



P1 Parent Engagement 2024

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Our 3rd Prime Minister's Book Prize Recipient!

2022 Prime Minister's Book Prize (Primary) Recipient

ZHANG HAN

- Frontier's PSLE Academic Excellence (2021) recipient
- Edusave Character Award (ECHA) (2021) recipient
- Frontier's Scholarship Award (2021 - 2020) recipient
- Edusave Award for Achievement, Good Leadership and Service (EAGLES) (2020) recipient



Current student
@Nanyang Girls' High School (Secondary)



STUDENTS & PARENTS

Downloadable Links

TEACHERS

Useful Links

ALUMNI

Information for Alumni

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Programme

Time	Sharing
8.15 to 8.40	Visiting of PPC Booth
8.40 to 8.45	Welcome
8.45 to 8.55	Principal's Speech
8.55 to 9.00	English Language
9.00 to 9.10	Mathematics and ALP
9.10 to 9.15	Mother Tongue Language
9.15 to 9.25	P.A.M and LLP
9.25 to 9.35	Parents and Partnership Community / Q & A
9.35 to 9.45	P1 Matters
9.45 to 10.00	Q & A
10.00	Dismissal for P1 Recess

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PRINCIPAL'S ADDRESS



Mrs Tonnine Chua
Principal

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School Leaders



Mrs Tonnine Chua
Principal



Mrs Wilna Chai
Vice-Principal



Mrs Claudia Choon
Vice-Principal



Mr Ang Boon Chin
Vice-Principal (Admin)

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Heads of Department



**Mr Chua Boon Meng,
Vincent
HOD EL**



**Mdm Yap Huie Yuan
HOD MA**



**Miss Lee Yan Ling,
Aderine Andrielle
HOD SC**



**Mrs Loh - Lim
Cheng Nee, Mary
HOD MTL**



**Mrs Teo Ming Hui
HOD Student Mgt**



**Miss Jeannett
Lay Jia Xin
HOD CCE**



**Mr Ow Kah Leong
HOD ICT**



**Mr Tan Choon Seng,
Anderson
HOD PE/Art/Music &
CCA**



**Mdm Rasidah Bte
Mohd Rasit
Sch Staff Developer**



**Mr Chan Chok Seng
Year Head P1/2**



**Mdm Nellie Soh
Year Head P4/5**

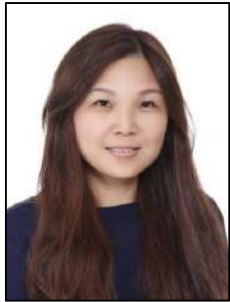


**Mdm Luk Meng Lee
Year Head P3/6**

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Subject and Level Heads



**Mdm Toh Bee Choo,
Ann
LH EL**



**Mdm Nur Shirin
Bte Yaman Yuan
LH EL**



**Mrs Lee - Neo
Jie Qi
LH MA**



**Miss Eugena Ooi
Weiling
LH MA**



**Mdm Lee Hao
Yih, Dorcas
SH CL**



**Mdm Sri Arianti
Bte Ariffin
SH ML&TL**



**Mrs Chong - Pang
Chu Keng
LH SC**



**Mdm Nusraat
SH CCE**



**Mr Choo Wee Pin
SH PE & Sports**



**Mr Mohammed Nidzam
SH ICT**

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Lead and Senior Teachers



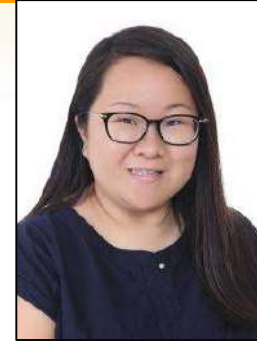
Mr Chan Wei Shen
LT CL



Mrs Anisia Teng
ST Ed Suppt



Miss Lim Weiqing, Eulindra
ST EL



Mdm Chia Qian Lin
ST CL



Mrs Sudhakar
ST TL



**Mr Soh Boon Yew,
Vincent**
ST MA



**Mdm Hannaria
Srihanum Tumbuck**
ST Lower Pri



**Mdm Jessica Kho
Siok Ching**
ST Art



Mdm Siti Idzmaidar
ST Ed Suppt



Mrs Choo Si Wei
ST MA

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The Butterfly Story



A man came across a cocoon and saw a butterfly struggling to get through a small hole in its cocoon.

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The Butterfly Story



He was concerned about the butterfly's struggle and wondered how it was going to get through such a tiny hole.

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The Butterfly Story



For a few hours, he watched as the butterfly struggled to get free. He wanted to do something and thought about what he could do to help.

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The Butterfly Story



He took a pair of scissors and cut through the cocoon.
Out came the butterfly with ease!

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The Butterfly Story



However, to his horror, instead of the butterfly he expected, it had an engorged body and withered wings.

In his haste to help, he did not realise that the struggle for the butterfly to get through the hole helps to force the fluid in its body into its wings so that it can be fully formed.

The Butterfly Story



Before diving in to help your child, think about how much joy you get in solving problems.

One of the greatest gifts you can give to your children is letting them experience the same joy in solving problems and learning from the experience.

