



Welcome & Programme

By Mrs Shrlinda Lee, P1 Year Head



A photograph of a fire station interior. In the foreground, a large metal reel holds a coiled white fire hose. In the background, a red fire extinguisher is mounted on a wall. The scene is lit with warm, orange-toned light, possibly from emergency lights or a fire. A semi-transparent white circle is overlaid on the right side of the image, containing the text "In Case of Emergency".

In Case of
Emergency

IMPORTANT

If you have indicated that you **do not allow your photos or your child's photo to be used for the school's or MOE's social media or future publicity materials, please kindly:**

- Collect a sticker from an usher.**
- Inform the usher your child's name and class.**
- Stick it on your shirt.**

Scan and Fill the Form



Programme For The Day

Time	Programme
7.55 a.m.	Welcome & Programme
8.00 a.m. to 9.10 a.m.	Sharing Sessions <ul style="list-style-type: none">• Principal's Sharing• Character & Citizen Education (CCE)• Programme for Active Learning (PAL)• Student Management (SM)• School's Support for Special Educational Needs (SEN)• Expectation & Partnership

Programme For The Day

Time	Programme
9.15 a.m.	<ul style="list-style-type: none">• Recess 1 (1A to 1E)
9.50 a.m.	<ul style="list-style-type: none">• Writing a letter to your child (in the canteen)
10.10 a.m.	<ul style="list-style-type: none">• Proceed to the hall for Parenting Sharing by Dr Jiow.
10.50 a.m.	<ul style="list-style-type: none">• Stay in the hall and get ready for Presentation of letter, Mass Dance & Singing
9.25 a.m.	<ul style="list-style-type: none">• Parenting sharing by Dr Jiow.
10.10 a.m.	<ul style="list-style-type: none">• Recess 2 (1F to 1I)
10.50 a.m.	<ul style="list-style-type: none">• Writing a letter to your child (in canteen)
11.10 a.m.	<ul style="list-style-type: none">• Proceed to the hall for Presentation of letter, Mass Dance and Singing

Programme For The Day

Time	Programme
11.10 a.m. to 11.25 a.m.	<ul style="list-style-type: none">• Parents and students will proceed to the hall.• OSOs and our staff will be clearing all the chairs to get ready.
11.25 a.m. to 12.20 p.m.	<ul style="list-style-type: none">• Activities in the hall
12.20 p.m.	<ul style="list-style-type: none">• Get ready for dismissal



Principal's Address

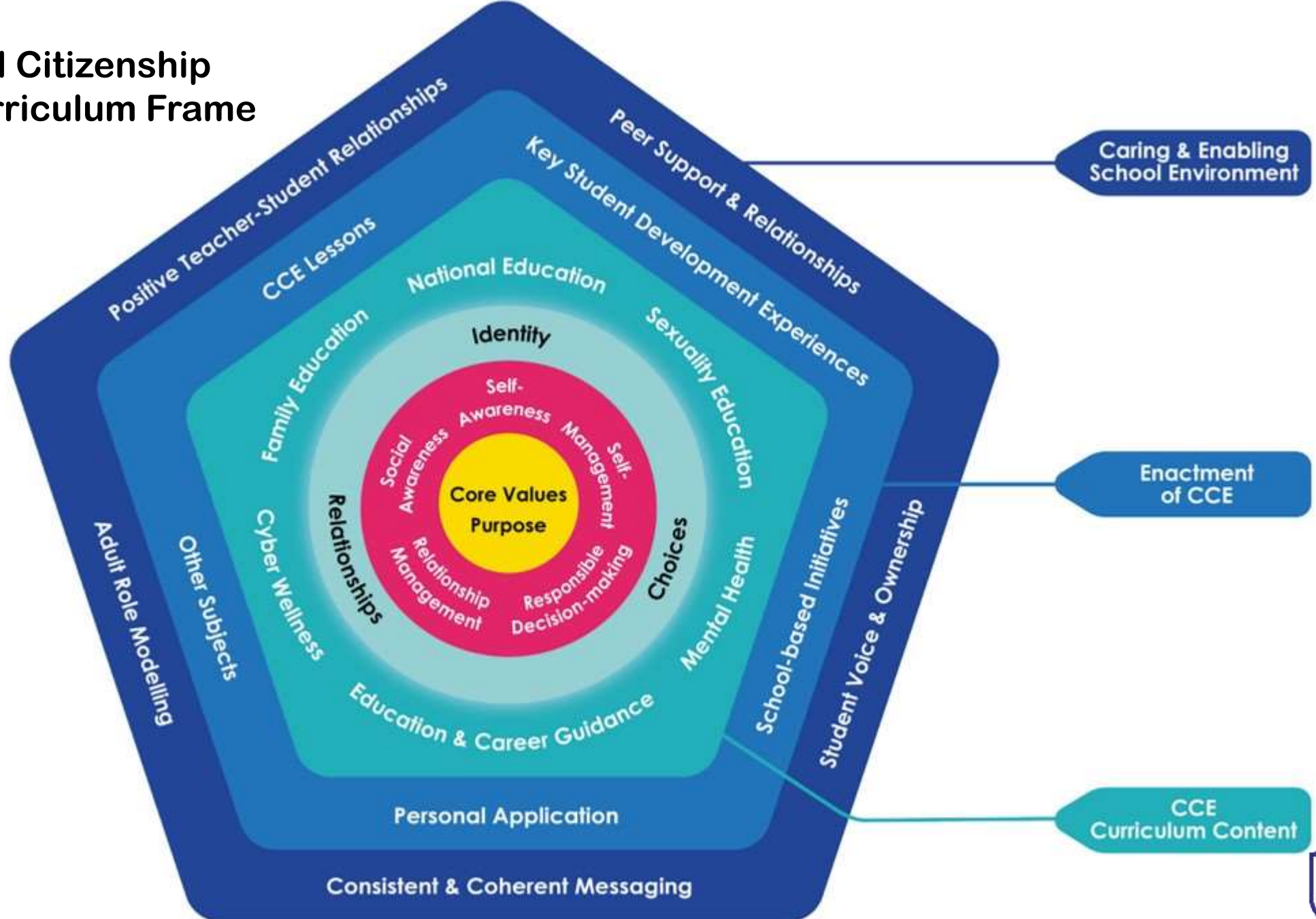
By Mr Wilbur Wong



CCE Curriculum & Programme

By Ms Neo Chai Lee, HOD CCE

Character and Citizenship Education Curriculum Frame

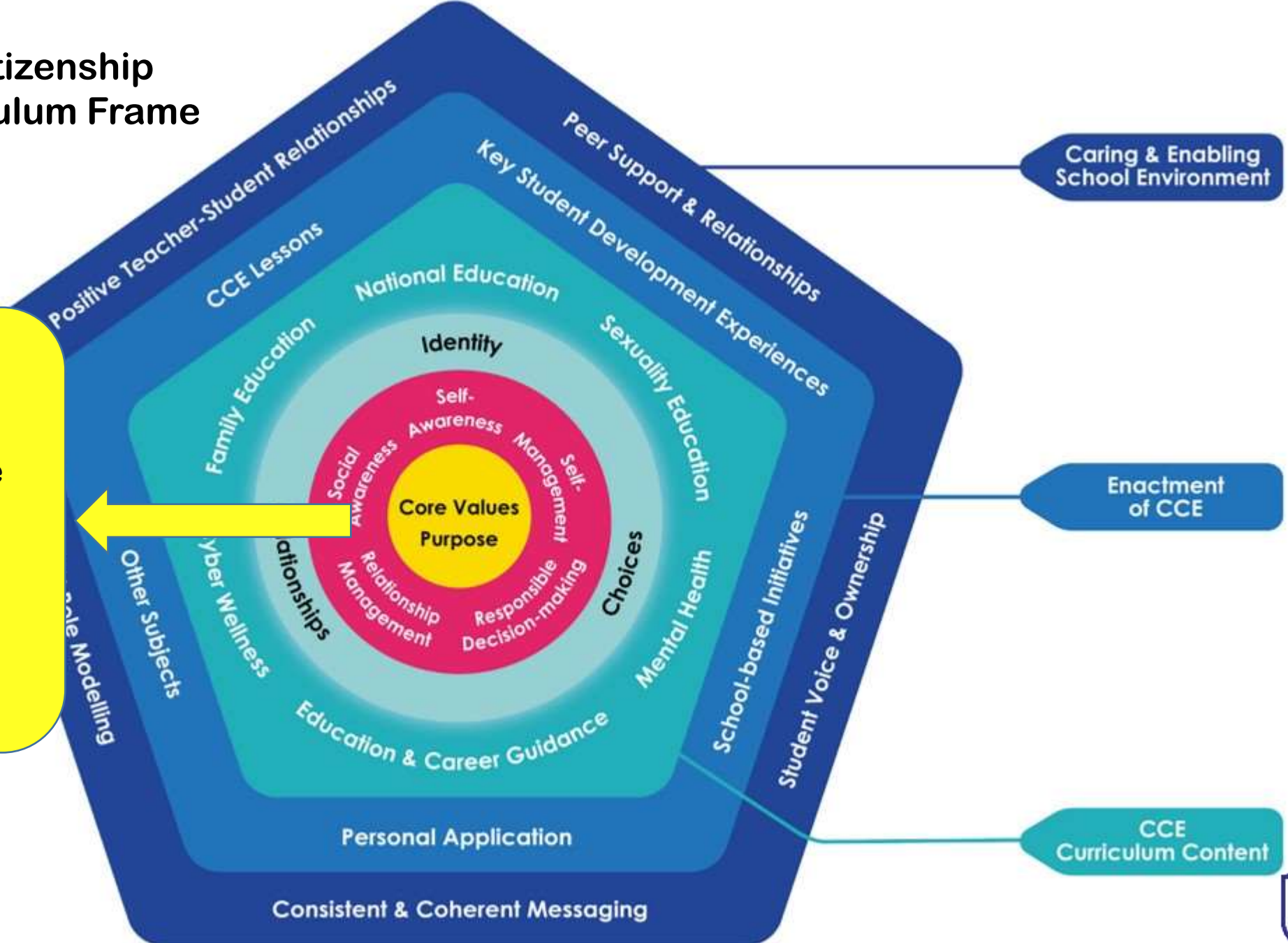


Character and Citizenship Education Curriculum Frame

School Values:

