



Celebrating our Journey  
with Gratitude

Palm View Primary School

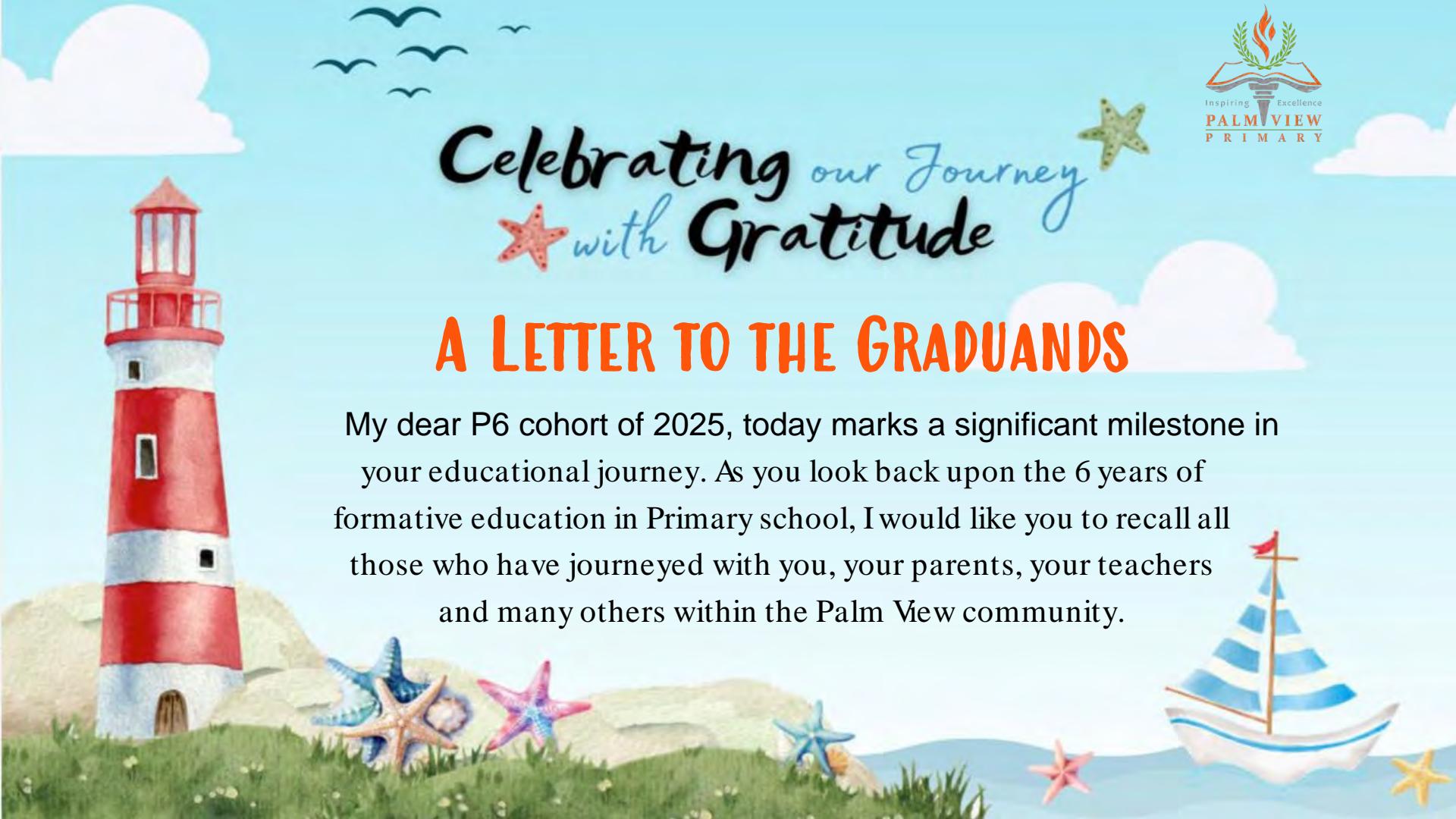
19 November 2025

# P1 ORIENTATION

# Celebrating our Journey ★ with Gratitude

## A LETTER TO THE GRADUANDS

My dear P6 cohort of 2025, today marks a significant milestone in your educational journey. As you look back upon the 6 years of formative education in Primary school, I would like you to recall all those who have journeyed with you, your parents, your teachers and many others within the Palm View community.





