



**CANTONMENT**  
PRIMARY SCHOOL

*Future-Ready Learners. Active Contributors.*

# Touch-Base Parent-Teacher-Meet Primary 5

22 Jan 2026



*Future-Ready Learners Active Contributors.*

# Agenda



# Agenda

1. School Rules, Expectations and Routines
2. Class Expectations
3. Assessment
4. Home-School Partnership
5. Administrative Matters

# Our Beliefs

**We believe that learning flourishes:**

- In caring and safe learning environments.
- When children develop their 21st century competencies through constructive learning experiences.
- By harnessing technology effectively, and tapping experts and resources in the wider community.
- When assessment is used to address children's learning gaps.

# School Rules, Expectations and Routines



## School Uniform and Personal Hygiene:

- Primary 2 students may come to school in PE attire on all days.
- From P3 onwards, formal school uniform must be worn to school daily. **No modification is allowed.**
- Students should wear only **plain white shoes and socks**. No black shoes or sports shoes are allowed. Socks should cover their ankles when worn.
- Please ensure that **nametags** are already ironed or sewn by now.
- Your child should wear **clean school uniform**, be **neat** and **looks presentable**. Hair and nails should be trimmed regularly.
- Students should **not wear accessories** (e.g. bracelets, ring, necklace, chains, brooches, wristbands, amulets) with the school uniform.

## School Rules



*For more information, please refer to the Student Handbook (pages 14 to 21)*

# School Rules

## Punctuality

- Students are expected to be in school by **7.35 a.m.** for silent reading.
- Students who enter the school **after 7.45 a.m.** will be marked as ***late***.
- Students who repeatedly report late will be required to serve **one day of after-school detention** and will be ineligible to be selected to represent school events. Their **conduct grade will also be adjusted**.

*For more information, please refer to the Student Handbook (pages 14 to 21)*

# School Rules

## Attendance

- **Regular attendance** is essential to ensure continuity in learning and to help students keep pace with classroom instruction.
- Students who are absent without a valid reason may miss important lessons, assessments and class activities.
- Based on **Compulsory Education Act (CEU)**, all Singaporean children have to attend Primary school education.
- A parents' letter / written reason (without medical certificate) will be accepted as a valid reason for absence up to five (5) instances per semester. After this, such absences will be-recorded as ***absence without valid reason***.

For more information, please refer to the Student Handbook (pages 14 to 21)

# School Expectations

## Homework Policy

### What is homework?

- Any learning activity that students are required to complete outside of curriculum time.
- There is a difference between class work that a student did not complete in class and work that is assigned as 'homework'
- Level Estimated Time Required :  
**P5 and P6 0.5 to 2 hour daily**

- No homework will be assigned on festive public holiday (e.g. Lunar New Year, Hari Raya Puasa, Vesak & Deepavali) and on Tuesdays (CCA Day) to be submitted on Wednesdays.*
- This is to give students ample time to complete their homework, and in so, cultivate a healthy disposition towards learning.*

# School Expectations

- Parents should refrain from bringing water bottles/ books for their children when they have forgotten to do so.
- Students are not to use smartphones and/or smartwatches, toys, electronic gadgets, or other communicative devices during school hours.
- These devices must be **switched off and kept inside the school bag before** entering the school.

*Please refer to the Student Handbook (pages 19-20) for more details.*

# School Expectations

## Birthdays

While birthdays are important days to remember, holding birthday parties in the school is not allowed.

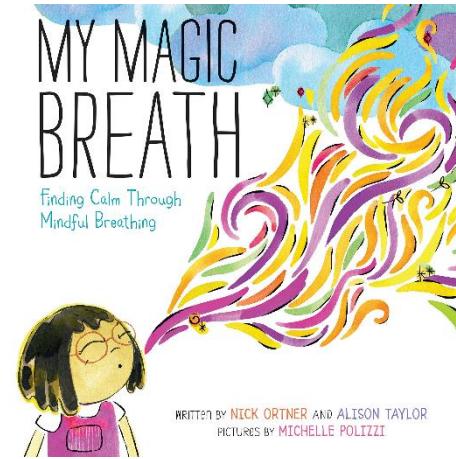
## Gifts to Teachers

Students can show appreciation for their teachers through simple and thoughtful ways such as presenting them with handmade and personalised messages.

