



# P1 First Day of School

2 January 2024



# Parents' Programme Outline

Time	Parents of 1S, 1R, 1V, 1C	Parents of 1T, 1I, 1E, 1Inno
8 a.m. – 8.30 a.m.	Registration of parents and students @ IBC Take attendance for the respective classes @ IBC	
8.30 a.m. – 8.35 a.m.	Principal's Address	
8.35 a.m. – 9.15 a.m.	Curriculum Briefing (EL, Math, MT, PAM/PAL, CCE & EdTech)	
9.15 a.m. – 9.25 a.m.	Year Head's Address & Answering of FAQ (Supported by HOD SM)	
9.30 a.m. – 10 a.m.	<b>School Tour</b>	<b>Recess Observation</b>
10 a.m. – 10.30 a.m.	<b>Recess Observation</b>	<b>School Tour</b>
10.30 a.m.	End of Parents' Programme	



# Opening Address

**Mr Hanafi Asmore  
Principal**



# Welcome to Punggol Green Primary School!



# PGPS School Leadership Team 2024

**Mr Hanafi Asmore  
Principal**

**Mrs Teo-Tay Chai Hong  
Vice-Principal (Acad)**

**Dr Lee Kok Sonk  
Vice-Principal (Acad)**

**Mrs Christina Tan  
Vice-Principal (Admin)**



# School Vision

Future-Ready Leaders With The Heart For Others

# School Mission

To *engage*, *nurture* and *empower* learners  
by igniting the joy of learning



PUNGGOLGREEN  
PRIMARY SCHOOL

# PGPS Student Outcomes

## SELF-DIRECTED LEARNERS

- Have a lively curiosity about things
- Take responsibility for their own learning
- Take pride in their work
- Have healthy habits and an awareness of the arts

## CONFIDENT LEADERS

- Know their strengths and areas for growth
- Think for themselves
- Express themselves confidently
- Know right from wrong and choose to do what is right

## INNOVATIVE COLLABORATORS

- Are creative and inventive
- Exercise initiative
- Work effectively in teams
- Strive for excellence to achieve a common goal despite challenges

## CARING CITIZENS

- Know and love Singapore
- Empathize and share with others
- Care for others and the environment
- Take action to improve the lives of others



**School**  
**S.T.R.I.V.E.**  
**Values**

**S**elf-Discipline  
**T**eamwork  
**R**esponsibility  
**I**ntegrity  
**V**alour  
**E**mpathy



**School**  
**Mascot**  
**TREVIS**  
**the Wolf**

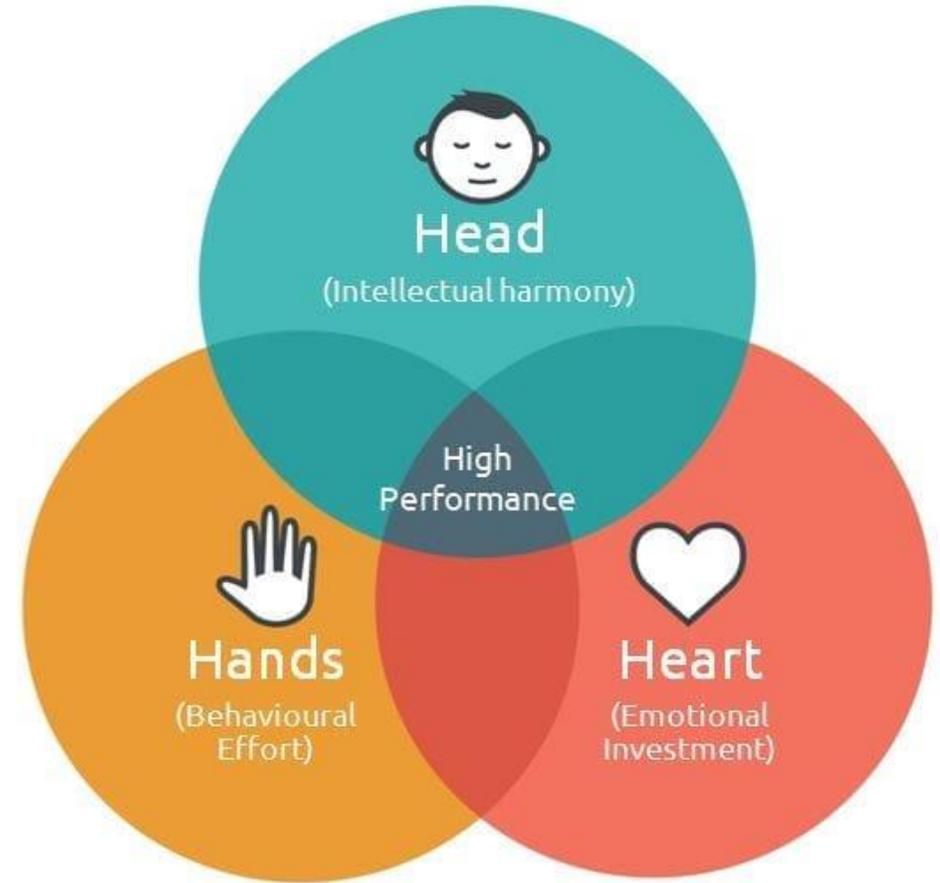


**PUNGGOLGREEN**  
PRIMARY SCHOOL

Values	Tagline	Desired Behaviour I will...
<b>Self-Discipline</b>	Choose to do what is right	<ul style="list-style-type: none"> <li>▪ Set personal goals and work hard towards achieving them</li> <li>▪ think before I act and manage my own behavior</li> <li>▪ Abide by the school rules</li> <li>▪ Adopt healthy habits</li> </ul>
<b>Teamwork</b>	Work collaboratively with others to achieve a common goal	<ul style="list-style-type: none"> <li>▪ Participate and contribute actively to the team</li> <li>▪ Encourage and motivate others</li> <li>▪ Listen and respect the opinions of others</li> <li>▪ Work and play with peers regardless of background (race/religion/language etc)</li> </ul>
<b>Responsibility</b>	Take ownership of my own learning and my actions	<ul style="list-style-type: none"> <li>▪ Remain curious and be self-motivated to learn</li> <li>▪ Carry out work/duties given with diligence and complete them on time</li> <li>▪ Take pride in producing good work</li> <li>▪ Own up when I make mistakes and be willing to accept the consequences</li> </ul>
<b>Integrity</b>	Be honest even when no one is watching	<ul style="list-style-type: none"> <li>▪ Be honest in words and deeds</li> <li>▪ Lead by example</li> <li>▪ Uphold the good name of the school</li> <li>▪ Keep to my words and promises</li> </ul>
<b>Valour</b>	Show courage even in the face of challenges	<ul style="list-style-type: none"> <li>▪ Show confidence in my own ability</li> <li>▪ Embrace challenges</li> <li>▪ Stand up for what is right</li> <li>▪ Dare to try new learning experiences</li> </ul>
<b>Empathy</b>	Seek to understand and show care for others	<ul style="list-style-type: none"> <li>▪ Be mindful of others' feelings</li> <li>▪ Help others in need</li> <li>▪ Show respect to teachers and be courteous to others</li> <li>▪ Look after the class, school and the environment</li> </ul>