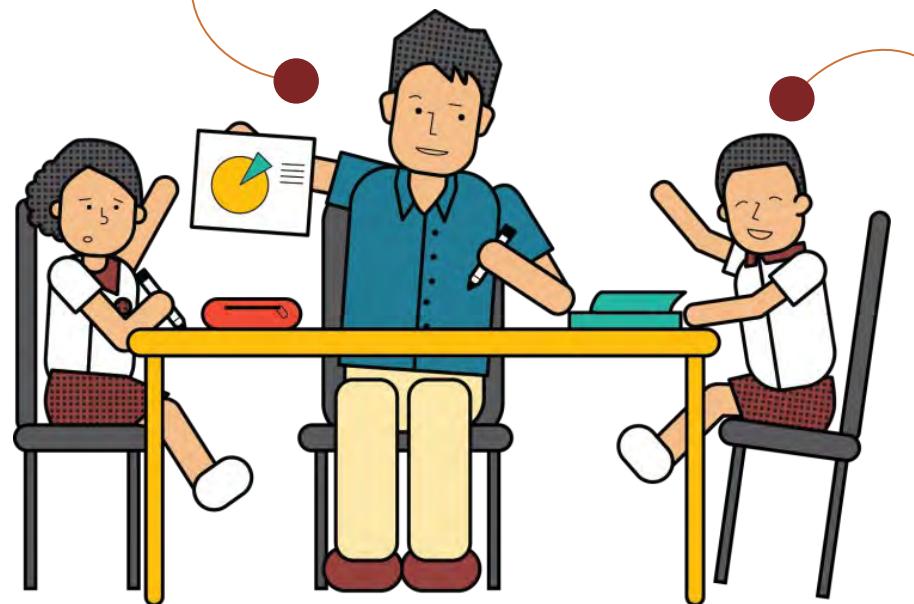
Ministry of Education  
SINGAPORE

# A GREAT START TO PRIMARY SCHOOL



# OVERVIEW

**1** What Is It Like in Primary School?



**2** Transition to  
Primary 1

**3** School-Home  
Partnership

# WHAT IS IT LIKE IN PRIMARY SCHOOL?

- Laying a strong foundation
- Nurturing well-rounded individuals and passionate lifelong learners
- Providing learning opportunities that recognise their strengths and develop their full potential
- Preparing our children for the future



# TRANSITION TO PRIMARY 1

When your child enters primary school, they will experience:

New friends  
and teachers



# HOW CAN I PREPARE MY CHILD FOR PRIMARY 1?

**In primary school, your child will be equipped with skills to:**

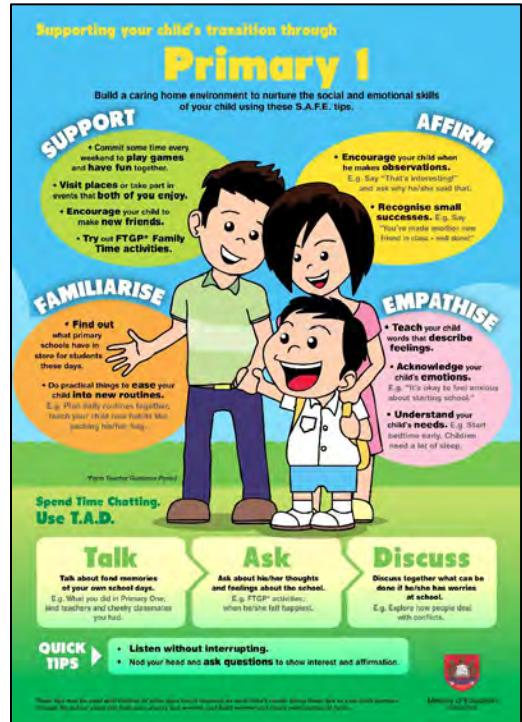
- Adjust to a larger learning environment (class size of 30 at P1 & P2)
- Interact with more peers and teachers
- Adapt to longer school hours (7.30am to 1.30pm)
- Become more independent and responsible



**Schools may access the video via:  
<https://go.gov.sg/transition-to-primary1>**

# HOW CAN I SUPPORT MY CHILD THROUGH THE TRANSITION?

- **Support** your child and encourage them to overcome challenges with you
- **Affirm** your child by recognising small successes and praising their efforts
- **Familiarise** your child by easing them into new routines and sharing with them your experiences in primary school
- **Empathise** and acknowledge your child's feelings



The infographic is titled "Supporting your child's transition through Primary 1" and aims to build a caring home environment to nurture social and emotional skills. It features five main sections: SUPPORT, AFFIRM, FAMILIARISE, EMPATHISE, and TALK. Each section includes tips and illustrations of a family (a father, a mother, and a child) interacting.

- SUPPORT:**
  - Commit some time every weekend to play games and have fun together.
  - Visit places or take part in events that both of you enjoy.
  - Encourage your child to make new friends.
  - Try out FTGP Family Time activities.
- AFFIRM:**
  - Encourage your child when he makes observations. E.g. "Wow! You saw a butterfly just now; ask why he/she said that."
  - Recognise small successes. E.g. Say, "You've made another new friend in class - well done!"
- FAMILIARISE:**
  - Find out what primary schools have in store for students these days.
  - Do practical things to ease your child into new routines. E.g. Plan daily routines together, teach your child how to put on his/her clothes.
- EMPATHISE:**
  - Teach your child words that describe feelings.
  - Acknowledge your child's emotions. E.g. If your child is feeling anxious about starting school.
  - Understand your child's needs. E.g. Start bedtime early. Children need a lot of sleep.
- TALK:**
  - Talk about fond memories of your own school days. E.g. What you did in Primary One, and teachers and teacher classes you liked.
  - Ask about his/her thoughts and feelings about the school. E.g. FTGP activities; when he/she felt happiest.
- QUICK TIPS:**
  - Listen without interrupting.
  - Not head and ask questions to show interest and affirmation.