*Please refer to the Student Handbook (page 11) for more details.*

# School Routines

- Mindful Breathing After Recess
- Stop Think Do
- Voice Levels
- Snack Breaks



| Stop-Think-Do |   |  |
|---------------|---|--|
| ACTION        | WHAT IT MEANS   | ASK YOURSELF   |
| <b>STOP</b>   | <ul style="list-style-type: none"><li>Stop what I am doing.</li><li>Calm down &amp; breathe.</li><li>Reflect on my feelings.</li><li>Clarify the problem.</li></ul> | <ul style="list-style-type: none"><li>How am I feeling?</li><li>Why do I feel this way?</li></ul>        |
| <b>THINK</b>  | <ul style="list-style-type: none"><li>Think of different choices.</li><li>Consider the different consequences.</li></ul>  | <ul style="list-style-type: none"><li>What can I try without hurting myself, others or things?</li></ul> |
| <b>DO</b>     | <ul style="list-style-type: none"><li>Choose the responsible decision.</li><li>Seek help when necessary.</li></ul>  | <ul style="list-style-type: none"><li>What is the right thing to do?</li><li>Who can help me?</li></ul>  |

| Classroom Voice Levels |  |
|------------------------|--|
| TYPE OF VOICE          | WHAT IT MEANS  |
| <b>LEADER VOICE</b>    | I use my leader voice when I need to present or share something important with the whole class.        |
| <b>GROUP VOICE</b>     | I use my group voice to speak with my group members; only those in my group should be able to hear me. |
| <b>WHISPER VOICE</b>   | I use my whisper voice to speak with my partner; only my partner should be able to hear me.            |
| <b>NO VOICE</b>        | I will not talk as it is time to listen to the speaker or it is time to concentrate on my own work.    |

A photograph of two young girls in school uniforms, smiling and writing in a notebook. The girl on the left wears pink glasses and a white shirt with a blue collar and a small logo. The girl on the right has her hair in a bun and wears a white shirt with a blue collar and a small logo. They are sitting at a table with a blue and white patterned bag in the foreground. The background is a bright, airy room with large windows.

# Assessment

# Assessment for Learning

| Term   | Week                | Weightage | Mode of Assessments           |
|--------|---------------------|-----------|-------------------------------|
| Term 1 | -                   | -         |                               |
| Term 2 | Week 5 & 6          | 15%       | Performance Task<br>Oral Task |
| Term 3 | Week 5 & 6          | 15%       | Pen & Paper                   |
| Term 4 | Year-End Assessment | 70%       |                               |

# English Language

- **Increased** marks across all components
- New Paper 1 component in Upper Primary: **Situational Writing** (Report / Article)
- **Oral Stimulus-Based Conversation (SBC)** now uses real-life photograph instead of illustrations
- **Paper 2** features more varied sections, requiring greater cognitive load, application of contextual clues, and higher-level inferential comprehension skills

# English Language

| Components                   | Primary 4         | Primary 5 & 6            |
|------------------------------|-------------------|--------------------------|
| Oral                         | 16 Marks          | 40 Marks                 |
| Listening Comprehension      | 14 Marks          | 20 Marks                 |
| Paper 1: Situational Writing | No such component | 14 Marks (New component) |
| Paper 1: Continuous Writing  | 20 Marks          | 36 Marks                 |
| Paper 2                      | 50 Marks          | 90 Marks                 |
| Total                        | 100 Marks         | 200 Marks                |

# Foundation English Language

| Components                   | Primary 4         | Primary 5 & 6           |
|------------------------------|-------------------|-------------------------|
| Oral                         | 16 Marks          | 20 Marks                |
| Listening Comprehension      | 14 Marks          | 15 Marks                |
| Paper 1: Situational Writing | No such component | 9 Marks (New component) |
| Paper 1: Continuous Writing  | 20 Marks          | 16 Marks                |
| Paper 2                      | 50 Marks          | 40 Marks                |
| Total                        | 100 Marks         | 100 Marks               |

# Mother Tongue Language

- **Increased** marks across all components
- Two options in Paper 1 component in Upper Primary:  
Choose either **Topic Composition or 5 Pictures + ?**
- **Oral Stimulus-Based Conversation (SBC)** is now based on a video that they watch.
- **Paper 2** features more varied sections, requiring greater cognitive load, application of contextual clues, and higher-level inferential comprehension skills.