Some struggles are necessary for your child to grow well and emerge strong!

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English Language



Mr Chua Boon Meng Vincent
Head of Department / English Language



Strategies for **E**nglish **L**anguage **L**earning and **R**eadings

Vision: Children who love reading and have a strong foundation in the English Language

Developing the Joy of Reading and Learning

Shared Book Reading



Extensive Reading



Oracy



Encourage students to **read widely, explore ideas** and areas of interests, and promote the **joy of learning**

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Developing the Joy of Reading and Learning

Tech-enabled learning



Literacy Stations



Shared Writing Experiences



Provide opportunities for students to share ideas, listen to others and develop their own opinions

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Developing the Joy of Reading and Learning

Frontopia Visits



Thematic Activities



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Mathematics



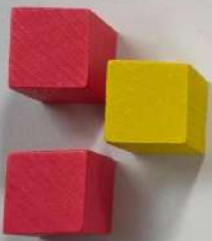
Mdm Yap Huie Yuan
Head of Department/ Mathematics

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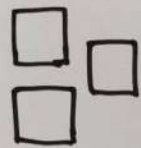
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Teaching Approach and Learning Experiences in Mathematics

Develop mathematical concepts from
Concrete to Pictorial to Abstract
(**C-P-A**)



Concrete



Pictorial

$$2 + 1 = 3$$

Abstract

Learning Experiences	Skills/ Intent
Hands-on activities	Building of conceptual understanding
Show and Say	Communication/ Reasoning skills
Pair and Share	Collaborative skills
Play and Learn	Building of conceptual understanding through exploration

Developing Future-Ready Learners

- Use of **e-pedagogy** to deepen understanding of mathematical concepts through visualisations, simulations and representations
- Opportunities for students to promote **reasoning and communication** and connect their learning to real-life situations

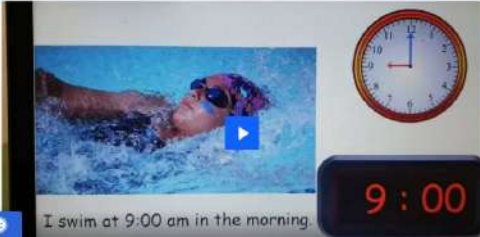
2. Now it's your turn to tell the time

This is an example of a submission:

Follow the instructions below:

1. Take a photograph or record a video of a clock, watch or a mobile device to tell the time.
2. You can also record or type out the activity you are doing at that time.

• Here are some helping words to guide you:
 - am/pm
 in the morning, in the afternoon, at night




21st Century Competencies (21CC)

- *Inventive Thinking*: generates ideas
- *Communication*: Articulate thoughts and information confidently, persuasively and spontaneously

- **Self-assessment** for students to reflect on their learning

Self-check list:

	😊
I can name the shapes correctly.	
I understand that shapes can be grouped by size and shape.	

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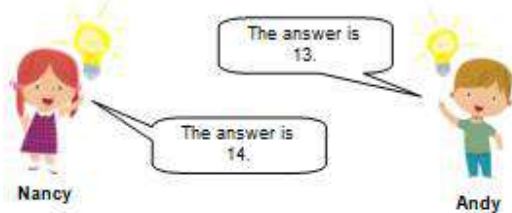
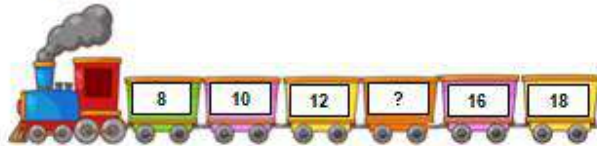
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Reasoning and Communication skills

Class: Primary 1 () |

Reasoning and Communication

1. Two children were asked to fill in the blank for the number pattern below.



Who is correct?
Tick (✓) the correct box and discuss your answer with your partner.

Nancy	<input type="checkbox"/>
Andy	<input type="checkbox"/>

Frontier Primary School
Primary 1 Mathematics
Topic: Picture Graphs

Name: _____ () Date: _____
Class: Primary 1 RT _____

Reasoning and Communication

1. Alan, Bob, Cindy went for a birthday party.
The picture graph shows the number of cupcakes they ate.
Read the clues and paste the correct number of stickers in the picture graph.

Clue 1: Alan ate the most cupcakes.
Clue 2: Bob ate 1 fewer cupcake than Alan.
Clue 3: Cindy ate as many cupcakes as Bob.

Number of cupcakes

Alan	Bob	Cindy

Each sticker represents 1 cupcake.

Self-check list	
I can read picture graphs.	☺
I know how to make picture graphs.	✓

1

(f) Draw 5 shapes. Circle them in two groups.

I group them by _____.

