

# PRIMARY 5 PARENTS ENGAGEMENT SESSION

## 21 JAN 2025



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



# CULTURE OF CARE

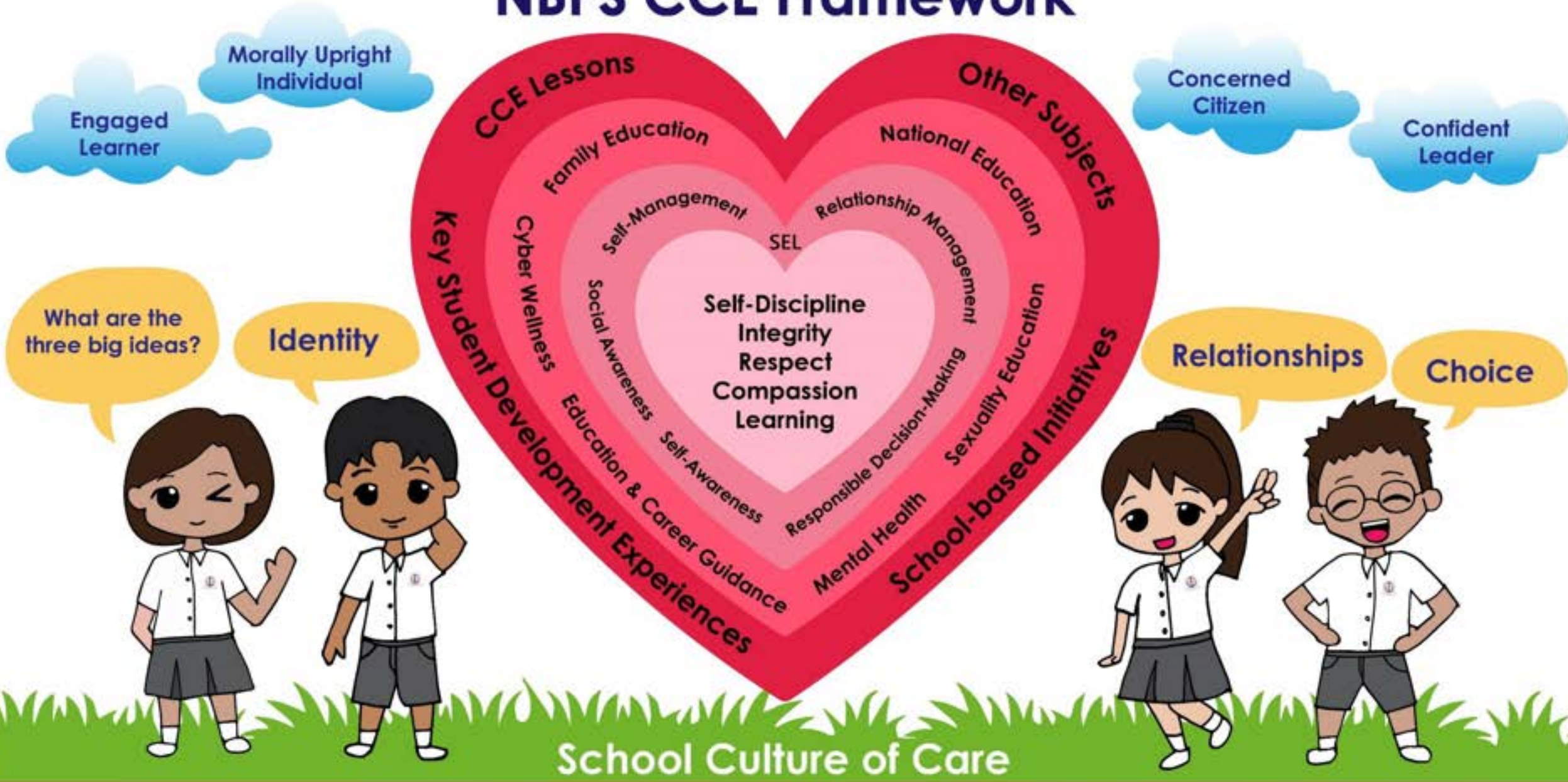




# POSITIVE ENVIRONMENT



# NBPS CCE Framework







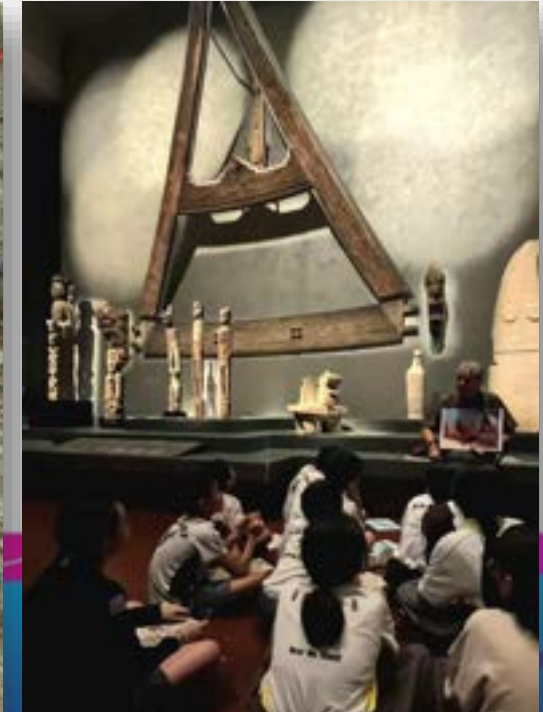
# Growth Mindset @ NBPS

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



# Holistic Development

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





# Kidzania Experience







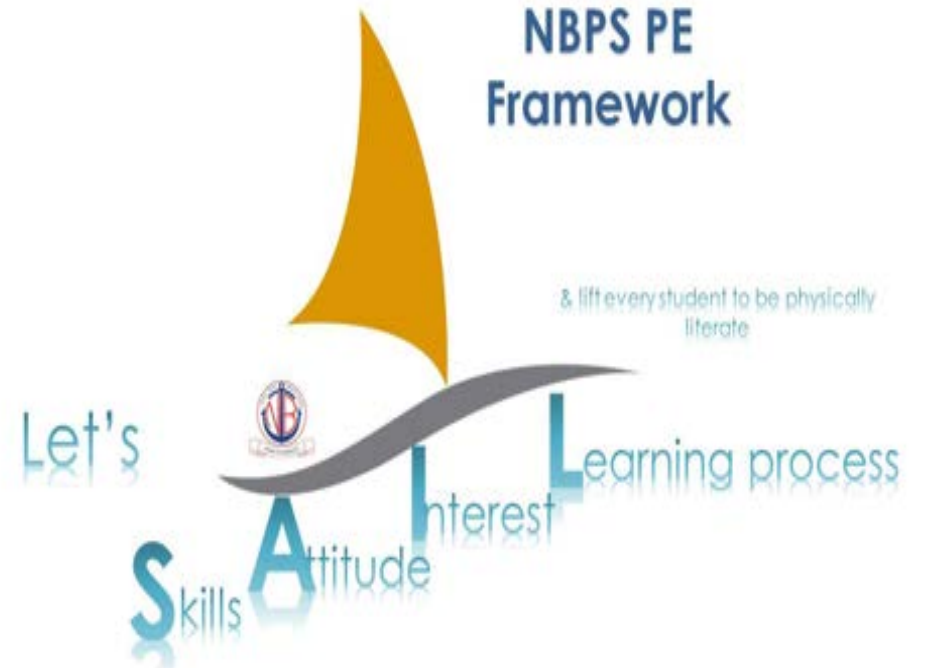
Circle Time is one of the platforms where our students build positive PSR with their peers and TSR with their teachers. It allows them to collaborate with one another to co-construct ideas together in a safe environment. We also want to empower students to share their thoughts and ideas freely with one another.

## Circle Time





# Physical Education



<b>P5</b>	<b>Athletics</b> <b>Sports &amp; Games</b>	<b>Dance</b> <b>Sports &amp; Games</b>	<b>Gymnastics</b> <b>Outdoor Education</b>	<b>Sports &amp; Games</b>
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# 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

Term 1	Term 2	Term 3	Term 4	Remarks
10%	15%	15%	60%	<ul style="list-style-type: none"><li>- Terms 1 - 3 Weighted Assessments</li><li>- Term 4 End-of-Year Examinations</li></ul>

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

# PSLE Aggregate Levels (ALs) & Posting Groups

Achievement Levels			
Standard		Foundation	
1	above 90		
2	85-89		
3	80-84		
4	75-79		
5	65-74		
6	45-64	A	75-100
7	20-44	B	30-74
8	<20	C	<30

