



**CANTONMENT**  
**PRIMARY SCHOOL**

*Future-Ready Learners. Active Contributors.*

# Primary One Touchbase Meeting

## 2 January 2026





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# School Leadership Team

**Ms Grace Foo**

Principal

**Mr Yeo Sho Hor**

Vice-Principal (Academic)

**Mrs Jane Cheah**

Vice-Principal (Academic)

**Mr Loh Siang Kiang**

Vice-Principal (Admin)

# Officers Overseeing Lower Primary

**Ms Malinda Lim**  
Year Head

## **Educational and Social-Emotional Support**

**Ms Ooi Hui Shan**  
Senior School Counsellor

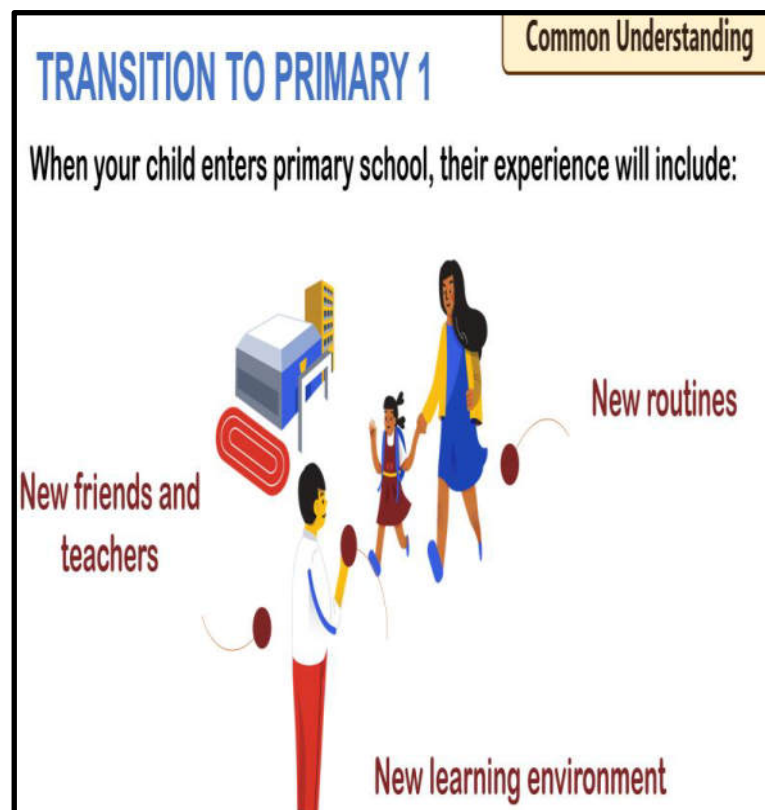
**Mdm Jenny Wong**  
Senior Special Education Needs Officer

