



P1 Parent Engagement 2026

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PRINCIPAL'S ADDRESS FOR P1 PARENTS FRIDAY, 2 JANUARY 2026

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School Leaders



Mdm Jessie Ang
Principal



Ms Ngiam Wee Heng
Vice-Principal



Mrs Claudia Choon
Vice-Principal



Mr Ang Boon Chin
Vice-Principal (Admin)

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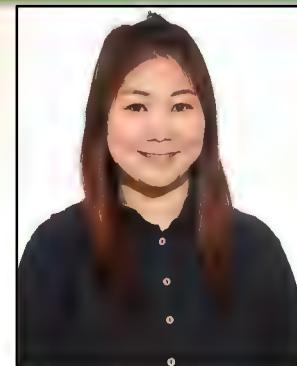
Heads of Department



**Mr Chua Boon Meng,
Vincent
HOD EL**



**Mdm Yap Huie Yuan
HOD Curriculum**



**Miss Lee Yan Ling,
Aderine Andrielle
HOD SC**



**Mdm Fong Mei Ying
HOD MTL**



**Mrs Teo Ming Hui
HOD Student Mgt**



**Miss Jeannett
Lay Jia Xin
HOD CCE**



**Mr Ow Kah Leong
HOD ICT**



**Mr Tan Choon Seng,
Anderson
HOD PE/Art/Music &
CCA**



**Mdm Rasidah Bte
Mohd Rasit
Sch Staff Developer**



**Mr Chan Chok Seng
Year Head P1/3**



**Mdm Audrey Leong
Year Head P4/5**



**Mdm Luk Meng Lee
Year Head P2/6**

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Subject and Level Heads



**Mrs Lee - Neo
Jie Qi
LH MA/
Covering HOD**



**Miss Eugena Ooi
Weiling
LH MA**



**Mdm Toh Bee Choo,
Ann
LH EL**



**Mdm Nur Shirin
Bte Yaman Yuan
LH EL**



**Mdm Lee Hao
Yih, Dorcas
SH CL**



**Mdm Norhayati
Bte Ibnor
SH (Int) ML**



**Mrs Chong - Pang
Chu Keng
LH SC**



**Mdm Nusraat
SH CCE**



**Mr Choo Wee Pin
SH PE & Sports**



**Mrs Lea Ang
SH (Int) Aesthetics**



**Mr Mohd Nidzam
SH ICT**



**Mrs Lim- Loh Su-En
SH Student
Leadership**



**Mdm Siti Aishah
SH Student
Well-Being**

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Lead and Senior Teachers



Miss Lim Weiqing, Eulindra
LT EL



Mr Chan Wei Shen
LT CL



Dr Ganges Lim Zi Yang
ST Sci



Mdm Chia Qian Lin
ST CL



Mrs Sudhakar
ST TL



**Mr Soh Boon Yew,
Vincent**
ST MA



Mrs Choo Si Wei
ST MA



Mdm Nurashikin
ST EL



Mdm Siti Idzmaidar
ST Ed Suppt



Mrs Anisia Teng
ST Ed Suppt



**Mdm Hannaria
Srihanum Tumbuck**
ST Lower Pri

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LETTING GO

STRIKING A BALANCE



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Emerging 21st Century Competencies (E21CC)



Head of Department / Curriculum

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What are Emerging 21st Century Competencies (E21CC)?

Are Emerging 21st Century Competencies (E21CC) the same as values? Are they skills?

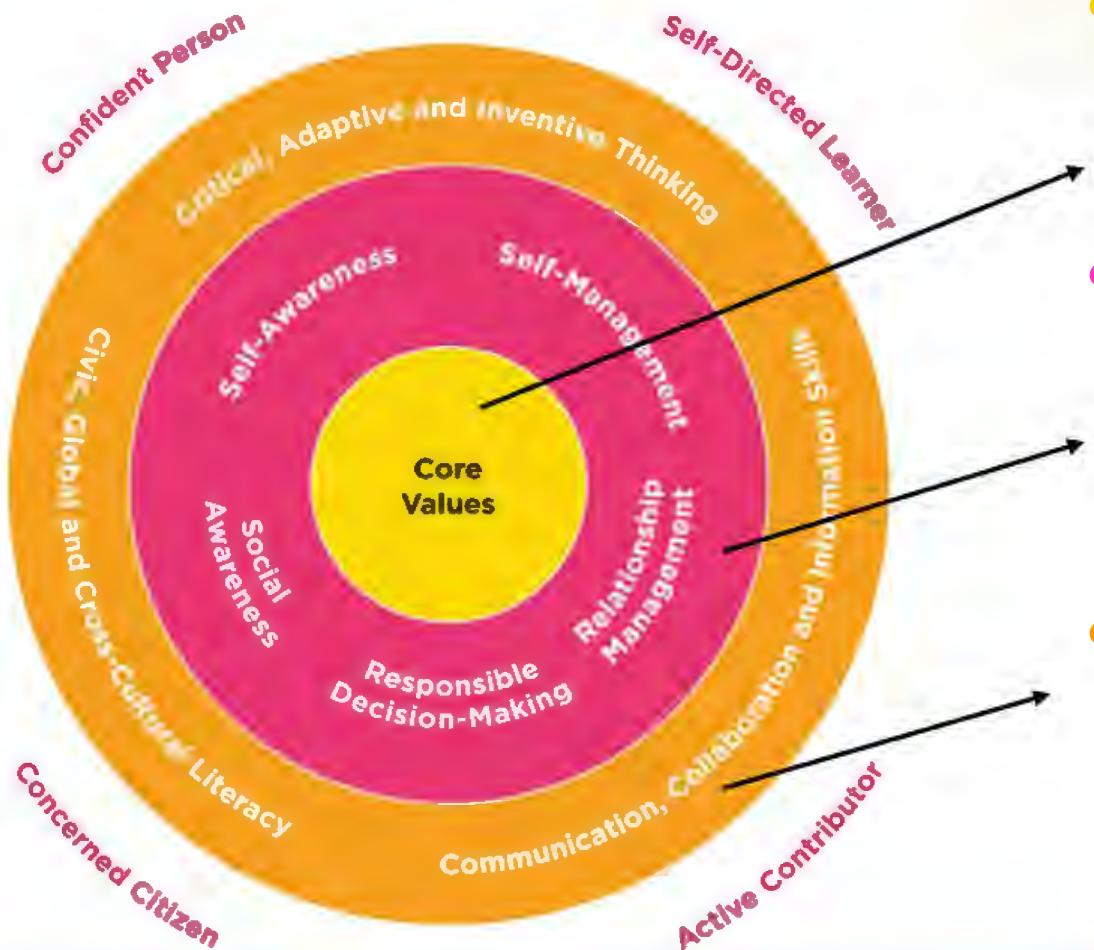


E21CC are essential skills that help prepare students for the future.

