



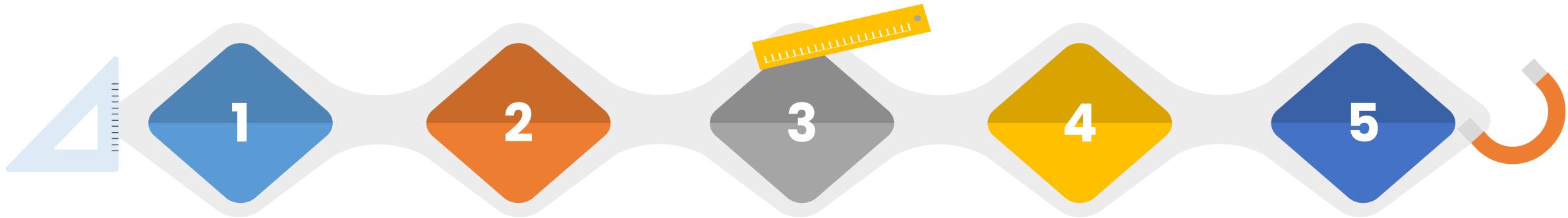
# P1 Orientation

## 21 November 2025

**HERE'S TO A GREAT  
START TO PRIMARY  
SCHOOL!**



# What is Primary School about?



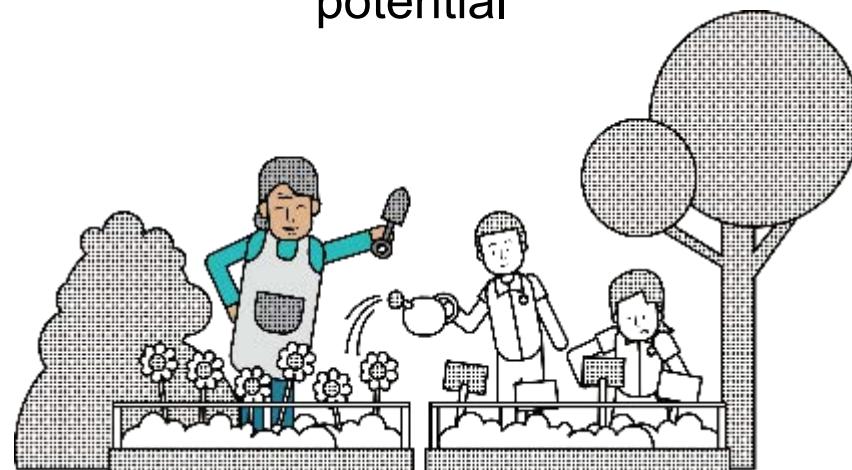
Laying a strong foundation

Nurturing well-rounded individuals & passionate lifelong learners

Providing learning opportunities, recognising our children's strengths & developing their potential

Preparing our children for the future

Providing a safe learning environment to support their well-being



# 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 21<sup>st</sup> Century Competencies and Digital Literacy in an age-appropriate manner



# Subjects taken at Primary 1

1. English Language
2. Mathematics
3. Mother Tongue Language
4. Physical Education
5. Art
6. Music
7. Social Studies
8. Character and Citizenship Education (CCE):
  - Mother Tongue Language (MTL)
  - Form Teacher Guidance Period (FTGP)
  - Programme for Active Learning (PAL) [P1 & P2 only]

## Goals of CCE

1. Good character
2. Resilience and social-emotional well-being
3. Future readiness
4. Active Citizenship

# Holistic Assessment Development in Lower Primary

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



- Offering age-appropriate assessment strategies to support learning
- No examinations and weighted assessments at P1 and P2 to encourage the joy of learning.**



# What Kheng Cheng School is About?

**Principal**

*Mdm Cheryl Tan*

# WELCOME PARENTS TO *Rheng Cheng School*



A Community of Compassionate Leaders and Innovators



# About KCS

<b>Total student population</b>	1428
<b>Total no. of classes</b>	42
<b>Total no. of P1 classes</b>	8
<b>Total no. of KCS staff</b>	117
<b>Total no. teaching staff</b>	98
<b>No. of CCAs</b>	12