The staff at PGPS is committed to

- **Engage** our students' minds with useful knowledge through meaningful learning activities that inspire them to learn for life (*Total Curriculum*)
- **Nurture** our students' heart with the right values and a positive attitude (*STRIVE, Growth Mindset*)
- **Empower** our students to take actions for improvement by equipping them with the necessary skills and competencies (e.g. *Leadership, inventive thinking, problem-solving*)





## **SCHOOL PHILOSOPHY**

Every Child Can Succeed,  
Every Staff Matters

## **SCHOOL MOTTO**

Be the Best that  
We Can Be!



**PUNGGOLGREEN**  
PRIMARY SCHOOL



**Every Parent  
A Supportive  
PARTNER.**



**PUNGGOLGREEN**  
PRIMARY SCHOOL

# Building Partnership with PGPS

- Put in place good routines at home and allow your child to develop independence
- Nurture your child's interest in learning
- Reiterate school rules and values taught in school
- Work very closely with teachers to guide your child's development in both academic and non-academic areas
- Be involved in your child's education. Participate in school activities.



# English Language

**Ms Priyadakshini**

**Head of Department / English Language**



## MISSION

To provide a rich curriculum that is enabling, engaging and enriching

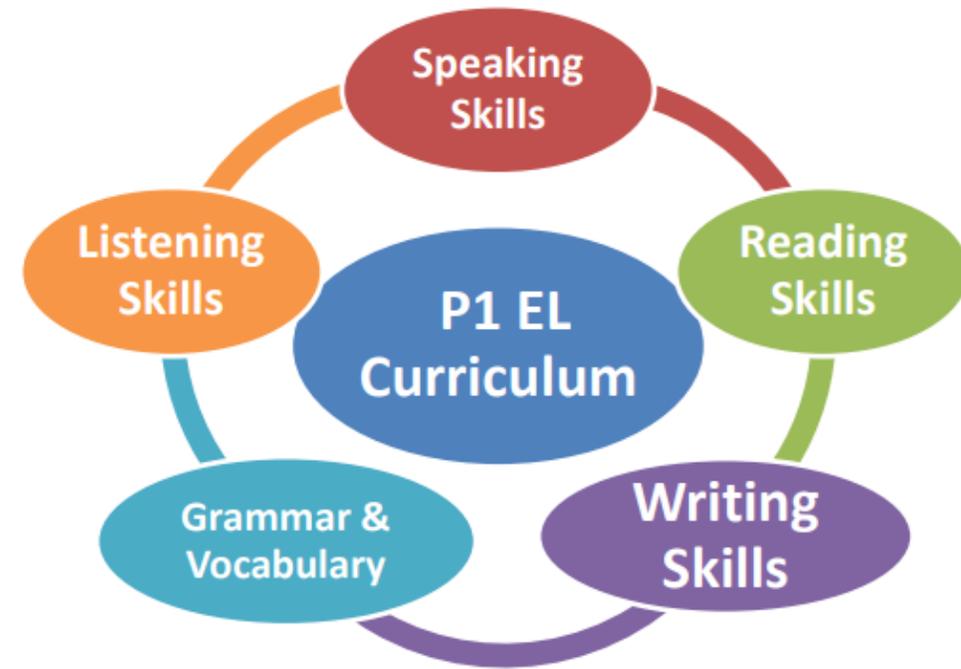
# E.L. PROGRAMMES @PGPS



# MOE EL SYLLABUS

The English Language curriculum aims to:

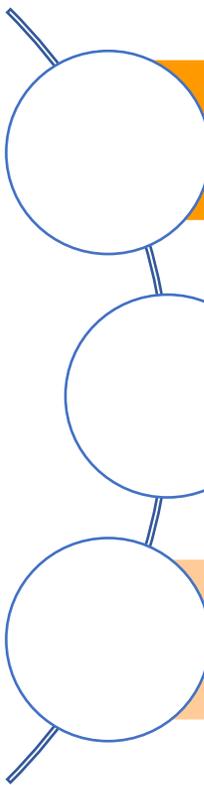
- develop confident, effective and affective communicators of the language;
- equip our students with the four language skills, and the knowledge in grammar and vocabulary.



**\*The EL curriculum adopts the STELLAR approach.**



# EL Learning in PGPS



Learning Support Programme (P1 & P2)

Reading and Library Periods

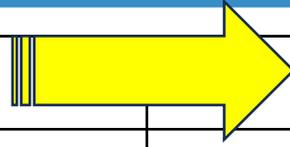
Shared Book Approach in reading that allows for explicit teaching of language items and skills



# Learning of English in P1

## At the start of Primary 1

1. Enjoy listening to rhymes and stories
2. Enjoy reading
3. Understand and follow simple verbal instructions
4. Participate in everyday conversations
5. Ask and respond to simple questions
6. Demonstrate reading readiness
  - a. Hold a book upright
  - b. Know where to begin reading on the page (of a book) and which direction to go
  - c. Know some letters of the alphabet and their corresponding sounds
  - d. Recognise some high frequency words
7. Understand simple stories
8. Recognise and write his/her own name
9. Copy short phrases and demonstrate eye-hand co-ordination while doing so
10. Write words or short phrases (using invented or conventional spelling) to convey ideas



## By the end of Primary 1

1. Listen attentively and follow simple instructions.
2. Speak clearly to express their thoughts, feelings and ideas.
3. Follow communication etiquette such as taking turns and using appropriate eye contact and volume in conversations or discussions.
4. Demonstrate basic word recognition skills (e.g., know the letters of the alphabet; able to pronounce words accurately).
5. Read aloud P1 texts (e.g., STELLAR texts) with accuracy, fluency and expression.
6. Understand P1 texts (e.g., STELLAR texts) and are able to identify simple aspects of fiction (e.g., main characters and setting).
7. Demonstrate writing readiness and handwriting skills such as letter formation,

# How You Can Play a Part

The MORE  
that you read,  
the MORE things  
you will know.  
The MORE that you  
LEARN,  
the MORE places you'll go.