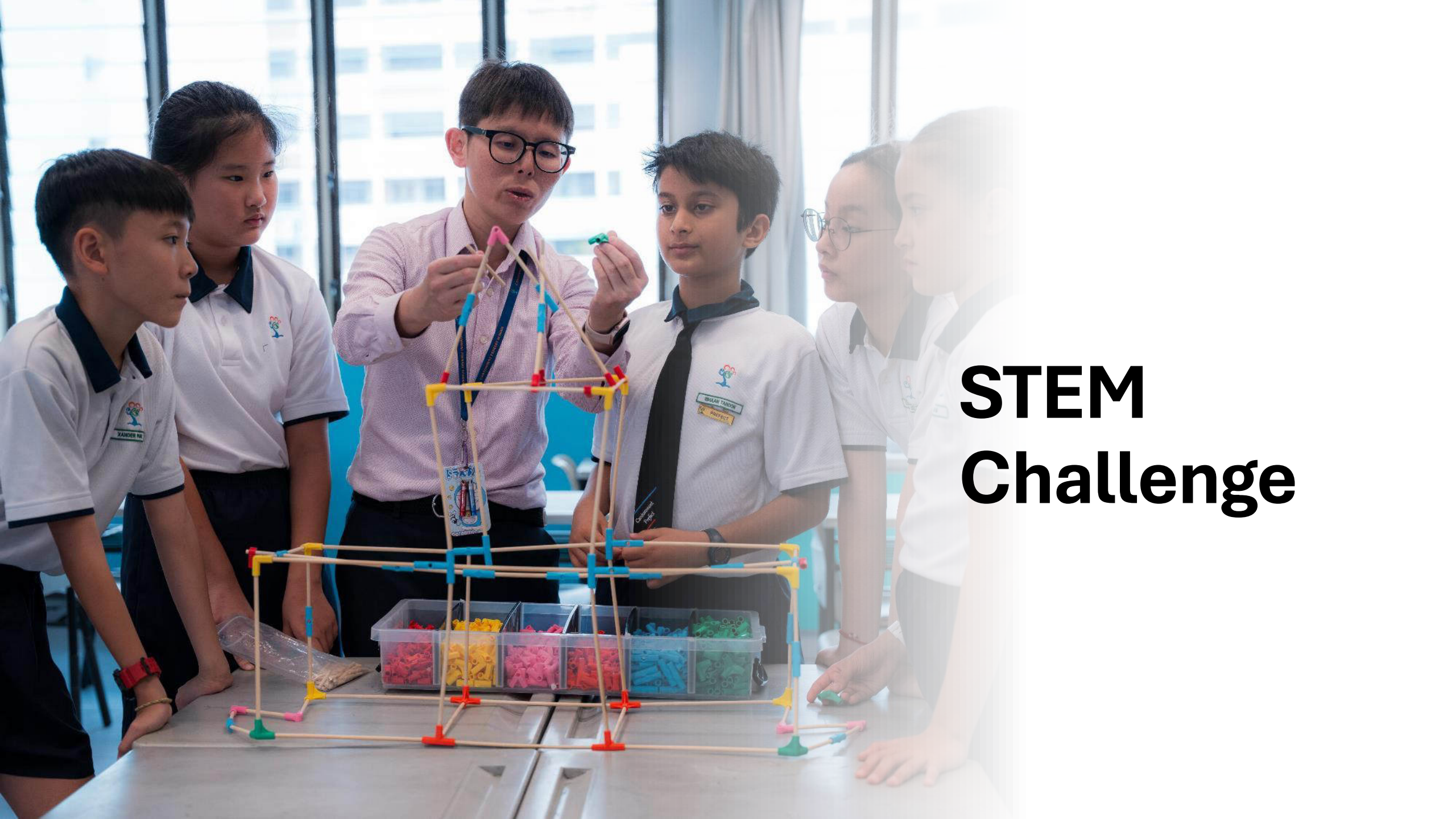
**Ms Diana Ho**  
Student Welfare Officer



# What was shared on 11 Nov 2025

- What Primary School Is About
- Aligning our Understand and Focus Areas
- How Parents Can Better Prepare Your Child For Primary One