# KHENG CHENG SCHOOL

SG  
60



STAFF 2025

# School Leaders



**MDM CHERYL TAN  
PRINCIPAL**



**MR JACK PUN  
VICE-PRINCIPAL (ADMIN)**



**MR LINCOLN SHEN  
VICE-PRINCIPAL**



**MR KHOO GHEE HAN  
VICE-PRINCIPAL**

## **Year Head/ Lower Block**



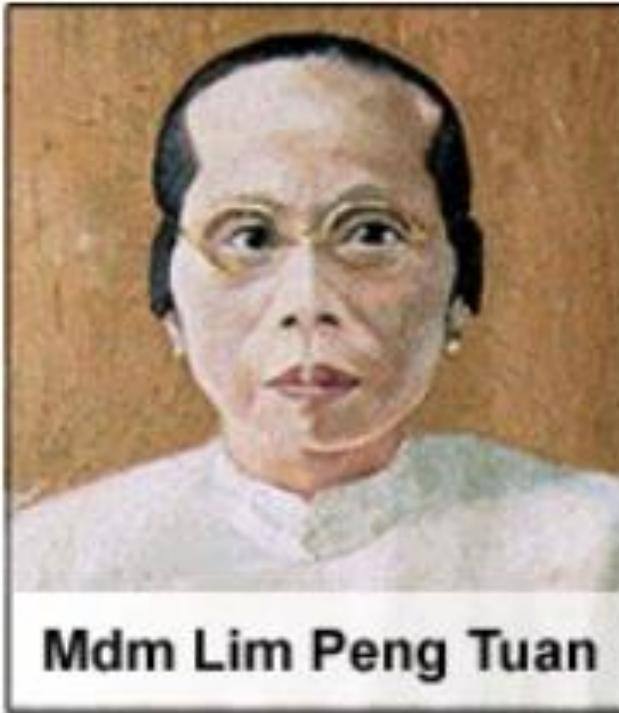
**MDM TOH XIAO YING**

## **Assistant Year Head/ P1**



**MR RAJA NAZRULDIN**

# History of KCS



1927 - 1931



1933 - 1937



1937 - 1972



1974 - 2001



2002 - 2003

# History of KCS



# School Philosophy

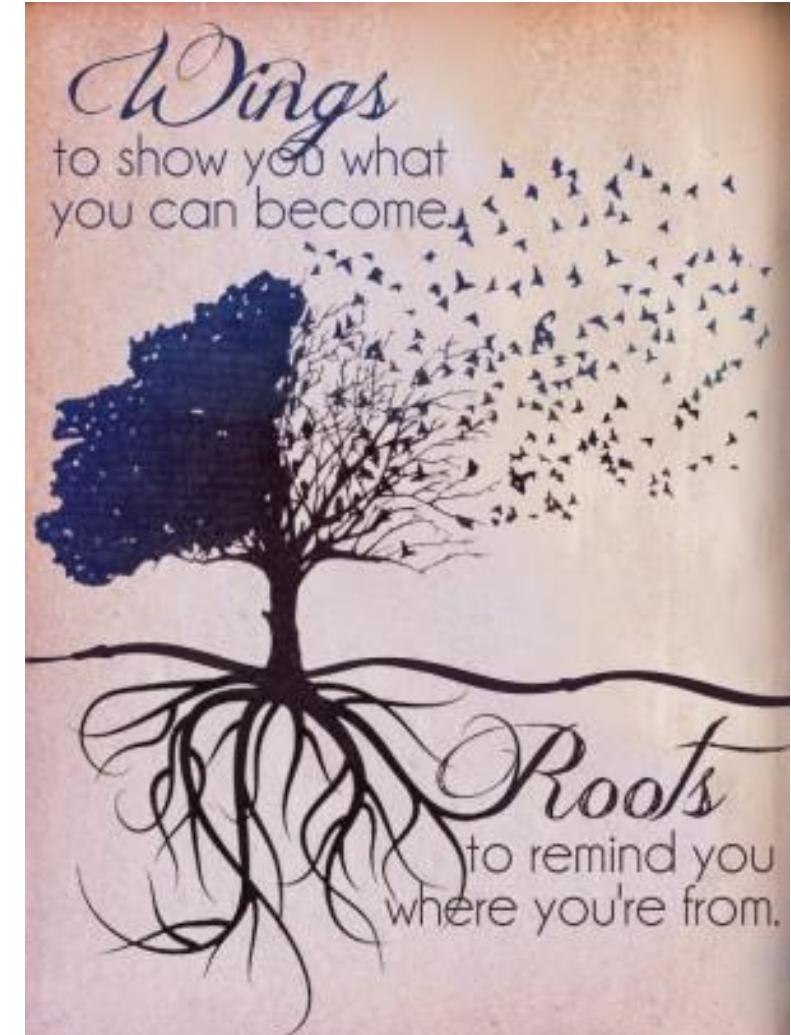
## *Roots to Anchor, Wings to Fly*

We believe that **every student deserves a chance to learn and grow, well and strong, in both their studies and in character.**

We want our students to have strong roots in their values, for their families and the larger community. It is the strong roots that would enable them to weather the storms of life; present and future.

We also aspire for the **students to have wings to fly, beyond their current circumstance and mindsets about themselves.**

We want the students go beyond the limits and boundaries they have set in their minds for and about themselves. We believe that the school would have succeeded, if we are able to develop our students to surpass us in all that we are, and do. We believe that if we put care in our thoughts, deeds and work as a school community, the labour in every endeavour will not be in vain.





## Vision:

A Community of Compassionate Leaders and Innovators

## Mission:

To Nurture a Culture of Learning and  
Empower Every Child to Lead and Impact the Community



# OUR VALUES

A COMMUNITY OF COMPASSIONATE LEADERS AND INNOVATORS

# School Values

<b>Kindness in Heart</b>		<ul style="list-style-type: none"><li>• We are gracious in our actions.</li><li>• We show care and concern for others.</li><li>• We love our community and environment.</li></ul>
<b>Courage to Stand</b>		<ul style="list-style-type: none"><li>• We do the right thing.</li><li>• We dare to try.</li><li>• We finish the race strong.</li></ul>
<b>Sincerity of Might</b>		<ul style="list-style-type: none"><li>• We speak the truth.</li><li>• We show consideration to others.</li><li>• We learn from our mistakes.</li></ul>
<b>Diligence of Hand</b>		<ul style="list-style-type: none"><li>• We seek to learn.</li><li>• We plan and act on what we set out to do.</li><li>• We work hard and excel in what we do.</li></ul>

# **Our Desired Student Outcomes**

After 6 years in KCS, we hope each of you will become a:

**C**onfident Person

**A**daptable Learner

**R**espectful Contributor

**E**ngaged Citizen





# OUR MOTTO

A COMMUNITY OF COMPASSIONATE LEADERS AND INNOVATORS

# KCS Learning Dispositions

Reflectiveness	Resilience	Open-mindedness	Engagement
<ul style="list-style-type: none"><li>• Think and apply what was learnt</li><li>• Suggest alternative ideas or solutions</li></ul>	<ul style="list-style-type: none"><li>• Persevere and complete challenging tasks</li><li>• Bounce back after setbacks and willing to work on improvement</li></ul>	<ul style="list-style-type: none"><li>• Willing to learn and adapt new ideas</li><li>• Respect the opinions of others</li></ul>	<ul style="list-style-type: none"><li>• Stay on task during individual and/or group work</li><li>• Respond quickly to learning activities</li></ul>



**Vision:** A Community of Compassionate Leaders and Innovators

**Mission:** To Nurture a Culture of Learning and Empower Every Child to Lead and Impact the Community



**Confident Person**  
**Adaptable Learner**  
**Respectful Contributor**  
**Engaged Citizen**

# Key Programme – Learning for Life Programme (LLP)

## Student Voice & Advocacy (SVA)





## Primary 1.7 : Keeping Our School Clean

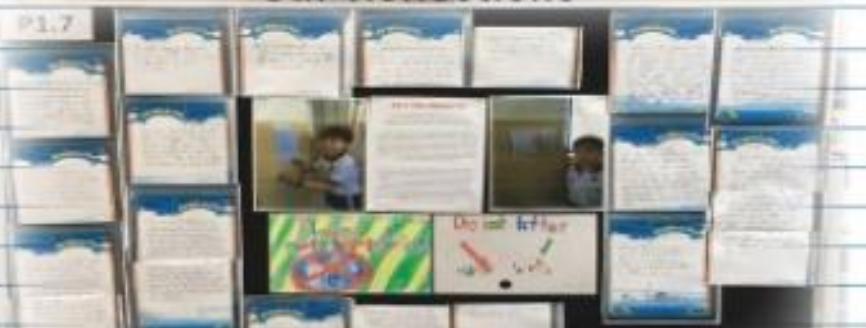
The students decided to do their part in helping to keep the school litter-free. They made posters and placed them at prominent places around the school.

The students produced 17 posters and these were laminated. The students also became "litter police" to help enforce the Keep KCS Free from Litter campaign.

This project was carried out for one semester till they felt satisfied that the school was clean enough.



### Our Reflections



## Primary 1.4 : Library Etiquette

Designing shelf markers so that library books could be placed back to its original position after browsing has taken place

### Task 1

Collected 40  
cardboards.

### Task 2

Decorated the  
cardboards and  
wrote down our  
index numbers.

### Task 4

Educate the  
school on how  
to use it during  
the exhibition.

### Task 3

Placed the  
cardboard into  
transparent folders  
and sealed it.



### Our Reflections

- Proud of our efforts
- Feel happy because we were able to come up with a solution to solve messy books problem in the library
- Satisfied



## KCS LLP: Student Voice & Advocacy

### P2.3 Love Our Food



The students observed that many of their peers did not finish what was on their plates during recess and a lot of food got discarded. They spent their recesses encouraging schoolmates to finish what was on their plates. They also advocated for reducing food wastage by going into other classes to speak to students on how everyone could do their part.



