

Welcome to the Fairfield Family!  

P1 Orientation (2026 Intake) 
7 November 2025 Friday 



Fairfield Methodist School (Primary)

Programme for Parents

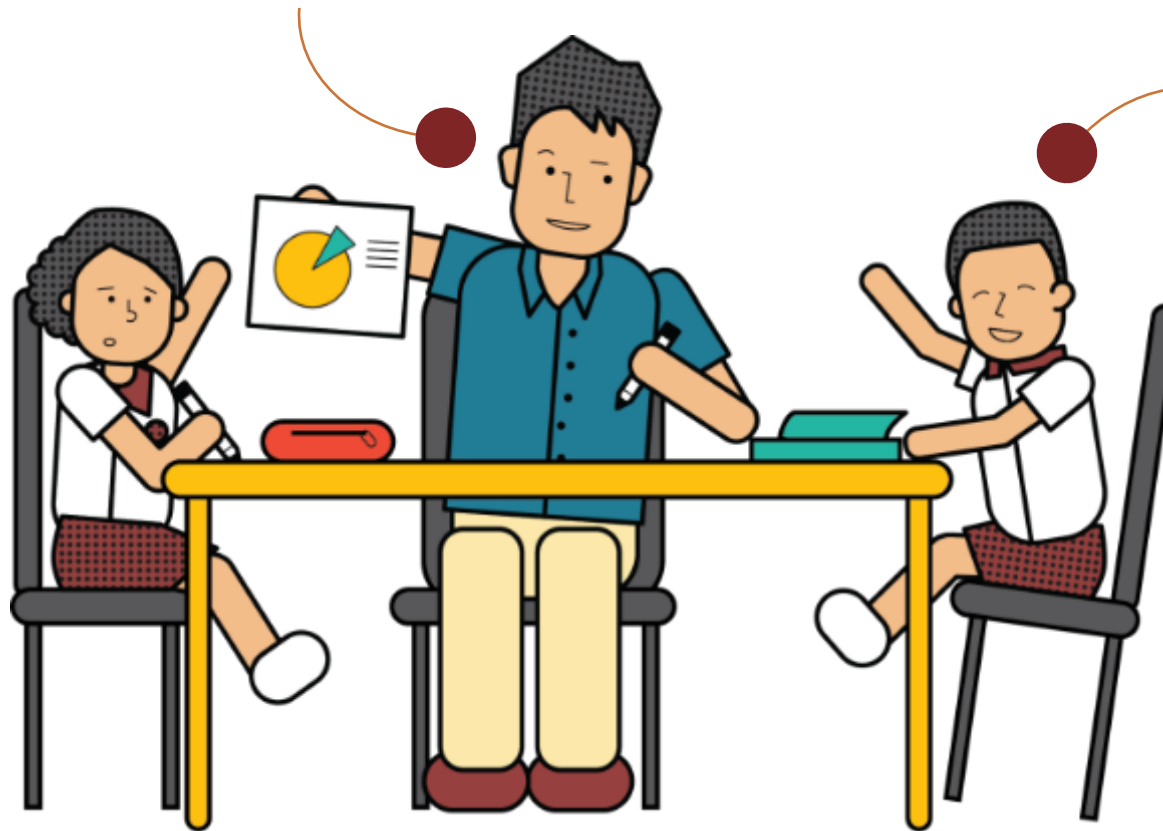
Time	Programme
2.30pm	<p>Start of Orientation Programme</p> <ul style="list-style-type: none"> • Principal's Sharing • Sharing by Year Head (Lower Primary)
3.20pm	Classroom Session with Form Teachers
4.00pm	End of Orientation Programme
After Classroom Session	<p>Meeting with Special Educational Needs (SEN) Team</p> <ul style="list-style-type: none"> • For parents with queries on SEN support for your child

Overview

1. What is Primary School about?

2. Smoothing the transition to Primary 1

3. School-Home Partnership




Developments in Primary Education



Either opened up an opportunity or taught us some value,



A close-up shot of a woman with short, dark hair and glasses. She is wearing a pink collared shirt. Her eyes are closed or looking down, and her mouth is slightly open as if she is in the middle of speaking. The background is blurred, showing what appears to be a bookshelf with various items.

and then we came early to school to learn it, that would be considered an ECA.

Holistic development for Primary 1 includes:

Prioritising the **development of soft skills**, including values, social-emotional competencies and self-help skills

Focusing on building **learning dispositions for Lifelong Learning**, including curiosity, confidence and nurturing the joy of learning

Building **strong foundations in literacy and numeracy**

Strengthening **21st Century Competencies (21CC) and Digital Literacy** in an age-appropriate manner



Building Strong Foundations: Knowledge, Skills & Dispositions (KSDs) at the Start of P1



Values, Social-Emotional Competencies, Citizenship Dispositions



Art



English Language



Mathematics



Mother Tongue Languages



Music



Physical Education

- | | | | | | | |
|---|---|---|--|--|--|--|
| <ul style="list-style-type: none"> • Develop understanding of self and manage own behaviours • Communicate, interact and build caring and respectful relationships with others • Take responsibility for own actions | <ul style="list-style-type: none"> • Enjoy Participating in Art • Express Ideas and Feelings through Art • Demonstrate Awareness of Art from Different Cultural Groups | <ul style="list-style-type: none"> • Listen and Speak for Enjoyment and Information • Read with Enjoyment and Understanding • Communicate Ideas and Information through Writing or Using Symbols or Letter-Like Shapes | <ul style="list-style-type: none"> • Basic Understanding of Numbers Up To 10 • Compare Quantities Between Two Groups of Objects within 10 • Recognise Simple Patterns | <ul style="list-style-type: none"> • Enjoy and Show an Interest in Learning Mother Tongue Language • Enjoy and Show an Interest in Listening and Speaking in Mother Tongue Language • Demonstrate Awareness of Local Ethnic Culture | <ul style="list-style-type: none"> • Enjoy Participating in Music and Movement Activities • Express Ideas and Feelings through Music and Movement Activities • Demonstrate Awareness of Music and Movement from Different Cultural Groups | <ul style="list-style-type: none"> • Enjoy Physical Activities • Display Coordination in Motor Tasks • Demonstrate Awareness of Healthy Habits and Safety |
|---|---|---|--|--|--|--|

Building Strong Foundations: How is it achieved?

