

P4 Parents' Briefing 2023

- We will start at 7pm
- In the meantime, do watch the video using the QR Code/ link provided and reflect on the questions provided.
- The video will not be screen via zoom as video may be lagging when watched via zoom.

Video : 'My Dad Is a Hero'

<https://www.youtube.com/watch?v=dBw5rjWjZSk>

1. What kind of support did the caregiver provides for the child?
2. What are other key learning points from the video?



Joy Of Learning begins at Naval Base Primary School!



PRIMARY 4 PARENTS' BRIEFING 03 Feb 2023

(7.00 to 8.00 p.m.)

ST3:
Strong Partnership with Stakeholders





Announcement

- 1. Kindly switch off your video and mute for a better experience. You may post your questions at the chat feature if you have any questions.*
- 2. Please note that the presentation slides will be made available at NBPS website 2 working days after the presentation*

www.navalbasepri.moe.edu.sg



OUTLINE



1	Introduction to SLs, YHs and Class Teachers
2	Student Management Matters
3	Overview of the NBPS Vision, Mission, Values Approach to Holistic Development
4	EMS & MT Briefing
5	ICT
6	P4 SBB
7	Other Updates
8	Q & A





Introduction to SL, YH, Class Teachers

Our School Leaders / P4 Year Heads

**Mrs Sita Singh
(Principal)**

**Mdm Lim Wai Choo
(Vice Principal)**

**Mr Muhammad Faisal
(Vice Principal)**

**Mdm Agnes Tham
(Vice Principal - Admin)**

**Mr Anwar
YH (P3/P4)**

**Mr Brian Nguyen
AYH (P3/P4)**

Our P4 Courageous (4CO) Teachers

Role/ Subject	Teacher
Form Teacher 1	Ms Yap Xue Ling
Form Teacher 2	Mdm Makhfadzah
English	Ms Yap Xue Ling
Maths	Mdm Julia Chia
Science	Ms Yap Xue Ling
Mother Tongue	<i>By grouping. Refer to next slide</i>
Social Studies	Mrs Esther Ng
PE	Ms Eunice Aw
Art	Ms Tay Jin Xuan
Music	Mr Victor Lin

Our P4 Endeavour (4EN) Teachers

Role/ Subject	Teacher
Form Teacher 1	Ms Evelyn Poh
Form Teacher 2	Ms Grace Loke
Form Teacher 3	Mr Brian Nguyen
English	Ms Sugitha
Maths	Mr Brian Nguyen
Science	Mr Brian Nguyen
Mother Tongue	<i>By grouping. Refer to next slide</i>
Social Studies	Ms Nur Shilah
PE	Ms Evelyn Poh
Art	Mr Hasyim
Music	Mr Isaac Tah

Our P4 Excellence (4EX) Teachers

Role/ Subject	Teacher
Form Teacher 1	Ms Ferisha Abbas
Form Teacher 2	Mdm Wang Manli
Form Teacher 3	Mr Victor Lin
English & Math	Ms Ferisha Abbas
Science	Mr Marcus Lai
Mother Tongue	<i>By grouping. Refer to next slide</i>
Social Studies	Ms Nur Shilah
PE	Ms Eunice Aw
Art	Mr Hasyim
Music	Mr Victor Lin

Our P4 Independence (4IN) Teachers

Role/ Subject	Teacher
Form Teacher 1	Mr Shafik
Form Teacher 2	Ms Tay Jin Xuan
English	Mr Shafik
Maths	Ms Sangeetha
Science	Ms Ang Wen Hui
Mother Tongue	<i>By grouping. Refer to next slide</i>
Social Studies	Mr Shafik
PE	Mr Kalai
Art	Ms Tay Jin Xuan
Music	Mr Victor Lin

Our P4 Perseverence (4PE) Teachers

Role/ Subject	Teacher
Form Teacher 1	Mdm Huda
Form Teacher 2	Ms Li Meijuan
English	Mrs Annie Lim
Maths	Mr Thomas Low
Science	Mrs Edwin
Mother Tongue	<i>By grouping. Refer to next slide</i>
Social Studies	Ms Nur Shilah
PE	Ms Olivia Hu
Art	Mr Hasyim
Music	Mr Isaac Tah

Our P4 Resilience (4RE) Teachers

Role/ Subject	Teacher
Form Teacher 1	Mrs Annie Lim
Form Teacher 2	Mr Ralph Chan
Form Teacher 3	Mr Jason Law
English	Mrs Jennifer Devadass
Maths	Mrs Annie Lim
Science	Mr Jason Law
Mother Tongue	<i>By grouping. Refer to next slide</i>
Social Studies	Mrs Esther Ng
PE	Mr Ralph Chan
Art	Ms Tay Jin Xuan
Music	Mr Isaac

Our P4 Steadfast (4SF) Teachers

Role/ Subject	Teacher
Form Teacher 1	Mdm Salina
Form Teacher 2	Ms Lee Xuan
English	Mdm Salina
Maths	<i>Mdm Salina / Mr Zaidi</i>
Science	Mrs Edwin
Mother Tongue	<i>By grouping. Refer to next slide</i>
Social Studies	Ms Nur Shilah
PE	Ms Evelyn Poh
Art	Ms Mary Seah
Music	Mr Isaac

Our P4 Mother Tongue Teachers

Language	Teacher
Chinese Language	HCL : Ms Loke CL : Ms Loke, Mdm Wang, Ms Li, Miss Goh, Miss Lee
Malay Language	HML : Cikgu Fadzah ML : Cikgu Fadzah, Cikgu Jailani, Cikgu Huda
Tamil Language	HTL : Mrs Kumar TL : Miss Harini



Student Management Matters



Key Information from Letter from the Principal & FTs

1. **Reporting Time**
 - **Students to report by 7.35 a.m. (Mon to Fri)**
 - **Dismissal time (Mon to Fri : 1.30 p.m.)**
2. **Recess Time:**
 - **P4 : 9 a.m. to 9.30 a.m.**
3. **Snack Time**
 - **10 min between 11.30 a.m. to 12.00 p.m.**
 - **Healthy Food : Fruits, sandwiches, buns, etc**
4. **Ensure that your child/ward has the necessary items for school.**
5. **Check Parents Gateway (PG) for information and updates on school activities.**
6. **Refer to Navalite Compass to check on homework and other school matters**

The School Uniform



Name Tag



Shirt Tucked In

NBPS socks

Socks with NBPS logo and white canvas shoes are to be worn.



The School Uniform



The student's name tag must be **sewn on securely on the pocket above the school crest** on both the **school uniform** and **PE T-Shirt**.



The PE Attire



Name Tag



Footwear

- Only pure white canvas shoes are to be worn.
- Only socks with NBPS logo are to be worn.



Hairstyles



Hairstyles

Boys' Hairstyles/Facial Hair

- Hair must not be tinted or dyed.
- No form of hair styling products is allowed.
- Fringe must be short and not touch the eyebrows.
- Hair must not touch the ears.
- Hair must not touch the collar and must have a **sloped or tapered cut**.
- Hair must **not have any patterns/designs**.
- **Sideburns, moustaches and beards are not allowed.**







Hairstyles

Girls' Hairstyles

- Girls with long hair are expected to tie them up neatly to prevent loose hair from hanging down the side of the face.
- The fringe must not touch the eyebrows and should be **clipped/pinned up** neatly.
- If hair grows beyond the 2nd collar line, it has to be neatly tied, pinned or clipped.
- All hair accessories like hairpin or hair clip are to be in **black/dark blue colour**.
- Streaking, tinting or colouring of hair is not acceptable.







Communication The Navalite Compass



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Communication

The Navalite Compass

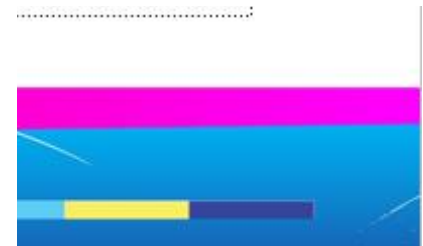


TERM 1 WEEK 1

	HOMEWORK SET	DUE DATE
MONDAY 04		
TUESDAY 05		
WEDNESDAY 06		
THURSDAY 07		
FRIDAY 08		
SATURDAY 09		
SUNDAY 10		

REMARKS	PARENT'S SIGNATURE
Orientation Day 1	
Orientation Day 2	
Temperature Taking Exercise	
My Reflection	

Excellence... is not an act, but a habit. - Aristotle



Feeling Unwell

- The best remedy is for the child to stay at home and rest.
- If student is unwell in school, parents will be informed.
- Parents are advised to obtain a medical certificate and submit to his/her child's form teacher via the child when he/she returns to school.





OVERVIEW OF NBPS VISION, MISSION, VALUES **AND** APPROACH TO HOLISTIC DEVELOPMENT



What Guides us at NBPS ?

SIRCL



VISION

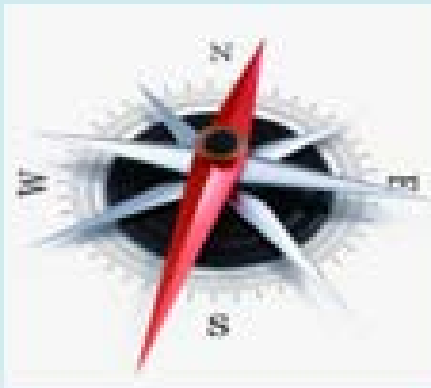
Every Navalite A Leader

MISSION

Nurturing Navalites to be Future-ready Leaders

VALUES

Self-Discipline | Integrity | Respect | Compassion | Learning



Philosophy

Every Child Matters

Culture

Care, Innovation & Learning

Navalites : Future-ready Leader



SG 1.1 :
Engaged Learner

1

SO 1.1.1 : Post-Primary
SO 1.1.2 : Communication, Collaboration,
Information Skills (CCI)
SO 1.1.3 : Critical and Inventive Thinking
Skills(CIT)
SO 1.1.4 : Aesthetics
SO 1.1.5 : Physical

SG 1.2 :
Morally Upright
Individual

2

SO 1.2.1 : SEL & Good Values

SG 1.3 :
Concerned Citizen

3

SO 1.3.1 : Civic Literacy, Global
Awareness and Cross Cultural
Skills (CGC)

SG 1.4 :
Confident Leader

4

SO 1.4.1 : Lead Self and Others



NAVAL BASE PRIMARY SCHOOL STRATEGIC ROADMAP

2021 - 2024

Philosophy
Every Child Matters

Culture
Care, Innovation & Learning



SIRCL

VISION

Every Navalite A Leader

MISSION

Nurturing Navalites to be Future-ready Leaders

VALUES

Self-Discipline | Integrity | Respect | Compassion | Learning

2019 / 2020 : Learn for Life (WPS - 6 Thrusts)
2021 - 2023 : Learn for Life, Embrace All
Learners, Enhance Student Well-being

LLP: Healthy living, Outdoor appreciation,
Personal Effort & Service (HOPES)
ALP: Constructionist Game Design



ST1

Holistic
Student
Development

ST2

Competent and
Engaged Staff

ST3

Strong
Partnership
with
Stakeholders

STRATEGIC THRUSTS (ST)

CAP
CCI, CIT

MSEL
SEL, VALUES, CGC

L

1.1
Students to
be engaged
learners

1.2
Students to
be morally
upright
individuals

1.3
Students to
be
concerned
citizens

1.4
Students to
be
confident
leaders

2.1
Staff to be
competent
leaders

2.2
Staff to be
engaged
individuals

3.1
School to develop
partnership to enhance
students' learning &
development

STRATEGIC
GOALS (SG)

Cognitive Development
1.1.1 Students to be ready to move on to post-primary education
1.1.2 Students to develop collaboration, communication and information (CCI) skills
1.1.3 Students to develop critical and inventive thinking (CIT) skills.
Aesthetics Development
1.1.4 Students to be able to have an awareness, appreciate and demonstrate skills in the various Arts forms
Physical Development
1.1.5 Students to develop good health and fitness habits, knowledge as well as skills to lead a healthy lifestyle

Moral, Social & Emotional Development
1.2.1 Students to develop SEL competencies and good values (School, MOE, Others)

Moral, Social & Emotional Development
1.3.1 Students to develop civic literacy, global awareness and cross-cultural skills (CGC)

Leadership Development
1.4.1 Students to develop leadership skills to lead self and others

2.1.1 Staff to be a caring professional, an innovative practitioner and a collaborative learner
2.1.2. Staff to be competent in delivering the curriculum

2.2.1 Staff to be empowered and motivated to excel

3.1.1 Home-School Partnership
School to engage parents as supportive partners to enhance students' learning and development
3.1.2. Community Partnership
School to engage community as supportive partners to enhance students' learning and development

STRATEGIC
OBJECTIVES (SO)

RESOURCES (4MPT) Manpower, Money, Materials, Methodology, Physical Space, Time

Plan, Implement, Review, Outcomes

PIRO

ST3

Strong Partnership with Stakeholders

3.1

School to develop
partnership to enhance
students' learning &
development

3.1.1 Home-School Partnership

School to engage parents as
supportive partners to enhance
students' learning and
development

3.1.2. Community Partnership

School to engage community as
supportive partners to enhance
students' learning and
development

