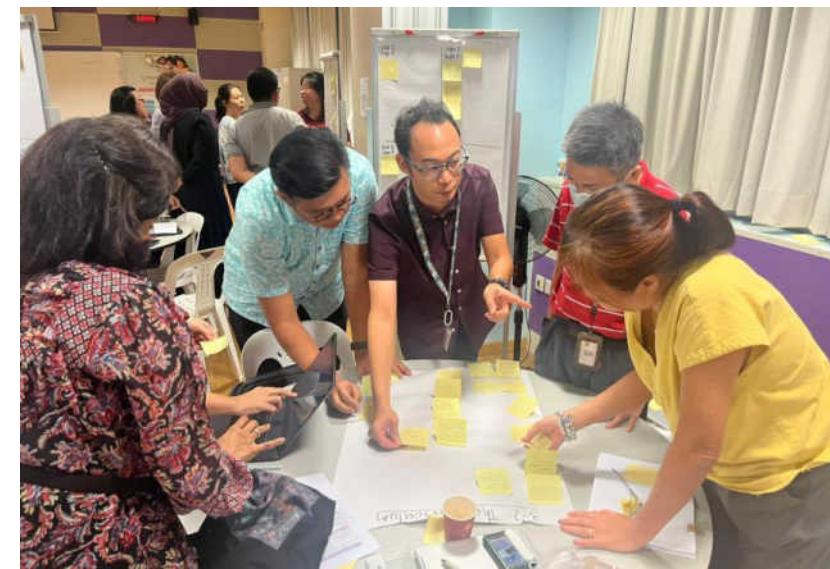
An automated robot retrieving a passport from a storage shelf inside the central repository at ICA Services Centre (ISC) on Dec 22, 2025.

The Straits Time 3 Jan 2026

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# Our Hopes and Dreams for CPS

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**Vision:**  
**Future-Ready Learners**  
**Active Contributors**



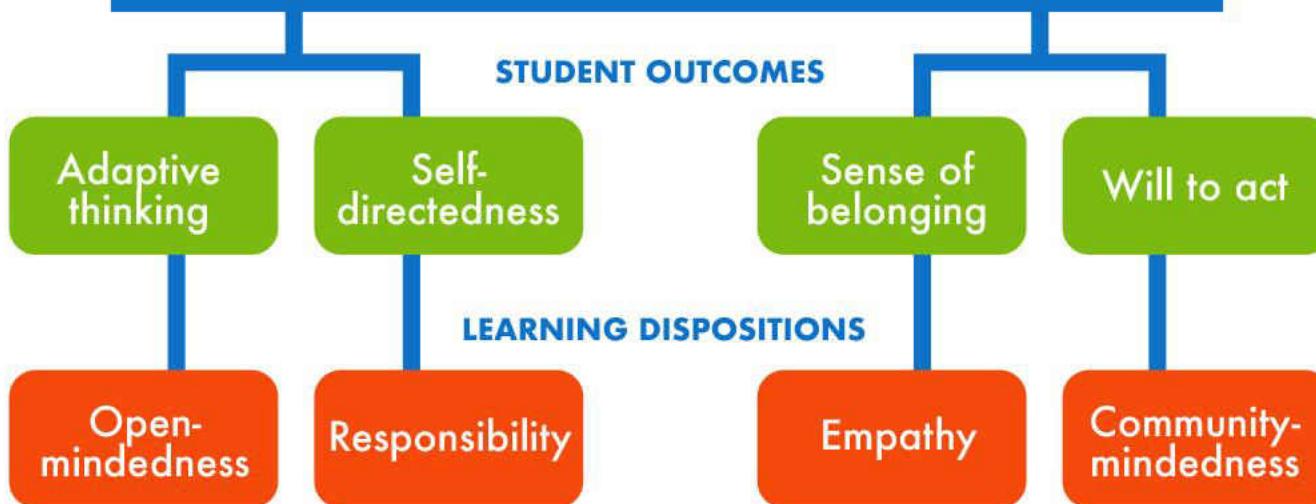


# VISION



## MISSION

To nurture and empower our students to realise their potential and aspirations so as to have a positive impact in the school and the community.



