

PRIMARY 4 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





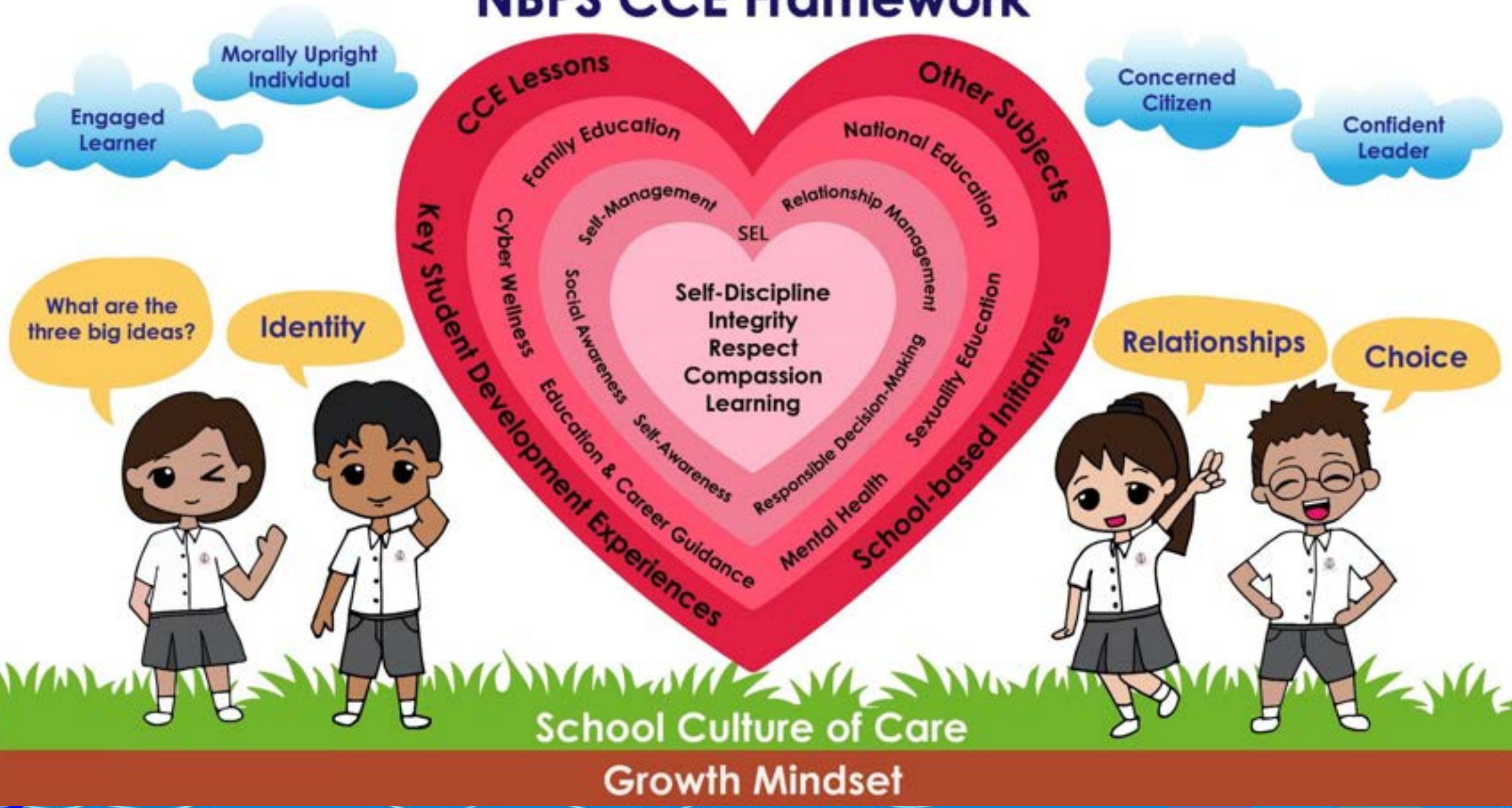
CULTURE OF CARE



POSITIVE ENVIRONMENT



NBPS CCE Framework





Growth Mindset @ NBPS

P1	I Can Do This!
P2	I Can Learn!
P3	I Can and I Will!
P4	Be the Agent of Change!