# Mother Tongue Language

| <b>Components</b>       | <b>Primary 4</b> | <b>Primary 5 &amp; 6</b> |
|-------------------------|------------------|--------------------------|
| Oral                    | 30 Marks         | 50 Marks                 |
| Listening Comprehension | 10 Marks         | 20 Marks                 |
| Paper 1                 | 15 marks         | 40 Marks                 |
| Paper 2                 | 45 Marks         | 90 Marks                 |
| Total                   | 100 Marks        | 200 Marks                |

# Foundation Mother Tongue Language

| Components              | Primary 4 | Primary 5 & 6  |
|-------------------------|-----------|----------------|
| Oral                    | 30 Marks  | 55 Marks       |
| Listening Comprehension | 10 Marks  | 30 Marks       |
| Paper 1                 | 15 marks  | No Composition |
| Paper 2                 | 45 Marks  | 15 Marks       |
| Total                   | 100 Marks | 100 Marks      |

# Mathematics

- Average & Ratio shifted from Primary 5 to Primary 6 so as to **reduce content load** in Primary 5
- **Greater focus** on abstract topics such as Percentage and Volume & Surface Area
- **Strengthens foundational skills** in number sense, fractions, decimals, and data analysis
- Builds **stronger confidence and readiness** for more complex concepts in Primary 6
- Two papers for Mathematics (Paper 1 and Paper 2)
- Use of calculator for Paper 2

# Mathematics

| Components               | Primary 4        | Components                                       | Primary 5 & 6    |
|--------------------------|------------------|--|------------------|
| Paper 1<br>MCQ           | 40 Marks         | Paper 1<br>MCQ &<br>Short Answer                 | 50 Marks         |
| Paper 1<br>Short Answer  | 30 Marks         | Paper 2<br>Word Problems<br>(Calculator allowed) | 50 Marks         |
| Paper 1<br>Word Problems | 30 Marks         |  |                  |
| <b>Total</b>             | <b>100 Marks</b> |  | <b>100 Marks</b> |

# Foundation Mathematics

| Components               | Primary 4        | Components                                       | Primary 5 & 6   |
|--------------------------|------------------|--|-----------------|
| Paper 1<br>MCQ           | 40 Marks         | Paper 1<br>MCQ &<br>Short Answer                 | 50 Marks        |
| Paper 1<br>Short Answer  | 30 Marks         | Paper 2<br>Word Problems<br>(Calculator allowed) | 40 Marks        |
| Paper 1<br>Word Problems | 30 Marks         |  |                 |
| <b>Total</b>             | <b>100 Marks</b> |  | <b>90 Marks</b> |

# Science

- **Design** fair tests by identifying changed and controlled variables
- **Use** senses and **appropriate apparatus** to gather data
- **Carry out** guided and open investigations
- **Record and compare** observations and data using various formats
- **Analyse** data using representations (e.g. tables, bar and line graphs, charts and diagrams) to identify patterns, relationships and explain findings

# Science

| <b>Components</b>                              | <b>Primary 4</b> | <b>Components</b>                              | <b>Primary 5 &amp; 6</b> |
|--|------------------|--|--------------------------|
| Paper 1<br>Booklet A<br>30 MCQ                 | 60 Marks         | Paper 1<br>Booklet A<br>30 MCQ                 | 60 Marks                 |
| Paper 1<br>Booklet B<br>10 – 11 Structured Qns | 40 Marks         | Paper 1<br>Booklet B<br>10 – 11 Structured Qns | 40 Marks                 |
| Total  | 100 Marks        |  | 100 Marks                |

# Foundation Science

| Components                                     | Primary 4 | Components                                     | Primary 5 & 6 |
|--|-----------|--|---------------|
| Paper 1<br>Booklet A<br>30 MCQ                 | 60 Marks  | Paper 1<br>Booklet A<br>18 MCQ                 | 36 Marks      |
| Paper 1<br>Booklet B<br>10 – 11 Structured Qns | 40 Marks  | Paper 1<br>Booklet B<br>11 – 13 Structured Qns | 34 Marks      |
| Total  | 100 Marks |  | 70 Marks      |

# Report of Learning Progress

- Holistic Development Profile
- These will be given out during our Parent-Teacher Meeting (PTM) during *Mid-Year*.
- There is **no** Year-End PTM.

