



Learning Together,  
Growing Together,  
Sparkling Together



# 2026 P2 Parents' Seminar

*Supporting Your Child's Learning and Well-Being*



# *School Safety Briefing*



Welcome to Riverside Primary School.

# Programme Outline

- Welcome
- Safety Briefing
- Opening Address by Mr Albert Chia (Principal)
- Presentation (Part 1) by Mdm Raudah (YH)
- Presentation (Part 2) by Mdm Joanna Kong (ST)
- Classroom Sharing and Dialogue with Form Teachers



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# Principal's Address

P2 Parents Seminar



# Learning Together, Growing Together, Sparkling Together

## GROW WELL

Under Grow Well SG, we focus on the SEED of wellness. These four areas lay the foundation for healthy habits early and pave the way for a better future for our children.



### Eat Well

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

### Sleep Well

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



### Exercise Well

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



### Device Use (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.



### Bond Well

Cultivate strong relationships within the family and build good social connections with friends. Bonding well supports and reinforces healthy lifestyles, and contributes to a child's overall well-being.



## Growth Mindset

FIXED	GROWTH
Avoid or fear challenges	Take on challenges without fear
Give up when things are tough	Keep trying in the tough times
Make excuses	Remember success takes work
Don't try so you won't fail	Learn from mistakes
Refuse to learn from mistakes	Accept feedback/criticism
Judge your classmates as smart or dumb	Celebrate the successes of your classmates
Stay where you are	Learn, improve, succeed



## 5 Strategies to develop a Growth Mindset in your child

### 1. Have daily learning discussions

- At dinner, in the car or at bedtime take time for both the kids and parents to share the answers to these types of questions:
- “**What did you learn today?**” instead of “*How was your day?*”
- “**What mistake did you make that taught you something?**”
- “**What did you try hard at today?**”
- Be a **role model** and share the new things you learn every day and the failures you learn from.



## 2. Give feedback on process only.

- Don't praise personal abilities like being smart, pretty, or artistic. This kind of praise actually can lead to **a loss of confidence** since kids won't be smart at everything. They'll doubt their ability to be good at something that is difficult initially.

## 3. Do you know brains can grow?

- Explain to kids how the **brain can grow stronger** and that intelligence can improve throughout your life. **Intelligence is not fixed.** Your child needs to know this!



#### 4. Encourage risk, failing, and learning from mistakes.

- Now is the time to let our kids risk and fail. **Failure teaches our kids important life lessons. For one, it's how they learn to be resilient.**
- But we often want to prevent our kids from failing, from feeling upset or sad.
- Don't.



# Learning Together, Growing Together, Sparkling Together

**10 THINGS  
TO TEACH CHILDREN  
ABOUT  
FAILURE**

		
<b>IMPROVEMENT</b> Teach your child that failure encourages improvement.	<b>PROBLEM SOLVING</b> Teach your child that failure helps us to solve problems more effectively.	<b>LEARNING</b> Teach your child that failure helps us to learn.
		
<b>CHARACTER</b> Teach your child that failure makes us build their character.	<b>COURAGE</b> Teach your child that failure makes us more courageous.	<b>THINKING</b> Teach your child that failure encourages thinking.
		
<b>RESILIENCE</b> Teach your child that failure makes us more resilient.	<b>PERSISTENCE</b> Teach your child that failure teaches us about the importance of hard work.	<b>EXPERIENCE</b> Teach your child that failure is an important learning experience for us to go through.
		
<b>MOTIVATION</b> Teach your child that failure helps you to be more motivated and increase the next time.	<b>MISTAKES</b> Teach your child that failure helps us to learn from our mistakes and improve for next time.	

- 1 IMPROVEMENT**  
Teach your child that failure encourages improvement.
- 2 PROBLEM SOLVING**  
Teach your child that failure helps us to solve problems more effectively.
- 3 LEARNING**  
Teach your child that failure helps us to learn.
- 4 CHARACTER**  
Teach your child that failure helps to build their character.
- 5 COURAGE**  
Teach your child that failure makes us more courageous.
- 6 THINKING**  
Teach your child that failure encourages thinking.
- 7 RESILIENCE**  
Teach your child that failure makes us more resilient.
- 8 PERSISTENCE**  
Teach your child that failure teaches us about the importance of hard work.
- 9 EXPERIENCE**  
Teach your child that failure is an important learning experience for us to go through.
- 10 MISTAKES**  
Teach your child that failure helps us to learn from our mistakes and improve for next time.



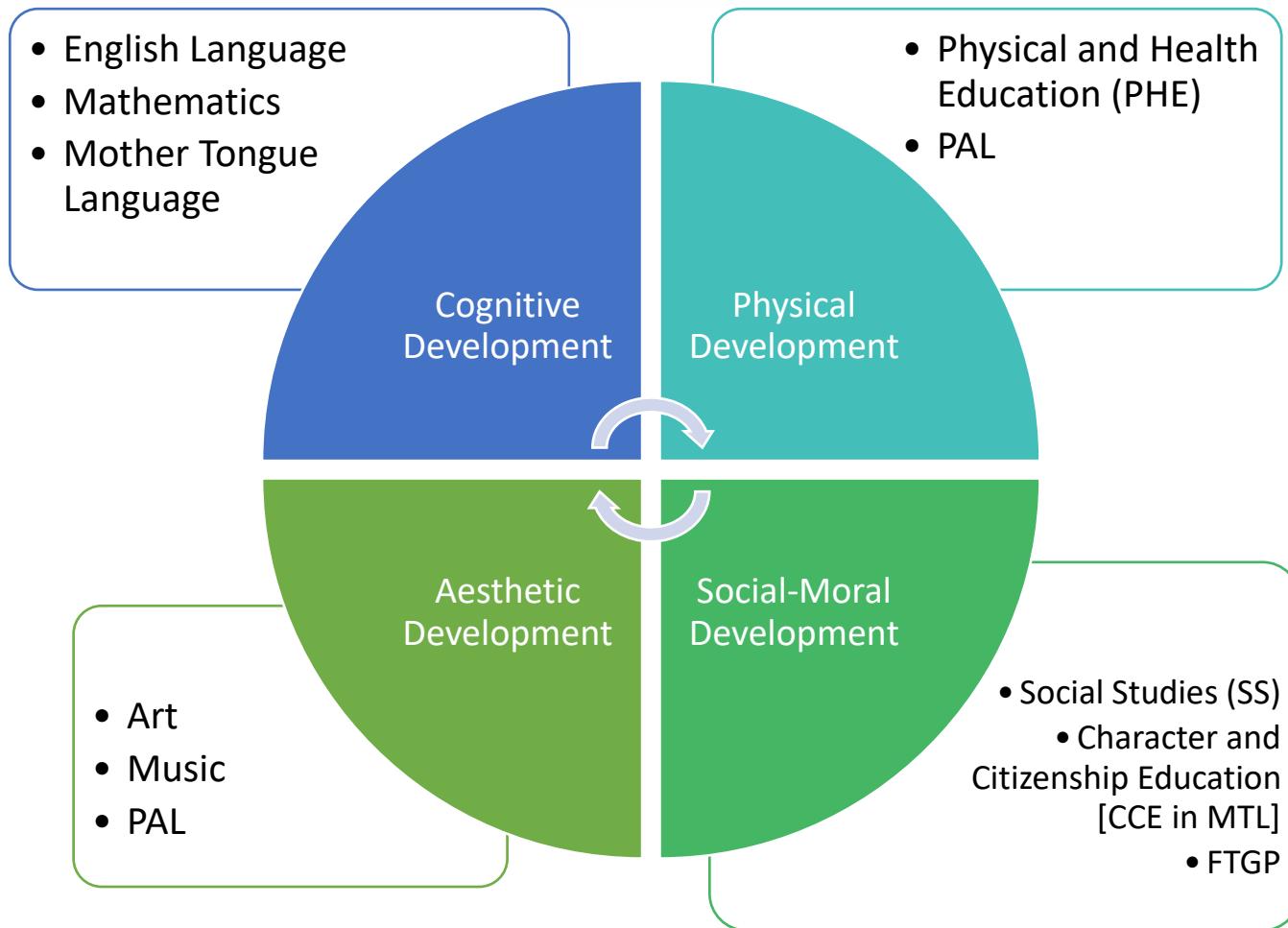
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# Learn for Life

## Curriculum & School-based Assessment Student Awards



# The P2 Curriculum



## Notes

1. Science is formally learnt from P3 onwards.
2. Literacy and numeracy are the focuses for P1/P2
3. At P1/P2, there are Learning Support Programmes for English Language and Mathematics.