1. Responsibility
2. Integrity
3. Self-Discipline
4. Empathy (RISE)

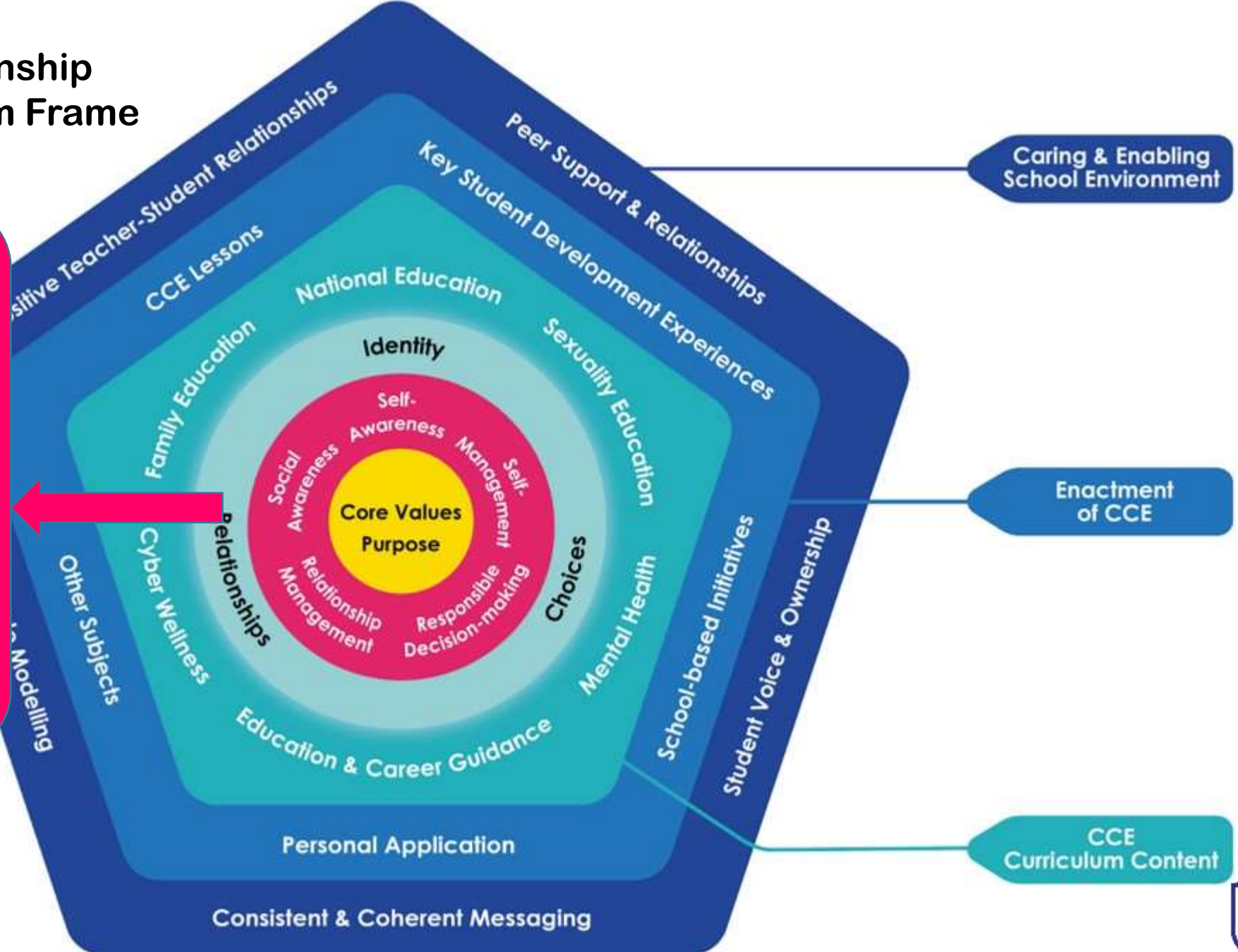
A Self-directed Learner, A Gracious Citizen



Character and Citizenship Education Curriculum Frame

Social Emotional Competencies:

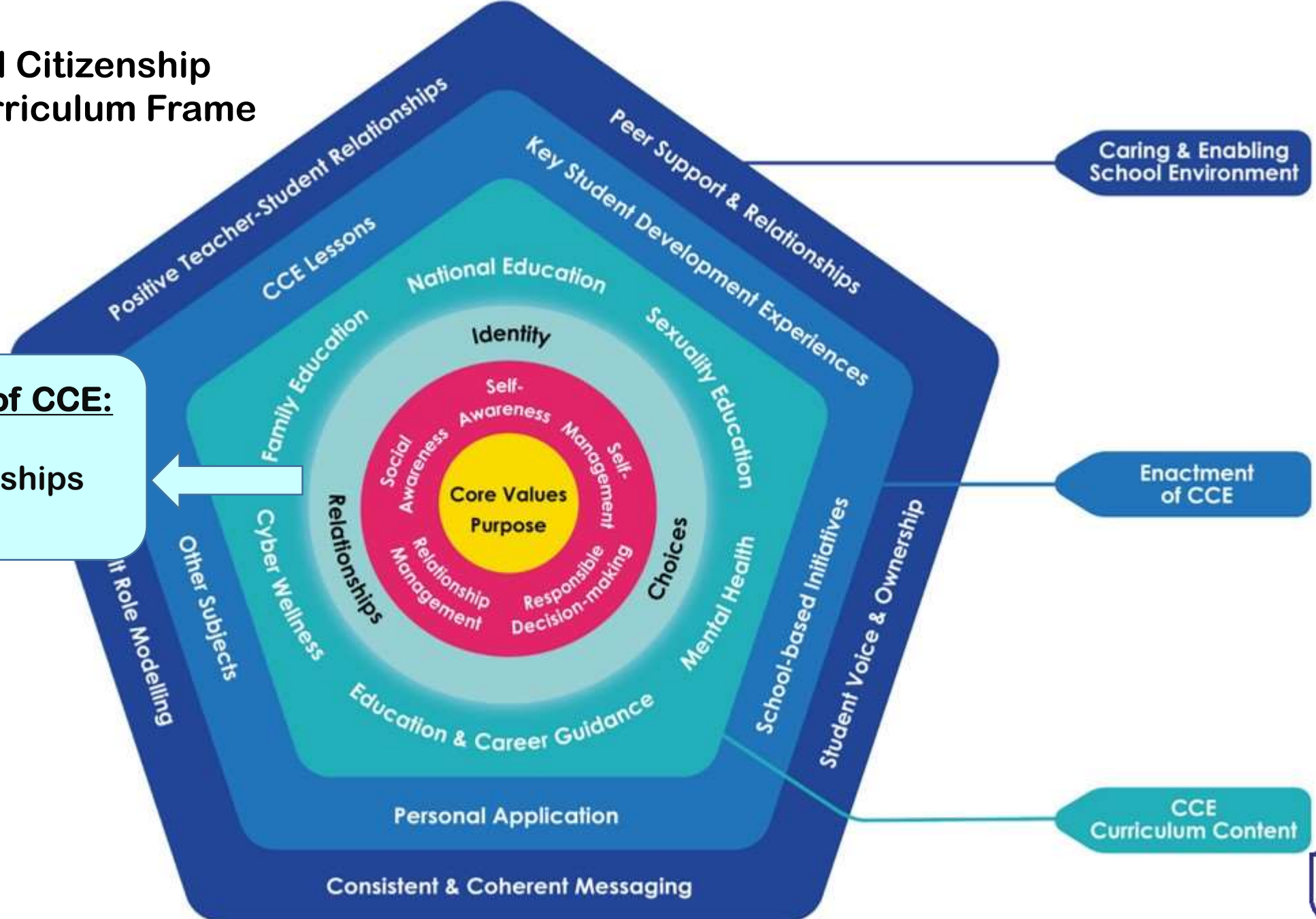
1. Self-Awareness
2. Self-Management
3. Relationship Management
4. Social Awareness
5. Responsible Decision-making