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Desired Outcomes of Education



- **Core Values:** As values form the core of one's character, they are positioned at the centre
- **Social-Emotional Competencies** are shown as an inner ring around the Core Values for students to demonstrate good character.
- **Emerging 21st Century Competencies (E21CC):** enable students to thrive and shape the future

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E21CC to be focussed in Primary 1 & 2

E21CC

Critical, Adaptive and
Inventive Thinking

**Communication,
Collaboration and
Information Skills**

Civic, Global and Cross-
Cultural Literacy



Some examples of programmes

- P1/2 PAL lessons
- P1 Transition Programme
- English, Mathematics, Mother Tongue, Social Studies, PE, Music, Art lessons
- Assemblies
- Learning Journeys
- Total Defence Day, National Day etc

Communication Skill



I keep the **purpose** and my **audience** in mind and convey information **clearly** and **persuasively**.



I **listen actively** to others with **empathy**, **clarify** and **look out for different ideas**.

Collaboration Skill



I know the **roles and responsibilities** given to me and make sure the group is working in **harmony** through active listening.

I know what my group members are good at and I can **understand** their ideas!



Inventive Thinking Skill



I can **observe and ask questions** and come up with **different ideas!**

I am **aware of my thinking** through reflection/ self-checklist!



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Integration of E21CC into P1/2 PAL

P1 & P2 E21CC Behavioral Traits

E21CC	P1	P2
Communication	<ul style="list-style-type: none">Share ideas, thoughts & feelings confidently.Take turns to speak.Listen actively with eyes on the speaker.	<ul style="list-style-type: none">Share ideas and thoughts & feelings confidently.Take turns to speak.Listen actively with eyes on the speaker.Use respectful ways to put different ideas together
Collaboration	<ul style="list-style-type: none">Take on role and perform the tasks assigned by the group.Work respectfully with others in the group	<ul style="list-style-type: none">Take on role and perform the tasks assigned by the group.Work respectfully with others in the group.Manage disagreement through appropriate words and actions to complete group task.
Inventive Thinking	<ul style="list-style-type: none">Generate new or work on existing ideas to respond to current challenges.	<ul style="list-style-type: none">Generate new or work on existing ideas to respond to current challenges.Make simple justification to their ideas.Take action to actualise/ concretise ideas.

Integration of E21CC into Curriculum

To enable our students to develop and apply E21CC into curriculum

Frontier Primary School
Mapping of E21CC across Total Curriculum



No	Dept/ Domain	Developmental Milestones for Critical, Adaptive & Inventive Thinking											
		Critical Thinking				Adaptive Thinking				Inventive Thinking			
		CAIT1: Exercises sound reasoning and decision-making		CAIT2: Uses metacognition to enhance, monitor and regulate thinking		CAIT3: Assesses different contexts and situations in order to make connections and draw insights		CAIT4: Manages complexities and ambiguities by adjusting one's perspectives and strategies		CAIT5: Explores possibilities and generates novel and useful ideas		CAIT6: Evaluates and refines ideas to formulate novel and useful solutions	
		Lower Pri	Upper Pri	Lower Pri	Upper Pri	Lower Pri	Upper Pri	Lower Pri	Upper Pri	Lower Pri	Upper Pri	Lower Pri	Upper Pri
1	English	*	*	*	*								
2	Mathematics	*	*	*	*	*	*	*	*				
3	Science	*	*	*	*	*	*	*	*	*	*	*	*
4	Moth					Developing 21CC in Curriculum							
5						Developmental Milestones for Civic, Global and Cross-Cultural Literacy							
6						No	Dept/ Domain	Civic Literacy		Global Literacy		Cross-cultural Literacy	
7								CGC1: demonstrates understanding of values, ideals and issues of personal, community and national significance	CGC2: plays active and constructive roles to improve the school, community and nation	CGC3: aware of global issues, interconnections, and trends, and forms informed perspectives	CGC4: interacts confidently with people from Singapore and beyond on different platforms, including digital	CGC5: aware of and appreciates the cultural background and identity of self and others	CGC6: shows sensitivity and openness in interactions with people from diverse social, cultural and religious
8	Soci							Lower Pri	Upper Pri	Lower Pri	Upper Pri	Lower Pri	Upper Pri
9	Cha												
10	Citizens												
11	P												
12	ALP												
13													
14	Studen												
15													
16	Learni												
17	Asse												
18	as												
		Developing 21CC in Co-curriculum (Co-Curriculum)											
13	CCA	*	*	*	*								
14	Student Leadership	*	*	*	*								
15	VIA												
16	Learning Journeys												
17	Assembly/ Pre-assembly	*	*	*	*								
18	TIE	*	*	*	*								
		Developing 21CC in Co-curriculum (Co-Curricular Activities, Student Leadership, Values in Action and Enrichment and Lifeskills)											
13	CCA	*	*	*	*	*	*	*	*	*	*	*	*
14	Student Leadership	*	*	*	*	*	*	*	*	*	*	*	*
15	VIA												
16	Learning Journeys												
17	Assembly/ Pre-assembly	*	*	*	*								
18	TIE	*	*	*	*								

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Some tips for our parents:



Encourage your child to :

- share learning experiences with you
- express his/ her ideas with friends/ teachers
- clarify and add on/ share different ideas/ views with friends/ teachers
- recognise the importance of having diversity of suggestions and views in a discussion/ conversation



English Language



**Mr Chua Boon Meng Vincent
Head of Department / English Language**

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Teaching Approach in English Language



Strategies for English Language Learning and Reading

Vision: Children who love reading and have a strong foundation in the English Language

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Developing the Joy of Reading and Learning



Shared Book Reading



Extensive Reading



Oracy
E21CC: Communication



Encourage students to read widely, explore ideas and areas of interests, and promote the joy of learning

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Developing the Joy of Reading and Learning

