

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

Follow us on Instagram!



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)

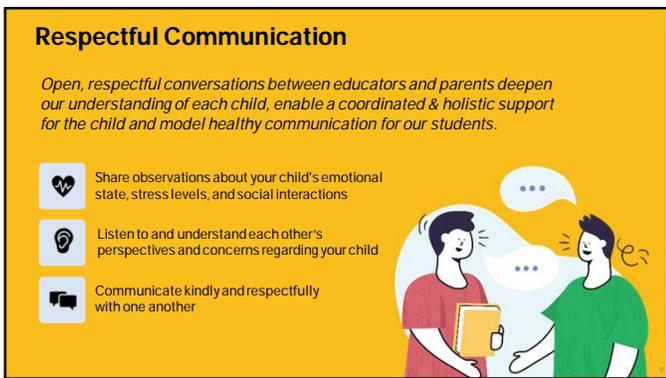
6



7



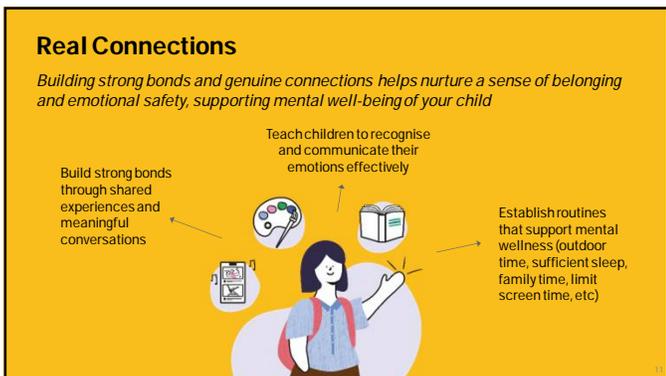
8



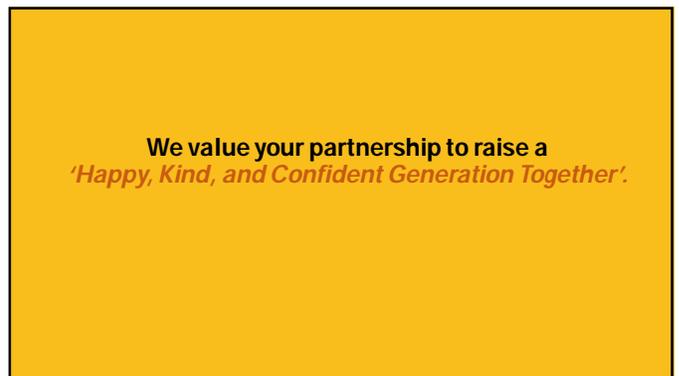
9



10



11



12

### 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

**Grow Well SG**

- A national health promotion strategy
- Aims to improve **preventive care** and encourage **healthier lifestyles**

<p><b>Term 1</b></p> <p><b>Learn Well</b></p> <p>Put away phones one hour before bed.</p>	<p><b>Term 2</b></p> <p><b>Sleep Well</b></p> <p>Sleep 9 hours daily</p>	<p><b>Term 3</b></p> <p><b>Eat Well</b></p> <p>Eat a portion of fruit and vegetables daily</p>	<p><b>Term 4</b></p> <p><b>Exercise Well</b></p> <p>Exercise for 1 hour daily</p>
---	--	--	---

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 integrity, integrity and professionalism. By showing mutual courtesy and respect, we set a positive example for our children.

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
<b>Term 1</b>	<ul style="list-style-type: none"> <li>• 16 Jan onwards: Modular CCA</li> <li>• 23 Feb onwards: P2 MT Oracy</li> </ul>
<b>Term 2</b>	<ul style="list-style-type: none"> <li>• 22 Apr: Student-Led Conference</li> <li>• 27 Apr onwards: English Language Week- Character Parade</li> <li>• 18 May onwards: NESS and MT LJ</li> </ul>
<b>Term 3</b>	<ul style="list-style-type: none"> <li>• 03 Sep: Teacher's Day Celebration</li> </ul>
<b>Term 4</b>	<ul style="list-style-type: none"> <li>• 01 Oct: Children's Day Celebration + Sports Carnival</li> <li>• 04 and 05 Nov: P2 Math Carnival</li> </ul>

18

## Key Dates 2026

	<b>Primary 2</b>
<b>Term 2</b>	• 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 can 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 recall?