# STEM Challenge

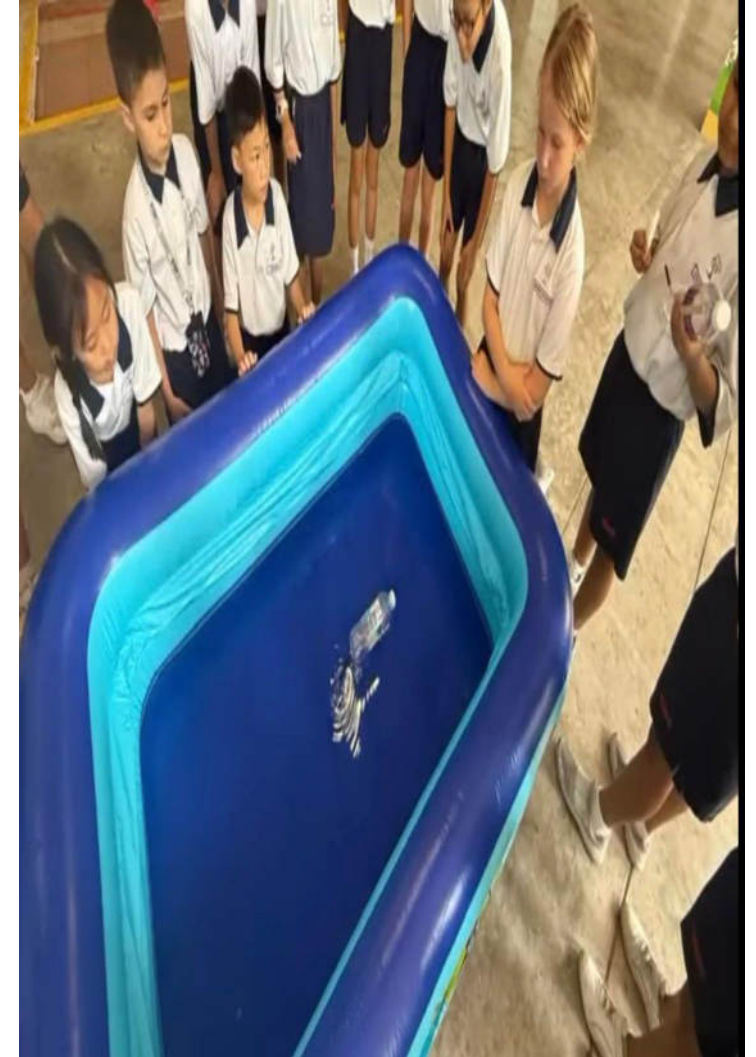


# STEM Playground Week





# STEM Playground Week







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# Our Hopes and Dreams for CPS

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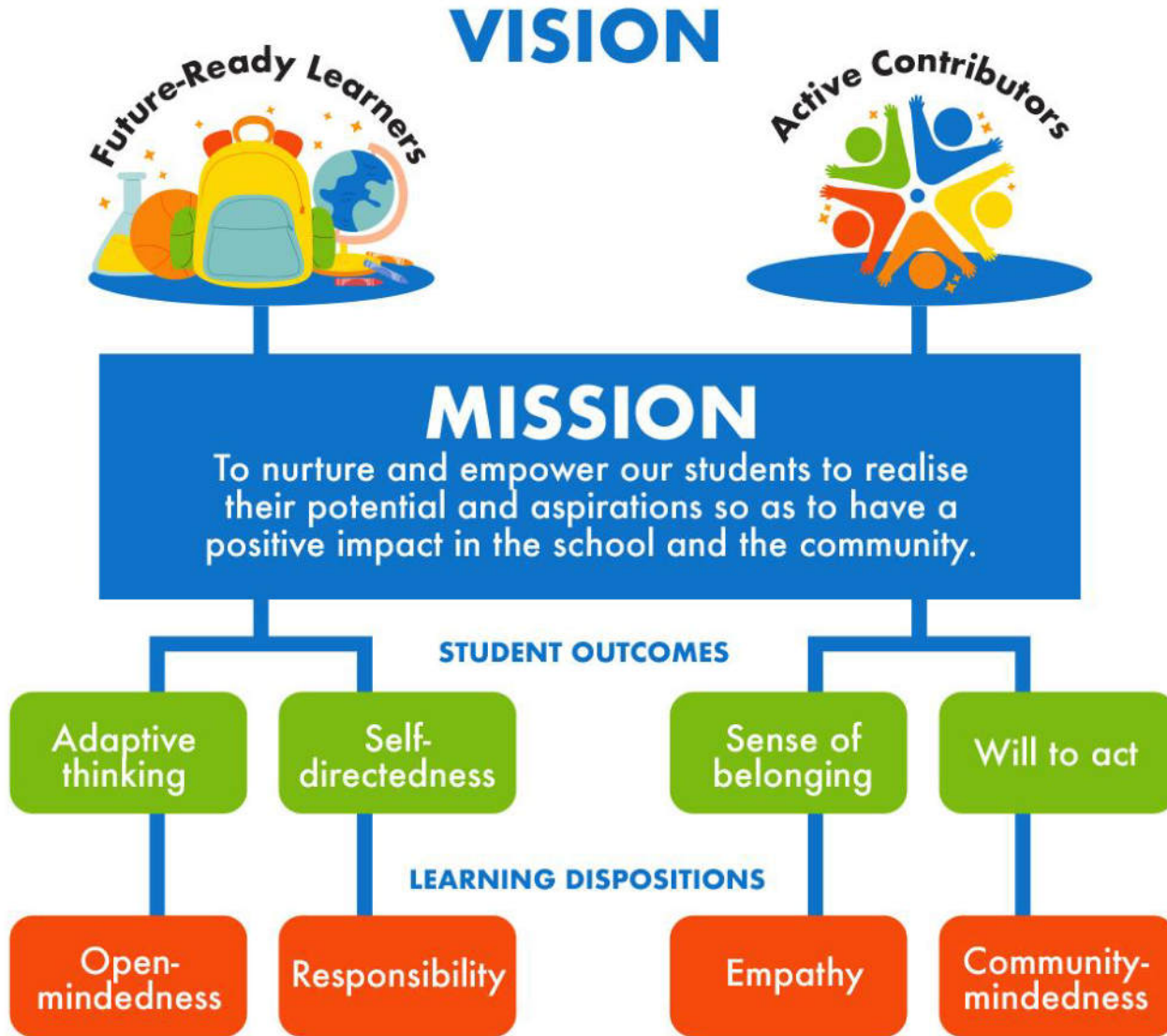