Shapes

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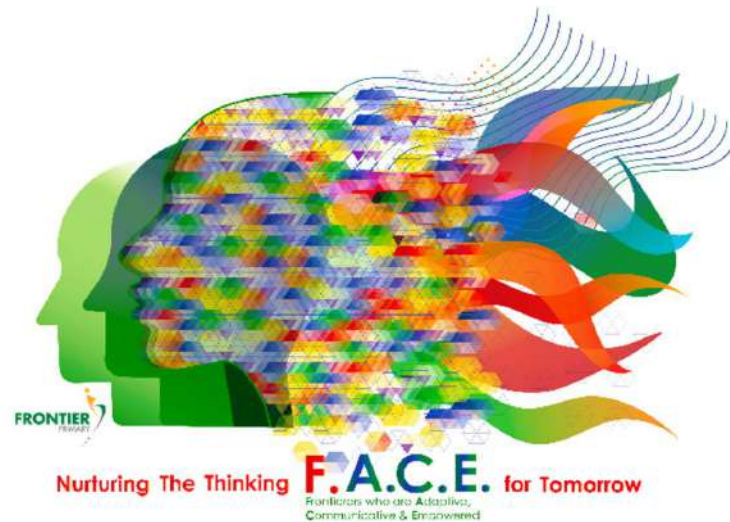
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Monitoring of Mathematics Learning

Strategies to monitor Understanding	Purpose/ Intent
Daily Work/ Exercises	Check for understanding of concepts/ mastery of skill for the topic/ concepts
Factual Fluency	Speed and Accuracy
Performance Task	Making connection to real-life situations
Let's Revise (Term 2,3,4)	Consolidation of concepts learnt



Applied Learning Programme (ALP)



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Nurturing the Thinking F.A.C.E. for tomorrow

Developing Frontierers who are Adaptive, Communicative and Empowered for tomorrow



Application of Communication & Thinking skills through Project-Based Learning (P3-5 IPW)

Nurturing Adaptive & Communicative Frontierers through a Thematic-Based Approach:

- Young Communicator (P3)
- Young Inventor (P4)
- Young Explorer (P5)



Empowering Frontierers through Maker Ed@Frontier

Nurturing Empowered Frontierers through :

- Maker Ed@Recess
- Design & Innovation Club (CCA)
- Self-initiated Projects
- Maker Ed Interest-based Workshops
- P3 Maker Workshops

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Maker Ed Mindset in FPS

Adaptive

- ✓ I am curious and think out-of-the-box.
- ✓ I reflect on my own progress and growth.
- ✓ I learn, unlearn and relearn.
- ✓ I will persist.

Communicative

- ✓ I listen to others and communicate confidently.
- ✓ I share and work with others.



- ✓ I make a difference. I am the difference.
- ✓ I am an agent of change to self, peers and others.
- ✓ I have a choice and voice in how I learn and make.

Frontierers who are

Empowered

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P3-5 Interdisciplinary Project Work (IPW)

"I like IPW as it always focuses on interesting topics such as creating a brochure on environmental conservation. Our P5 teachers guided us to work together harmoniously so that we can complete our project."

~ Pung Yu Fan from 5RE6 shared happily with his teacher.



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Nurturing the Thinking F.A.C.E. for tomorrow



Induction for Maker Ed

Maker Ed@Recess



Maker Ed Interest-based workshops



Create.Think. Zone

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Mother Tongue Language



Mrs Mary Loh-Lim Cheng Nee
Head of Department / Mother Tongue Language

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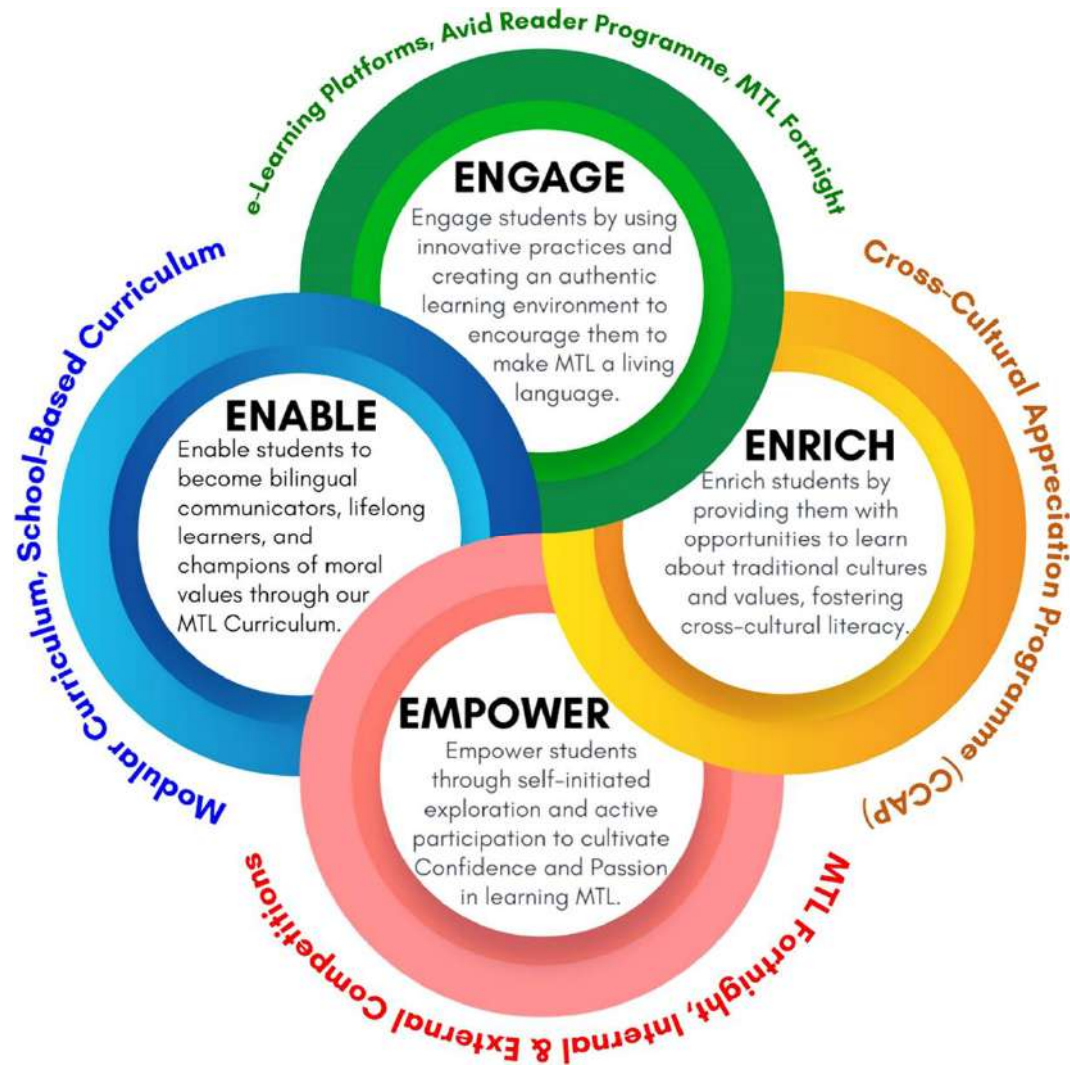