# Student Leadership Structure



# 3 Days 2 Nights Outdoor Adventure Camp

As part of ***Outdoor Education in PE Curriculum***, P5 students will take part in a 3D2N camp.

## **Venue:**

MOE Dairy Farm Outdoor Adventure Learning Centre

## **Camp 1:**

5 Graciousness, 5 Integrity

Monday – Wednesday

6 – 8 April 2026

## **Camp 2:**

5 Care, 5 Resilience, 5 Respect

Thursday – Saturday

9 – 11 April 2026

# 3 Days 2 Nights Outdoor Adventure Camp



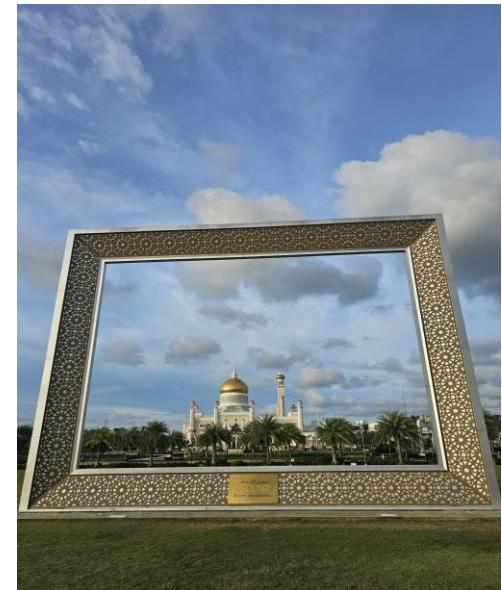
# School Twinning Programme

**Date: To Be Confirmed**

**Destination: Brunei**

## **Objective:**

- Students to develop global awareness and cross-cultural skills during their interactions with students in Brunei.
- They will also understand the unique relationship between Singapore and Brunei.



# School Twinning Programme

**No. of Students: 12**

**Singaporeans:** Subsidised cost

**PR/Foreigners:** Full payment

As part of the selection process, students will be required to **submit a video** (*not more than 1 minute*) to share about why they should represent our school and be selected for the trip.

**More details will be shared soon!**





# Home-School Partnership

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

## 1 Respectful Communication

Our children do best when schools and parents work hand in hand to support them.

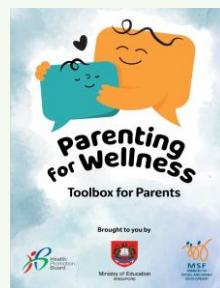
## 2 Role Models



## 3 Real Connections

# How can you support your child?

**LOOK** out for these signs which indicate your child may need help to cope:



Scan the QR Code to read more about stress vs distress in the Parenting for Wellness toolbox. The full toolbox is available at the end of the presentation.

