

Briefing by Year Head

2026 P1 Pre-Orientation

6 November 2026



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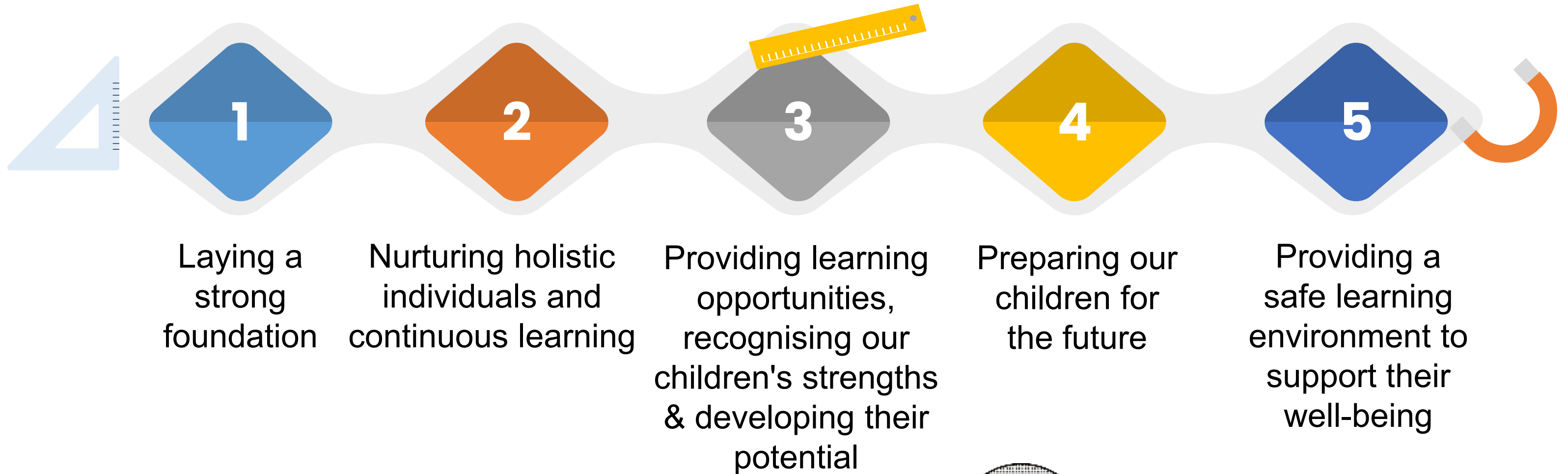


Briefing Outline

- What is Primary School about?
- Primary1 Experience in School
- P1 Orientation Day
- First Week of School
- School – Home Partnership



What is Primary School about?



Holistic development for Primary 1 includes:

Prioritising the development of soft skills, including values, social-emotional competencies and self-help skills

Focusing on building learning dispositions for Lifelong Learning, including curiosity, confidence and nurturing the joy of learning

Building strong foundations in literacy and numeracy

Strengthening 21st Century Competencies and Digital Literacy in an age-appropriate manner



Building Strong Foundations: Knowledge, Skills & Dispositions (KSDs) at the Start of P1

- The lower primary curriculum nurtures students'
 - Joy of learning
 - Builds on pre-school foundations
 - Promotes dispositions and attitudes for lifelong learning

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Building Strong Foundations: Knowledge, Skills & Dispositions (KSDs) at the Start of P1

- The following are professionally determined expectations on what most children should be equipped with at the start of P1. Our teachers will continue to build on these to strengthen our students' foundations and nurture active, curious learners.



English Language

- **Listen and Speak** for Enjoyment and Information
- **Read** with Enjoyment and Understanding
- **Communicate** Ideas and Information through **Writing** or Using Symbols or Letter-Like Shapes



Mathematics

- **Basic Understanding** of Numbers Up To 10
- **Compare** Quantities between Two Groups of Objects within 10
- **Recognise** Simple Patterns



Mother Tongue Languages

- **Enjoy** and Show an Interest in **Learning** Mother Tongue Language
- **Enjoy** and Show an Interest in **Listening and Speaking** in Mother Tongue Language
- **Demonstrate** Awareness of Local Ethnic Culture

Building Strong Foundations: Knowledge, Skills & Dispositions (KSDs) at the Start of P1



Values, Social-Emotional Competencies, Citizenship Dispositions

- Develop understanding of **self and manage own** behaviours
- **Communicate, interact** and build **caring and respectful** relationships with others
- Take **responsibility** for own actions



Art

- **Enjoy** Participating in **Art**
- **Express Ideas** and **Feelings** through **Art**
- **Demonstrate** Awareness of Art from Different Cultural Groups



Music

- **Enjoy** Participating in **Music and Movement Activities**
- **Express Ideas** and **Feelings** through **Music** and Movement Activities
- **Demonstrate** Awareness of Music and Movement from Different Cultural Groups



Physical Education

- **Enjoy Physical Activities**
- Display **Coordination** in Motor Tasks
- **Demonstrate** Awareness of Healthy Habits and Safety

Building a Strong Foundation: How is it achieved?