# P2 Curriculum Time Allocation

Subjects	Curriculum Time	Periods
English Language	7h 30min	15 periods (30 min each)
CL/ML TL	6h	12 periods (30 min each)
CCE in CL/ML/TL	1h	2 periods (30 min each)
Mathematics	4h 30min	9 periods (30 min each)
Science		
Social Studies	30min	1 periods (30 min each)
Art	1h	2 periods (30 min each)
Music	1h	2 periods (30 min each)
PE and HE	2h	4 periods (30 min each)
Assembly/FTGP	1h	2 periods (30 min each)
PAL	1h 30min	3 periods (30 min each)
Recess	2h 30min	5 periods (30 min each)



# The P2 Curriculum Experience

*Confidence, Curiosity, Communication, Cooperation*



# SBA Changes: Through the Years

Before 2019	From 2019	From 2020 or 2021	From 2022 or 2023
<b>Adjusting School-based Assessment Structures</b>			
<b>P1</b> -> No examination, but weighted assessments are conducted throughout the year	<b>P1 &amp; P2</b> -> Removal of all weighted assessments (including P2 EYE)	<b>P3, P5, S3</b> -> Removal of MYE	<b>P4, P6, S2, S4/5</b> -> Removal of MYE
<b>P2</b> -> Weighted assessments throughout the year and year-end exam	<b>S1</b> -> Removal of MYE	<b>From P3 to S4/5</b> -> Schools to conduct no more than one weighted assessment per subject, per school term. This is in addition to MYE and EYE at levels where this is applicable	
<b>P3-6</b> -> Mid-Year Exam (MYE) and End-of-Year Examination (EYE) in addition to weighted assessments throughout the year			
<b>Secondary level</b> -> Most schools conduct MYE and EYE in addition to weighted assessments throughout the year			

Image adapted from MOE Singapore Facebook, <https://www.facebook.com/moesingapore/posts/10157686745832004>

# SBA Changes: Through the Years

**From  
2019**

**From  
2020 or 2021**

## Refreshing the Holistic Development Profile (HDP)

> Use of indicators to report students' development in both academic and non academic domains (e.g. physical fitness, involvement in community-based and co-curricular activities etc.)

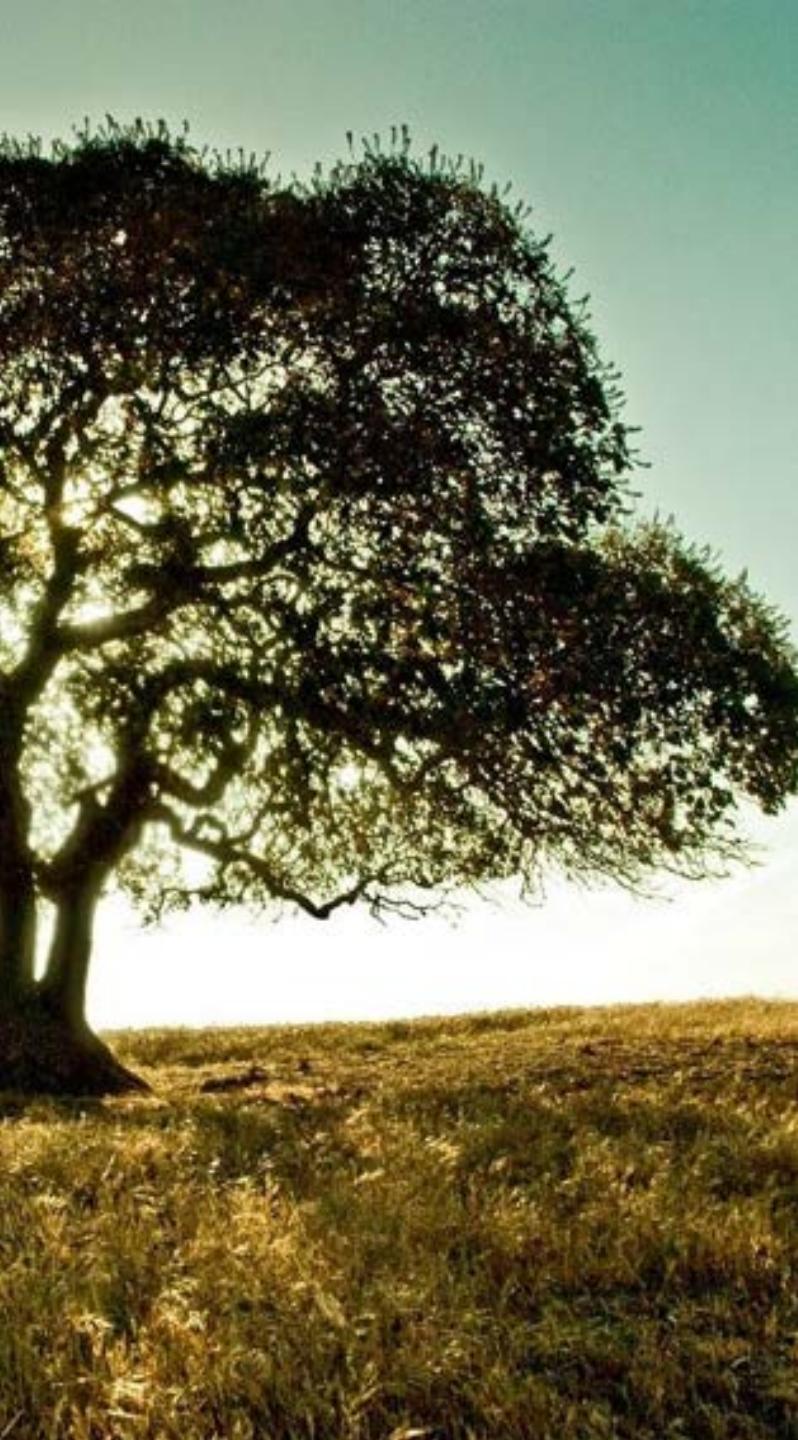
### P1 & P2

> Use qualitative descriptors to report students' learning in all subjects. Non-academic indicators will be retained

### All other levels

> Academic indicators adjusted for HDP. Non-academic indicators will be retained





## **With these changes, students will:**

- have more time and space to deepen learning
- better enjoy the learning process
- develop **positive** dispositions for lifelong learning

# No Weighted Assessments at P2

**What this means for your child?**

## **Supporting well-being**

- Reduces unnecessary anxiety and stress
- Enhances the joy of learning
- Nurtures intrinsic motivation to learn

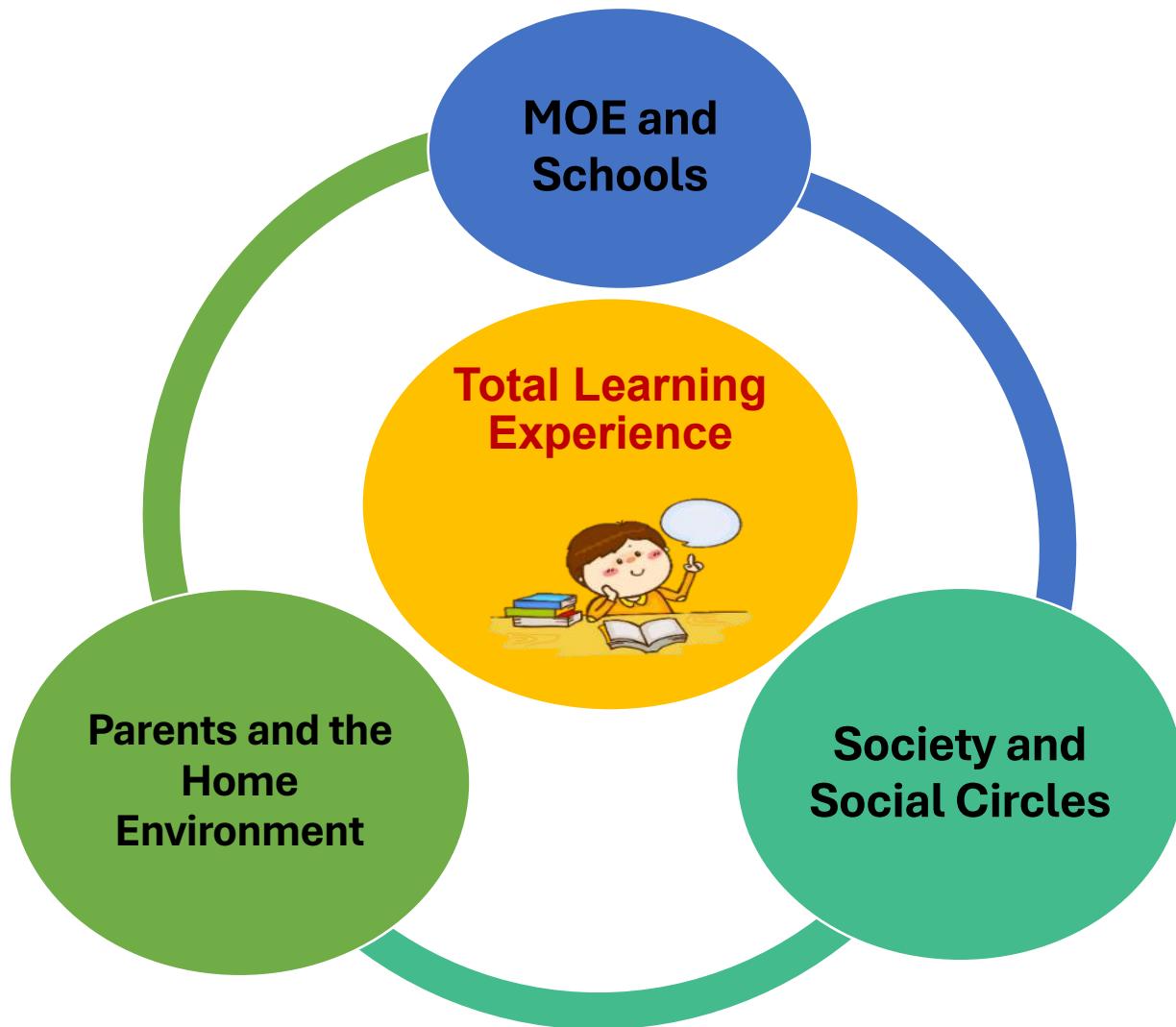
## **Supporting learning and development**

- Focuses on building strong foundational skills and values
- Provides regular information on learning progress
- Offers richer feedback and a more complete picture of your child's development



**It takes a village to raise a child.**

**MOE and schools partner parents to shape our children's learning experience.**



## Every child is unique and requires different forms of support and motivation.

“I would like my parents to provide me with **moral support**.