# Mathematics

Mr Rajendran

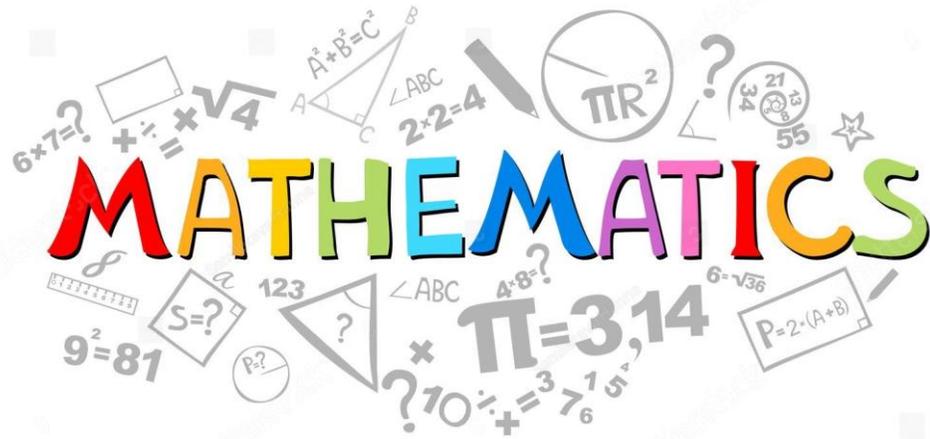
Head of Department / Mathematics



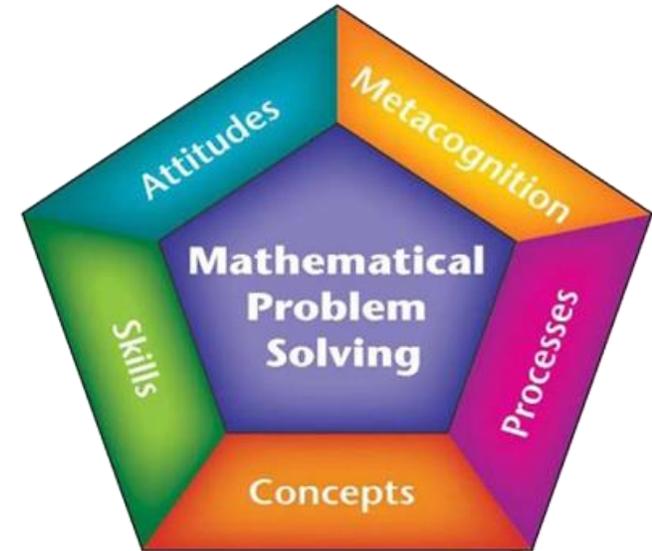
# Mathematics Department

## Mission:

To inculcate in students **positive attitudes** and the **joy of learning Mathematics** with the **necessary skills and knowledge** to be ready for the



## Singapore Mathematics Framework



# Transition from Kindergarten to Primary 1

## Pre-school

- Basic Understanding of Numbers Up to 10
- Recognise Simple Patterns
- Compare Quantities Between Two Groups of Objects



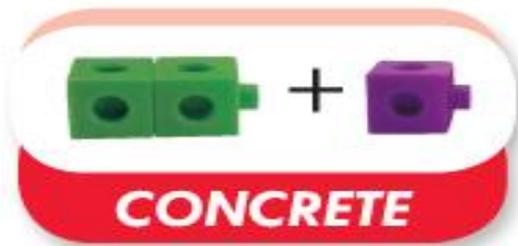
## Primary 1

- Understand Number up to 100
- Understand Addition and Subtraction
- Addition and Subtraction within 100
- Understand Multiplication and Division
- Identify, name, describe and sort shapes
- Telling Time to 5 minutes
- Measure and Compare Lengths of Objects



# Teaching Approach

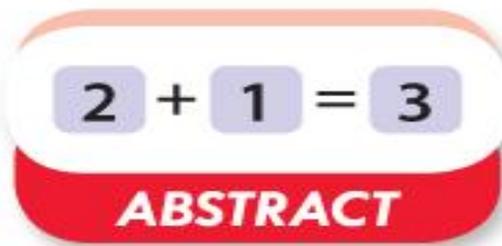
✓ **Concrete-Pictorial- Abstract** approach is used to scaffold learning and to help students make sense of their learning



Use of manipulatives such as cubes, measuring tools etc. that students get to handle physically



Use of drawings, diagrams such as models, charts and graphs which students may draw



Equations and mathematical computations which students need to write



# Department Key Programmes (P1):

- ✓ Learning Support in Math (LSM)
- ✓ Project Start
- ✓ Math Around Us
- ✓ Little Math Genius



# Feedback on Learning:

- **Daily work (in-class) and homework**
  - Math File (Yellow) to be taken home for feedback and parent's signature when the topic is completed
  - Practices from workbook, topical worksheets, extended activities, etc
- **Semestral Reviews (Non-weighted)**
  - **Feedback based on mastery standards**
  - 4 competency levels – Emerging, Developing, Deepening, Mastery
- **Learning Dispositions (Holistic Assessment)**



# Mother Tongue Languages

**Ms Stella Wong**  
**Head of Department / MTL**



# MTL Mission



## MTL @ PGPS (Tagline)

To Adopt a **Holistic** Approach to Engage Every Child in MTL Learning

### PGPS Total Curriculum Framework

### MTL Department

PGPS Mission	PGPS Pedagogical Principles	MTL Department Mission	Actions (T&L, Programmes)
<b>ENGAGE</b>	<b>Acquire</b>	To curate MTL experiences that are <b>relevant,</b>	Leverage on <b>EdTech</b>
<b>NURTURE</b>	<b>Activate</b>	<b>fun</b>	Intentional JOL efforts
<b>EMPOWER</b>	<b>Apply</b>	and <b>integrated</b>	Integrate <b>E21CC</b>