1. Share with your parent/guardian about times when you felt anxious, write together to share together 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. performed on stage.		
We took a test or examination.		
We went for an injection.		
Any other situation:		

2. Choose one situation when both of you experienced anxiety. Fill 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.	You	Your Parent / Guardian
We reacted in the same way e.g. we kept away from others.		

We did not experience anxiety in either situation.  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_



24



25

### Concerns from P2 Students

No.	Concerns
1.	Being ready for school <span style="border: 1px solid purple; border-radius: 10px; padding: 2px;">What do I need to do?</span>
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

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

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.

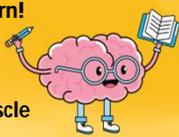
30

## 2025(P1)

1. Everyone Can Learn!
2. My Brain is a Muscle That Grows

## 2026(P2)

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...

<b>1 in 3</b> children has chatted with strangers online	<b>1 in 3</b> children has been exposed to pornographic materials	<b>1 in 4</b> children has overshared their personal information
--	---	--

Source: MLC-TOUGH 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 Check 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?

My child needs to know how to help with this question!  
Parent/Teacher signature:



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

SINGAPORE  
**Student Learning Space**

**ALL EARS**  
Form Builder

**IC@N**  
Google  
Workspace





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 Curriuculum

P2 students learn through:

- Sports and Games
- Performing Arts
- Outdoor Education
- Visual Arts



49

## Highlights

From the four domains of P2 PAL




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

 <p><b>Learn Well</b> Better focus, academic growth, and healthy digital balance.</p>	 <p><b>Sleep Well</b> Memory consolidation, and emotional regulation.</p>	 <p><b>Eat Well</b> Healthy growth, and reduced disease risk.</p>	 <p><b>Exercise Well</b> Stronger bodies and sharper minds.</p>
--	--	--	--

55

### Termly Focus to build healthy habits

Term 1	Term 2	Term 3	Term 4
<p><b>Learn Well</b></p> <p>Limit recreation screen time to 2h daily. No screens 1h before bed.</p>	<p><b>Sleep Well</b></p> <p>Achieve at least 9 hours of quality sleep every single night.</p>	<p><b>Eat Well</b></p> <p>Eat fruits/veggies 4+ days a week. Reduce packaged snacks.</p>	<p><b>Exercise Well</b></p> <p>Engage in active physical play for 7+ hours per week.</p>

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

**Use everyday moments to practice MTL**

- Talk during meals or outings
- Encourage your child to share ideas in MTL
- Focus on communication, not perfection

Do fun activities in MTL together, e.g. watch a film or performance

*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

**Encourage and affirm effort**

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

Provide a conducive environment for learning MTL, e.g. access to MTL music and books

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

FOR P3 & P2

RIVERVALE 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>

76

## Interaction with Form Teachers



77

### Interaction with Form Teachers

- Join the respective session according to the **2<sup>nd</sup> 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.

<b>2RESPECT</b>	Mdm Nur Shereena
	Mdm Li Song
<b>2RESPONSIBILITY</b>	Mdm Nashita
	Mr Eu Kong Leong
<b>2RESILIENCE</b>	Miss Ayeshah
	Miss Ang Hui Nee
<b>2INTEGRITY</b>	Miss Vijaya Letchumi
	Ms Nur Syahidah
<b>2CARE</b>	Mdm Raeesa
	Mr Riduan
<b>2HARMONY</b>	Mdm Ong Wei Kei
	Ms Tricia Ong
<b>2EXCELLENCE</b>	Ms Amalina
	Mdm Nazrah Hanani

78

