

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

Follow us on Instagram!

@RIVERVALEPS

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)

6

School Leader's Address

A red podium with a microphone and a small emblem on it. To the right, two children are shown looking through a magnifying glass at a small globe or map.

7

Supporting Your Child Through School-Home Partnership (SHP)

3 areas where we can work together to foster SHP

The illustration shows three people: a man, a woman, and a child. Arrows point from the text labels to the corresponding people. The man is labeled '1 Respectful Communication', the woman is labeled '2 Role Models', and the child is labeled '3 Real Connections'.

8

Respectful Communication

Open, respectful conversations between educators and parents deepen our understanding of each child, enable a coordinated & holistic support for the child and model healthy communication for our students.

Two people are shown in a conversation. One is holding a tablet and the other is gesturing while speaking. A speech bubble is above them.

- Share observations about your child's emotional state, stress levels, and social interactions
- Listen to and understand each other's perspectives and concerns regarding your child
- Communicate kindly and respectfully with one another

9

Role Models

Model the skills and values our children need for their mental well-being

A person is shown with arms raised, possibly stretching or exercising. Around them are several circular icons representing different skills: Self-awareness, Social Awareness, Relationship Management, Responsible Decision Making, and Self-management.

- Demonstrate healthy ways to manage stress, setbacks and difficult emotions
- Show children it is okay to ask for help when struggling
- Model self-care

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

10

Real Connections

Building strong bonds and genuine connections helps nurture a sense of belonging and emotional safety, supporting mental well-being of your child

A central figure of a child is surrounded by various icons: a paint palette, a book, a smartphone, and a person working at a desk. Arrows point from the text descriptions to these icons.

- Build strong bonds through shared experiences and meaningful conversations
- Teach children to recognise and communicate their emotions effectively
- Establish routines that support mental wellness (outdoor time, sufficient sleep, family time, limit screen time, etc)

11

We value your partnership to raise a 'Happy, Kind, and Confident Generation Together'.

2

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	Term 2	Term 3	Term 4
 Learn Well	 Sleep Well	 Eat Well	 Exercise Well
Put away phones one hour before bed.	Sleep 9 hours daily	Eat a portion of fruit and vegetables daily	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



RESPECTING OUR STAFF

Our staff are committed to partner you with sincerity, integrity and professionalism. By showing mutual courtesy and respect, we can build strong relationships and confidence. MOE values our staff and will take firm action to protect them against any unreasonable behaviour, harassment or abuse.

16

Highlights of 2026




17

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



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
- Strengthening Sense of Self & Purpose**
 - 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 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 match?

1. Share with your parent/guardian about times when you felt anxious. Invite him/her to share his/her experiences too.

Have you and your parent/guardian experienced anxiety in any of the following situations?

Put a tick (✓) in the relevant boxes.	You	Your Parent/Guardian
We did something for the first time e.g. public speaking.	<input type="checkbox"/>	<input type="checkbox"/>
Had to speak in front of a group.	<input type="checkbox"/>	<input type="checkbox"/>
We were for an injection.	<input type="checkbox"/>	<input type="checkbox"/>
Any other situations:	<input type="text"/>	

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 crying from others.

We did this together.

24

Term 1 Check-in Survey

How do you feel about starting to school?

Excited 😊: [Bar length]

Happy 😃: [Bar length]

Angry 😡: [Bar length]

Scared 😱: [Bar length]

Sad 😢: [Bar length]

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

Resilience My Personal Strengths

Trusted Adult's Help

Being teased

Understanding Myself

Everyone Needs Kindness and Care

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

STUDENT HANDBOOK 2026

TERM 1 - WEEK 2

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.

DREAM BIG WORK HARD EVERYTHING IS POSSIBLE

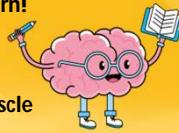
GROWTH MINDSET

Growth Mindset Statements Here!

30

2025(P1) 2026(P2)

1. Everyone Can Learn!



2. My Brain is a Muscle That Grows

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-TOUCH 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

Family Out Time!
Share with your family members:
• What are the safety rules I must follow to keep myself safe online?
• What do I know about tricky people?

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



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 Limit recreation screen time to 2h daily. No screens 1h before bed.	Sleep Well Achieve at least 9 hours of quality sleep every single night.	Eat Well Eat fruits/veggies 4+ days a week. Reduce packaged snacks.	Exercise Well 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



60

ENGLISH KEY PROGRAMMES

Language Carnival

Good Morning, Rivervale!

Character Parade

61

MOTHER TONGUE LANGUAGES KEY PROGRAMMES

Good Morning, Rivervale!

ML CL TL

MTL Fortnight

CL ML TL

P2 Oracy

ML CL TL

62

MATHEMATICS KEY PROGRAMMES

P1 and P2 Math Carnival

63

SUPPORTING YOUR CHILD IN THE LEARNING OF ENGLISH

- STELLAR: focus on reading
- Read a wide genre of text (fiction and non-fiction)
- Get your child to share his/her opinions on books read – discuss about characters, plot or knowledge about the world around us.

64

SUPPORTING YOUR CHILD IN THE LEARNING OF ENGLISH

- Communicate effectively in different social situations (purpose and audience)
- Confident and empathetic speakers who respect other people's ideas.
- Speak with appropriate volume, intonation, pace and stress.

65

SUPPORTING YOUR CHILD IN THE LEARNING OF ENGLISH

- Handwriting
- Writing readiness (spelling and grammar)
- Generate, select, organize ideas
- Develop and express ideas

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

Encourage small daily steps

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

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

 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

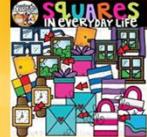
- Give time to learn characters and writing
- Praise effort and progress

 *Support and encouragement help children stay motivated.*

69

SUPPORTING YOUR CHILD IN THE LEARNING OF MATHEMATICS

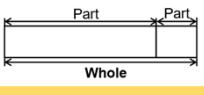
- Factual fluency**
- Use Math with your child in your daily life.**

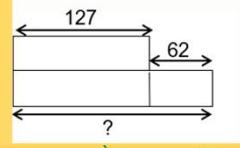
  

70

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

S STUDY THE PROBLEM (CUB)	T THINK OF A STRATEGY	A ACT OUT THE STRATEGY	R REVIEW SOLUTION (CUR)
<ul style="list-style-type: none"> Circle the numbers Underline keywords Box up the question <p>Relate to your own words What is known? What am I finding? What is missing?</p>	<ul style="list-style-type: none"> Draw models Draw diagrams Draw a table Listing Guess & Check Act it out Work backwards Simplify the problem <p>What strategy do I use? Why do I use the strategy?</p>	<ul style="list-style-type: none"> Carry out the strategy to solve the problem <p>Am I showing my steps clearly? Have I checked for DIRT?</p>	<ul style="list-style-type: none"> Calculations Units Reasonable Transference <p>Does my answer make sense?</p>

FOR P3 & P2

RIVERVALLEY 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 maybe 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>



Interaction with Form Teachers



77

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 Ayesah 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