Benefits of Parent Engagement Based on Research

1. Improved test scores
2. Improved overall academic achievement
3. Higher self-esteem
4. Higher school attendance rates
5. Lower drop out rates
6. Improved attitude towards learning
7. Better social behavior



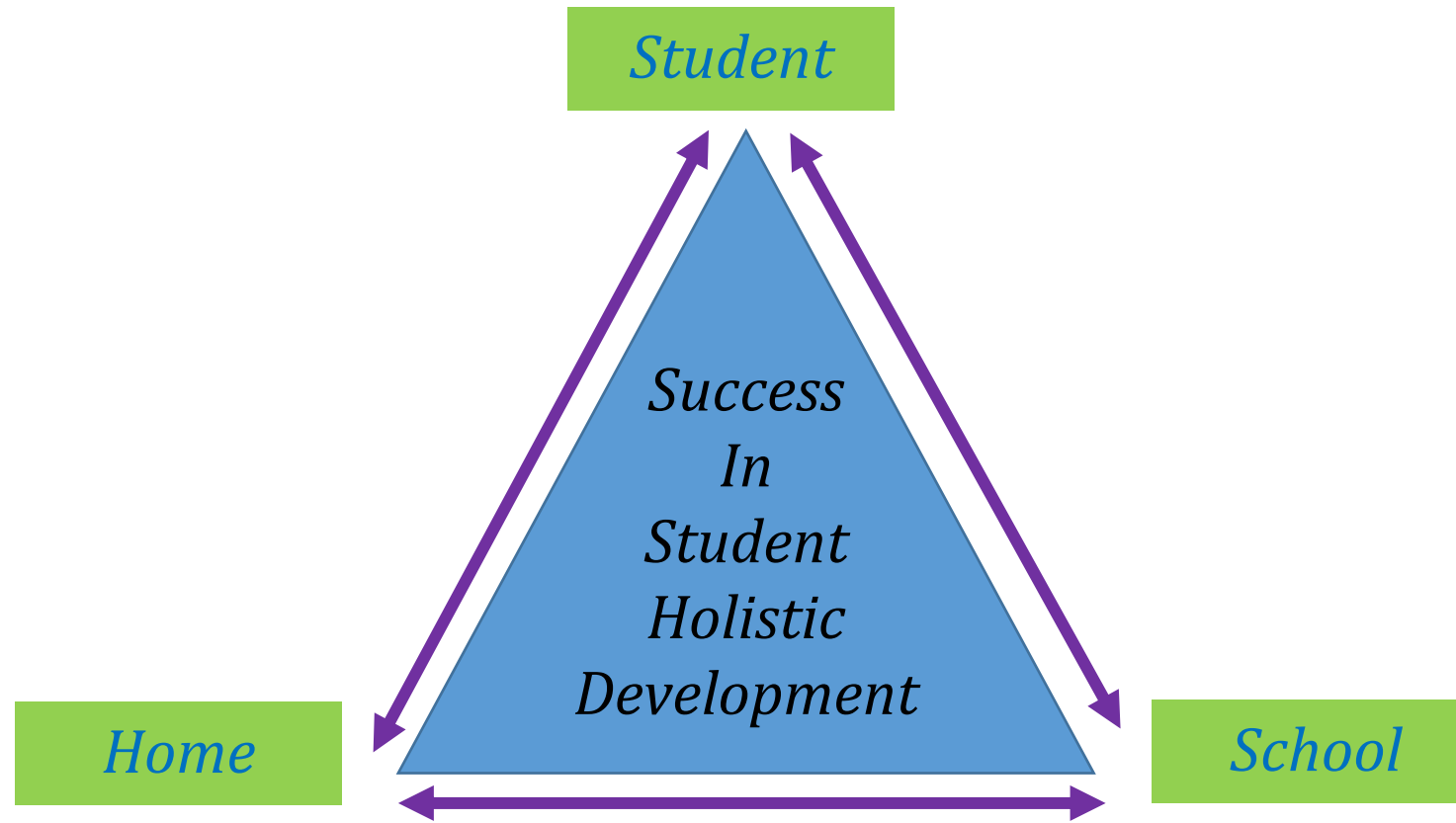
(Abrams & Gibbs, 2002; Newman, 2004; Pena, 2000; Raimondo & Henderson, 2001; Wandry & Pleet, 2002)

MOE Home-School-Community Partnerships



**Building on Trust,
Partnering as One**

Home-School-Partnership Triangle



How can we work together to help the child ?

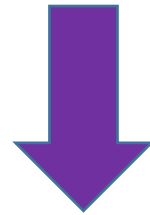


Let's Work Together

“Every Student, an Engaged Learner”

“Every Teacher, a Caring Educator”

“Every Parent, a Supportive Partner”



“Every School, a Good School”

“The family serves as the child’s **first** and **most**
important educator.”

(Wright, Stegeline & Hartle, 2007, p. 22)

NBPS Key Approaches to Parents' Engagement

1. Parents' Briefing at the Start of the Year.
 - P1, P3 & P5 by the Year Head, EMS & MT KPs
 - P2, P4 & P6 by the FT.
2. Parents'-Teacher-Student-Conference(PTSC) one-to-one discussion with Form Teachers at the end of Term 2.
3. Termly/other letters to parents (mainly via PG)
4. NBPS Website, Facebook, Student Learning Space (SLS)
5. Parents Support Group (PSG) Activities
6. Workshops and activities for parents engagement

Communication with Teachers

- Parents may provide feedback or queries for teachers via Navalite Compass/email. For non-urgent cases, a reply will be provided within 3 working days.
- For urgent cases, parents may call the office for teachers to return call.

More Information

<https://www.schoolbag.edu.sg/>

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THURSDAY, 13TH JANUARY 2022

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FAQ



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Video: Welcome to secondary school!

Put the books down! 6 skills your child really needs for P1

Recognising and talking about stress

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Get Our Newsletter

Mr



First name

Last name

Email address



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HOLISTIC DEVELOPMENT PLAN (HDP-CAMPSEL)



Cognitive



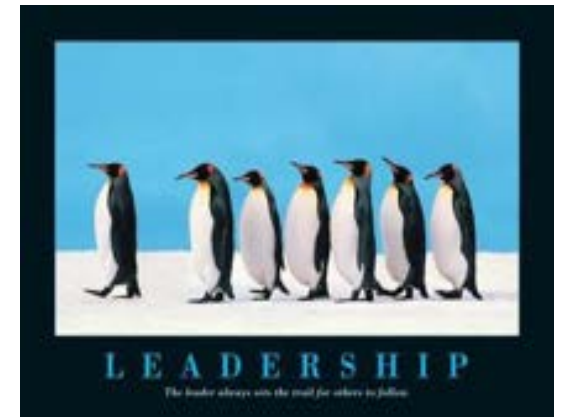
Aesthetics



Physical



Moral & Social-Emotional



Leadership

CAMPSEL Domains

P4 HDP KEY HDP-CAMPSEL (Common to all)

LEVEL	PERIOD	DOMAIN	ACTIVITY/ PROGRAMME
All	T1 to T4	C-MTL,MSE	Festivities : Chinese New Year, Hari Raya, Deepavali
All	T1 to T4	MSE	Commemorative Events : Total Defence Day, International Friendship Day, Racial Harmony Day, National Day
All	T1 to T4	MSE	Other Celebrations : Children's Day, Teacher's Day, Navalites Day, Speech and Prize-Giving Day
All	T1 to T4	Aesthetics	Arts Beats Carnival, Navalites Got Talent
All	T2	C-EL	La Fiesta
All	T3	C-MTL	MTL Fortnight cum Racial Harmony Day (MTL Fiesta)

P4 KEY HDP-CAMPSEL

LEVEL	PERIOD	DOMAIN	ACTIVITY/ PROGRAMME
P4	T1	MSE	Museum-Based Learning to Geylang Serai Heritage Gallery
P4	T1	P-LLP	Sports with ActiveSG
P4	T1-T4	C-MTL	Conversational MT : Blended (P4: 4hrs workshop within curriculum + 4hrs SLS)
P4	T2	L, MSE, P-LLP	P4 2-Day HOPES Camp
P4	T2-T3	C, L-ALP/ EL/Art/ICT	Navalite Discovery Day Inter-Disciplinary Project: Design of Concrete Games for Pre-Schoolers
P4	T2-T3	MSE	Values-In-Action: Interaction with Senior Citizens
P4	T3	C-Science	Enrichment Lessons @ Singapore Science Centre (Light)
P4	T3	C-MTL, MSE	MTL Cultural Camp
P4	T3	MSE	Museum-Based Learning to Kreta Ayer Heritage Gallery
P4	T4	A, MSE	Museum-Based Learning to National Gallery Singapore

HDP-CAMPSEL Updates

- Please note that the HDP is subjected to change.
- The full HDP-CAMPSEL for P1 to P6 will be made available at the school website.
- Below are some photo updates based on past cohort programmes to give you a better understanding about some of our HDP-CAMPSEL.

C = COGNITIVE DEVELOPMENT



C = COGNITIVE DEVELOPMENT (ALP)



ALP = Applied Learning Programme

NBPS ALP

Constructionist Game Design

The ALP on “Constructionist Game Design” aims to engage students in interdisciplinary work and in the creation of games (both concrete and digital) to benefit theirs and their peers’ learning.

At steady state, the total ALP experience will give students opportunities to learn through games and in the middle – upper primary years transform from being a mere consumer of games to a creative producer of games.

A = AESTHETICS DEVELOPMENT



Aesthetics



School-Wide Events and Exposure

Arts Beat Carnival

- Aesthetics Assembly Programme
- Recess Activities / Aesthetics CCA showcases



Navalites Got Talent

- Talent showcase conducted annually.



Aesthetics



In-Depth Experience in Aesthetics

Visual-Performing Arts CCAs



Art Club



Band



Dance



Choir



Drama

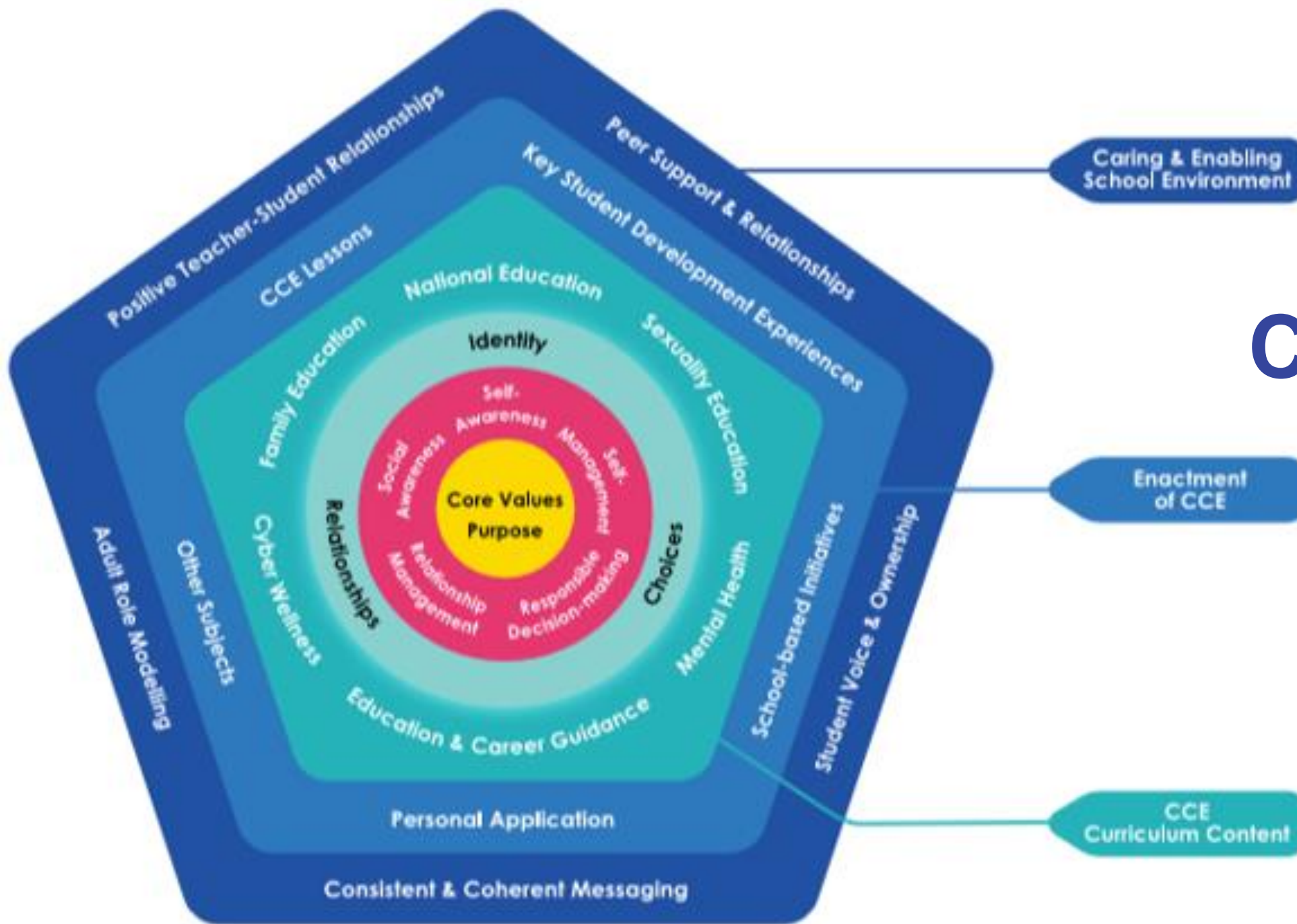


M/SE = MORAL/SOCIAL-EMOTIONAL





CCE 2021



NBPS CCE Framework



School Culture of Care

Growth Mindset



NBPS Discipline Policy

- An effective discipline approach teaches students to **be self-disciplined**.
- It is a **learning process** which develops students' thinking in order for them to be able **to take responsibility for their own actions**.
- The school has a **2-step process** in inculcating students on the school value of self-discipline.
 - Education & Development
 - Intervention