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**Vision:**  
**Future-Ready Learners**  
**Active Contributors**







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PRIMARY SCHOOL

**Under-girded by values:**

Respect  
Care  
Integrity  
Resilience  
Graciousness

**Enablers:**

Curriculum  
Environment  
Staff  
Partnerships



- 1 Future-Ready Learners and Active Contributors
- 2 Inspiring and Inclusive Learning Environment
- 3 Innovative and Flourishing Professionals
- 4 Collaborative and Strategic Partnerships

# Future-Ready Learners

## Adaptive Thinking





# Future-Ready Learners

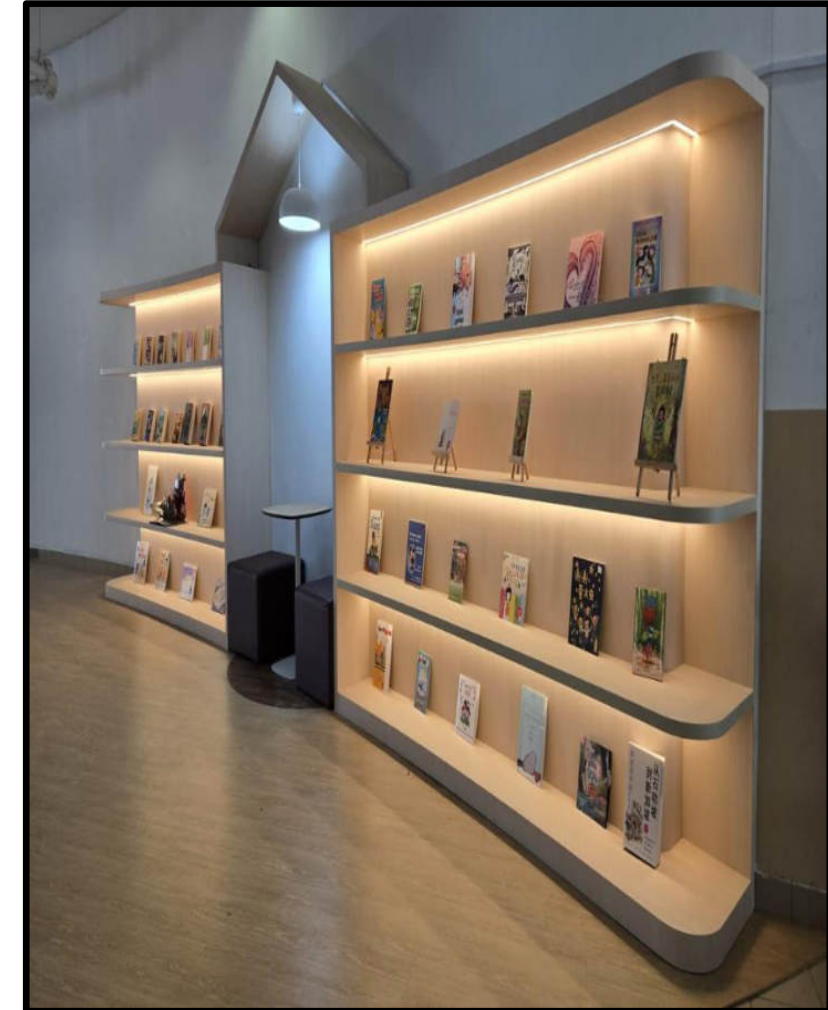
## Self-Directed Learners



**Student Leaders leading the assembly programmes**



**Gems Jam**



**Reading Nook**  
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# Future-Ready Learners

## Self-Directed Learners



Students returning to classes on their own

A Self-Directed Learner's Plan	
<b>Habits that I would like to have (✓ - tick your responses):</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Handing in homework on time</li> <li><input type="checkbox"/> Neat handwriting</li> <li><input type="checkbox"/> Eating healthily</li> <li><input type="checkbox"/> Exercise regularly</li> <li><input type="checkbox"/> Sleeping early</li> <li><input type="checkbox"/> Revising my work / learning</li> <li><input type="checkbox"/> Contributing actively in lesson / school</li> <li><input type="checkbox"/> Managing screen time</li> <li><input type="checkbox"/> Helping my peers</li> <li><input type="checkbox"/> Be an upstander</li> <li><input type="checkbox"/> Other: _____</li> </ul>	
<b>How I would achieve my goal:</b> <b>(what are some Leader in Me Habits I can practise to achieve my goal(s)?)</b>	
<div></div> <div></div> <div></div> <div></div>	
<b>I will review my goal(s) at the end of Term 2 / Term 4. (How did I do?)</b>	
<b>Term 2</b> Strength: _____  Area for growth: _____	<b>Term 4</b> Strength: _____  Area for growth: _____
Parent's Signature: _____ Date: _____	Parent's Signature: _____ Date: _____
The subject teachers will lead you to set your personal academic goals.	

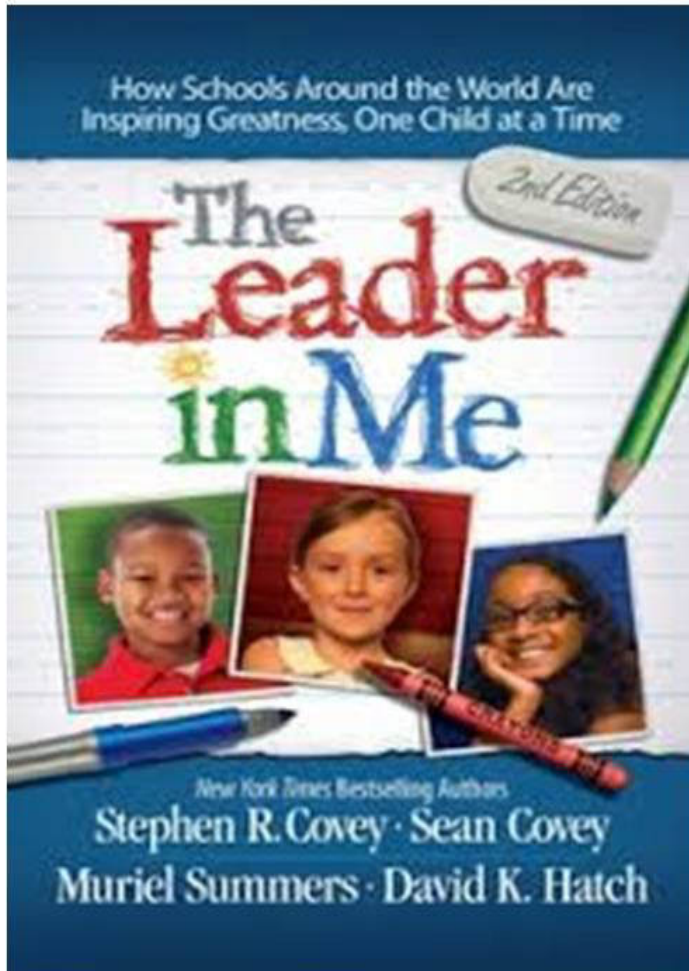
Student Diary on Goal Setting

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# Future-Ready Learners

## Self-Directed Learners





# Active Contributors

## Will To Act



**Wushu Students**



**Creative Design Club**  
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# Active Contributors

## Sense of Belonging



**Circle Time**



**1-1 Let's Chat**



# Active Contributors

## Sense of Belonging





# **Intentional Your Partnership**

**Being Future-Ready  
includes your child  
academics**

**...and PSLE**

# Partners in Education

Our children do best when  
**SCHOOL** and **PARENTS**  
**WORK HAND in HAND**  
to support them.





