

# PRIMARY 3 PARENTS ENGAGEMENT SESSION

## 16 JAN 2025



1	Introduction to School Leaders, Year Head, Assistant Year Head, Form Teachers & Subject Teachers
2	Holistic Education @ NBPS
3	Partnership with Parents
4	Q & A



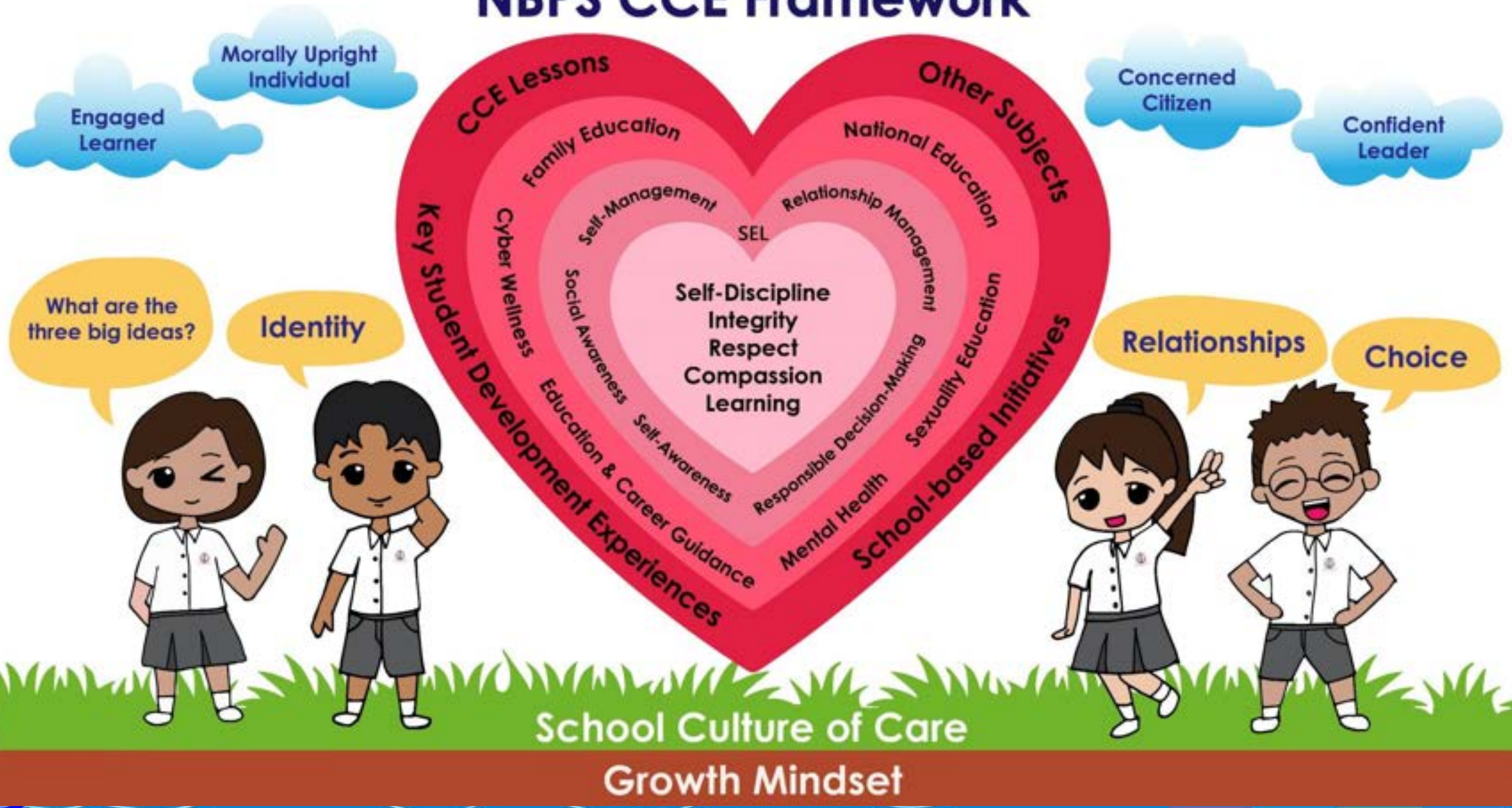
# CULTURE OF CARE



# POSITIVE ENVIRONMENT



# NBPS CCE Framework





# Growth Mindset @ NBPS

P1 I Can Do This!