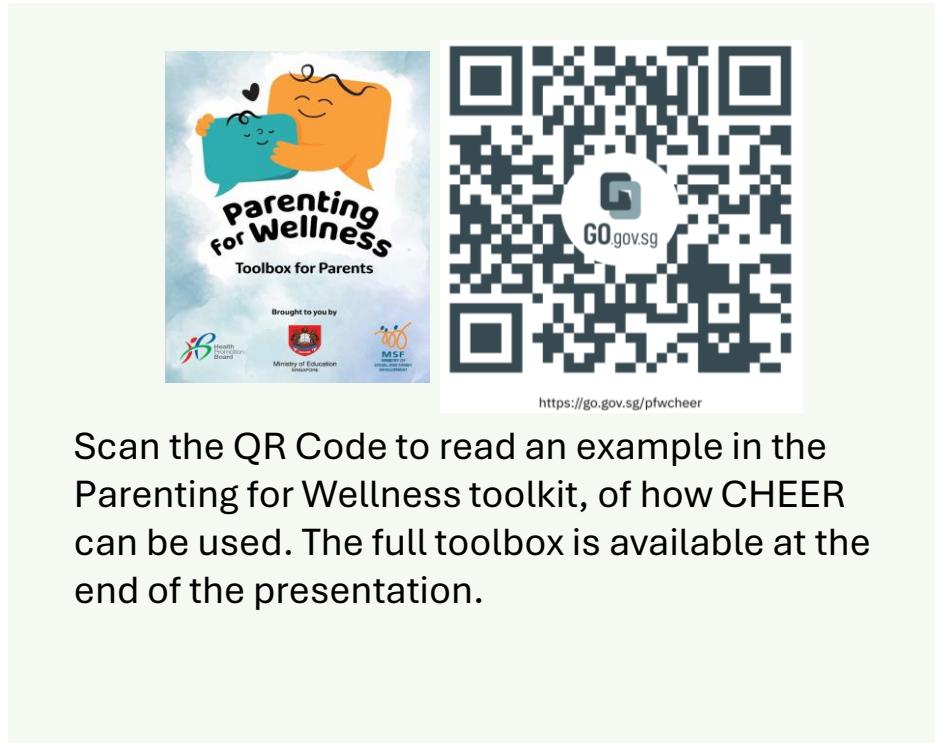


## ARE YOU FEELING TOO MUCH STRESS?

### We can **LOOK** out for:

- L**oss of interest in hobbies
- O**verly tired, sad, worried or upset
- O**ften posting moody messages or talking about hurting yourself
- K**eeping away from people you are usually close to, or being quieter than usual

If you observe that your child may be struggling or showing signs of needing more support, you may use **C.H.E.E.R** to guide your conversations and support your child.



# Developing Good Digital Habits

## How can you help your child develop good digital habits?

*As parents/guardians, you play a significant role in helping your child establish healthy digital habits, and learn to use technology in a positive and meaningful way.*



### Role model healthy use of devices and social media and good online behaviour for your child/ward

- E.g. parents/guardians not using devices during mealtimes, respectful online communication



### Role modelling respectful conversations –

- Parents are in the best position to role model these skills through daily interactions with your child.
- **Listen to understand**, instead of listening to give advice and offer solutions.



# Online Communication with other Students

- Students may be required to interact with other students online as part of learning activities on the **Student Learning Space** or other learning apps.
- Students are expected to **demonstrate the school values** in their interactions with others on cyberspace.
- If other students make your child feel uncomfortable, your child should stop the engagement and inform his/her teacher or you.
- Students are not required to use communication apps (*e.g., WhatsApp, Telegram, Discord*). Many of these apps are meant for older users, usually above 13 or 16 years old.
- The school will not manage disputes or incidents between students resulting from the use of these communication apps.

*Please refer to the Student Handbook for more details.*

**Future-Ready Learners. Active Contributors.**



# Administrative Matters

# Student Details Form

- A PG message “Updating of Student Details” was sent out on 2 Jan 2026.
- Please update your and your child’s/ward’s information via the Student Details Form (SDF) **by 31 Jan 2026**.
- The SDF portal can be accessed via <https://pg.moe.edu.sg/forms/sdf> until **31 Jan 2026**.
- If you have already done so at the end of last year, you do not need to resubmit, unless there are updates.

# Communication

- If you cannot reach us at our direct line, you may leave a message with the school's General Office at **6511 9555**. We will return your call as soon as we are able to.
- Unless there is an emergency, please contact us within office hours:  
**Monday, Wednesday to Friday 7:30am to 5:00pm; Tuesdays 7:30am to 5:30pm.**
- For any feedback regarding school matters, please email [cantonment\\_ps@moe.edu.sg](mailto:cantonment_ps@moe.edu.sg).  
The office hours are Monday -Friday (*7.30 a.m. to 5.30 p.m.*).

# Communication

## *(Where is my child?)*



OUR SCHOOL ▾ OUR CURRICULUM ▾ OUR PARTNERS ▾ **USEFUL LINKS ▾** OPEN HOUSE

Calendar  
For Students  
For Parents  
Finances  
Admissions  
Bouquets

An orange arrow points from the text "click on Useful Links then Calendar." to the "USEFUL LINKS" menu item.