**Highest obtainable score: 4**  
**Lowest obtainable score: 32**

PSLE Score	Posting Groups	Indicative level for most subjects at start of S1
4 - 20	3	G3
21 and 22	2 or 3	G2 or G3
23 and 24	2	G2
25	1 or 2	G1 or G2
26 - 30 (with AL7 in English and Mathematics)	1	G1



# Subject-Based Banding (SBB)

If your child (for P4 exam)	Your child may be recommended to take
Passes all 4 subjects and performs very well in Mother Tongue Language	4 standard subjects + Higher Mother Tongue Language
Passes all 4 subjects	4 standard subjects
Passes 3 subjects	4 standard subjects
Passes 2 subjects or less	4 standard subjects; or
	3 standard subjects + 1 other foundation subject; or
	2 standard subjects + 2 other foundation subjects; or
	1 standard subject + 3 other foundation subjects; or
	4 foundation subjects

# P5 SBB

SBB Brochure from MOE will be available on the school's website and sent via Parents' Gateway.

## HOW DOES SUBJECT-BASED BANDING (PRI) WORK?

### @ PRIMARY 4

Student sits for school-based examinations

School recommends a subject combination based on the student's results.

Parents fill up an option form indicating the preferred combination.

### @ PRIMARY 5

Student takes subject combination chosen by parents

English Language, Mathematics, Science and Mother Tongue Language are available at standard and foundation levels.

Higher Mother Tongue Language is also available.

### @ PRIMARY 6

Student takes subject combination decided by his school and sits for the Primary School Leaving Examination (PSLE) at the end of Primary 6.





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





# English Language Learning Approach



## STELLAR

*(STrategies for English Language Learning and Reading)*

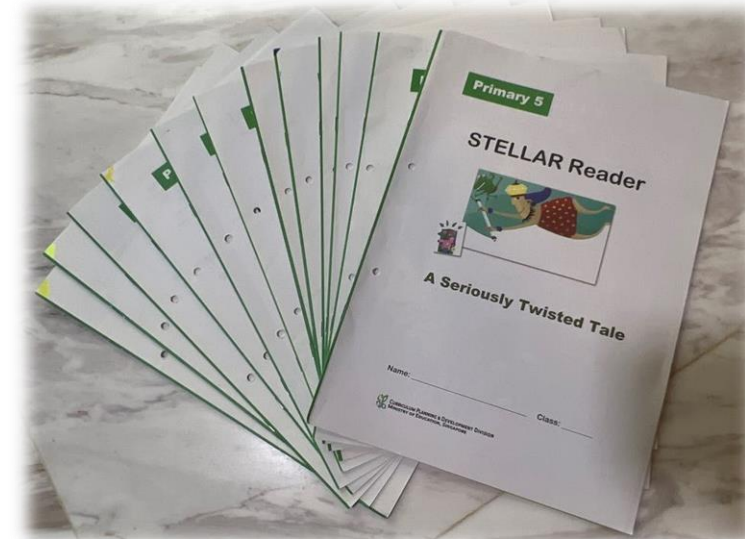






# English Language Resources & Remediation

- STELLAR Readers
- STELLAR worksheets
- Listening Comprehension Booklet
- Oral Booklet



NAVAL BASE PRIMARY SCHOOL  
PRIMARY 5  
ENGLISH

TERM 1 UNIT 1  
Headwords in **Blue**

Name: \_\_\_\_\_ Class: Pt. 1

**KEY TEACHING POINTS**

<b>Understanding</b> • identify and describe (using) the main characters and their roles explicitly in the context of the vocabulary and/or grammar lessons below.	<b>Writing</b> • identify and describe (using) characters and their roles explicitly in the context of the vocabulary and/or grammar lessons below. • write a short story (using) the main characters and their roles explicitly in the context of the vocabulary and/or grammar lessons below. • write a short story (using) the main characters and their roles explicitly in the context of the vocabulary and/or grammar lessons below.
<b>Comprehension</b> • identify and describe (using) the main characters and their roles explicitly in the context of the vocabulary and/or grammar lessons below.	<b>Spelling</b> • identify and describe (using) the main characters and their roles explicitly in the context of the vocabulary and/or grammar lessons below.
<b>Strategies</b> • identifying and comparing predictions.	<b>Spelling</b> • identify and describe (using) the main characters and their roles explicitly in the context of the vocabulary and/or grammar lessons below.
<b>Vocabulary</b> • identify and describe (using) the main characters and their roles explicitly in the context of the vocabulary and/or grammar lessons below.	<b>Spelling</b> • identify and describe (using) the main characters and their roles explicitly in the context of the vocabulary and/or grammar lessons below.
<b>Oral Language</b> • identify and describe (using) the main characters and their roles explicitly in the context of the vocabulary and/or grammar lessons below.	<b>Spelling</b> • identify and describe (using) the main characters and their roles explicitly in the context of the vocabulary and/or grammar lessons below.