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**Under-girded by values:**

Respect  
Care  
Integrity  
Resilience  
Graciousness

**Enablers:**

Curriculum  
Environment  
Staff  
Partnerships



- 1 Future-Ready Learners and Active Contributors
- 2 Inspiring and Inclusive Learning Environment
- 3 Innovative and Flourishing Professionals
- 4 Collaborative and Strategic Partnerships

# Future-Ready Learners

## Adaptive Thinking



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# Future-Ready Learners

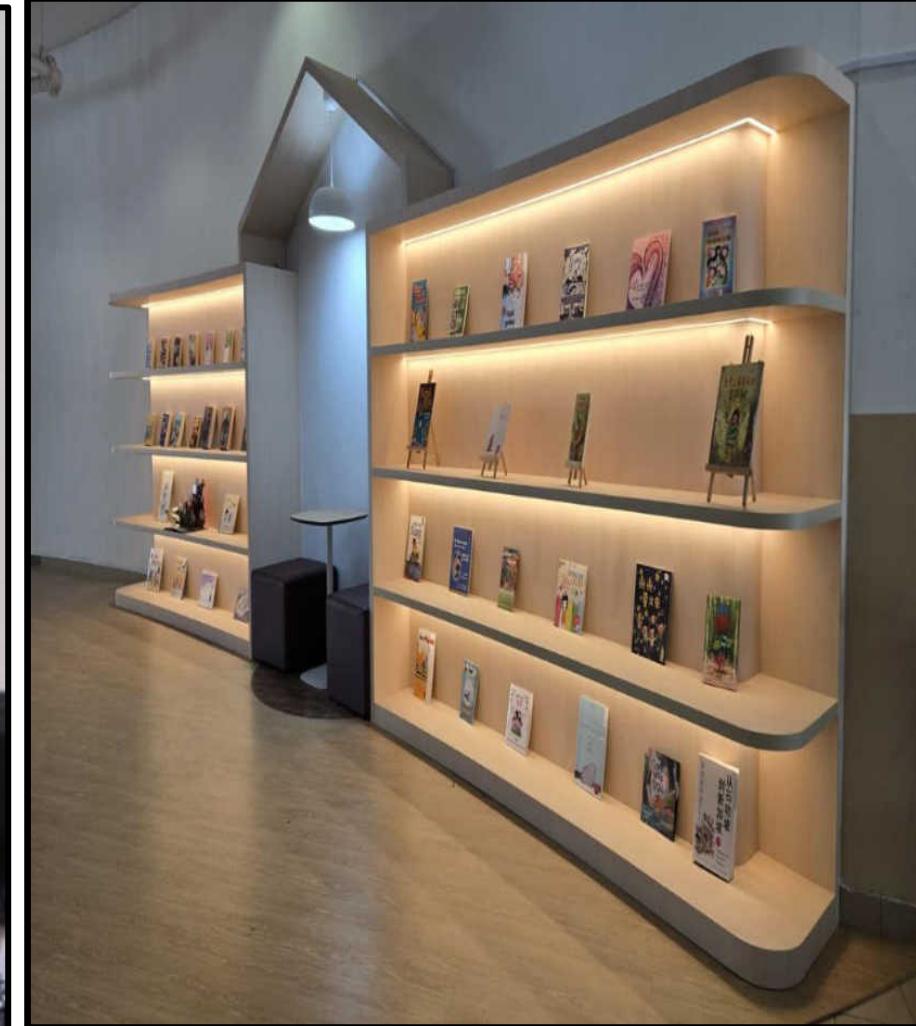
## Self-Directed Learners



Student Leaders leading the assembly programmes



Gems Jam



Reading Nook

# Future-Ready Learners

## Self-Directed Learners



Students returning to classes on  
their own

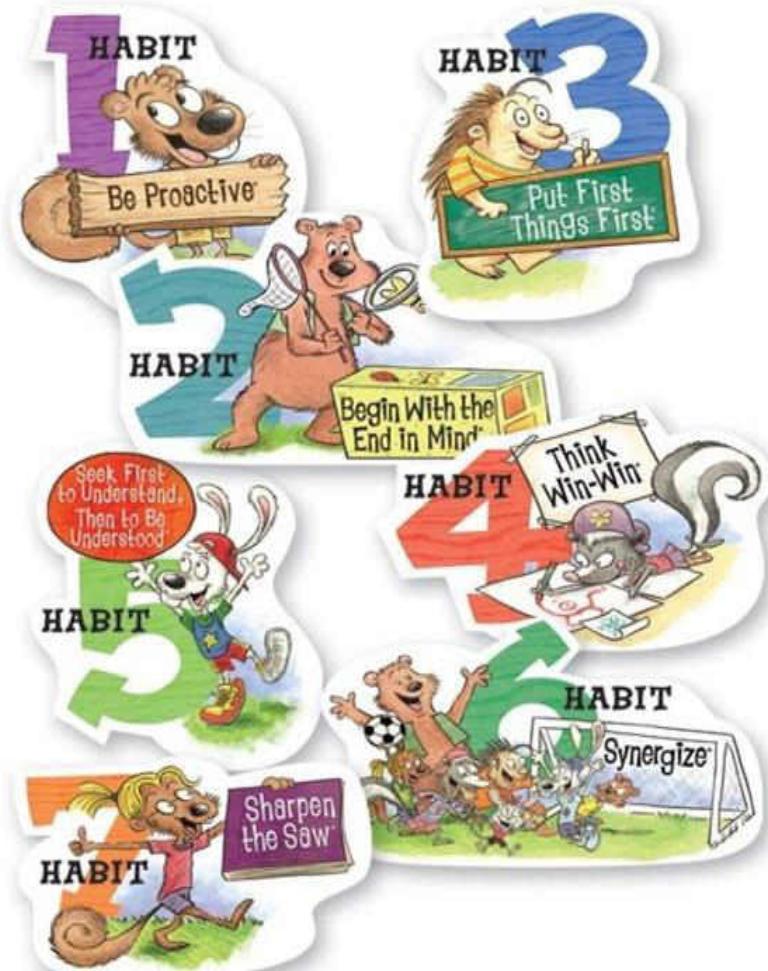
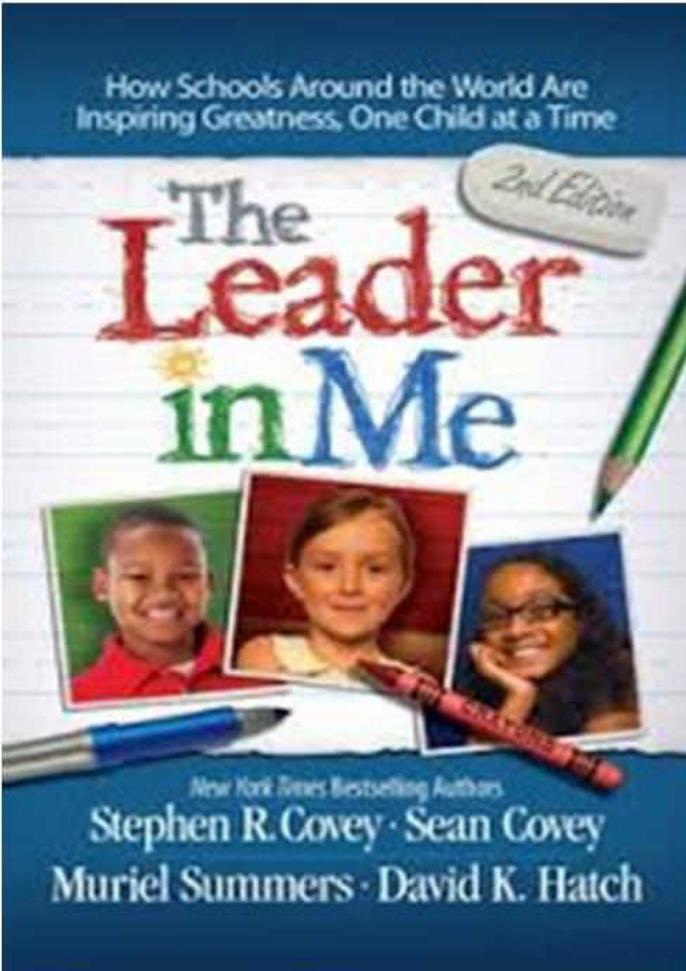
A Self-Directed Learner's Plan	
<b>Habits that I would like to have (✓ - tick your responses):</b>	
<input type="checkbox"/> Handing in homework on time <input type="checkbox"/> Neat handwriting <input type="checkbox"/> Eating healthily <input type="checkbox"/> Exercise regularly <input type="checkbox"/> Sleeping early <input type="checkbox"/> Revising my work / learning <input type="checkbox"/> Contributing actively in lesson / school <input type="checkbox"/> Managing screen time <input type="checkbox"/> Helping my peers <input type="checkbox"/> Be an upstander <input type="checkbox"/> Other _____	
<b>How I would achieve my goal: (what are some Leader in Me Habits I can practise to achieve my goal(s)?)</b>  <hr/> <hr/> <hr/> <hr/>	
<b>I will review my goal(s) at the end of Term 2 / Term 4. (How did I do?)</b>	
<b>Term 2</b> Strength:  Area for growth:	<b>Term 4</b> Strength:  Area for growth:
<b>Parent's Signature:</b> _____ <b>Date:</b> _____	
<b>Parent's Signature:</b> _____ <b>Date:</b> _____	