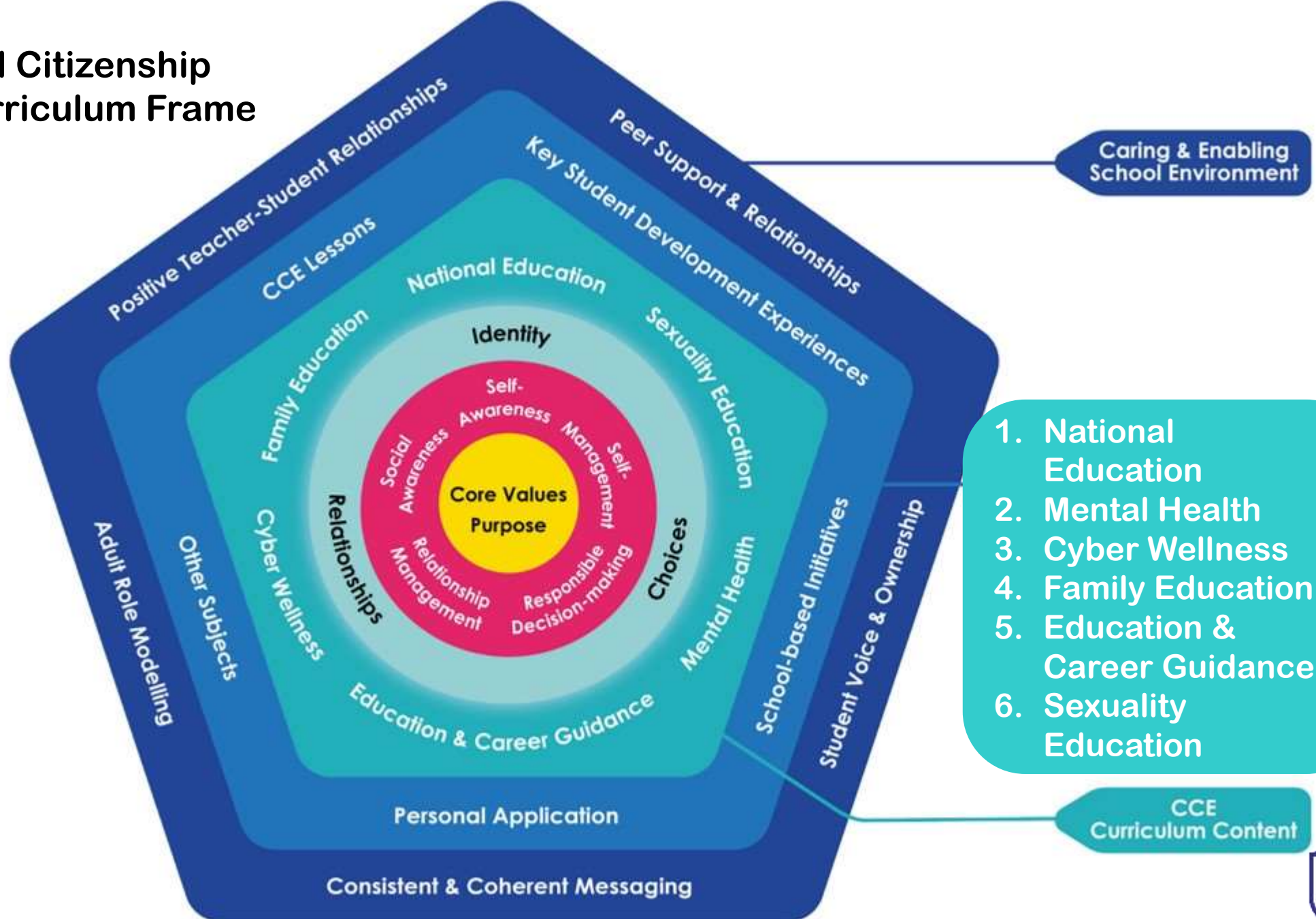
Character and Citizenship Education Curriculum Frame

