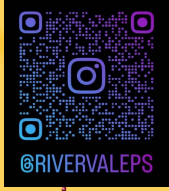



**Primary 2
Parent Engagement and
Subject Sharing Session**

Follow us on Instagram!



09 February 2026
3.30 p.m. – 5.30 p.m.



We will be starting the session shortly.


1

We seek your cooperation on the following:

 **No videography**
No photography 

All slides will be made available on the school website at a later time.

2



**P2 Parent Engagement
Session**

Video Conference Meeting Etiquette

1. Please turn off your video
2. Use earpiece for better audio clarity
3. Mute your microphone to minimize background noise for other participants.
4. Q&A session will be opened to the floor only after the presentation.
5. During the Q&A session, please type your questions using the chat function.

3

LOWER CONSORTIUM : YEAR HEAD TEAM

Year Head: Miss Poh Mei Cheng

Assistant Year Head: Mdm Ng Hwee Koon

4



Objectives:

- To communicate school direction and partner parents in the holistic development of Riverlites
- To inform parents about national curriculum, teaching methods, and educational goals
- To provide a platform for parents to dialogue and connect with Form Teachers

5

PROGRAMME

- School Leader's Address
- Sharing on:
 - Student Development and Student Well-Being
 - Information and Communication Technology (ICT) Matters
- Subjects:
 - i. Physical Education, Aesthetics and Music (PAM)
 - ii. English Language, Mathematics, Science and Mother Tongue Languages
- Q & A Session
- Interaction with Form Teachers (breakout sessions)

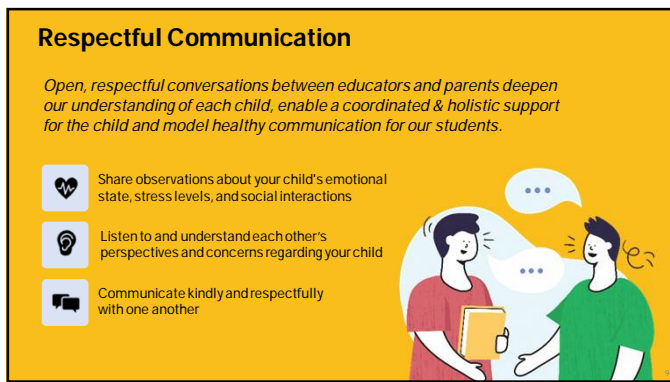
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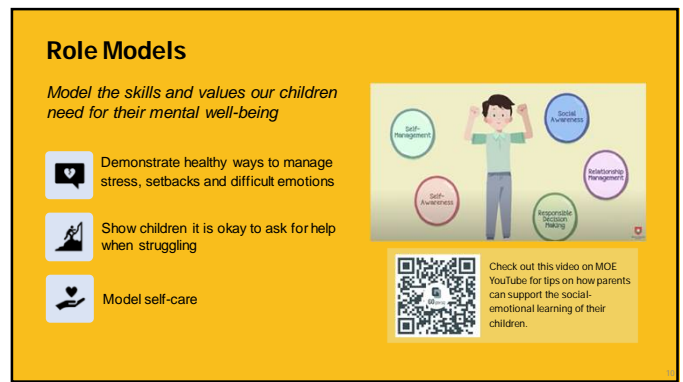
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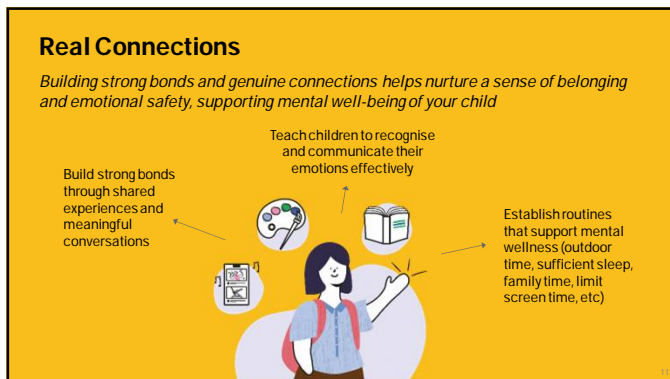
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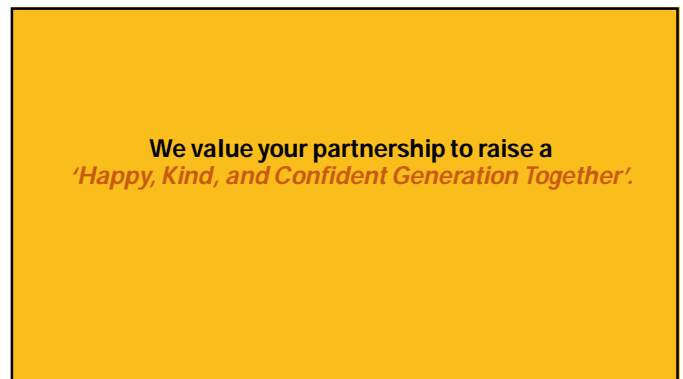
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10