P2 I Can Learn!

P3 I Can and I Will!



# Holistic Development



- Develop students holistically
- Strengthen their social-emotional competencies
- Ignite their joy of learning





## Circle Time





# Physical Education



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



# Arts for Every Navalite

## Arts Beat Carnival



## Navalites Got Talent



# CCA for Every Navalite



## Sports, Visual & Performing Arts and Uniform Groups CCAs





# Recognition & Affirmation

## School-based Character Award

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

## MOE Character Award

- Edusave Character Award (ECHA)
- Edusave Awards for E21CC (EAGLES)

## MOE Academic Award

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



# Assessment Matters



Examination	Dates
Term 1 Weighted Assessment (10%)	Term 1
Term 2 Weighted Assessment (15%)	Term 2
Term 3 Weighted Assessment (15%)	Term 3
Term 4 End of Year Examination (60%)	Term 4

**Medical Certificate is required for absence from Weighted Assessment or End of Year Examination**



# Grading System



Band	Marks(%)
Band 1	85% and above
Band 2	70% to 84%
Band 3	50% to 69%
Band 4	Below 50%





# GIFTED EDUCATION PROGRAMME (GEP) SCREENING EXERCISE



# GEP



- GEP is a programme that caters to the needs for intellectually gifted students.
- Students are identified for GEP through a 2-stage identification exercise at P3.
  - Round 1: Screening Test (Aug)
  - Round 2: Selection Test (Oct)

*More information on GEP will be released in Term 3.*





**English Language, Mother  
Tongue Language,  
Mathematics & Science**





# English Language Learning Approach



*(STrategies for English Language Learning and Reading)*



# Framework for Language Learning in the STELLAR<sup>®</sup> Classroom

2.0

Principles of EL Teaching & Learning (CLLIPS)

EL Teaching Processes (ACoLADE)



**Multiliteracies**



**Whole**

**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**



**Part**

**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**



**Whole**

**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



NAVAL BASE PRIMARY SCHOOL  
PRIMARY 2  
ENGLISH

Unit 1: Fearless Phil



**Key Teaching Points**

**Vocabulary**  
Words and phrases: fearless, great, menacing, quake, quiver, shake, inevitable, barked, snort, awoof and growls.

**Spelling**  
Past Continuous Tense

**Use of inflection 'to' for expression of a sentence**

**Reading Comprehension**  
Attention skills  
Comprehension

Name: \_\_\_\_\_ Class: 2 \_\_\_\_\_

Song for Teaching:  
(Tune: *Berang Kabuk Tui* - Indonesian Folk Song)

**I am Fearless Phil**

Fearless, fearless, fearless,  
I am your Fearless Phil,  
Out from the trees, it came,  
A low, growling of mal.

Afraid? Afraid? I'm not afraid. (SO)  
For I'm invincible.

Fearless, fearless, fearless,  
I am your Fearless Phil,  
Out from the trees, it came,  
A wail, starting at mal.

Afraid? Afraid? I'm not afraid. (SO)  
For I'm invincible.

Fearless, fearless, fearless,  
I am your Fearless Phil,  
Out from the trees, it came,  
A howl, growling of mal.

Afraid? Afraid?  
I'm not afraid. (SO)  
For I'm invincible.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

We are learning to (do):  
Complete a cloze passage using contextual cues (hints that the author gives to help).

**Fill in the blanks with the appropriate words.**

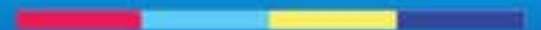
quiver	menacing	invincible	quiver
bark	growl	grumbled	snort

- I did not eat any breakfast so my stomach \_\_\_\_\_ in hunger during lesson.
- She \_\_\_\_\_ with fear, knowing that he was at deep trouble.
- Susan \_\_\_\_\_ in fright when she saw the fierce discipline teacher in front of her.
- She looked startled and \_\_\_\_\_ out of her room when she saw a lizard in her class.
- The wolf \_\_\_\_\_ when it saw the hunter.
- The father pointed a sharp look at the hapless child \_\_\_\_\_.
- The \_\_\_\_\_ army won every battle that it fought in.
- The dog \_\_\_\_\_ when it saw the burglar trying to break into its owner's house.