3 Big Ideas of CCE:

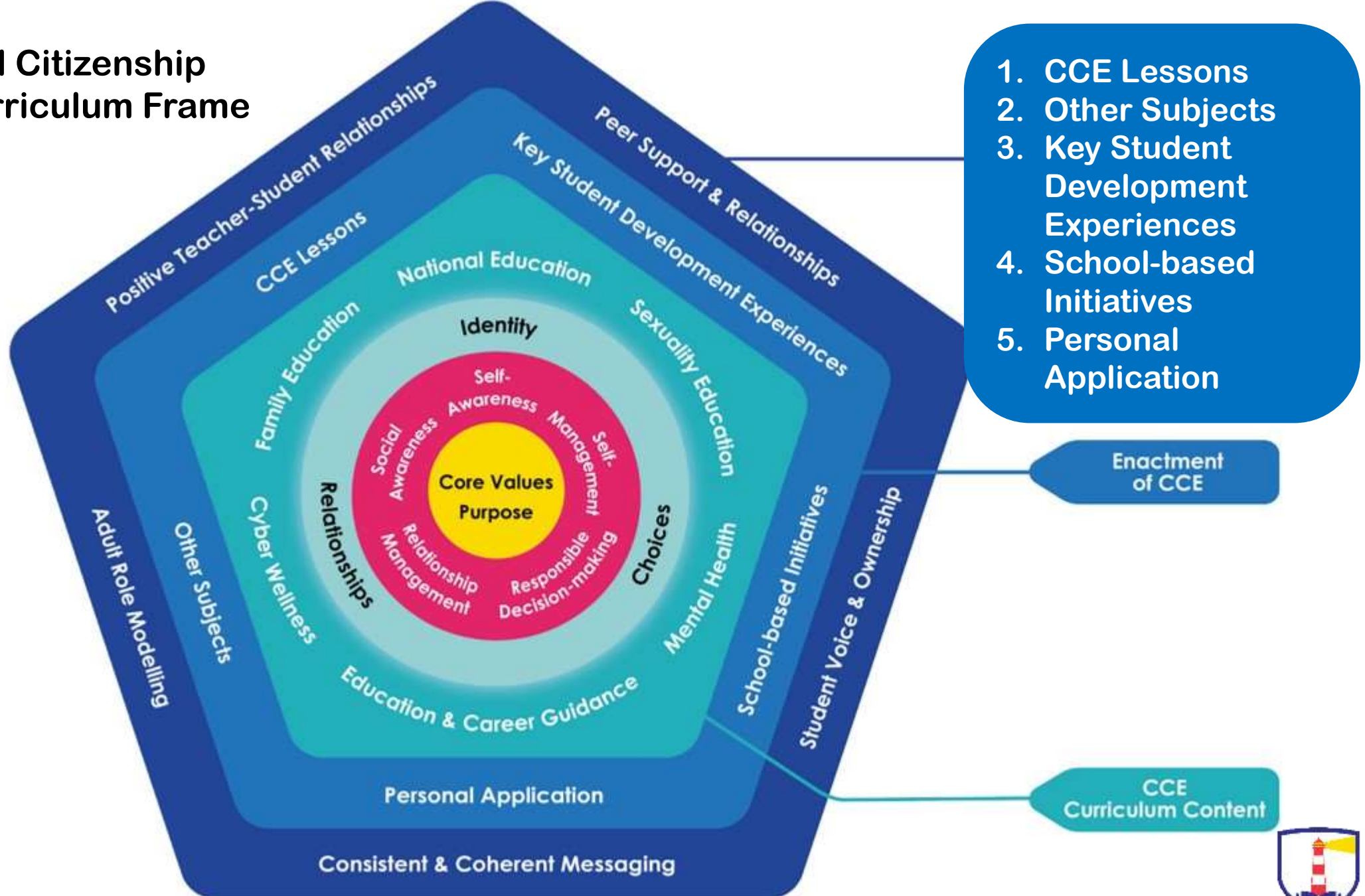
1. Identity
2. Relationships
3. Choices



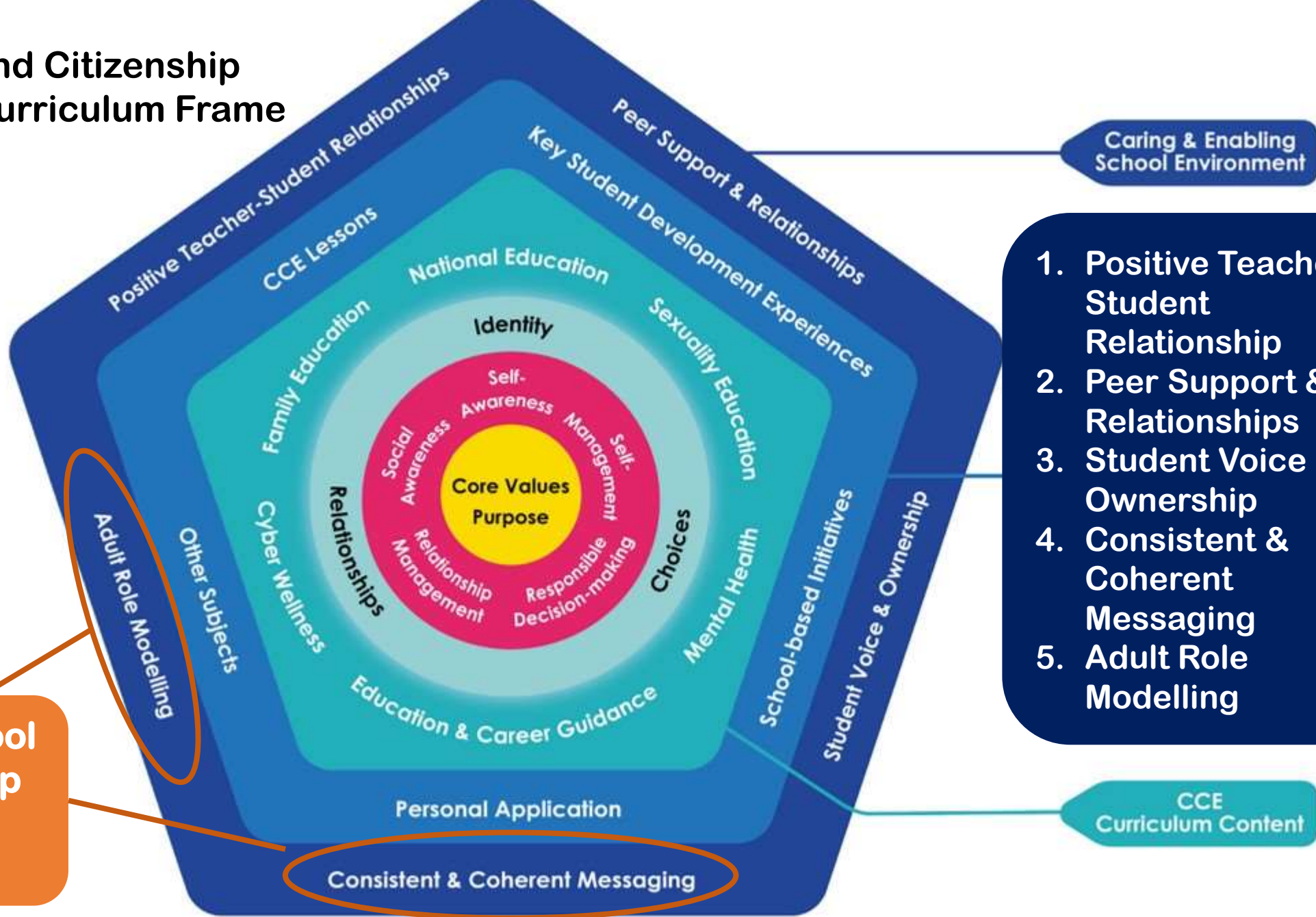
Character and Citizenship Education Curriculum Frame



Character and Citizenship Education Curriculum Frame



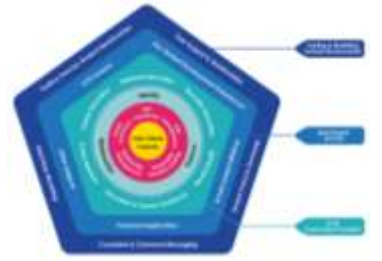
Character and Citizenship Education Curriculum Frame



1. Positive Teacher-Student Relationship
2. Peer Support & Relationships
3. Student Voice & Ownership
4. Consistent & Coherent Messaging
5. Adult Role Modelling

Home-School Partnership

CCE in WAPS



3 Big Ideas

Identity



Relationship



Choices



Approach



Curriculum



Recognition

Culture

Common Experiences



Application of Learning

CCE (FTGP) Form Teachers Guidance Period

Social Studies

CCE (MTL) Mother Tongue Languages

Programme for Active Learning (PAL)

Growth & Benefit Mindset Lessons

Edusave Character Award (ECHA)

Model Students

RISING Stars

Sparkling Class Awards (Termly)

Best Improvement in Cleanliness (Semester)

Culture of Care & inclusivity

Every Teacher A CCE Teacher

Termly Check-in Activities

Growth & Benefit Mindset Language

Start It Right

Good Morning School

4 National Education Commemorative Events

"A Letter to My Junior"

Cohort Learning Journeys

P1 Life Skills Programme

VIA Projects

Student Leadership

SHINE Read & Reflect

Interaction with others

Enactment of CCE

Caring & Enabling School Environment

Enactment of CCE

Character and Citizenship Education

(Form Teacher Guidance Period)

Primary

1

Name: _____ Class: _____



Dear Parents and Guardians,
You are key to supporting your child/ward in his/her social and emotional learning and values development. Family Time in Character and Citizenship Education (FTGP) provides suggested activities for families to bond. These activities also enable you to partner with schools in this meaningful journey of supporting your child/ward in his/her learning of social-emotional competencies and values.





Family Chat Time!

In My New School 3



Family Chat Time!

I can...

- Ask my family members/guardians:
 - » What was your primary school like?
 - » What did you enjoy about primary school?
- Share with my parents/guardians:
 - » How I feel about my new school.
 - » What I have learnt in school.

We enjoyed Family Time!

Parent's / Guardian's signature

A Note to Parents/Guardians:

The following resources and activities offer tips on how you can help your child/ward cope with his/her transition to Primary 1.

- **Supporting Transition**
(<https://go.gov.sg/plftgp-transitionsupport>)



- **Social Skills**
(<https://go.gov.sg/plftgp-socialskills>)



Understand and Care for Myself 5

Understanding My Feelings 4



Family Chat Time!

Share what you have learnt in this lesson on 'Understanding My Feelings' with your parents/guardians. Show them the tips below.

My child did a good job!

Parent's / Guardian's signature

A Note to Parents/Guardians:

Tips for Building Your Child's/Ward's EMOTIONAL STRENGTHS

- 1 Take time to actively notice and name your child's/ward's emotions together.
- 2 Connect with your child/ward on an emotional level.
E.g. Make talking about their feelings a natural part of conversations.
- 3 Embrace all of your child's/ward's emotions (avoid being dismissive or disapproving).
- 4 Discuss how your child/ward can manage his/her negative emotions.
E.g. Practise the breathing or squeezing exercise.
- 5 Role model how you manage your emotions appropriately.
E.g. Calmly admit that you are upset and take a 10-minute time-out.
- 6 Encourage your child/ward to persevere through challenges even though there may be uncomfortable feelings.
- 7 Guide your child/ward to accept situations that he/she cannot change.
- 8 Have your child/ward share three things that he/she feels thankful about each day.



12 Understand and Care for Myself

Family Activities

What Is Important ④



Family Activities

Share with your parents/guardians how you have been spending time.

Is there anything that you would like to change?

Circle your answer. **Yes / No**

If yes, discuss with your parents/guardians what you would like to change.

Write or draw what you want to spend **more** time on.

Write or draw what you want to spend **less** time on.



We did it together!

Parent's / Guardian's signature



Do My Best

29

Word Search



Good Touch, Bad Touch ③



Family Activities

Complete this word search together with family members and share with them what you have learnt.

Words to search for:

- (Secrets)** that make you confused or if someone gives you a bad touch and keep it a secret, it is time to tell a trust.
- (Meeting)** strangers alone is very if they seem nice, seem to know you or claim to have permission to take
- (Always)** tell your parents or far where you are going, who you are any changes in school activities.
- (Respect)** your body and no one has the right to touch your private areas.
- (Tell)** your parents, teacher if someone or something makes you uncomfortable or frightened.



Family Chat Time

Have a conversation with your parents/guardians about keeping safe.

We did this together!

Parent's / Guardian's signature

22

Understand and Care for Myself



Family Activities



ASEAN Story

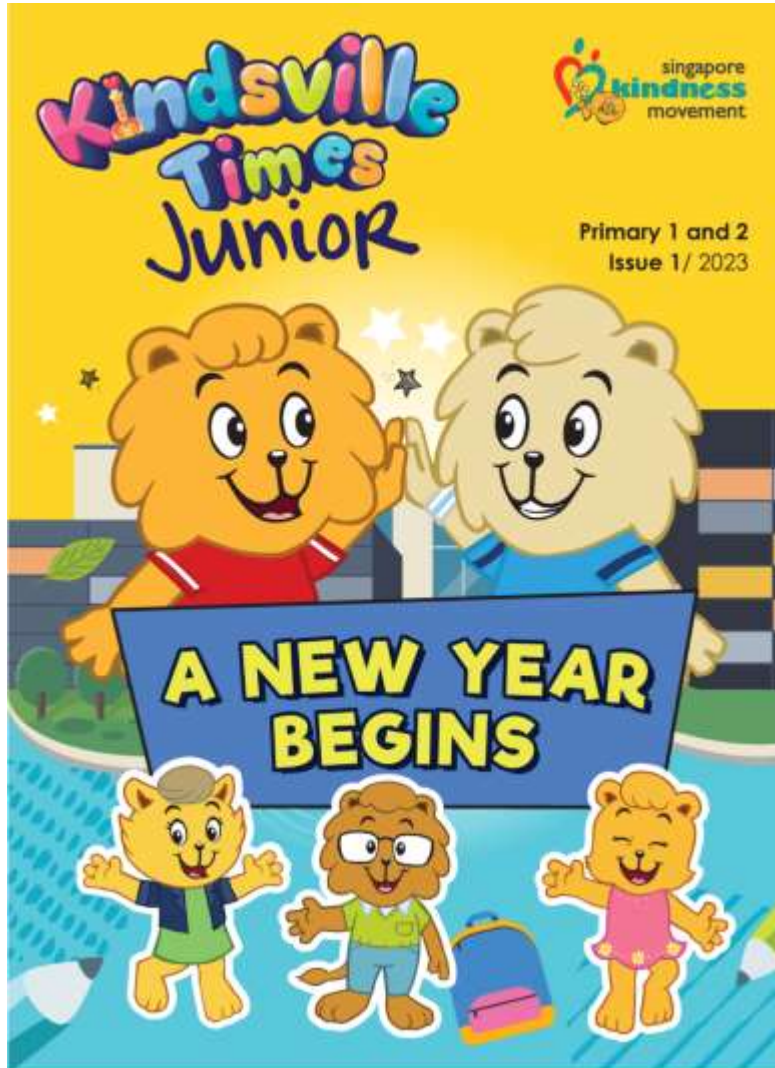


Family Activities
Look out for the International Friendship Day edition of Kindsville Times Junior! You'll find interesting stories and fun activities that you can share with your family.