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





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%





P4 SUBJECT-BASED BANDING (SBB)



What SBB means for your child?

SBB gives your child the opportunity to take a combination of subjects at standard and foundation levels based on their strengths.

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

Why SBB?

- To provide flexibility for students to stretch their potential in subjects they are strong in.
- To build up their understanding in subjects they need more help with.

<p style="text-align: center;">If your child (at the end of P4)</p>	<p style="text-align: center;">Your child will be recommended to take ...</p>
<p>Passes all 4 subjects and performs very well in MT</p>	<p>4 Standard Subjects and Higher MT</p>
<p>Passes all 4 subjects</p>	<p>4 Standard Subjects</p>
<p>Passes all 3 subjects</p>	<p>4 Standard Subjects</p>
<p>Passes 2 subjects or less</p>	<p>3 Standard & 1 Foundation or 2 Standard & 2 Foundation or 1 Standard & 3 Foundation or 4 Foundation Subjects</p>



**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[®] 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, invisible, selfish, smart, clever and grumble.

Spelling
Past Continuous Tense

Use of infinitive 'to' for expression of a sentence

Reading Comprehension
Attention skills
Comprehension

Name: _____ Class: _____

Song for Teaching:
(Tune: *Berang Rakit Tau* - Indonesian Folk Song)

I am Fearless Phil

Fearless, fearless, fearless,
I am your Fearless Phil,
Out from the trees, it came,
A lion, growling at me!

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

Fearless, fearless, fearless,
I am your Fearless Phil,
Out from the trees, it came,
A wolf, snarling at me!

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

Fearless, fearless, fearless,
I am your Fearless Phil,
Out from the trees, it came,
A bear, growling at me!

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

Name: _____ Class: _____

Date: _____

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

Fill in the blanks with the appropriate words.