**Oral**

Responding to Literature  
• identifying skills.  
• identifying the main problem/situation/s.

NAVAL BASE PRIMARY SCHOOL  
PRIMARY 5  
ENGLISH

TERM 1 UNIT 1  
Headwords in **Blue**

Name: \_\_\_\_\_ Class: Pt. 1

**RESOURCE SHEET #51.1**

Narrative Text Type Chart

Text Organisation	Language Features
Setting	• Adjectives to describe where the story takes place.
Character	• Proper names and first and last person pronouns. • Dialogue/Conversation to convey feelings and thoughts. • Vivid description from narrator. • Verbs to show action and adjectives to describe physical appearance.
Events	• Continuous verbs. • Verbs of all kinds: action, linking, sensing, feeling and thinking. • Connectors for showing sequence of events.
Flashback/Flashforward	• Adverbs of time, manner, place, duration, frequency and adjectives to describe. • Direct and indirect speech to add interest.
Ending	

NAVAL BASE PRIMARY SCHOOL  
PRIMARY 5  
ENGLISH

TERM 1 UNIT 1  
Headwords in **Blue**

Name: \_\_\_\_\_ Class: Pt. 1

**RESOURCE SHEET #51.2**

My Editing Checklist

Task	Yes/No
Did I follow the text-type chart?	
Are there any ideas I want to add/delete?	
Can I improve my writing by changing some parts?	
Can I improve my writing by reordering parts?	
Can I combine any sentences?	
Can I add any adjectives and adverbs to expand some sentences?	
Is my grammar correct?	
Did I use words correctly: to, for, his, your, you're, here, hear, etc.?	
Did I avoid over-use of some words?	
Did I begin my writing in an interesting way?	
Is the ending to my writing interesting?	
Did I write in complete sentences?	
Did I check my spelling?	
Did I start the beginning of each paragraph?	
Did I start all my sentences with a capital letter?	
Did I use capital letters for proper nouns?	
Did I end each sentence with the correct punctuation?	
Did I write conversations. Did I use quotation marks?	



# English Language Fiesta







## Instilling love for reading

- Morning Silent Reading
- NLB Books



# Assessment



Term 1 (10%)	Term 2 (15%)	Term 3 (15%)	Term 4 (60%)
<p>Written Paper</p> <ul style="list-style-type: none"><li>• Language Use (MCQ)</li><li>• Fill-in-the-blanks</li><li>• Open-ended questions</li><li>• Comprehension</li></ul>	<ul style="list-style-type: none"><li>• Continuous Writing</li><li>• Situational Writing</li></ul>	<p>Oral Performance Task</p> <ul style="list-style-type: none"><li>• Reading Aloud</li><li>• Stimulus-based Conversation</li></ul>	<p>End-of-Year Assessments</p> <ul style="list-style-type: none"><li>• Writing</li><li>• Written Paper</li><li>• Listening Comprehension</li><li>• Oral</li></ul>