We did it together!

Parent's / Guardian's signature

Kindsville Times Junior



- Duo-cover, covering two themes per issue
- 4 issues a year
- Feature on National Education Commemorative Events
 1. Total Defence Day
 2. International Friendship Day
 3. Racial Harmony Day
 4. National Day

CCE (MTL) Student's Journal



家庭时间

敬爱的家长与监护人：
 活动本里的“家庭时间”是凝聚家人情感的特别时刻。“家庭时间”更有趣的活动能让你和孩子更了解彼此，并提供机会让你鼓励和教育孩子实践所学到的价值观。



我们爱听爷爷讲故事。
 我们能扫描二维码观看视频。
 爷爷
 奶奶
 孙子

Family Time

Waktu Bersama

Kepada Ibu bapa dan waris,
 Waktu Bersama Keluarga ialah masa istimewa untuk mengeratkan hubungan kekeluargaan. Di dalam jurnal ini, kami telah menyediakan aktiviti-aktiviti saranan yang menarik untuk anda dan anak anda lakukan bersama-sama. Aktiviti-aktiviti ini merupakan peluang untuk anda memberikan pengesahan dan menggalakan anak anda untuk mengamalkan nilai-nilai yang telah dipelajari.



Datuk suka mendengar cerita-cerita yang telah dipelajari Hakim di sekolah.
 Kita boleh menonton video cerita-cerita bersama-sama dengan mengimbas kod QR itu.
 Datuk
 Ibu
 Hakim

وقت معاً

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
 أهلاً بكم في هذا العدد من مجلة "وقت معاً".
 هذا العدد من المجلة مخصص للوقت الذي تقضونه مع أفراد عائلتكم.
 في هذا العدد، نقدم لكم أنشطة ممتعة يمكنكم القيام بها مع أطفالكم.
 هذه الأنشطة تهدف إلى تعزيز الروابط العائلية وخلق ذكريات جميلة.
 نأمل أن تجدوا هذه الأنشطة مفيدة وممتعة.
 مع أطيب التحيات،
 فريق العمل



أحببت أن أسمع القصص التي تعلمتها في المدرسة.
 يمكننا مشاهدة مقاطع الفيديو معاً عن طريق مسح رموز QR.
 جدي
 جديتي
 حفيدي

Family Time

Dear Parents and Guardians,
 Family Time has always been a special moment to bond the family together. In this journal, we have suggested fun activities that you and your child can do together to get to know each other better. These activities are opportunities for you to affirm your child's learning of the values taught, and encourage him or her to put them into action.



I love listening to the stories you have learnt in school.
 We can watch videos of the stories together by scanning the QR codes.
 Grandfather
 Mother
 Esther





Thank you!




Programme for Active Learning (PAL) Curriculum & Programme

By Mrs Gin Chan

PAL Curriculum & Programme

- Lessons are experiential by design, with many hands-on activities that stimulates learning.
- Provides diverse learning experience through Sports and Outdoor Education and the Performing and Visual Arts.
- Builds students' social emotional competencies (SEL) in line with the school's values (R.I.S.E)
- Encourage interest and inquisitiveness in students.
- Nurturing Confidence, Curiosity and Cooperation skills in students.
- Conducted within the school hours for Primary 1 and 2 only.

PAL Curriculum & Programme



My P1 PAL Reflection Term _____

My name is... _____
Today's date is... _____

My PAL Programme Module for this term is (please tick ✓ the correct module):

Music
 Art
 Robotics
 Sports and Games

Instructions:


1. Read the statements on the left.
2. Colour/shade the emojis to show how I am feeling after completing my PAL programme


	<i>Yes, I just need more practice</i>	<i>Yes, I am able with reminders from my friends</i>	<i>Yes I am able to on my own</i>
Self-Awareness and Self Management I am able to understand that my peers are different from me.	☹️	😊	😎
Social Awareness and Relationship Management I am able to find solutions to handle a disagreement.	☹️	😊	😎
Responsible Decision-Making I am able to understand the rules and regulations of the school.	☹️	😊	😎


Instructions:
 Complete the following.

1. I have completed my PAL program for Term _____ and I have learnt and practised important values while participating actively in my PAL lessons.


 Put a TICK (✓) on one of the following values which I felt I practised the **most** during my PAL lessons.


 Care


 Harmony


 Respect

2. Select another value which I would like to practise more in the future. I will draw and/or write about it in the box provided below.




Useful phrases

I ...

- respect my peers ideas
- show care to my peers
- work in harmony
- give my peers a chance to share
- listen attentively to my peers

PAL Curriculum & Programme



My P2 PAL Reflection Term _____

My name is... _____
Today's date is... _____

My PAL Programme Module for this term is (please tick ✓ the correct module):

- Music
- Dance
- Robotics
- Outdoor Education


Instructions:


- Read the statements on the left.
- Colour/shade the emojis to show how I am feeling after completing my PAL programme


	<i>Yes, I just need more practice</i>	<i>Yes, I am able with reminders from my friends</i>	<i>Yes I am able to on my own</i>
Self-Awareness and Self Management I am able to understand that my actions have consequences.	😞	😊	😎
I am able to stay curious and provide ideas to my peers.	😞	😊	😎
Social Awareness and Relationship Management I am able to find solutions to handle a disagreement.	😞	😊	😎
I am able to show care and consideration towards my peers.	😞	😊	😎
Responsible Decision-Making I am able to understand the rules and regulations of the school.	😞	😊	😎

Instructions:
 Complete the following.


- I have completed my P2 PAL program for Term _____ and I have learnt and practised important values while participating actively in my PAL lessons.
 Put a TICK (✓) on one of the following values which I felt I practised the **most** during my PAL lessons.


 Empathy


 Self-discipline


 Responsibility

- Select another value which I would like to practise more in the future. I will draw and/or write about it in the box provided below.



Useful phrases

I ...

- respect my peers ideas
- show care to my peers
- work in harmony with my peers
- give my peers a chance to share
- am responsible for keeping my workspace clean

PAL Modules

Primary 1

Sports & Games

Performing Arts (Music)

Visual Arts

Robotics

Primary 2

Outdoor Education

Performing Arts (Music)

Performing Arts (Dance)

Robotics

Sports & Games (P1)



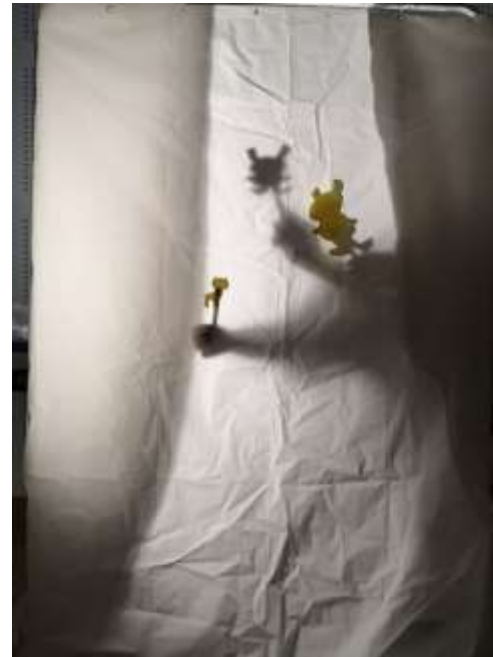
Building and nurturing team players with good communication skills

Visual Arts (P1)



Respect and understand the importance of the environment we live in so that we can care for its biodiversity

Performing Arts – Music (P1 & P2)



Understand and appreciate music locally and from our neighbouring countries in South-east Asia (S.E.A)

Robotics (P1 & P2)



Nurturing curiosity and develop problem solvers to be aware of the surroundings and environment.