## KCS LLP: Student Voice & Advocacy

### P2.6 Happy Birthday

1. The students wanted to thank the school staff for taking such good care of them. This was the children's way of showing they had been positively impacted by KCS staff's selflessness and they were grateful.
2. The students went around to find out the dates of birth of all the staff in school. This included the cleaning and office staff.
3. They made birthday cards for all the staff and these were presented to the staff on their birthdays.



## KCS LLP: Student Voice & Advocacy

P1.2



### A CLEAN CLASSROOM IS A HAPPY CLASSROOM.

We decided to role model keeping our classroom clean.

We also created posters to remind other P1 classes on the importance of having a clean classroom.





## KCS LLP : Student Voice & Advocacy



The students decided to take on the role of Safe Distancing Ambassadors when they noticed that many students needed reminders to maintain a safe distance from each other. Some even failed to wear their masks!

The class made posters and hung these along the corridors to remind all students to wear their masks as a safety measure during Covid-19.

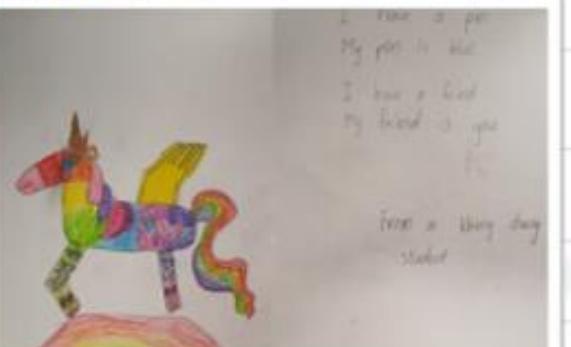


## KCS LLP : Student Voice & Advocacy

1.5

### Happy Wishes for Children's Day

Students made Children's Day cards for the kids at the Pertapis Children's Home. They hoped to cheer the kids as they were not staying with their parents.



## KCS LLP : Student Voice & Advocacy

3.2

### Many Hands Make Light Work

The students helped the school attendants to collect and fill up the spray bottles in class with soap solution for their daily wipe-down in class.





## KCS LLP: Student Voice & Advocacy

### P1.8: Bee Hoon for the needy

The students supported the Willing Hearts Organisation by collecting Bee Hoon packets that would be cooked and distributed to the needy families supported by the organisation.

#### Publicising to the other P1 classes

**1**  
We went from class to class to advertise our cause.



**2**  
We distributed our campaign posters to rally for support.



#### Checking and counting our collection



**4**  
We packed our collection and checked the expiry date on the items we collected.



## KCS LLP: Student Voice & Advocacy

### P2.5: Stop Animal Abuse

The students made posters and held talks to raise awareness about animal abuse amongst the P2 level.

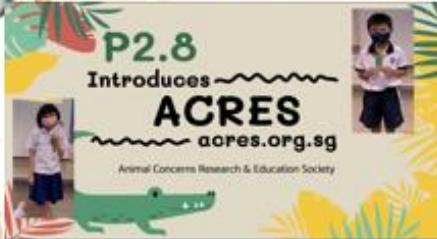


Through this project, the students learnt that empathy did not apply only to students. They learned that all life was precious. They also gained life skills such as public speaking and organization.



## KCS LLP: Student Voice & Advocacy

### P2.8: Supporting ACRES



DONATE TO ACRES via giving.sg/acres

They also provided information on what to do if you see an animal in need.

WHAT SHOULD YOU DO IF YOU FIND AN ANIMAL IN NEED OF HELP?

Call the ACRES Wildlife Rescue Hotline 97837782

- 1 Describe the animal (Type of animal, size, colour, markings/distinct features)
- 2 Describe any injuries and if any other animals are nearby.
- 3 Send a text message/WhatsApp the animal's photo



THANK YOU FOR WATCHING AND LEARNING TOGETHER WITH US!

P2.8 have made bookmarks to spread more awareness about ACRES and promote kindness towards animals.

2 lucky winners from each class stand to win our bookmarks! Be the first 2 to go to your form teachers to answer the 2 simple questions on the next slide and get your bookmark from them!



# **Key Programme— Applied Learning Programme (ALP)**

## **Eco-lution 2.0**

Science, Technology, Engineering and Math (STEM)

**STEM Applied Learning is about...**

Learning about the real world and the role of STEM  
in it.

Learning by doing and applying where students  
develop skills and dispositions to imagine  
possibilities, take risks and be resilient.

# KEY PROGRAMME – APPLIED LEARNING PROGRAMME (ALP)

Theme: Sustainability



Align our goals to Singapore Green Plan 2030  
(MOE's Eco-Stewardship Programme)

# **Learning Support Programmes**

- **Learning Support Programme (LSP) - English Language**
  - For P1 and P2
  - Focuses on building English language skills
- **Learning Support for Mathematics (LSM) Programme**
  - For P1 to P4
  - Focuses on developing numeracy skills
- **Mother Tongue Support Programme (MTSP)**
  - For P3 and P4
  - Focuses on building stronger foundation in oracy and literacy skills

