



CANTONMENT
PRIMARY SCHOOL

Future-Ready Learners. Active Contributors.

Primary Two Touch Base Meeting

21 January 2026





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

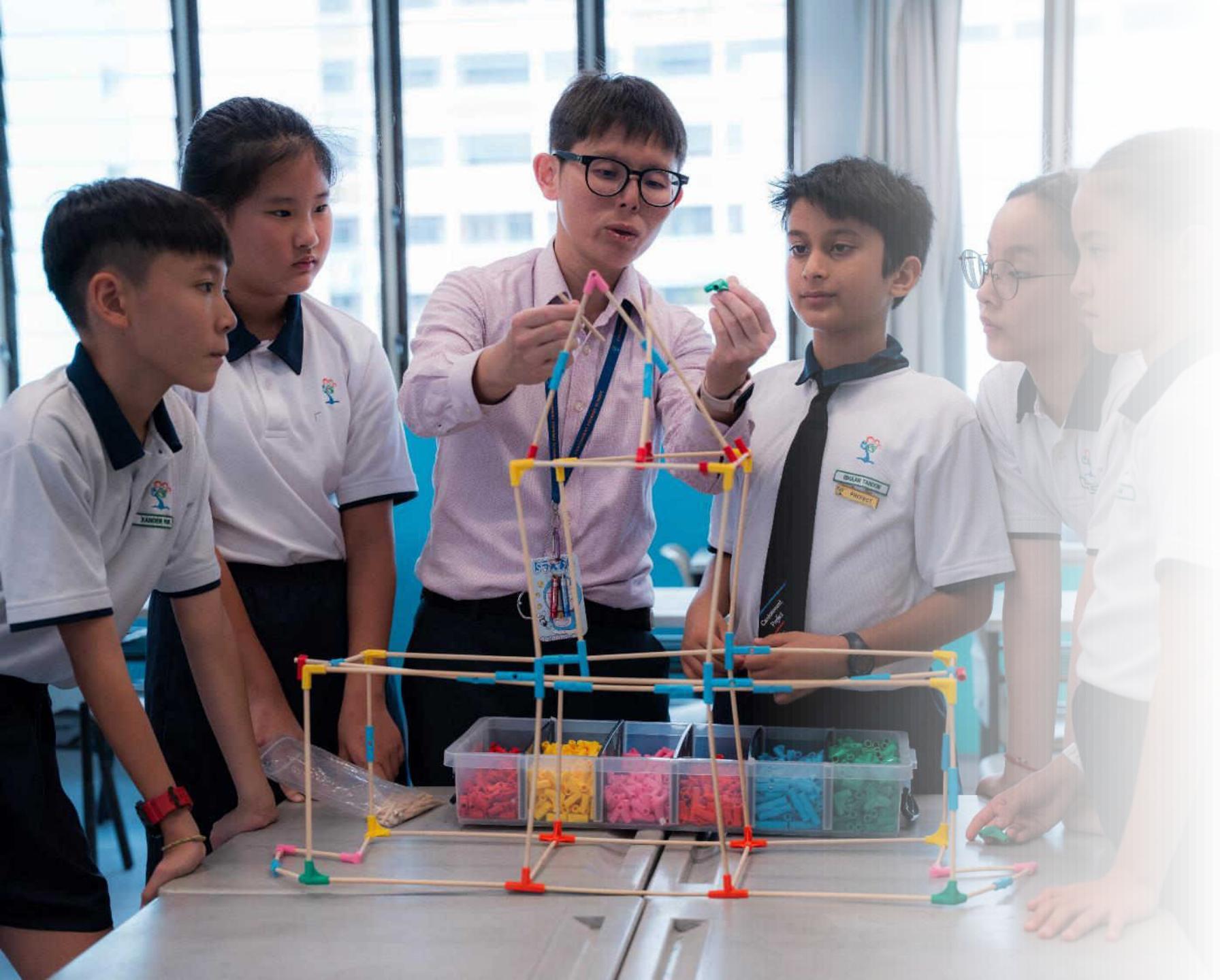
Ms Diana Ho

Student Welfare Officer

Agenda

- **New Vision**
- **Home-School Partnership**
- **Punctuality**
- **Late Day**
- **Communication Platforms**

STEM Challenge





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STEM Playground Week



Future-Ready Learners. Active Contributors.