11



12

School-Home Partnership

School

- Parent Engagement and Subject Sharing
- Inaugural Breakfast with Parents (0745 to 0845)
 - ☐ 12 May – P2
 - ☐ 13 May – P1
- Student-Led Conference
- Online Publications

Class

- Form and Subject Teacher Touchpoints

13

Grow Well SG: Four Habits for 2026



- A national health promotion strategy
- Aims to improve **preventive care** and encourage **healthier lifestyles**

Term 1

Learn Well

Put away phones one hour before bed.

Term 2

Sleep Well

Sleep 9 hours daily

Term 3

Eat Well

Eat a portion of fruit and vegetables daily

Term 4

Exercise Well

Exercise for 1 hour daily

14



Value statement of the Week

Term 1, Week 6

RESPONSIBILITY

I take ownership of my actions.

15

MOE's Engagement Charter



16

Highlights of 2026



Highlights of 2026

| | Primary 2 |
|---------------|---|
| Term 1 | <ul style="list-style-type: none"> • 16 Jan onwards: Modular CCA • 23 Feb onwards: P2 MT Oracy |
| Term 2 | <ul style="list-style-type: none"> • 22 Apr: Student-Led Conference • 27 Apr onwards: English Language Week- Character Parade • 18 May onwards: NESS and MT LJ |
| Term 3 | <ul style="list-style-type: none"> • 03 Sep: Teacher's Day Celebration |
| Term 4 | <ul style="list-style-type: none"> • 01 Oct: Children's Day Celebration + Sports Carnival • 04 and 05 Nov: P2 Math Carnival |



17

18

Key Dates 2026

| Primary 2 | |
|-----------|--|
| Term 2 | • 22 Apr (7.30am – 1.30pm): Student-Led Conference |

- Face-to-Face with parents
- Booking for SLC will be sent via PG nearer to the date.



19

Student Well-Being



20

Understanding Mental Health and Well-Being

21



What is Mental Health?

Good mental health is more than just the absence of mental illness.

It refers to a state of well-being where we **realise our potential** and can **cope with the varying emotions and normal stresses** that we all experience in our daily lives.

22

Primary 1 and 2

During CCE (FTGP) lessons, students will be taught:

Managing Thoughts, Feelings & Behaviour

- Understanding and managing emotions
- Identifying and strengthening personal character traits
- Building confidence and self-awareness

Building Positive Relationships

- Developing empathy and care for others
- Embracing diversity and accepting differences

Overcoming Challenges; Managing Changes and Transitions

- Managing change and new experiences
- Developing coping strategies for various situations

Managing Disappointment- Be Positive!

When we feel disappointed, we can help ourselves feel better by choosing positive thoughts...

Write down what I can think or say to myself when I feel disappointed.



Taken from P2 CCE Journal P.8

An example of a lesson in guiding pupils to manage their emotions. Parents can share their own experiences to model positive ways of managing emotions.

23

Extending CCE beyond school

Explore the Mental Well-being messages with your child

Every child will have a CCE (FTGP) Journal.

We encourage parents to participate in the "Family Time" activities inside the journal with your child to reinforce their learning.



An example of a Family Time Activity taken from the P2 CCE Journal (P.12)

Family Activities
Do we need?