Source: [www.go.gov.sg](http://www.go.gov.sg) (with permission)

Ministry of Education

# WHAT DOES MY CHILD NEED AT PRIMARY 1?

- Every child develops at a different pace
- Some children learn things earlier, others need more time
- Allowing them to learn at their own pace helps them enjoy the learning process
- Some skills that parents can develop are:
  - Relating to others
  - Developing good habits
  - Nurturing positive learning attitudes



**SCHOOLBAG**  
THE EDUCATION NEWS SITE

HOME EDUCATION FEATURES TEACHERS' DIGEST MULTIMEDIA FAQ

Home > Put the books down! 6 skills your child really needs for P1

Put the books down! 6 skills your child really needs for P1  
14 JUN 2021

MOE Stock Image (\*Photo taken before COVID-19)

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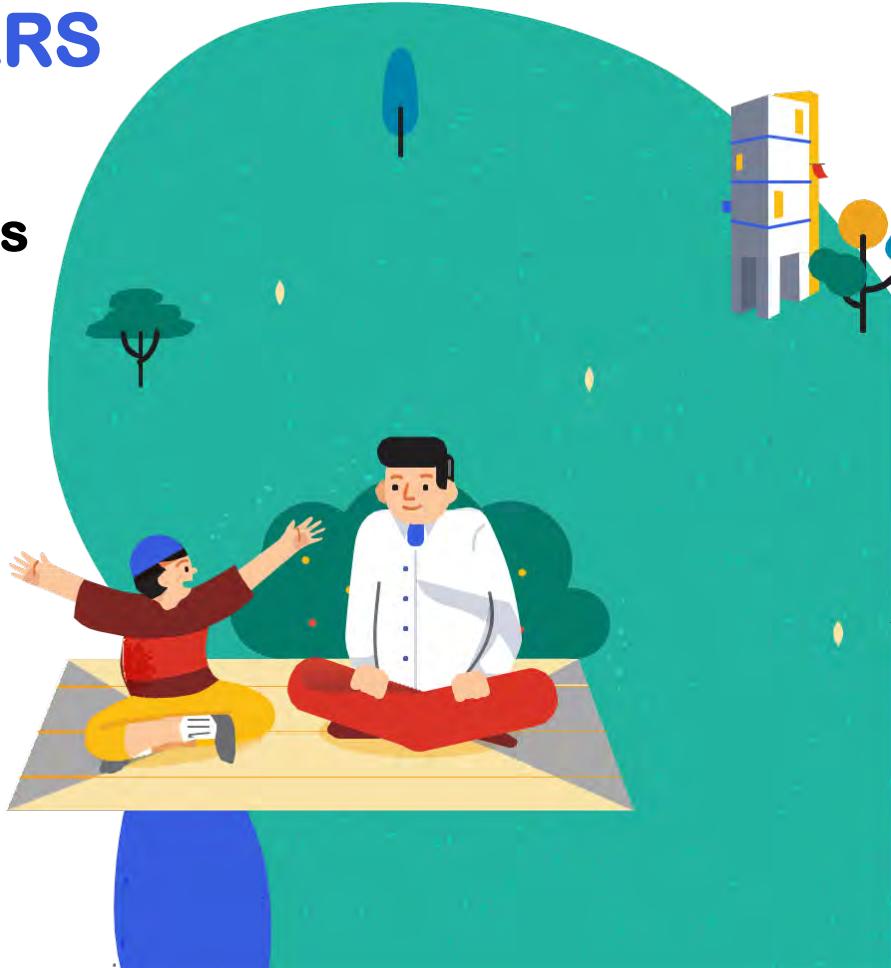
Mastering the ABCs is well and good but having seen 29 years of children enter primary school through her doors, Mrs Marjorie Seck of Chijl Katong Primary observes that these six soft skills are even more essential in preparing students for primary school.

Entering Primary 1 can be a big step for a child — and the parents. While parents often consider

# RELATING TO OTHERS

**Build your child's interpersonal skills by:**

- Modelling the use of friendly and polite phrases
  - “Hello! My name is...What is your name?”
  - “May I please...”
- Providing opportunities for your child to share and take turns during playtime with other children



# DEVELOPING GOOD HABITS

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

Guide your child to do the following independently:

- Dress themselves
- Buy food at the canteen
- Make healthy food choices
- Pack their bag
- Wash their hands
- Take their temperature using a thermometer