STEM Playground Week



What Does the Future Hold?



*"Robot
"librarian"
will do all the
heavy lifting,
from
fetching your
title to
sending it to
a collection
point".*

*-8 August
The Smart
Local*



**Star Wars Pop-Up Library at
Changi Airport Terminal 3**
Image: National Library Board

Collecting your passport and IC takes just 5 minutes with ICA's new robots

[Sign up now](#): Get ST's newsletters delivered to your inbox



An automated robot retrieving a passport from a storage shelf inside the central repository at ICA Services Centre (ISC) on Dec 22, 2025.

The Straits Time 3 Jan 2026

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Our Hopes and Dreams for CPS

*Future-Ready Learners.
Active Contributors.*



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Future-Ready Learners. Active Contributors.

Vision:
Future-Ready Learners
Active Contributors



VISION



Active Contributors



MISSION

To nurture and empower our students to realise their potential and aspirations so as to have a positive impact in the school and the community.

STUDENT OUTCOMES

Adaptive thinking

Self-directedness

Sense of belonging

Will to act

LEARNING DISPOSITIONS

Open-mindedness

Responsibility

Empathy

Community-mindedness



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

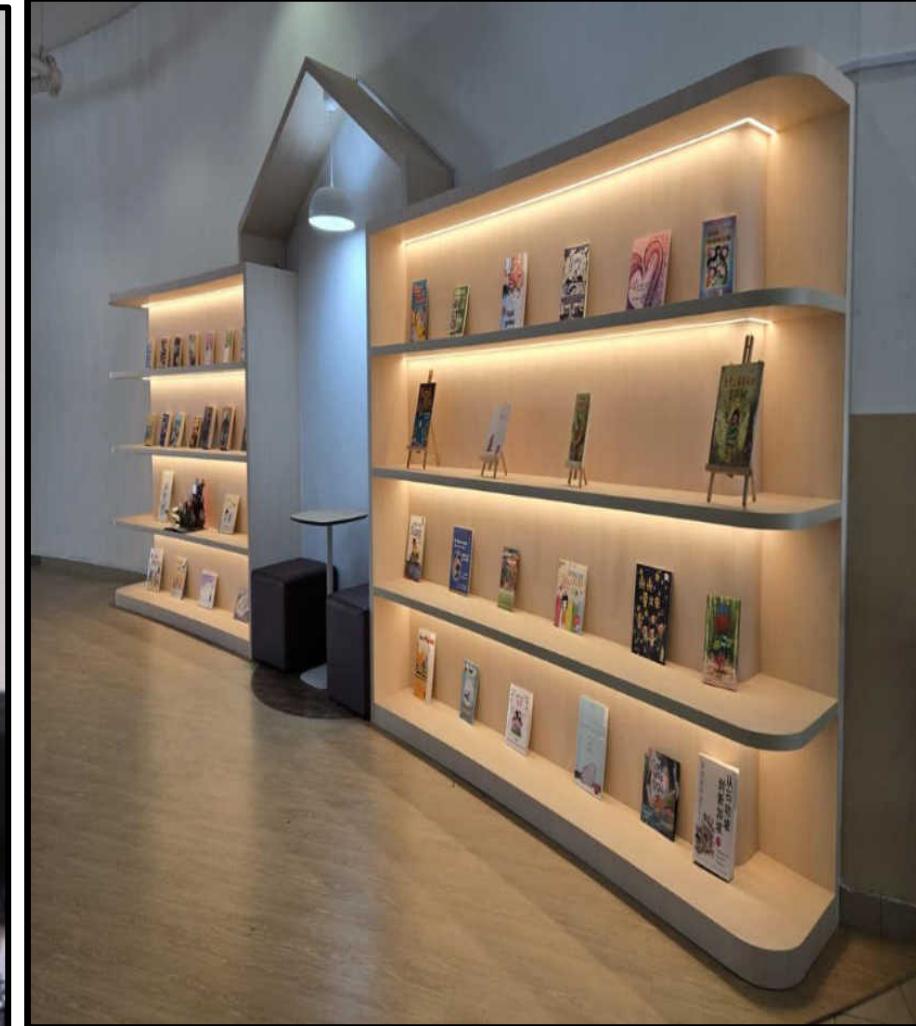
Self-Directed Learners



Student Leaders leading the assembly programmes



Gems Jam



Reading Nook

Future-Ready Learners

Self-Directed Learners



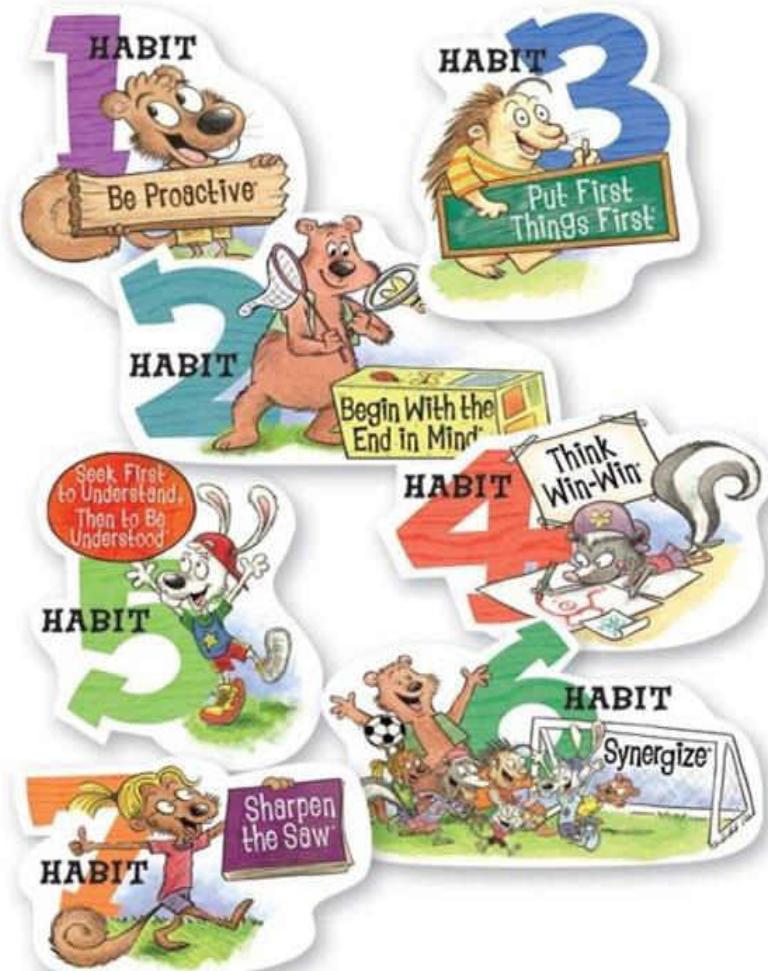
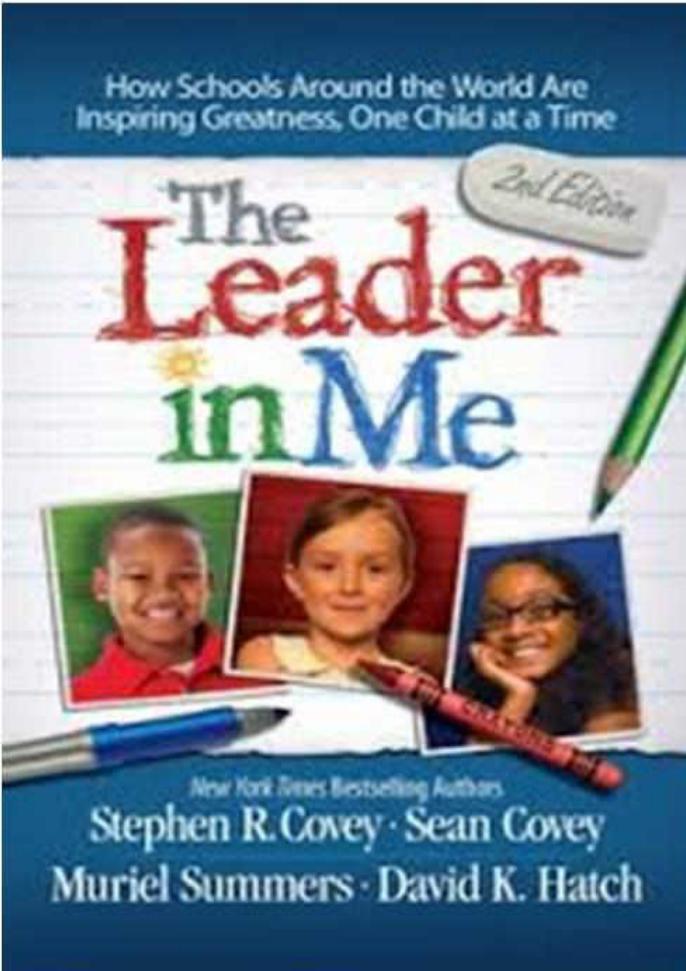
Students returning to classes on
their own