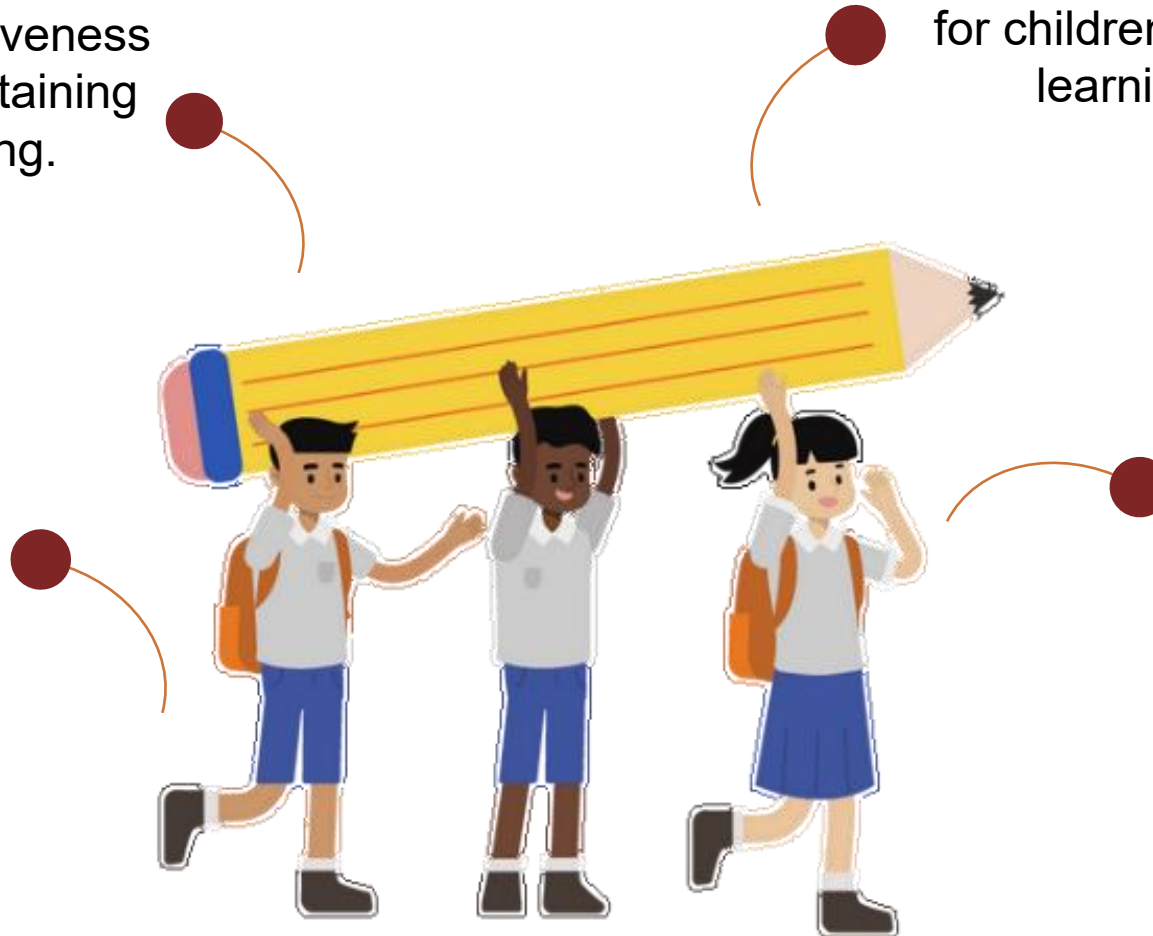
Play is an essential feature that taps students' inquisitiveness and ignites a self-sustaining passion for learning.

Differentiated support for children with differing learning needs

Teachers **pace** teaching and adopt **developmentally appropriate, engaging pedagogies** to deepen learning.

No examinations and weighted assessments at P1 and P2

to provide more time and space to settle into a formal school setting, build relationships and develop the necessary skills and attitudes towards learning.

