Applied Learning Programme (ALP) 2025

Urban Food Warriors

Corporation Primary School

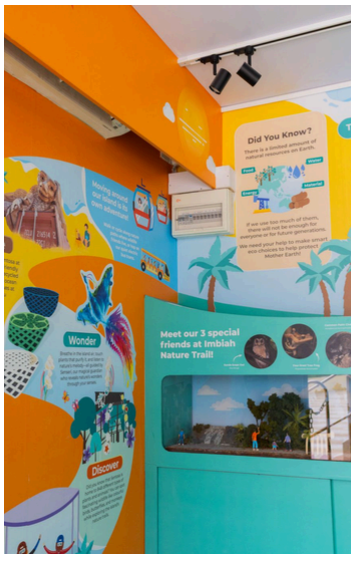


((Top & Bottom Left) Students interacting with Minister for Education and Minister-in-Charge of Social Services Integration, Mr Desmond Lee, at the Sentosa Sustainability Travelling Showcase Launch (Bottom Right) Interior of the Sentosa Travelling Showcase

Urban Food Warriors is the school's distinctive ALP designed to address issues of sustainability. Especially apt in today's context, the pandemic has provided a timely reminder of Singapore's vulnerability in being highly dependent on other countries for our food supply. Students will take on the role of understanding the need to ensure and secure a supply of safe food for Singapore as well as advocating local production as one of it sustainability strategies to achieve 30 by 30 goal by 2035.







Leaf It to Us — Your updates are ready!







Sentosa Sustainability Travelling Showcase Launch with ALP Green Ambassadors & The Future Makers

We were honoured to welcome Minister for Education and Minister-in-Charge of Social Services Integration, Mr Desmond Lee, for the official launch of the Sentosa Sustainability Travelling Showcase — a new mobile exhibition by Sentosa Development Corporation (SDC) that brings eco-learning directly to primary schools across Singapore.

This interactive experience was specially curated to promote sustainable tourism practices in an engaging and student-friendly way. We are proud to share that our very own Applied Learning Programme (ALP) Green Ambassadors and members of the The Future Makers were selected to represent the school as participants for the showcase launch.

Inside the colourful, sustainability-themed truck, students were challenged to plan an eco-friendly Sentosa adventure by completing four interactive quests — Travel Well, Play Well, Eat Well and Stay Well — each one highlighting real-world sustainable choices inspired by Sentosa's green initiatives. By bringing the showcase to our doorstep, SDC has made sustainability learning more accessible, immersive, and inspiring for students. Our ALP Green Ambassadors and Future Makers walked away not only with new insights but also a renewed sense of purpose — ready to be changemakers for a greener tomorrow.

SCAN ME











Peas be seated as news is served...

ALP Green Ambassadors: Celebrating CPS *50th Golden Jubilee*

In collaboration with members of the Young Artist Club (YAC) — Yeo Zhi Ling (5.4), Srinivasan Pratiksha (6.1), Woon Yi Xuan (6.1) and Mr Salikin — our ALP Green Ambassador representative, Koo Ming Hao (5.2), took part in a special creative project to prepare a terrarium as a token of appreciation for our Guest of Honour, Mr Hamid Razak.

For this collaborative effort, Ming Hao thoughtfully assembled the terrarium, while the YAC members hand-painted five miniature giraffes, each adorned in the school's four house colours and one in the school uniform. The five giraffes hold deep significance, each symbolising a decade of Corporation Primary School's journey — representing growth, resilience and progress across our 50-year history. Together, the giraffes stand as a powerful metaphor for the school's enduring spirit of excellence and forward-looking vision, reflecting how the Corporation family continues to stand tall, united and ever ready to reach greater heights!

Additionally, an ALP booth was set up during the celebration, where Mr Hamid Razak and school leaders participated in a vegetable harvesting activity from the school's planter boxes. P5 ALP Green Ambassadors were stationed at the booth to share about their learning experiences and key ALP programmes in Corporation Primary. The booth was later opened to the public, offering visitors a hands-on harvesting experience and an opportunity to bring home freshly picked vegetables — a meaningful way to showcase the school's dedication to sustainability, student voice and community engagement.



















Turnip-ing up the energy!

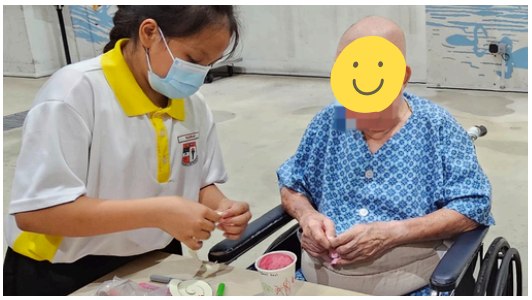
P4 & P5 ALP Green Ambassadors: *Grant-a-Wish* @ All Saints Home











As part of our school's 50th Anniversary Celebration, the CCE Department has launched an extended Values-in-Action (VIA) initiative titled the Grant-a-Wish Project. This meaningful project involves three key beneficiaries that our school has established partnerships with — Gek Poh Ville Community Club, St Joseph's Home and All Saints Home. In total, 50 wishes will be granted to these beneficiaries, symbolising the school's 50 years of care, service and community spirit. Selected student representatives will also have the opportunity to share their reflections and experiences from this project during the 50th Anniversary Carnival.