Play is an essential feature that taps students' inquisitiveness and ignites a self-sustaining passion for learning.

Differentiated support for children with differing learning needs

No examinations and weighted assessments at P1 and P2

to provide more time and space to settle into a formal school setting, build relationships and develop the necessary skills and attitudes towards learning.

Teachers **pace** teaching and adopt **developmentally appropriate, engaging pedagogies** to deepen learning.



Learning Support

- Learning Support Programme (LSP)
 - Identified at the start of Primary 1
 - Conducted by trained teachers
 - Focused on building English language skills
 - Half an hour a day, in small groups of 8 to 10 students



Learning Support

- Learning Support Programme for Mathematics (LSM)
 - Identified at the start of P1
 - Conducted by trained teachers.
 - Focused on developing numeracy skills.
 - 8 periods a week, in small groups of up to 8 students.



Social and Behavioural Support

- TRANsition Support for InTegration (TRANSIT) Programme
 - Students identified with social and behavioural needs
 - Develop foundational self-management skills
 - Conducted by trained teachers and Special Educational Needs Officers
 - Support students in small groups
 - Work closely with parents to ensure that self-management skills learnt in school are practised at home



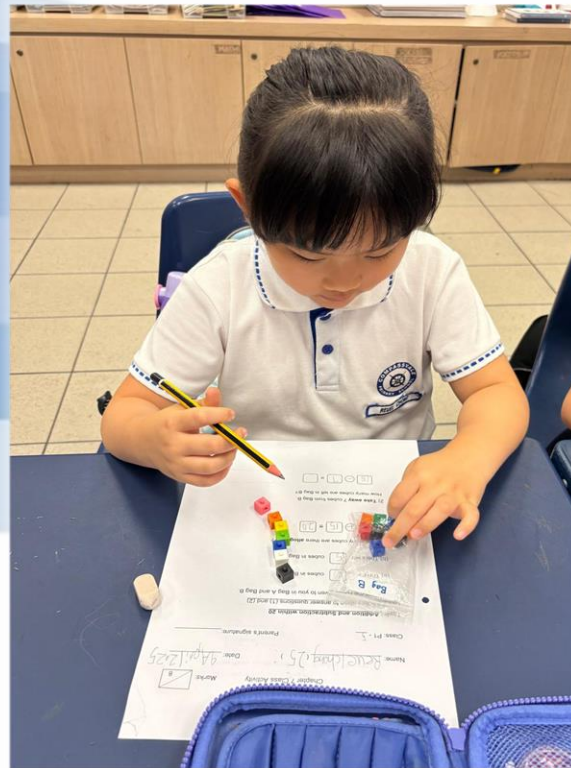
What is the Experience like in School?

- Building greater confidence and nurturing a stronger intrinsic motivation to learn
- Moving away from over-emphasis on grades



Holistic Assessment

- No examinations and weighted assessments at P1 & P2
- Use of appropriate assessment modes



Holistic Assessment

Holistic Development Profile Semester 1 2024

Page : 1 of 5
Date : ..

Name :
Age on 1st Jan :
Class : S/N Identification No :
Form Teacher : Course :
Co-Form Teacher :

SUBJECT	SEMESTER 1
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English Language

Listening: Listen attentively and follow simple instructions.	Competent
Speaking: Speak clearly to express their thoughts, feelings and ideas.	Accomplished
Reading: Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).	Accomplished
Reading: Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression.	Accomplished
Writing: Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.	Competent

Chinese Language

Listening: Listen attentively to short, simple spoken content related to daily life.	Accomplished
Speaking: Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts.	Accomplished
Reading: Recognise characters taught in Primary 1.	Competent
Reading: Read aloud Primary 1 texts with accuracy.	Accomplished

Holistic Development Profile Semester 1 2024

Page : 2 of 5
Date : ..

Name : Identification No :

SUBJECT	SEMESTER 1
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Mathematics

Understand numbers up to hundred.	Competent
Understand addition and subtraction.	Developing
Identify, name, describe and sort shapes.	Competent
Read and interpret picture graphs.	Competent

Social Studies

Recognise that everyone is unique.	Accomplished
Describe people, places and events by making careful observations, with teacher guidance.	Competent
Share thoughts and feelings with group members, with teacher guidance.	Competent
Ask questions to learn more about self, people and places.	Competent

Art

Identify simple visual qualities in what they see around them.	Competent
Show interest in looking at a variety of artworks.	Competent
Draw from their imagination and observation.	Accomplished
Share their imagination, thoughts and feelings through art making.	Competent