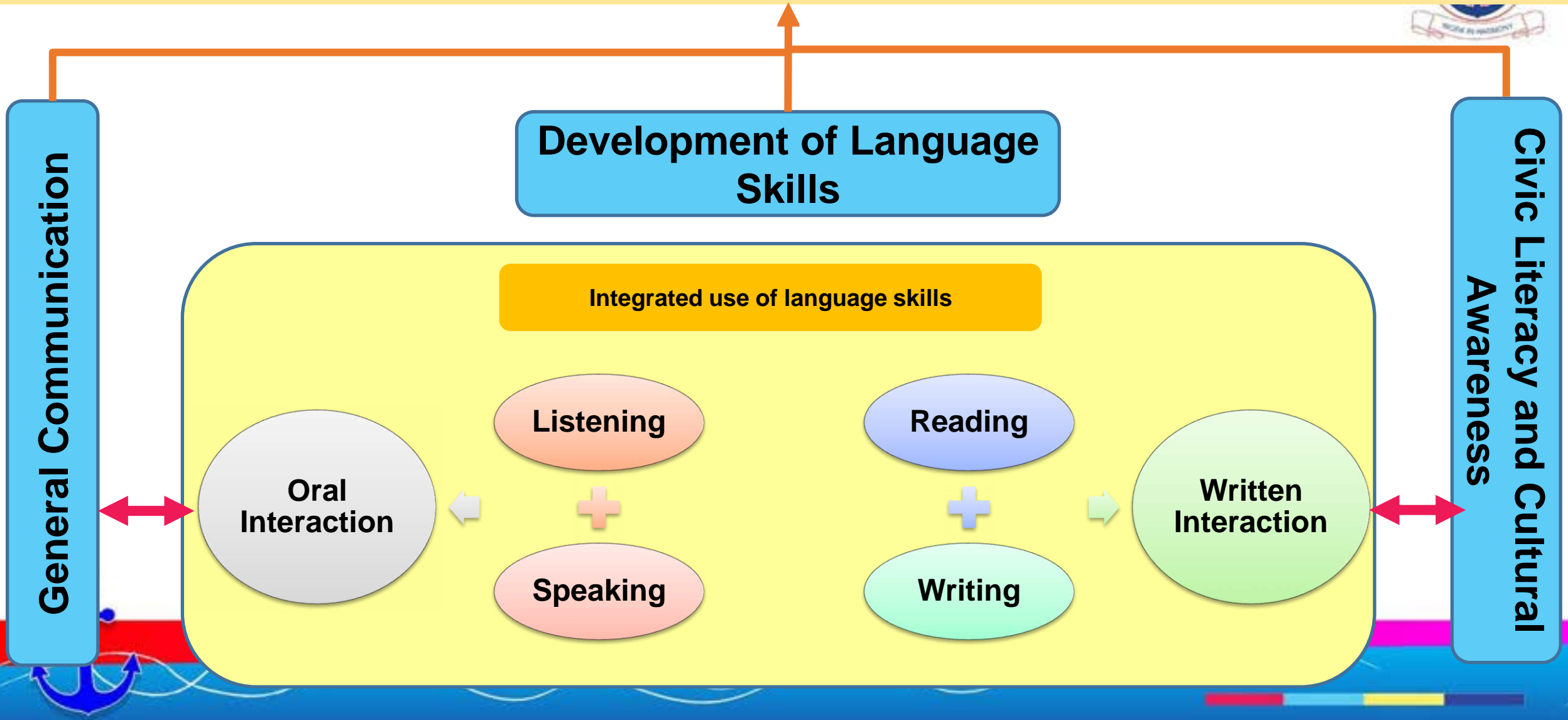
# Mother Tongue Language

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







# Instilling the love for Reading

- Objective: To cultivate the love for reading through Extensive Reading Programme
  - 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
- 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:
  - Mini performance/competition, singing, story-telling, etc.
  - Hands-on workshops
  - Literature and reading