# **Punctuality Matters**

**Be in school by 7.35am**

# 3 areas we can work together on to foster School-Home Partnership

## 1 Respectful Communication



## 2 Role Models

## 3 Real Connections

### New MOH guidelines on screen use for children under 12



#### BELOW 18 MONTHS



- No screen use unless for interactive video chatting
- Do not leave screens on in the background when child is engaged in other activities

#### 18 MONTHS TO 6 YEARS



- Limit screen use to less than an hour a day outside school
- Passive screen use not recommended
- View media together with children where possible
- Do not use screens to occupy or distract child
- Carefully choose age-appropriate educational content
- Do not leave screens on in the background
- No screens during meals and 1 hour before bedtime

#### 7 TO 12 YEARS



- Limit screen use to less than 2 hours a day, unless related to schoolwork
- Develop a screen use plan or timetable
- Have regular conversations with children to find out their online activities
- Do not give children mobile devices with unrestricted access
- Use parental control settings to ensure children access age-appropriate content and apps
- Do not give children access to social media services
- No screens during meals and 1 hour before bedtime

SOURCE: MINISTRY OF HEALTH

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# Home-School Communication

## **School level:**

- Parent-Teacher Touch Base Meeting (Start of Term 1)
- Parent-Child-Teacher Conference / Parent-Teacher Meeting (End of Term 2)
- Parents Gateway
- Parents Information Sheet (Termly)
- Cantonment Times (Semester – school website)
- School Facebook
- Parent Support Group (PSG)

## Communication

Mon, Wed-Fri:  
7.30 a.m. to 5p.m

Tues:  
7.30am to 5.30pm

Teachers will try their best to get  
back to you within  
3 working days for non-urgent  
matters.

**FORM  
TEACHER**  
**1<sup>st</sup> Point of  
Contact**

**Teachers' email link on school  
website**

**Teachers' what's app Business  
(on school weekdays and  
before 5pm only)**

**School's  
General Office  
& What's App  
Business**

**6511 9555**

**School's Email**

**cantonment\_ps@moe.edu.sg**





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## ***Lower Primary (Year Head)***

Welcome message  
2 Jan 2026





# Needs of a Lower Primary child



# Settling In: Helping Your Child Adjust to the School Term & Year

- **What your child may be experiencing**

- Having to **adapt to new environment** and longer days
- Needing to adjust to **new friendships**
- Managing **new routines** and responsibilities
- Navigating **increased structure**

- **How you can support your child**

- Find time for **regular conversations**.
- Discuss **ways to manage different encounters** that may come their way, especially the ones they may feel worried or anxious about.
- **Build their confidence**



Scan this QR code to read a Schoolbag article on preparing your child for primary school.



# Growing Well: Supporting Your Child's Social & Emotional Well-Being

- **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



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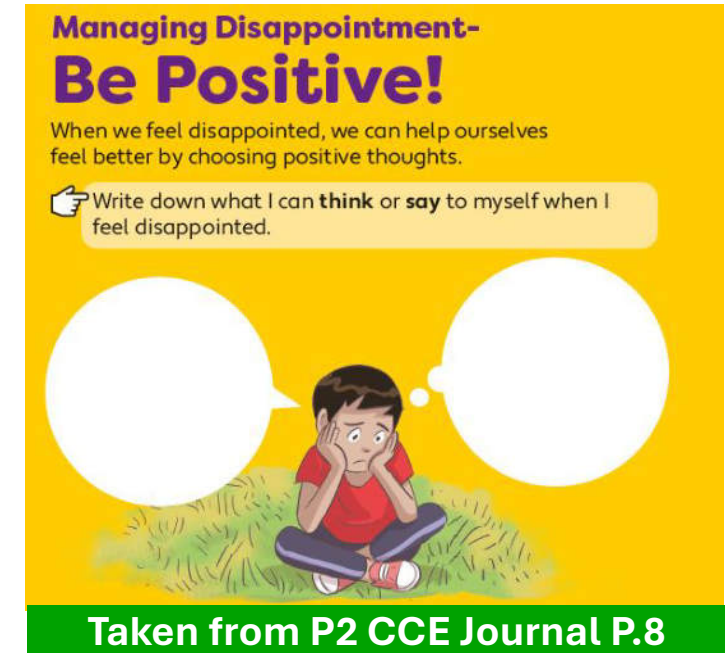




# School Programmes

# School Programmes and Initiatives

- CCE FTGP Lessons
- Let's CHAT 1-1 by Form Teachers
- Circle Time



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.