1. Share with your parent/guardian about times when you felt anxious, tense, nervous or shy. Write down your experiences too.

| Have you and your parent/guardian experienced anxiety in any of the following situations? | You | Your Parent / Guardian |
|---|-----|------------------------|
| We did something for the first time e.g. performed on stage. | | |
| We took a test or examination. | | |
| We went for an injection. | | |
| Any other situation: | | |

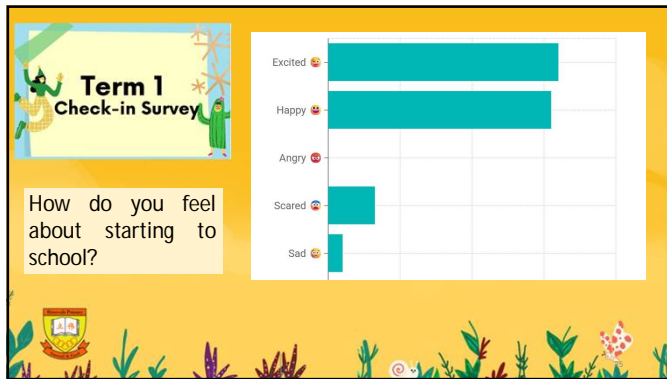
2. Choose one situation when both of you experienced anxiety. Find out if both of you felt and reacted in the same way. Tick (✓) the relevant boxes.

| We felt the same way in our bodies e.g. our hearts beat faster. | We reacted in the same way e.g. we kept away from others. |
|---|---|
| | |

We discussed together:

Notes: (Teacher's signature)

24



25

Concerns from P2 Students

| No. | Concerns |
|-----|---|
| 1. | Being ready for school What do I need to do? |
| 2. | How to make friends? |
| 3. | Who can I approach for help? |

- Generally, students were excited and happy to be back in school after the long Nov-Dec holidays.

26

Supporting Student Well-Being

2. Equipping students with skills to cope with expectations

- FTGP
- 1-to-1 Interaction with FT
- Support from the Senior School Counsellor

27

Supporting Student Well-Being

1. Completion of homework

- Homework Policy (less than 5 hours a week)
- Allowance to submit homework by teachers when necessary

28

Student Development: GROWTH mindset

29

Why GROWTH Mindset?

- Growth Mindset focuses on the importance of **embracing challenges, persisting in the face of obstacles** and **learning from mistakes**.
- By changing the way students think, we can change the way they learn. We want them to **enjoy learning** and continue to learn beyond the formal curriculum.

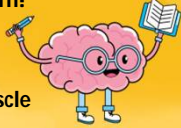

30

2025(P1)

1. Everyone Can Learn!
2. My Brain is a Muscle That Grows

2026(P2)



1. My Brain is a Muscle That Grows
2. I Can't Take Care of Others If I Don't Take Care of Myself


31

Promoting GROWTH

Mindset at home...







- 1. Tell Your Child How Their Brain Works**
When a child learns that their **brain will continue to learn and grow**, they're more likely to let that happen, rather than accepting that they can only learn or know so much.
- 2. Be A Growth Mindset Role Model**
To help your child develop a growth mindset, you should model one, **yourself**.
- 3. Praise Your Child's Effort**
Focus on the process. If children learn that only the outcome matters and not the effort behind it, they'll never think they can do more or try harder to change that outcome.



32

Sharing by ICT HOD



33

Education Technology in RIVPS

Purpose

- Support and engage students in their learning
- Promotes collaboration, communication and critical thinking
- Prepare students for digital future







34

Education Technology in RIVPS

Key Initiatives

- In-class or blended learning
- Use of a variety of digital tools e.g. SLS
- Meaningful integration of technology to enhance learning
- Advocating cyber wellness to ensure responsible digital use



35

Education Technology in RIVPS

Parents' Support

- Encourage responsible use of devices at home
- Monitor online activities and reinforce good digital habits
- Engage in conversation about what they are learning with education technology (Ed Tech)






36

Cyber Wellness

- Children are going online from a younger age
- Higher frequency in exposure to harmful content

Parents might not be aware, but...