# Assessment (Standard MTL)

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





# Assessment (Foundation MTL)

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





# Assessment (Higher MTL)

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





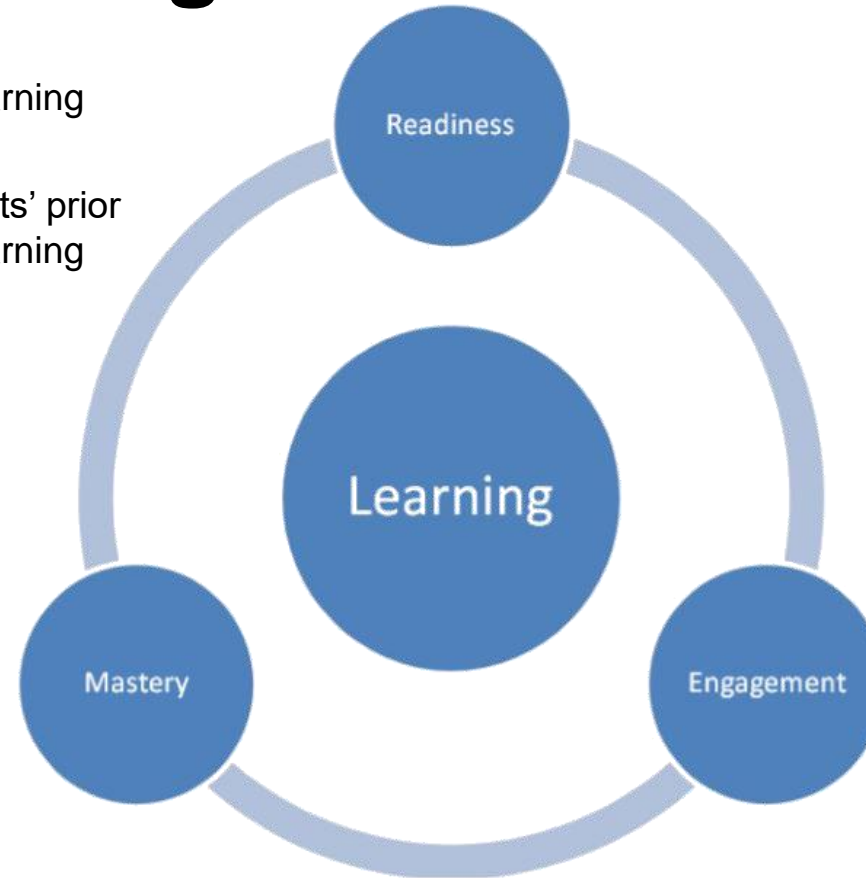


# Learning Progression in Mathematics

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



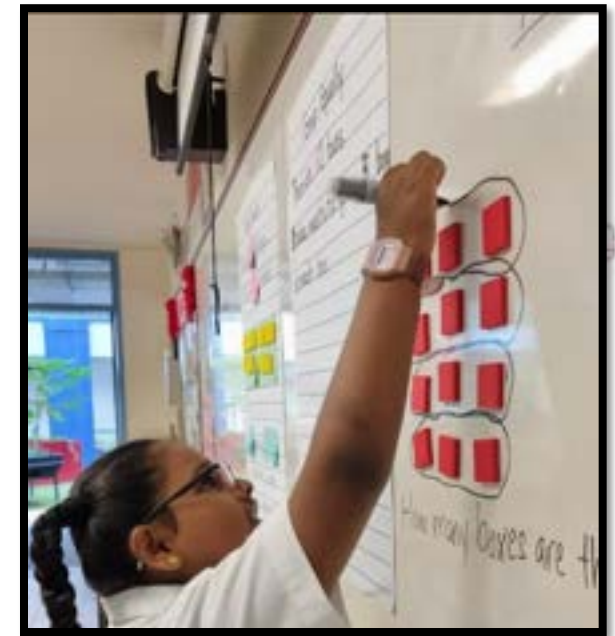
Main phase of learning where teachers use a repertoire of pedagogies to engage students in learning new concepts and skills

Readiness → Engagement → Mastery (REM)