- ❖ Developing Interest, Confidence and Passion.
- ❖ Building strong fundamental in terms of Character building.
- ❖ Appreciating Traditional Cultures.

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Our 4E Approach



Engaging & Interesting Curriculum

❖ Meaningful & Relevant Content



❖ Rich & Diversified Teaching Resources



❖ Engaging and Authentic Learning Tasks



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Motivational Reading Programme

As reading builds the foundation to language excellence, our Avid Reader Programme is designed to imbue the joy of reading in students from a young age.



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Our MTL Fortnight

An array of activities that provide opportunities for our students to learn more about their own language and culture in a fun and enjoyable way. We hope that the pupils will develop an appreciation of their cultural heritage through these activities.

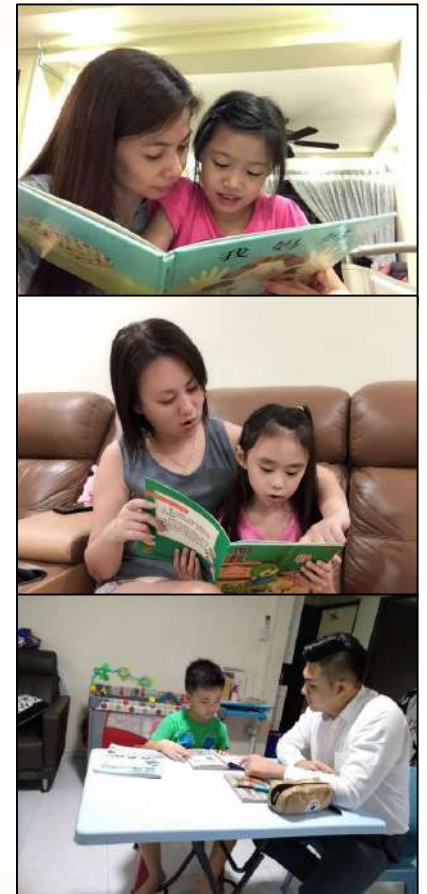


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Working Together

- ❖ Place emphasis on MTL to encourage and promote excellence in your child when it comes to learning the Mother Tongue Languages.
- ❖ Encourage your child to speak in his/her Mother Tongue Languages especially to family members.
- ❖ Check your child's work and progress regularly.
- ❖ Remind your child to take Mother Tongue Language Storybook for Silent Reading on Thursdays and Fridays.