Customised  
Segmentised  
Progressive

### PGPS Vision

Future-Ready  
Leaders with the  
Heart for Others

### PGPS Philosophy

Every Child Can  
Succeed  
(to Create, Connect  
and Contribute  
regardless of  
needs, interests  
and abilities)

### PGPS Motto

To Be The Best That  
You Can Be



# PGPS MTL Journey



<u>Primary 1 and Primary 2</u>	<u>Primary 3 and Primary 4</u>	<u>Primary 5 and Primary 6</u>
<b>Orientation Stage</b>	<b>Exploration Stage</b>	<b>Mastery Stage</b>
<ul style="list-style-type: none"><li>• Arouse joy and interest</li><li>• Develop good habits</li></ul>	<ul style="list-style-type: none"><li>• Explore interests and leverage strengths</li><li>• Internalise values</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate mastery</li><li>• Use MTL with confidence</li></ul>



# P1 Key MTL Programmes

## OUTCOME: SELF-DIRECTED LEARNER

- Habits of Effective MTL Learners
- Oral Interactive Tasks

1. Be independent: I can stay on-task.
2. Be consistent: I can keep up with my Spelling and assignments.
3. Be proactive: I can participate actively in class and immerse myself in the joy of learning.

## OUTCOME: CONFIDENT LEADERS

- Spelling Bees Competition



## OUTCOME: CARING CITIZENS

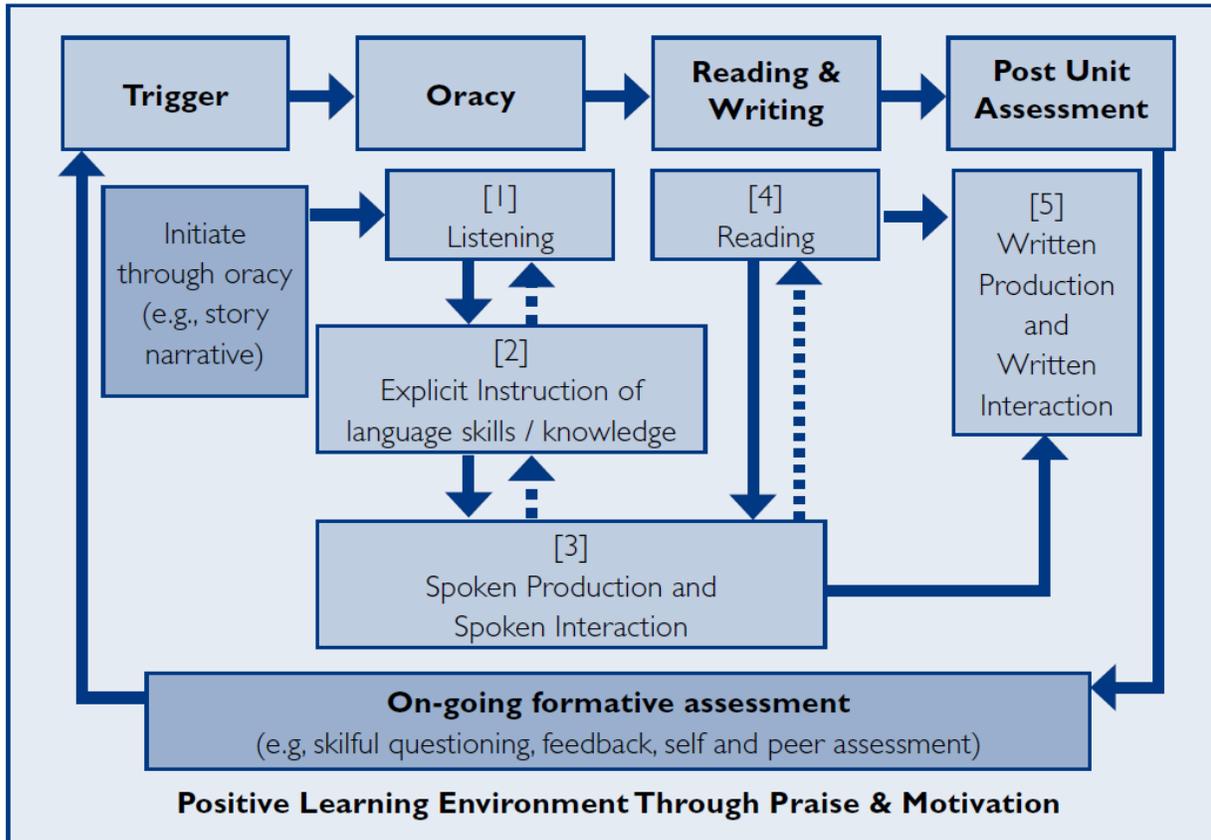
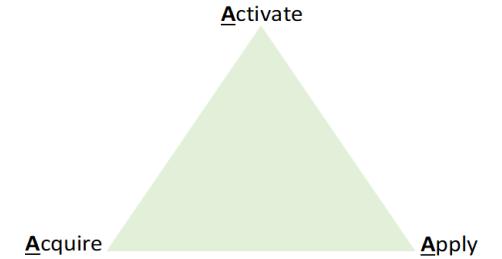
- Experiential Learning

## OUTCOME: INNOVATIVE COLLABORATORS

- MTL Reading Programme
- MTL Fortnight



# MTL Teaching and Learning



Enable P1 students with different starting points to develop **knowledge, skills and dispositions (KSDs)**:

1. Enjoy and show an interest in learning MTL
2. Enjoy and show an interest in listening to MTL rhymes and stories
3. Understand and follow one- to two-step verbal instructions in MTL
4. Ask and respond to simple questions in MTL
5. Enjoy and show an interest in reading MTL with guidance
6. Demonstrate awareness of MTL words
7. Demonstrate awareness of their local ethnic culture



# P1 MTL Learning Outcomes

Listening	LO1: Listen attentively to short, simple spoken content related to daily life.
Speaking	LO2: Speak with correct pronunciation using vocabulary and sentence structures from P1 texts.
	LO3: Ask and/or respond to simple questions related to daily life.
Reading	LO4: Recognise characters/ words/ letters and words taught in P1.
	LO5: Read aloud P1 text with accuracy.
	LO6: Understand P1 text and are able to identify some details with guidance.
Writing	LO7: Write words, phrases and simple sentence(s)/ phrases about daily life with some guidance.