For example,  
**encouraging me to do my best.”**

- Shaun Sanjay

“I wish that my parents would nag less, and give me more alone time so that I can **spend time with my friends** too.”

- Zafran

“I would like my parents to support me by **revising with me** the work that I’ve done.”

- Shane Sanjiv



@parentingwith.moesg

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\* These quotations are taken from primary school students featured in an Instagram post on parentingwith.moesg



## Don't focus only on results

Encourage them to pursue their strengths,  
interests and try new things.



## Set goals together

Talk about their strengths, abilities and goals and how they can achieve them.



## **As parents, you can:**

- encourage **the** Joy of Learning by not over-emphasising academic performance
- focus on your child's **individual** learning journey, rather than compare them **with** others



## Let your child know ...

- academic grades and scores are not the only measures of success
- learning deeply and building strong skills are important
- time freed from test preparation can be used to explore strengths and interests

# School-Based Assessment

## P2 Learning Outcomes

- English Language
- Mathematics
- Mother Tongue Language
- Physical Education
- Art
- Music
- Social Studies



# School-Based Assessment

## Example of Academic Learning Outcomes

Subject	Primary 2
Mathematics	<ol style="list-style-type: none"><li>1) Understand numbers up to thousand.</li><li>2) Solve mathematical problems involving addition and subtraction.</li><li>3) Multiply and divide numbers within multiplication tables.</li><li>4) Identify, name, describe and sort shapes and objects.</li><li>5) Tell time to 5 minutes.</li><li>6) Compare and order objects by length, mass or volume.</li><li>7) Read and interpret picture graphs with scales.</li><li>8) Understand fractions.</li></ol>

# School-Based Assessment

## Example of Non-Academic Learning Outcomes

Subject	Primary 2
Art	<ol style="list-style-type: none"><li>1) Identify simple visual qualities in what they see around them.</li><li>2) Ask questions about what they see.</li><li>3) Draw from their imagination and observation.</li><li>4) Play with a variety of materials and tools to make art.</li><li>5) Share their imagination, thoughts and feelings through artmaking.</li><li>6) Show interest in looking at a variety of artworks.</li><li>7) Talk about what they see, feel and experience using basic art vocabulary of elements and principles of design such as lines, shapes, colours, patterns and proportion.</li></ol>



# School-Based Assessment

## Levels of Attainment

Level 1	Level 2	Level 3	Level 4
Starting	Approaching	Meeting	Exceeding





# School Based Awards (Academic & Non-Academic)



# P2 School-based Awards

## About Awards

- P2 school-based awards are aligned with **learning dispositions** such as effort, resilience and positive attitudes towards learning.
- There is **no criterion based on citizenship status** for these awards.
- Awards are determined through teachers' **collective professional judgement**, based on a holistic understanding of each child's development.

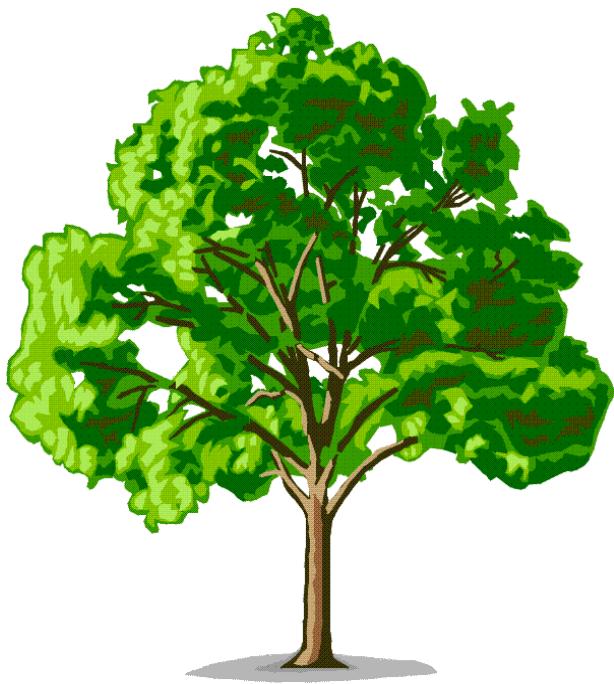


# P2 School-based Student Awards

Academic Awards		Non-academic awards	
<b>Star Learner Award</b>  (10 per class)	<b>Gem Learner Award</b>  (5 per class)	<b>Character Award</b>  (1 per class)	<b>Talent Award</b>

# P2 School-based Awards

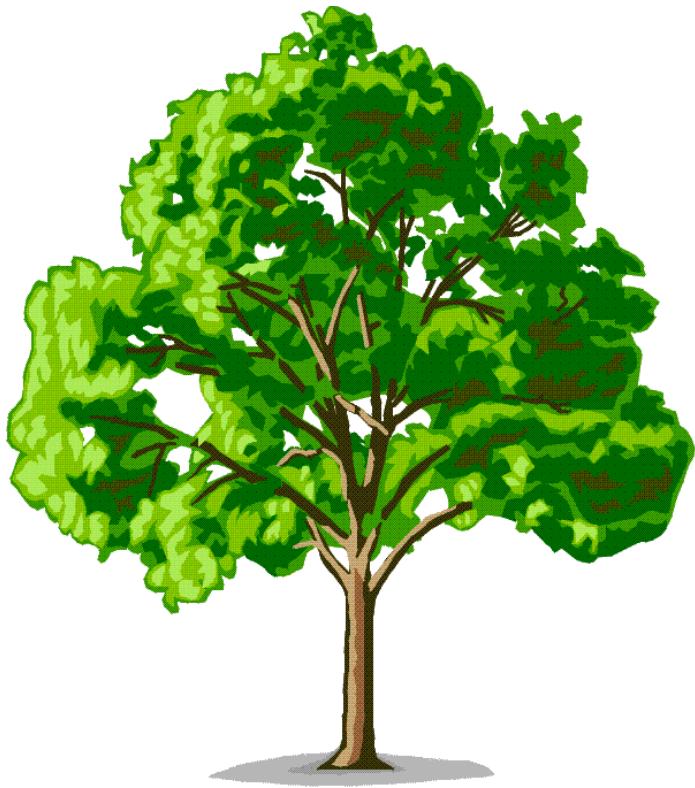
## Academic Award: Star Learner Award



School Guidelines	<ul style="list-style-type: none"><li>• Up to 10 students per P2 class, regardless of citizenship status</li><li>• Baseline criteria: Demonstration of learning dispositions such as Perseverance, Adaptability and Enthusiasm</li><li>• MOE Edusave Merit Bursary (EMB): Recipients will be selected from Star Learner Award recipients (<i>Singapore Citizens only, as per MOE guidelines</i>)</li></ul>
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# P2 School-based Awards

## Academic Award - Gem Learner Award



School Guidelines	<ul style="list-style-type: none"><li>Up to 5 students per P2 class, regardless of citizenship status</li><li>Baseline criteria: Improvement in learning dispositions such as Perseverance, Adaptability and Enthusiasm</li><li>Recipients will be different from those receiving the "Star Learner Award", to recognise a wider range of students</li></ul>
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# Learning Dispositions for Star / Gem Learner Award

No.	SPARKLE Value	Actions/Behaviours
1.	<b>Perseverance</b> <ul style="list-style-type: none"><li>• Resilience and grit</li></ul>	<ul style="list-style-type: none"><li>• The student works independently.</li><li>• The student works towards learning goals in a determined and disciplined manner.</li></ul>
2.	<b>Adaptability</b> <ul style="list-style-type: none"><li>• Open-mindedness</li></ul>	<ul style="list-style-type: none"><li>• The student is open to learning in a new situation.</li><li>• The student acts on feedback and uses it to improve performance.</li></ul>
3.	<b>Enthusiasm</b> <ul style="list-style-type: none"><li>• Joy of learning</li><li>• Curiosity</li></ul>	<ul style="list-style-type: none"><li>• The student participates actively in lessons across subjects.</li><li>• The student listens attentively and actively.</li><li>• The student asks questions relevant to the area of learning.</li><li>• The student seeks clarification when in doubt.</li></ul>

# Non-academic Awards (School- based)

## Character Award

Primary 1 – Primary 6

Attain Conduct Grade of “ Very Good” and above

- Demonstrated aspects of the school values, particularly **Kindness** and **Responsibility** on a sustained basis
- The student must be a role model in his/her conduct, behaviour and actions, and attitude to others

## Non-academic Awards (School)

### Talent Award

Primary 1 – Primary 6

Attain Conduct Grade of “Good” and above

- Achievements in local/ national/ international competitions
- Talent Identification by National Body

# P2 MOE AWARDS

(Acad)

- EMB and GPA

(Non- Acad)

- ECHA AWARD
- EAGLES Award (21CC)

## Academic Awards: MOE Edusave Awards

Edusave Merit Bursary (EMB)	Edusave Good Progress Award (GPA)
Singapore Citizens	Singapore Citizens
<p>Students who consistently demonstrated positive learning dispositions in the course of the year, have demonstrated good conduct and whose monthly household income does not exceed \$7,500 (or per capita income does not exceed \$1,875).</p>	<p>Students who do not qualify for Edusave Merit Bursary, but showed the greatest improvement in learning disposition in the course of the year and have demonstrated good conduct.</p>