# Co-Curricular Activities (CCAs)

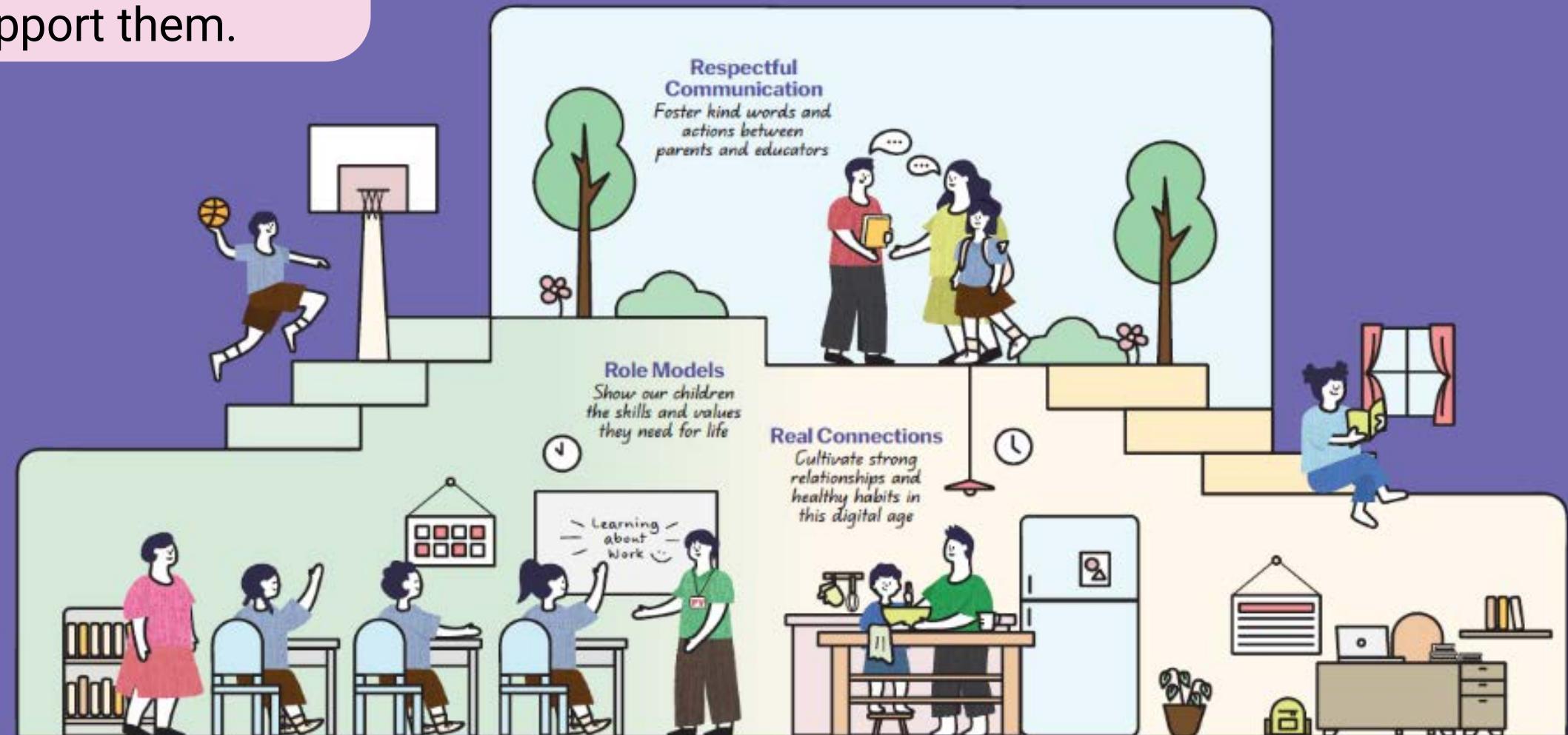
<b>Clubs &amp; Societies</b>	International Chess Environmental Science Infocomm Technology (IT) Club
<b>Performing and Visual Arts</b>	Art & Crafts Club Chinese Orchestra
<b>Physical Sports</b>	Basketball Modular Sports Track & Field
<b>Uniform Groups</b>	Kestrel Cub Scouts Girls Brigade Red Cross Link

Mandatory from Primary 3 to Primary 6

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

Guidelines for School-Home Partnership

# Raising a Happy, Confident, and Kind Generation Together



# School-Home Partnership



## 1. Communication Channels

- Parents Gateway
- Email (within 3 working days)
- General Office (7.30 a.m. to 5 p.m. on a school day)

## 2. Other Platforms of Communication

- Annual Parent Engagement (Term 1)
- Parent-Teacher Meet (Term 2 – For all students)
- Parent-Teacher Meet (Term 4 – For selected students)
- Communication with Form Teachers / Subject Teachers

# School-Home Partnership



- 3. Be contactable**
- 4. Be mindful of teachers' well-being**
- 5. Support school's decision on student management matters**

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

1 Respectful Communication

2 Role Models

3 Real Connections



# Respectful Communication

## Foster kind words and actions between schools and educators



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



Communicate kindly using official channels. Teachers are not required to share their personal mobile numbers

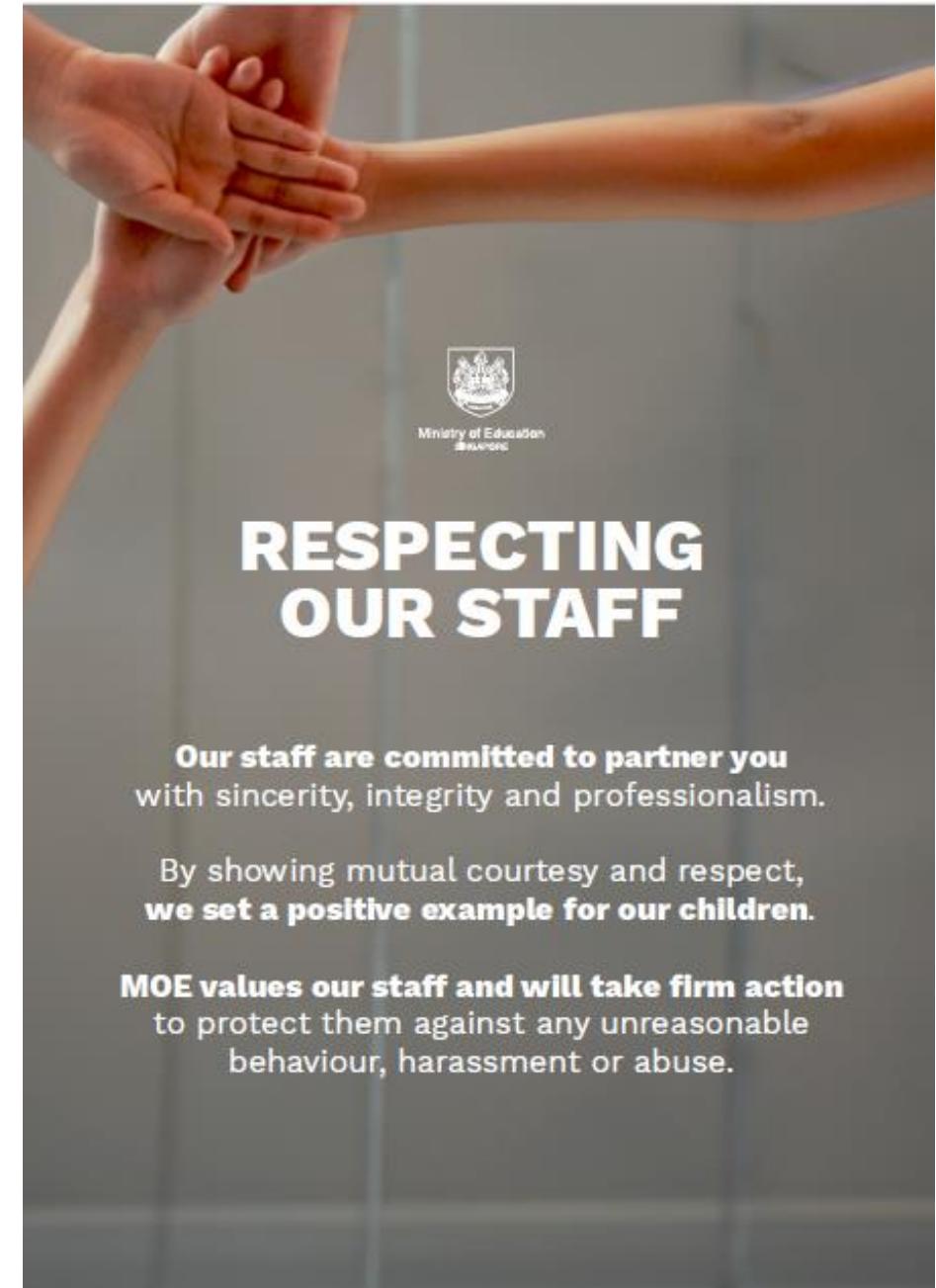


Respect each other's time by communicating during working hours



# Engagement Charter

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



# Role Models

Show our children the skills and values they need for life



Find joy in everyday experiences with our children



Instill confidence by encouraging responsibility and believing in our children's abilities



Model good values in words and actions



*Check out this video on MOE YouTube for tips on how parents can support the social-emotional learning of their children.*

# Real Connections

**Cultivate strong relationships and healthy habits in this digital age**

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

Build strong bonds through shared experiences and meaningful conversations



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



# Let's Be Vigilant



# Discipline Approach

## Restorative School Discipline

- **Promote** a safe and supportive environment and a culture of care, and **prevent** challenging behaviours from occurring;
- **Address** inappropriate behaviour promptly, and **correct** it before it affects students' development and well-being;
- **Replace** inappropriate behaviour with prosocial, appropriate ones, and **restore** relationships with others hurt by their actions.