A Self-Directed Learner's Plan							
Habits that I would like to have (✓ - tick your responses):							
<input type="checkbox"/> Handing in homework on time <input type="checkbox"/> Neat handwriting <input type="checkbox"/> Eating healthily <input type="checkbox"/> Exercise regularly <input type="checkbox"/> Sleeping early <input type="checkbox"/> Revising my work / learning <input type="checkbox"/> Contributing actively in lesson / school <input type="checkbox"/> Managing screen time <input type="checkbox"/> Helping my peers <input type="checkbox"/> Be an upstander <input type="checkbox"/> Other _____							
How I would achieve my goal: (what are some Leader in Me Habits I can practise to achieve my goal(s)?) <hr/> <hr/> <hr/> <hr/>							
I will review my goal(s) at the end of Term 2 / Term 4. (How did I do?)							
<table border="1"><thead><tr><th>Term 2</th><th>Term 4</th></tr></thead><tbody><tr><td>Strength: Area for growth:</td><td>Strength: Area for growth:</td></tr><tr><td>Parent's Signature: _____ Date: _____</td><td>Parent's Signature: _____ Date: _____</td></tr></tbody></table>		Term 2	Term 4	Strength: Area for growth:	Strength: Area for growth:	Parent's Signature: _____ Date: _____	Parent's Signature: _____ Date: _____
Term 2	Term 4						
Strength: Area for growth:	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

Future-Ready Learners

Self-Directed Learners



Active Contributors

Will To Act



Wushu Students



Wushu Students



Creative Design Club

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

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



Punctuality

Punctuality Matters

Be in school by 7.35am



Late Day

Why Does CPS End Later on Tuesdays?

Standard Curriculum Hours

Later Reporting Time

Factoring Lunch Break

Tensions and Trade-offs

Earlier Start and End Times

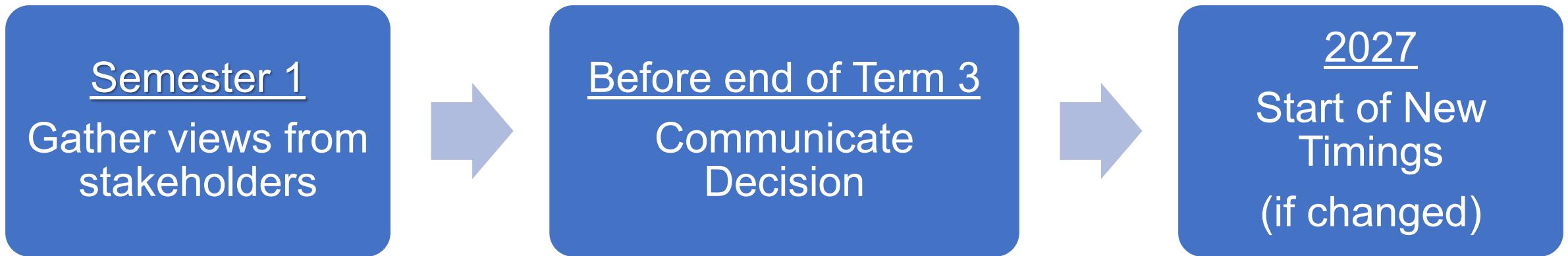
Waking Up Earlier

Later Start Time on all days

One Extra Long Day (current)
Later Lunch on All Days

Varying Family and Transport Needs

Timeline of Review



Home-School Communication

School level:

- Parent-Teacher Touch Base Meeting (Start of Term 1)
- Parent-Child-Teacher Conference (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
1st 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)**

Touchbase Message

21 Jan 2026



Agenda



Agenda

1. Primary 2 Level Programmes
2. Needs of a Lower Primary child
3. The use of AI & EdTech in Lower Primary
4. Reminders – School attire & accessories



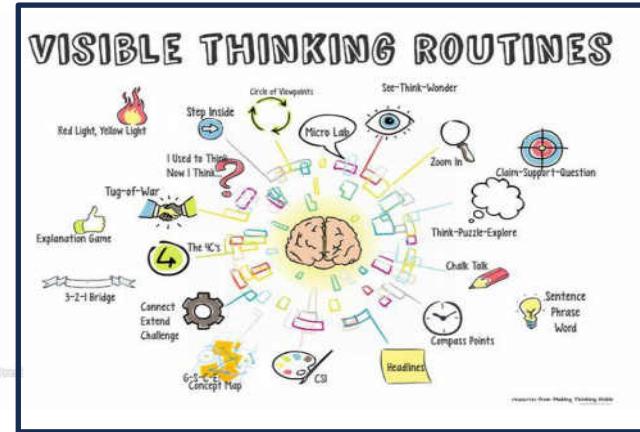
P2 Level Programmes

Primary 2 Level Programmes

PAL



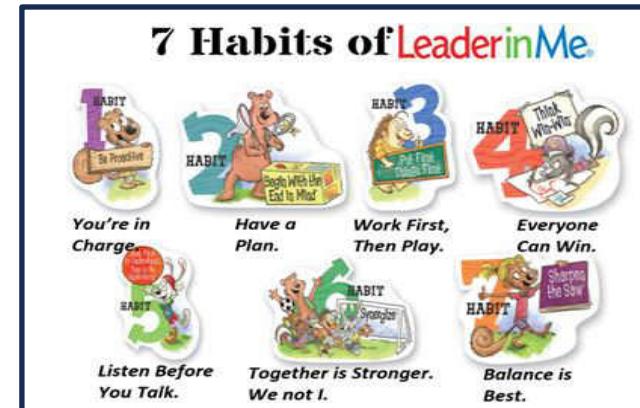
ALP – Thinking Curriculum



LLP - PAVE



Leader-in-Me



Primary 2 Level Programmes

Lower Primary Games Day



Learning Journey – Science Centre





Needs of a Lower Primary child

Adjusting to the School Year

What your child may be experiencing:

- Managing new year's routines and responsibilities
- Navigating expectations of self and others



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



Supporting Your Child's Social & Emotional Well-Being

1. Managing Thoughts, Feelings & Behaviour

- Understanding and managing emotions



2. Strengthening Sense of Self & Purpose

- Identifying and strengthening personal character traits
- Building confidence and self-awareness