# Academic Awards: MOE Edusave Awards - Primary 2

	<b>Edusave Merit Bursary (EMB)</b>	<b>Edusave Good Progress Award (GPA)</b>
Eligibility	Singapore Citizens	Singapore Citizens
Who it recognises	Students who consistently demonstrate positive learning dispositions and good conduct	Students who show the greatest improvement in learning dispositions and good conduct
Household income criteria	Monthly household income $\leq \$7,500$ or per capita income $\leq \$1,875$	Not applicable
Focus	Consistent effort and positive learning attitudes	Growth and improvement over the year

# Non-Academic Awards: MOE Edusave Awards

EAGLES E21CC	EAGLES (Achievement, Good Leadership & Service) Award & EAGLES E21CC	Edusave Character Award (ECHA)
P1 & P2	P3 to P6	P1 to P6
Singapore Citizens	Singapore Citizens	Singapore Citizens
Attain Conduct Grade of " Very Good" and above	Attain Conduct Grade of " Very Good" and above	Attain Conduct Grade of " Very Good" and above
<ul style="list-style-type: none"> <li>Students who have demonstrated good conduct, and 21st Century Competencies in a consistent and exemplary manner.</li> </ul>	<ul style="list-style-type: none"> <li>Students who have demonstrated leadership qualities, service to community and schools, excellence in non-academic activities, and good conduct.</li> <li>4 areas: Achievement, Leadership, Service, E21CC</li> </ul>	<ul style="list-style-type: none"> <li>Students who demonstrate exemplary character and outstanding personal qualities through their behaviour and actions.</li> <li>The nominee will be selected from the recipients of the Character Awards OR</li> <li>Students who demonstrate resilience at an exceptional level and possess a high adversity quotient may be considered for this award.</li> </ul>

# Non-Academic Awards: MOE Edusave Awards

	EAGLES (E21CC)	EAGLES Award	Edusave Character Award (ECHA)
Levels	Primary 1 – Primary 2	Primary 3 – Primary 6	Primary 1 – Primary 6
Citizenship	Singapore Citizens	Singapore Citizens	Singapore Citizens
Conduct Requirement	Conduct grade of Very Good and above	Conduct grade of Very Good and above	Conduct grade of Very Good and above
What it recognises	Consistent and exemplary demonstration of 21st Century Competencies and good conduct	Achievement in Leadership, Service, Non-Academic Excellence, and good conduct	Exemplary character and outstanding personal qualities
Key focus areas	21CC (e.g. resilience, responsibility, collaboration)	Achievement, Leadership, Service, E21CC	Character, values and behaviour
Special notes	–	–	Nominees are selected from Character Award recipients, OR students who demonstrate exceptional resilience and high adversity quotient



# Reminders & Alerts



# Reminders and Alerts

## Punctuality for School

- All students are expected to be in school **by 7.35 a.m.** for attendance-taking.
- Students who arrive at the school foyer **after 7.35 a.m.** will be recorded as **late**.
- Recording and counting of late-coming occurrences **commenced on 19 January 2026**.

# Reminders and Alerts

## Personal Items

- To help students stay focused, personal items such as toys or trading cards should not be brought to school unless permission has been given.
- When such items are brought without permission, the school may keep them and will follow up with students and parents where necessary.

*These guidelines help create a focused and safe learning environment for all students.*

# Reminders and Alerts

## Mobile Devices

- The school does not allow students to bring mobile devices to school unless permission has been granted by the school. Students will bear responsibility for safekeeping devices, and the school will not be responsible for the loss of any of these items.
- *\*Mobile devices refers refer to mobile phones, tablets, laptops and smart watches.*

# Reminders and Alerts

## Going on Leave

- The school **does not grant approval** for leave of absence during school terms and **strongly discourages** students from missing curriculum time.
- Parents are requested to **inform the school or Form Teacher(s)** of the dates and reasons for the absence, **for record purposes**.
-

# Reminders and Alerts

## Drinking of Plain Water in School

- As there is **no drinks stall** in the school canteen, students are encouraged to bring their **own water bottle** daily.
- Please remind your child to **label the water bottle** with his/her name and class, in case it is misplaced.
- Students are reminded to **refill their water bottles** at the water coolers around the school.
- For hygiene reasons, students should **not drink directly from the water coolers**.



# Reminders and Alerts

## No-Frills Birthday Celebrations

- **Our Objectives**
  - Cultivate a culture of **simplicity and appreciation**
  - Promote a **healthy lifestyle**
  - Safeguard children's **safety and well-being** (e.g. food allergies)
- **How parents can support**
  - No birthday cakes, food items or tidbits
  - No goodie bags or gift packs
- **What Form Teachers will do**
  - Lead the class in singing a birthday song
  - Facilitate a short conversation on birthday wishes and gratitude

# Reminders and Alerts

## No Entry Period for Parents and Authorised Adults

To ensure the **smooth and safe dismissal** of students, parents and authorised adults are **not permitted to enter the school** during the following period:

- **15 minutes before and 15 minutes after dismissal**
- **1.10 p.m. – 1.45 p.m., Mondays to Fridays.**

# Reminders and Alerts

## Dismissal Arrangement

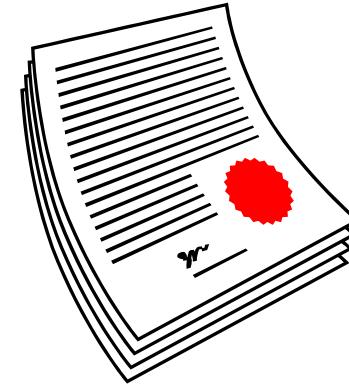
- Dismissal time: 1.25p.m.
- They are not allowed to go home on their own.
- They must be picked by a parent / authorized adult.
- Please alert the Form Teachers if your child is going home on his/her own or accompanied by an older sibling.



# Reminders and Alerts

## Share information with the school.

- Medical Records
- Doctor's Report
- Legal Court Documents



**Make sure that your child brings to school the prescribed medication for the specific medical condition.**

- Please note that the school is not allowed to administer medication to your child. The school staff can help to supervise your child while he/she is taking the prescribed medication independently.

# Some Key Issues



When someone says or does something *unintentionally* hurtful and they do it once, that's  
**RUDE.**

When someone says or does something *intentionally* hurtful and they do it once, that's  
**MEAN.**

When someone says or does something *intentionally* hurtful and they *keep doing it*—even when you tell them to stop or show them that you're upset—that's  
**BULLYING.**

Let's have a  
shared  
understanding.

# Some Key Issues

**ADVISORY TO PARENTS:** Should there be an incident between your child and another student, do not approach or confront the other child or the parent. Bring it to the attention of your child's Form Teacher or Year Head and the school will look into the matter.

## Examples of Issues among Young Children

- | Unintentional gestures/movements | Rough play or behavior |
- | Name-calling and teasing | Queue-jumping | Broken or spoilt items |
- | Loss of items | Exchange of items in school |
- | Taking things without permission | Accidental marker-marks |
- | Disorderly behaviour on the school bus |



# Some Key Issues

**Always remain contactable.**

**Always let the Form Teachers and the school  
have your current contact number.**



# Supporting One Another

## Students with Challenging Behaviours

- Our school is inclusive and supports students with diverse needs.
- Some students may require additional guidance and support.
- The school works with parents and students to manage situations thoughtfully.
- Patience and understanding from the school community are appreciated.

# Supporting Your Child

## Managing Academic Workload

- To help children manage their learning effectively, parents are encouraged to:
  - **Check the Student Handbook daily** for homework assignments and messages, and acknowledge by signing.
  - **Check the school bag daily** for homework, completed work and items sent home for signing.
  - Support a **manageable school bag** by reminding your child to pack only necessary materials.



# Supporting Your Child

## Fostering a Culture of Simplicity

- To help children develop healthy values and responsible habits, we encourage parents to:
  - avoid letting children bring **expensive or valuable items** to school
  - provide **appropriate pocket money**, so children learn to spend responsibly



# Supporting Your Child



The best thing you can do  
for your kids is to stop  
doing so much for them.  
Teach them how to  
clean their own space,  
do their own laundry,  
make their own food  
and think for themselves.  
They'll thank you someday.