Outdoor Education (P2)



Developing outdoor skills and be aware of the environment to navigate safely

Performing Arts – Dance (P2)



Nurturing imagination and creation within our surrounding space and environment

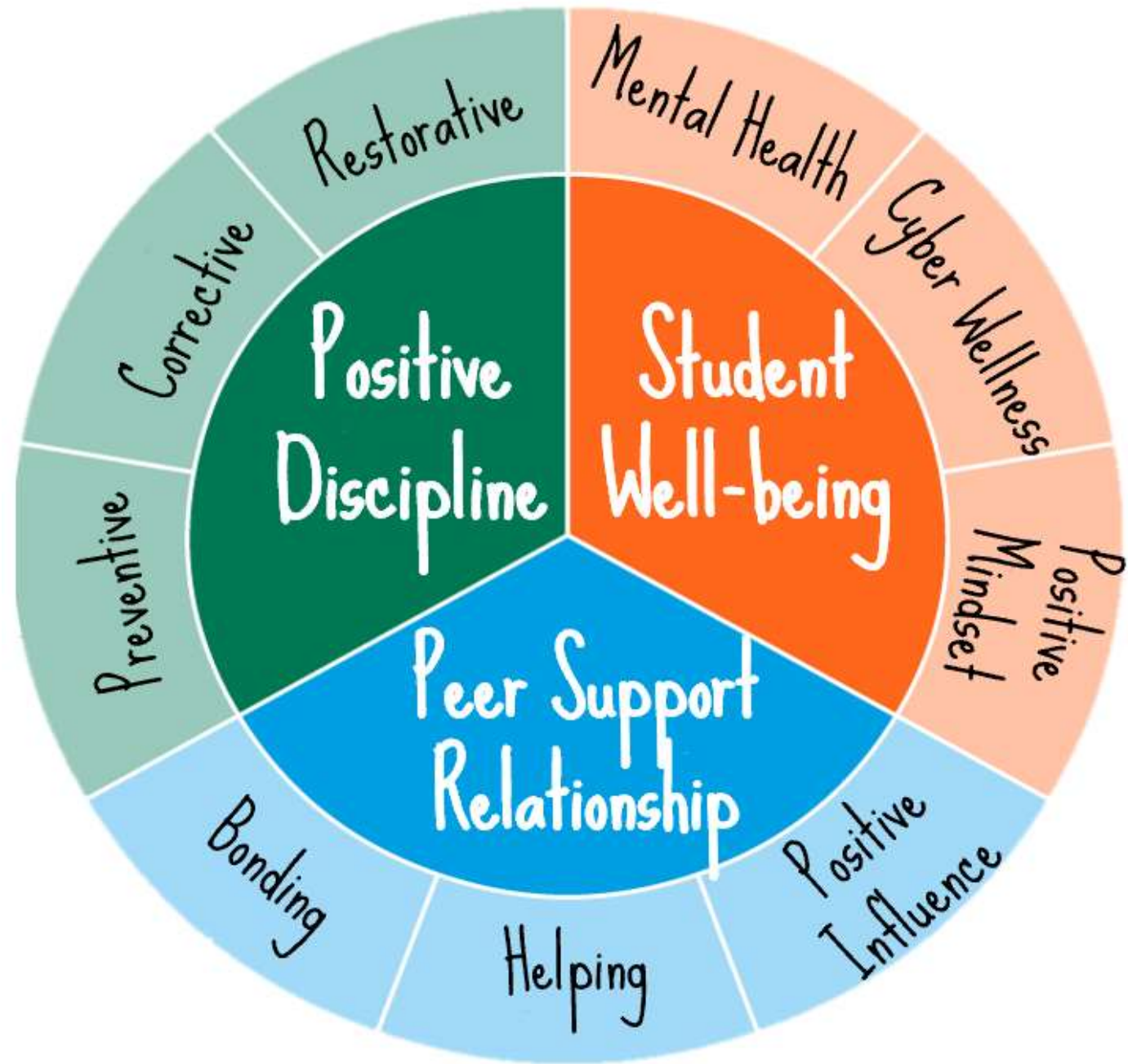


WAPS Student Management

By Mr Ng Ban Hock

Our Mission

To create a caring and enabling school environment so that WAP students will be able to think positively, feel supported and embrace their future with optimism.



Promote a safe and supportive environment and a culture of care
Prevent challenging behaviours from occurring



A Positive & Proactive Approach to Discipline

Address inappropriate behaviour promptly
Correct it before it affects students' development and well-being



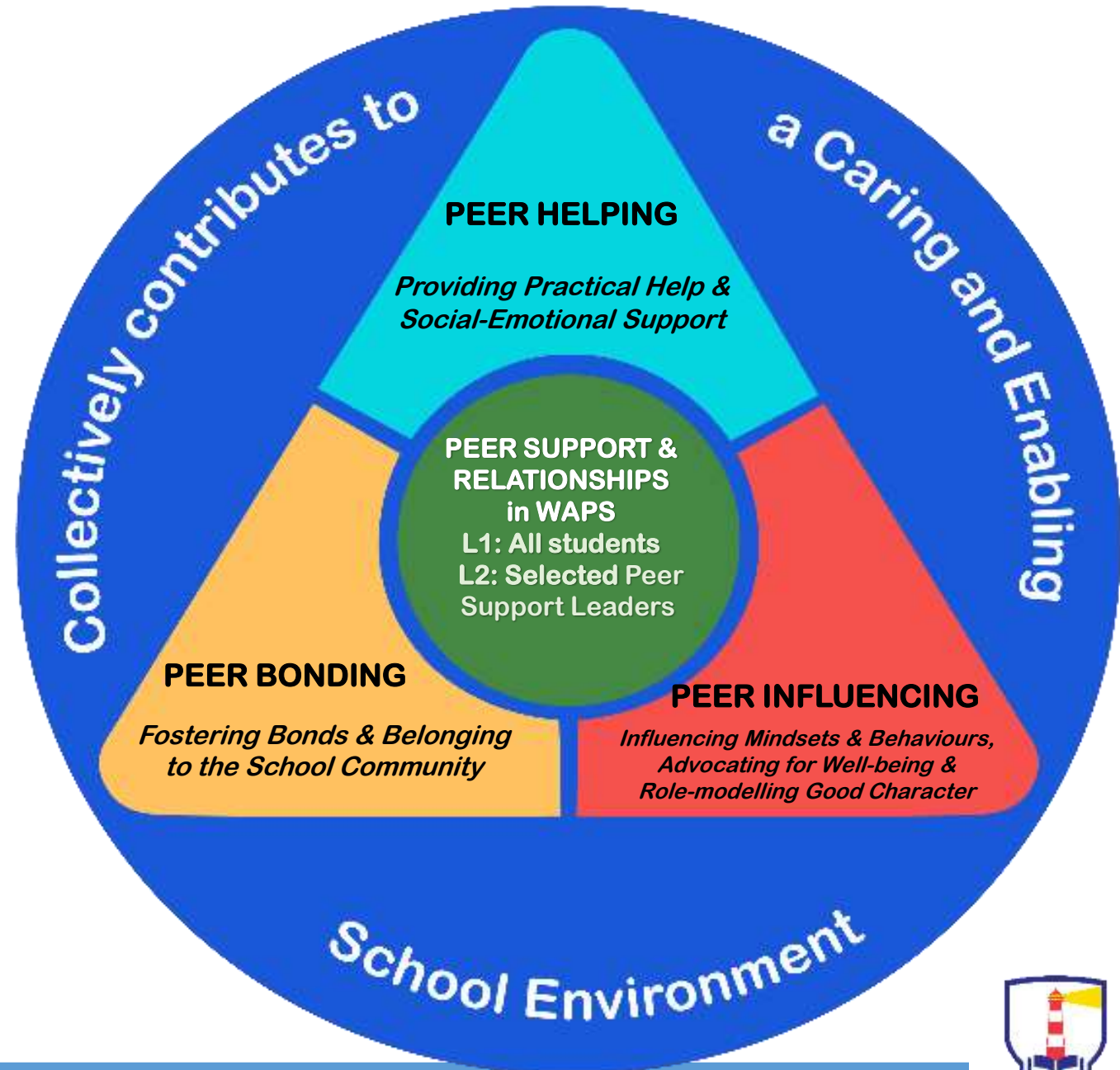
Replace inappropriate behaviour with prosocial, appropriate ones
Restore relationships with others hurt by their actions



Peer Support Relationship - The Foundation of Restorative Culture

We want all waterway primary students to:

- Feel safe
- Feel a sense of belonging
- Feel empowered



Partnering You (Parents)

- **Ensuring open communication**
- **Sharing of knowledge of child**
- **Providing support for child**





Special Educational Needs (SEN) Support at Waterway Primary School

By Mr Ronnie Phua (ST-SEN)

Inclusion @ Waterway Pr.

- Tier 1 - Programmes for all
- Inclusion of SEN students in all school programmes
- Special programmes for SEN
- No labelling
- Parents to work with teachers for suspected SEN & other learning needs

Curriculum & Programmes

- Powermind Kidz
- LSP
- LSM
- Pull-outs

C-SEND Staff

- SENOs
- SC
- Discipline – Mr Ng Ban Hock

SEN Parent Support Group

- Currently 14 members
- New members?



P1 Year Head's Sharing

By Mrs Shrlinda Lee

“As school reopens on 2 January, it marks not just a new chapter, but an exciting and important milestone for our incoming P1 students and their parents. We wanted our students to feel a sense of belonging to the school right from day 1 and having their parents present on their first day will give our students both comfort and confidence. It signals that the school is a safe and welcoming place for them to learn and grow. This will provide a strong foundation for them to build on for the next six years of their journey in primary school.”

好的开始就是成功的一半

A good start is half the battle won

Expectation & Partnership

- **Punctuality**

- Coming to school
- Submitting homework / assignment

- **Attendance**

- If student is unwell, see a doctor and submit the MC to Form Teacher
- Taking your child out during curriculum time is strongly **not** encouraged until it is urgent matters.