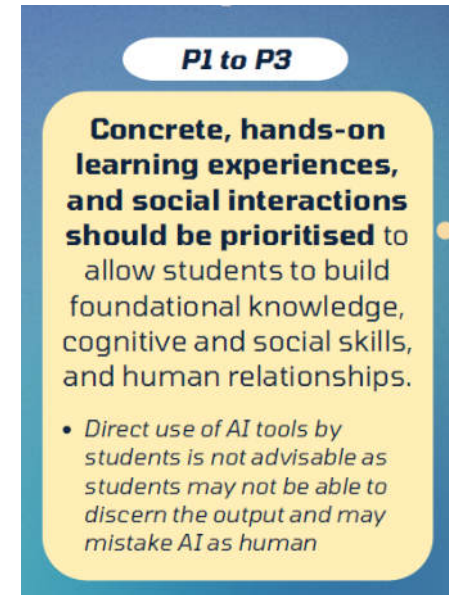




# The use of AI & EdTech at Lower Primary

# AI & EdTech in School: Safe, Purposeful Use for Young Learners

1. AI use for teaching and learning must be **age- and developmentally-appropriate**.
  - **Pri 1 to 3 students** will mainly engage in hands-on experiences, with **little or no** direct use of AI tools.
2. Under MOE's National Digital Literacy Programme (NDLP), students will develop **9 digital competencies** under the **Find, Think, Apply, Create (FTAC)** Frame.  
(Scan QR code on the right)



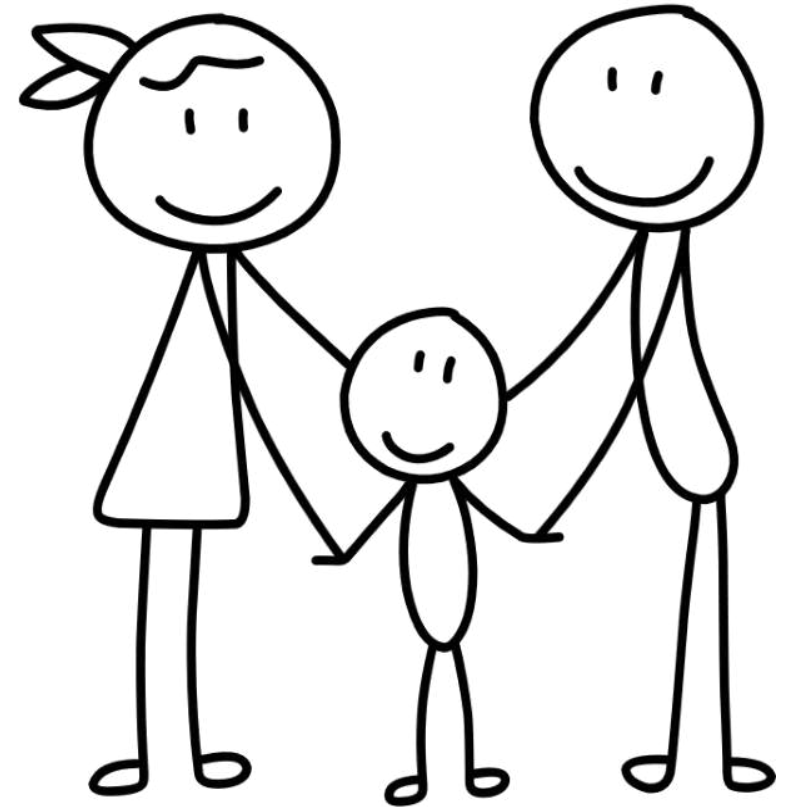




**Family  
support**

# Importance of Family Support

The Termly Check-In Surveys show that families are a **predominant source of support** when Primary School students are feeling stressed or anxious — demonstrating the **vital role parents play in their children's mental well-being.**