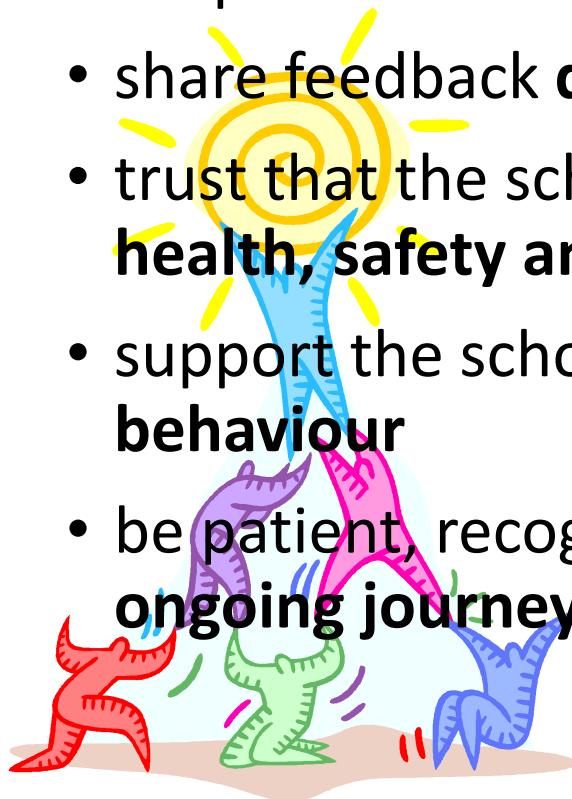
-Brooke Hampton

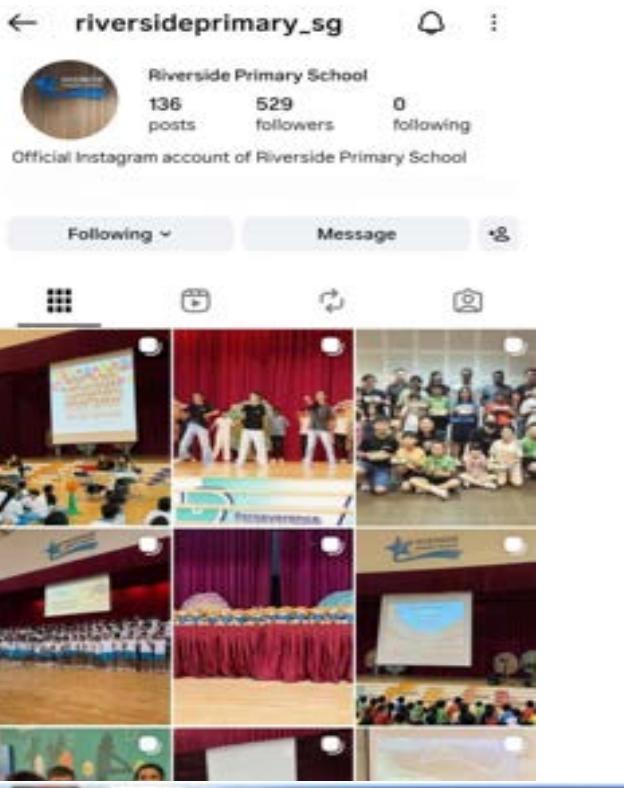
## Developing Independence

- To support your child's growing independence, we encourage parents to:
  - allow children to take responsibility when they forget their items, rather than sending them to school
  - let children complete their own work, offering guidance and encouragement instead of doing it for them

# We are on the Same Team!

- **Strengthening Our Home–School Partnership**
- We strive for a home–school partnership grounded in **mutual respect, trust and collaboration.**
- As partners, we encourage parents to:
- keep communication channels **open and respectful**
- share feedback **directly with teachers and the school**
- trust that the school will **never compromise students' health, safety and learning**
- support the school in its role to **care for and guide students' behaviour**
- be patient, recognising that **education is a gradual and ongoing journey**





Riverside Primary School, Singapore

3.4K likes • 3.8K followers

# We are on Facebook & Instagram!

- The page features photographs that celebrate our Riverians and their **learning and growth**.
- Parents who prefer their child **not to be featured** are requested to inform the school through their child's **Form Teacher**.
- For **urgent matters**, please contact the school's **General Office at 6365 4490**, rather than leaving a comment or message on the Facebook page.
- Comments or messages left on the Facebook page **may not receive an immediate response**.

# Queries received from Parent Gateway



***How would the CCA selection be like for the students when they start P3 - When do they have to indicate their choice? How do they go about it? Would there be CCA trial sessions?***

## Co-Curricular Activities (CCA)

### When and How Students Can Opt In

#### 1. What happens before CCA selection?

At Primary 3, the school organises a **CCA Fair**

The CCA Fair allows Primary 3 students to:

- learn about the different CCAs offered in the school, and
- gain a better understanding of what each CCA involves before making a choice.

#### 2. How do students choose a CCA?

After the CCA Fair, the **CCA Online Option Exercise** will be conducted for Primary 3 students.

Details and instructions for the option exercise will be shared with parents via **Parent Gateway** at the appropriate time.

During the option exercise, students will be asked to indicate **three CCAs** that they are interested in joining.

These **are not ranked as “first”, “second” or “third” choices**.

Instead, the three selections help the school understand each child’s interests and allocate CCAs in a balanced manner.

Once a student has been assigned to a CCA, he or she is expected to commit to the CCA for at least one year, as regular participation is important for meaningful learning and development.

# CCA Options

Sports	Visual & Performing Arts	Clubs & Societies	Uniform Group
Badminton	Art and Design	Chefs Club	Scouts
Basketball	Choir	Environmental Science Club	
Floorball	Modern Dance	PLAY Club	
Football	String Ensemble		
Netball	Theatre		

## When does CCA start?

At the lower primary levels, students are **not required to opt for a CCA**.

The focus during these years is on helping children:

- settle into school routines,
- develop foundational skills, and
- build confidence through classroom and school-wide experiences.

**Formal CCA participation begins at Primary 3.**

**Consider your child's interests, aptitude and time commitment when choosing a CCA**

*How would the school be preparing the P2 students this year, so that they would be ready to take formal assessments in P3 next year?*

## Preparing for Primary 3

- A gradual and age-appropriate approach in Primary 2
- Strong foundations in literacy, numeracy and learning habits
- Low-stakes assessment experiences within lessons
- Readiness for Primary 3 assessments with confidence

# ***How much homework is given in each week. How do you support children who learn at different paces?***

## **Homework Time Expectation (Primary 1 & Primary 2)**

Plan homework by **time**, not quantity

Allocate **up to about 20 minutes per subject per day**

English

Mathematics

Mother Tongue

Design tasks to be **short, focussed and purposeful**

Do **not** expect completion of all tasks if the child is **overly tired or distressed**

Encourage parents to **inform the Form Teacher** if homework regularly exceeds the expected time, so that **support and adjustments** can be made

*How frequent should we check if there's any assignments assigned to my child from MIMS portal since he has no access to gadgets yet?*

## Online Assignments

- Parents **do not need to check online assignments daily** for Primary 1 and Primary 2 students.
- Teachers will **inform students clearly in class** when an assignment is given and remind them to inform their parents.
- Important assignments and reminders will also be **communicated to parents through class communication channels.**

*Does the school provide learning support programs for students who are learning at a slower pace?*

## **Supporting Learners with Diverse Needs**

- Learning at a slower pace does not automatically mean a student requires a learning support programme.
- Teachers plan lessons to cater to **different learning needs/profiles** within the class.
- Professional judgement guides how instruction and support are provided.

*Teachers monitor students' progress closely and will follow up with parents when additional support is needed.*



P2

# Academic Subject Learning



# English Language

## Strategies for English Language Learning and Reading (STELLAR)

- Focused on **children's interaction** rather than on teacher talk
- Filled with **various reading materials** for children's use
- English language learning is achieved through:
  - **vocabulary** learnt in books
  - **expression of thoughts** in oral and written forms
  - **discussions** with peers and the teacher
  - **informal peer interaction**



# English Language

## Six Areas of Language Learning

**Listening** and  
Viewing

**Reading** and  
Viewing

Language  
Skills

**Speaking** and  
Representing

**Writing** and  
Representing

Grammar

Vocabulary

Knowledge  
about Language

# Primary Two Learning Outcomes

## English Language



### Listening

- Listen attentively and identify relevant information.

### Speaking

- Speak clearly to express their thoughts, feelings and ideas.
- Build on others' ideas in the conversations or discussions respectfully.



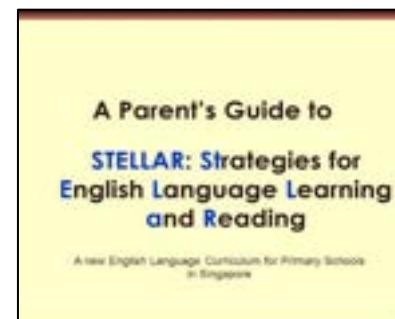
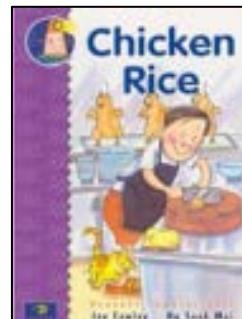
# Primary Two Learning Outcomes

## English Language

Listening and Viewing	Reading and Viewing
Speaking and Representing	
	Writing and Representing

### Reading

- Read multi-syllabic words accurately.
- Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression.
- Understand Primary 2 texts (e.g. STELLAR texts) and are able to identify the big ideas in the texts and recall sequence of main events.



# Primary Two Learning Outcomes

## English Language



### Writing

- Apply basic spelling strategies using knowledge about phonic elements and spelling rules.
- Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately.

# Reporting Student Progress

## P2 English Language



### Levels of Attainment

Level 1	Level 2	Level 3	Level 4
Starting	Approaching	Meeting	Exceeding

Teachers will gather information on students' learning progress through:

- daily teaching and learning activities,
- daily observations, and/or
- student's work from workbook or activity book.

# P2 Learning Experience

## Blue Pea



After reading the STELLAR Big Book ***"A Day in the Kitchen with Grandma"***, students will engage in an authentic language experience by observing how the blue pea flower changes colour.

# P2 Learning Experience

## Life Cycle of a Butterfly

"

- After reading the STELLAR Big Book "*A Butterfly Is Born*", students will observe a caterpillar growing into a butterfly.
- Through this hands-on experience, students learn about the **life cycle of a butterfly**.



# P2 Learning Experience

## Roti Prata



- After reading the STELLAR Big Book "***Roti Prata***", students will learn about its origin, background and preparation, including how the prata man flips the dough.  
Students will then create their own “prata” using clay to **deepen learning through hands-on experience.**

# P2 Learning Experience

## Magnets



- After reading the STELLAR Big Book "**Magnetic Max**", students will explore different types of magnets and investigate which objects they are attracted to.
- This hands-on activity helps students build understanding through **active discovery**.