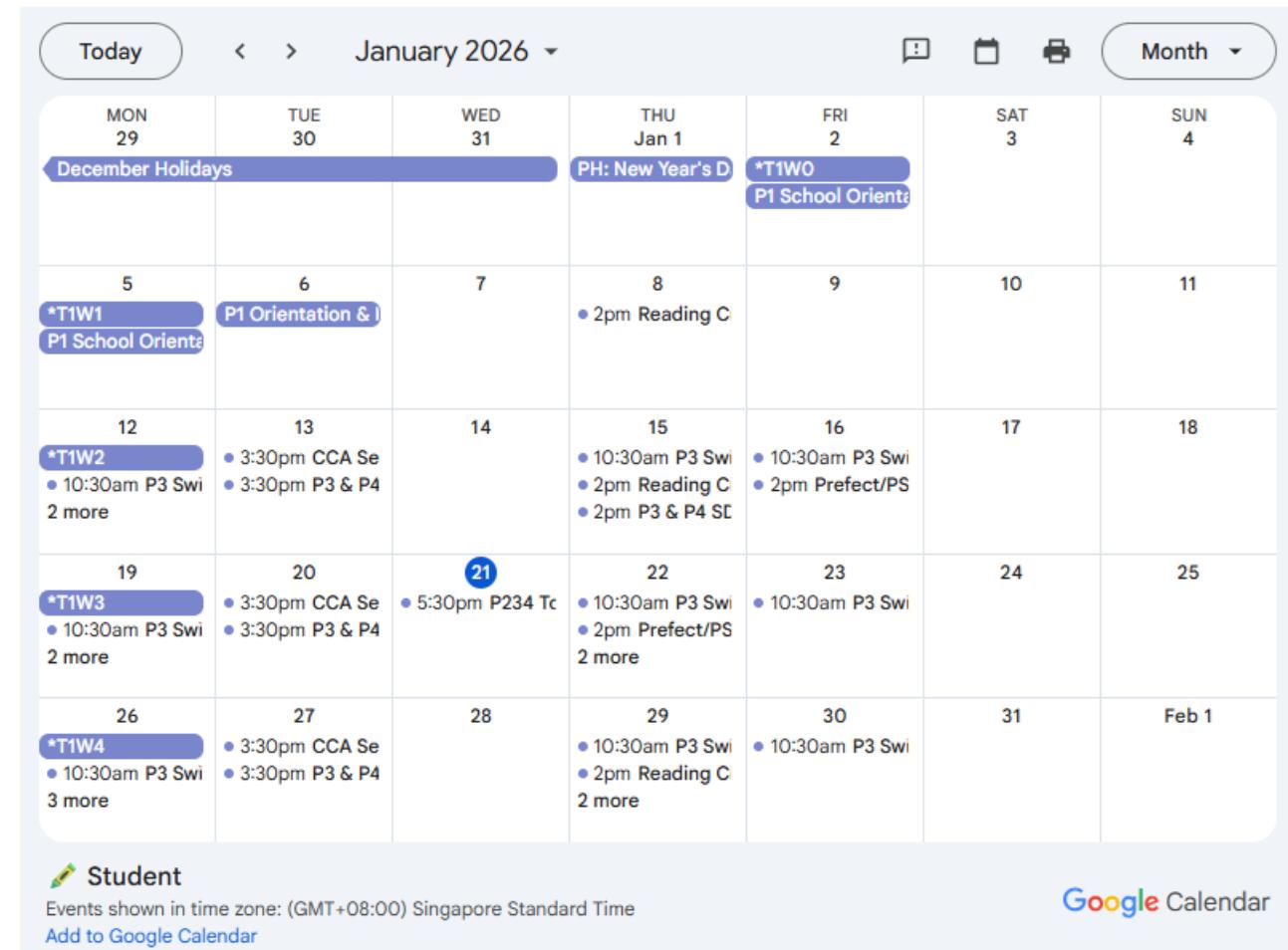
Go to CPS School Website,  
click on **Useful Links** then **Calendar**.