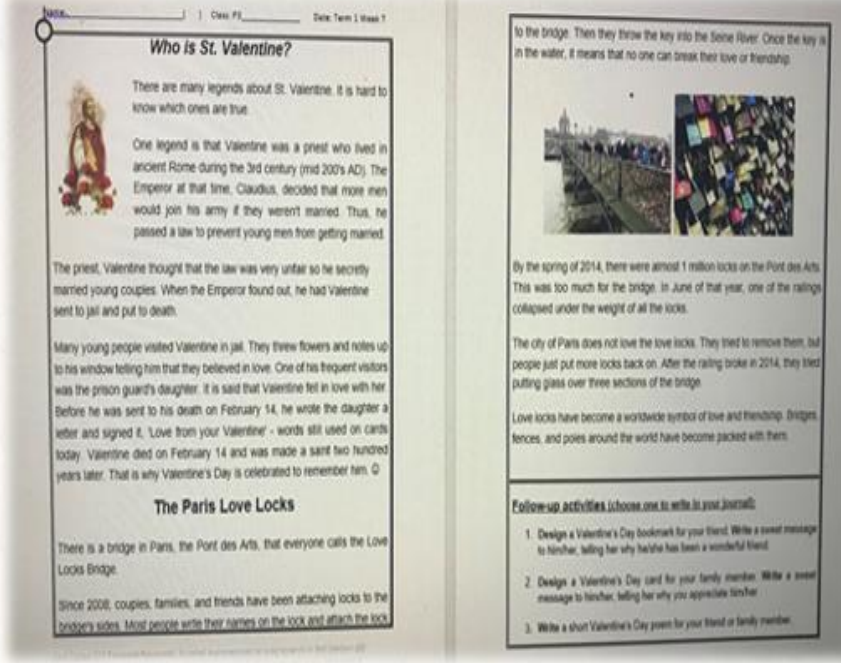
# English Language Support Programmes

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



# English Language Fiesta





# Instilling Love for Reading

- Morning Silent Reading
- Extensive Reading
- DigiREAD (e-Books)
- NLB Books
- STAR Readers booklets