Discipline Approach in Alignment with CCE 2021

Promote a safe and supportive environment and a culture of care

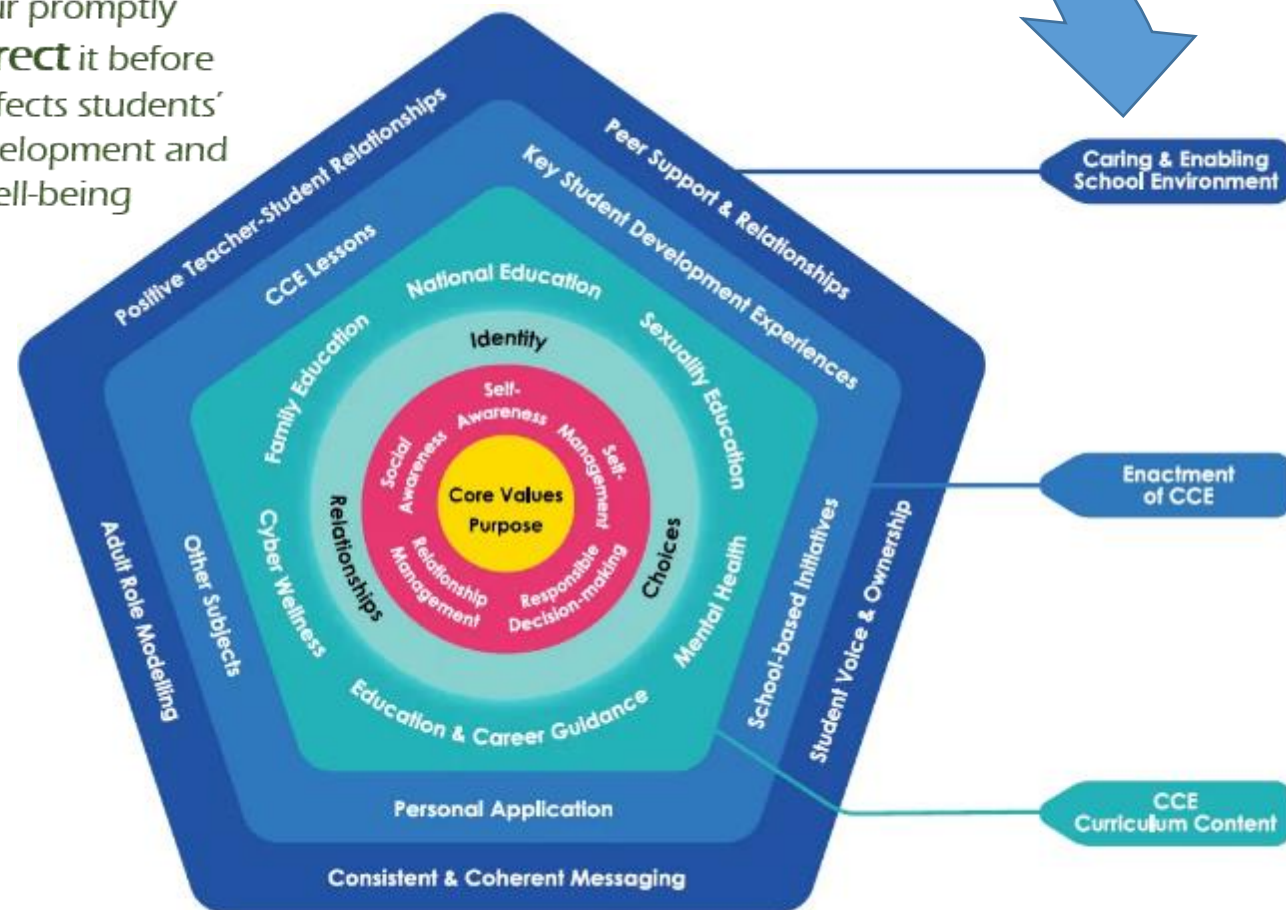
Prevent challenging behaviours from occurring

Replace inappropriate behaviour with prosocial, appropriate ones

Restore relationships with others hurt by their actions

A Positive & Proactive Approach to Discipline

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



Bullying

The school has a zero tolerance policy towards bullying.

Bullying is a type of hurtful and unkind behaviour.

Repeatedly causing intentional hurt to others

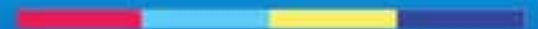
Bullying

- Involves **repeated** or **persistent** behaviours intended to cause hurt, distress or humiliation
- Can be physical, verbal, social and/or cyber in nature
 - **Physical** - persistent in hitting someone or damaging someone else's belongings
 - **Verbal** - repeated name-calling, spreading rumours or making threats
 - **Social** - leaving someone out of a group or things on purpose
 - **Cyber** - using online messages, images or videos to hurt someone

What are some signs of bullying?

The child may...

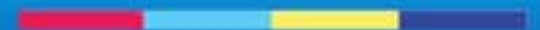
- experience lower peer acceptance or isolate himself/herself from peers (peer rejection, low popularity or perceived as different)
- struggle with studies
- lose interest in school
- experience poor health as struggling with the bully saps the energy and ability to focus





How can you support your child?

- Remain calm and practise active listening
- Reassure your child of your support
- Work with the school to support your child
- Monitor your child's activity (both online and offline) at home
- Support your child emotionally
- Involve your child in resolving the issues



Primary 4



Values Education and Cross-Cultural skills:

- Character and Citizenship Education (FTGP & MT) Lessons
- Values in Action Programme (Caring for the Senior Citizens)
- Educational Career Guidance Programme
- Cyber Wellness Programme
- Festivals: CNY, Hari Raya, Deepavali
- NESS Learning Journey to Geylang Serai Heritage Centre, Kreta Ayer Heritage Centre and National Gallery Singapore
- NESS Core Events: Total Defence Day, International Friendship Day, Racial Harmony Day, National Day



Growth Mindset @ NBPS

Growth Mindset will develop our students to

- Be enthusiastic, hardworking and resilient learners
- Take charge over their own success
- Have greater motivation to attend school
- Perform better in their holistic development
- Learn from mistakes
- Admire the success of others



Growth Mindset Statements



P1	I Can Do This!
P2	I Can Learn!
P3	I Can and I Will!
P4	Be the Agent of Change!
P5	I'm Possible!
P6	The Power of Yet!



Growth Mindset Key Messages

- I can grow my brain and be smarter.
- I can achieve anything with effort.
- I learn from making mistakes.





School-based Character Award

- Navalite Award (1 per class, Termly)
- Best Navalite Award (1 per class, Yearly)
- Navalite Honour Award (1 per level, Yearly)

Edusave Character Award (ECHA)

Edusave Award

- Merit Bursary (EMB)
- Good Progress (GPA)



P = PHYSICAL



P = PHYSICAL

NBPS PE Framework



P3	Gymnastics Outdoor Education	Dance Sports & Games	SwimSafer	Athletics Sports & Games
P4	Dance Sports & Games	Gymnastics Fitness & Conditioning (NAPFA)	Athletics Sports & Games	Sports & Games



P = PHYSICAL

LLP = Learning for Life Programme



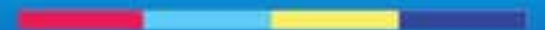
H EALTHY LIVING

O UTDOOR APPRECIATION

P ERSONAL E FFORT

S ERVICE

The Learning for Life Programme (LLP) consists of a series of sports and outdoor experiences that seeks to develop in all students leadership awareness and skills, and supports our school vision of Every Navalite a Leader.



L = LEADERSHIP



LEADERSHIP

The leader always sets the trail for others to follow.

NBPS Student Leadership Framework

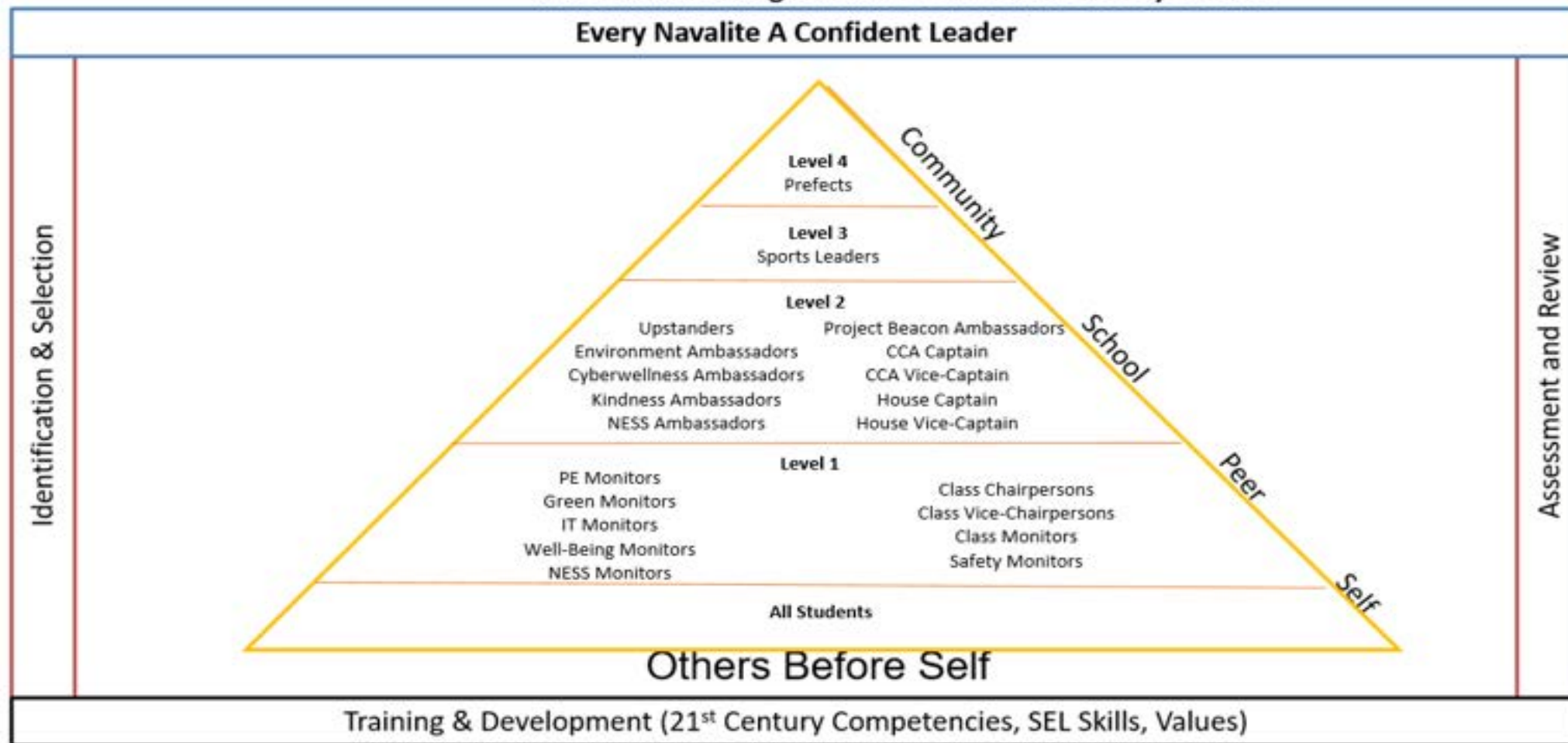


NBPS Leadership Framework

VISION: Every Navalite A Leader

Mission: Nurturing Navalites to be Future-Ready Leaders

Every Navalite A Confident Leader





English Language, Mathematics, Science & Mother Tongue Language Briefing





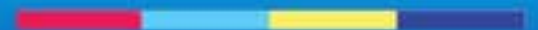
ENGLISH LANGUAGE





Purpose of English Language

- Official international language
- Spoken by around 360 million people around the world
- To communicate effectively with people from all over the world
- The language of other subjects
(E.g. Science, Mathematics Technology, Business, Tourism, etc.)



English Language Learning Model



(**ST**ratégies for **E**nglish **L**anguage **L**earning and **R**eadng)



EL Syllabus 2020 & STELLAR 2.0

STELLAR 2.0 lessons will:

Empathetic Communicator

offer more opportunities for students to discuss issues, listen to different perspectives and develop their own opinions.

Creative Inquirer

encourage students to explore ideas, concepts and areas of interest and promote the joy of learning.



encourage students to read widely and process information critically so as to distinguish fact from falsehoods.