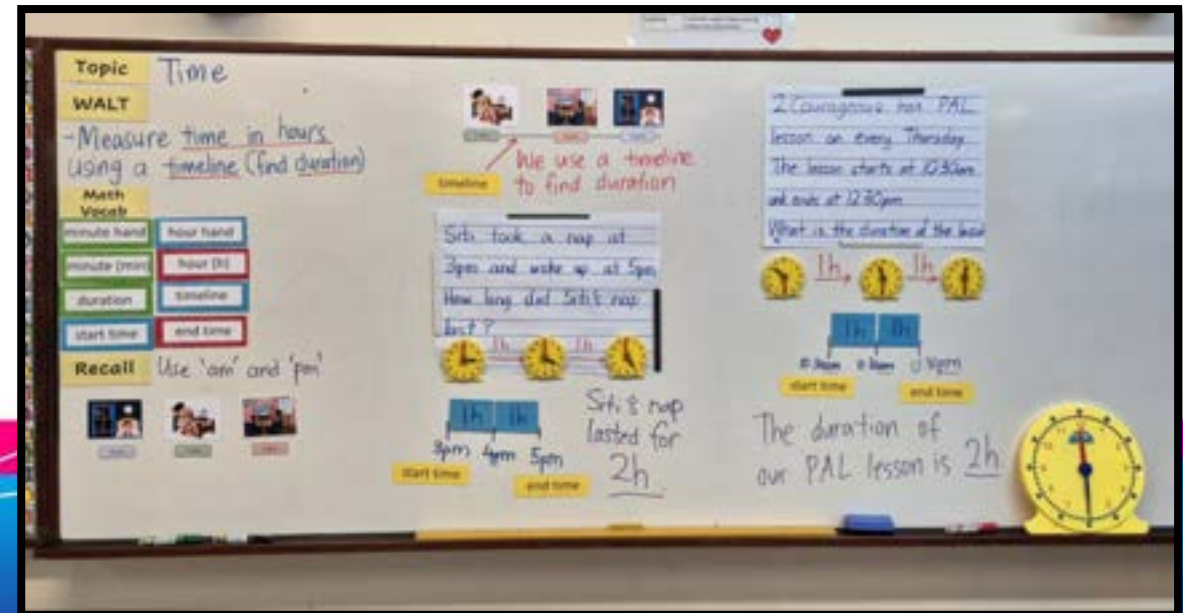


# Mathematics

- Learning Experiences
- Board Work
- Thinking Routines/Metacognitive Questions
- Communication Skills/Talk Moves
- Journalling
- School-based worksheets



Board Work – explicit teaching and modelling







# Mathematics Resources

- Mathematics Textbook
- Mathematics Activity Book / Workbook
- Block Practice Worksheets (differentiated)
  - Open-ended Task
  - Heuristics
  - Model Drawing
- Conceptual Fluency Booklets
- Mathematics Journalling Exercise Book