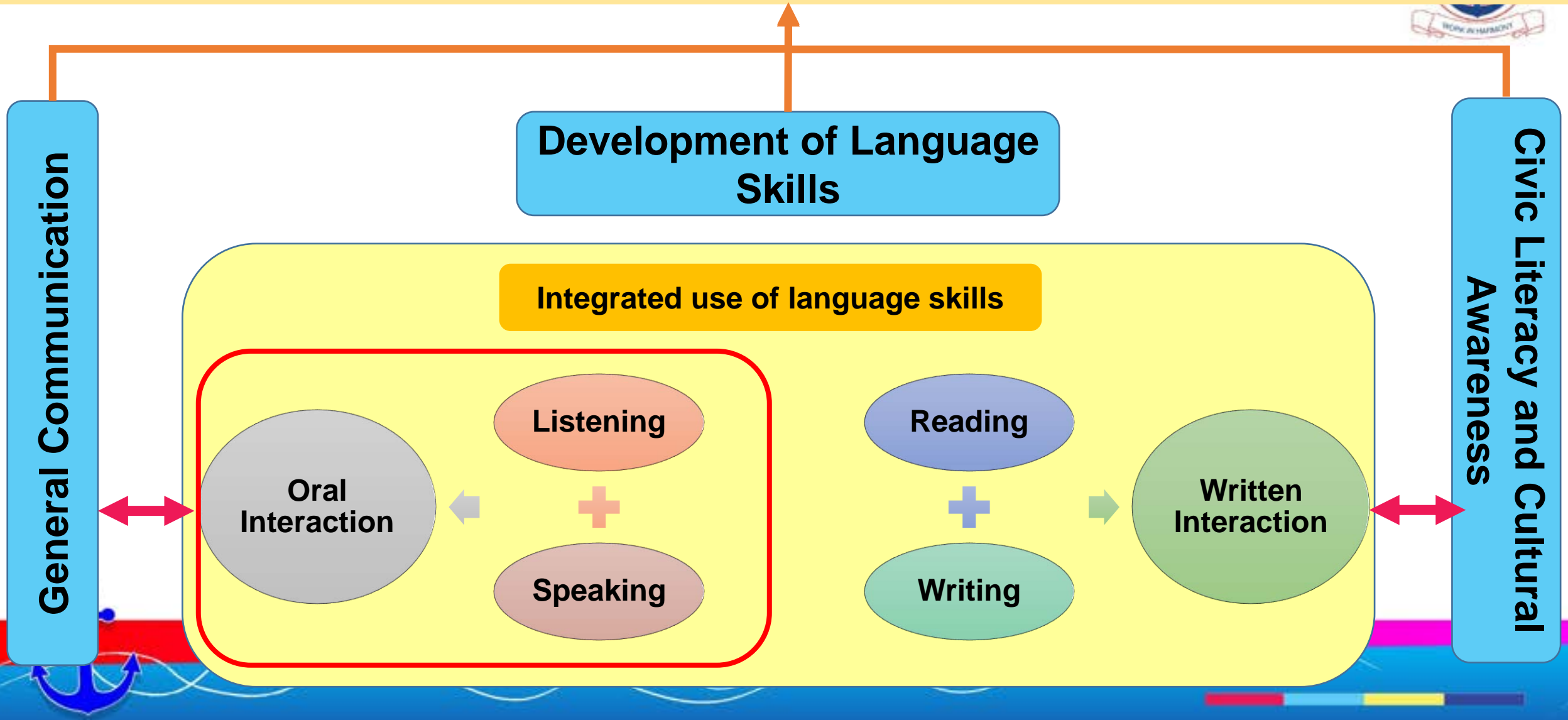
# Assessment



Term 1 (10%)	Term 2 (15%)	Term 3 (15%)	Term 4 (60%)
<p data-bbox="180 454 550 589">Written Assessment</p> <ul data-bbox="78 694 626 993" style="list-style-type: none"><li>• Language Use (MCQ)</li><li>• Fill-in-the-blanks</li><li>• Comprehension</li></ul>	<p data-bbox="792 454 1161 596">Composition Writing</p>	<p data-bbox="1327 454 1849 589">Oral Performance Task</p>	<p data-bbox="2020 454 2390 589">End-of-Year Assessment</p> <ul data-bbox="1913 694 2461 1065" style="list-style-type: none"><li>• Composition</li><li>• Written Paper</li><li>• Listening Comprehension</li><li>• Oral</li></ul>



# Mother Tongue Curriculum Objectives





# Instilling 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>





# Mother Tongue Language Fiesta



- ❖ Exposure to the MTL through cultural & language based activities or workshops:
  - Hands-on workshops
  - Literature and reading
  - Enrichment programme
  - Drama Theatre Exposure





# 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)
- Remediation Programme
- Morning Reading Support Programme





# Conversational Chinese/Malay Programme

- Objectives:
  - Students are able to understand and converse in simple Chinese or Malay that is not their mother tongue language.
  - Students can understand and appreciate cross-cultural values.
- Mode of lesson:
  - After-School Enrichment Programme
  - SLS Lesson