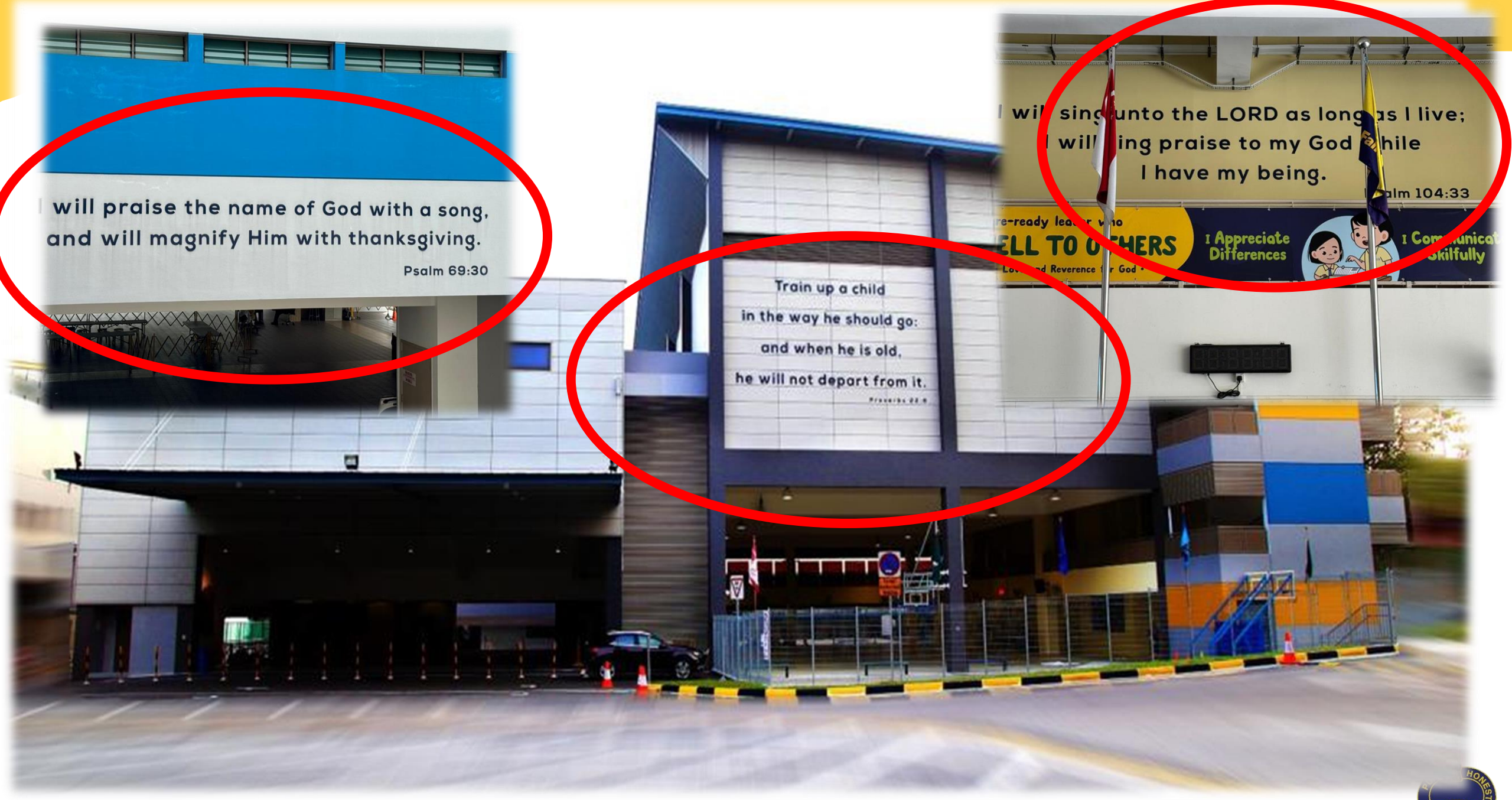


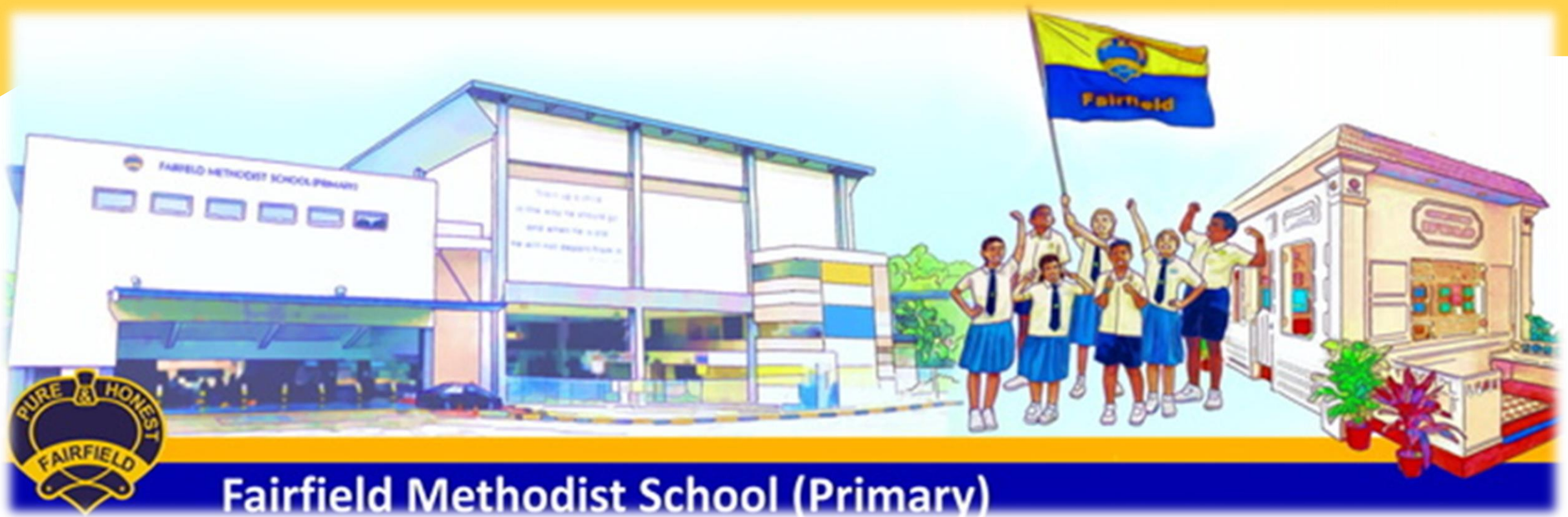
Our School Mission

**To provide a holistic education in
a Christian environment
so as to nurture leaders of good
character, who are equipped to
serve God, nation,
community and school**