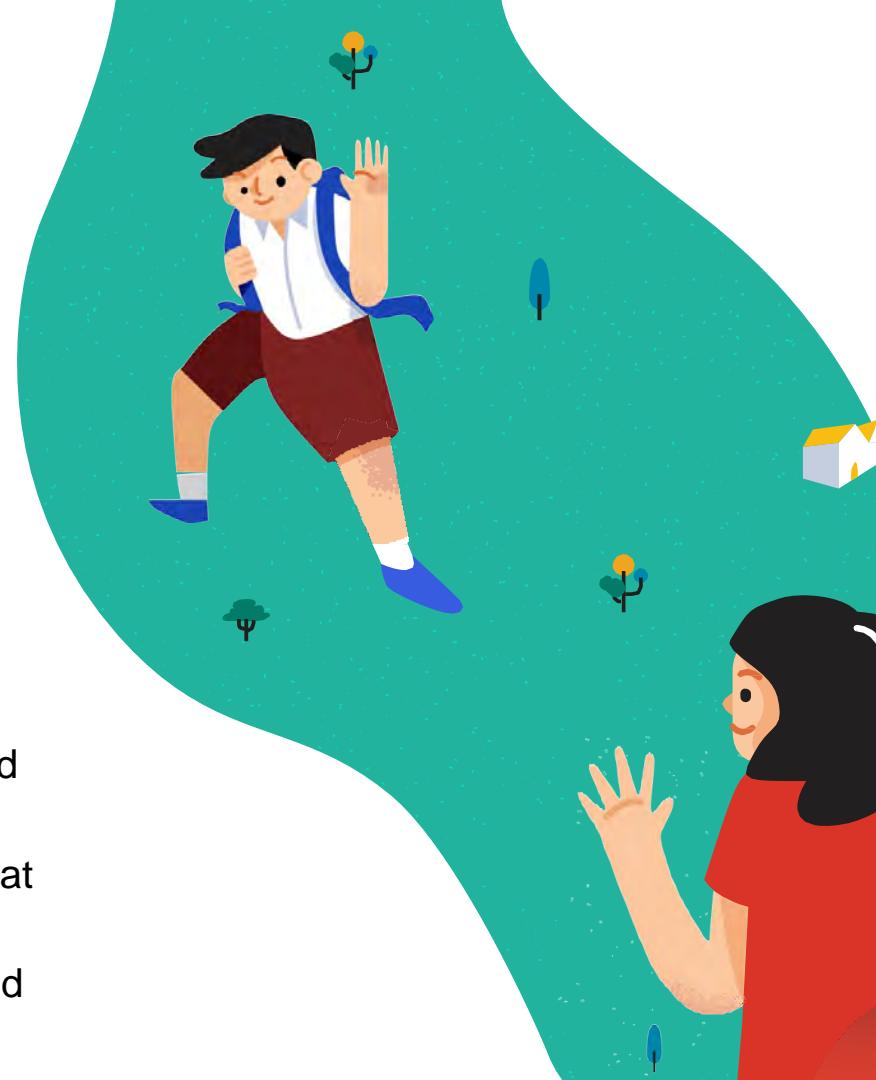


# NURTURING POSITIVE LEARNING ATTITUDES

**Developing the right learning attitude will help your child learn better.**

**You can encourage your child to:**

- Ask questions about their experiences and the world around them
- Express their thoughts and feelings and discuss what can be done if they have worries
- Practise life skills independently like buying food and drinks on their own and asking for permission



# SCHOOL-HOME PARTNERSHIP

**1** Knowing  
your child



**2** Developing your child

**3** Building  
partnership with  
the school

# KNOWING YOUR CHILD

## Understand your child's strengths and interests.

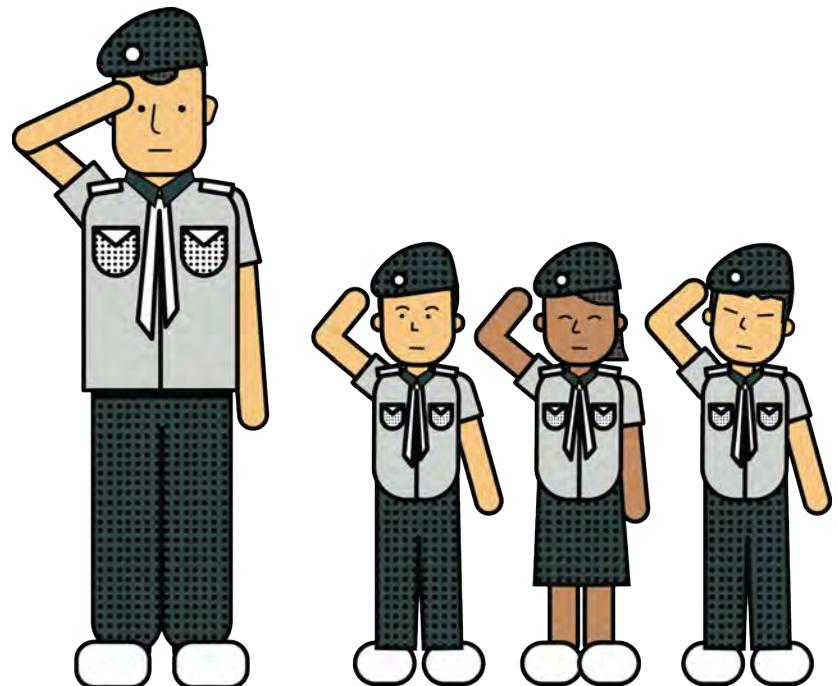
- Work with your child's teachers to understand their strengths, interests and development in academic and non-academic areas
- Ask about your child's thoughts and feelings about school