Tech-enabled learning



STELLAR
Literacy Stations
(Grammar, Vocabulary)



Shared Writing
Experiences
(Class, Group, Individual)



***Provide opportunities for students to share ideas,
listen to others and develop their own opinions***

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Developing the Joy of Reading and Learning

Frontopia Visits



Exploring English Corner Thematic Activities



COME JOIN US!
CELEBRATE LOCAL AUTHORS!
Only On
30 JULY (WEEK 5, WED) AND
4 AUGUST (WEEK 6, MON)
VENUE: FOYER

STATION 1:
PLACES OF INTEREST

STATION 2:
GUESS THE LOCAL FOOD

STATION 3:
RECITATION STATION

STATION 4:
READING STATION

EXPLORING ENGLISH CORNER
Want to find out more about our local authors? Visit them at the Author's corner! The authors will be here to meet you.
Learn more about:
Fractured Fairy Tales
Answer a few simple questions OR WRITE YOUR OWN FRACTURED FAIRY TALE
Stand a chance to WIN ATTRACTIVE PRIZES!
Only on Wednesday and Friday
In Term 2 Week 5 (30th July)

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Developing the Joy of Reading and Learning

- Cultivate a reading habit by setting aside time to **read daily**.
 - Encourage your child to read widely.
 - Borrow books from the libraries (*NLB, Frontopia*) regularly.
-
- Find out the meaning of new vocabulary.
 - Use **Standard English**.



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Mathematics



Mrs Lee- Neo Jie Qi

Level Head (covering HOD)/ Mathematics

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Outline of Sharing

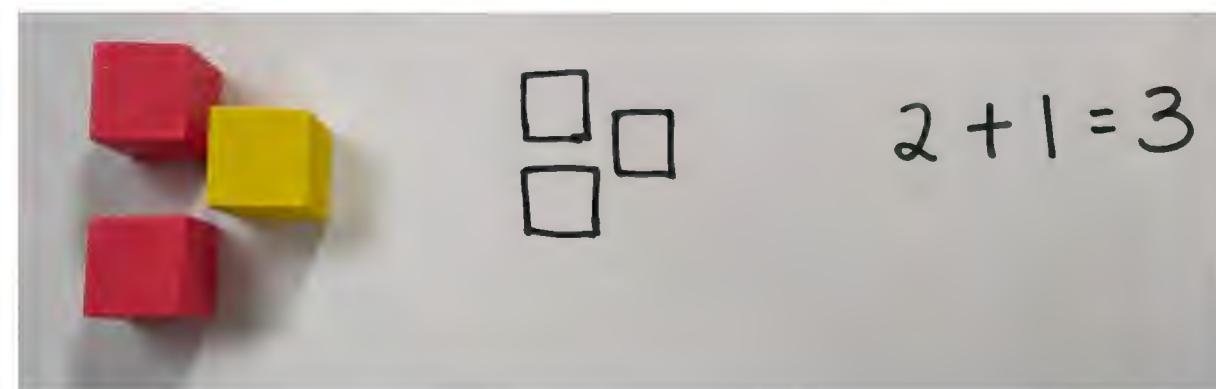
- Teaching Approach
- Learning Experiences
- Reasoning and Communication
- Learning Outcomes in Mathematics

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Teaching Approach and Learning Experiences in Mathematics

Develop mathematical concepts from
Concrete to Pictorial to Abstract
(C-P-A)



Concrete

Pictorial

Abstract

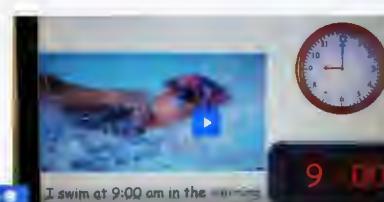
Learning Experiences	Skills/ Intent
Hands-on activities	Building of conceptual understanding
Show and Say	Communication/ Reasoning skills
Pair and Share	Collaborative skills
Play and Learn	Building of conceptual understanding through exploration

Developing Future-Ready Learners

- Use of **e-pedagogy** to deepen understanding of mathematical concepts through visualisations, simulations and representations
- Opportunities for students to promote **reasoning and communication** and connect their learning to real-life situations

2. Now it's your turn to tell the time

This is an example of a submission:



Follow the instructions below:

1. Take a photograph or record a video of a clock, watch or a mobile device to tell the time.
2. You can also record or type out the activity you are doing at that time.

- Here are some helping words to guide you:
 - am/pm
 - in the morning, in the afternoon, at night

- **Self-assessment** for students to reflect on their learning

Self-check list:

	😊
I can name the shapes correctly.	
I understand that shapes can be grouped by size and shape.	

Emerging 21st Century Competencies (E21CC)

- **Communication:** effectively communicates information and co-constructs meaning, engages empathetically with diverse perspectives

Emerging 21st Century Competencies (E21CC)

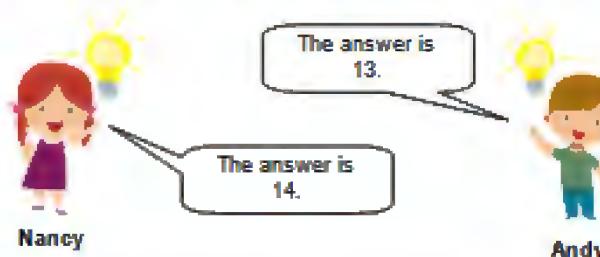
- **Critical Thinking:** uses metacognition to enhance, monitor and regulate thinking

Strengthening E21CC through Reasoning and Communication Tasks

Class: Primary 1 () |

Reasoning and Communication

- Two children were asked to fill in the blank for the number pattern below.



Who is correct?

Tick (✓) the correct box and discuss your answer with your partner.

Nancy	<input type="checkbox"/>
Andy	<input type="checkbox"/>

Frontier Primary School
Primary 1 Mathematics
Topic: Picture Graphs

Name: _____ () Date: _____

Class: Primary 1 RT _____

Reasoning and Communication

1. Alan, Bob, Cindy went for a birthday party.
The picture graph shows the number of cupcakes they ate.
Read the clues and paste the correct number of stickers in the picture graph.

Clue 1: Alan ate the most cupcakes.
Clue 2: Bob ate 1 fewer cupcake than Alan.
Clue 3: Cindy ate as many cupcakes as Bob.