**Miss Sophia Blackmore
Founder of Fairfield Schools**



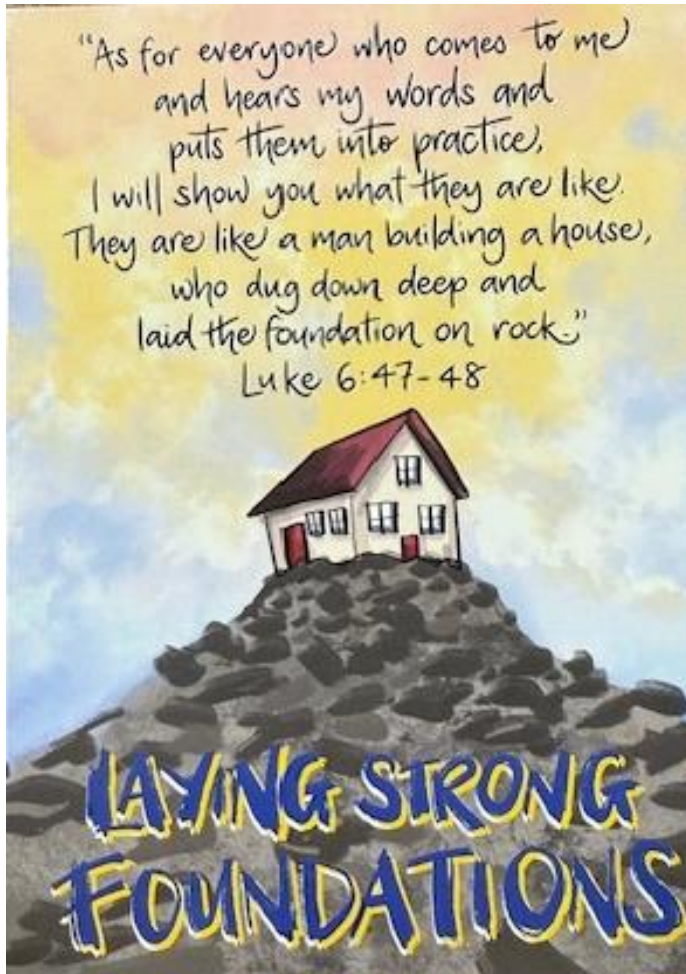




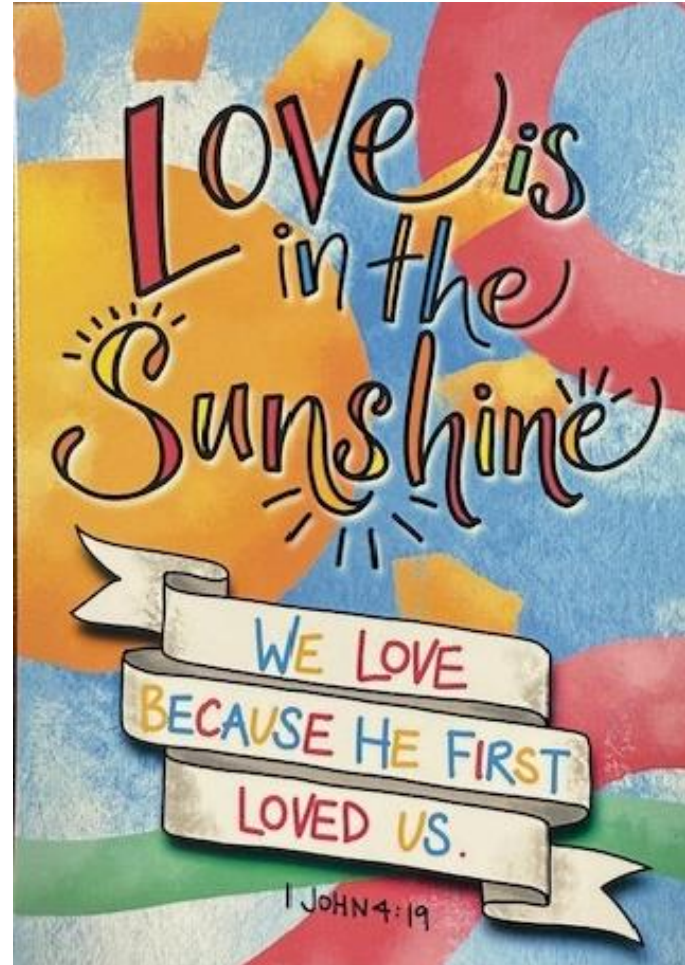
Fairfield Methodist School (Primary)

- Fairfield Methodist School Primary is a 137 years old mission school.
- One of the oldest primary schools in Singapore.
- Each school day starts with a devotion centres on a Bible verse and prayer.
- We will draw out application of good values from the verses for students during devotion.
- Each day starts with positivity with a focus on Godly and good values.

2024 Theme



2025 Theme



2026 Theme

Strong and Courageous

2 Timothy 1:7

"For the Spirit God gave us does not make us timid, but gives us power, love and self-discipline."



**Love and
Reverence
for God**

Resilience

Respect

School Values

Integrity



**Serving
and
Giving**

Our School Vision

**Leaders of the future
pursuing excellence,
upholding strong
Christian moral values
and
having a heart to serve**

Fairsian Outcomes

Masters Self

- **Has a spirit of excellence**
- **Thinks critically and creatively**
- **An ethical digital user**



Relates Well to Others

- **Appreciates differences**
- **Communicates skilfully**
- **An empathetic individual**

Serves God & the Community

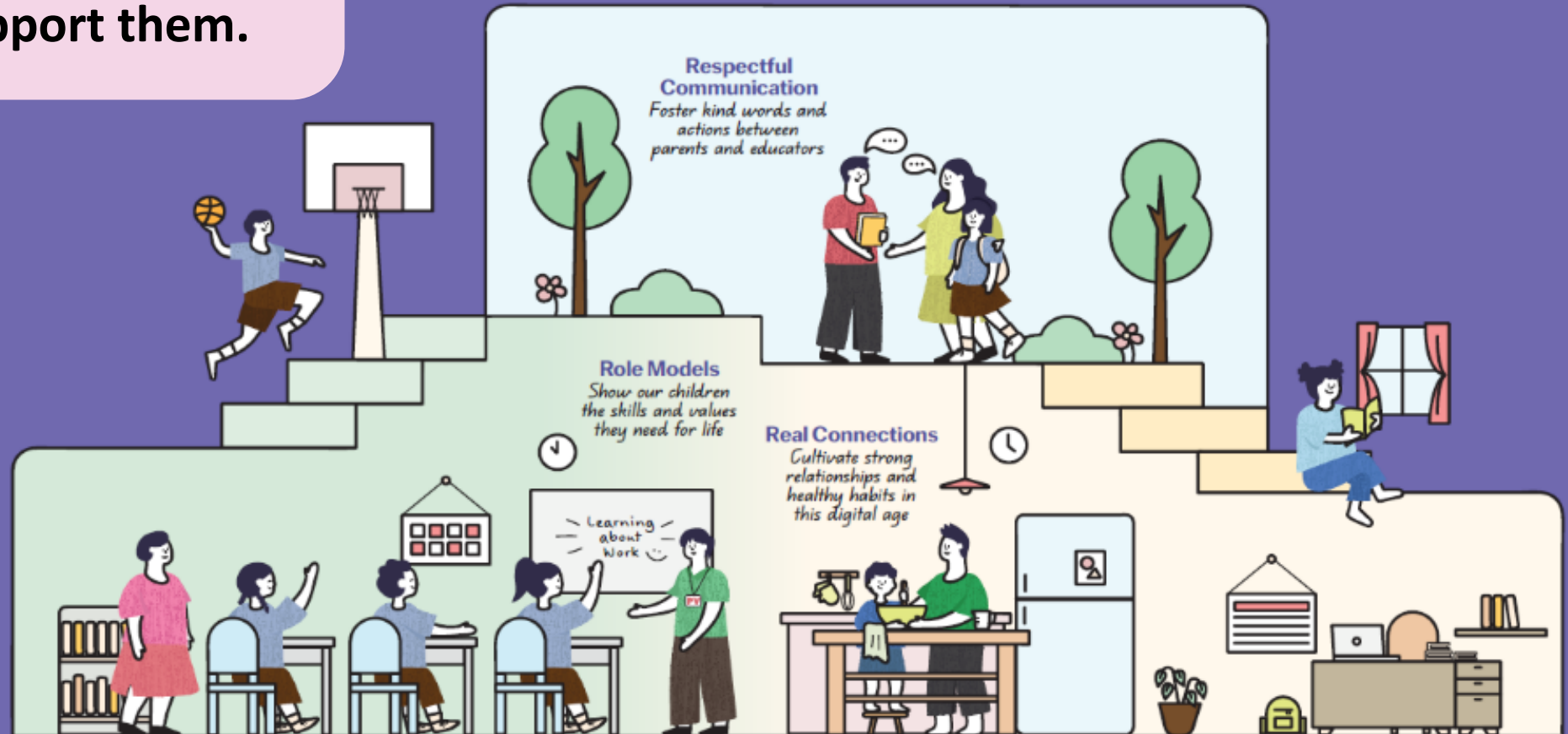
- **Reflects actively**
- **Collaborates inclusively**
- **A proactive contributor**