Discerning Reader

The syllabus outlines the following areas of language learning for the development of literacy:

- Listening and Viewing
- Reading and Viewing
- Speaking and Representing
- Writing and Representing
- Grammar
- Vocabulary



Framework for Language Learning in the STELLAR[®] 2.0 Classroom

Principles of EL Teaching & Learning (CLLIPS)

EL Teaching Processes (ACoLADE)



Multiliteracies



**LISTENING, READING
AND VIEWING**

Enjoy texts and understand that they
serve different purposes
Shared Book Approach 1
Reading for Pleasure
Supported Reading
KWL
Retelling
Guided Reading



Metacognition

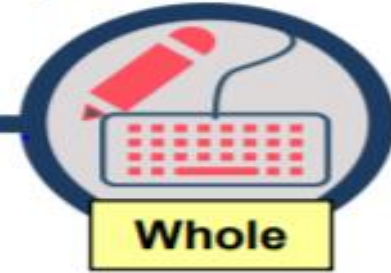


**STRENGTHENING
LANGUAGE USE**

Understand how language choices
affect the text purpose
Shared Book Approach 2
Noticing
Modified PPP Approach
Oracy
Think-aloud
Annotation



Inquiry through Dialogue



**SPEAKING, WRITING
AND REPRESENTING**

Compose texts using appropriate
features and/or modes to suit different
text purposes
Modified Language
Experience Approach (MLEA)
Guided Writing
Writing Process Cycle

Differentiated Instruction

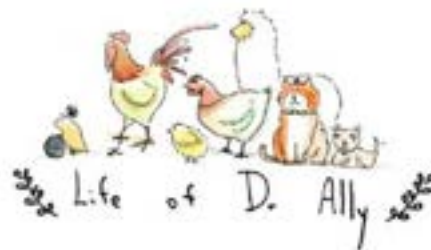
Gradual Release of Responsibility

English Language Resources

- STELLAR Readers (Semester 2)
- STELLAR worksheets (Semester 1 & 2)
- Listening Comprehension Booklet
- Oral Booklet



Unit 3: The Paralympic Games



NAVAL BASE PRIMARY SCHOOL
PRIMARY 4
ENGLISH

Unit 1: Making Ice cream



Key Teaching Points
Vocabulary
Words and phrases: equipment, freezer, refrigerator, variation, flavours, clink, ingredients, recipe, instructions, vanilla essence, lid and sprinkle.

Grammar
Reported Speech
Quotation marks

Reading Comprehension
Annotation skills
To agree, clarify, disagree and evaluate using sentence starters

Name: _____ Class: 4 _____

Complete the recipe below with information from the text Making Ice Cream.

How to Make _____	
Goal:	To make ice cream without a freezer
Equipment	You will need: • a large jar with a lid • a smaller jar (with a tight-fitting lid) that would fit inside the larger one
Ingredients	You will need: • 1/2 cup of fresh whipping cream • 2 tablespoons of sugar • a few drops (no more than 1/4 teaspoon) of vanilla essence
Steps	<p>To make the ice cream mixture:</p> <p>To make the freezer:</p> <p>To turn cream into ice cream:</p> <p>Your ice cream is ready to be eaten.</p>

Name: _____ Date: _____
Class: _____
WALT: Use words in context.
Fill in the blanks with the words given below. Use each word only once.

Ingredients	
chocolate chip	equipment
marshmallows	milk shake
vanilla essence	variation
white chocolate	yoghurt
	rock salt
	whipping cream

Last Sunday, Mother and Jill decided to go to the supermarket to buy some groceries. Before leaving the house, Mother quickly went to the (1) _____ to check if she still had frozen meat to cook for dinner that night. She also went to check her cookbook because she remembered reading an interesting (2) _____ for making a cake. Mother wanted to try baking one as her new oven had been delivered and she now had the proper (3) _____ . As Mother jotted down the (4) _____ , she noticed that the cake was a slight (5) _____ from the ones she usually made.

At the supermarket, Jill spotted her favourite brand of (6) _____ cookies. She liked that the chocolate dotted the cookie like a smiling face. Nearby were bars of (7) _____ . Jill thought that they were unusual as she did not know chocolate could come in that colour! Mother reminded Jill to look out for (8) _____ as it comes in a small bottle and is easily missed if you do not keep a look out for it. Their cake would be tasteless if they did not add this. Mother reminded Jill to look out for (9) _____ , comes in bigger bottles and is





English Language Support Programmes

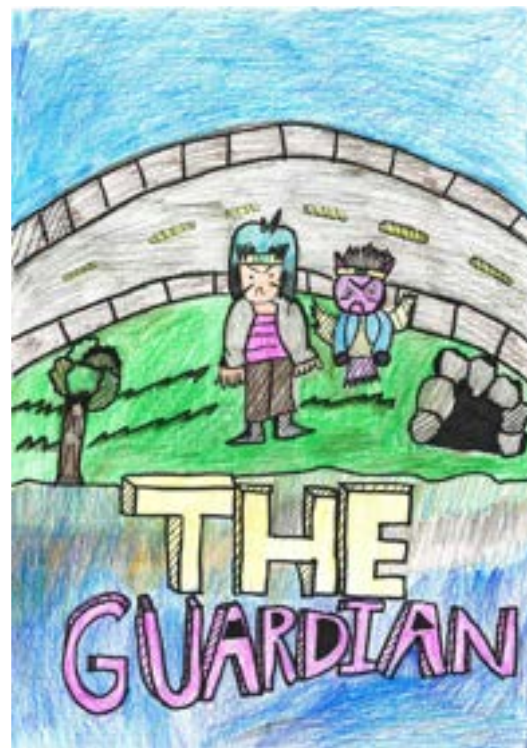
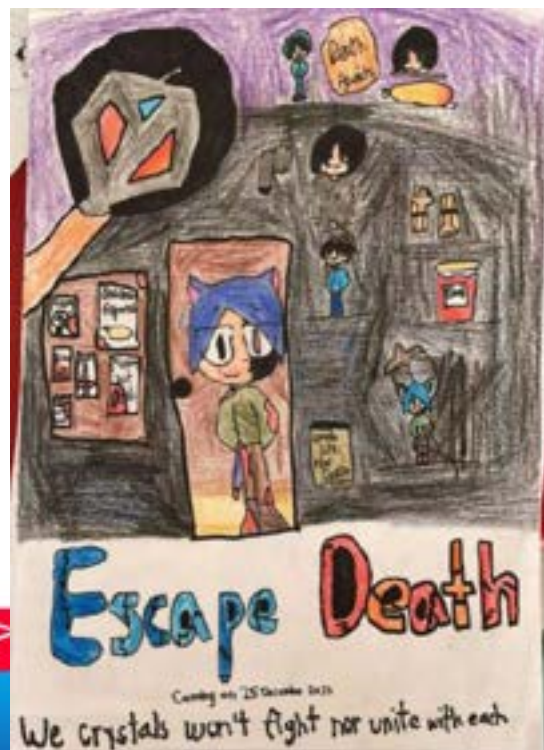
- Remedial
- Reading Remediation Programme (RRP)
- School-based Dyslexia Remediation (SDR)



English Language Key Programmes

La' Fiesta

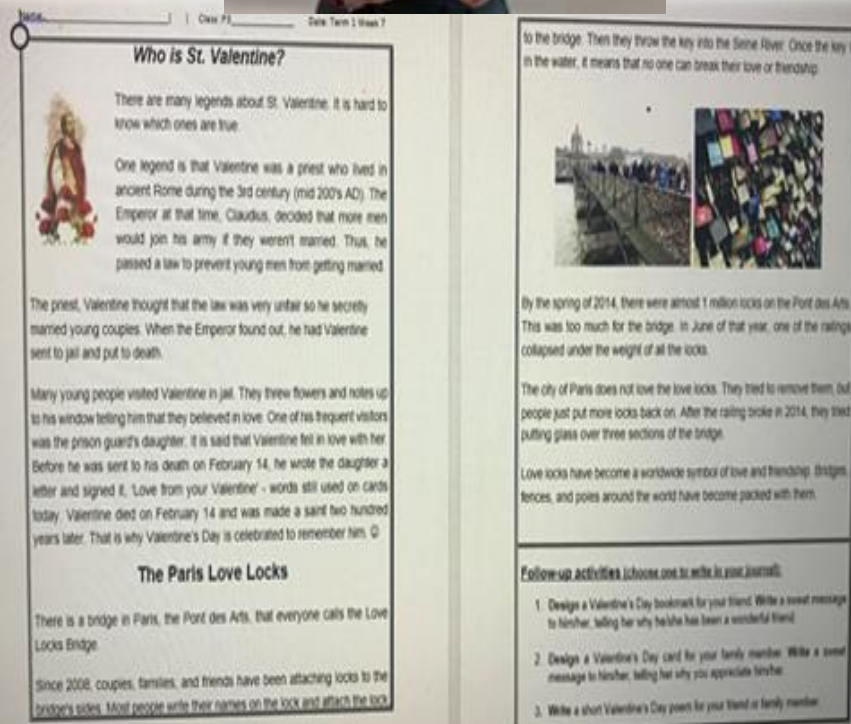
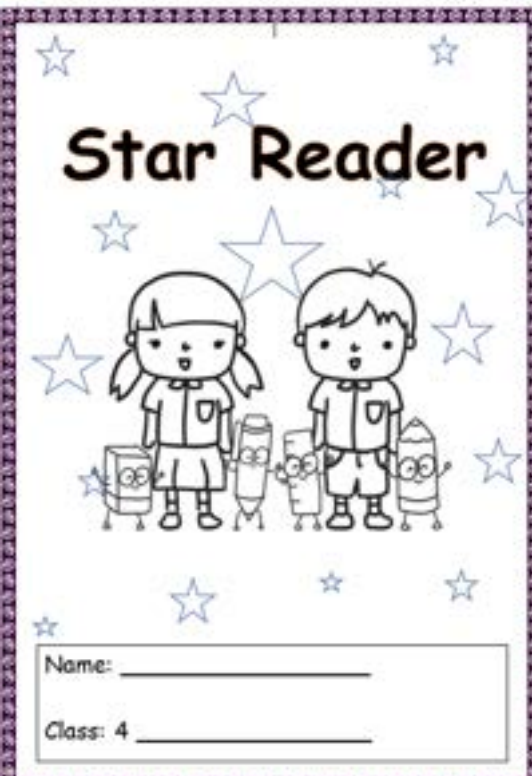
Creating
relevance in
their learning
to instil love
for the English
Language





Reading Programmes

- Morning Silent Reading
- Extensive Reading
- Let's Read articles
- NLB Books
- STAR Readers booklets



Assessment



Term 1 (10%)	Term 2 (15%)	Term 3 (15%)	Term 4 (60%)
<p>Topical Test (Written)</p> <ul style="list-style-type: none">• Language Use (MCQ)• Grammar Cloze (Fill in the blank)• Comprehension	<p>Composition Writing</p>	<p>Oral Performance Task</p> <ul style="list-style-type: none">• Project work presentation (Navalite Discovery Day)	<p>End-of-Year Assessments</p> <ul style="list-style-type: none">• Composition• Written Paper• Listening Comprehension• Oral





What you can do to support your child/ward?

- Affirm and recognise your child's/ward's efforts
- Be there to support him or her
- Encourage him or her to read voraciously





Mathematics





Purpose Of Mathematics

- Contributes to the development and understanding in many disciplines
- Foundation of innovations and solutions
- Underpins many aspects of everyday activities



Primary Mathematics Curriculum



- Acquire important basic numeracy
- Develop logical reasoning and problem-solving skills
- Lay the foundation for the learning of Mathematics



Primary Mathematics Curriculum

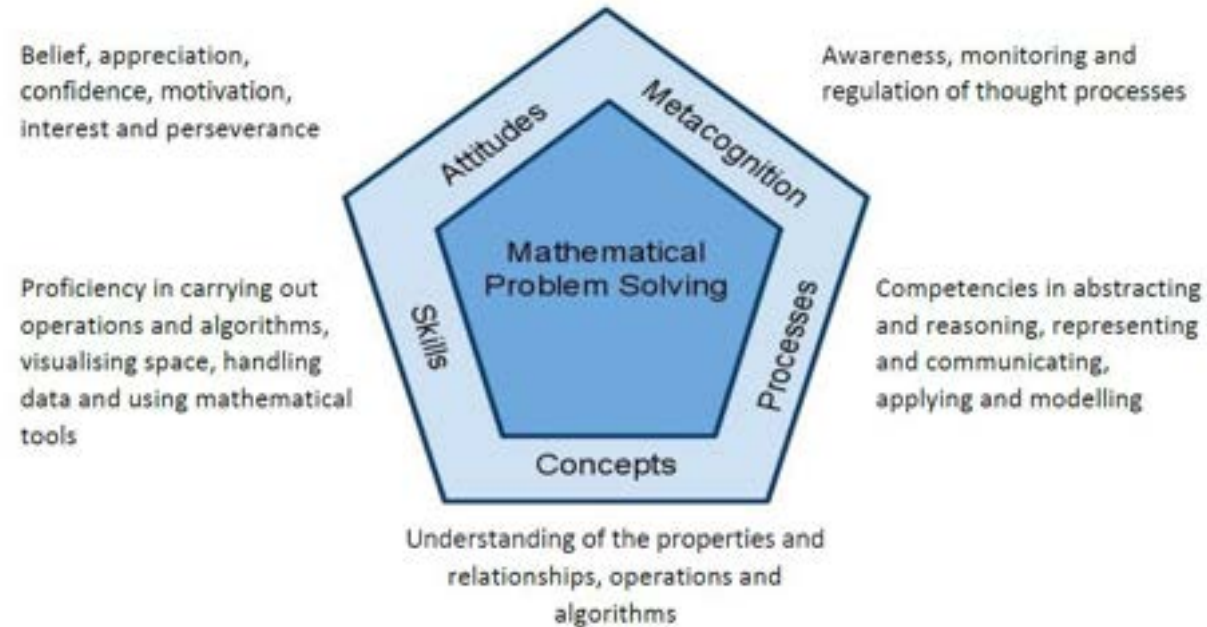


- Acquire mathematical concepts and skills for everyday use and continuous learning in Mathematics
- Develop thinking, reasoning communication, application and metacognitive skills through a mathematical approach to problem solving
- Build confidence and foster interest in Mathematics



MATHEMATICS FRAMEWORK

Mathematics Curriculum Framework



MATHEMATICS

Concrete - Pictorial - Abstract

Students use tangible concrete objects to build the most basic level of Mathematical understanding



Students draw/use pictures or diagrams to solve problems.