# DEVELOPING YOUR CHILD

**Partner the school in the holistic development of your child.**

- Allow your child to develop independence
- Encourage your child to participate in school activities
- Talk to your child regularly about values and nurture their interest in learning
- Affirm your child by recognising their efforts



# BUILDING PARTNERSHIP WITH THE SCHOOL

**Maintain regular communication through official school channels.**

- Have regular conversations with teachers in both academic and non-academic areas - this will help you better guide your child's development
- Ask the teacher for the best way and time to contact them



# GROW WELL SG

**SUPPORTING FAMILIES IN BUILDING  
HEALTHY HABITS IN CHILDREN**

**MINISTRY OF HEALTH**

**Grow Well SG**

A national health promotion strategy to enhance preventive care and inculcate healthier lifestyles in children and adolescents.

Strategy to reduce the risk of poor health and development arising from:

- Sedentary lifestyles with excessive screen time
- Insufficient physical activity
- Poor nutrition
- Inadequate sleep

Focuses on children up to 12 years old, and to be extended to older age groups.



**EARLY INTERVENTION IN  
FOUR KEY AREAS**

**EAT WELL**

Good nutrition can support growth and enhance overall health and development

**SLEEP WELL**

Healthy sleeping routines can improve concentration, mood and physical development

**LEARN WELL**

Engage in diverse learning experiences for holistic development

**EXERCISE WELL**

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

An equally important area:

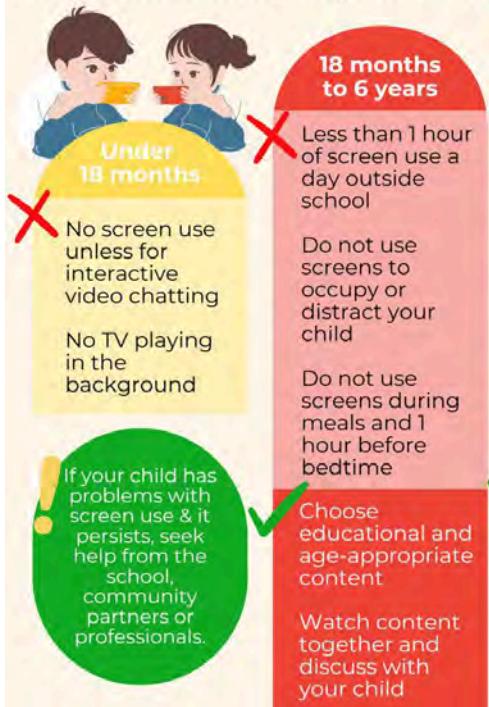
**BOND WELL**

Cultivation of strong relationships within the family and social connections with friends. This supports and reinforces healthy lifestyles.