# P5 Mathematics Programmes

- Remedial
- ICT Enriched lessons
- Math Olympiad







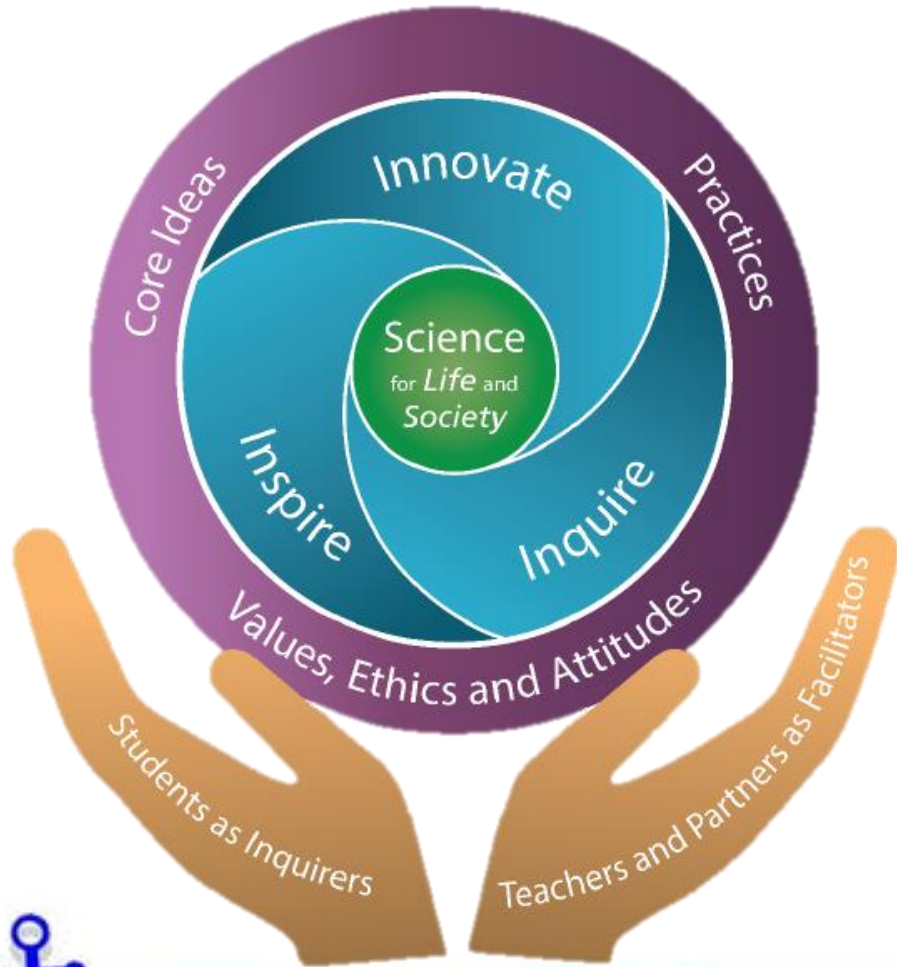
# Assessment

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'***

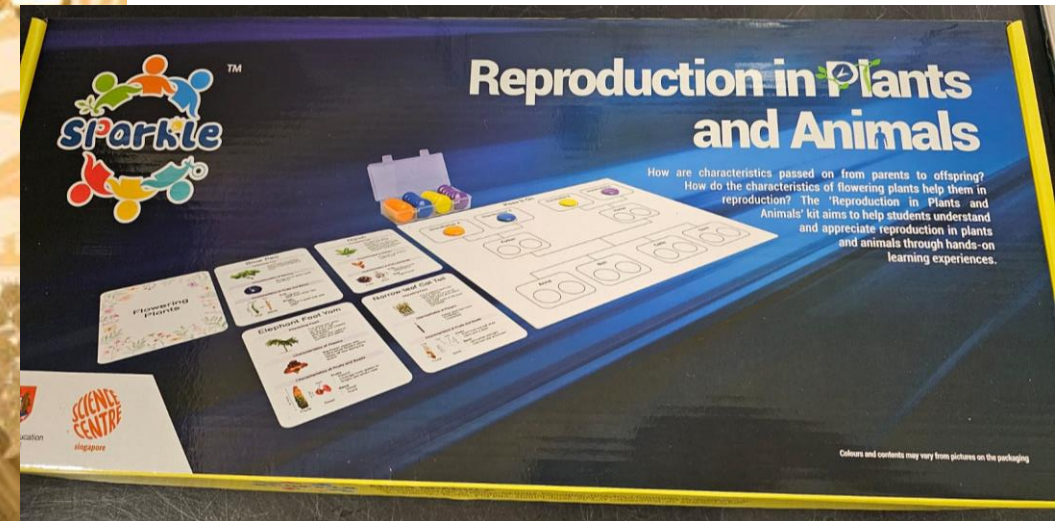


# Application of Science in Daily Life

Example:  
Reproduction in Plants



SPARKLE Kit





# 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 (Inquiry- Based Learning using SPARKLE Kits)
4. Additional Science Programmes



# P5 Science Programmes

- Science Centre Enrichment Programmes
- P5 Math and Science Trail
- Inquiry-Based and Experiential learning
- Remediation to bridge learning gaps
- Science Competitions (Science Olympiad and STEM challenge)





# Assessment



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



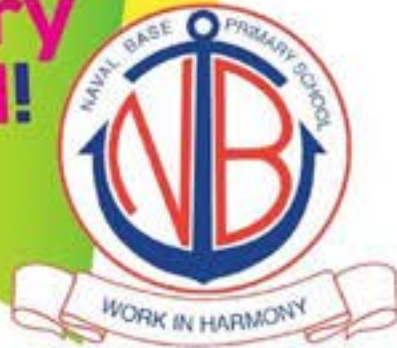


# P5 Support & Stretch Programmes

- Code for Fun
- EL Reading Circles
- E2K Mathematics & Science



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.





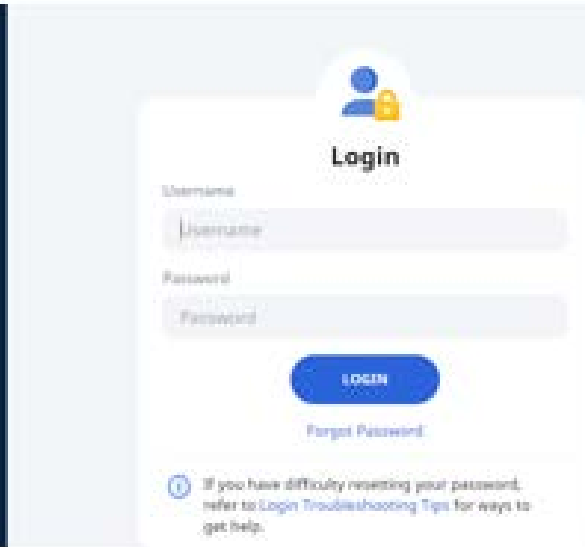


# Parents' Communication with Teachers

- 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, i, 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