The pictures/diagrams represent the tangible concrete objects students use



Students are able to solve problems without the use of tangible concrete objects or pictures.

Highest level of Mathematical understanding.

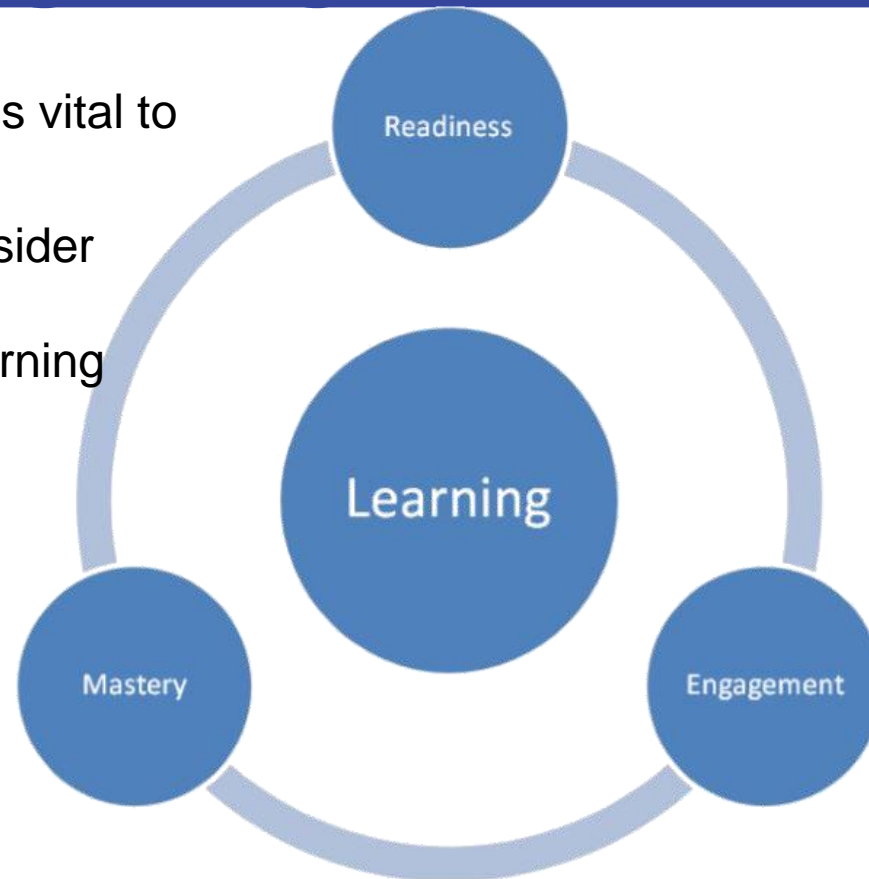


Learning Progression in Mathematics

Student readiness to learn is vital to learning success.

In this phase, teachers consider students' prior knowledge, motivating contexts and learning environment.

Final Phase of learning where teachers help students consolidate and extend their learning



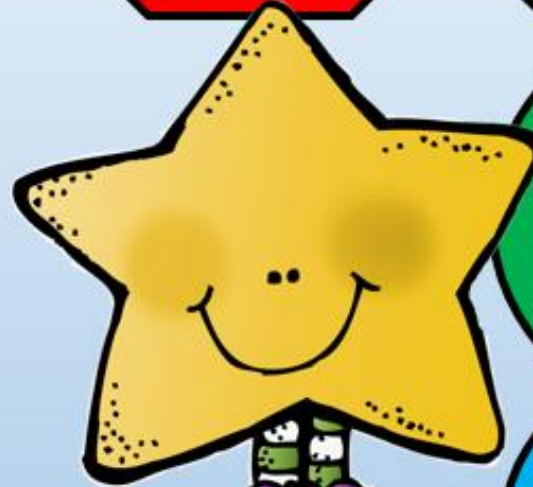
Main phase of learning where teachers use a repertoire of pedagogies to engage students in learning new concepts and skills

Readiness → Engagement → Mastery (REM)



STUDY
and
understand the
problem

THINK
of a plan



STAR

ACT
on the plan

REVIEW
your
solution



Naval Base Primary School
Mathematics Department

Guiding questions for problem sums



1 What am I given?

2 What can I find out?

3 What am I looking for?





Mathematics Resources

- Mathematics Course Book
- Mathematics Activity book
- ID2P (Interleaved distributed differentiated practices)
- Factual Fluency Booklets
- Heuristics Worksheet
- Model Drawing Package





P4 Programmes

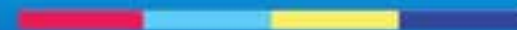
- Remedials
- ICT Enriched Lesson
- Learning Support for Mathematics
- E2K Math for Selected Students*



Assessment



Term	Weightage	Mode
1	10%	Pen and Paper
2	15%	
3	15%	
4	60%	





What you can do to support your child/ward?

Areas of concerns

- Basic 4 operations involving algorithm
- **Mastery of Times Tables learned in P2 & P3**
- Heuristics/Problem-solving Skills: Main focus on Model Drawing





Science



Purpose of Science: Application in Daily Life

Example:
Life Cycles



Example:
Heat Energy



Example:
Light Energy

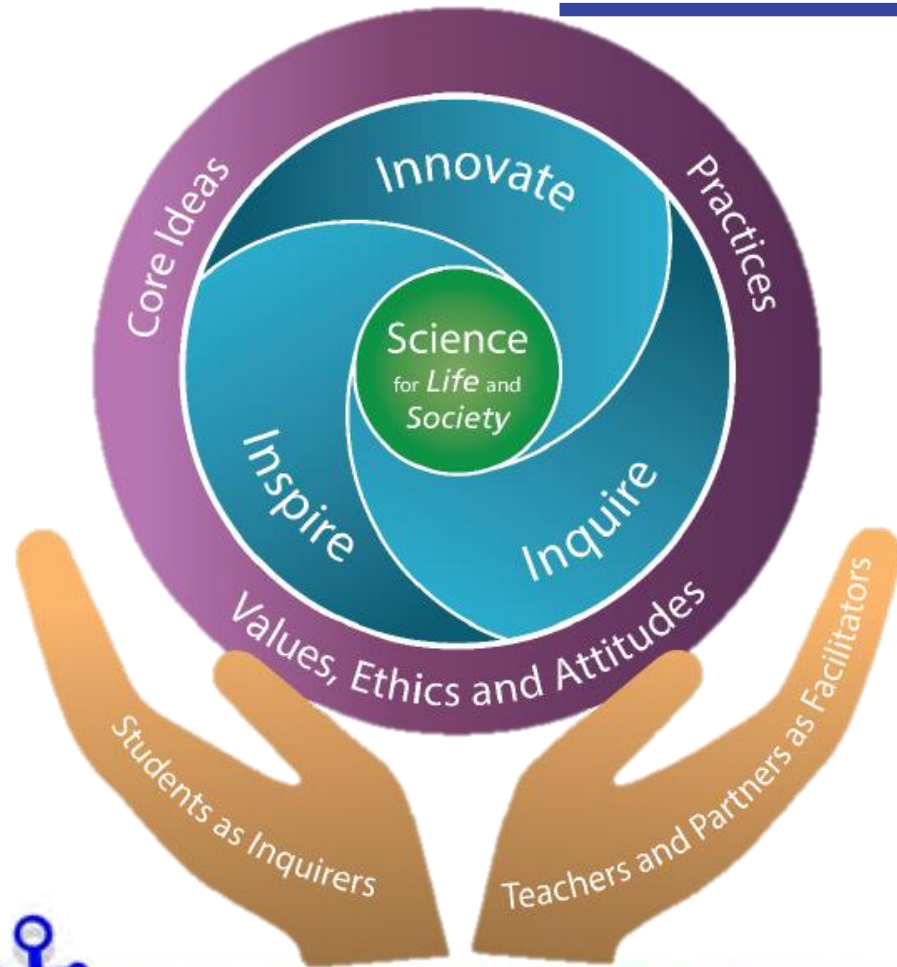


Purpose of Science: Application in Daily Life

1. Understanding the concepts and acquire the scientific skills through hands-on activities.
2. Applying knowledge learned to answer questions in school and in real-life.
3. Parents can help engage children too!



Science Framework



***'To spark curiosity
and build interest
in Science through
daily life'***



2014 Science Syllabus



Science Syllabus Primary

Implementation starting with
2014 Primary Three Cohort



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Ministry of Education, Singapore.

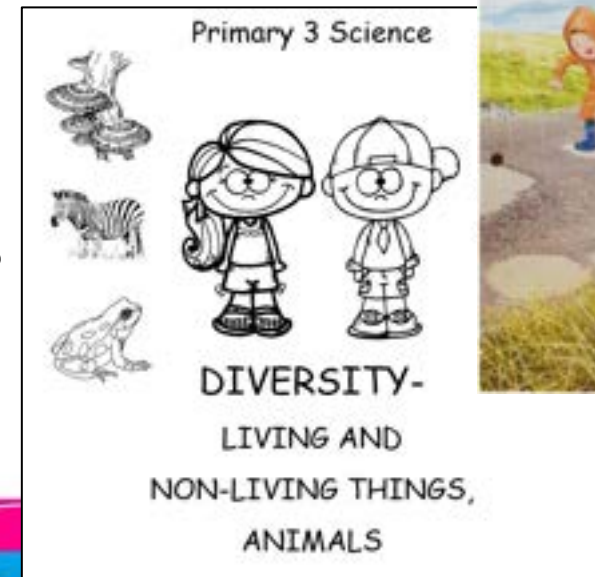
Syllabus Requirement		
Themes	* Lower Block (Primary 3 and 4)	**Upper Block (Primary 5 and 6)
Diversity	<ul style="list-style-type: none"> Diversity of living and non-living things (General characteristics and classification) Diversity of materials 	
Cycles	<ul style="list-style-type: none"> Cycles in plants and animals (Life cycles) Cycles in matter and water (Matter) 	<ul style="list-style-type: none"> Cycles in plants and animals (Reproduction) Cycles in matter and water (Water)
Systems	<ul style="list-style-type: none"> Plant system (Plant parts and functions) Human system (Digestive system) 	<ul style="list-style-type: none"> Plant system (Respiratory and circulatory systems) Human system (Respiratory and circulatory systems) <u>Cell system</u> Electrical system
Interactions	<ul style="list-style-type: none"> Interaction of forces (Magnets) 	<ul style="list-style-type: none"> Interaction of forces (Frictional force, gravitational force, <u>force in springs</u>) Interaction within the environment
Energy	<ul style="list-style-type: none"> Energy forms and uses (Light and heat) 	<ul style="list-style-type: none"> Energy forms and uses (Photosynthesis) <u>Energy conversion</u>

Can be downloaded
from:

www.moe.gov.sg

Science Resources

1. Textbooks / Workbooks
2. Inquiry Based Learning Booklets
3. Intensive Practice Worksheets
4. Hands-on Activities
5. Additional Science Programmes
6. Etc...





P4 Science Programmes

- Science Centre Enrichment Programmes
- Inquiry Based and Experiential learning
- Remediation to bridge learning gaps



Assessment



Term	Weightage	Mode
1	10%	Pen and Paper
2	15%	
3	15%	
4	60%	





What you can do to support your child/ward?