quiver	menacing	invisible	quiver
snarl	growl	grumble	snarl

1. I did not eat any breakfast so my stomach _____ in hunger during lesson.

2. Bear _____ with fear, knowing that he was in deep trouble.

3. Susan _____ in fright when she saw the fierce discipline teacher in front of her.

4. Ella trembled and _____ out of her room when she saw a lizard in her bedroom.

5. The wolf _____ when it saw the hunter.

6. The father pointed a sharp stick at the hapless child _____.

7. The _____ army won every battle that it fought in.

8. The dog _____ when it saw the burglar trying to break into its owner's house.



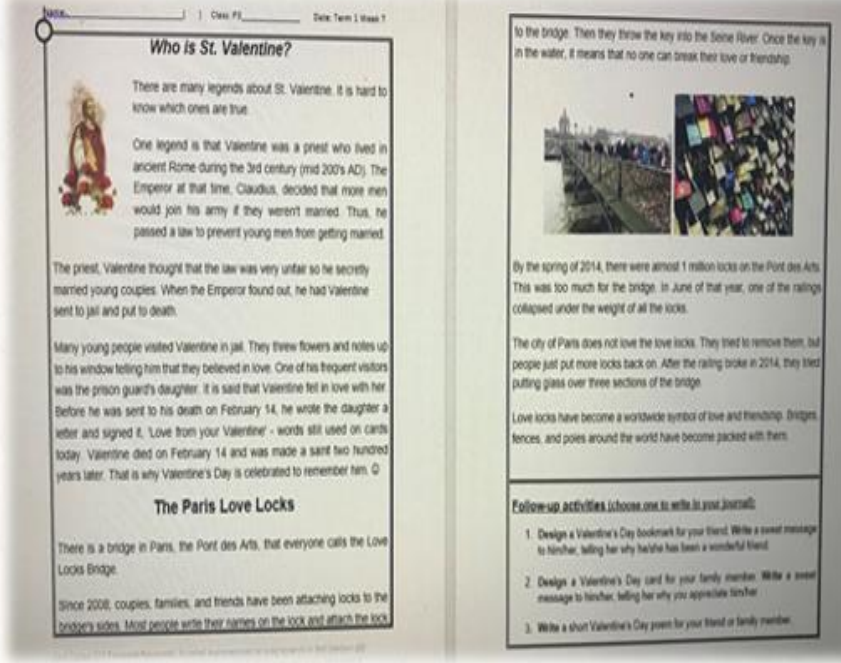
English Language Support Programmes

- 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



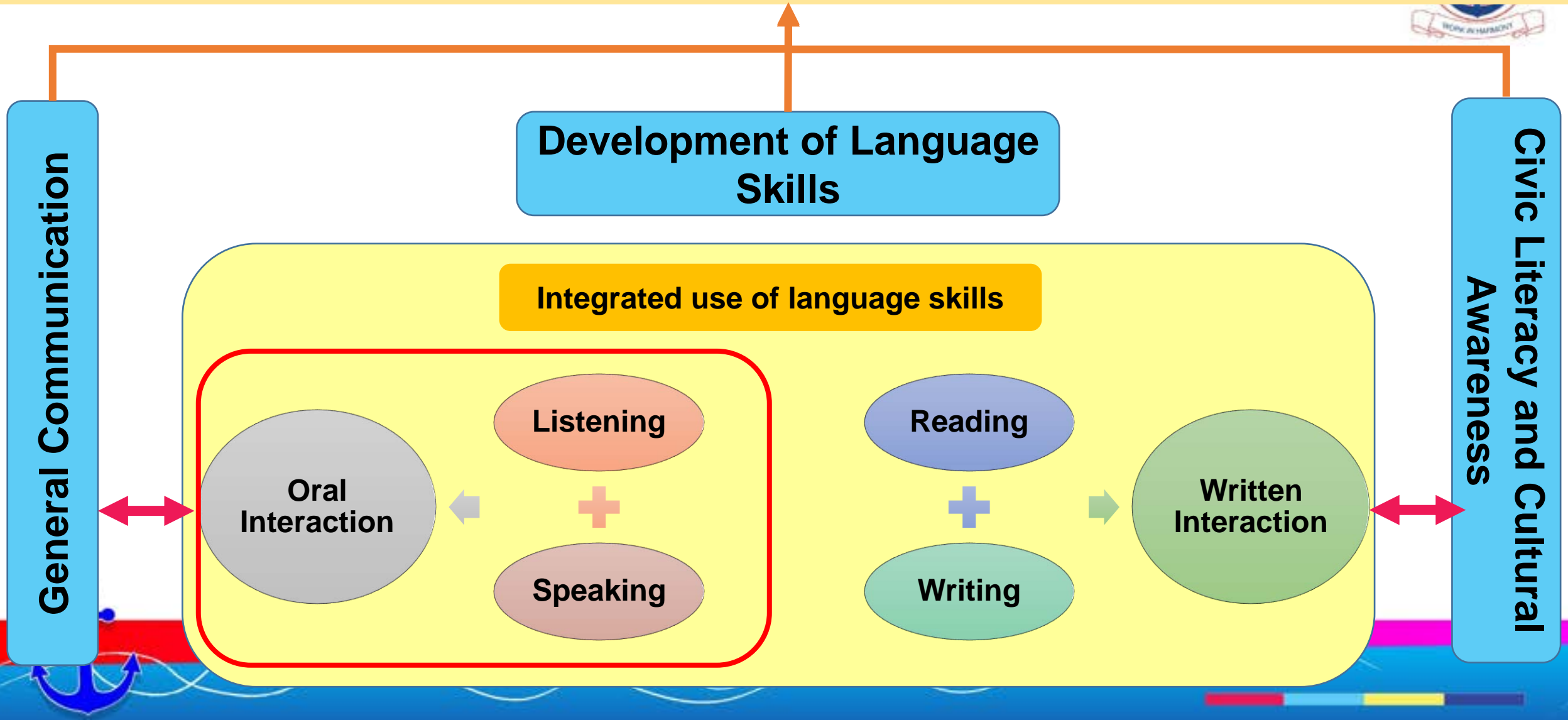
Assessment



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">• Language Use (MCQ)• Fill-in-the-blanks• Comprehension	<p data-bbox="792 454 1161 589">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">• Composition• Written Paper• Listening Comprehension• Oral