The subject teachers will lead you to set your personal academic goals.

**Student Diary on Goal Setting**

# Future-Ready Learners

## Self-Directed Learners



# Active Contributors

## Will To Act



Wushu Students



Wushu Students



Creative Design Club

# Active Contributors

## Sense of Belonging



Circle Time



1-1 Let's Chat



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# Active Contributors

## Sense of Belonging



# Intentional

# Your Partnership

**Being Future-Ready  
includes your child  
academics**

**...and PSLE**

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

## 1 Respectful Communication



## 2 Role Models

## 3 Real Connections

### New MOH guidelines on screen use for children under 12



#### BELow 18 months

- No screen use unless for interactive video chatting
- Do not leave screens on in the background when child is engaged in other activities

#### 18 months to 6 years

- Limit screen use to less than an hour a day outside school
- Passive screen use not recommended
- View media together with children where possible
- Do not use screens to occupy or distract child
- Carefully choose age-appropriate educational content
- Do not leave screens on in the background
- No screens during meals and 1 hour before bedtime

#### 7 to 12 years

- Limit screen use to less than 2 hours a day, unless related to schoolwork
- Develop a screen use plan or timetable
- Have regular conversations with children to find out their online activities
- Do not give children mobile devices with unrestricted access
- Use parental control settings to ensure children access age-appropriate content and apps
- Do not give children access to social media services
- No screens during meals and 1 hour before bedtime

SOURCE: MINISTRY OF HEALTH

A group of approximately ten school children, mostly of East Asian descent, are standing in a classroom or hallway. They are all wearing white polo shirts with dark blue collars and dark blue skirts or trousers. Many of them have backpacks on. Two girls in the foreground are smiling broadly and waving their right hands towards the camera. The background shows other children and a wall decorated with colorful murals of buildings and stars.

# Punctuality

## Punctuality Matters

**Be in school by 7.35am**

A photograph showing a young teacher and a student laughing together. The teacher, wearing pink glasses and a white shirt with a school logo, is holding a pen over a worksheet. The student, also in a white shirt with a school logo, is smiling broadly. They are both looking at the worksheet. A blue patterned object is visible in the bottom left corner.