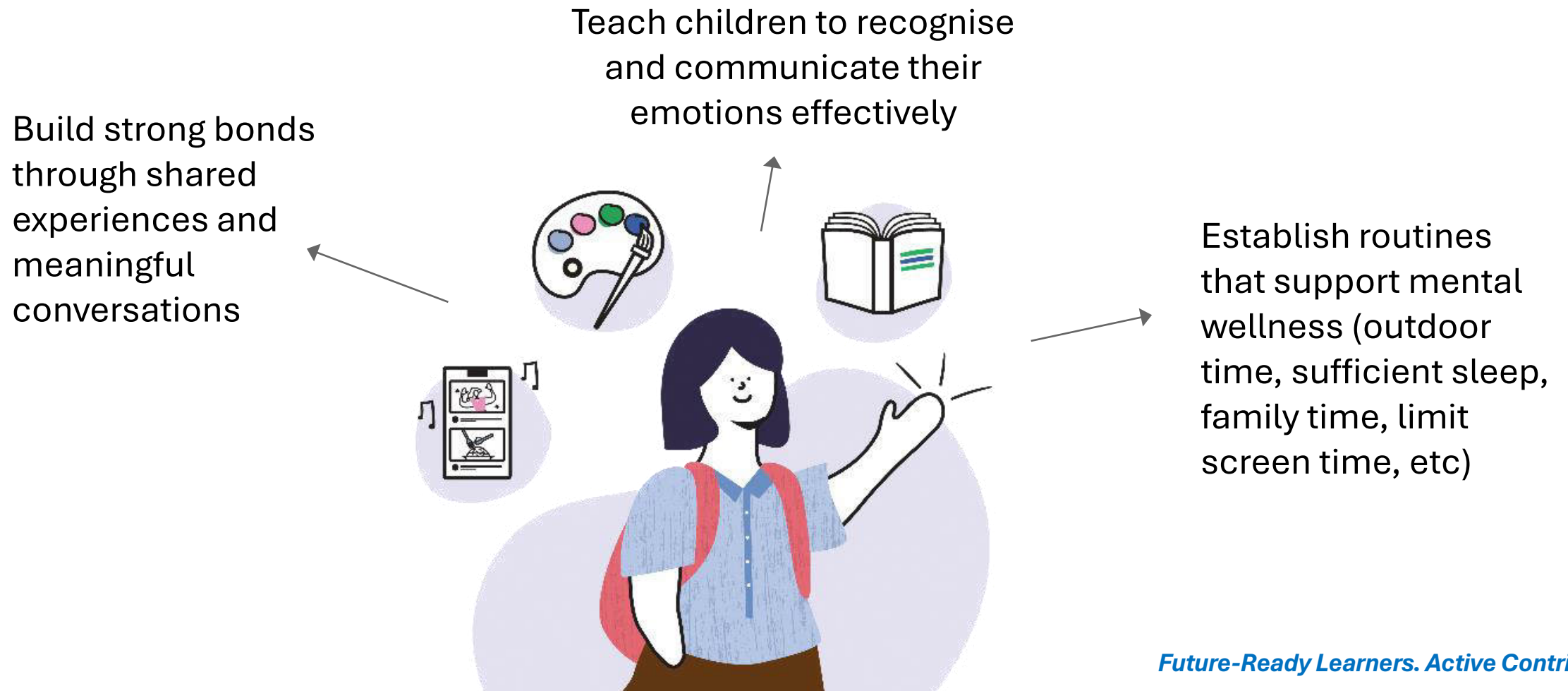


**Parents** are a predominant source of support for their child.



# Real Connections

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



# Together We Support!

- Parents play a key role as role models
  - Parents are invaluable partners and role models in supporting their children's learning and behaviour.
1. Parents **role model healthy use** of devices and social media and **good online behaviour**
    - how to explore digital frontiers and stay safe online
    - what respectful online communication looks like
  - 2. Role modelling respectful conversations.
  - 3. To support our children to be happy, confident and kind, it's important to work with the teachers and school. Respectful communication forms the basis of this relationship between schools and parents.