| | | |
|--|---|--|
| 1 in 3 children has chatted with strangers online | 1 in 3 children has been exposed to pornographic materials | 1 in 4 children has overshared their personal information |
|--|---|--|

Source: MLC-TOUGH Parent Child Poll Findings (30 Nov 2023)

37

Cyber Wellness

- **App age ratings (App Store):**
12+ — WhatsApp, Instagram, Roblox
- **Reality:**
Many children access social media earlier than recommended.
- **Research links early screen use to:**
 - Poor sleep quality
 - Sedentary behaviour
 - Obesity
 - Mental health & well-being concerns

38

Cyber Wellness

- **Cyber Wellness**
Ability to navigate cyberspace safely and responsibly
- **Through the CCE curriculum, students learn to:**
 - Use ICT for positive purposes
 - Maintain a positive online presence
 - Stay safe and responsible online
- **Outcome:**
Balanced screen use, online safety, and positive digital behaviour

39

Primary 1 and 2

During CCE(FTGP) lessons, students will be taught:

- Basic online safety rules
- Cyber Contacts
- Importance of a balanced lifestyle
- Protecting personal information



40

Use of Generative Artificial Intelligence (GenAI)

- Pose risks when it is not used effectively
- Discourage children from relying on AI for social-emotional support
- Use of AI should be age and developmentally-appropriate
- P1 - 3: Little or not direct use of AI
- P4 - 6: AI tools are used occasionally and supervised by teachers

41

ICT Tools



42

Upcoming Parent Resources on Digital & Cyber Wellness

- To support parents in guiding children's safe and responsible use of technology, the school will be sharing a 4-part parent resource series:
- *Unlocking the first smartphone or watch*
- *Playing online games*
- *Accessing the first social media account*
- *Cyberbullying*



43

Thank You!

FOR YOUR SUPPORT



44

Break Time!
We will be back at 4p.m.



45

Sharing by
PAM HOD



46

Programme for Active Learning (PAL)

Developing a *joyful curiosity* to learn, express ourselves *confidently* and working *collaboratively* our friends



Our theme for P2: *The Little Travellers*



47

What make PAL lessons special?

Characteristics of a PAL Lesson

- Focus on Social and Emotional Learning (SEL) and values
- Driven by experiential learning
- Encompass learning in creative ways
- Engage in fun and enjoyable learning



48

The four key domains in our PAL Curriculum

P2 students learn through:

- 🏆 Sports and Games
- 🎭 Performing Arts
- 🌱 Outdoor Education
- 🎨 Visual Arts

49

Highlights

From the four domains of P2 PAL



The Little Travellers

50

Outdoor Education

- Neighbourhood Walk
- Seed-Planting



Sports and Games

- Winter Olympics
- Gymnastics



51

Visual Arts

- Creating a pizza
- Warli Art



Performing Arts

- Drama
- Music



52

How You Can Continue the PAL Journey at Home

- 👨👩👧👦 **Encourage exploration** - Let children lead nature walks or cooking activities
- 🎨 **Celebrate creativity** - Display their artwork and ask about their creative process
- 👨👩👧👦 **Practice collaboration** - Involve them in family projects and decision-making
- 💡 **Ask reflective questions** - "What did you discover today?" "How did that make you feel?"

53





Grow Well SG: Nurturing Active and Healthy Riverlites

A school-wide strategy to build
healthy habits in Riverlites



54

The Four Wells & Their Benefits

| | | | |
|--|--|--|--|
|  Learn Well Better focus, academic growth, and healthy digital balance. |  Sleep Well Memory consolidation, and emotional regulation. |  Eat Well Healthy growth, and reduced disease risk. |  Exercise Well Stronger bodies and sharper minds. |
|--|--|--|--|

55

Termly Focus to build healthy habits

| Term 1 | Term 2 | Term 3 | Term 4 |
|---|---|--|---|
| Learn Well | Sleep Well | Eat Well | Exercise Well |
| Limit recreation screen time to 2h daily. No screens 1h before bed. | Achieve at least 9 hours of quality sleep every single night. | Eat fruits/veggies 4+ days a week. Reduce packaged snacks. | Engage in active physical play for 7+ hours per week. |


56

Grow Well SG: Primary 2 Implementation

My Health Plan Booklet

- Contains personalised Lifestyle Prescription (LP) outlining potential lifestyle changes based HPB Health Check.
- LP is also accessible via Health Hub.