Physical Education, Art and Music



Mr Anderson Tan
Head Of Department/ PAM & CCA

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Importance of PAM Subjects

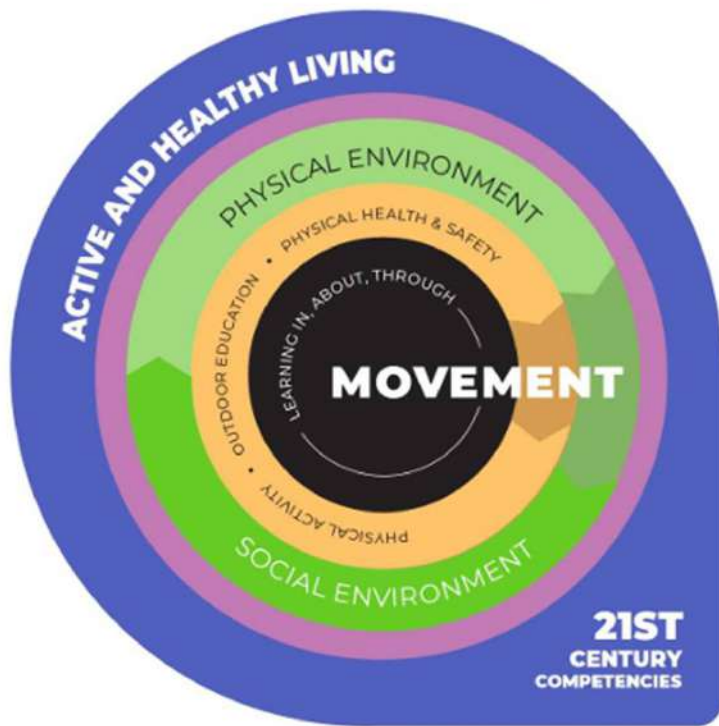
- Critical in holistic development of child
- Develop physical and aesthetics aspects of our students
- Prepare our students to be future-ready through critical thinking, also enabling them to better express themselves



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Physical Education



Physical Education Curriculum Framework (2024 PE Syllabus)

Learning Area	Content Area	Strand
Physical Activity	<ul style="list-style-type: none"> • Athletics • Dance • Games and Sports • Gymnastic • Swimming 	<ul style="list-style-type: none"> • Movement Skills and Concepts • Safety Practices
Outdoor Education		<ul style="list-style-type: none"> • Outdoor Living • Sense of Place • Risk Assessment and Management
Physical Health and Safety		<ul style="list-style-type: none"> • Physical Fitness • Safety and Risk Management • Nutrition • Personal Hygiene and Self-Care

Table: Learning Area, Content Area and Strand at the Primary Level

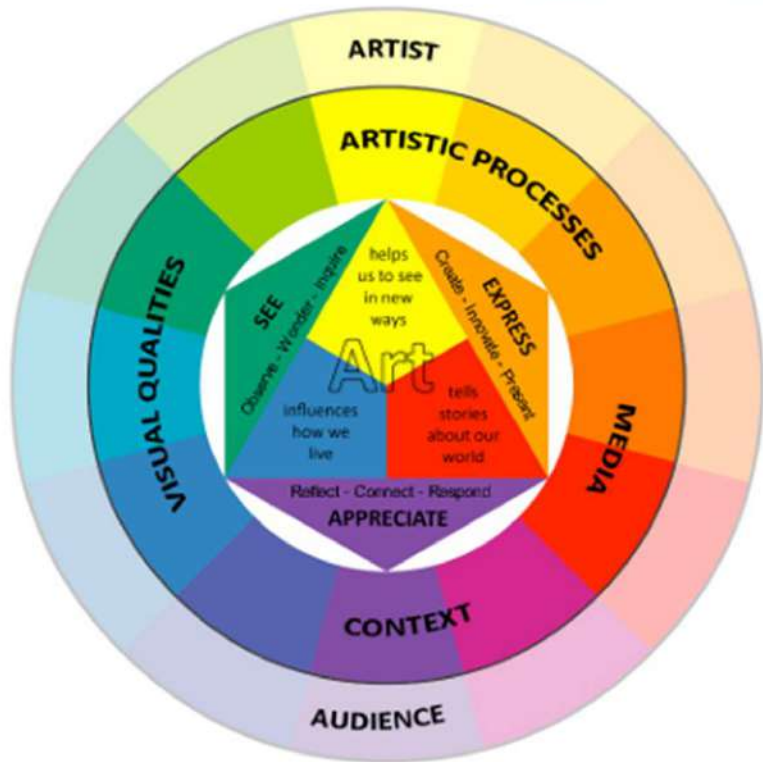
- Movement as the core
- Different Physical and Social Settings
- Develop positive values and habits for lifelong application and QOL



- Introduction of fundamental motor skills and concepts from Primary One
- Focus on movement patterns
- Scope and sequence for P1 Curriculum consists of 5 Learning Areas

Locomotor Skills	Non-locomotor Skills	Manipulative Skills
Walking, running, leaping, jumping, hopping, skipping, galloping, sliding, crawling, rolling/rotating	curling, stretching, twisting, turning, spinning, pushing, pulling, rocking, swinging, pivoting, balancing, counter-balancing, counter-tension	Rolling, throwing, catching, bouncing, dribbling, trapping, kicking, volleying, striking

Art



Primary Art Syllabus Framework (2024 Art Syllabus)

- Enjoy Art
- Communicate Visually
- Make meaning through connecting with society and culture



Focus Areas

Self and Immediate Environment
Singapore Past, Present and Future
The World and Region We Live in