# GROW WELL SG

# New MOH Guidelines on **SCREEN USE**

for children under 12 years old



## PURPOSEFUL SCREEN USE



### Updates to Guidance on Screen Use

Below 18 months:  
No screen use

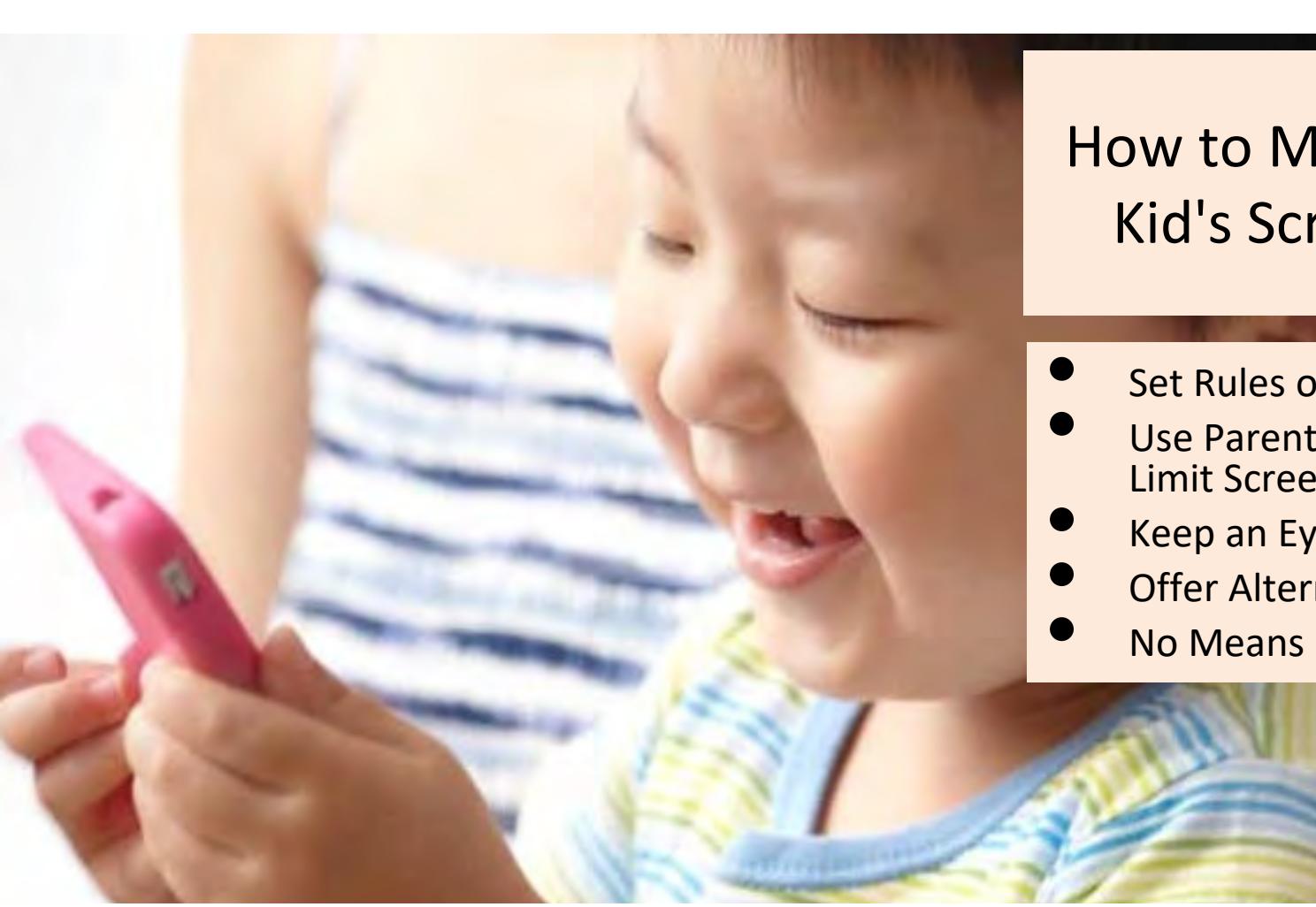
18 months -  
6 years:  
<1 hour/day  
outside of school

7 to 12 years old:  
<2 hours/day  
unless related to  
schoolwork.



Parents should not give their children  
unrestricted access to mobile devices, or any  
access to social media services.

Primary and secondary schools will have tailored school  
rules and routines to manage students' use of  
smartphones and smartwatches.

A close-up photograph of a young child's face, looking intently at a pink smartphone held in their hands. The child is wearing a white and blue striped shirt. The background is blurred.

# How to Manage Your Kid's Screen Time

- Set Rules on Screen Time
- Use Parental Controls to Limit Screen Time
- Keep an Eye On It
- Offer Alternative Activities
- No Means No



## Vision

*Curious Minds, Caring Hearts, Creative Spirits*

## Mission

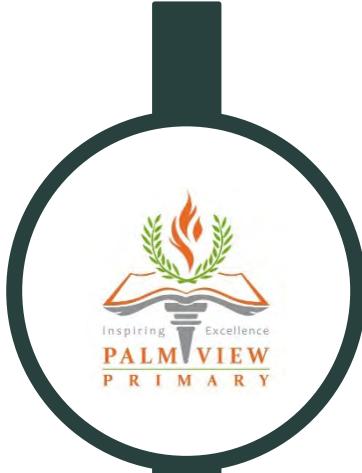
*To develop the whole child to be a force for good in the world*

## School Values

*Respect, Resilience, Responsibility, Integrity, Care and Harmony*

## Motto

*Inspiring Excellence*



Curious Minds . Caring Hearts . Creative Spirits

# Palm View Challenge

- School-wide programme designed along different learning experiences aimed at developing student's life skills and values.
- By the end of six years, students are provided holistic development opportunities in the areas of cognitive, physical, social and moral domains.
- Students at every level are challenged to complete different tasks, each carefully designed to develop in them desirable dispositions for the 21<sup>st</sup> century.