Number of cupcakes

	Alan	Bob	Cindy
Each sticker represents 1 cupcake.	4	3	3

Self-check list

I can read picture graphs.	<input checked="" type="checkbox"/>
I know how to make picture graphs.	<input checked="" type="checkbox"/>

1

Emerging 21st Century Competencies (E21CC)

- Critical thinking:** exercises sound reasoning and decision-making through Reasoning and Communication Tasks

(f) Draw 5 shapes. Circle them in two groups.

I group them by _____.

Shapes

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Leveraging S.T.A.R Framework to Develop Self-Regulation Skill



- STAR Framework acts as a problem-solving approach.
- Encourage students to take ownership of their learning as they engage in self-reflection

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Monitoring of Mathematics Learning

Strategies to monitor Understanding	Purpose/ Intent
Daily Work/ Exercises	Check for understanding of concepts/ mastery of skill for the topic/ concepts
Factual Fluency	Speed and Accuracy
Performance Task	Making connection to real-life situations
Let's Revise (Term 2,3,4)	Consolidation of concepts learnt

Learning Outcomes

No.	Learning Outcomes	Topics	Learning Objectives
			Semester 1
1.	Understand numbers up to hundred	<ul style="list-style-type: none">• Numbers to 20• Numbers to 100 (Counting)• Ordinal Numbers	<ul style="list-style-type: none">• student is able to count numbers up to 100• Write numbers up to 20 in numerals and words• student is able to compare and order numbers up to 100• student is able to use ordinal numbers and symbols to tell the order and position.
2.	Understand addition and subtraction	<ul style="list-style-type: none">• Addition & Subtraction within 20• Numbers to 100	<ul style="list-style-type: none">• student is able to make correct addition and subtraction stories (up to 20) using concrete materials
3.	Add and subtract numbers		<ul style="list-style-type: none">• student is able to add and subtract within 20• student is able to solve 1-step word problems involving addition and subtraction
4.	Identify, name, describe and sort shapes	<ul style="list-style-type: none">• Shapes	<ul style="list-style-type: none">• student is able to identify, name, describe and classify 2D shapes (rectangle, square, circle, triangle, half circle, quarter circle)• student is able to copy figures on dot grid or square grid.
5.	Read and interpret picture graphs	<ul style="list-style-type: none">• Picture Graphs	<ul style="list-style-type: none">• student is able to read and interpret data from picture graphs.

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How Parents Can Help in Mathematics

Expectation from our students:

- **Practice Makes Perfect, Consistency**
- Be Attentive in class
- Relate Math to daily life
- Positive Attitude towards Mathematics

Role of Parents:

- **Supportive, Encouraging**
- Relate Mathematics to real-life situations



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Applied Learning Programme (ALP)



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Nurturing The Thinking F.A.C.E. for Tomorrow

Developing **F**rontierers who are **A**daptive, **C**ommunicative and **E**mpowered for Tomorrow

Application of Communication & Thinking skills through Project-Based Learning (P3 to P5 IPW)

Nurturing **Adaptive & Communicative** Frontierers through a thematic approach:
Environmental Conservation
(Water Conservation, Recycling, Environmental Issues)



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Nurturing The Thinking F.A.C.E. for Tomorrow

Developing **F**rontierers who are **A**daptive, **C**ommunicative and **E**mpowered for Tomorrow

Empowering Frontierers through Maker Education

- Nurturing **Empowered** Frontierers through:
- P1 Maker Induction
 - MakerEd @ Recess
 - Student-initiated Project (June school holidays)
 - Maker Ed Interest-based workshops



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Maker Education @ Frontier

Developing **Frontierers** who are **A**daptive, **C**ommunicative and **E**mpowered for Tomorrow

Adaptive

- ✓ I am curious and think out-of-the-box.
- ✓ I reflect on my own progress and growth.
- ✓ I learn, unlearn and relearn.
- ✓ I will persist.



Communicative

- ✓ I listen to others and communicate confidently.
- ✓ I share and work with others.

- ✓ I make a difference. I am the difference.
- ✓ I am an agent of change to self, peers and others.
- ✓ I have a choice and voice in how I learn and make.

Empowered

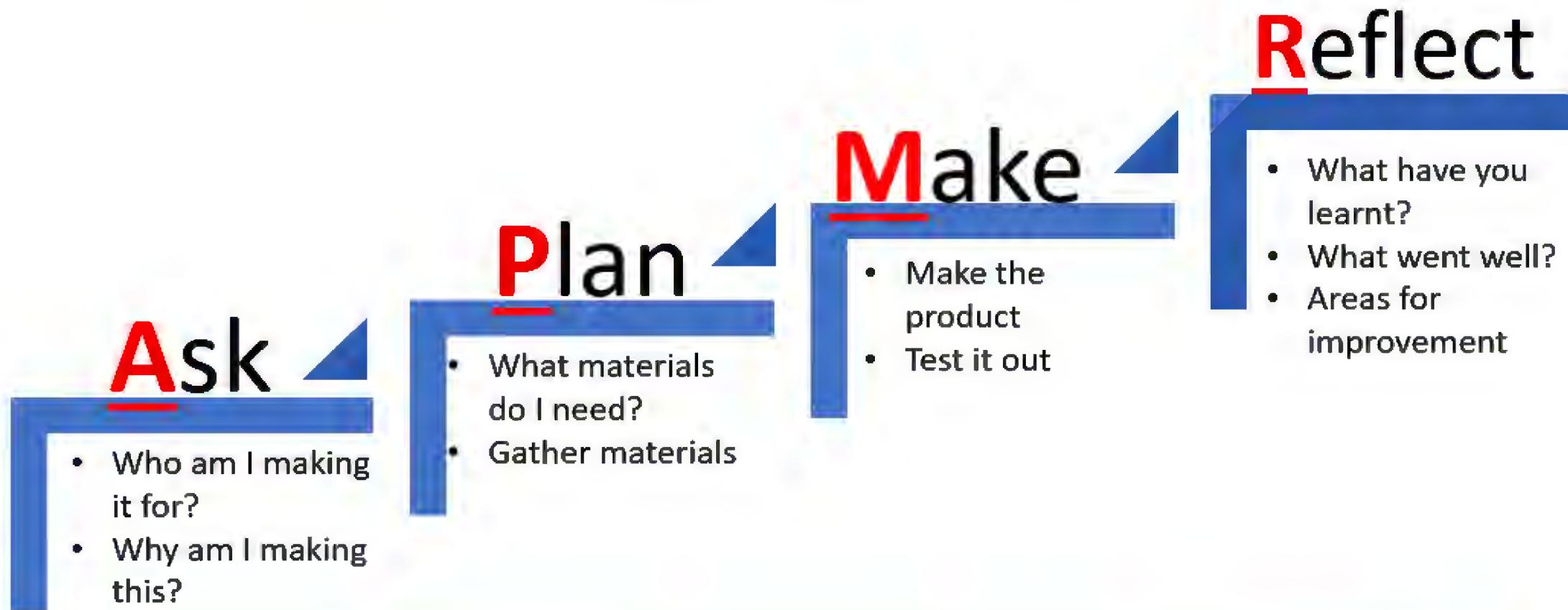
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Maker Education Process