Parents' Role: Support your child in achieving the health milestones and complete Home Challenge activities



57

Habit Charts: Supporting Healthy Habits as a Class



Nurturing healthy behaviours: Tracking of student behaviours across four weeks during PE lessons.

Positive Peer Influence: Conducted as a class, students are able to encourage each other to build healthy habits.

58

Nurture the Environment at home

Practical Steps


Home environment: Adjust environment based on the term's "Well" (e.g., Reminder to sleep 9 hours a day; Provide a fruit bowl in Term 3).

Daily Engagement: Ask "What was on the class habit chart today?"; "What is this Term's focus on Grow Well SG?"; "Did you practise the healthy habit?"

HPB Healthy 365 app: For additional resources, practical strategies and links to healthy lifestyle programmes

59

Sharing by IP HOD



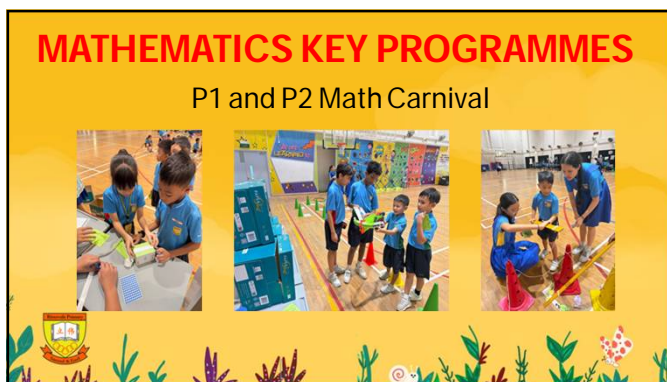
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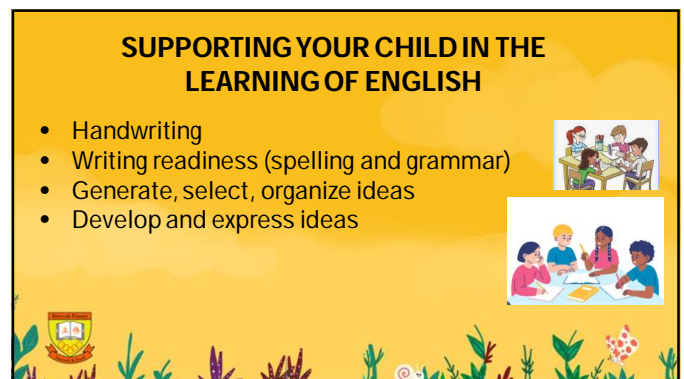
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64



65



66

SUPPORTING YOUR CHILD IN THE LEARNING OF MOTHER TONGUE

Cultivate the love of reading

- Visit the library or borrow e-books
- Read small readers together
- Let your child choose books of interest



Cultivate the love of reading MTL books, e.g. visit the library or borrow e-books

Encourage small daily steps

- Read simple signs or labels
- Listen to MTL songs
- Use short phrases in daily life



Encourage them to take small steps in learning MTL, e.g. read signs, listen to music

Reading and daily exposure build vocabulary and confidence.

67

SUPPORTING YOUR CHILD IN THE LEARNING OF MOTHER TONGUE

Do fun activities together

- Watch suitable MTL programmes or movies
- Sing songs from the textbook
- Attend cultural performances



Do fun activities in MTL together, e.g. watch a film or performance

Use everyday moments to practice MTL

- Talk during meals or outings
- Encourage your child to share ideas in MTL
- Focus on communication, not perfection

Oral interaction helps children express themselves confidently.

68

SUPPORTING YOUR CHILD IN THE LEARNING OF MOTHER TONGUE

Create a conducive learning space

- Set up a simple reading corner
- Provide access to MTL books and music

Use school and digital resources

- Explore supplementary readers
- Review SLS activities together



Provide a conducive environment for learning MTL, e.g. access to MTL music and books

Encourage and affirm effort

- Give time to learn characters and writing
- Praise effort and progress

Support and encouragement help children stay motivated.