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

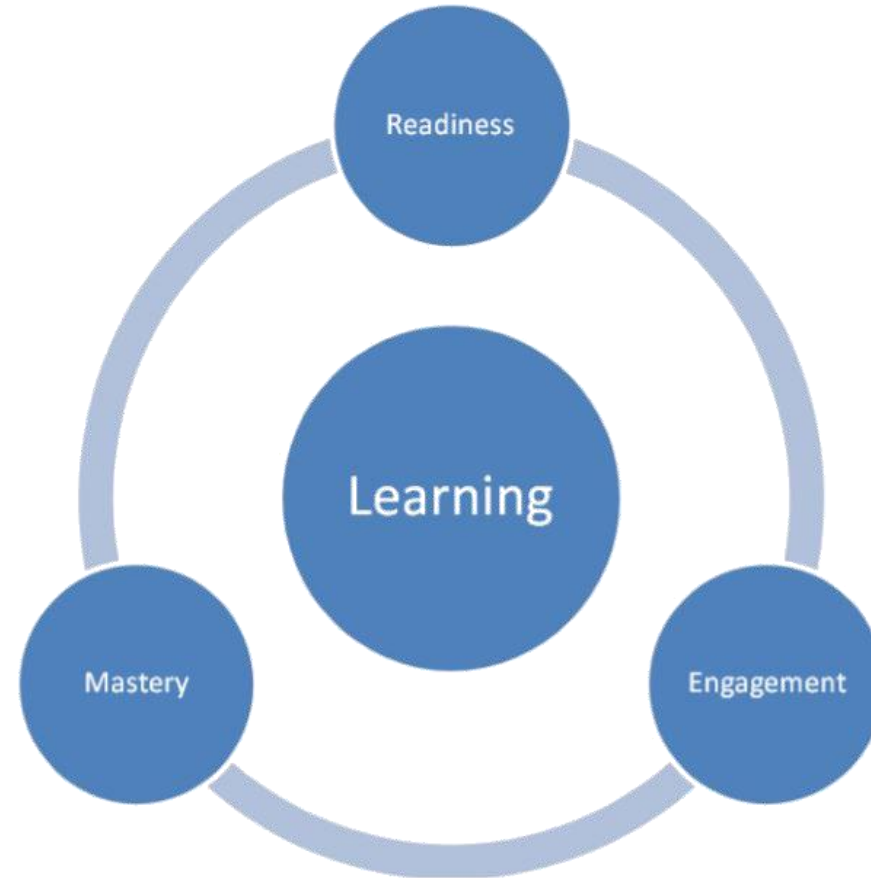


Term 1 (10%)	Term 2 (15%)	Term 3 (15%)	Term 4 (60%)
<p data-bbox="163 515 575 665">Written Assessment</p> <ul data-bbox="78 779 626 1143" style="list-style-type: none"><li data-bbox="78 779 626 915">• Language Use (MCQ)<li data-bbox="78 929 626 1143">• Comprehension (MCQ and Open-ended)	<p data-bbox="766 429 1192 665">Oral Performance Task</p>	<p data-bbox="1378 515 1798 679">Composition Writing</p> <ul data-bbox="1302 779 1798 915" style="list-style-type: none"><li data-bbox="1302 779 1798 915">• 1 composition writing activity	<p data-bbox="2002 515 2397 665">End-of-Year Examination</p> <ul data-bbox="1913 779 2461 1136" style="list-style-type: none"><li data-bbox="1913 779 2461 843">• Composition<li data-bbox="1913 858 2461 922">• Written Paper<li data-bbox="1913 936 2461 1001">• Listening Comprehension<li data-bbox="1913 1015 2461 1136">• Oral