Frontierers who are Adaptive, Communicative and Empowered



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Maker Education @ Frontier

P1 Maker Induction (Term 1)



iMaker Lab

**MakerEd @ Recess
(Wednesdays, Thursdays)**



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Create.Think.Zone

- to create an intentional space to **grow and stretch the students** through unstructured play
- to promote **creative thinking** in students to enable them to visualise, create and solve problems



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Student-Initiated Project (June school holidays)

- to provide a platform for students to **initiate making** based on their passion, talent and strength
- to **promote students' voice & choice**

Primary 1

GAN TINGRU, DESLYN (1RT7)



I have created an organizer.

Inventive Thinking

My desk is very messy with my stationery placed everywhere and I created an organiser to help me organise my stationery.

Primary 1

AISY ALFARIZQA BINTE KAMARUDDIN (1RT1)



I have created an Arcade Toss Ball Game.

Inventive Thinking

I used an unwanted box to create this Arcade Toss Ball game. There are different holes at the front and I roll paper balls into the holes and try to aim for the highest points. It's a fun game that helps me practise aiming, counting, and taking turns!

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Maker Interest-based Workshops

- to enrich students with opportunities to **imagine, design, and create** that align with the content of learning through **hands-on application** and/or **digital making**

**Conducted on a sign-up basis
after school.**



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Forging New Frontiers in 2026!

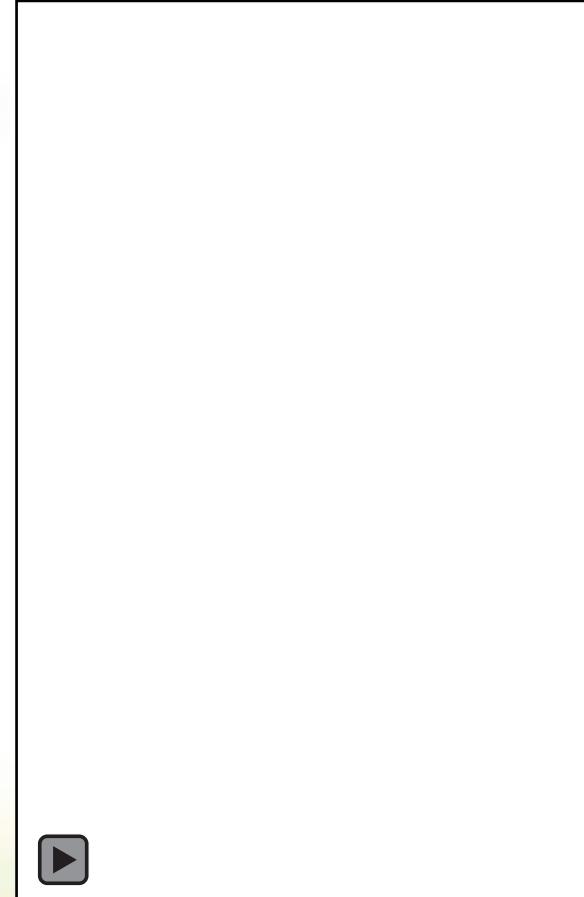
Transforming MakerEd: Where Hands-On Meets Digital Frontiers



Our Maker Education programme gets even more exciting — we're introducing *digital making* with hands-on experiences like **3D printing**, coding, and digital design!



TinkerCad Software & 3D Printing



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Mother Tongue Languages



Mdm Fong Mei Ying
HOD/ Mother Tongue Languages

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Curriculum Objectives – Joyful Learning Confident User



Communication

Students are equipped with foundational language skills for effective communication.



Culture & Values

Students learn to appreciate their own MTLs, culture and traditions.

Connectedness

Connect with their heritage and develop a sense of belonging to Singapore. It also enhances their cross-cultural competency.

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Our 4E Approach to Teaching & Learning of MTL



Features of 2024 MTL Curriculum

Greater emphasis on
21st century
competencies



Support students
through visual, auditory
and kinesthetic learning
methods



Authentic contexts and
materials



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



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Motivational Reading Programme

Our Avid Reader Programme is designed to imbue the joy of reading in students from a young age.

P1 Frontier SOAR

- Instil the love for reading in MTL to Spark interest, **Open** minds, **Appreciate** cultural roots and **Rise** as bilingual readers.
- One period per week
- Use of Supplementary Readers and **Reading Passport**



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Our MTL Fortnight

An array of activities that provide opportunities for our students to learn more about their own language and culture in a fun and enjoyable way. We hope that the students will develop an appreciation of their cultural heritage through these activities.



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Working Together

- ❖ Place emphasis on MTL to encourage and promote excellence in your child when it comes to learning the Mother Tongue Languages.
- ❖ Encourage your child to speak in his/her Mother Tongue Language especially to family members.
- ❖ Check your child's work and progress regularly.
- ❖ Remind your child to bring Mother Tongue Language Storybook for Silent Reading on Thursdays and Fridays.