1. Regular revision
2. Application of learning
 - How can I link what I observe to concepts?
3. Encourage your child to see Science in everyday life





Mother Tongue





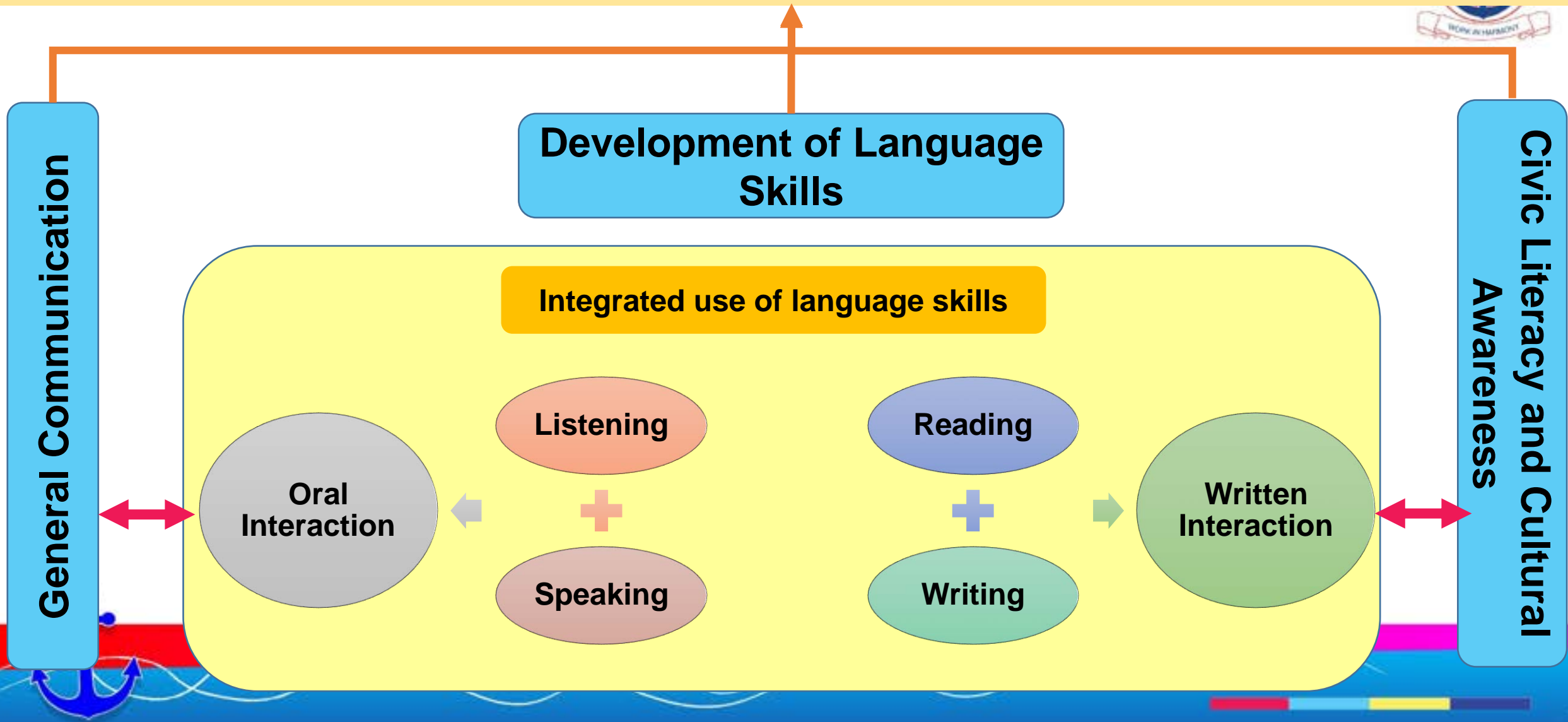
Purpose of Mother Tongue

Through the learning of MTL, students can:

- **Communicate** more effectively in MTL.
- Appreciate their **cultural heritage**.
- **Connect** with wider communities across Asia and the world.



Mother Tongue Curriculum Objectives



Building Up Oral Competencies

- To enhance competencies in oral conversation

Vocabulary
and **phrases**
related to the
theme

Progressive
learning of
Sentence
structures

Conversations
related to the
theme

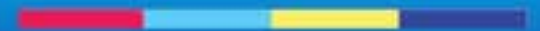
- ICT Platform to enhance engagement, e.g. SLS, Google Classroom, Classkick, etc.





Building Up Comprehension Skills

- ❖ To enhance comprehension skills (particularly open-ended)
 - Understanding the text
 - Comprehension answering techniques
 - Exposed to different genre, e.g. stories, short passages in magazines and newspapers



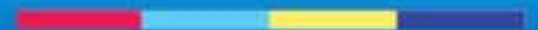


Building Up Writing Skills

- ❖ To scaffold students in the transition from sentence/paragraph writing (P2) to paragraph/passage writing (P3 & P4)

**Vocabulary/phrases → sentence
→ paragraph → passage**

- ❖ Certain strategies are used in class to guide students, e.g. mind maps, checklists, rubrics, good phrases and model compositions, etc.



Building Up Love for Reading

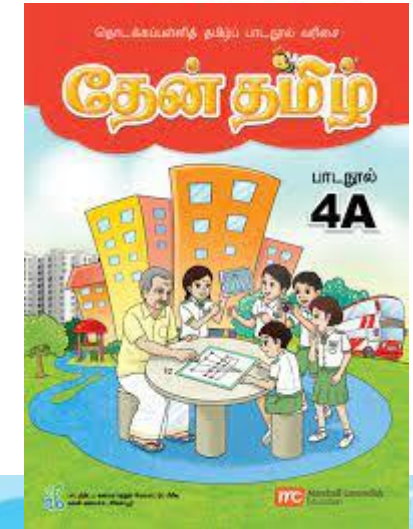
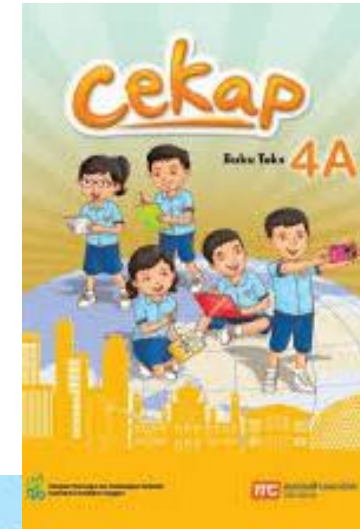
❖ To cultivate the love for reading through Extensive Reading Programme

- Small book readers
- Class & library reading sessions (by MT teachers and external agencies)
- Even Week: Morning silent reading in form class
- Reading corners in MTL rooms
- Availability of MTL books in the form classes
- Follow-up activities which include book reviews, presentation, etc.



Mother Tongue Resources

- Textbooks
- Activity books
- Small readers
- Worksheets
- Magazines/Newspapers
- NBPS MTL Showcase Website
 - <https://go.gov.sg/nbps-mt>



Come and visit Naval Base Pri MT Website!

Highlights:

- Compositions written by Navalites, talent showcase and book reviews
- Guides to improve composition writing
- Content for leisure reading

Stand a chance to win prizes in quizzes!



<https://go.gov.sg/nbps-mt>





Mother Tongue Language Fiesta

- ❖ Exposure to the MTL through cultural & language based activities or workshops:
 - Mini performance/competition, singing, story-telling, etc.
 - Hands-on workshops
 - Literature and reading





Differentiated Learning in MTL

Different MTL programmes to support the learning of students with varied learning needs.

- Higher Mother Tongue (HMTL) – (P3 – P6)
- Mother Tongue Support Programme (MTSP) – (P3 – P4)



Assessment



Term 1 (10%)	Term 2 (15%)	Term 3 (15%)	Term 4 (60%)
<p>Topical Test (Written)</p> <ul style="list-style-type: none">• Language Use (MCQ)• Comprehension (MCQ and Open-ended)	<p>Oral Performance Task</p> <ul style="list-style-type: none">• Reading Aloud• Picture Description• Conversation	<p>Composition Writing</p> <ul style="list-style-type: none">• 2 pieces of composition writing	<p>End-of-Year Examinations</p> <ul style="list-style-type: none">• Composition• Written Paper• Listening Comprehension• Oral





What you can do to support your child/ward?

Fun and supportive learning environment is the key:

- More exposure to MTL through daily activities
- Reading, writing, learning with your child

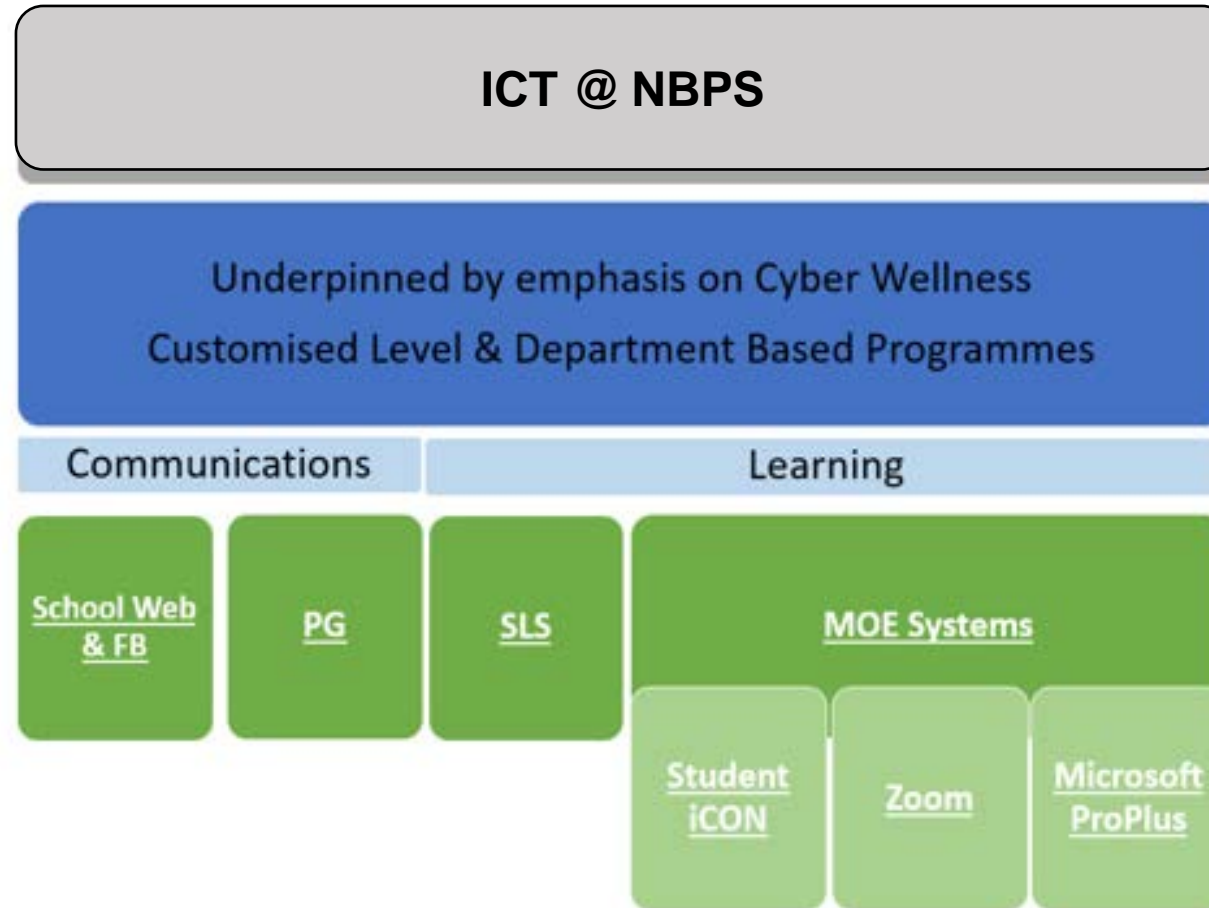




ICT UPDATES



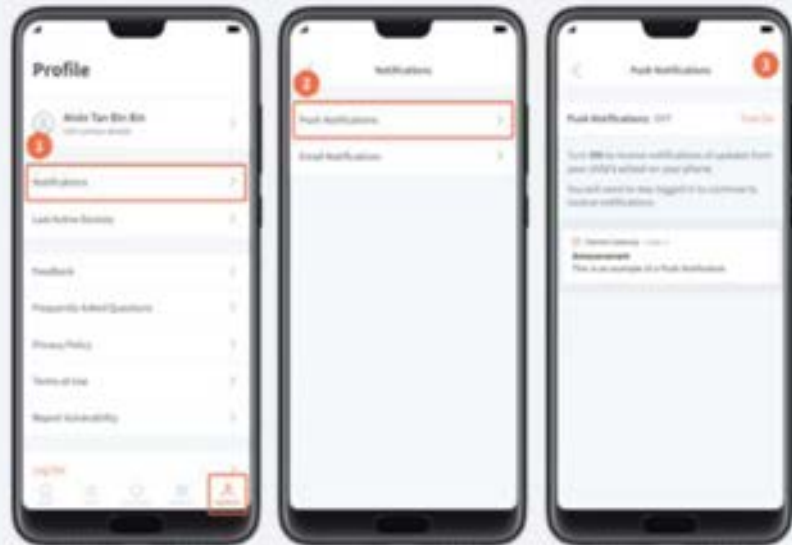
Information Communications Technology



PG- Enable Push Notifications

The push notification feature on the phone needs to be enabled.