In collaboration with one of our valued community partners, All Saints Home and the CCE Department, our P4 and P5 ALP Green Ambassadors took part in a heartwarming outreach activity on 19 August. During the session, the students actively engaged with the elderly residents, teaching them how to create a flower bouquet with rolled paper roses. Prior to this visit, the ambassadors demonstrated initiative and commitment by staying back after school to practise the craft and prepare all necessary materials for the session.

This project not only provided students with an authentic platform to apply values such as empathy, compassion and teamwork, but also strengthened their understanding of active citizenship and community service, reflecting the school's ongoing commitment to nurturing caring and socially responsible individuals.







Soy excited to share more highlights...







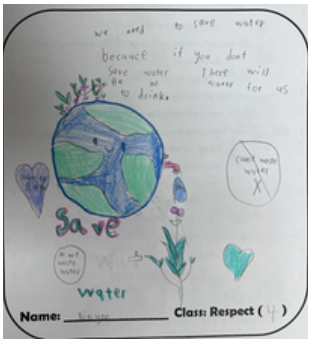


Primary 1: Water Conservation

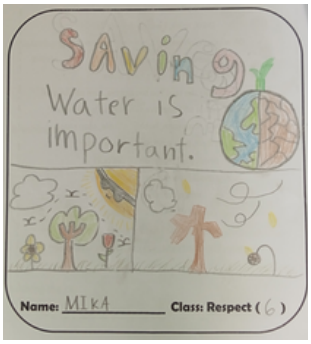
In Term 3, our Primary 1 students embarked on an engaging Applied Learning Programme (ALP) project titled "Water Conservation: Every Drop Counts." Integrated across English, PAL, and Mathematics, the project helped students understand the importance of water, its sources in Singapore, and practical ways to conserve this precious resource.

Through storytelling, students learned about children around the world who face challenges accessing clean water—sharing taps, waiting for rain, and reusing every drop. This experience nurtured empathy, gratitude, and responsibility, reminding them that water is a gift to protect, not waste.

They also planted and cared for microgreens, applying proper watering practices and documenting growth—connecting science, math, and environmental stewardship. Through poster-making and group discussions, students communicated water-saving messages clearly and confidently. This project strengthened their curiosity, collaboration, and sense of responsibility, shaping them into thoughtful young stewards of our environment—because truly, every drop counts.

















Please don't kale the vibe...

Primary 4: Waste Management

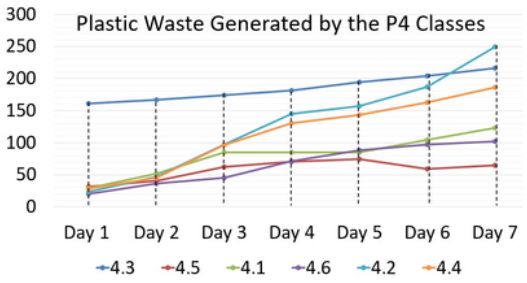
The P4 ALP aimed to nurture environmentally responsible learners by providing an authentic, meaningful, and interdisciplinary learning experience that integrated Science, Mathematics, Social Studies and English Language.

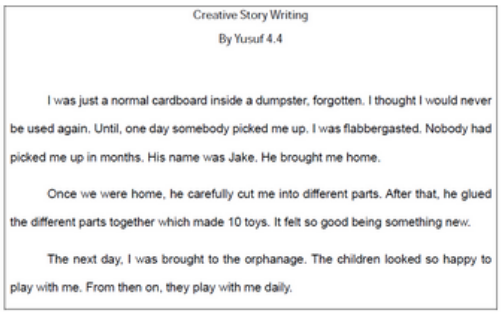


The programme began with students examining the global importance of waste management. They explored how different countries handled waste, gaining insight into the challenges and strategies used around the world. This was followed by a closer look at Singapore's waste management system, where students learnt about the processes involved in managing various types of waste and how individual choices contributed to national sustainability efforts.



To deepen their understanding, students investigated how everyday actions—such as consuming a simple snack—could produce multiple forms of waste, including food remnants and different types of packaging. Through an inquiry-based approach, they designed and conducted an experiment to measure and compare the waste generated during snack breaks across all Primary 4 classes. Students collected data systematically, organised it using tables, and analysed trends through line graphs. This helped them draw meaningful conclusions about consumption patterns and waste habits at the cohort level.




Creative Story Writing

By Yusuf 4.4

I was just a normal cardboard inside a dumpster, forgotten. I thought I would never be used again. Until, one day somebody picked me up. I was flabbergasted. Nobody had picked me up in months. His name was Jake. He brought me home.

Once we were home, he carefully cut me into different parts. After that, he glued the different parts together which made 10 toys. It felt so good being something new.

The next day, I was brought to the orphanage. The children looked so happy to play with me. From then on, they play with me daily.