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P1 Mother Tongue Teachers

Class	MT Teacher
1 Respect 1	Mdm Cham Kah Mien
1 Respect 2	Mdm Lim Lan Shii
1 Respect 3	Mdm Fong Mei Ying
1 Respect 4	Mdm Xie Wei / Mr Chan Wei Shen
1 Respect 5	Mdm Hee Ming Min
1 Respect 6	Mdm Beh Ay Dih
1 Respect 7	Mdm Qin Lingjun
Malay Language	Cikgu Mardiana
Tamil Language	Ms Sheirin

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FRONTIER
PRIMARY



Physical Education, Art and Music



Mr Anderson Tan
Head Of Department/ PAM & CCA

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Importance of PAM Subjects

- Critical in holistic development of child
- Develop physical and aesthetics aspects of our students
- Prepare our students to be future-ready through critical thinking, also enabling them to better express themselves



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Physical Education



Physical Education Curriculum
Framework (2024 PE Syllabus)

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Learning Area	Content Area	Strand
Physical Activity	<ul style="list-style-type: none">• Athletics• Dance• Games and Sports• Gymnastic• Swimming	<ul style="list-style-type: none">• Movement Skills and Concepts• Safety Practices
Outdoor Education		<ul style="list-style-type: none">• Outdoor Living• Sense of Place• Risk Assessment and Management
Physical Health and Safety		<ul style="list-style-type: none">• Physical Fitness• Safety and Risk Management• Nutrition• Personal Hygiene and Self-Care

Table: Learning Area, Content Area and Strand at the Primary Level

- Movement as the core
- Different Physical and Social Settings
- Develop positive values and habits for lifelong application and QOL



- Introduction of fundamental motor skills and concepts from Primary One
- Focus on movement patterns
- Scope and sequence for P1 Curriculum consists of 5 Learning Areas

Locomotor Skills	Non-locomotor Skills	Manipulative Skills
Walking, running, leaping, jumping, hopping, skipping, galloping, sliding, crawling, rolling/rotating	curling, stretching, twisting, turning, spinning, pushing, pulling, rocking, swinging, pivoting, balancing, counter-balancing, counter-tension	Rolling, throwing, catching, bouncing, dribbling, trapping, kicking, volleying, striking

Art



Primary Art Syllabus Framework (2024)
Art Syllabus)

- Enjoy Art
- Communicate Visually
- Make meaning through connecting with society and culture



Focus Areas
Self and Immediate Environment
Singapore Past, Present and Future
The World and Region We Live in



Themes

- Experiences and Emotions
- Natural World
- People and Places
- Time and Space

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Art Forms	Examples of Media
Painting	Watercolour, acrylic, tempera
Mixed media	Collage, assemblage or various media mixed together
New Media	Photography / film/technology e.g. Digital, Photoshop, graphic design, video art e.g. animation, Claymation, stop motion
Sculpture	Puppetry, pottery, ceramics, assemblage, mosaic, paper, plastic, polymer clay, found objects, wire
Printmaking	Linocut, woodcut, etching, mono-printing, spray painting, block-printing
Textile	Batik, marbling, stamping, fashion design

Elements of Art	Principles of Design
Dot, Line, Shape, Form, Colour, Texture, Space, Tone	Scale, Variety, Balance, Contrast, Rhythm, Harmony, Dominance, Proportion, Pattern/Repetition

- Art Curriculum will cover different art forms and media
- Progressive exploration and learning of Elements of Art and Principles of Design
- Drawing as a Core Learning Experience
- Talk about artwork and design choices

Music



Primary Music Curriculum Concept (2023)
Music Syllabus)

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- **Listen** and Respond to Music
- **Create** Music in both vocal and instrumental settings, individually and collaboratively
- **Perform** Music in both vocal and instrumental settings, individually and collaboratively where students respectively: A. Sing; B. Play Instruments



Making
Connections



Musical
Elements
and
Concepts

Providing Support for PAM Subjects

Parents can encourage your children to

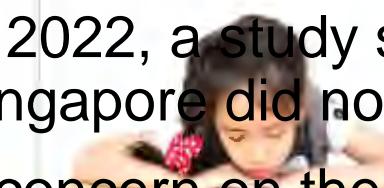
- Participate actively in PE, Art and Music lessons at school
- Allow them to practise and apply the skills or concepts they have learnt during PAM subjects
- Talk about their PAM experiences

Grow Well SG Initiative in Frontier



Local cohort studies such as Growing Up in Singapore Towards Healthy Outcomes (GUSTO) have shown that helping children establish healthy lifestyle habits from young will lead to better health outcomes as they grow up.

- Ministry of Health has been focusing on population health in recent years and observed a rising trend in sedentary lifestyles, including excessive screen time, poor nutrition, and lack of sleep.
 - Children in Singapore are sleeping less than the recommended hours⁵
Inadequate Sleep
Sleep duration in infants and toddlers and higher BMI⁶
Strong association between insufficient sleep and negative health and well-being⁷
- In 2022, a study showed that 65% of school-age children in Singapore did not meet recommended sleep hours.
- A concern on the impact of screen time on child development and the need for effective measures to shape the habit of device usage for our young generation.
 - Excessive Screen Time
Most do not meet recommended guidelines
Children aged 10 to 12 years spend an average of about 2 hours on screen use daily⁸
- Recognise the need for early preventive care, which expands from other national initiatives like Healthier SG and Age Well SG. Hence, the introduction of Grow Well SG.



Sources:

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- Lewin R, Yap CJ (2022) Evidence Review of Screen Use in Childhood. Saw Swee Hock School of Public Health, National University of Singapore, 29 February 2022.
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What's Grow Well SG Initiative?

Grow Well SG is a multi-agency national health promotion strategy that focuses on early intervention in five key areas to shape healthy habits from young



1

Eat Well

Fuel for growth and learning. Good nutrition can support growth and enhance overall health and development.



2

Sleep Well

Rest for success. Healthy sleeping routines can improve concentration, mood, and physical development.



3

Learn Well

Engage in diverse learning experiences for holistic development. Excessive screen use and unrestricted access to digital technology may hinder our children's learning and affect their mental well-being.



4

Exercise Well

Active bodies, active minds. Regular physical activity can strengthen bodies, sharpen minds and boost self-esteem.



Equally important is **Bond Well** as bonding well supports and reinforces healthy lifestyles in children.



Bond Well

Connect for better well-being. Strong relationships within the family and social connections with friends can strengthen emotional well-being, resilience, and overall development.

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School-wide Participation

- Lifestyle Questionnaire sent via PG on child's lifestyle habits prior to Annual School Health Check
- Termly Challenge focused on Nutrition, Screen-Time, Exercise, and Sleep with personal tracking for 4 weeks
- Health Plan and Lifestyle Prescription from HPB will be given to parents post Annual School Health Check
- More information will be shared through our PG message termly.