1. Go to 'Profile' > 'Notifications'
2. Tap on 'Push Notifications'
3. If 'Push Notifications' is 'OFF', tap 'Turn On' to enable it



For other FAQs,

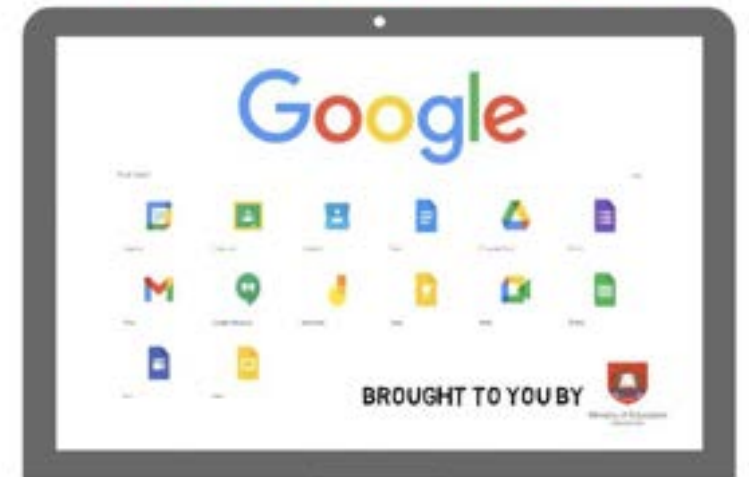
Please access

<https://pg.moe.edu.sg/faq>

Student iCON Account

- Aim to enhance collaboration, teaching and learning using digital platforms
- From Primary School to Junior College
- Tools include
 - Student iCON
 - *Google Tools*
 - Student Zoom account
 - Microsoft Office ProPlus
 - Word/ Excel/ Powerpoint

STUDENT ICON



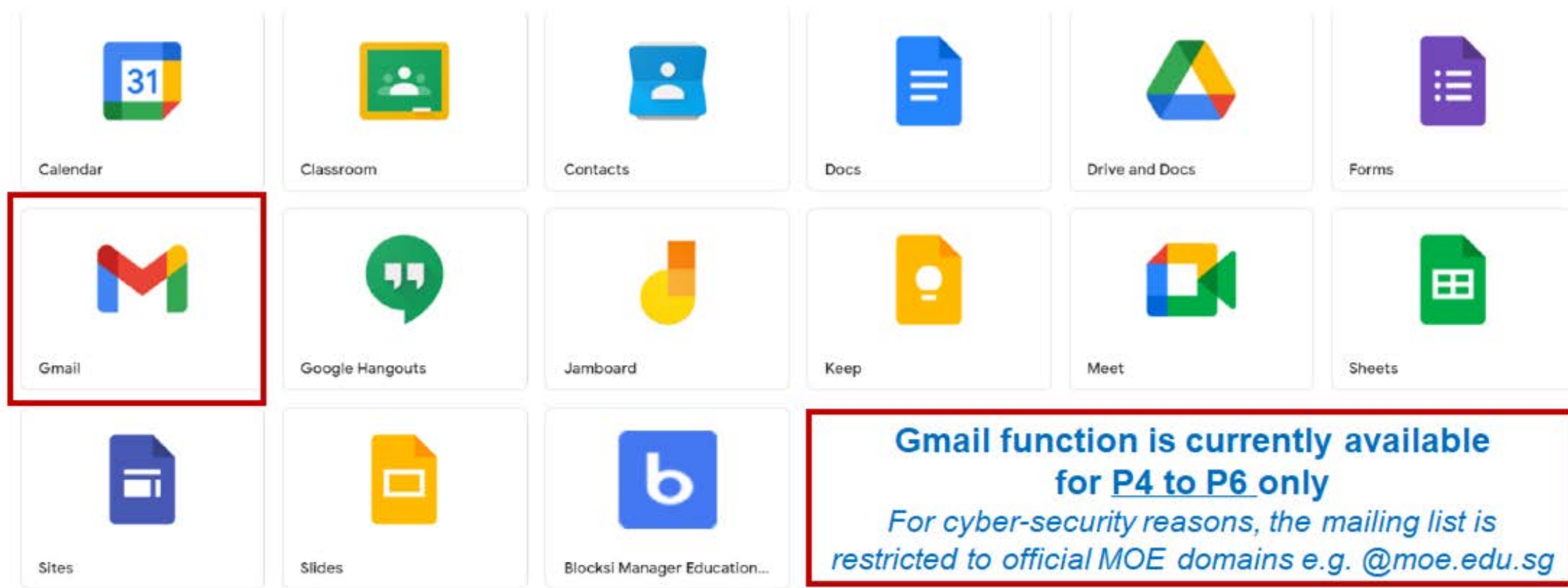
IS MADE AVAILABLE TO EVERYONE!

Use of iCON email to access Google Tools

Students are able to login to access Google tools like **Google Docs, Slides, Sheets etc to create their own notes or writing** with their MOE-provisioned email address ending with the domain

@students.edu.sg

Student iCON: Google Tools



Student iCON Login ID

Email: <Full Name> @students.edu.sg

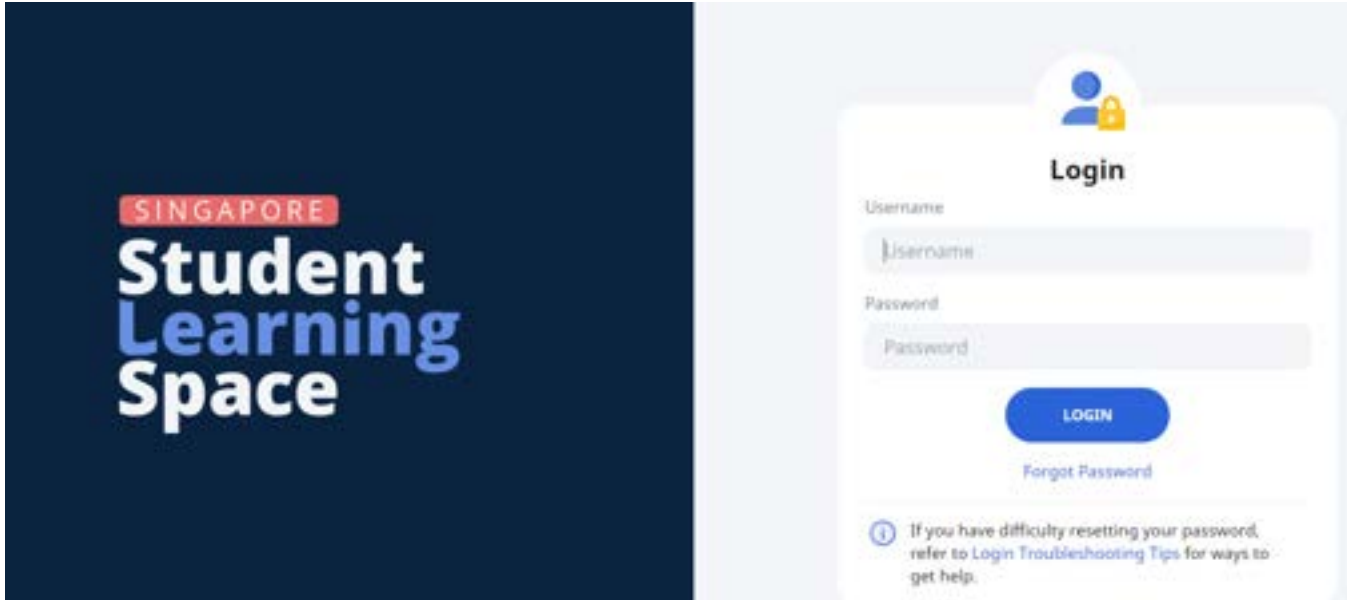
- Any space in full name will be replaced with underscore
- Omit words like “Bte” and “s/o”
- Duplicate ID will have a running number added to the login ID

avoid repeated login attempts of more than 6 times to prevent account from being locked

Password would have been given to your child via his or her FTs.

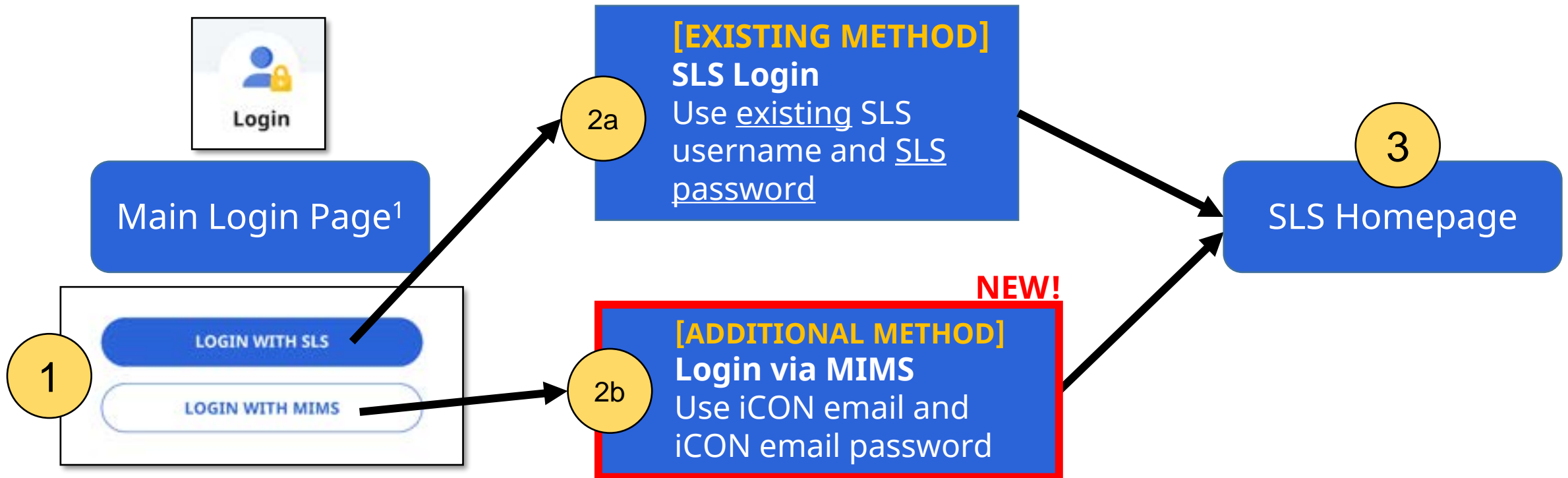
Full Name	Display Name	Login ID
Tan Hui Min	Tan Hui Min	Tan_Hui_Min@students.edu.sg
Siti Fatimah Bte Mohamed	Siti Fatimah Bte Mohamed	Siti_fatimah_mohamed@students.edu.sg
Kumara Rajan s/o Kanagasabai	Kumara Rajan s/o Kanagasabai	kumara_rajana_kanagasabai@students.edu.sg

Student Learning Space (SLS)



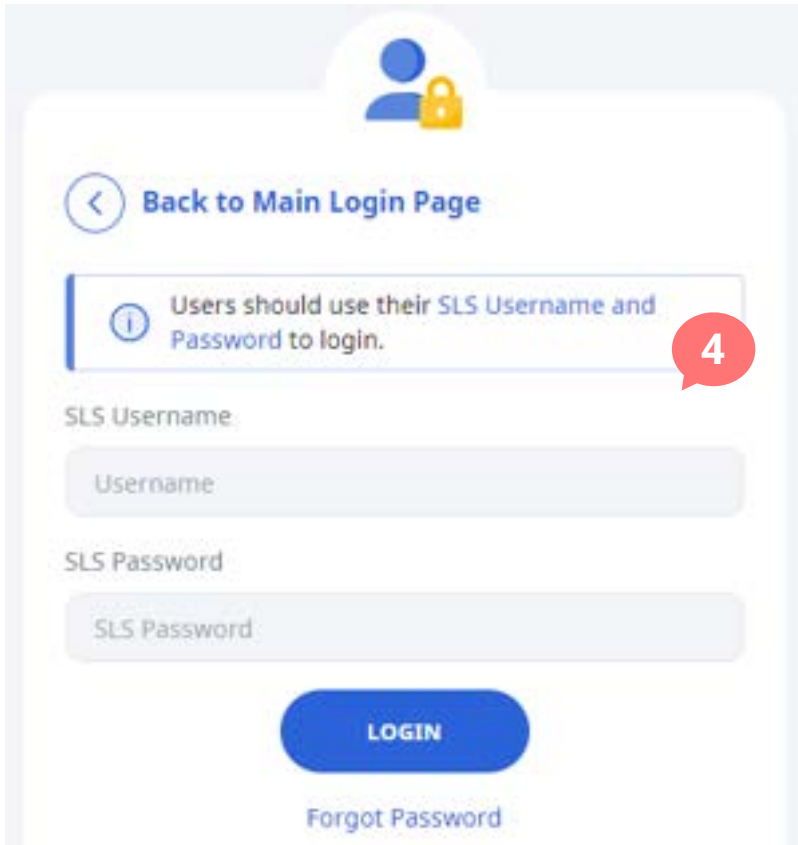
- To nurture future-ready learners
- Curriculum–aligned resources and learning tools
- Encourage greater ownership of learning


How to log in to SLS?




SLS password can be reset by SLS School Admins or teachers in SLS

SLS Login [User ID Method]





[Back to Main Login Page](#)

 Users should use their SLS Username and Password to login. 4

SLS Username

Username

SLS Password

SLS Password

LOGIN

[Forgot Password](#)

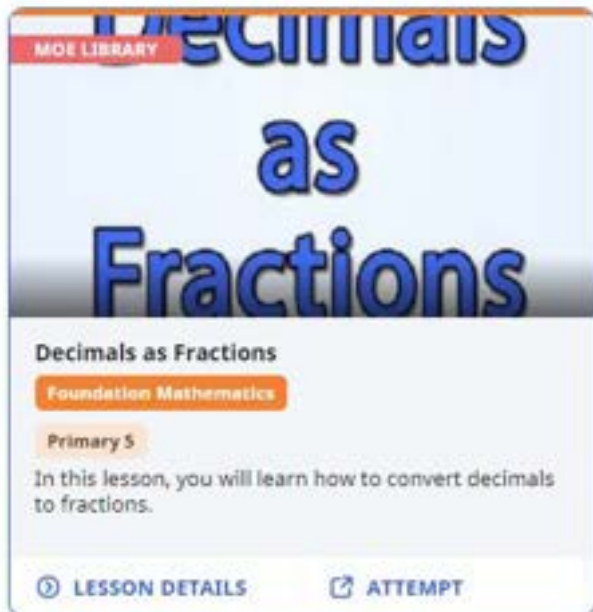
- **SLS Login**
When using this login option, enter the **existing SLS username and password**, then click “Login”.