# Physical Education, Art & Music (PAM)

Mr Ng Yeow Huei  
Head of Department / PAM & CCA



## Mission

- **Engaging minds** to ignite joy of learning through physical education, art and music.
- **Nurturing hearts** to embrace unique interests and talent.
- **Empowering learners** to creatively express themselves through sports and the arts.

## Department Key Stage Outcomes

Primary 1 & 2 (Orientation Stage)	Primary 3 & 4 (Exploration Stage)	Primary 5 & 6 (Mastery Stage)
Development of fundamental skills.	Acquisition of broad-based skills and concepts through exposure.	Development of specific skills for life-long involvement based on interest and competencies.



## Key Programmes

PE	Art	Music
<ul style="list-style-type: none"><li>• P3 Sports Clinics</li><li>• Inter-Class Games</li><li>• P4/5 Cohort Camps</li></ul>	<ul style="list-style-type: none"><li>• P4 Art Clinics</li><li>• Art Fiesta</li><li>• P6 Graduation Wall Mural</li></ul>	<ul style="list-style-type: none"><li>• P4 Music Clinics</li><li>• PGPS Got Talent</li><li>• Busking during Recess</li></ul>
<b><u>Infusing 21CC &amp; Edtech*</u></b> <ul style="list-style-type: none"><li>• Video Analysis/Padlet</li><li>• Innovative Games</li></ul>	<b><u>Infusing 21CC &amp; Edtech*</u></b> <ul style="list-style-type: none"><li>• Digital Art &amp; CLAYful Creations Programme</li></ul>	<b><u>Infusing 21CC &amp; Edtech*</u></b> <ul style="list-style-type: none"><li>• Jingle Creations using Garage Band</li></ul>

## Specific to P1/2

- P1/2 Music Appreciation
- Programme for Active Learning (PAL)
- Lead up to selection of CCA in P3



## Student Outcomes

- Self-directed learners who have healthy habits and an awareness and appreciation of the arts.
- Confident leaders who express themselves in movement and arts.
- Innovative collaborators who work effectively in groups to achieve a common goal.

## Support by Parents

- Promoting healthy eating & lifestyle.
- Checking in with your child on what they have learnt during PAM lessons and allowing them to practise in their free time.

*Thank you!*



# **Character & Citizenship Education (CCE) & Education Technology (Ed Tech)**

**Mr Satiish Sathasilvam  
Head of Department / Ed Tech**



# Why CCE?

- We are in a rapidly evolving **DVUCAD** world: *What children need is a good compass of values to navigate the complexities of today's fast-changing social paradigm both online and offline.*

## CCE@PGPS:

Good Character	Resilience and Social-Emotional Well-Being	Future Readiness	Active Citizenship
<ul style="list-style-type: none"><li>▪ Have a sound moral compass and a strong sense of right and wrong</li></ul>	<ul style="list-style-type: none"><li>▪ Be resilient when faced with challenges</li></ul>	<ul style="list-style-type: none"><li>▪ Take on the challenges of the future, including the world of work and life.</li></ul>	<ul style="list-style-type: none"><li>▪ The will to act on improving the lives of others and building a future for our nation.</li></ul>