Learning Disposition

1

Provide a holistic
understanding of student's
progress

2

Reflect attitude, motivation
and interest that affect
student's approaches to
learning



CVPS Learning Dispositions

Curiosity

Persistence

Reflectiveness

Open-mindedness

Motivation



Learning Disposition

Curiosity



Learning Disposition

Persistence



Learning Disposition

Reflectiveness



Learning Disposition

Open-mindedness



Learning Disposition

Motivation



P1/2026 Orientation Day

Day/ Date	Fri, 2 Jan 2026
Time	7.30 am to 11.00 am
Attire	School Uniform

***Details will be posted on Parents Gateway (PG) in mid December**



First Week of School

Attire	Day/Date
School Uniform with School Tie	Mon, 5 Jan 2026
Physical Education (PE) Attire	Tue, 6 Jan 2026 to Fri, 9 Jan 20206



Personal Care Kit



Tissue Paper



**Antibacterial
Wipes (Wet wipes)**



**Disposable/Reusable
mask**



**Thermometer
(given by HPB)**



Hand Sanitizer



Personal Items

- Label all personal items for ease of identification
- P1 level letter on the items to be submitted in week 2 will be posted on Parents Gateway (PG) on Mon, 12 Jan 2026



P1 Recess & Lunch Buddy



P1 Recess & Lunch Buddy



Break Time

Break	Day	Day/Date
Recess	Mon to Fri	9.35 am to 10.10 am
Lunch	Tue	12.10 pm to 12.40 pm
Snack Break	Mon, Wed, Thu and Fri	12.00 pm



Recess and Lunch

- Parents are not allowed to enter the school premises
- Do not bring food for your child during recess, lunch or snack break times
- Bring packed food from home
- Encourage your child to be independent



Snack Break

- Mon, Wed, Thu and Fri at 12 pm
- 10 minutes
- In the classroom
- Bite-sized food
- Dry snacks
- Healthier Choice logo



P1 Information Card (Front)

(2026) P1 INFORMATION CARD	
Name: Lim Kexin Anabel	
Group: OG1	House Colour: Green
Food Allergy (if any): _____	
Name of Sibling(s) & Class:	
(1) _____	(P- <u> </u>)
(2) _____	(P- <u> </u>)
For Official Use:	
<div>Orientation Day & Regular Days</div>	



*Student's class will be confirmed by Week 2

P1 Information Card (Back)

For Parents: Please tick the mode of dismissal on Orientation Day (2 Jan) & Regular Days (5 Jan onwards). (*Please circle)

Orientation Day & Regular Days (5 Jan onwards):

☐ Waiting for sibling

☐ Student Care:
NASCANS

☐ School Bus:
*(1 / 2 / 3 / 4 / 5)

☐ Basketball Court (BBC)

☐ Gate 4



P1 First Week of School Dismissal Timing

Day/Date	Dismissal Timing
Mon, 5 Jan 2026 Wed, 7 Jan 2026 Thu, 8 Jan 2026 Fri, 9 Jan 2026	1.10 pm
Tue, 6 Jan 2026	2.10 pm





COMPASSVALE PRIMARY SCHOOL

Primary 1
Information Booklet

Information included:

- Attire
- Items to bring
- Morning assembly
- Recess and lunch
- Snack break
- Dismissal
- School Rules
- Useful school information
- Useful contact numbers



School-Home Partnership

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

1 Respectful Communication

2 Role Models

3 Real Connections



School-Home Partnership

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



School-Home Partnership

Role Models

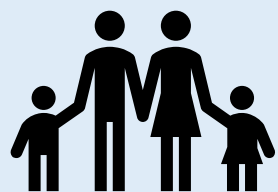
Show our children the skills and values they need for life



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.



School-Home Partnership

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

Build strong bonds through shared experiences and meaningful conversations



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



School-Home Partnership

Create the right environment at home to enable our children to continue learning both in and out of school.

Our children will carry with them the right learning attitude to primary school when parents work to develop these from a young age.

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



Admin Matters



Edusave Standing Order

Edusave Account

- Opened automatically for all Singapore Citizen students
- Can be used for enrichment programmes organised by school
- Miscellaneous fees
- To use the Edusave funds, parent will need to submit the online Standing Order Form with either parent's SingPass login.
- <https://www.moe.gov.sg/financial-matters/edusave-account/usage-of-edusave-funds>



Apply for eGIRO

- Can be used for child's school and miscellaneous fees.
- Will also be extended to cover their payment of enrichment programmes, school charges and deduction of national examination fees (PSLE and GCE Examinations), where applicable.
- You will receive an email acknowledgment within 2 working days after submitting your application.
- <https://www.moe.gov.sg/financial-matters/fees/egiro>



Apply for eGIRO

Submit eGIRO by

Receive Email Confirmation By

25th of the month (January to October)

First week of the following month

25th November or December

First week of February



Thank You