**Late Day**

# Why Does CPS End Later on Tuesdays?

**Standard Curriculum Hours**

**Later Reporting Time**

**Factoring Lunch Break**

## Tensions and Trade-offs

Earlier Start and End Times

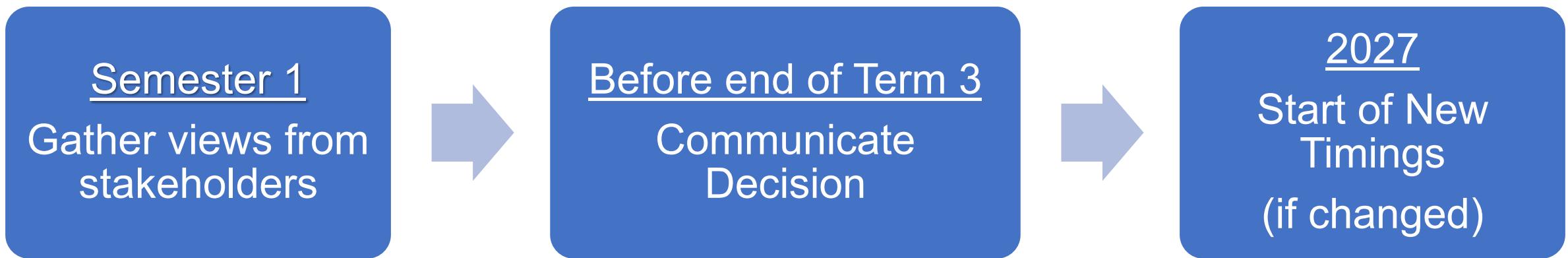
Waking Up Earlier

Later Start Time on all days

One Extra Long Day (current)  
Later Lunch on All Days

Varying Family and Transport Needs

# Timeline of Review



# Home-School Communication

## School level:

- Parent-Teacher Touch Base Meeting (Start of Term 1)
- Parent-Child-Teacher Conference (End of Term 2)
- Parents Gateway
- Parents Information Sheet (Termly)
- Cantonment Times (Semester – school website)
- School Facebook
- Parent Support Group (PSG)



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## Communication

Mon, Wed-Fri:  
7.30 a.m. to 5p.m

Tues:  
7.30am to 5.30pm

Teachers will try their best to get back to you within 3 working days for non-urgent matters.

**FORM  
TEACHER  
1<sup>st</sup> Point of  
Contact**

Teachers' email link on school website

Teachers' what's app Business  
(on school weekdays and before 5pm only)

**School's  
General Office  
& What's App  
Business**

**6511 9555**

**School's Email**

**cantonment\_ps@moe.edu.sg**





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## **Lower Primary (Year Head)**

### **Touchbase Message**

**21 Jan 2026**



# Agenda



# **Agenda**

- 1. Primary 2 Level Programmes**
- 2. Needs of a Lower Primary child**
- 3. The use of AI & EdTech in Lower Primary**
- 4. Reminders – School attire & accessories**

A photograph showing a group of students and a teacher in a classroom. The students are wearing white uniforms with blue collars and name tags. They are gathered around a table, working on colorful crafts or artwork. The teacher, a woman with short brown hair in a blue and white striped shirt, is pointing at something on the table, possibly guiding them through a step in their project. The background shows teal-colored walls and windows.