Your child's FT should have given them the SLS user ID.

SLS user ID naming convention:
John Tan + 12345A = **JOH12345A**

SLS resources

Lessons & Courses



Decimals as Fractions

MOE LIBRARY

Foundation Mathematics

Primary 5

In this lesson, you will learn how to convert decimals to fractions.

[LESSON DETAILS](#) [ATTEMPT](#)



Rounding Decimals

MOE LIBRARY

Foundation Mathematics

Primary 5

Round decimals to the nearest whole number, 1 decimal place or 2 decimal places.

[LESSON DETAILS](#) [ATTEMPT](#)



Fractions as Decimals

MOE LIBRARY

Foundation Mathematics

Primary 5

In this lesson, you will learn how to convert fractions to decimals.

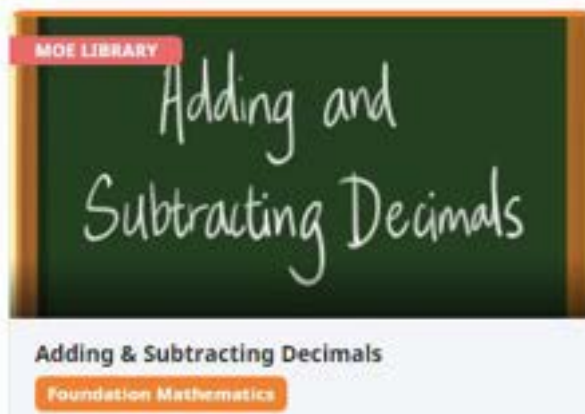
[LESSON DETAILS](#) [ATTEMPT](#)



Comparing and Ordering Decimals

MOE LIBRARY

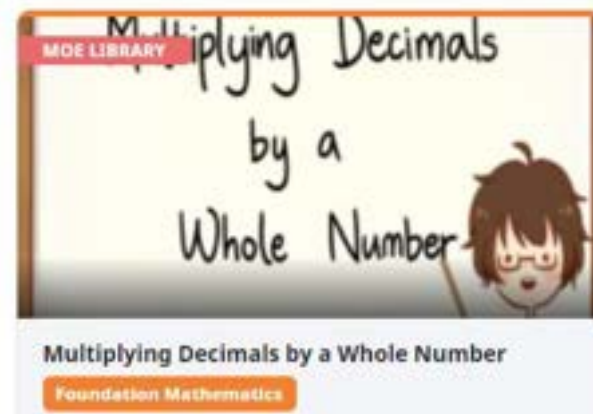
Foundation Mathematics



Adding and Subtracting Decimals

MOE LIBRARY

Foundation Mathematics



Multiplying Decimals by a Whole Number

MOE LIBRARY

Foundation Mathematics

Reminders

- **avoid repeated login attempts of more than 6 times**

SLS PASSWORD RESET AND UNLOCKING OF ACCOUNTS

School-based Helpline:

6753 7114

Email: **nbps@moe.edu.sg**

Mondays - Fridays:

8.00 a.m. to 4.00 p.m.

or contact your child's FT

DURING NON-SCHOOL OPERATING HOURS

SLS Helpdesk: 6702 6513

Mondays - Fridays: 4.00 p.m. to 9.00 p.m.

Saturdays: 9.00 a.m. to 9.00 p.m.

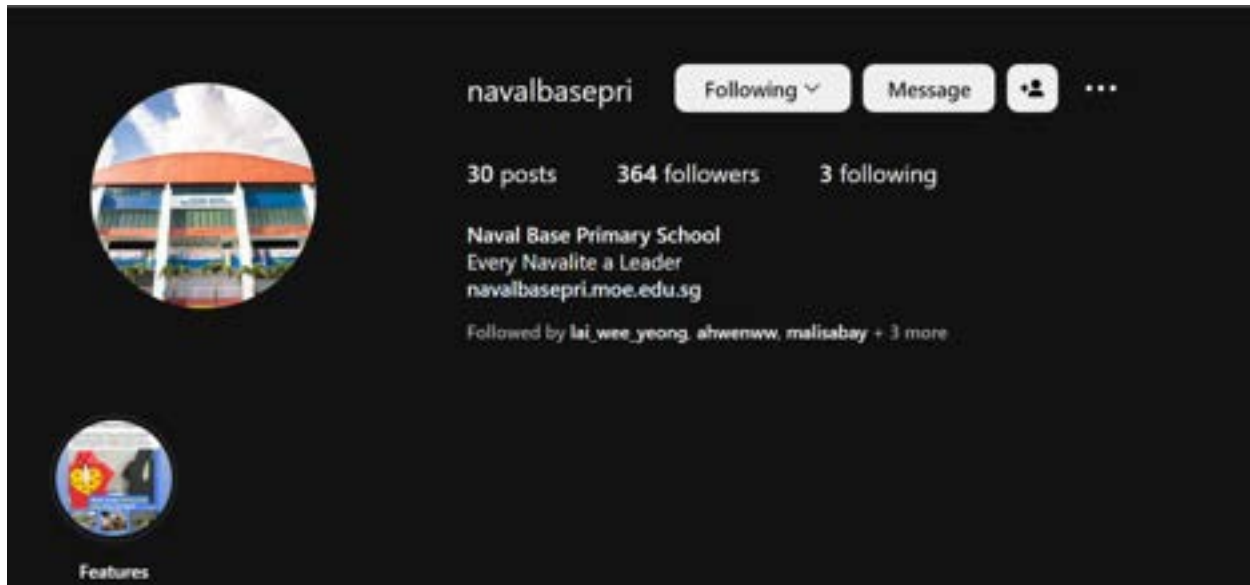
Closed on Sundays & Public Holidays

Alternatively, students can email the SLS
Helpdesk at **helpdesk@sls.ufinity.com**.



Website:

<https://navalbasepri.moe.edu.sg>



Facebook:

<https://www.facebook.com/NBPS1730>



Instagram:

@navalbasepri

Where to get FTs' email

School Website:

<https://navalbasepri.moe.edu.sg/about-us/organisational-chart/2023-form-teachers>



Home > About Us > Organisational Chart > **2023 Form Teachers**

NEU PC Plus Programme



- Offers low-income households with student or person with disabilities the opportunity to own a computer

NEU PC Plus

- Apply at our General Office

- More details can be found at

<https://www.imda.gov.sg/programme-listing/neu-pc-plus>



P4 SUBJECT BASED BANDING (SBB)



What Subject-based Banding means for your child?

Every child will be encouraged to do the subjects at the levels that best meet his/her abilities.

Information on SBB will be given out via PG when ready.

Why introduce Subject-based Banding?

- To provide more flexibility to students with strengths and abilities that vary across subjects
- To encourage greater interaction among students with different strengths

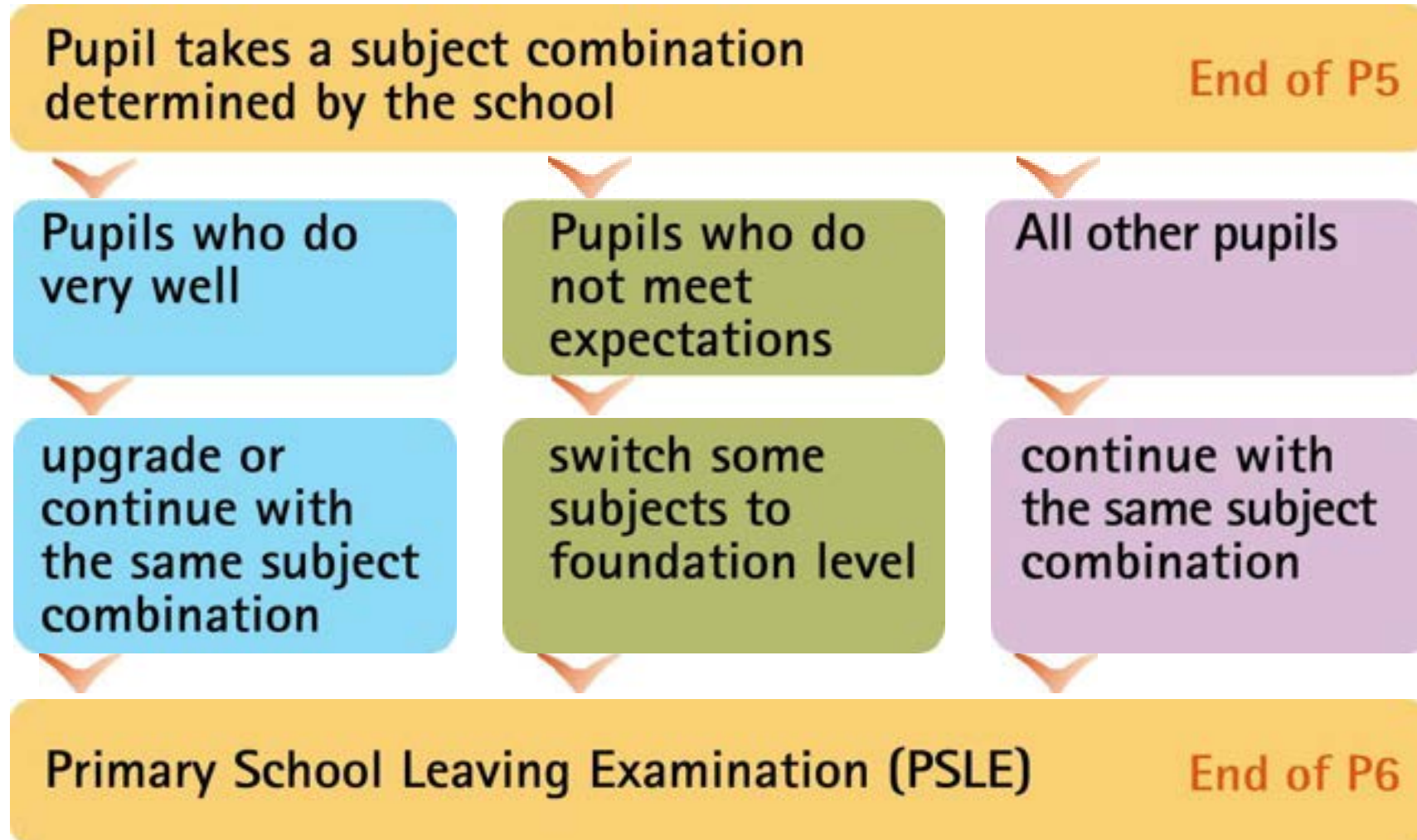
If your child (at the end of P4)	Your child will be recommended to take ...
Passes all 4 subjects and performs very well in MT	4 Standard Subjects and Higher MT
Passes all 4 subjects	4 Standard Subjects
Passes all 3 subjects	4 Standard Subjects
Passes 2 subjects or less	3 Standard & 1 Foundation/ 2 Standard & 2 Foundation/ 1 Standard & 3 Foundation/ 4 Foundation Subjects

How does Subject-based Banding work?

At P4

School recommends a subject combination based on P4 examination results. Parents select preferred combination.

How does Subject-based Banding work?



OTHER UPDATES

*Every Parent a
Supportive Partner*



GROW WITH ME

5-Steps Weekly Checklist for Parents

Do not miss the chance to grow with them

	By Friday Evening : (Estimated Time = 5 minutes)
1.	<ul style="list-style-type: none"> I have asked my child about his/her week (personal issues at home, school, etc).
	By Saturday (12 noon) : (Estimated Time = 5 minutes)
2.	<ul style="list-style-type: none"> I have looked through my child's Navalite compass for the week to find out more about my child and happenings at school.
3.	<ul style="list-style-type: none"> I have checked that my child has the required key materials/stationeries for school.
Pri 1-6	<ul style="list-style-type: none"> ➤ Pencil, eraser, ruler, sharpener, green pen, highlighter, whiteboard set (marker, duster) ➤ Any other materials required by the teacher
Pri 3-6	<ul style="list-style-type: none"> ➤ Set-square
Pri 4-6	<ul style="list-style-type: none"> ➤ Protractor, correction tape, black/blue pen
Pri 5-6	<ul style="list-style-type: none"> ➤ Calculator
4.	<ul style="list-style-type: none"> I have looked through my child's Navalite compass for the week to ensure that he/she will do his/her homework for the weekend
	By Sunday (5 pm) : (Estimated Time = 5 minutes)
5.	<ul style="list-style-type: none"> I have followed up with the necessary things to ensure that my child is ready for school



- **We will need your feedback to help us plan better programmes for our students and parents.**
- **As part of our Green effort, you can submit online using your handphone through the link or QR Code.**



- URL Link

<https://go.gov.sg/2023-nbps-parents-briefing>

- QR Code



<https://go.gov.sg/2023-nbps-parents-briefing>