# P2 Learning Experience

## Sending a Postcard



- After reading "***Postcard to David***", students engage in an **authentic writing task** to understand the features of a postcard and the use of Singapore stamps.



# P2 Reading Programme

- **BEAR Programme**  
**Be Enthusiastic About Reading**  
**Programme**
  - Reading Log/ Book review
  - Reading badges
  - Avid Readers Certificates
- Monthly library activities and display in library with quizzes



# Speak Good English Movement (SGEM @RSP)



## Monthly Activities

- Engaging during morning announcements for common English language misconception done by English Ambassadors
- Interactive video and quiz booths during recesses
- Quizzes on SLS

# Digital Learning

## Digital Tool Innovation

- Effectively introduced students to educational technology
- This is done through:
  - Book Creator for Show and Tell projects,
  - Padlet for collaborative writing, and
  - SLS for home-based learning.



# How can I support my child?

## Reading Support

Establish daily reading routine using age-appropriate books

Read/Watch the news

Focus on basic word recognition

## Speaking and Listening Development

Engage in regular conversations

Encourage them to express their thoughts, feelings and ideas clearly

Read stories together and ask questions

## Writing Practice

Practise letter formation

Ensure proper placement, sizing and spacing

# How can I support my child?

## Digital Learning Support

Familiarise yourself with the digital tools your child uses at school (SLS, Padlet, Book Creator)

Ensure balanced screen time, reinforce good screen habits

## Consistent Encouragement

P2 students are assessed on four levels of attainment

Focus on your child's individual progress

Celebrate small achievements

Maintain regular communication with teachers

# Mathematics

The Mathematics curriculum aims to:

- Develop **joyful and productive learners** while learning mathematics concepts and skills in Mathematics.
- Develop **thinking, reasoning, communication, application and metacognitive skills** through a mathematical approach to problem-solving.
- Build **confidence and foster interest** in Mathematics



# P2 Mathematics Syllabus

## Numbers



- Numbers to 1000
- Addition and Subtraction
- Multiplication and Division
- Money
- Fractions

## Measurement and Geometry



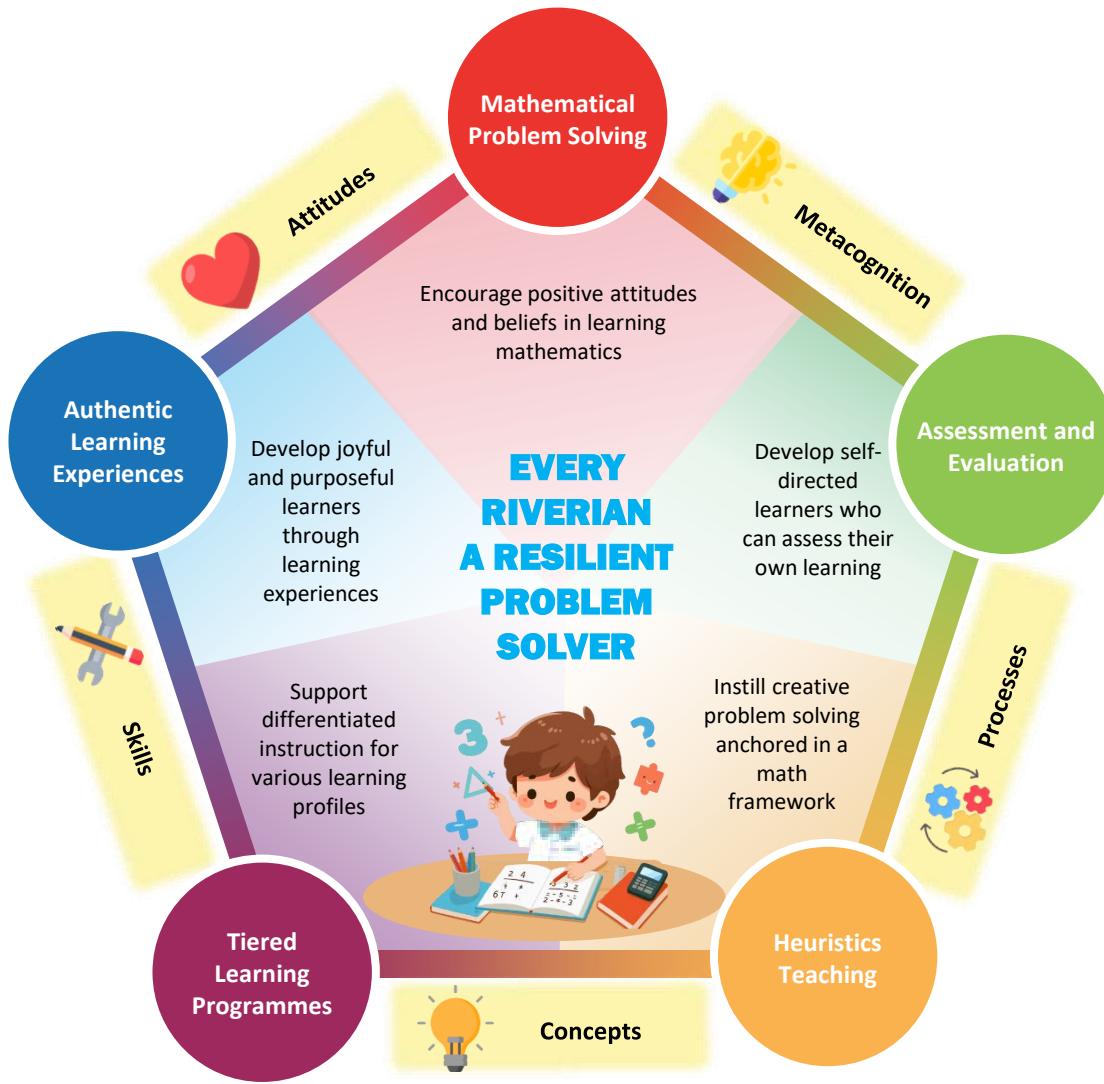
- Length
- Mass
- Volume
- Time
- Shapes

## Statistics



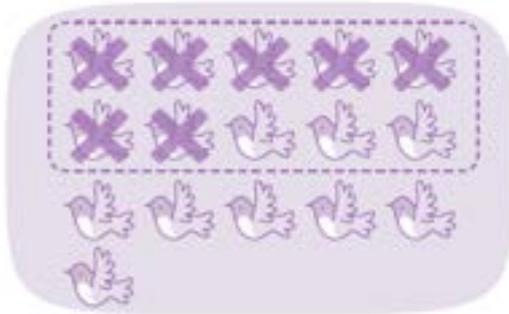
- Picture Graphs

# Mathematics in Riverside Primary



# Mathematics in Riverside Primary

## Concrete-Pictorial-Abstract Approach



$16 - 7 = \boxed{\phantom{00}}$

Concrete

Pictorial

Abstract

- To support students in learning with concrete manipulatives, each child will be given a math resource bag to keep the manipulatives that teachers will use during lessons.
- They may bring them home to play with, but please ensure they bring it back for lessons.

# Mathematics in Riverside Primary



# Mathematics in Riverside Primary

- Koobits is an online learning platform.
- Each Riverian is provisioned with a Koobits account for self-directed learning and revision.
- However, to manage screen time, Koobits is not as actively used in school compared to other levels.
- If you have any questions regarding Koobits, please reach out to your child's math teacher.



[www.koobits.com](http://www.koobits.com)

User ID: <child's name>@students.edu.sg

Password: koobits



# Mathematics in Riverside Primary

The screenshot shows the KooBits digital learning platform interface. At the top, there is a navigation bar with the KooBits logo, a 'School' dropdown, 'Home', 'Report', 'Leaderboard', 'Friends', 'Help', and a user icon. Below the navigation bar, the user profile of Daryl Chew from Riverside Primary School is displayed, showing 137 XP and a level up icon. A 'Daily Challenge' section features a yellow banner with the text 'Daily Challenge' and '10 personalized questions per day', accompanied by a hand holding a magnifying glass over a scroll icon. To the left, a vertical sidebar offers 'Brain Games', 'Events', and 'Story'. To the right, a sidebar shows 'My CPs' (1286), 'Koko Credits' (1286), and a 'Daily Bonus' icon. In the center, three main game modes are shown: 'Mission' (blue box with a rocket icon), 'Multiplayer' (orange box with two children and a speech bubble icon), and 'Assignment' (green box with a student writing icon). The background is a blue gradient with white clouds.

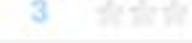
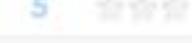
# Mathematics in Riverside Primary

KooBits School Home Report Leaderboard Friends Help

You have got 2 A-Stars Carry on!

3 10 20 30 40 50 60 70 (Total 273 skills)

Primary 1 Change Level ★ 6 / 36 Numbers to 10 Proficiency % High Score \*\*\*

Numbers to 10	High Score	Skill Name	Difficulty	Tutorial	Try Again
 1 ★★★ Count the number of objects	★★★★	Count the number of objects	★★★★		Try Again
 2 ★★★ Count to 10 in numbers	★★★★	Count to 10 in numbers	★★★★		Try Again
 3 ★★★ Count to 0	★★★★	Count to 0	★★★★		Practice
 4 ★★★ Count on to find 1 more	★★★★	Count on to find 1 more	★★★★		Practice
 5 ★★★ Compare two numbers within 10	★★★★	Compare two numbers within 10	★★★★		Practice
 6 ★★★ Write numbers to 10 in words	★★★★	Write numbers to 10 in words	★★★★		Practice
 7 ★★★ Compare the number of objects in two or more sets	★★★★	Compare the number of objects in two or more sets	★★★★		Practice

Numbers to 10  
Addition  
Subtraction  
Shapes  
Shapes (Word Problem)  
Ordinal Numbers  
Ordinal Numbers (Word Problem)  
Ordinal Numbers (Challenging)

# P2 Mathematics Learning Outcomes

1. Understand numbers up to thousand.
2. Multiply and divide numbers within multiplication tables.
3. Compare and order objects by length, mass, or volume.
4. Solve mathematical problems involving addition and subtraction.
5. Identify, name, describe and sort shapes and objects.
6. Tell time to the minute.
7. Read and interpret picture graphs with scales.
8. Understand fractions.