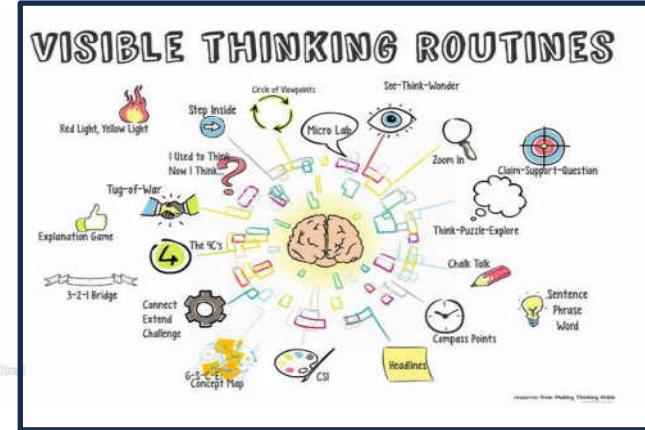
# P2 Level Programmes

# Primary 2 Level Programmes

PAL



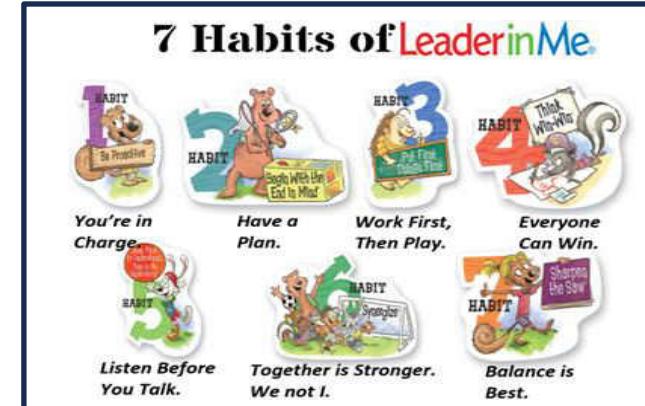
ALP – Thinking Curriculum



LLP - PAVE



Leader-in-Me



# Primary 2 Level Programmes

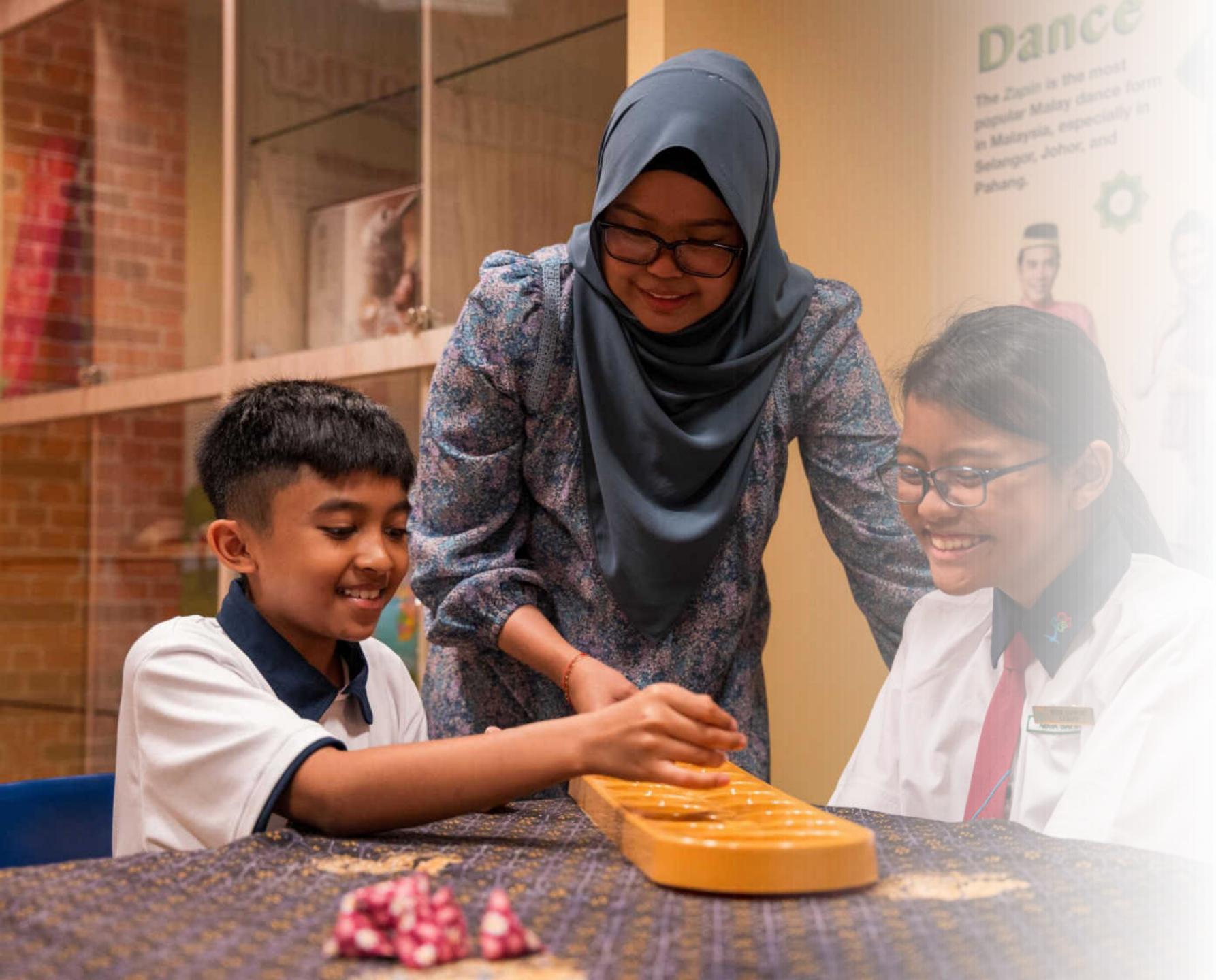
Lower Primary Games Day



Learning Journey – Science Centre



# Needs of a Lower Primary child



# Adjusting to the School Year

## What your child may be experiencing:

- Managing new year's routines and responsibilities
- Navigating expectations of self and others



## How you can support your child:

- Find time for regular conversations.
- Discuss ways to manage different encounters that may come their way, especially the ones they may feel worried or anxious about.
- Build their confidence