Themes

- Experiences and Emotions
- Natural World
- People and Places
- Time and Space



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Art Forms	Examples of Media
Painting	Watercolour, acrylic, tempera
Mixed media	Collage, assemblage or various media mixed together
New Media	Photography / film/technology e.g. Digital, Photoshop, graphic design, video art e.g. animation, Claymation, stop motion
Sculpture	Puppetry, pottery, ceramics, assemblage, mosaic, paper, plastic, polymer clay, found objects, wire
Printmaking	Linocut, woodcut, etching, mono-printing, spray painting, block-printing
Textile	Batik, marbling, stamping, fashion design

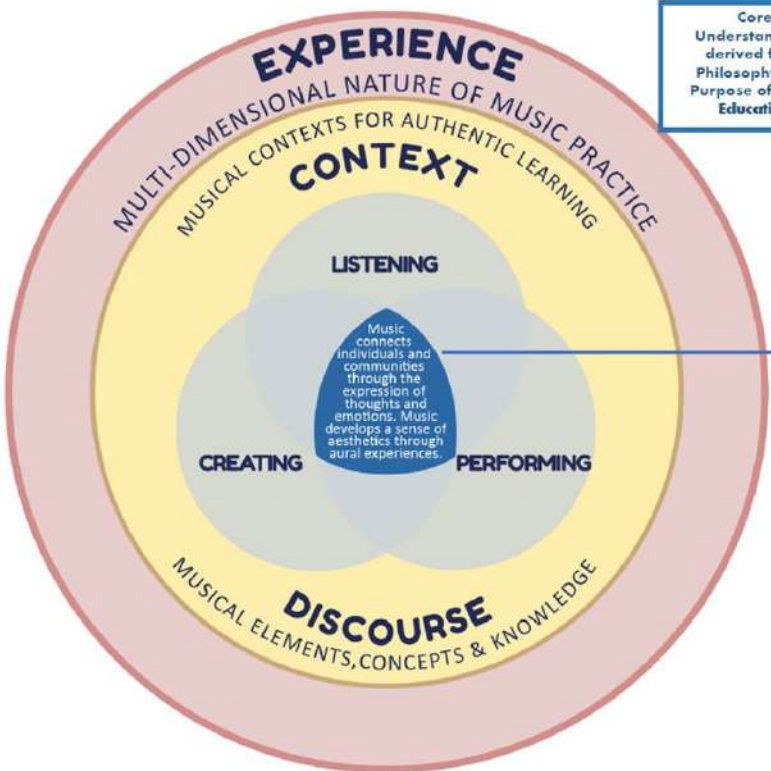
- Art Curriculum will cover different art forms and media
- Progressive exploration and learning of Elements of Art and Principles of Design
- Drawing as a Core Learning Experience

Elements of Art	Principles of Design
Dot, Line, Shape, Form, Colour, Texture, Space, Tone	Scale, Variety, Balance, Contrast, Rhythm, Harmony, Dominance, Proportion, Pattern/Repetition

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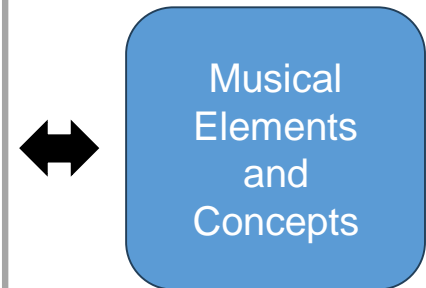
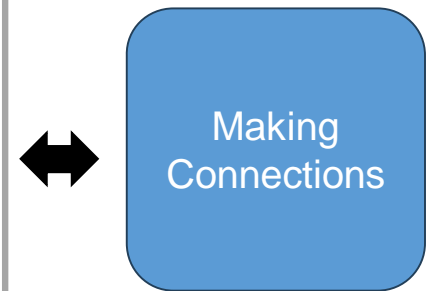
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Music



Primary Music Curriculum Concept (2023 Music Syllabus)

- **Listen** and Respond to Music
- **Create** Music in both vocal and instrumental settings, individually and collaboratively
- **Perform** Music in both vocal and instrumental settings, individually and collaboratively where students respectively: A. Sing; B. Play Instruments



Providing Support for PAM Subjects

Parents can encourage your children to

- Participate actively in PE, Art and Music lessons at school
- Allow them to practise and apply the skills or concepts they have learnt during PAM subjects
- Talk about their PAM experiences

Learning for Life Programme (LLP)



Dynamic Arts: Nurturing Cultured and
Expressive FRONTierers

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Learning for Life Programme (LLP) - DANCEFRONT



Established in 2015, our LLP DANCEFRONT- *Dynamic Arts: Nurturing Cultured and Expressive FRONTierers* aims to develop good character and socio-emotional competencies in our students

Desired Outcomes of DANCEFRONT:

Through DANCEFRONT, the school seeks to develop our students

- Into **Adaptable Individuals** through participation in varied dance and performing arts experiences
- To be **Cultured** and refined by appreciating the arts and having respect for different cultures as they take on roles as learner, performer and audience
- To be **Expressive** in their expression of dance and performing arts

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DANCEFRONT Tagline “ Dancers with Life, Frontiers of Life”

- Our Frontiers having the finesse and resilience to adapt to the ups and downs of life, and are equipped to thrive in the future and pave the way for new Frontiers