Learning Progression in Mathematics



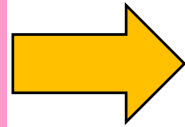
Readiness → Engagement → Mastery (REM)



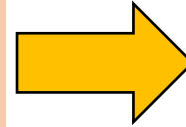
MATHEMATICS

Concrete - Pictorial - Abstract

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



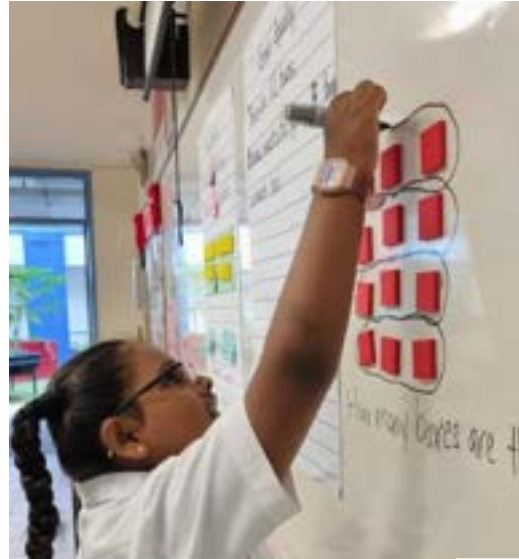
Students draw/use pictures or diagrams to solve problems. The pictures/diagrams represent the tangible concrete objects students use



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**





E2K Mathematics

- Develops students' **mathematical reasoning skills** and **deepens their conceptual understanding** through an **inquiry-based learning**.