# **Supporting Your Child's Social & Emotional Well-Being**

## **1. Managing Thoughts, Feelings & Behaviour**

- Understanding and managing emotions

## **2. Strengthening Sense of Self & Purpose**

- Identifying and strengthening personal character traits
- Building confidence and self-awareness

## **3. Building Positive Relationships**

- Developing empathy and care for others
- Embracing diversity and accepting differences

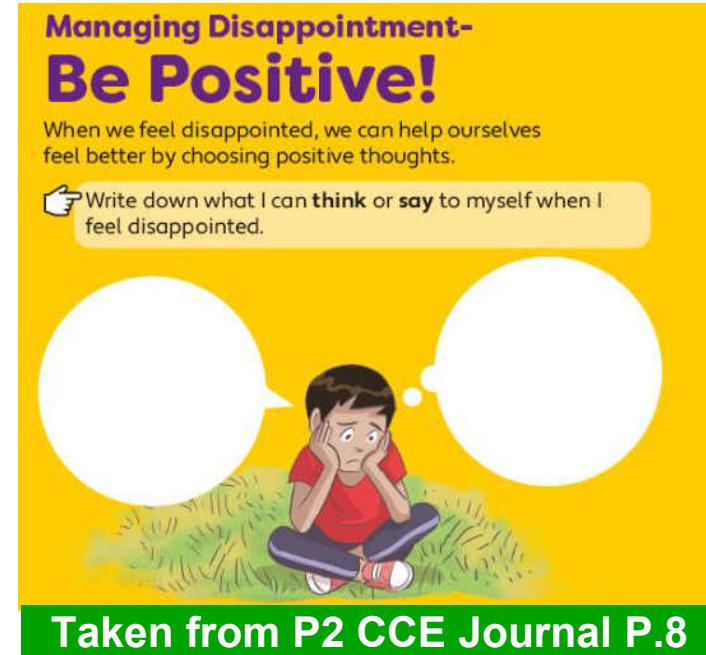
## **4. Overcoming Challenges; Managing Changes and Transitions**

- Managing change and new experiences
- Developing coping strategies for various situations



# School Programmes and Initiatives

- CCE FTGP Lessons
- Let's CHAT 1-1 by Form Teachers
- Circle Time



Taken from P2 CCE Journal P.8



An example of a lesson in guiding pupils to manage their emotions. Parents can share their own experiences to model positive ways of managing emotions.