**D:** Disruptive; **V:** Volatile; **U:** Uncertain; **C:** Complex; **A:** Ambiguous; **D:** Diverse

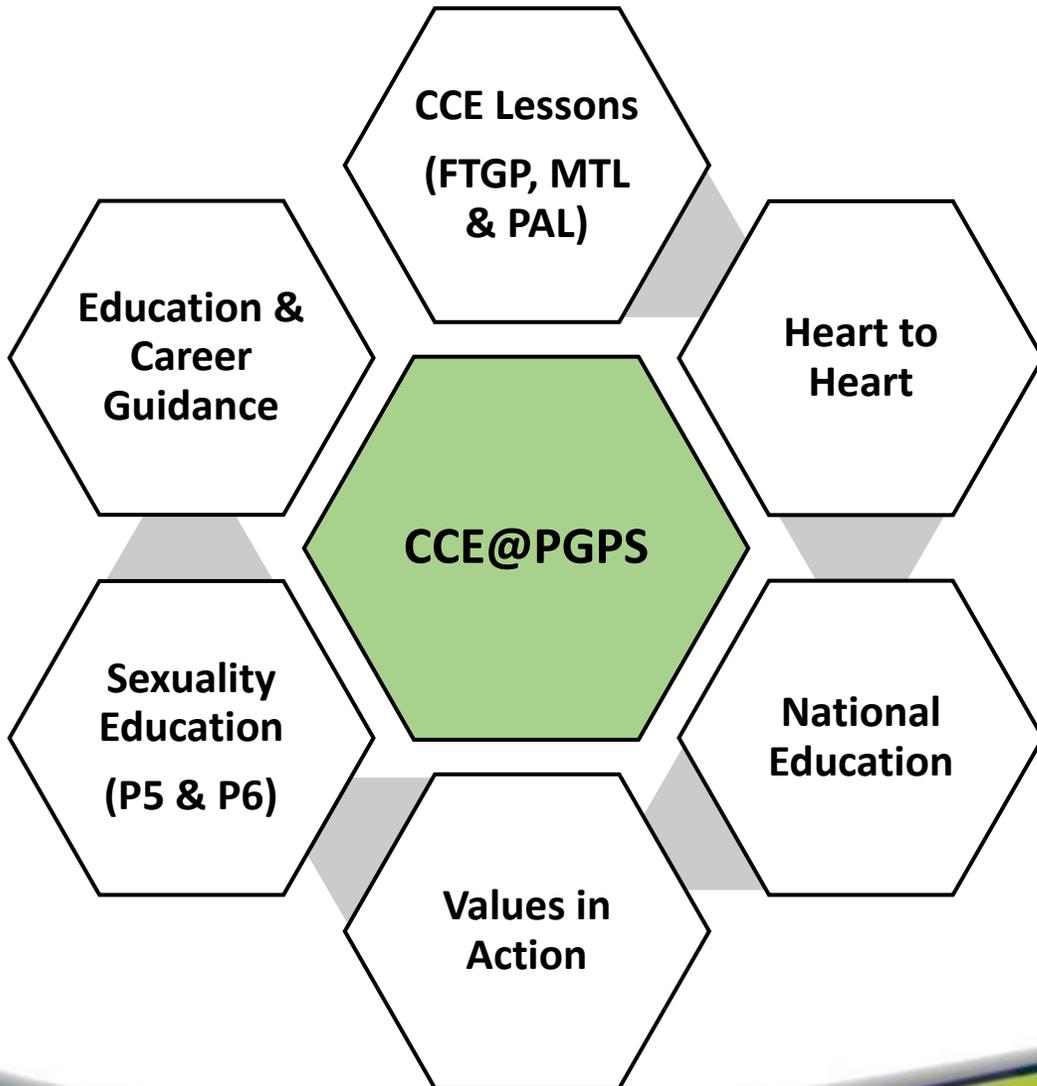


# School Values

<b><u>S</u></b> ELF-DISCIPLINE	<b><u>T</u></b> EAMWORK	<b><u>R</u></b> ESPONSIBILITY	<b><u>I</u></b> NTEGRITY	<b><u>V</u></b> ALOUR	<b><u>E</u></b> MPATHY
<i>Choose to do what is right</i>	<i>Work collaboratively with others to achieve a common goal</i>	<i>Take ownership of own learning and actions</i>	<i>Be honest even when no one is watching</i>	<i>Show courage even in the face of challenges</i>	<i>Seek to understand and show care for others</i>



# How does CCE@PGPS support your child's development?



- CCE integrated into the curriculum, co-curriculum as well as school culture
- For it to be effective, CCE **must involve everyone** — School Staff, **Parents**, Students, and Community Members — and be part of every school day





# CCE@PGPS



**Good  
Character**

**Resilience  
&  
Well-Being**

**Active  
Citizenship**

**Future-  
Readiness**



# Primary 1 Parents Briefing on Cyber Wellness

Transforming Education through Technology for All @ PGPS



PUNGGOLGREEN  
PRIMARY SCHOOL

## Contents of Sharing:

1. What is Cyber Wellness?
2. What will our Primary 1 & Primary 2 students learn about Cyber Wellness during CCE (FTGP) lessons?
3. School based programmes and school rules on digital device use
4. How to help our children develop good digital habits?
5. How to have open communication with our children?
6. How to role model good digital habits for our children?



# Did You Know?

**67% of children aged seven to nine in Singapore use smartphones every day, and are active on social media**

**Parents may not be aware of the online risks**

DEVICES USED DAILY BY CHILDREN (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Smartphone	84	67	85	98
Personal laptop	32	13	30	51
Family laptop	36	44	37	27
Tablet/iPad	52	65	51	40
Others	5	7	5	5

Age when they started using social media

Current age/ Starting age	Overall	Age 7 to 9 years old	Age 10 to 12 years old	Age 13 to 16 years old
3 years old or below	9%	17%	6%	4%
4-6 years old	25%	42%	24%	11%
7-9 years old	39%	41%	46%	31%
10-12 years old	22%	NA	24%	40%
13-16 years old	5%	NA	NA	14%

Source: The Straits Times, 7 Feb 2021

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, 22 Aug 2023



# What is Cyber Wellness?

- Cyber Wellness is about our students being able to navigate the cyber space safely.
- This is done through our curriculum
  - which aims to equip students with the knowledge and skills to harness the power of Information and Communication Technology (ICT) for positive purposes,
  - maintain a positive presence in cyberspace and,
  - be safe and responsible users of ICT.



# Learning about Cyber Wellness during CCE (FTGP) lessons:

- Basic online safety rules
  - *Talking to only people you know*
- Importance of a balanced lifestyle in exercise, sleep and screen time for health and well-being
- Protecting Personal Information
  - *Understand the risks of disclosing personal information*

**Staying Safe in the Cyberworld 2**

This set of rules helps us to stay safe online.

## My Online Safety Code



The infographic consists of four yellow hexagonal boxes arranged in a 2x2 grid. Each box contains an illustration and a safety rule. The top-left box shows a man and a child at a computer with the rule: 'I ask my parents/teachers before I go online to play games.' The top-right box shows a girl pointing at a computer screen with a 'DO NOT SUBMIT' sign and the rule: 'I do not give my password to anyone I meet online.' The bottom-left box shows a boy at a computer with a clock above him and the rule: 'I set a limit for my screen time.' The bottom-right box shows a boy and a man at a computer with the rule: 'I always ask my parents or teachers whenever I am unsure about what I see online.'

- 1 I ask my parents/teachers before I go online to play games.
- 1 I do not give my password to anyone I meet online.
- 1 I set a limit for my screen time.
- 1 I always ask my parents or teachers whenever I am unsure about what I see online.

14 Understand and Care for Myself

# Learning about Cyber Wellness during CCE (FTGP) lessons:

- Cyber Contacts
  - *Understand that the profiles of strangers that we see online may not be their real identities*
  - *Recognise the dangers of chatting with strangers online*
- Parents are encouraged to try the “Family Time” activities in the CCE (FTGP) Journal with your children to-emphasise the different cyber wellness messages at home



**Family Chat Time!**  
Share 'My Online Safety Code' with your parents/guardians, siblings and other family members.

I can...

- **share** with my family members how I can be safe in the cyberworld.
- **remind** my family members to follow the safety rules together.

We did this together!

Parent's / Guardian's signature



# Cyber Wellness @ PGPS:



## Our Anti-Cyber Bullying Pledge

We, the students of Punggol Green Primary School, pledge to:

practise **Empathy** by being positive and kind when interacting online,

practise **Responsibility** by being accountable for our words and actions at all times,

practise **Valour** by being an upstander to stop cyber bullying!



P1	Netiquette
P2	Computer Security
P3	Cyber Bullying
P4	Handling Inappropriate Contents
P5	Danger with Cyber Contacts
P6	Gaming and Internet Addiction

### Cyber Wellness messages reinforced via:

- Assembly Programme
- Recess activities
- ICT Ambassadors



## School Rules on Digital Devices:

- No devices, mobile phones or toys (excluding approved electronic dictionaries and calculators) should be brought to school by students without permission from the teacher, Vice-Principal or Principal.
- If a student is caught using his/her mobile phone within the school premises without permission, the phone will be taken away by the teacher and given to the General Office for collection by the parents or guardians.