School-Home Partnership

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

Guidelines for School-Home Partnership

Raising a Happy, Confident, and Kind Generation Together



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

1 Respectful Communication

Foster kind words and actions between schools and educators

2 Role Models

Show our children the skills and values they need for life

3 Real Connections

Cultivate strong relationships and healthy habits in this digital age



Engagement Charter

- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.



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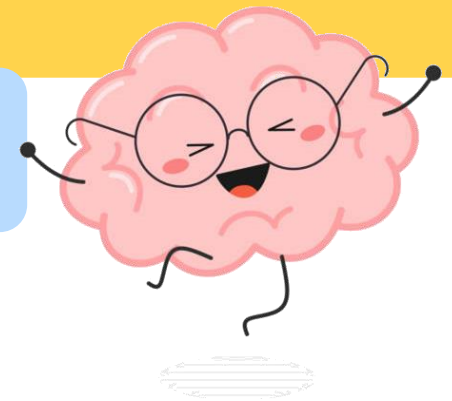
Home-School Partnership in Skills Development

“ When children enter kindergarten, the key question is not whether they know the alphabet or can add and subtract. Instead, the important skills include **impulse control, attention span, emotional regulation**. These abilities **don't develop on their own**. Instead, the relevant regions of the brain need to be **activated** – and **often**, since the brain's networks are **strengthened through practice**. ”

Dr Amanda Tarullo

Director of Brain & Early Experiences Laboratory at Boston University

Executive Functioning (EF) Skills



What are EF skills?

- Mental skills we use to **self-regulate** the way we **interact with our environment**

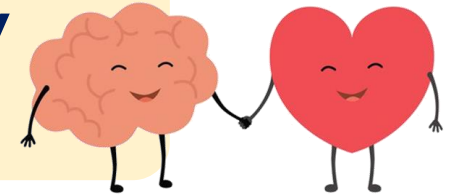
Working Memory



Cognitive Flexibility



Inhibitory Control

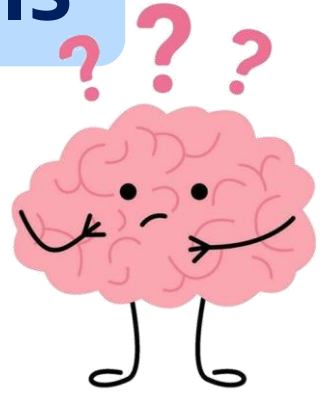


- Young children learn EF Skills by **observing others or being taught explicitly**.
- **Importance of early support**: Young children's brains are rapidly changing and most malleable during these earlier years.



Importance of Executive Functioning Skills

EF skills provide the **foundational platform for preparing students' readiness and ability to learn.**



Longitudinal study by Morgan et al. (2019)

- Tracked ~11,000 kindergarten students through 3rd grade
- **Key finding:** Children with difficulties in EF in kindergarten **continued to experience academic difficulties in later years**
- Importance of early intervention efforts **before children internalise negative feelings about their academic performance and exhibit challenging behaviours**

Morgan, P. L., Farkas, G., Wang, Y., Hillemeier, M. M., Oh, Y., & Maczuga, S. (2019). Executive function deficits in kindergarten predict repeated academic difficulties across elementary school. *Early Childhood Research Quarterly*, 46, 20-32. <https://doi.org/10.1016/j.ecresq.2018.06.009>

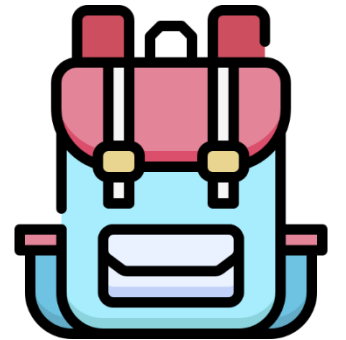
Developing Executive Functioning Skills at Home

Organisational Skills

- Involve your child in **packing his/her schoolbag** daily based on timetable
- Guide your child in the **use of the Student Handbook** for tracking

Help-Seeking Skills

- Teach your child ways to **seek help** in appropriate ways



Developing Executive Functioning Skills at Home

Time Management:

- Create a **daily schedule** that includes blocks of time for different activities
 - For example: mealtimes, play, homework, bedtime
- **Engage** your child in planning the daily schedule to help him/her understand:
 - Estimation of time taken to complete tasks
 - Planning ahead: How to sequence and prioritise activities



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Guidance on use of students' smartphones/smartwatches in schools

- Students who bring mobile phones or smart watches to school are to adhere to the following guidelines:

Mobile phones	<ul style="list-style-type: none"> • Usage of mobile phones is allowed only in the foyer after school hours <u>to contact parents</u>. • Mobile phones are to be switched off during all other times. <p>*Not allowed during examination period.</p>
Personal Digital Devices	<ul style="list-style-type: none"> • Students <u>are not to use/wear</u> personal digital devices during school hours including recess, CCA and after-school programmes (e.g. enrichment / supplementary / remedial lessons). • Personal digital devices include, but are not limited to, smartphones, smartwatches and e-readers. • Students who bring such devices to school are to put them in their school bags or class lockers <u>before school start time (i.e. by 7.30am)</u>.