# Attendance in School

## Traveling Overseas during School Term

- No Leave of Absence will be granted for travelling overseas during term time for family travel or non-school related activities
- No make-up for lessons and activities missed during absence

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

# Attendance in School

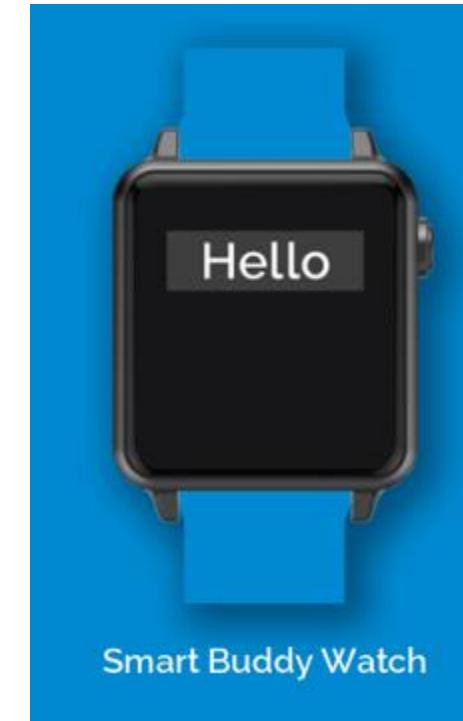
- All absences are to be covered by MC or parent's letter
- Submit MC or reason via PG

# Late-coming

- Late-coming is defined as arriving in school after 7.30 a.m.
- Students arriving after 7.30 a.m. are to report to the General Office
- A late coming slip will be stapled onto the Student Handbook for Parent's/Guardian's acknowledgement

**RESPONSIBILITY**

# Use of Mobile Devices & Smart Watches



# Class Allocation

**Will be confirmed at  
the end of Week 1**



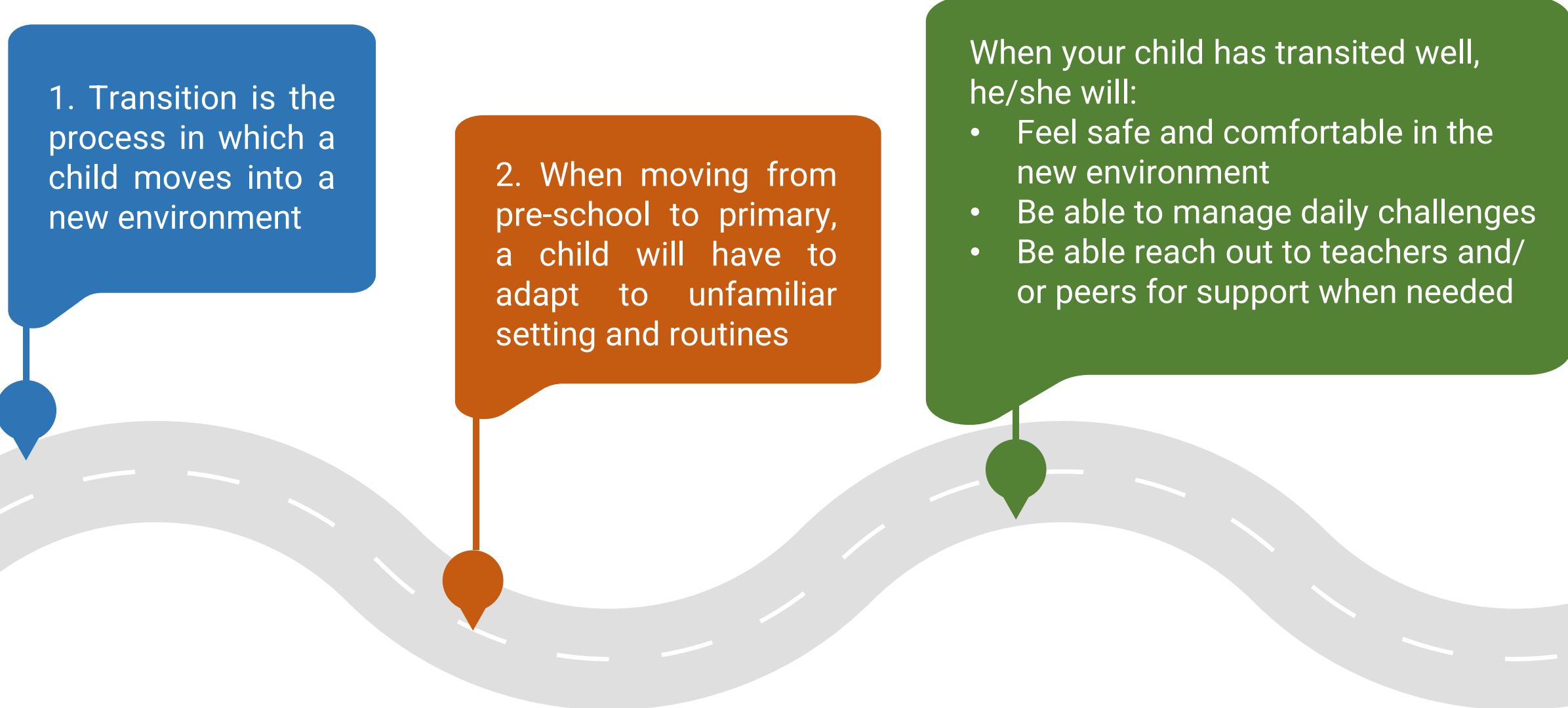
# Smoothening the transition to Primary 1

When your child enters primary school, their experience will include:

New friends and  
teachers



# Smoothening the transition to Primary 1



1. Transition is the process in which a child moves into a new environment

2. When moving from pre-school to primary, a child will have to adapt to unfamiliar setting and routines

When your child has transited well, he/she will:

- Feel safe and comfortable in the new environment
- Be able to manage daily challenges
- Be able reach out to teachers and/or peers for support when needed

# How can you prepare your child for Primary 1?

You can start talking to your child about the following:



Adjusting to a larger learning environment

Interacting with more peers and teachers

Adapting to longer school hours and new routines

Taking the initiative to ask for help

Becoming more independent and responsible

# Support Your Child in Primary School



## Let's not:

- Overteach
- Overprovide
- Overreact

# How else can you support your child?

## Support

your child and encourage them to overcome challenges with your care

## Affirm

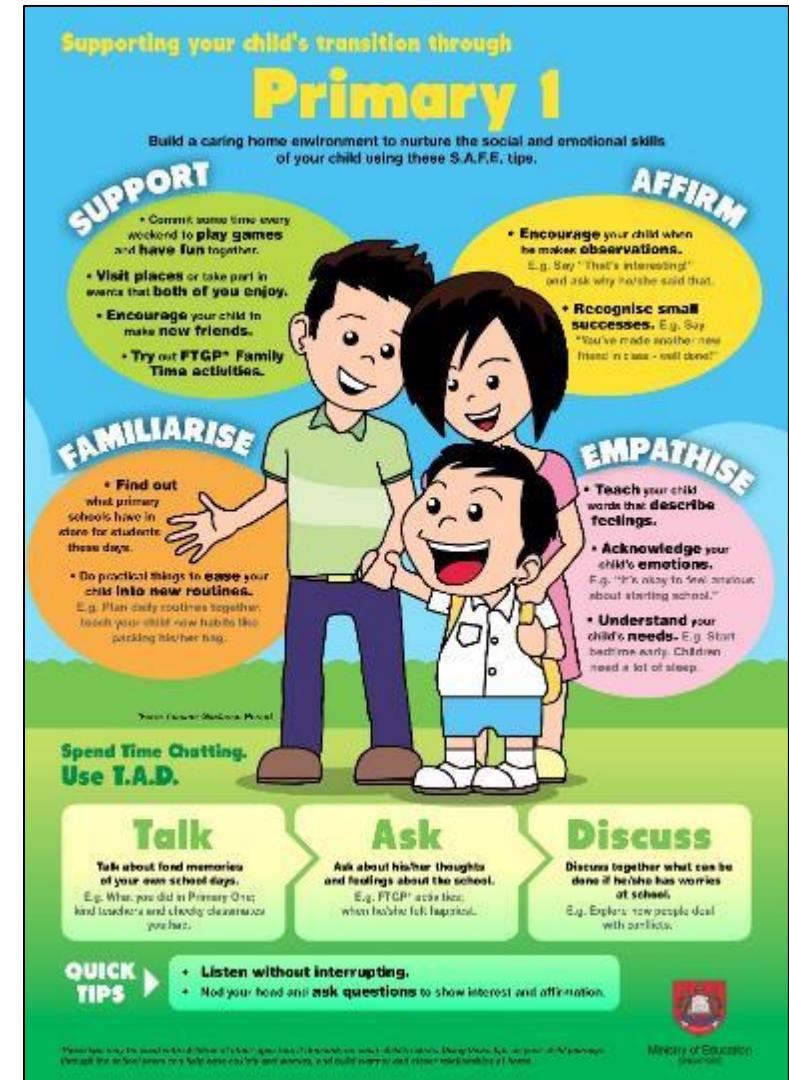
your child by recognising small successes and praising their efforts

## Familiarise

your child with new routines gradually and share your experiences in primary school

## Empathise

with and acknowledge your child's feelings



# How else can you support your child?

Primary 1 is an exciting and fun stage for your child.  
Help your child to enjoy the journey by developing these skills:



# Relating Well to Others

Build your child's interpersonal skills by:

01

Modelling the use of friendly and polite phrases

“Hi! My name is...What is your name?”

“Could you help me with...”

02

Providing opportunities for your child to share and take turns during playtime with other children

03

Modelling respectful interactions

“May I please...”

“It's okay if I can't join in...”

“I am sorry I ...”

**MAKE NEW FRIENDS**

**What your child may learn in school**

**JOINING IN ACTIVITIES**

- 1 Choose a good time.
- 2 Look at the person.
- 3 Ask in a friendly way, “Hi, may I join you?”
- 4 Accept the answer by saying “Thank you” or “Okay.”

**What you can do at home**

**SAY HELLO AND SMILE**

Hi!  
My name is...

Practice skill steps with your child to help him/her relate with others and make friends easily. Encourage them to say hello, greet, good morning and smile at their new friends and teachers. These greetings are a great way to connect with people.

Do a short role-play with your child to practise these steps for joining in activities:

- saying hello with a smile and introducing him/herself
- asking politely if he/she can join the group
- thanking them for choosing to include him/her
- saying and feeling okay even if they choose not to

Are you excited to meet your new friends? What do you do or say when you meet your new classmates or join them in group activities? Let's try it!

Explain how doing the above helps him/her to:

- make others feel comfortable
- prevent conflict with new classmates
- be confident

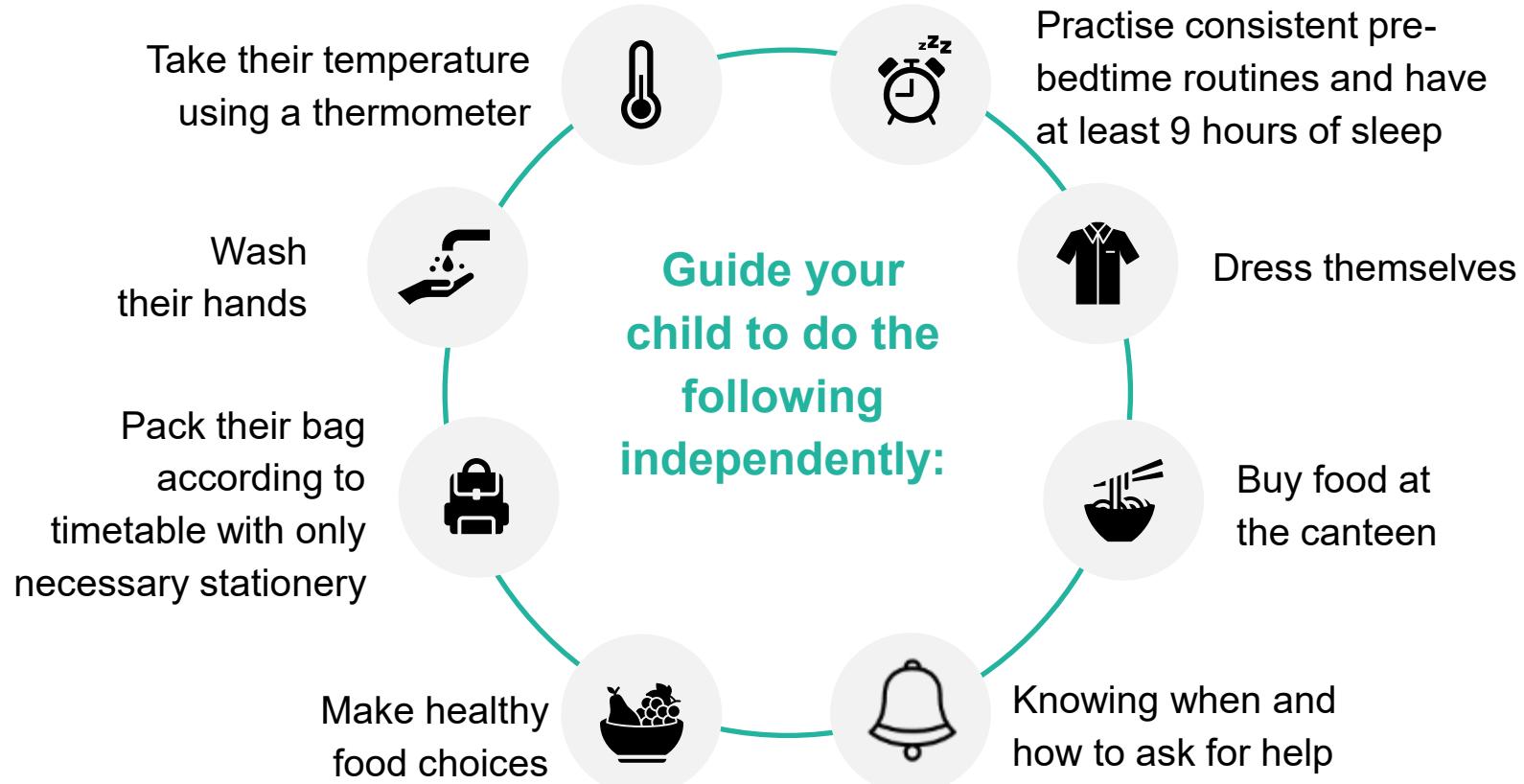
Read more: <https://www.schoolbag.sg/story/how-to-help-your-child-ace-the-first-week-of-school>