# AFFECTIVE APPROACHES

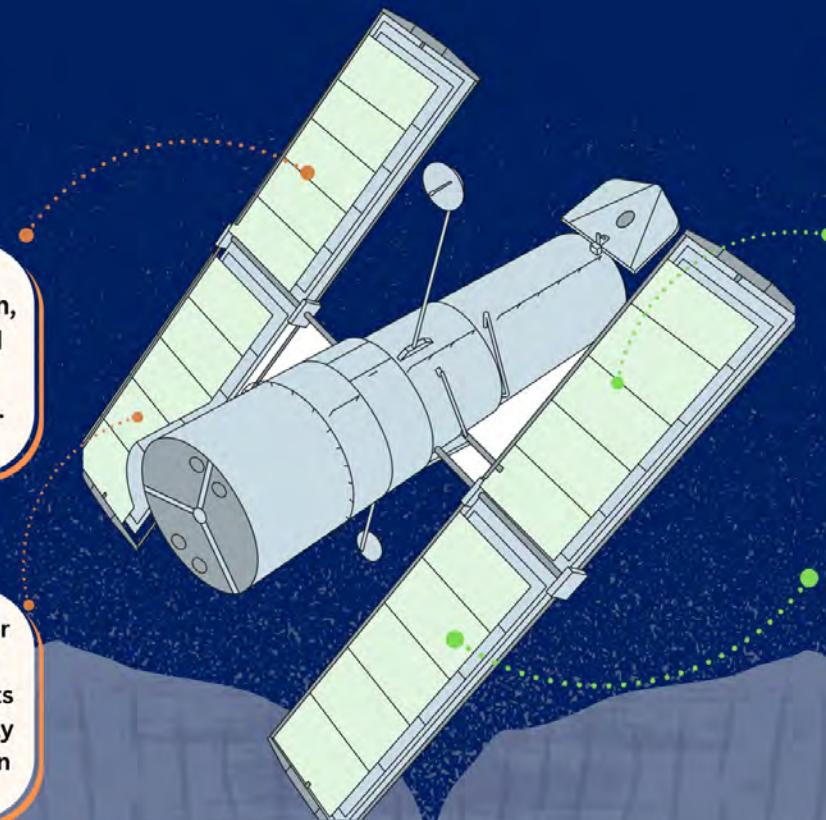
## COGNITIVE APPROACHES

### Play-based Learning

Play is integral to Maker Education, enabling students to explore and grasp concepts and materials through playful experimentation.

### Constructionism

Constructionism, based on Seymour Papert's work, promotes learning through hands-on creation. Students build their understanding by actively making and reflecting/presenting on physical projects.



### Growth Mindset

Encouraging a growth mindset inspires students to welcome challenges, view failures as chances to learn, and persist in the face of difficulties, nurturing resilience and a willingness to take risks.

### Design Thinking

Design thinking, a human-centered problem-solving method involving empathy, ideation, prototyping, and testing, aligns seamlessly with Maker Education, promoting iterative improvement of students' creations.



## STUDENT OUTCOMES

### CURIOUS VOYAGERS

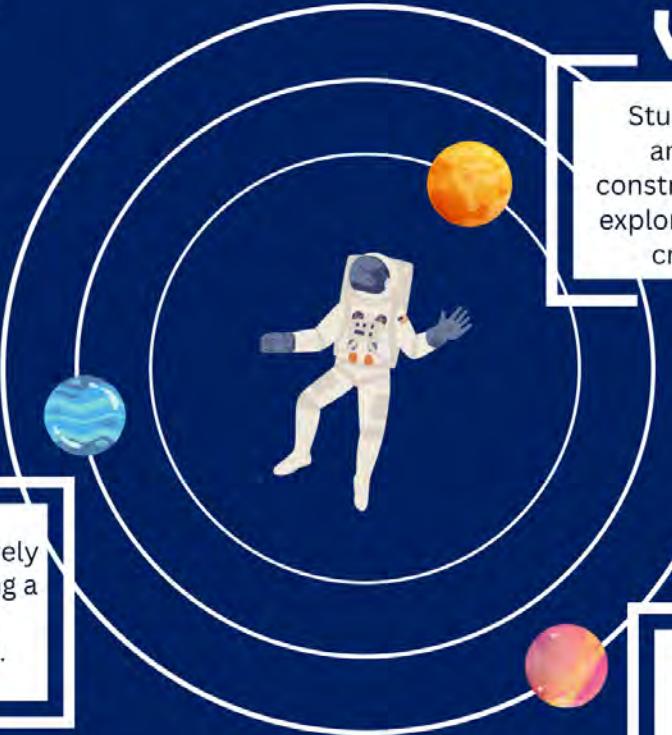
Students engage in inventive and analytical thinking, employing constructionism-based approaches to explore and devise solutions to tackle cross-disciplinary challenges.

### CARING VOYAGERS

Students communicate ideas effectively and collaborate respectfully, fostering a supportive environment that encourages innovation and growth.

### CREATIVE VOYAGERS

Students utilise a range of analog and digital and programming tools to develop prototypes and create artefacts, thus demonstrating their learning.





# DESIGN THINKING FRAMEWORK For Young Voyagers



💡 How can we solve problems and make a difference in the world?

## 1 Curious Minds – Exploring to Understand!

Observe - Look around, ask questions and discover possibilities!



## 5 A Force for Good – Be a Changemaker, Share Your Solutions!

Share - Test your ideas, share your solutions. Make change happen.

## 2 Caring Hearts – Understand their needs!

Define - Think with empathy. Identify challenges.

## 4 Inspiring Excellence – Build & Tinker!

Build - Create, test and refine your prototypes.

## 3 Creative Spirits – Plan Out Your Ideas!

Plan - Plan out your ideas. Think outside the box!