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Personal Digital Devices

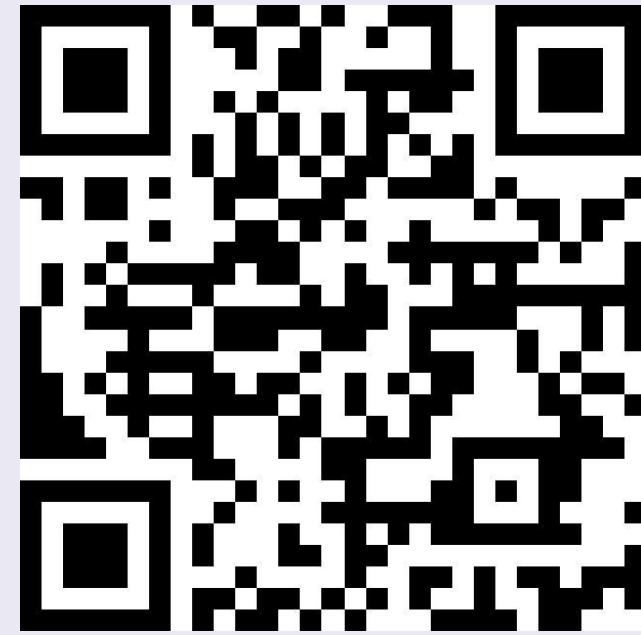
- Students should be responsible for their property. The school will not be held accountable for any damage or loss.
- The school reserves the right to check these devices. Inappropriate use of these devices may result in confiscation of devices. All confiscated devices will be handed over to the HOD (Student Management) for safekeeping and will only be returned to parents in school.

Rationale

- **Reduce sources of distraction** for students to protect the learning spaces in school (Curriculum Time is sacred).
- **Delay first ownership of digital devices** is beneficial to student social and mental well-being (Research suggests that earlier age of smartphone ownership is associated with poorer mental health)
- **Teachers should focus on teaching and learning.**



Join Us! Partners in Education



Communication with schools:

Official information (most accurate) will always be through Parents Gateway (PG)

Transition to Primary 1

Mrs Lim Wei Wei

Year Head / Lower Primary

Smoothening the transition to Primary 1

When your child enters primary school, their experience will include:



Smoothening the transition to Primary 1

1. Transition is the process in which a child moves into a new environment

2. When moving from pre-school to primary, a child will have to adapt to unfamiliar setting and routines

When your child has transited well, he/she will:

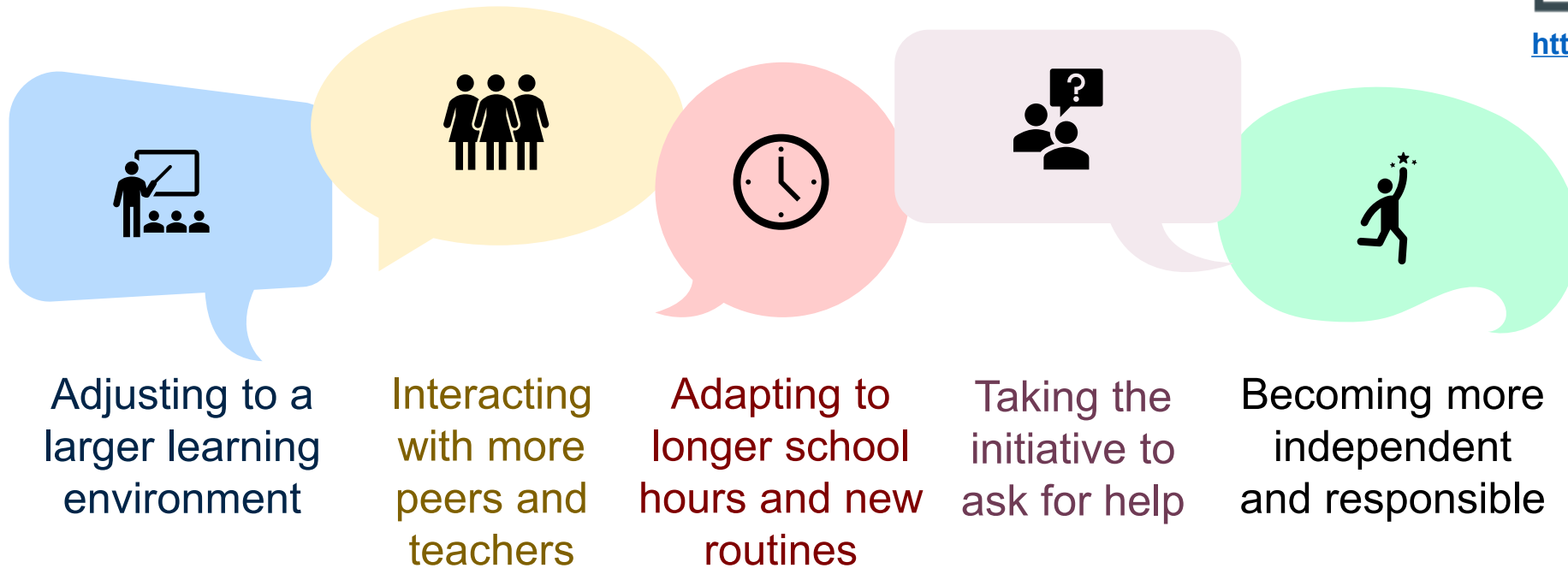
- Feel safe and comfortable in the new environment
- Be able to manage daily challenges
- Be able reach out to teachers and/or peers for support when needed

How can you prepare your child for Primary 1?

You can start talking to your child about the following:



<https://go.gov.sg/transition-to-primary1>



Try these conversation starters:

Mummy had an enjoyable day at work today. Let's share which was the most enjoyable part of our day.

Let's both remember someone that we met today who did a kind deed for us?

I learnt something new at work today. I am sure you did too. Can we teach each other what we learnt?

How else can you support your child?