GO.govsg

Find out more activities from the **P1 Parent-Child Role Playing Activity Kit**

# Developing Good Habits

Routines help your child build confidence and learn to manage things by themselves.



# Nurturing Values and Positive Attitudes

**Values guide our words and actions, and develop character strengths and dispositions.**

**You can encourage your child to:**



Reflect on how to show care and concern, and respect for their friends and family members



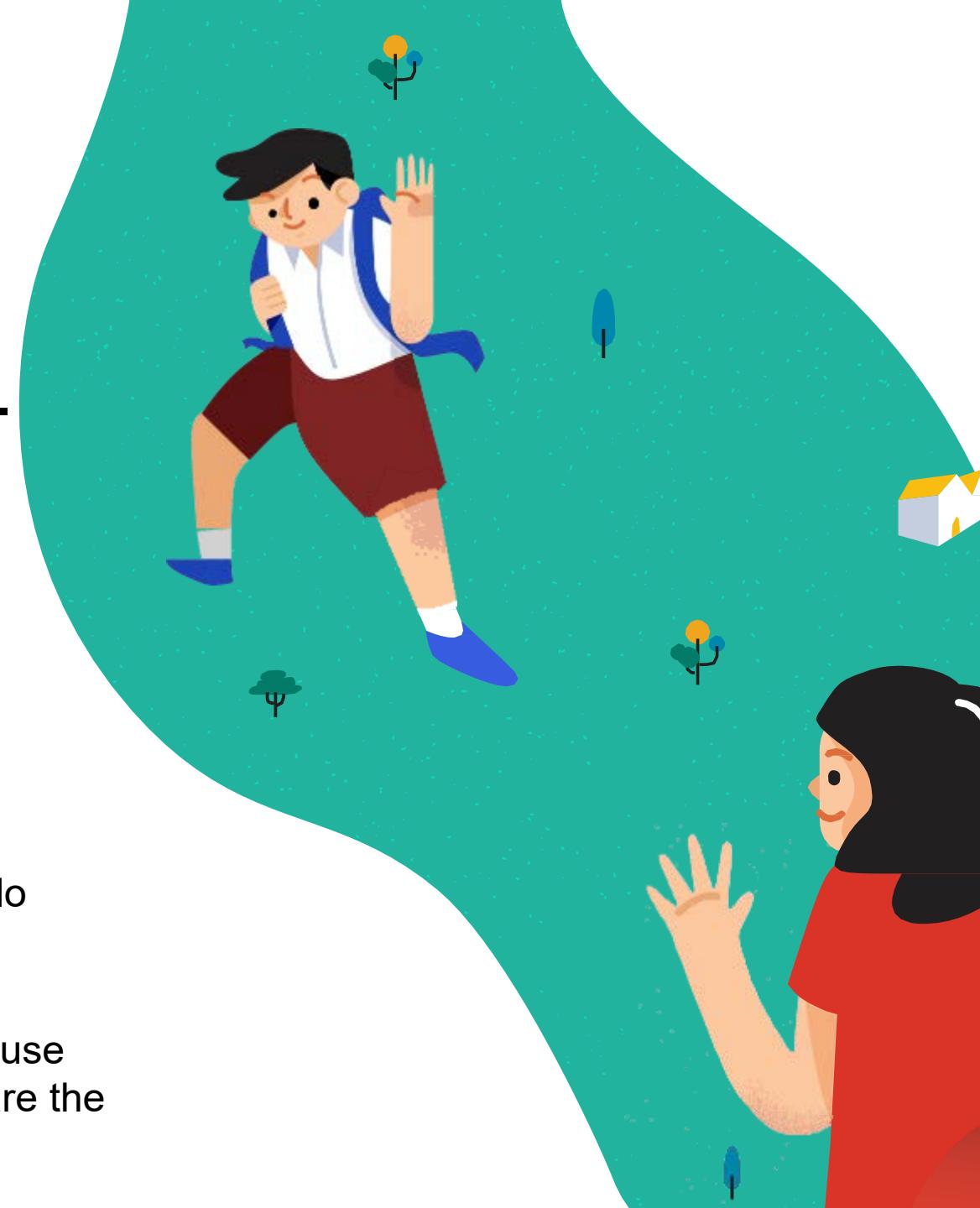
Ask questions about their experiences in school, at home and of the world around them



Reflect on learning experiences and try ways to do something better



Persevere even when faced with challenges and use these experiences as a teachable moment to share the importance of building resilience in life



# 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, and promotes dispositions and attitudes for lifelong learning.
- 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.



**Values, Social-  
Emotional  
Competencies,  
Citizenship  
Dispositions**



**Art**



**English  
Language**



**Mathematics**



**Mother Tongue  
Languages**



**Music**



**Physical  
Education**

<ul style="list-style-type: none"> <li>Develop understanding of self and manage own behaviours</li> <li>Communicate, interact and build caring and respectful relationships with others</li> <li>Take responsibility for own actions</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy Participating in Art</li> <li>Express Ideas and Feelings through Art</li> <li>Demonstrate Awareness of Art from Different Cultural Groups</li> </ul>	<ul style="list-style-type: none"> <li>Listen and Speak for Enjoyment and Information</li> <li>Read with Enjoyment and Understanding</li> <li>Communicate Ideas and Information through Writing or Using Symbols or Letter-Like Shapes</li> </ul>	<ul style="list-style-type: none"> <li>Basic Understanding of Numbers Up To 10</li> <li>Compare Quantities Between Two Groups of Objects within 10</li> <li>Recognise Simple Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy and Show an Interest in Learning Mother Tongue Language</li> <li>Enjoy and Show an Interest in Listening and Speaking in Mother Tongue Language</li> <li>Demonstrate Awareness of Local Ethnic Culture</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy Participating in Music and Movement Activities</li> <li>Express Ideas and Feelings through Music and Movement Activities</li> <li>Demonstrate Awareness of Music and Movement from Different Cultural Groups</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy Physical Activities</li> <li>Display Coordination in Motor Tasks</li> <li>Demonstrate Awareness of Healthy Habits and Safety</li> </ul>
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# Building Strong Foundations: How is it achieved?