DANCEFRONT STRUCTURE

- 2 Tiers – Core (approx. 20 hours) and Optional

Tier 1: Basic Level (Core)	Tier 2: Specialization Level (Optional)
<ul style="list-style-type: none"> • LLP Lessons/ Assembly • Dance Programme • PAM Curriculum • School Experiences 	<ul style="list-style-type: none"> • Busk@Recess • Celebrate DANCEFRONT • Music Interest Group (MIG) • Performing Arts CCAs

Tier 1 (Customized Core Programmes)							Tier 2 (Talent Development)			
Level	Identified DANCEFRONT Genre	DANCEFRONT Platforms	Customized DANCEFRONT Curriculum	LLP Character Lessons	PE	Music Instrumental Learning Programme	Common School Experiences	Selected Pupil Segments		
P6	Modern Fusion	P6 Graduation Performance	P6 Modern/ Fusion Dance Programme		P1 to P6 Folk Dances	Ensemble Performance/ eMusic Creation	School Events PAM Splash	Performing Arts CCAs	Performance Opportunities through	
P5	Jazz	P5 Camp Finale Performance	P5 Jazz Dance Programme		Pre-designed movement dance experience	Ukulele	CELEBRATE DANCEFRONT (Assembly)	Chinese Dance	CELEBRATE DANCEFRONT	
P4	Hip Hop	P4 HipHop Dance Level Performance	P4 Hip Hop Dance Programme		Aerobic Dances	Ukulele	BUSK@RECESS	Modern Dance	Busk@Recess	
P3	Ethnic	P3 Ethnic Dance Level Performance	P3 Ethnic Dance Programme		Gymnastics	Kalimba	Together We DANCEFRONT (ACES Day)	Choir	PAM Splash Showcase	
P2	Contra	PAL	RhyMo		Rhythmic/ Movement Programmes	Percussion/ Xylophone	NAC-AEP Assembly	String Ensemble (P5 and P6)	Performing Arts Talent Enrichment Programmes	
P1	Line	PAL	DaMo			Percussion		Junior Talent Programme	Busk@Recess	CELEBRATE DANCEFRONT

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P1 DANCEFRONT Opportunities:

- Tier 1:

PAL-DaMo (Line Dance)

LLP Character Lessons

Percussion Instrument learning

- Tier 2:

Busk@Recess

Celebrate DANCEFRONT



Character Lessons



Celebrate DANCEFRONT



PAL DaMo



Busk@Recess

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P1 Matters



Mr Chan Chok Seng
Year Head P1/2

Programme For Active Learning (PAL)

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What is Programme for Active Learning (PAL) ?

- PAL is a specialised subject only for P1s and P2s across all primary schools in Singapore.
- Consists of modules in two broad areas:
 - 1) Sports and Games and Outdoor Education
 - 2) Performing Arts (Music, Dance & Drama) and Visual Arts

Aims & Features of PAL



- Experiential in nature
- Encompasses learning in a creative way
- Provides opportunities to create
- Incorporates values education, 21st century competencies & socio-emotional learning
- Fun and enjoyable

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P1 PAL Modules

- In Primary 1, our students will go through 3 modules.
- SCATA – Stories Come Alive through Art
- DaMo- Dance and Movement (LLP)
- Sports and Games



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P1 PAL Modules



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P2 PAL Modules

- In Primary 2, our students will go through another 3 modules.
 - PAL Drama
 - Senses in Exploration
 - RhyMo – Rhythm and Movement (LLP)
- Your child will have an enriching learning experiences through PAL.

Learning Dispositions

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Assessment in Lower Primary

- In line with moderating over-emphasis on academic results, MOE has **removed all weighted assessments in lower primary** from 2019.
- Without having to worry about examinations and grades, young students will have a more positive start to their education, focusing on discovery, joy of learning and holistic development.

Assessment in Lower Primary

- In tandem with this removal, MOE has revised the academic criteria for Edusave Merit Bursary (EMB) and Edusave Good Progress Award (GPA) at the lower primary levels.
- Instead of selecting students based on academic results, **Teachers** will nominate students based on key **learning dispositions** that they observe.

Why are Learning Dispositions Important?

..because the acquisition of knowledge and skills alone does not guarantee that they will be used and applied for life-long learning

Knowledge + Skills + Learning Dispositions
= Life-long Learners

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Principles of Edusave Selection

- Assessment will not be considered for selection
- Qualitative descriptors in Holistic Development Profile e.g. **Learning Outcomes** will not be used for selection
 - Learning Outcomes are intended for use only as feedback for learning, and not for award selection.