Expectation & Partnership



Step 1

Step 2

Step 3

- **Student Taking Ownership of their learning and actions**
 - Readiness for school and lessons (Packing School Bags)
 - Record their homework in the Student's Handbook

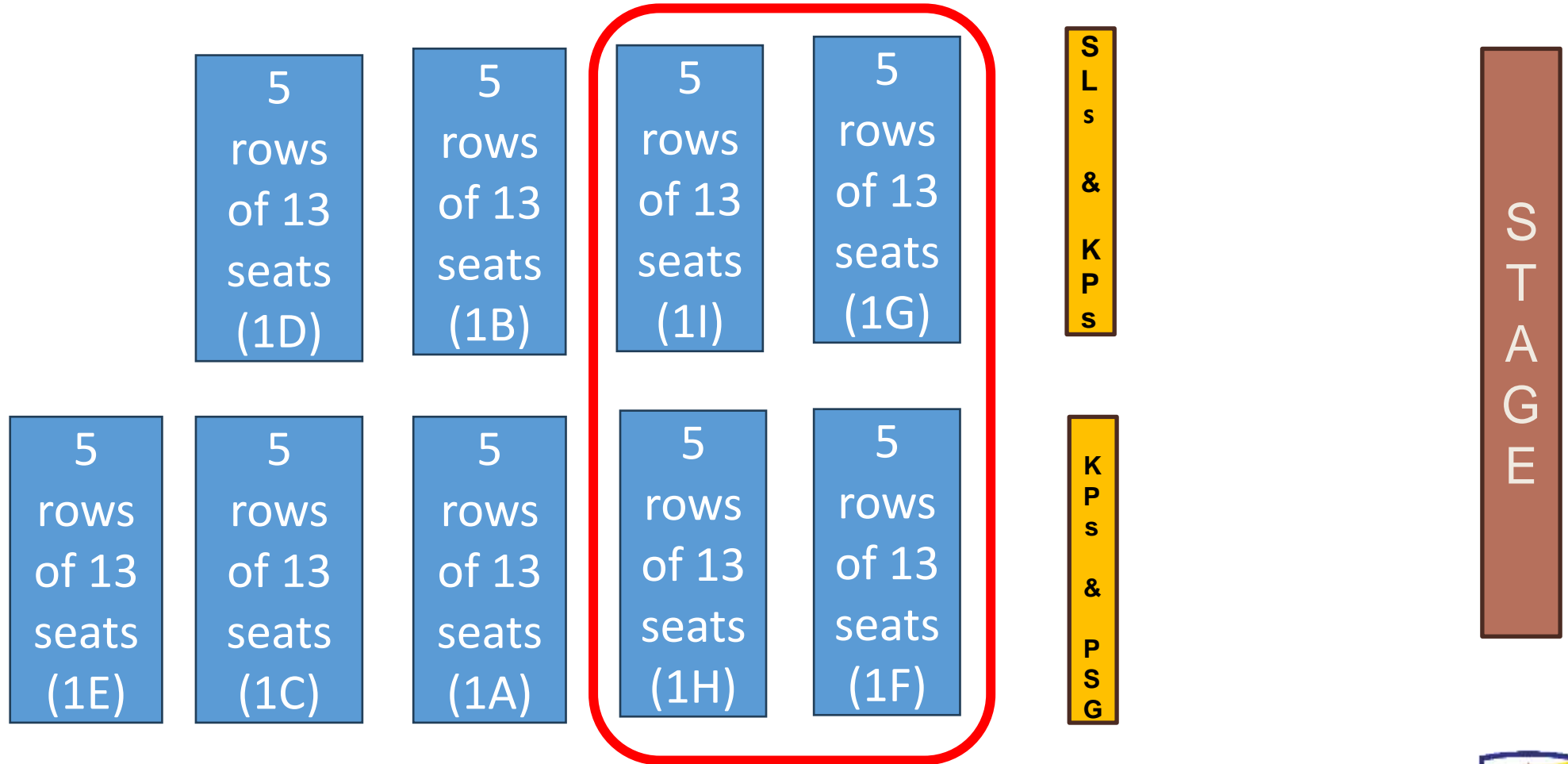
- **Collaborate with Form Teachers & Subject Teachers**
 - Learning
 - Behaviour

Floor Plan:

- KPs & Parenting Sharing (Hall)
- Recess 1 & 2 (Canteen)
- Writing Letter (Canteen)
- Presentation of Letter, Mass Dance and Singing
- Dismissal

Floor Plan – Hall (KPs sharing and Session 1 Parenting Sharing 1F- 1I)

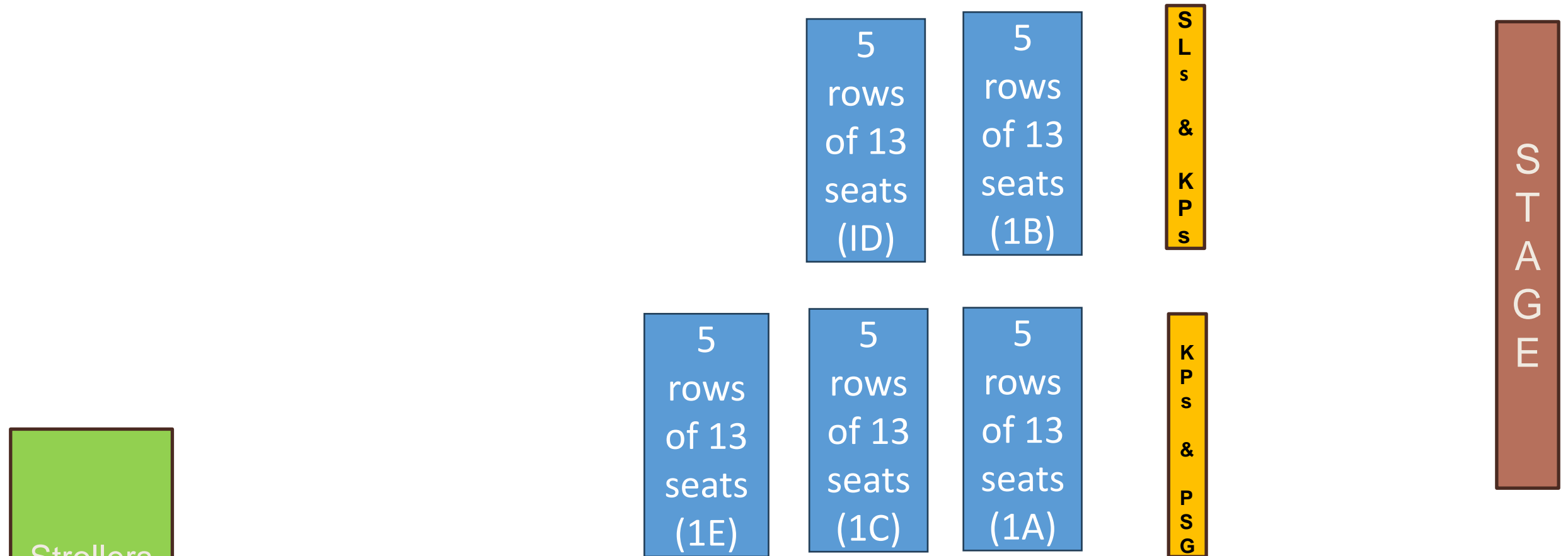
Class signage next to each block



Class signage next to each block

Floor Plan – Hall (Session 2 Parenting Sharing 1A- 1E)