# P2 Mathematics Learning Outcomes

Teachers will gather information on students' learning progress through:

- daily teaching and learning activities
- daily observations
- student's work from workbook or written tasks
- topical reviews and performance tasks



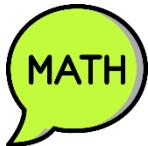
# P2 Mathematics Learning Outcomes

LEVEL: PRIMARY 2  
SUBJECT: MATHEMATICS

S/N	LEARNING OUTCOME	ATTAINMENT LEVEL			
		STARTING	APPROACHING	MEETING	EXCEEDING
1	Understand numbers up to thousand.	<ul style="list-style-type: none"><li>• Understands and counts numbers up to thousand with close guidance</li><li>• Rarely communicates and reasons mathematically</li></ul>	<ul style="list-style-type: none"><li>• Understands and counts numbers up to thousand some of the time</li><li>• Communicates and reasons mathematically some of the time</li></ul>	<ul style="list-style-type: none"><li>• Understands and counts numbers up to thousand most of the time</li><li>• Communicates and reasons mathematically most of the time</li></ul>	<ul style="list-style-type: none"><li>• Understands and counts numbers up to thousand almost all of the time</li><li>• Communicates and reasons mathematically almost all the time</li></ul>
2	Multiply and divide numbers within multiplication tables.	<ul style="list-style-type: none"><li>• Grasps and uses multiplication and division concepts with close guidance</li><li>• Rarely communicates and reasons mathematically</li></ul>	<ul style="list-style-type: none"><li>• Grasps and uses multiplication and division concepts some of the time</li><li>• Communicates and reasons mathematically some of the time</li></ul>	<ul style="list-style-type: none"><li>• Grasps and uses multiplication and division concepts most of the time</li><li>• Communicates and reasons mathematically most of the time</li></ul>	<ul style="list-style-type: none"><li>• Grasps and uses multiplication and division concepts almost all of the time</li><li>• Communicates and reasons mathematically almost all of the time</li></ul>
3	Compare and order objects by length, mass, or volume.	<ul style="list-style-type: none"><li>• Measures, compares and orders length, mass or volume of objects with close guidance</li></ul>	<ul style="list-style-type: none"><li>• Measures, compares and orders length, mass or volume of objects some of the time</li></ul>	<ul style="list-style-type: none"><li>• Measures, compares and orders length, mass or volume of objects most of the time</li></ul>	<ul style="list-style-type: none"><li>• Measures, compares and orders length, mass or volume of objects almost all of the time</li></ul>

Parents will receive a report each semester that shares their child's **Mathematics learning progress, strengths and areas for growth.**

# How can you support your child?



## Bring in math into daily activities at home!



### In the kitchen

- How many eggs are there?
- Which bag is heavier?
- How can we share this packet of nuts?



### In the supermarket

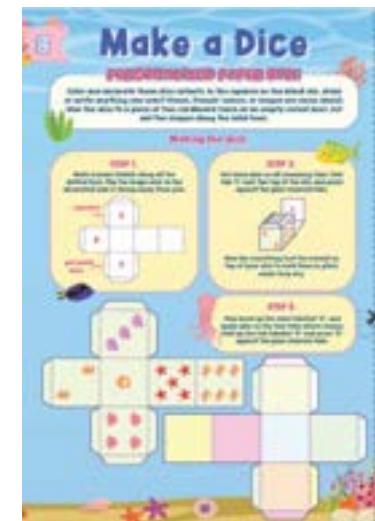
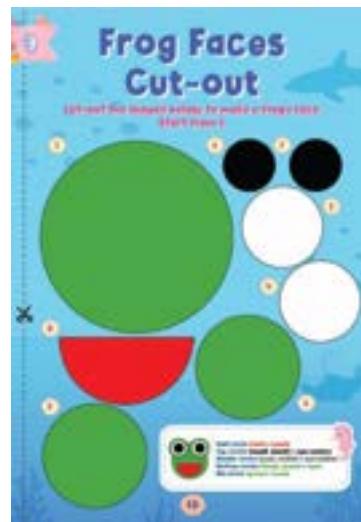
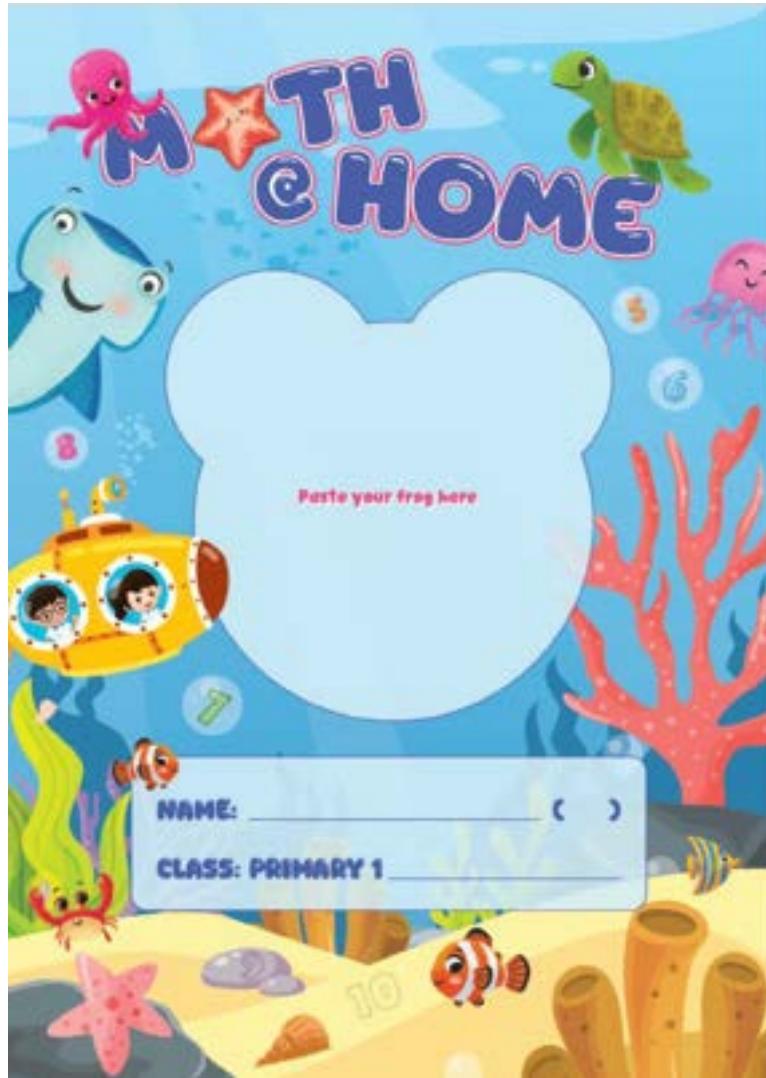
- How much is the carton of milk?
- Which is more expensive?
- How much change will we get?



### At home

- Can you help to sort the laundry by whites and colours?
- How many plates do we need?
- What time is it now?
- Play board games and card with them.
- Build Lego to develop spatial visualisation.

# How can you support your child?

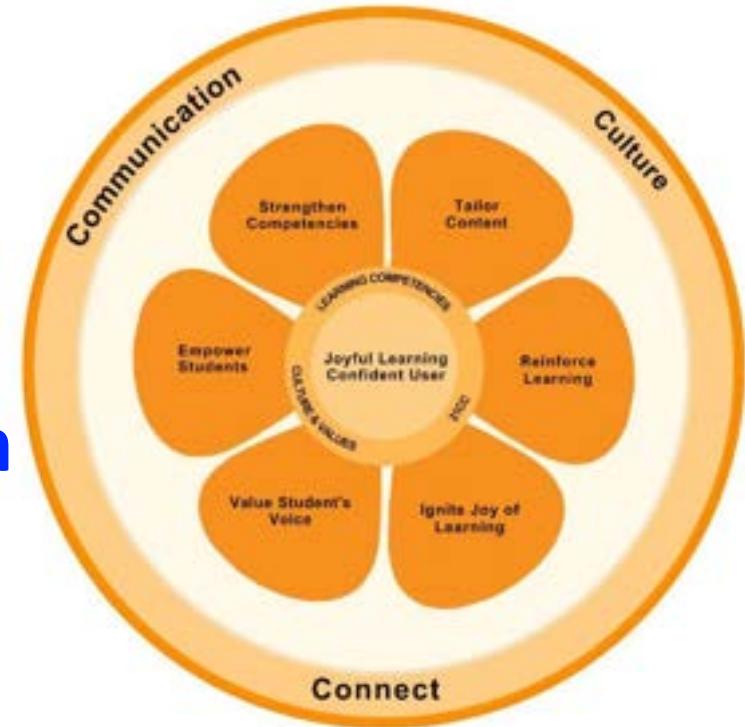


Math@Home  
activity book for  
the June holidays

# Mother Tongue Language

## 2024 Primary MTL Curriculum Framework

The MTL curriculum places greater emphasis on helping students **experience the joy of learning**, so that they are motivated to **enjoy and learn MTL for life.**