# Featured in Straits Times 2 Nov: Schools turn underused spaces into tinkering hubs, edible gardens thanks to MOE grant

## THE STRAITS TIMES

Sunday, November 02, 2025

### Schools turn underused spaces into tinkering hubs, edible gardens

**\$64m MOE grant helping them to better meet evolving educational needs**

Elisha Tushara  
Correspondent

Schools in Singapore have converted underutilised spaces into living classrooms and tinkering hubs, with the help of the Ministry of Education's (MOE) School White Area and Centres Grant.

Introduced in April 2024, the \$64 million grant aims to encourage schools to convert and optimise physical spaces to meet evolving educational needs.

In recent quarters, MOE said about 80 schools have tapped the grant to implement enhancement as part of their 2024-25 budget.

With direct funding per school ranging from \$107,000 to \$270,000, schools have created arts and media spaces, maker hubs and student collaboration spaces.

So far, in the year to date, MOE has also provided additional funding for schools to buy new furniture and equipment.

"Schools have the flexibility to decide how best to use these additional funds to refresh their learning spaces, such as acquiring additional furniture, LED display panels or magnetic whiteboards – to support a wide range of learning approaches and programmes," said MOE.

Recess time at Palm View Primary in Pasir Ris has been transformed into a space where pupils go down their meals and snacks before dashing off to the field or playground for play.

Students at the school have been using their recess time to play, not under the sun, but in a maker-space room that has been converted into a workshop for pupils to bring their design ideas to life.

What was once an underutilised art room on the first floor is now a language room for expressive and creative thinking, where pupils have access to various tools and



Mr Warren Thio, Palm View Primary's head of information and communications technology, guiding pupils (from left) Ethan Firdaus Salmat, Feridzry Yong and Jeriah Ang. At the school's makerspace on Oct 23, Ethan said that at this place, pupils learn how to improvise and problem-solve on their own. ST PHOTO: AZHRA ABDI

educational toys.

These include 3D pens and printers, microbit, a pocket-size programmable computer, Legos, terrariums, an educational toy made of plastic straws and connectors, and magnetic tiles.

When asked if pupils can enjoy the space, Ethan said: "Yes, I can enjoy the space because from area-to-area, there are different areas like ignit and screens."

"As digital natives, they are exposed a lot to devices and do not always have the opportunity to use their hands to really create things from scratch... So we want them to use the space to explore their energy and just experiencing the joy of freedom of expression," said MOE.

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What was once an underutilised art room on the first floor is now a language room for expressive and creative thinking, where pupils have access to various tools and

what they intend to create and what material they will use, provide a drawing of what final product they want to make," said Mr Warren Thio.

Primary 5 pupils Ethan Firdaus Salmat and Feridzry Yong, from The Sunday Times that even though long queues form outside the makerspace, they are always eager to go in and work on their projects.

"Here, we have the chance to think of ways to build using our imagination and to use our tools to improvise and problem-solve on our own," said Ethan, adding that though it spent a good respite time on the floor, he is still on the playground or field.

His classmate, Jeriah, encourages

students to complete before being allowed into the makerspace.

"I think that pupils use the tools purposefully, the school came up with an ideation card, which

others to join them at the makerspace so as to spend time together. In the makerspace, which can accommodate about 25 pupils at a time, they lean to communicate with one another to share the limit of the tools available.

At Greendale Secondary School in Punggol, a 1,200 sq ft grass patch in the school's compound has been transformed into a living classroom and edible community garden for students and staff to enjoy.

Completed in August 2024 and took about four months to complete, the garden, officially opened in October, is now used by the school in various ways.

For example, students visit to observe leaf structures and leaves up close to understand how they affect plant growth. They also learn about sustainable gardening practices, such as composting. Harvested crops are donated to the community as a form of engagement.

Geographic students use the space to learn why a variety of crops is needed for food security and how biodiversity exists in tropical regions.

Mr William Teng, who is on the school's sustainability committee and oversees the transformation of the space, said a team was assembled to design an outdoor garden that supports authentic and experiential learning in the soil, the way to create a living classroom where students can connect subject knowledge with real-life applications, thus developing critical and inventive thinking and collaboration skills.

The school received \$20,000 from the MOE grant for this.

Students and staff can also adopt plants to grow more crops such as pumpkins, butterfly flowers and beehives.

Se 2 student Aanya Agarwal, 14, and her friend Jayden Tan, 14, both members of an environmental club and an avid gardener, said she enjoys taking care of the plants in the garden and the garden as it allows her to learn and spend time outside the classroom.

"It's very peaceful and different from the classroom because this is a space where you can sit back and see how plants grow from small seeds into big plants, and I like to grow my own herbs," said Aanya, who also grows basil and tomatoes at home.

Fellow Green Club member and Se 2 student Jayden Tan, 13, said that though he is new to gardening, he always encourages his friends to grow plants in the school's community garden to see biodiversity come alive.

"There's a lot to see, like spiders and snails. Sometimes, if I dig in the soil, I can find worms as well."



Greendale Secondary School students Aanya Agarwal and Jayden Tan tending to plants in the school's edible community garden on Oct 22. ST PHOTO: LUTHER LAU

elishat@straitstimes.com.sg



***Thank you & Welcome to the Palm View Family!***