3. Building Positive Relationships

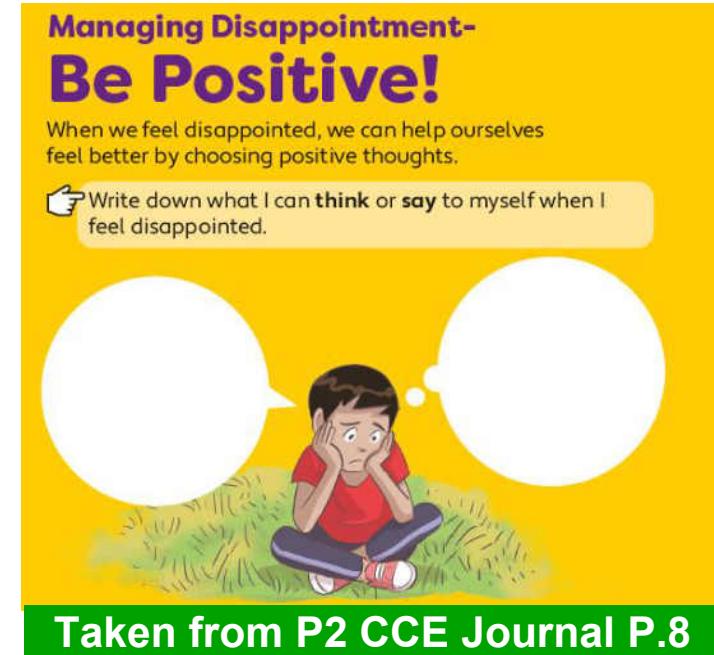
- Developing empathy and care for others
- Embracing diversity and accepting differences

4. Overcoming Challenges; Managing Changes and Transitions

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

School Programmes and Initiatives

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



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.

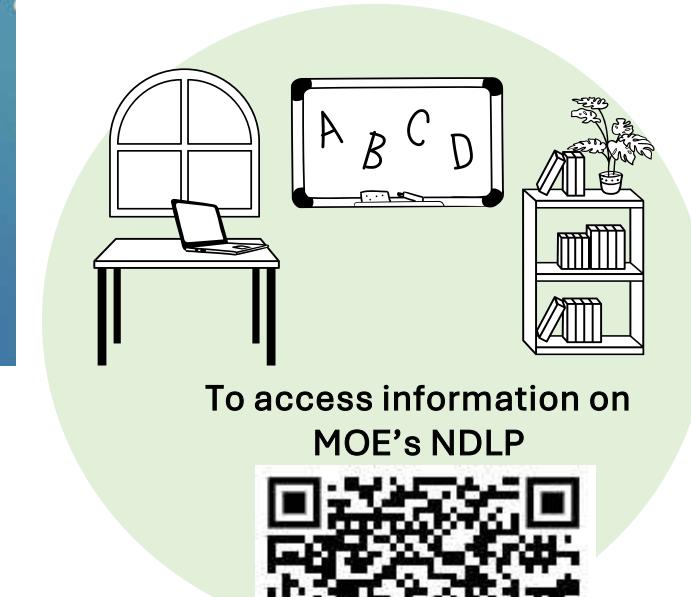
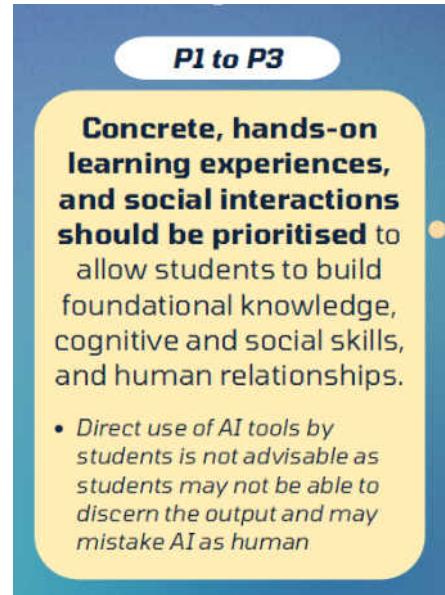


The use of AI & EdTech at Lower Primary

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)



A group of diverse school children, mostly of Asian descent, are standing in a hallway. They are all wearing white polo shirts with a small school logo on the chest and dark trousers. Many are wearing backpacks. The children are smiling and waving their hands towards the camera. In the background, there are colorful wall decorations and large windows. The overall atmosphere is bright and cheerful.

School Attire & Expectations

School Attire & Expectations

1. Name tags:

- Pls ensure your child has name tags on their uniforms.

2. Donning of accessories (of any form):

- Students should not wear accessories (e.g. bracelets, ring, necklace, chains, brooches, wristbands, amulets) with the school uniform.



Example: Name-tag on PE T-shirt



**Family
support**

Together We Support!

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.
2. Role modelling respectful conversations.
3. It's important to work with the teachers and school.
4. Respectful communication forms the basis of this relationship between schools and parents.