*Extracted from Page 12 of the PGPS Student Handbook*



## Additional Resources for Parents:



- This following set of resources is a sneak preview of the Parents' Toolbox by the Interagency Taskforce on Mental Health and Well-being.
- Keep a lookout for the Parents' Toolbox which will be rolled out in phases from Q1 2024!



## Additional Resources for Parents:

### How can parents help our children develop good digital habits?

- Good digital habits start from the home.
- Supporting our children early in this process will help them greatly as they grow older.
- Based on MOH's Guidance on Screen Use for 7-12 year olds, parents are encouraged to:
  - *Use parental control settings to monitor and ensure children access to age-appropriate content;*
  - *Develop a timetable or screen use agreement to balance screen time and family bonding and;*
  - *Avoid screen use during mealtimes and one hour before bedtime.*



For more information, you can scan here for MOH's Guidance on Screen Use



# Additional Resources for Parents:

## How to have open communication with our children?

- Open communication is critical in building a positive-child relationship.
- Talk to our children about their online activities in everyday conversations:
  - Did you enjoy the video that we watched together just now? What did you like/not like about the video?
  - Have you seen or heard anything online that bothered or worried you? Tell me about it.
- Create a safe environment for our children to express their thoughts and feelings.
  - *Find a place where your child is more comfortable to talk*
  - *Teach your child to use words to describe different emotions, e.g. "I see you're frowning, are you feeling sad?"*
- Let them know that you are there for them when they need support, care or help.
  - *Regularly show interest in their thoughts and feelings.*
  - *Listen to understand, make eye contact, nod to show you have heard them.*



Parenting Instagram live on  
The HeART of Conversation



PUNGGOLGREEN  
PRIMARY SCHOOL

# Additional Resources for Parents:

## How to role model good digital habits for our children?

- Children often mirror what their parents do.
- We can role model positive digital habits for our children.
  - *When using your devices, consider whether it interrupts your interactions with them.*
- We may want to set aside time to head outdoors with them or engage in non-technology based activities together (e.g. sports or a board game).



Parenting Instagram post  
on supporting our children  
to be responsible users of  
the cyber space.



Transforming  
Education  
through  
Technology  
for All @  
PGPS



# Transition to Primary 1

**Mrs Seah-Koh Wei Ning**  
**Year Head / Lower Primary**



# My role as a Year Head (Lower Primary)

- Work with Level Teachers, School Counsellor, SEN Officers to provide strong holistic support for students
- Look into strengthening teacher-student relationships to ensure a congenial experience for students
- Coordinate efforts amongst level teachers to facilitate and align student-related programmes

**Year Head / Lower Primary: Mrs Seah-Koh Wei Ning**

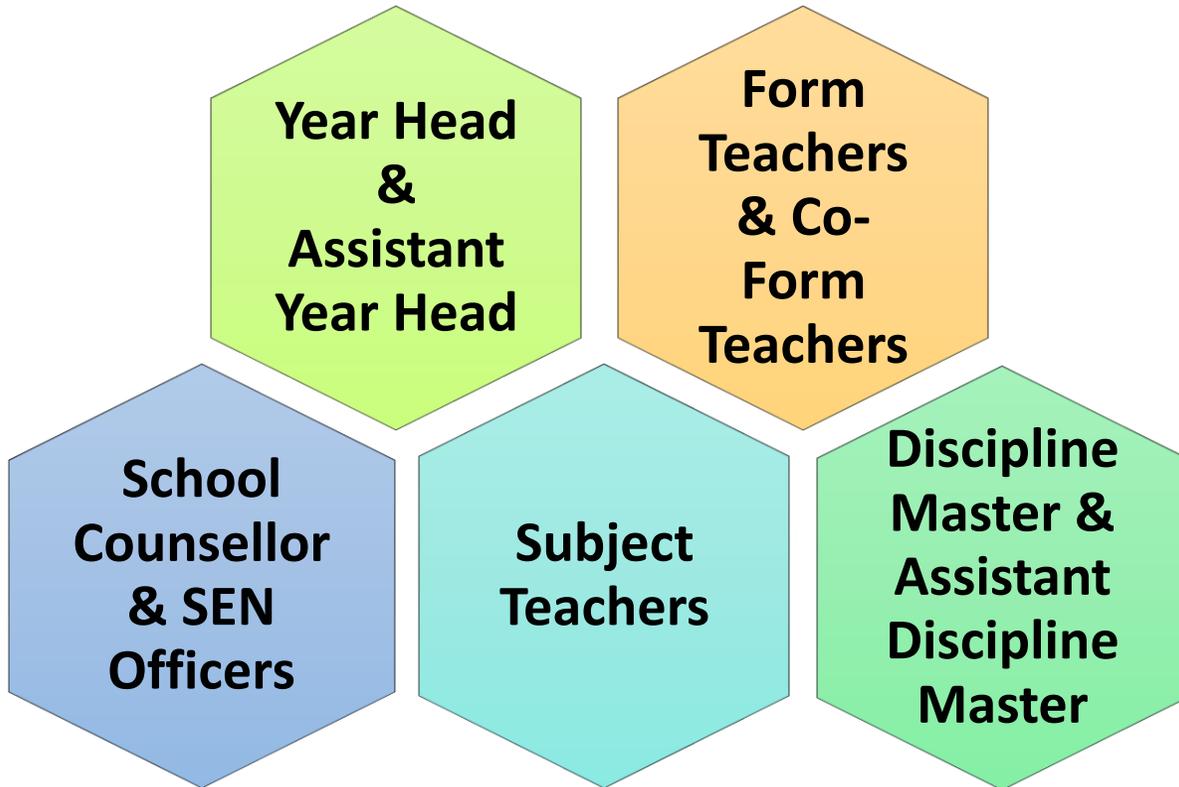
[koh\\_wei\\_ning@moe.edu.sg](mailto:koh_wei_ning@moe.edu.sg)

**Assistant Year Head / Lower Primary: Mdm Azimah**

[nur\\_azimah\\_syed\\_hussain@moe.edu.sg](mailto:nur_azimah_syed_hussain@moe.edu.sg)



# Introducing the P1 Team at PGPS



It takes a village to raise a child.