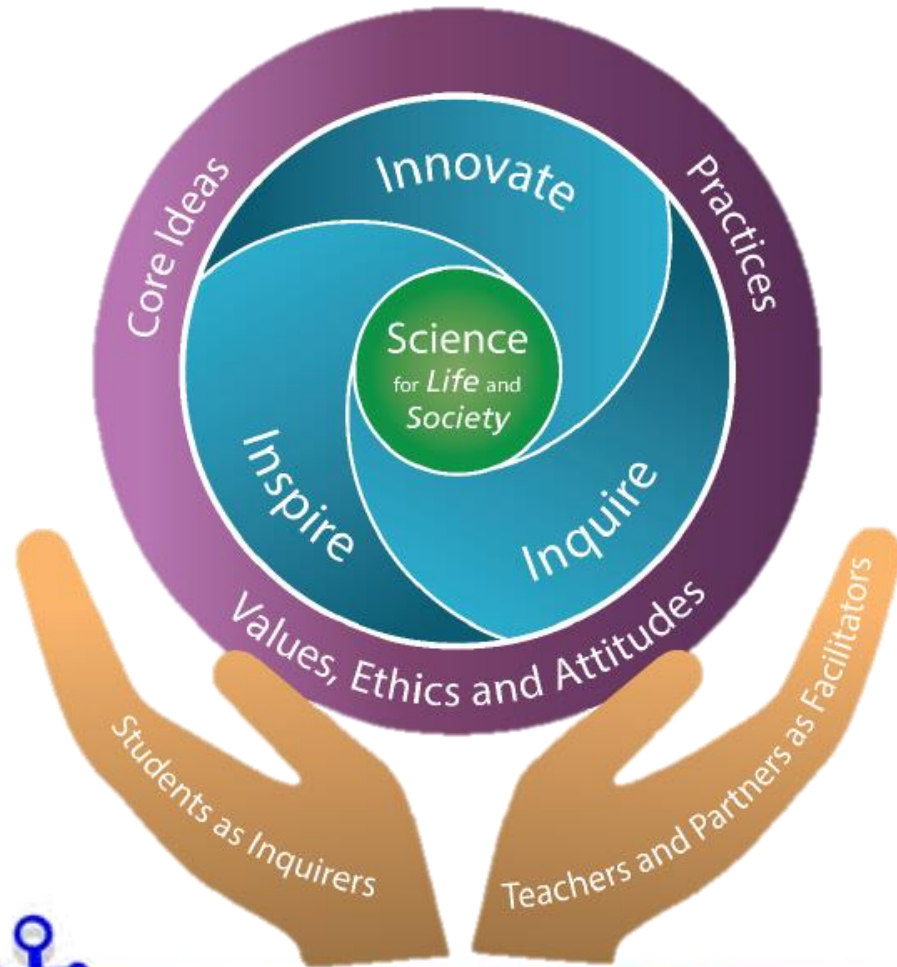
Assessment

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





Science



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



Application of Science in Daily Life

Example:
Life Cycles



Example:
Heat Energy



Example:
Light Energy



Application of Science 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 Resources

1. Textbooks / Workbooks
2. Intensive Practice Worksheets
3. Hands-on Activities
4. Additional Science Programmes – E2K Science and competitions





Science Programmes

- Science Centre Enrichment Programmes
- Inquiry Based and Experiential learning
- Remediation to bridge learning gaps and E2K Science to stretch those who have a keen interest in Science.
- Science Competitions (Science Olympiad and STEM challenge)



Assessment



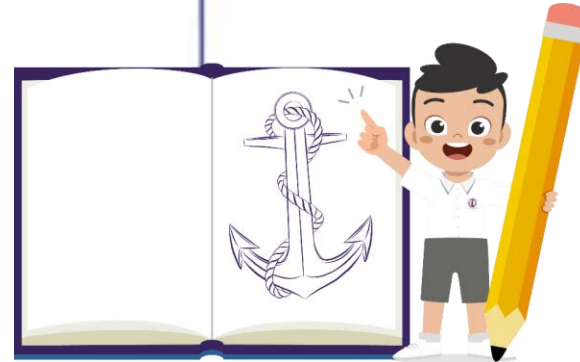
Term	Weightage	Mode
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Joy of Learning begins at Naval Base Primary School!



Partnership with Parents



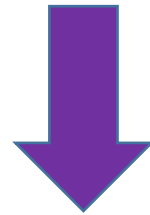
Let's Work Together



“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.





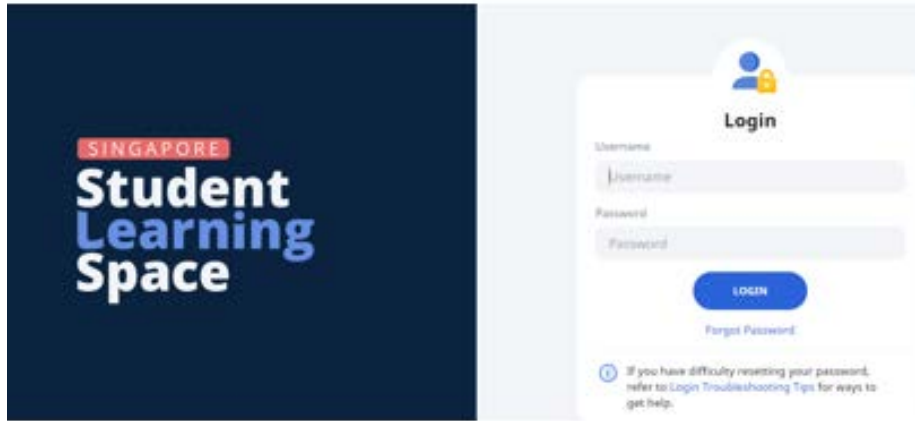
Parents' Communication with Teachers

- 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



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



Naval Base Primary School



@navalbasepri



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







- QR Code