# Assessment

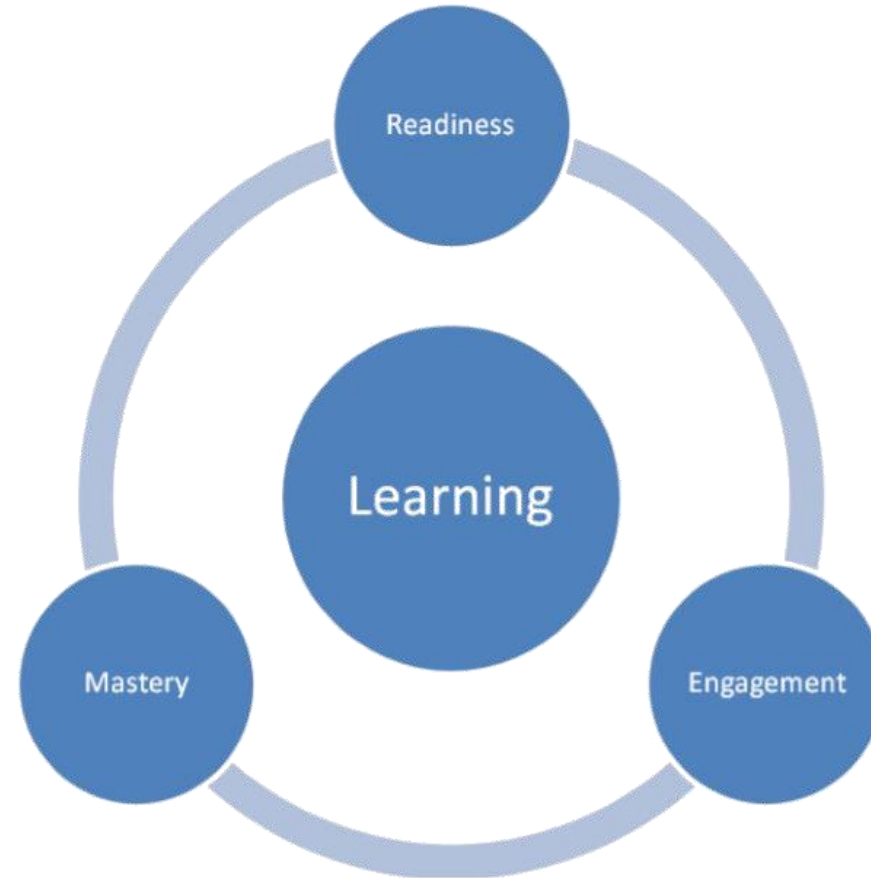


Term 1 (10%)	Term 2 (15%)	Term 3 (15%)	Term 4 (60%)
<p data-bbox="163 511 575 665">Written Assessment</p> <ul data-bbox="78 776 626 1143" style="list-style-type: none"><li data-bbox="78 776 593 915">• Language Use (MCQ)</li><li data-bbox="78 925 626 1143">• Comprehension (MCQ and Open-ended)</li></ul>	<p data-bbox="766 425 1192 665">Oral Performance Task</p>	<p data-bbox="1378 511 1798 675">Composition Writing</p> <ul data-bbox="1302 776 1798 915" style="list-style-type: none"><li data-bbox="1302 776 1798 915">• 1 composition writing activity</li></ul>	<p data-bbox="1997 511 2405 665">End-of-Year Examination</p> <ul data-bbox="1913 776 2461 1136" style="list-style-type: none"><li data-bbox="1913 776 2364 839">• Composition</li><li data-bbox="1913 853 2397 916">• Written Paper</li><li data-bbox="1913 931 2262 993">• Listening</li><li data-bbox="2007 1008 2461 1071">• Comprehension</li><li data-bbox="2007 1085 2130 1148">• Oral</li></ul>





# Learning Progression in Mathematics



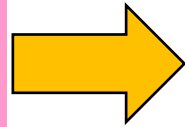
Readiness → Engagement → Mastery (REM)



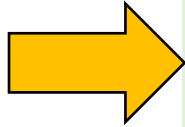
# MATHEMATICS

## 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

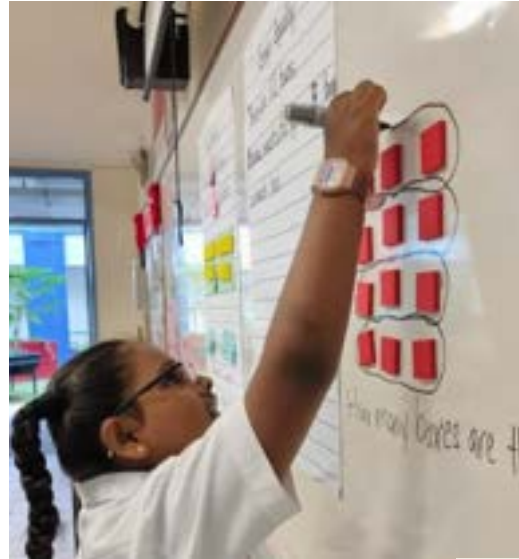


Students are able to solve problems without the use of tangible concrete objects or pictures. Highest level of Mathematical understanding.