Lifestyle Prescription:

Dear Parent,

is keen to try out the following lifestyle changes:

- Physical Activity: In addition to his current activities, he would like to swim/play football regularly, for an extra 1 day a week for 60 minutes per session. Regular exercise can improve strength, memory and thinking.
- Sweet drinks: He is keen to cut down his intake of sweet drinks to 2 days a week. Limiting his sugar intake and having a well-balanced diet can improve his attention in class and support his growth.
- Sleep: In addition, to help him grow well and concentrate in class, he should try to have at least 9 hours of sleep every night. Try to avoid screen use 1 hour before his bedtime for quality sleep.

These habits are important for your child's overall well-being and development. Your support and encouragement play a crucial role in helping him stay consistent with these changes. Let's cheer him on!

Note: If your child is on follow-up for any medical condition or allergy, do check in with your doctor to ensure the above are safe for him to do so before starting lifestyle changes.

How you can support your child:

Scan the QR code for resources and activities to assist in your child's health journey

Health Plan Booklet (suggested activities)

Lifestyle Prescription

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Learning for Life Programme (LLP)



Ms Andrielle Lee
HOD/Science



**Dynamic Arts: Nurturing Cultured and
Expressive FRONTierers**

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Dancers with Life, Frontierers of Life



Through DANCEFRONT, we aim to develop our students to be:

- **Adaptable** – by engaging in a wide range of dance and performing arts experiences that build confidence, flexibility, and the ability to respond positively to challenges.
- **Cultured** – by appreciating the arts and learning to understand and respect diverse cultures and perspectives as learners, performers, and audience members.
- **Expressive** – by communicating their ideas, emotions, and creativity through dance and the performing arts.

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DANCEFRONT STRUCTURE

Tier 1 (Customised Core Programmes)							Tier 2 (Talent Development)	
Level	Identified DANCEFRONT Genre	DANCEFRONT Platform	Customised DANCEFRONT Curriculum	PE	Music Instrumental Learning Programme	Common School Experiences	Selected Student Segments	
P6	Modern Fusion	P6 Graduation Performance	P6 Modern Fusion Dance Programme	LPP Character Lessons	P1 to P6	School Events	Performing Arts CCAs	Performance Opportunities through
P5	Jazz	P5 Camp Finale Performance	P5 Jazz Dance Programme		Folk Dances	<ul style="list-style-type: none"> PAM Splash CELEBRATE DANCEFRONT (Assembly) 	Chinese Dance	CELEBRATE DANCEFRONT
P4	Hip Hop	P4 Hip Hop Dance Back-To-Frontier Performance	P4 Hip Hop Dance Programme		Pre-designed Dance Experience	<ul style="list-style-type: none"> Busk@RECESS Together We DANCEFRONT (ACES Day) 	Modern Dance	Busk@Recess
P3	Ethnic	P3 Ethnic Dance Back-To-Frontier Performance	P3 Ethnic Dance Programme		Aerobic Dances	<ul style="list-style-type: none"> NAC-AEP Assembly 	Choir	P6 Busk@ Graduation
P2	Contra	PAL	RhyMo		Gymnastics	Kalimba	Music Interest Group (MIG)	PAM Splash Showcase
P1	Line	PAL	DaMo		Rhythmic/ Movement Programmes	Percussion/ Xylophone		Performing Arts Talent Enrichment Programmes
						Percussion	Junior Talent Programme	Busk@Recess
								CELEBRATE DANCEFRONT

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P1 DANCEFRONT Opportunities:

Tier 1:

- PAL lessons-DaMo (Line Dance)
- LLP Character Lessons
- Music Instrument learning (Percussion)
- PE Lessons (Dance)



LLP Character Lessons



Celebrate DANCEFRONT Showcase



PAL Lessons (DaMo)



Busk@Recess

Tier 2:

- Busk@Recess
- Celebrate DANCEFRONT

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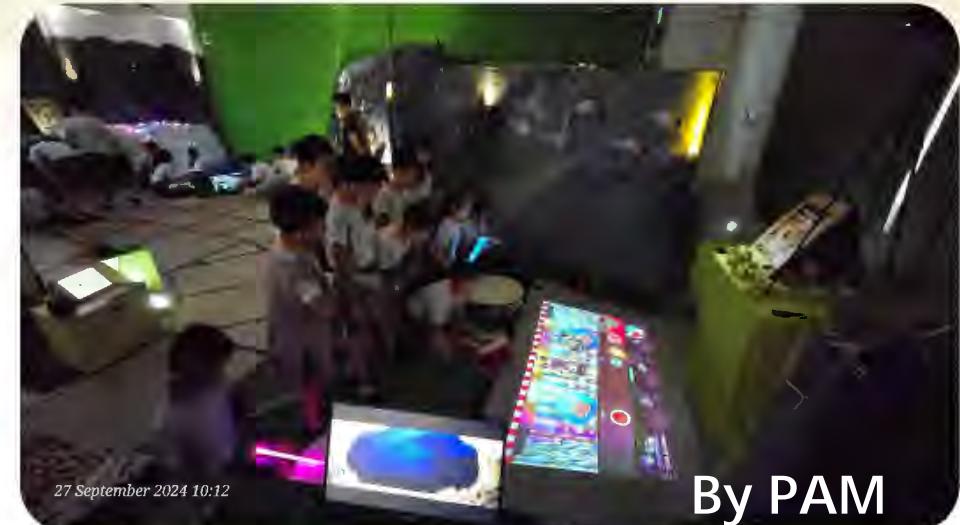
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Recess@FLYRoom

Unstructured Play during recess



Ad-hoc Learning Experiences By Different School Teams/Dept



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P1 Matters



Mr Chan Chok Seng
Year Head/ P1 & 3

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P1 Form Teachers 2026

Class	FT 1	FT 2
1 Respect 1	Mdm Rachel Chia	Mdm Asmahwaty
1 Respect 2	Mdm Nur Shirin	Mdm Lin Lan Shii
1 Respect 3	Mdm Ann Toh	Mdm Yap Lay Koon
1 Respect 4	Mdm Nusraat	Mr Chen Wei Shen Mr Chan Chok Seng
1 Respect 5	Mrs Carrie Laksman	Mdm Norazimah
1 Respect 6	Mdm Sandra Phong	Mdm Hannaria
1 Respect 7	Mrs Valerie Teo	Mdm Qin Ling Jun

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Programme For Active Learning (PAL)

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What is Programme for Active Learning (PAL) ?