The team at PGPS is committed to support and develop each of our students to become the best that they can be.



# P1 Form & Co-Form Teachers

<b>Class</b>	<b>Teachers</b>
<b>1 Self-Discipline</b>	<b>Ms Rajeswari &amp; Mdm Hong Sze Hui</b>
<b>1 Teamwork</b>	<b>Mdm Nurul Mardiah &amp; Ms Nur Hidayah Amaliah</b>
<b>1 Responsibility</b>	<b>Ms Vishalini &amp; Mrs Lynn Kirk</b>
<b>1 Integrity</b>	<b>Mdm Nor Aisha &amp; Ms Kay Xiao Yan</b>
<b>1 Valour</b>	<b>Mdm Jumiati Bte Johari &amp; Ms Xu Jingwen</b>
<b>1 Empathy</b>	<b>Mdm Azimah &amp; Miss Chanel Chan</b>
<b>1 Confidence</b>	<b>Ms Tan Jie Qi, Exther &amp; Mdm Kamala</b>
<b>1 Innovation</b>	<b>Mdm Sharifah &amp; Ms Tan Jia Qi</b>



# What to expect when your child starts P1?

- At PGPS, all P1 students go through 1 week of Orientation. This helps them to adjust to the longer school hours and new routines.
- Starting from P1, introduction of various subjects and skills will ensure holistic development of students.
- A typical day of school at P1 would consist of:
  - Assembly, Lessons, Recess, Lessons, Snack Break, Lessons, Dismissal



# Reminders

## 1. Reporting Time

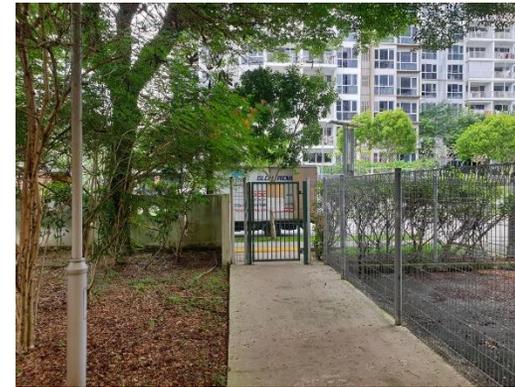
- Arrive in school by **8.20 a.m.** for the first week of school (3 Jan – 5 Jan).  
(7.25 a.m. from second week onwards)



**Gate C / Foyer**



**Gate G / Back Gate**



**Gate F**

- P1 students will be seated at the IBC (Indoor Basketball Court) for the first month of school.



# Reminders

## 2. Recess Time and Snack Time

- Recess Time: 9.10 a.m. to 9.40 a.m. (first week of school)  
8.40 a.m. to 9.10 a.m. (second week of school onwards)
- Snack Time\*: Anytime between 11 a.m. to 12 p.m.

\*Please pack healthy snacks for your child to consume in class.



# 3. Dismissal Time

- Dismiss from school at **12.30 p.m.** for the first week of school (3 Jan – 5 Jan). (1.30 p.m. on Mon-Thu and 12.30 p.m. on Fri from second week onwards)
- **Wait for class name to be announced.**

## Dismissal Modes:

- Fetched by parents (Foyer)
- Student Care (IBC)
- School Bus (IBC)
- Siblings area (IBC)

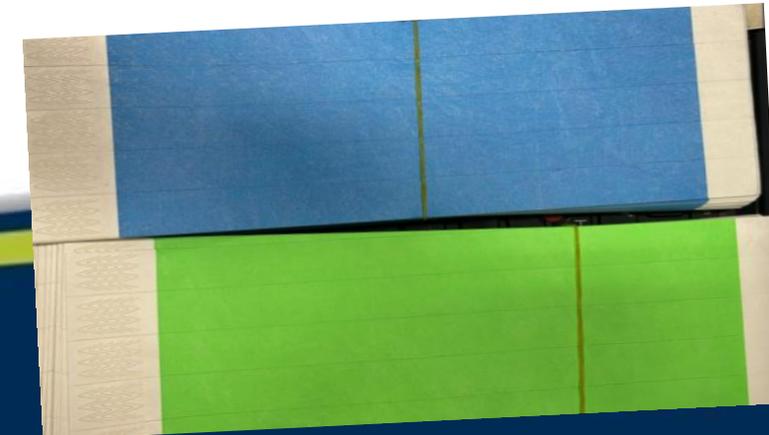


Self-Discipline,  
Teamwork,  
Responsibility

Integrity,  
Valour,  
Empathy

**3 Dismissal Points at  
Gate C / Foyer**

Confidence,  
Innovation



## 4. Be Ready for School

- 1) Sleep early and have enough rest.
- 2) Ensure personal items are labelled with full name and class.
- 3) Ensure school bags are packed according to timetable (*including money/food for recess*).



# 3. Be Ready for School

3 January 2024, Wednesday

No.	Item	Checked
1.	English Listening Comprehension and Oral 1	
2.	English File (Blue with dividers)	
3.	A4 Broad Line Exercise Book	
4.	Word Bank Book	
5.	Mathematics Practice Book 1A	
6.	A5 Single Line Exercise Book (x2)	
7.	Mathematics File (Yellow with dividers)	



### 3. Be Ready for School

4 January 2024, Thursday

No.	Item	Checked
1.	Report Book	
2.	Social Studies Activity Book 1	
3.	(FTGP) Character and Citizenship Education P1	
4.	My Physical Education Journal P1	
5.	First Steps To Music Primary 1 Textbook	

5 January 2024, Friday

No.	Item	Checked
1.	Mother Tongue Activity Book 1A	
2.	Mother Tongue Writing Exercise Book 1A	
3.	Character & Citizenship Education Student's Journal P1	
4.	CCE Activity Book P1	
5.	Mother Tongue File (Green with dividers)	
6.	Small Reader P1A ( <i>Malay and Tamil language only</i> )	
7.	A5 Broad Line Exercise Book ( <i>Malay and Tamil language only</i> )	
8.	A4 Broad Line Exercise Book ( <i>Malay only</i> )	

# How can I help?

- Be a role model
- Establish routines together at home
- Help your child cultivate good habits and skills
- Have regular conversations with your child
- Partner your child's Form Teachers and reach out to them if you require assistance or advice



# Thank You!