# Positive Learning Environment





# Learning Support for Mathematics(LSM)

- Provide **early intervention support** in mathematics to students who need additional support in **acquiring basic numeracy skills**
- Provision of support is up to Primary 4 **with annual review of students' progress**





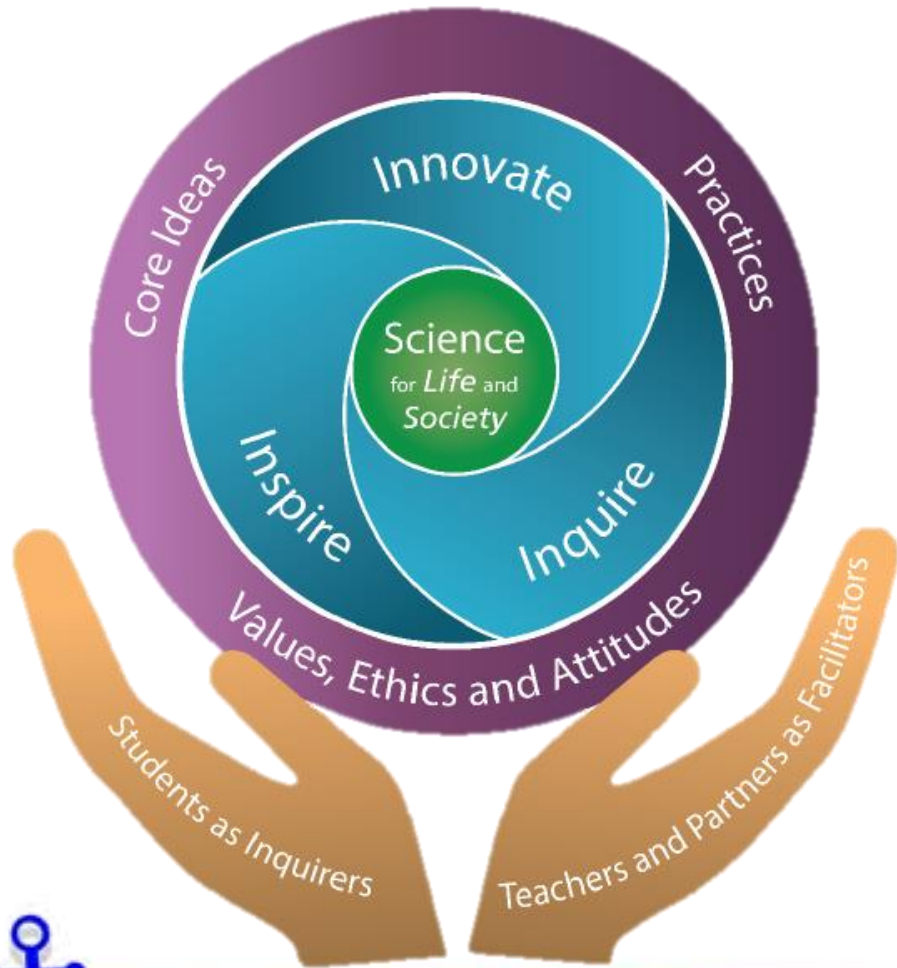
# Assessment

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





# Science Framework



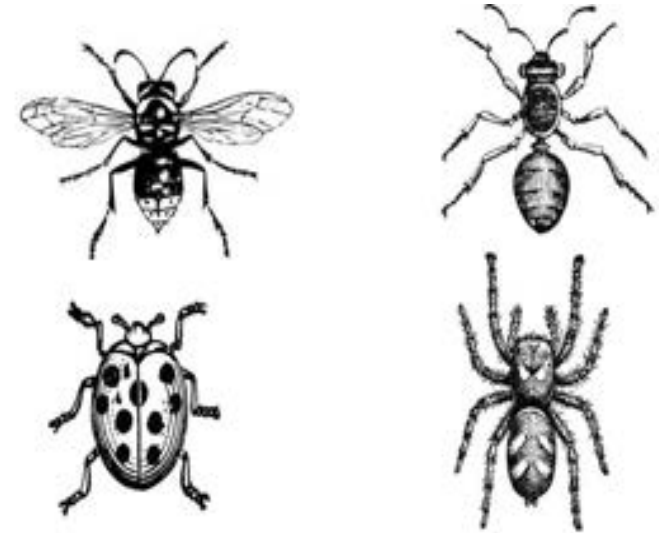
***'To spark curiosity and build interest in Science through daily life'***



# Application of Science in Daily Life

Example: Diversity

1. Classifying by Characteristics
2. Learning Characteristics of Animals, etc
3. Applying knowledge learned to answer questions in school and in real-life.
4. Parents can help engage children too!