- PAL is a specialised subject only for P1s and P2s across all primary schools in Singapore.
- Consists of modules in two broad areas:
 - 1) Sports & Games and Outdoor Education
 - 2) Performing Arts (Music, Dance & Drama) and Visual Arts

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Aims & Features of PAL



- Experiential in nature
- Encompasses learning in a creative way
- Provides opportunities to create
- Incorporates values education, 21st century competencies & socio-emotional learning
- Fun and enjoyable

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P1 PAL Modules

- In Primary 1, our students will go through 3 modules.
- SCATA – Stories Come Alive through Art
- DaMo- Dance and Movement (LLP)
- Sports and Games



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P1 PAL Modules



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P2 PAL Modules

- In Primary 2, our students will go through another 3 modules.
 - PAL Drama
 - Senses in Exploration
 - RhyMo – Rhythm and Movement (LLP)
- Your child will have an enriching learning experience through PAL.

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Learning Dispositions

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Assessment in Lower Primary

- In line with moderating over-emphasis on academic results, MOE has **removed all weighted assessments in lower primary** from 2019.
- Without having to worry about examinations and grades, young students will have a more positive start to their education, focusing on discovery, joy of learning and holistic development.

Assessment in Lower Primary

- In tandem with this removal, MOE has revised the criteria for Edusave Merit Bursary (EMB) and Edusave Good Progress Award (GPA for Primary 2) at the lower primary levels.
- Instead of selecting students based on academic results, **Teachers** will nominate students based on key **Learning Dispositions** that they observe.

Principles of Edusave Selection

- Assessment will not be considered for selection
- Qualitative descriptors in Holistic Development Profile
e.g. **Learning Outcomes** will not be used for selection
 - Learning Outcomes are intended for use only as feedback for learning, and not for award selection.

Principles of Edusave Selection

- Selection is based on **the demonstration of the Learning Dispositions by the students**
- The various subject teachers will observe their Learning Dispositions during:
 - lessons
 - class assignments
 - group work

Learning Dispositions in Frontier

- Reflective Thinking
- Resilience
- Innovation
- Respect

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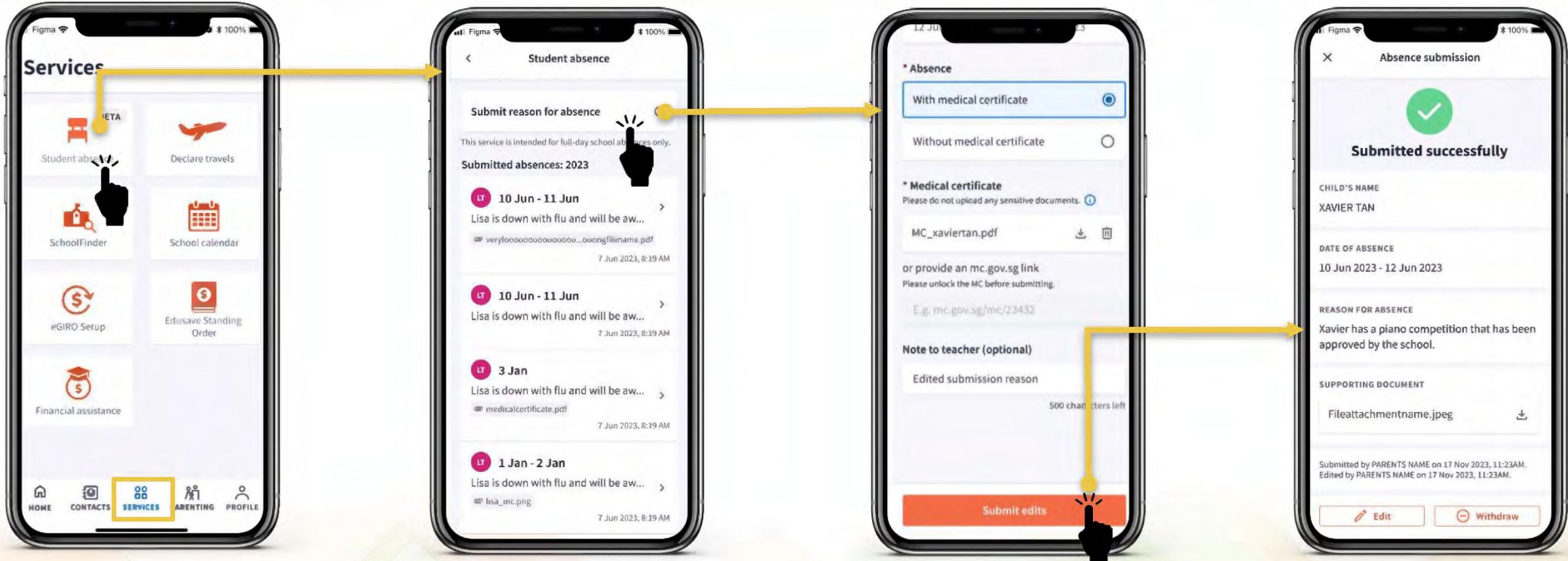


Attendance at school

- All students must be punctual when reporting for school.
- Students should not go on holidays during curriculum time. (Note: Attendance of students will be marked as “Absent without valid reasons” if they travel overseas during term time.)
- Students must not absent themselves from school for additional days after public holidays.
- Parents may submit reasons for the absence and attach medical certificates and/or documents via the Parents Gateway app. The user guide and FAQs can be found at <https://www.frontierpri.moe.edu.sg/parents-gateway/>.

Quick Guide to Parent's PG self-initiated submission for student absence

Parents can submit the reasons for student absence before, after or on the date of absence via PG app.



Parents access PG App:
Services Page

Parent clicks on Submit
reason for absence on
parent submissions page

Parent fills in the reason for absence
**(Please do not submit / attach any files
with sensitive information)**

Successfully
submitted

Q & A

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Feedback



<https://go.gov.sg/fpsp1day1>

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Parent and Partnership Community

We welcome you!

FROM ALL OF US AT FPS PPC



SIGN UP HERE



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P1 Transition Graduation Day & Teacher – Parent Engagement

Friday, 30 January 2026

12.00pm to 1.30pm

- Snack time with Parents
- Graduation Performance
- Certificate Presentation
- Affirmation by Parents
- Teacher – Parent Engagement
- Dismissal

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Thank you

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