Support

your child and encourage them to overcome challenges with your care

Affirm

your child by recognising small successes and praising their efforts

Familiarise

your child with new routines gradually and share your experiences in primary school

Empathise

with and acknowledge your child's feelings



How else can you support your child?

Primary 1 is an exciting and fun stage for your child.
Help your child to enjoy the journey by developing these skills:



Nurture a love for reading
Sign your child up for a free Library membership and myLibrary ID to enjoy NLB's e-resources!

Relating Well to Others

Build your child's interpersonal skills by:

01

Modelling the use of friendly and polite phrases

"Hi! My name is...What is your name?"

"Could you help me with..."

02

Providing opportunities for your child to share and take turns during playtime with other children

03

Modelling respectful interactions

"May I please..."

"It's okay if I can't join in..."

"I am sorry I ..."

MAKE NEW FRIENDS

What your child may learn in school

JOINING IN ACTIVITIES

- 1 Choose a good time.
- 2 Look at the person.
- 3 Ask in a friendly way, "Hi, may I join you?"
- 4 Accept the answer by saying "Thank you" or "Okay".

What you can do at home

SAY HELLO AND SMILE

Hi!

My name is ...

Practise skill steps with your child to help her/him relate with others and make friends easily. Encourage them to say hello, greet good morning and smile at their new friends and teachers. These greetings are a great way to connect with people.

Do a short role-play with your child to practise these steps for joining in activities:

- saying hello with a smile and introducing him/herself
- asking politely if he/she can join the group
- thanking them for choosing to include him/her
- saying and feeling okay even if they choose not to

Are you excited to meet your new friends? What do you do or say when you meet your new classmates or join them in group activities? Let's try it!

Quick Info:

- The Programme for Active Learning (PAL) helps your child to discover his/her interests and how to relate and work with peers through Sports and Games, Outdoor Education, Performing Arts (Dance, Drama and Music) and Visual Arts.

Explain how doing the above helps him/her to:

- make others feel comfortable
- prevent conflict with new classmates
- be confident

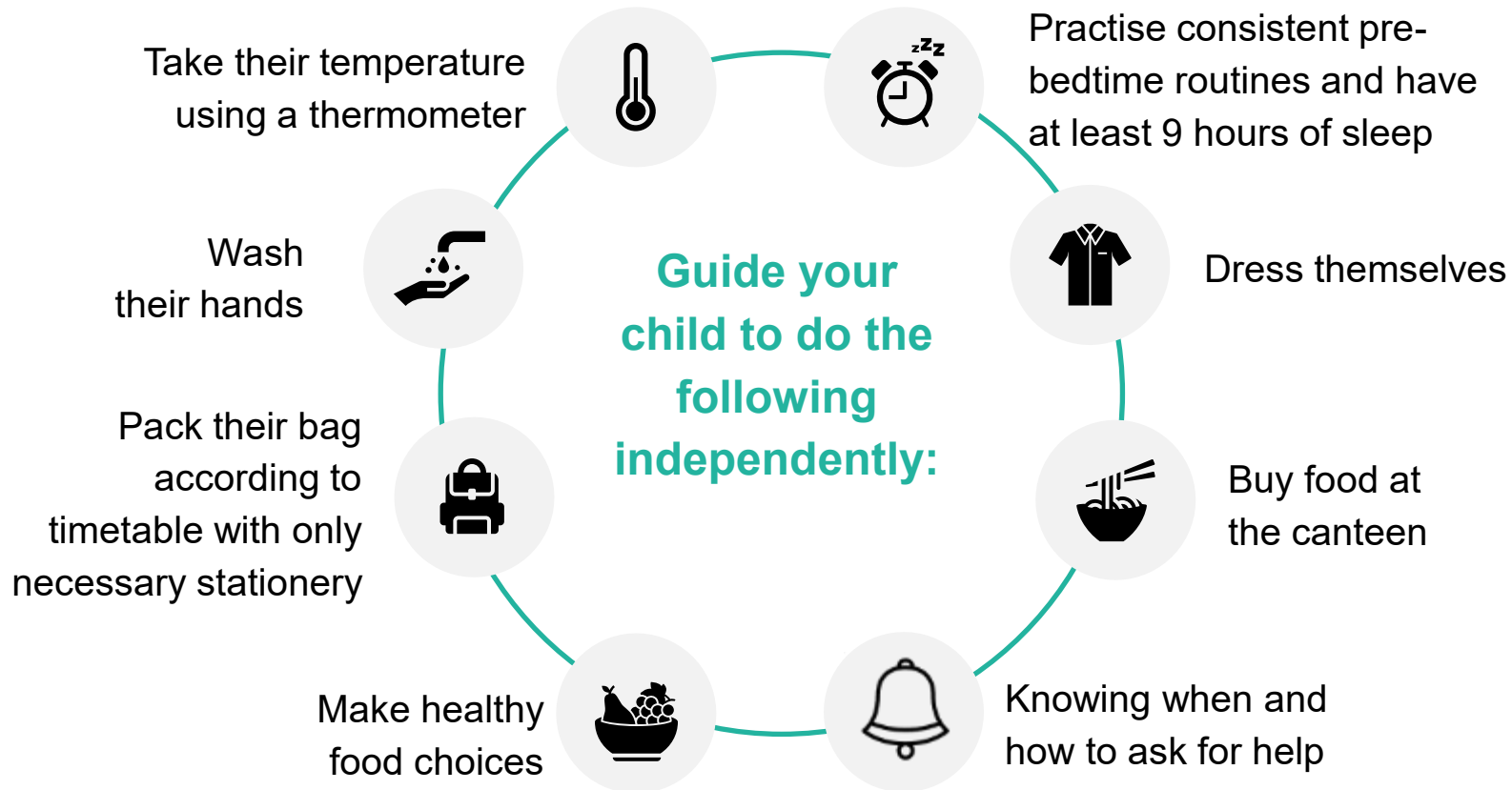
Read more: <https://www.schoolbag.sg/story/how-to-help-your-child-ace-the-first-week-of-school>



Find out more activities from the **P1 Parent-Child Role Playing Activity Kit**

Developing Good Habits

Routines help your child build confidence and learn to manage things by themselves.