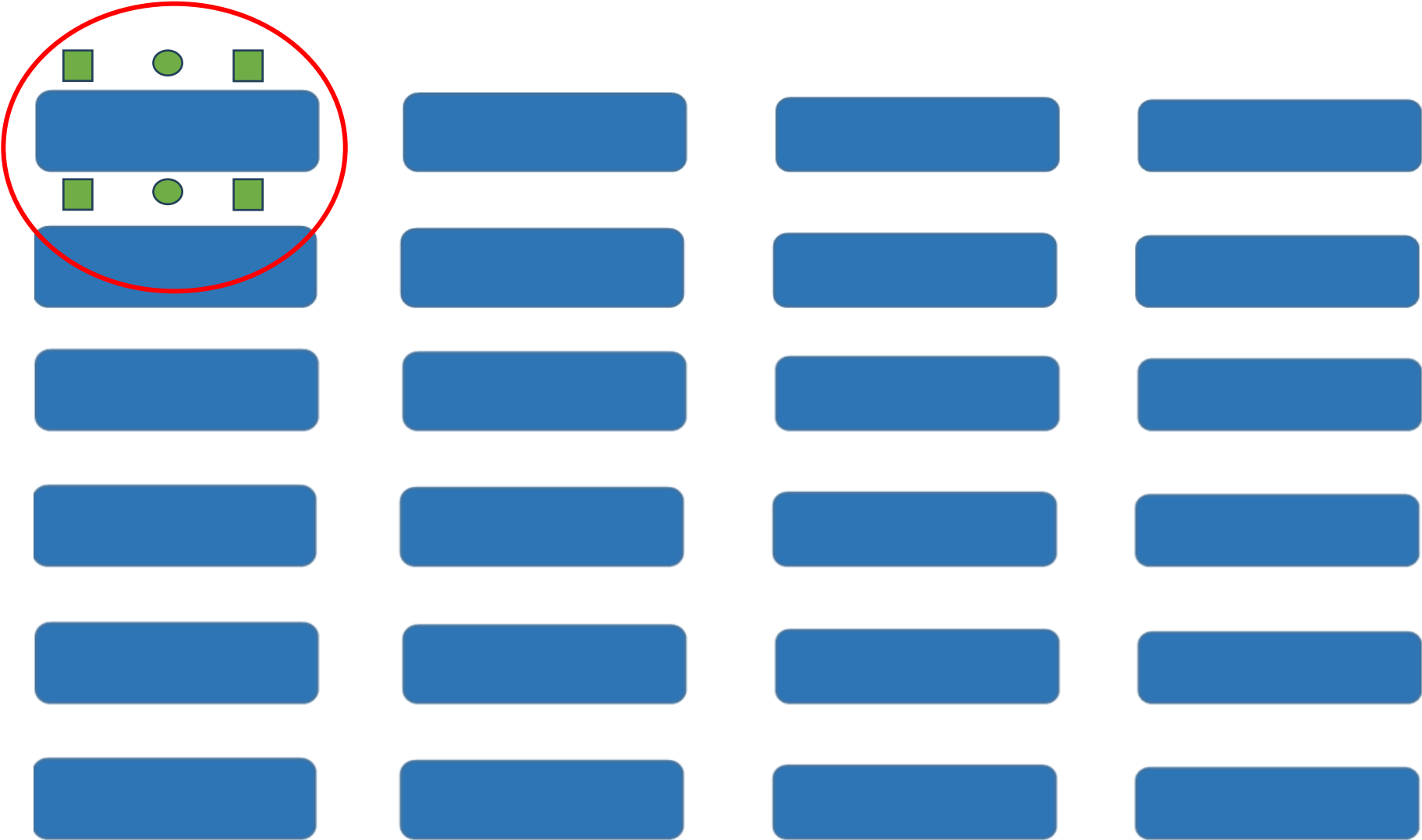
Class signage next to each block



Class signage next to each block

Floor Plan - Canteen

- Parent
- Student



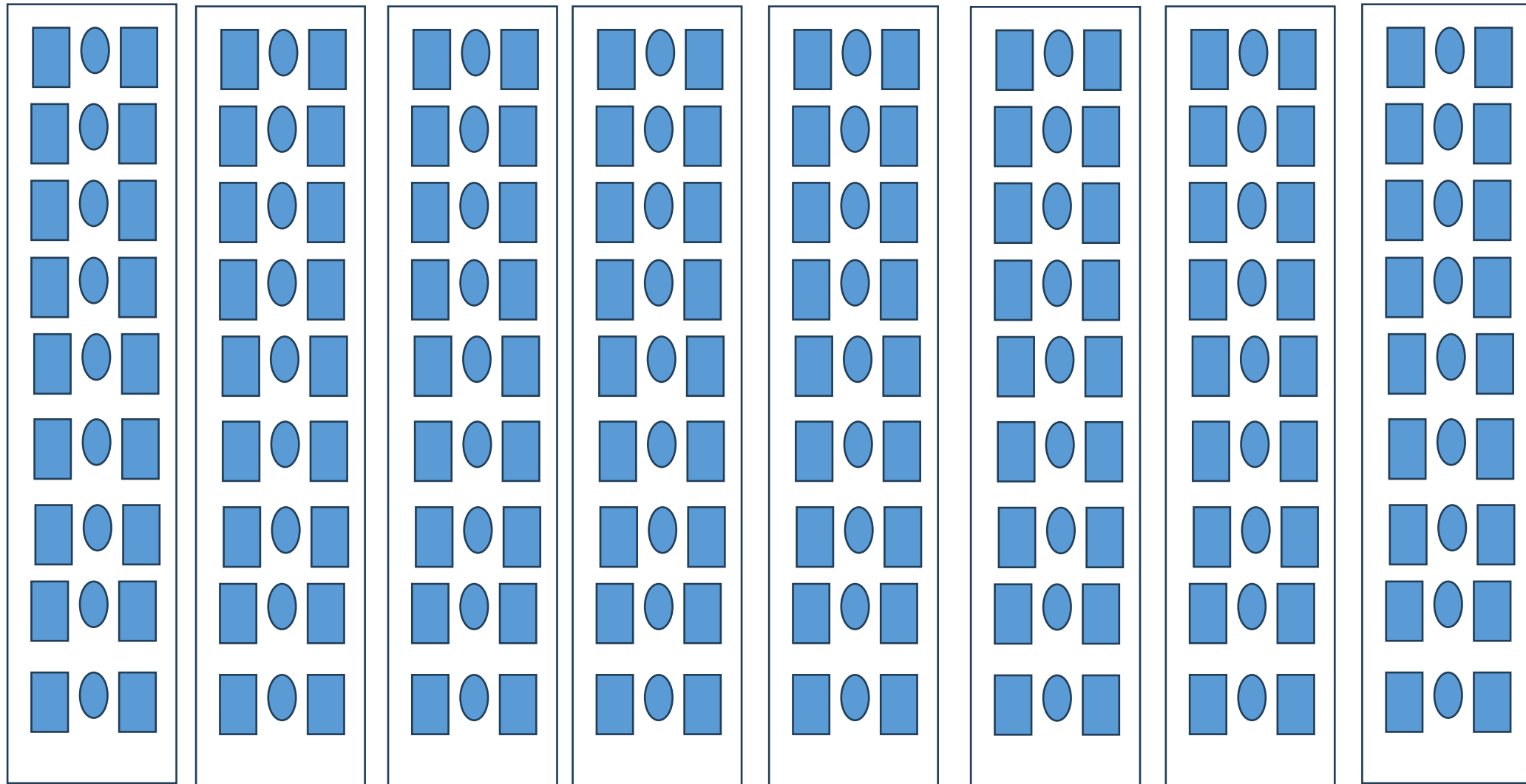
Recess (1 & 2) - Sit anywhere just for today

- **Parents to guide your child to queue up (2 lines in front of the stall) to buy food.**
- **Your child decide what he/she would buy and get ready the money.**
- **For Muslim parents, guide your child to look out for the “Halal” symbol.**
- **Wipe or wash hands before eating.**

- **After eating, pick up any leftover on the table with the fork and spoon, put them in the plate or bowl.**
- **Return the plates, bowls and cutlery to the designated area.**
- **Do wipe down.**
- **Wash hand after food.**
- **Go toilet if your child needs to.**
- **Fill water bottle at the cooler.**
- **Explore the playground, field, parade ground ... if there is enough time.**

Floor Plan – Hall (Letter Presentation and Mass Dance)

■ Parent
● Student



1H

1G

1F

1E

1D

1C

1B

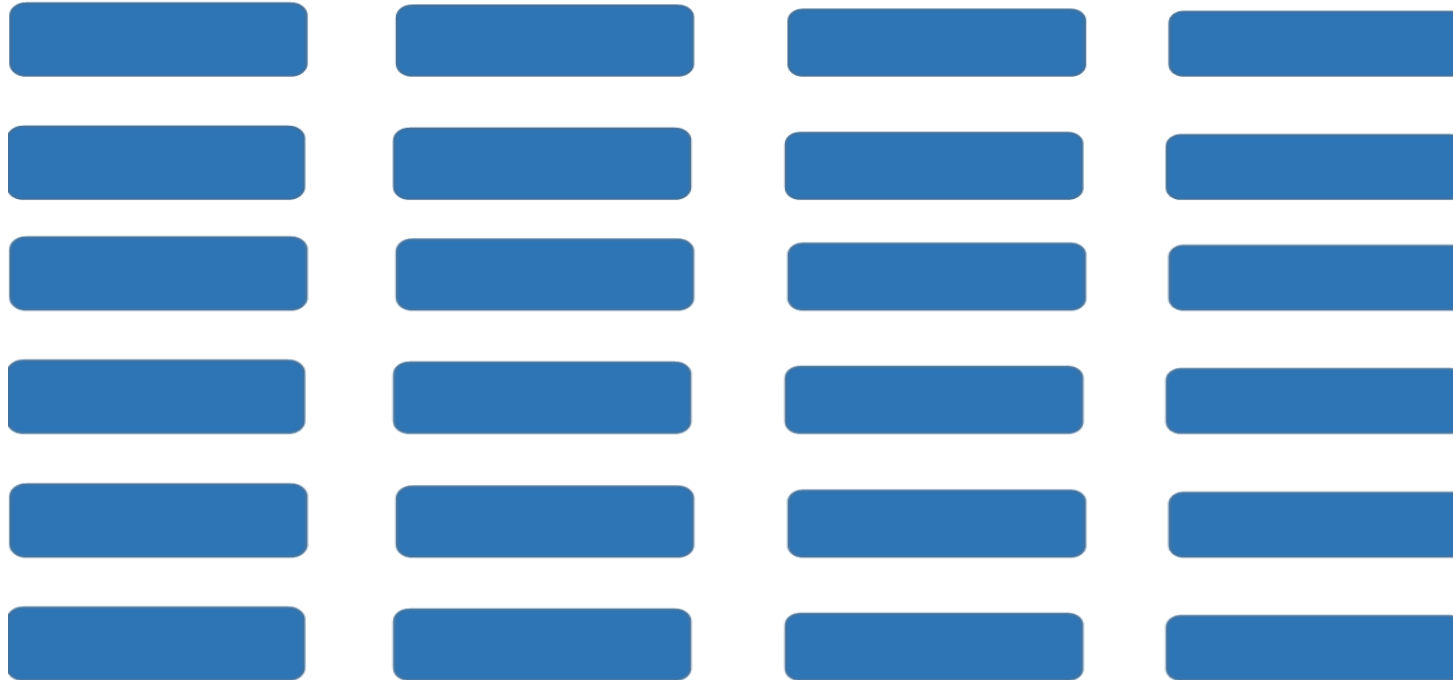
1A

STAGE

Floor Plan - Dismissal

- Parent
- Student

1A to 1E



1F to 1I

S
T
A
L
L
S

Gentle Reminder

- **Dismissal Mode**
- **Issuance of Temporary Card for POSB Smart Buddy system for pupils.**
- **Be onboard Parents Gateway**