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

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

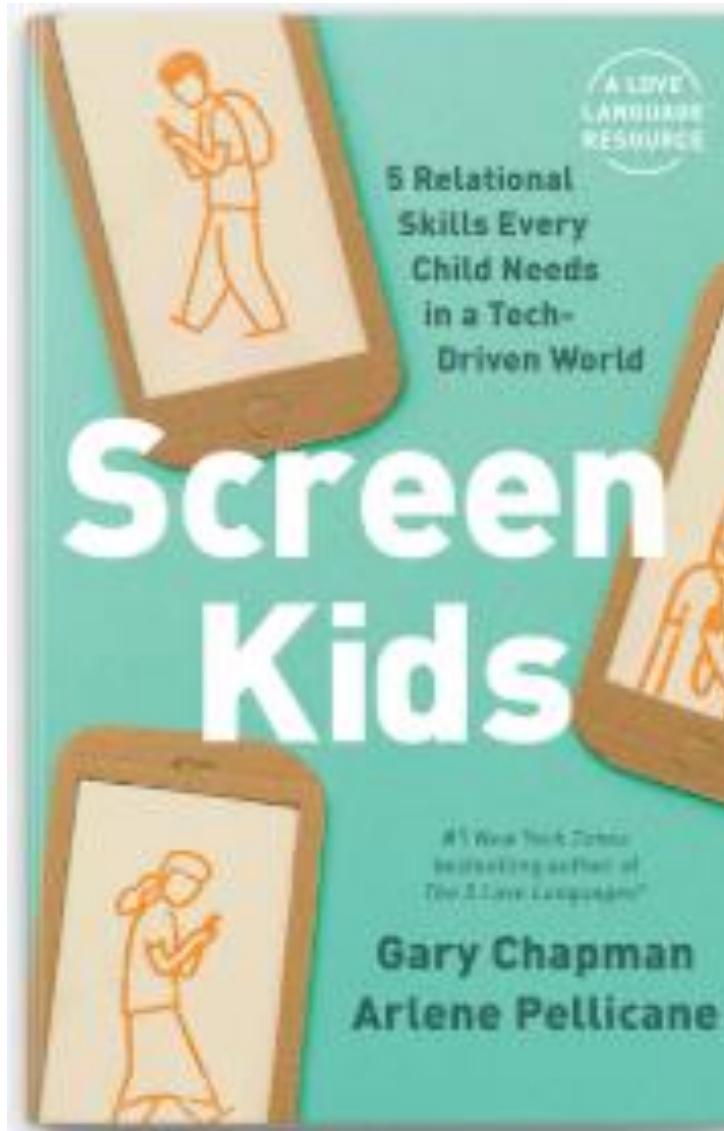
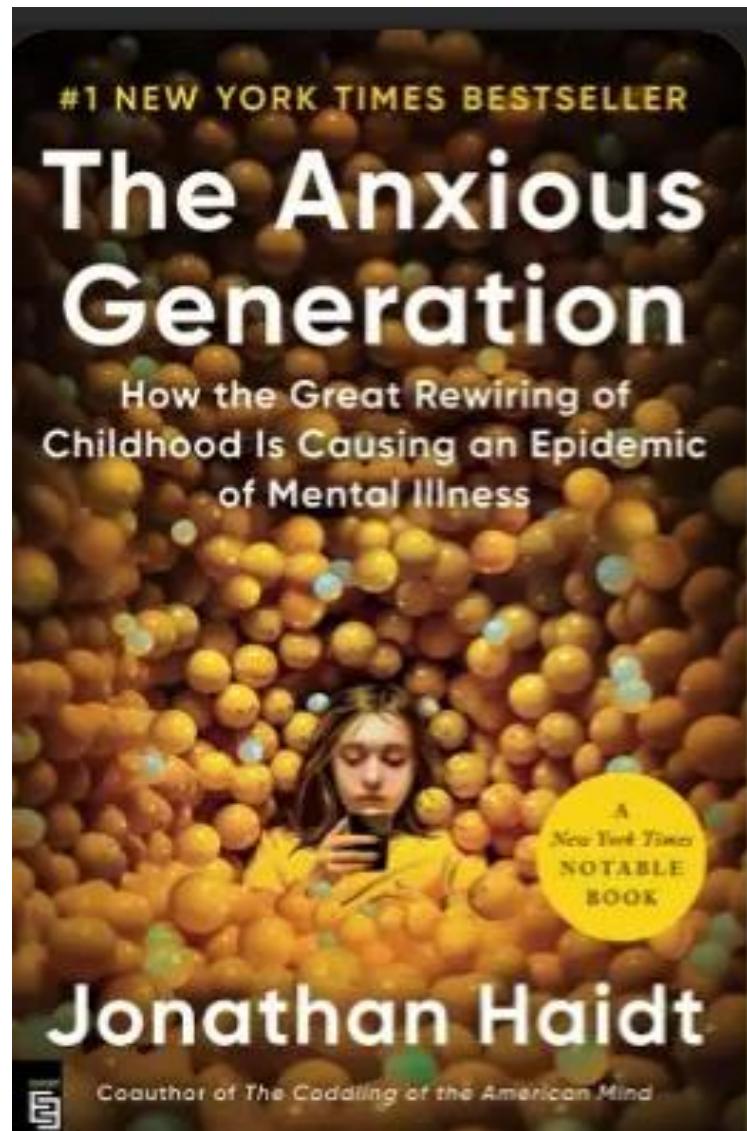


**EMBRACING LEARNING  
BEYOND GRADES**



**IT TAKES A VILLAGE TO RAISE  
A CHILD**

# Resources:



SCHOOLBAG

Primary Secondary Post-Secondary Special Education Lifelong Learning Interactive Stories [Subscribe](#)

## All in a night's work: How sleep shapes tomorrow's learning

From bedtime battles to moody mornings, two local researchers help unpack what parents need to know about their children's sleep health. They also debunk adult myths about sleep that may be keeping our young ones from restful slumber.

19 June, 2025

A photograph of a young boy in a striped pajama top, sitting in a bed and yawning. He is leaning forward with his hand near his mouth. The background shows a white wall and a shelf with some items.

<https://www.schoolbag.edu.sg/story/all-in-a-nights-work-how-sleep-shapes-tomorrows-learning>