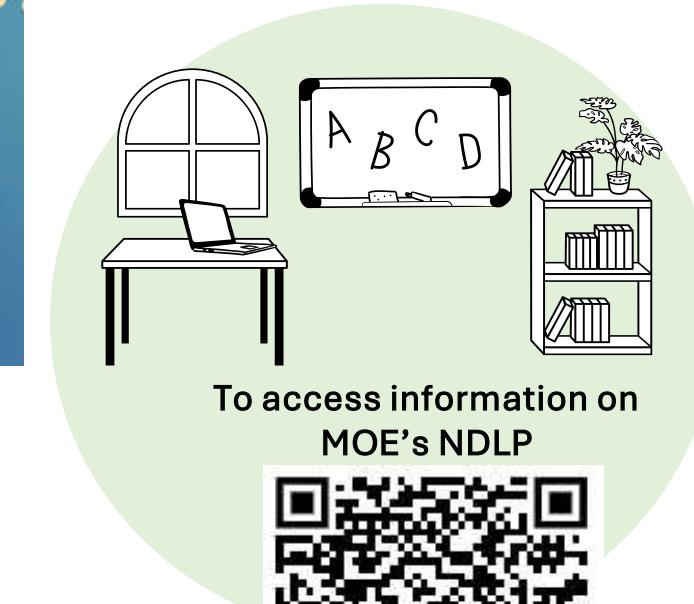
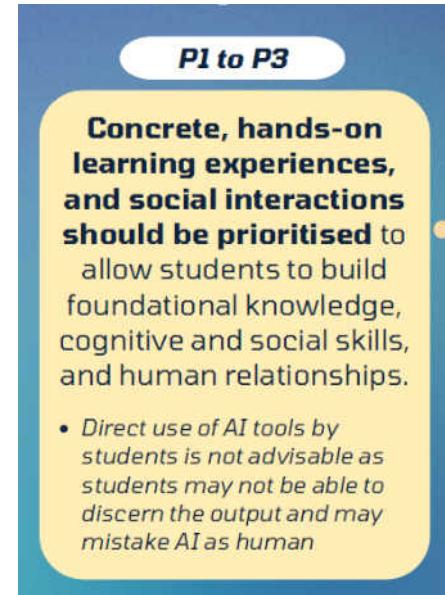
# The use of AI & EdTech at Lower Primary



# AI & EdTech in School: Safe, Purposeful Use for Young Learners

1. AI use for teaching and learning must be age- and developmentally-appropriate.

- *Pri 1 to 3 students will mainly engage in hands-on experiences, with little or no direct use of AI tools.*



(Scan QR code)

A group of diverse school children, mostly of Asian descent, are standing in a hallway. They are all wearing white polo shirts with a small logo on the chest and dark trousers. Many are wearing backpacks and holding water bottles. The children are smiling and waving their hands towards the camera. In the background, there are colorful wall decorations and large windows. The overall atmosphere is bright and cheerful.

# School Attire & Expectations

# School Attire & Expectations

## 1. Name tags:

- Pls ensure your child has name tags on their uniforms.

## 2. Donning of accessories (of any form):

- Students should not wear accessories (e.g. bracelets, ring, necklace, chains, brooches, wristbands, amulets) with the school uniform.



A photograph showing a young teacher and a student in school uniforms, both smiling and looking at a worksheet they are working on together. They are sitting at a desk with various school supplies like pens and a pencil case visible.

# Family support

# **Together We Support!**

Parents are invaluable partners and role models in supporting their children's learning and behaviour.

1. Parents role model healthy use of devices and social media and good online behaviour.
2. Role modelling respectful conversations.
3. It's important to work with the teachers and school.
4. Respectful communication forms the basis of this relationship between schools and parents.