Nurturing Values and Positive Attitudes

Values guide our words and actions, and develop character strengths and dispositions. You can encourage your child to:



Reflect on how to show care and concern, and respect for their friends and family members



Ask questions about their experiences in school, at home and of the world around them



Reflect on learning experiences and try ways to do something better

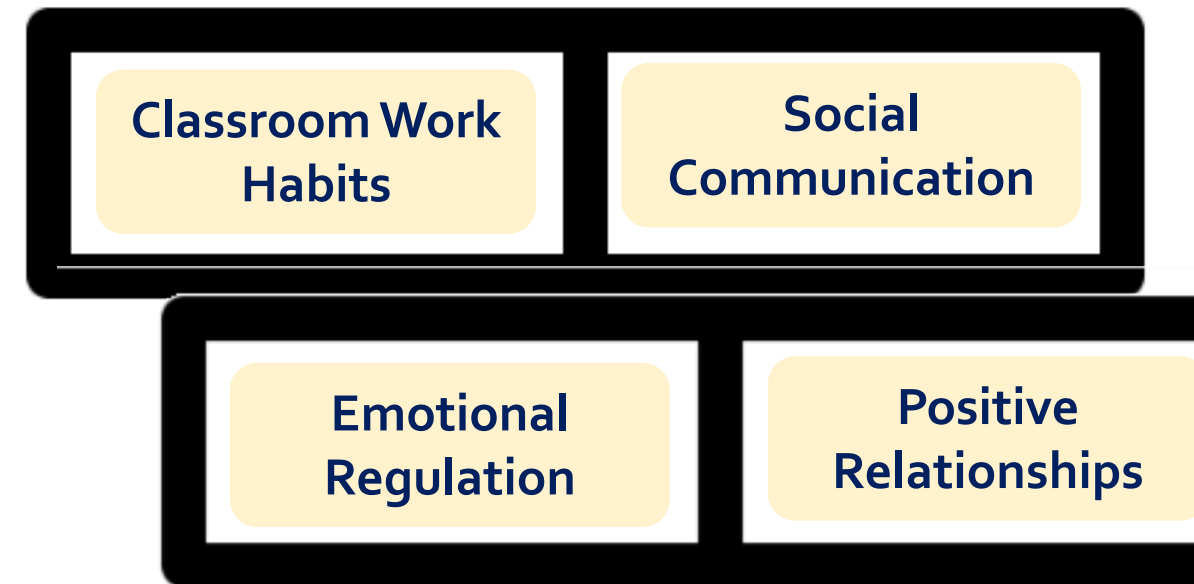
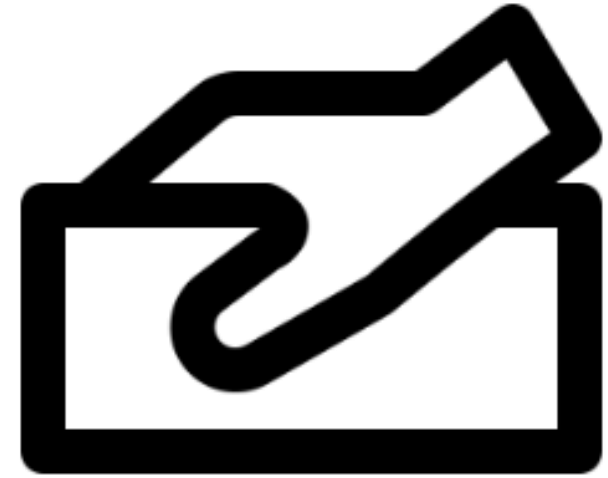


Persevere even when faced with challenges and use these experiences as a teachable moment to share the importance of building resilience in life



Start It Right! @ FMS(P)

- A series of termly back-to-school engagements
- With the aim to **lay a strong foundation** for all students through **transition support** in:
 - Strengthening **self-management skills**
 - Building strong **teacher-student relationships** and **peer support relationships**



Welcome to FMS(P) Slides for Students

We have prepared a deck of slides with information on:

- School schedule
- School uniform
- People in school
- Places around in school

We encourage parents to take some time to go through the slides with your child prior to Day 1 of school to reinforce what they can expect for Primary 1.



<https://for.edu.sg/welcome-fmsp>

<https://for.edu.sg/welcome-fmsp>

First Day of School for only the P1s

2 Jan 2026 (Fri) &

5 Jan 2026 (Mon)

7.30 am – 12 noon

Drop-off points in the morning

Mode of transport	Drop-off point
By school bus	Foyer
By car	Foyer
Walk to school	Gate 1 & 2

Dismissal

- 12pm (2 & 5 Jan)
- 1.30pm (6 Jan onwards)

	Day 1 & Day 2 (2 Jan & 5 Jan)	Week 1 from 6 Jan onwards
By foot	12pm	1.30pm
By school buses	Buses leave school at 12.10pm	Buses leave school at 1.40pm
By parent's car	Parents can drive in after 12.15pm	Parents can drive in after 1.45pm

- Parents are to pick up your child from the **Gate 1** if he/she is going home by foot.

Traffic along Dover Road

- Heavy traffic is expected during reporting and dismissal times
- No vehicular entry to school during dismissal time
 - *1pm to 1.45pm (dismissal 1)
 - *3.45pm to 4.15pm (dismissal 2)
- No parking or waiting in school
- Use the multi-storey car park next to FMSS (Blk 2A, Dover Road) and walk over

Security in FMS(P)

- Meeting with school personnel is by appointment
- All visitors are required to register at the General Office

2026 P1	Venue for Parents' Engagement Session	Form Teachers 2026
1A	4A	Mr John Chew / Mrs Iris Tan
1B	4B	Mr Liu Lijia / Mdm Chen Lichuan
1C	4C	Mrs Jacquelin Wong / Mdm Tan Yee Won
1D	4E	Mrs Yaw Siok Ching / Miss Nurul Amilia Bte Roshamil
1E	3F	Mrs Angeline Lim / Mr Kenneth Ong
1F	3G	Miss Chua Huiman / Mrs Tan Hwee Chin
1G	4D	Mr Daniel Chan / Mrs Michelle Tan
1H	4F	Mdm Chan Man Pui / Mrs Morna Wee
1J	2E	Miss Chan Sew Yoon / Mrs Kavitha Deen

Thank you