Principles of Edusave Selection

- Selection is by observation of learning actions because the form teachers would have sufficient opportunities over the year to observe during
 - lessons
 - class assignments
 - group projects
 - homework

Learning Dispositions in Frontier

- **Reflective Thinking**
- **Resilience**
- **Innovation**
- **Respect**

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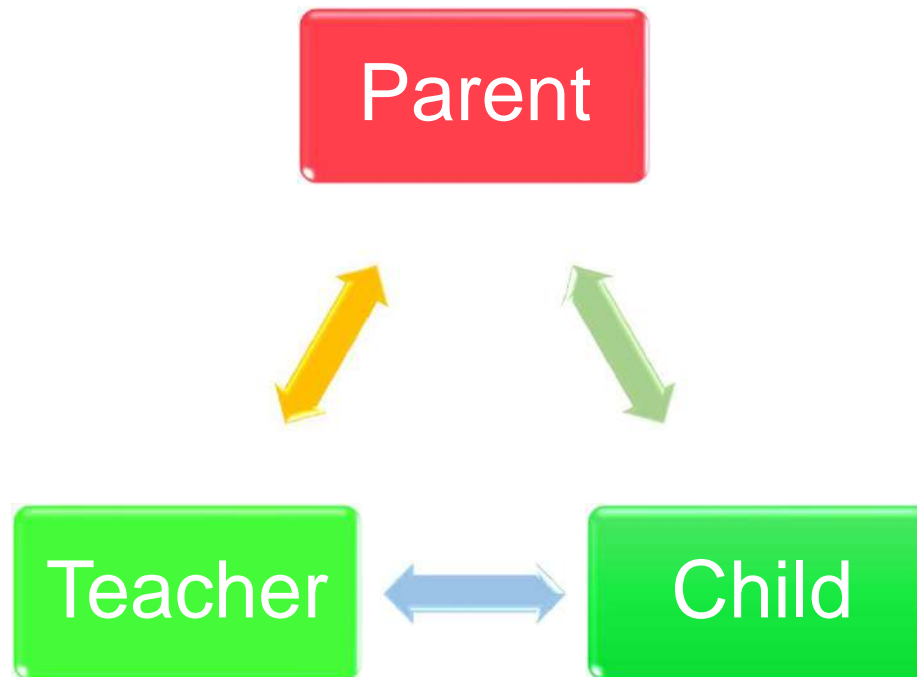
Parental Involvement



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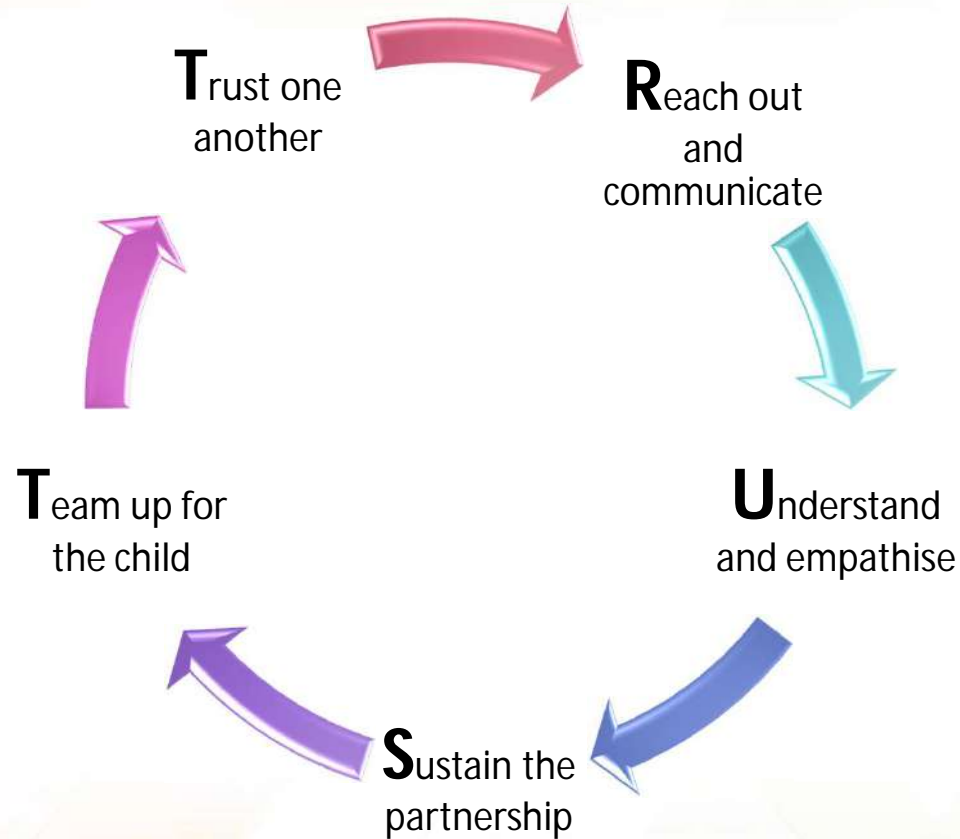
Tripartite Relationship



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Parental Engagement: T.R.U.S.T. Framework



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School Website



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School Facebook Page

Like Follow Share ...

Send Message

Frontier Primary
@frontier.primary

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Fiesta! Happy Children's Day Frontiersers!!

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Gentle Reminder

**P1 G.R.E.A.T Transition
Graduation Day &
Parent-Teacher Engagement**

Friday, 26 January 2024

****Note: 1 Parent per Child***

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Q & A

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Feedback



<http://tinyurl.com/2024fppsp1pg>

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Thank you

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