2024 New Primary MTL Curriculum Framework



# Mother Tongue Language

## Key Feature #1

Greater emphasis on 21st century competencies



Textbook

### Cross-Cultural Literacy

- Learning about the making of lumpia (Philippines' version of popiah)



Big Book

### Civic and Cross-Cultural Literacy

- Comparing spinning tops in Singapore and other countries (Malaysia, China and India)

# Mother Tongue Language

## Key Feature #2

Support students through visual, auditory and kinesthetic learning methods



### TL Digital Resource: Reading Pen

- Reinforce learning of TL letters
- Learn correct pronunciation of letters
- Promote self-directed learning
- Create more joyful learning experiences



### Printed Resource: Spot the Difference Game

- To learn by playing
- To improve word recognition by associating with pictures/visuals

# Mother Tongue Language

## Key Feature #3

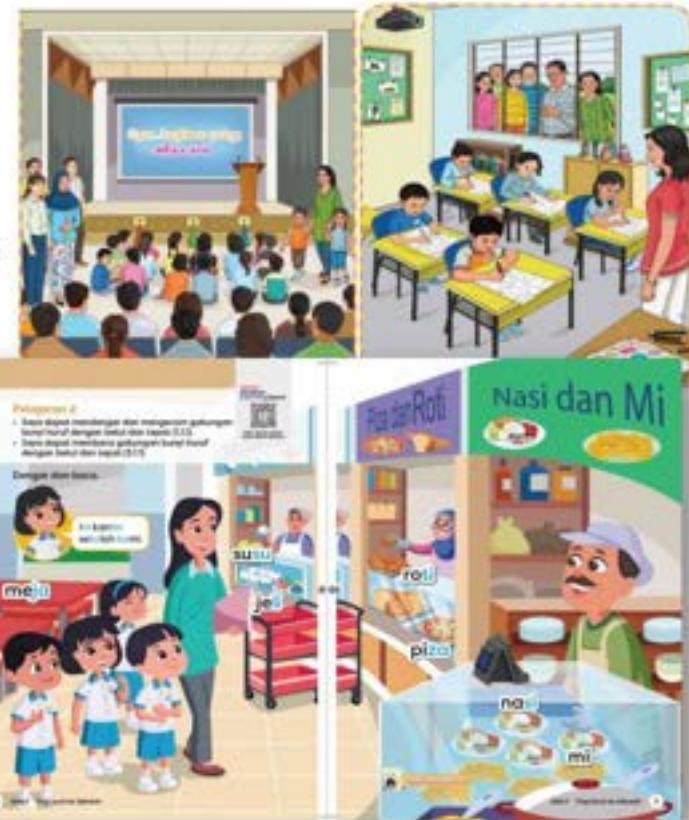
### Authentic contexts and materials

- Settings and contexts that students can relate to and to encourage them to use what they have learnt in their daily lives.



Textbook

- Students to describe and share their daily routines and good habits with their friends.



- Students to learn about canteen food and vocabulary they can use in conversations.

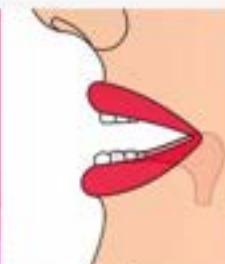
# Mother Tongue Language

## Key Feature #4

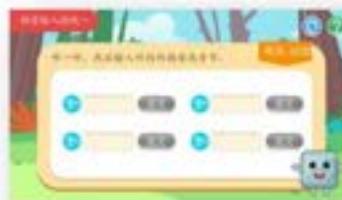
Use of technology to sustain interest and encourage self-directed learning



CL Digital Resource: Hanyu Pinyin Animation



TL Digital Resource: Tongue Placement Videos



CL Digital Resource: Hanyu Pinyin Games



TL Digital Resource: AR Experience



ML Digital Resource:  
Bridging Videos

# Primary Two

## Learning Experiences in Mother Tongue Language

### Objective:

Students will have a better understanding and appreciation of their MTL through various activities.

- MTL Fortnight Activities
- Cultural Programme



# Primary Two

## MTL Reading Programme

### Class Library

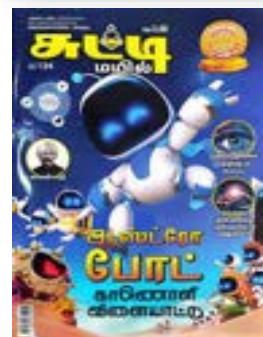
- Age-appropriate books



### Newspaper and Magazine

- 知识报 Zhi Shi Bao
- Mari Membaca magazine

Independent reading magazines  
(e.g. சுட்டி மயில் / தமிழ்  
முரசு) are introduced from P3  
onwards.



# Primary Two

## MTL Online Resources

Spark interest, Open minds, Appreciate cultural roots, Rise as a bilingual reader



# Primary Two MTL Online Resources

## Curriculum-Aligned Readers - CL

New series of supplementary readers specially curated for the different levels to reinforce learning and to promote a love for reading in MTL. Students are likely to be able to recognise and read most of the content as they are closely-aligned to curriculum standards.



# Primary Two

## MTL Online Resources

### Curriculum-Aligned Readers - ML

New series of supplementary readers specially curated for the different levels to reinforce learning and to promote a love for reading in MTL. Students are likely to be able to recognise and read most of the content as they are closely-aligned to curriculum standards.



# Primary Two

## MTL Online Resources

### Curriculum-Aligned Readers - TL

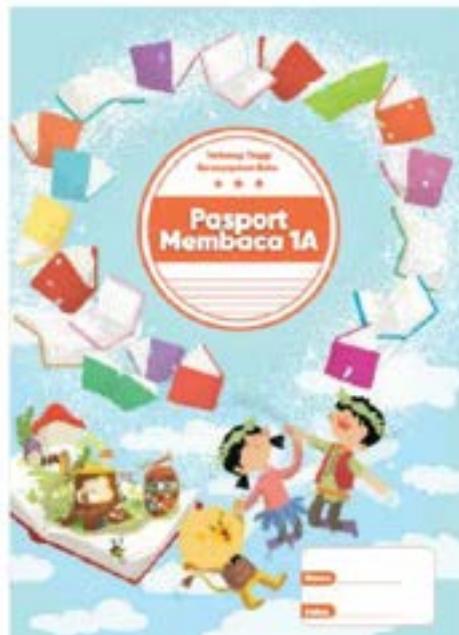
New series of supplementary readers specially curated for the different levels to reinforce learning and to promote a love for reading in MTL. Students are likely to be able to recognise and read most of the content as they are closely-aligned to curriculum standards.



# Primary Two MTL Online Resources

## Reading Passport

The Reading Passports are designed using gamified learning principles to make reading visible and cultivate positive reading habits in students. Printable versions of the Reading Passports are available for schools in 2026.



# Primary Two MTL Online Resources



e-Zhishi

For CL learning



Joy Reader

For ML learning



Vaandu portal

For TL learning



# Primary Two

## Supporting your Child in Learning MTL

- Speak to your child in MTL as often as possible
- Show interest in your child's MTL learning
- Learn with your child, learn from your child
- Have regular conversations with your child about his/her MTL experience in class
- Encourage and accompany your child to read MTL books or visit the library regularly
- Provide a conducive environment for learning MTL – set up a reading corner at home, watch suitable TV programmes in MTL



# Primary Two

## Supporting your Child in Learning MTL

Do	Avoid
<ul style="list-style-type: none"><li>• Believe that your child can learn and wants to learn</li><li>• Praise your child for his/her good effort and progress</li><li>• Set achievable goals with your child</li><li>• Communicate with your child MTL teacher on your child's progress at home</li></ul>	<ul style="list-style-type: none"><li>• Placing excessive attention on marks</li><li>• Making comparison between your child and other children's achievement</li></ul>

# Primary Two Learning Outcomes

## Mother Tongue Language

### Listening

- Listen attentively to short, simple spoken content related to daily life, identify the main idea and some details.

### Speaking and spoken interaction

- Speak with correct pronunciation using vocabulary and sentence structures from Primary 2 texts.
- Participate in short conversations related to daily life with some guidance.

# Primary Two Learning Outcomes

## Mother Tongue Language

### Reading

- CL: Recognise characters taught in Primary 2.
- ML: Recognise words taught in Primary 2.
- TL: Recognise letters and words taught in Primary 2.
- Read aloud Primary 2 texts with accuracy.
- Understand Primary 2 texts and are able to identify some details with guidance.

### Writing

- Write short sentence(s) about daily life with some guidance.

# Reporting Student Progress

## P2 Mother Tongue Language

### **Levels of Attainment**

Level 1	Level 2	Level 3	Level 4
Starting	Approaching	Meeting	Exceeding

# Reporting Student Progress

## P2 Mother Tongue Language

Teachers will gather information on students' learning progress through:

- daily teaching and learning activities
- daily observations
- student's work from workbook or activity book.

# Offering Higher Mother Tongue at P3 and P4 level

To further strengthen the learning of MTL from an early age, all primary schools can offer HMTL across the 3 official MTLs from P3 onwards starting 2022.

At the end of P2, we will use a set of qualitative descriptors based on the P2 MTL learning outcome to determine students' MTL proficiency. Students offering HMTL at P3 should be proficient in their oracy skills and demonstrate strong foundation for literary skills.

**Only selected students will be notified on the offering of P3 HMT at the end of the year 2026.**



# Thank You!