69

SUPPORTING YOUR CHILD IN THE LEARNING OF MATHEMATICS

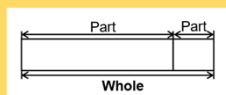
- Factual fluency
- Use Math with your child in your daily life.



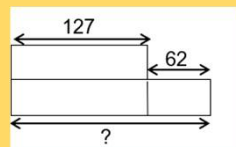
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SUPPORTING YOUR CHILD IN THE LEARNING OF MATHEMATICS

- Revisit topics like time and fractions taught at P2
- Build "Bar Modeling" Confidence



PART-WHOLE MODEL

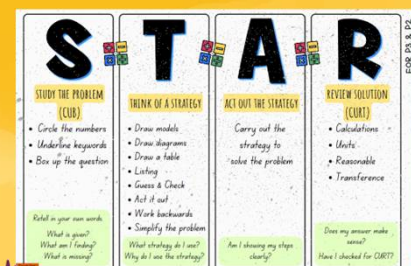


COMPARISON MODEL

71

SUPPORTING YOUR CHILD IN THE LEARNING OF MATHEMATICS

Support productive struggle in problem solving by using STAR



RIVERVALE PRIMARY SCHOOL - WHOLE SCHOOL APPROACH TO PROBLEM SOLVING

72

Formative Assessment

This includes

- Daily class work
- Quizzes



73

HIGHER MOTHER TONGUE Languages



74

Primary 3 Mother Tongue Options & Placement (Overview)

- Most students continue with **Standard Mother Tongue**
- Some students may be offered **Higher Mother Tongue (HMT)**, based on readiness
- Additional support through **MT Support Programme (MTSP)** is available when needed

How are recommendations made?

- Based on **daily classwork & formative assessments**
- Placement for P3 is made in the **best interest of each child's learning needs and readiness**
- **Parents will be informed and guided** if their child is being considered for HMT/MTSP in Primary 3.

Footnote: Placement based on learning needs and school recommendation

75

SYLLABUS (for all subjects)



More information can be found at:

<https://www.moe.gov.sg/primary/curriculum/syllabus>

76

Interaction with Form Teachers



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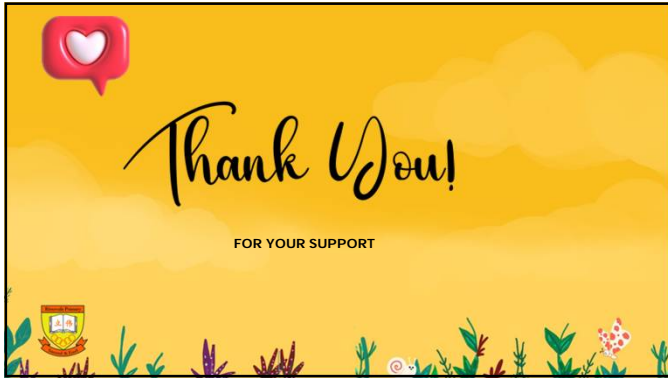
Interaction with Form Teachers

- Join the respective session according to the **2nd link** (Part B) sent to you via PG by your Child's FT.
- Please click on the link to join the Microsoft Teams.
- Please log in using the following format: **[Name of Child] Class** (e.g. Sofia3Respect)
- Your child's Form Teachers will be in the rooms to interact with you.
- You may leave the meeting at the end of your interaction with the Form Teachers.



| | |
|------------------------|----------------------|
| 2RESPECT | Mdm Nur Shereena |
| | Mdm Li Song |
| 2RESPONSIBILITY | Mdm Nashita |
| | Mr Eu Kong Leong |
| 2RESILIENCE | Miss Ayesha |
| | Miss Ang Hui Nee |
| 2INTEGRITY | Miss Vijaya Letchumi |
| | Ms Nur Syahidah |
| 2CARE | Mdm Raeesa |
| | Mr Riduan |
| 2HARMONY | Mdm Ong Wei Kei |
| | Ms Tricia Ong |
| 2EXCELLENCE | Ms Amalina |
| | Mdm Nazrah Hanani |

78



79