Creative Story Writing

By Lulu Eva 4.4

I was a plastic coke bottle in a vending machine, waiting for someone to buy me. A teenager bought me, drank me and threw me on the floor. I was getting kicked by people until I rolled to an old lady's feet. I was ready to get kicked across the floor but instead, she picked me up and brought me home.

She cut me, coloured me and hanged me on her balcony. She turned me into a suncatcher! I was enjoying my new life, reflecting light onto the wall. I was glad the old lady picked me up.


Creative Story Writing

By Suhina 4.4

I am a plastic water bottle. I was in a factory full of harmful gases but I knew I could be useful. A few days later, my friends and I were shifted to another big factory where we were filled with water. After that, we were labelled and packed.

A few days later, some of us were brought to a vending machine. Others, went to the market. All of my friends went out except for me. I was the only one left but I was happy because I knew I would be next to go out.

After a long time, I could go out. A man had bought me. He drank all the water in me but forgot to throw me away. Hence, I stood on a bench for a very long time. One day, a woman came, picked me up, put me in her bag, and brought me to her house. There, she decorated me and filled me with soil. She then planted a seed in the soil. Now, I have a healthy plant growing in me.

To synthesise their learning, students embarked on a creative writing task where they crafted a narrative that highlighted the importance of responsible waste management. This activity allowed them to apply their understanding in an expressive way, reinforcing key messages about sustainability while developing their communication skills. Throughout the programme, opportunities for discussion, collaboration, and reflection were intentionally built into each lesson. Students learnt to work effectively in teams, practised responsible decision-making, and considered the broader impact of human behaviour on the environment. In doing so, they strengthened their social-emotional competencies and developed a deeper appreciation for their role in safeguarding the planet.

These achievements are a-maize-ing!







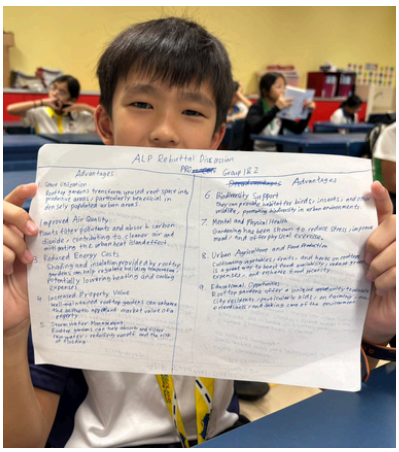


Primary 5: Land Scarcity

Our P5 students explored innovative urban farming methods to tackle Singapore's challenge of limited land space for food production. The programme began with a hands-on Science investigation using the school's vertical wall towers, where students examined how overcrowding affects plant growth. Through this inquiry-based activity, they gained insights into real-world agricultural issues and the importance of sustainable solutions for food security.

Moving beyond traditional lessons, the programme empowered students to take ownership of their learning through an interdisciplinary English component. They participated in a lively classroom debate on the topic: "Should every building in Singapore have a rooftop farm?" This engaging activity not only sharpened their critical thinking and persuasive communication skills, but also nurtured their confidence as articulate and forward-thinking learners. Some students enjoyed the experience so much that teachers extended the session to include a new debate topic — a clear sign of heightened enthusiasm and engagement.

Building on these experiences, students designed their own urban farming prototypes and proposed their ideas through formal emails to a school leader of their choice. The top three entries received the ALP Innovator Award and personalised responses. The programme concluded with a community project where students harvested vegetables from the school's vertical towers and delivered them to St. Joseph's Home, completing a meaningful "farm-to-table" experience that fostered empathy, collaboration and civic-mindedness.







What a berry impressive effort!

Primary 6:
Alternative Food Sources

The P6 ALP was conducted as a post-PSLE interdisciplinary programme that integrated Social Studies, Mathematics, Science and English. Designed to provide authentic and meaningful learning experiences, the programme introduced students to real-world issues surrounding food security and sustainability. Through a combination of hands-on tasks, discussions and guided investigations, students developed a holistic understanding of how these challenges shape Singapore's future.

The programme began with an exploration of food security and the difficulties of maintaining a stable food supply in Singapore. P6 students examined the increasing need for alternative food sources and used a carbon footprint calculator to analyse how their daily food choices contribute to greenhouse gas emissions. This helped them develop a deeper awareness of the environmental impact of individual dietary habits. Their learning was further enriched during a learning journey visit to Science Centre Singapore, where the "Climate Changed" and "Future Makers" exhibitions highlighted the links between food production, consumption patterns and climate change. Back in school, students delved into emerging food innovations—such as plant-based proteins, insect-based foods and lab-grown meat—studying their production processes, costs and nutritional value.

In the final component of the programme, the students applied their learning through data analysis, ICT tasks and persuasive communication. They conducted surveys to gather information on their peers' food preferences and used Excel to present their findings using bar graphs and pie charts, strengthening their mathematical and digital literacy. They then designed persuasive posters advocating for the adoption of alternative food sources, demonstrating their ability to communicate ideas clearly and convincingly.

By offering a joyful, pressure-free learning experience without homework or grades, the ALP was a great avenue to nurture students' curiosity, build social-emotional competencies and encourage them to take an active role as environmentally responsible citizens.