T1W1 - Refers to Term 1 and Week 1 etc

PH: Public Holiday

SH: School Holiday

\* refers to selected students of that level/class



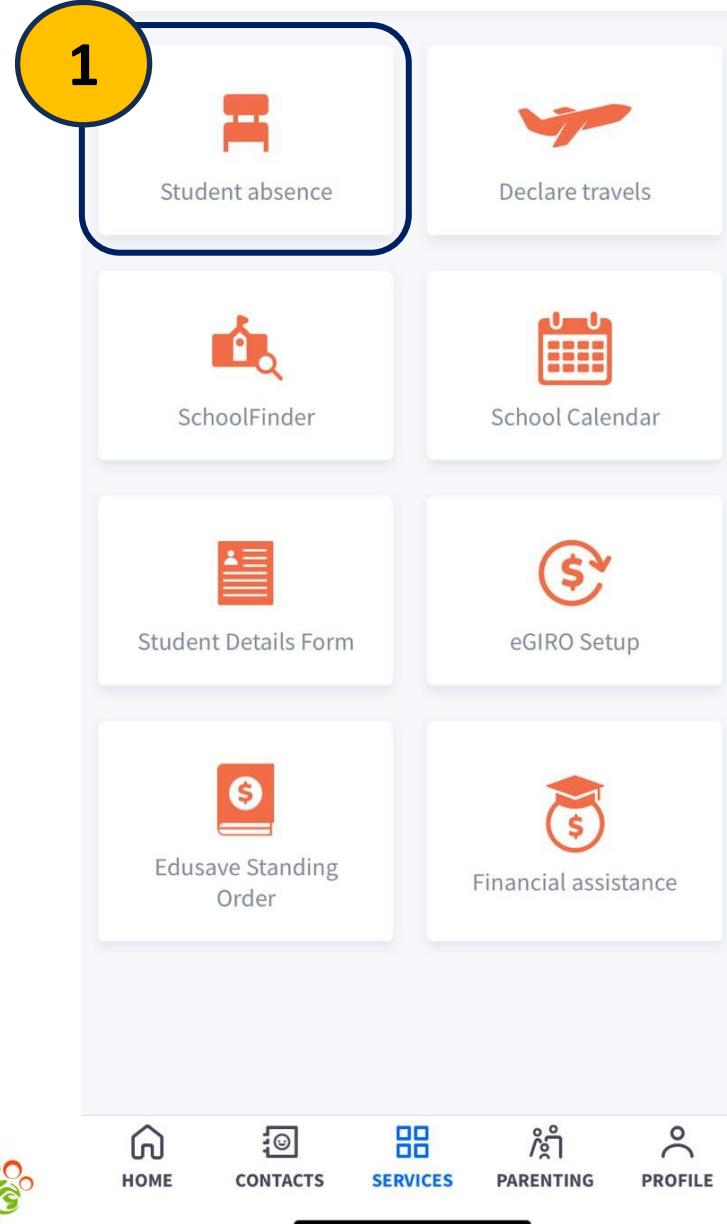
Today < > January 2026 ▾ Month ▾

| MON 29                              | TUE 30                              | WED 31 | THU Jan 1                                     | FRI 2   | SAT 3 | SUN 4 |
|-------------------------------------|-------------------------------------|--------|---|---|-------|-------|
| December Holidays                   |                                     |        | PH: New Year's D                              | *T1W1<br>P1 School Orienta                              |       |       |
| 5                                   | 6                                   |        |   | 8   | 9     | 10    |
| *T1W1<br>P1 School Orienta          | P1 Orientation & I                  |        | ● 2pm Reading C                               |   |       | 11    |
| 12                                  | 13                                  |        |   |   |       |       |
| *T1W2<br>● 10:30am P3 Swi<br>2 more | ● 3:30pm CCA Se<br>● 3:30pm P3 & P4 | 14     | 15  | 16  | 17    | 18    |
| 19                                  | 20                                  |        |   | ● 10:30am P3 Swi<br>● 2pm Reading C<br>● 2pm P3 & P4 SC |       |       |
| *T1W3<br>● 10:30am P3 Swi<br>2 more | ● 3:30pm CCA Se<br>● 3:30pm P3 & P4 | 21     | 22  | 23  | 24    | 25    |
| 26                                  | 27                                  | 28     | 29  | 30  | 31    | Feb 1 |
| *T1W4<br>● 10:30am P3 Swi<br>3 more | ● 3:30pm CCA Se<br>● 3:30pm P3 & P4 |        | ● 10:30am P3 Swi<br>● 2pm Reading C<br>2 more | ● 10:30am P3 Swi  |       |       |