Which one of the above animals is NOT an insect?  
Explain why.



# Science Resources

1. Textbooks / Workbooks (Inspiring Science)
2. Intensive Practice Worksheets
3. Hands-on Activities (Experiential and Inquiry Based Learning)
4. Additional Science Programmes





# Science Programmes

- Science Centre Enrichment Programmes
- Navalite Discovery Day
- Every Child a Seed (NParks)
- Inquiry Based and Experiential learning
- Remediation to bridge learning gaps





# Assessment

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





Joy of Learning begins at Naval Base Primary School!



# Partnership with Parents



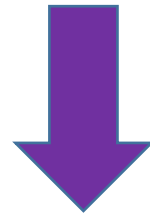
# Let's Work Together



**“Every Student, an Engaged Learner”**

**“Every Teacher, a Caring Educator”**

**“Every Parent, a Supportive Partner”**



**“Every School, a Good School”**





# Parents' Role in Supporting Your Child's Learning

- Check your child's Navalite Compass daily to view the homework assignments.
- Remind your child that homework is their responsibility and supervise your child in doing the homework assignments.
- Provide a suitable environment for your child to complete the homework assignments.
- Provide appropriate digital device for homework assigned via e-learning platforms such as Student Learning Space (SLS) and Student ICON.





# Parents' Role in Supporting Your Child's Learning

- Encourage your child to ask the teachers clarifying questions
- Guide your child to set aside a regular study time and establish good study habits.
- Engage teachers on your child's learning progress.





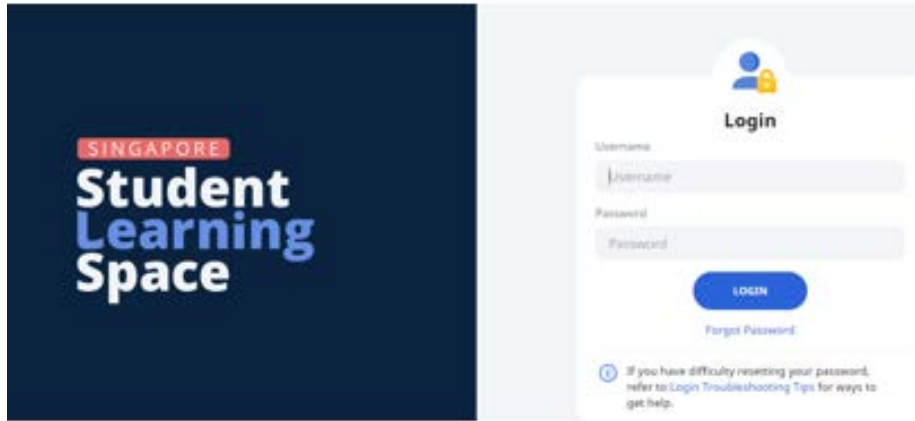
# Parents' Communication with Teachers

- Parents can communicate with teachers via Navalite Compass / email / Parents Gateway. For non-urgent cases, a reply will be provided within 3 working days.
- For urgent cases, parents may call the office at 67537114 for teachers to return call during office operational hours from 7.45 a.m. to 5 p.m.





# Embracing Technology to Support Learning



**Level 1: Starts with the home row keys**

In this level you will begin by learning to touch type the keys on the home row as well as letters e, l, r and u.

- Stage 1: f d s a j k l ; g h
- Stage 2: e i
- Stage 3: r u



Play level 1

Play level 1 and click on the button to select the stage you want.



# Thank You!



School Website:

[www.navalbasepri.moe.edu.sg](http://www.navalbasepri.moe.edu.sg)



<https://go.gov.sg/navalbaseprimary>



Naval Base Primary School



@navalbasepri



**Let's work  
hand in hand!**









- QR Code