**Student**  
Events shown in time zone: (GMT+08:00) Singapore Standard Time  
[Add to Google Calendar](#)

**Google Calendar**

## Services



# Communication

*(My child is / was / will be absent)*

The image shows a three-step process for submitting a child's absence. Step 1: 'Student absence' service selection. Step 2: 'Submit reason for absence' form with a note about full-day school absences and a list of submitted absences for 2026. Step 3: 'Step 2: Submit absence' form for entering the date of absence and selecting the absence reason (With or Without medical certificate). The 'Submit' button is at the bottom.

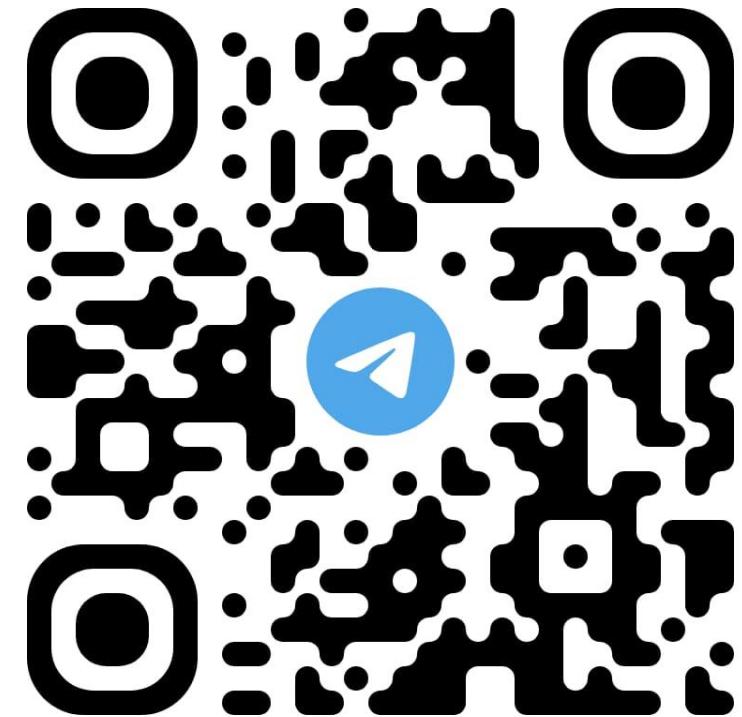
Please log into  
Parents Gateway  
and submit your  
child's absence by  
**7.30 am.**

# PSG@Cantonment

Join our Parent Support Group on our official Meetup Channel and our Telegram Communication Channel.

## Upcoming Events:

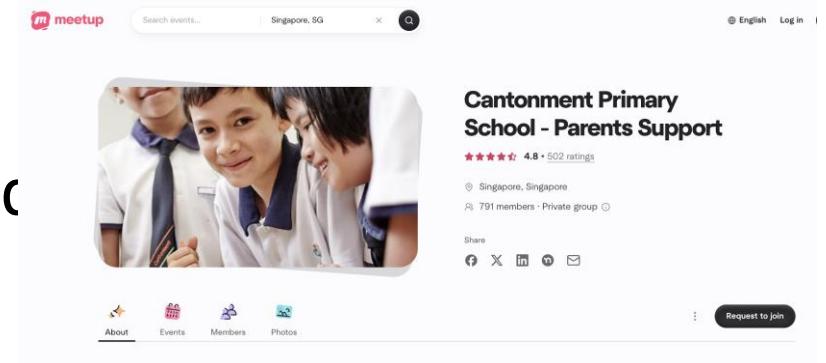
- Chinese New Year Louhei bonding event
- Volunteering for SwimSafer program, learning journeys and Mother Tongue Reading Programme
- International Friendship Day



Telegram: CPS PSG OFFICIAL CHANNEL

# Meetup Sign-up Process

- Create a free account on Meetup
- Join our CPS Parents Support group with you and your child's info
- Wait for a few days for us to verify your identity and accepts you into the group
- Once verified, you can sign-up to attend any of our events!





# Thank you

Future-Ready Learners. Active Contributors.