# PRIMARY 5 PARENTS' BRIEFING

## 3 FEB 2023

**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 |
| 2 | Assessment |
| 3 | Examination Dates |
| 4 | Direct School Admission |
| 5 | English, Maths, Science & Mother Tongue |
| 6 | Communication with parents |
| 7 | Your Feedback Matters |

# Introduction to SL, YH, Class Teachers

# Our School Leaders / P5/6 Year Heads

**Mrs Sita Singh**
**(Principal)**

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

**Mr Muhammad Faisal**
**(Vice Principal )**

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

**Mrs Angeline Ang**
**AYH (P5/P6)**

**Mr Jailani**
**AYH (P5/P6)**

# ASSESSMENT

# ASSESSMENT PLAN

| Primary | Term 1 | Term 2 | Term 3 | Term 4 | Remarks |
|---|---|---|---|---|---|
| 4 & 5 | 10% | 15% | 15% | 60% | - Term 1 & 2 Weighted Assessments<br>- Term 4 End-of-Year Examinations |
| 6 | - | - | 100% | - | - Term 1 & 2 Class Test<br>- Term 3 Preliminary Examinations<br>- Term 4 PSLE |

# EXAMINATION REGULATIONS

## Page 24 – Navalite Compass

### EXAMINATION REGULATIONS

**Punctuality**

- Students and parents are to adhere to the examination regulations and timetable strictly.
- Students are to be punctual for all examinations. Latecomers will not be given extra time.

**Conduct during examinations**

- Students are to follow all instructions given by the invigilator.
- Students are to raise their hands to get the invigilator's attention if they need any assistance.
- Students are not allowed to borrow any form of stationery when the test or examination is in progress.
- The school takes a serious view on cheating. No forms of messages, hand signals or passing of information can be made during the examinations. Answer scripts must not be placed in such a position that others can read them.
- If a student breaches any examination rules and regulations, he/she may:

  a) be expelled from the examination room;
  b) be refused entry for subsequent papers; and/or
  c) have his/her examination results forfeited.

**Absence from weighted assessments**

- Weighted assessments are assessments that contribute to the overall result of the student. (See Page 25)
- The following table outlines the guidelines for how absenteeism is managed for weighted assessments:

| | |
|---|---|
| Absent with medical certificate (MC) | Students will be allowed to take the make-up assessment^ if the student returns to school within the given make-up period*.<br><br>Marks will be computed as per normal. |
| Absent without MC but with valid reason (Approval is given based on case to case consideration) | |
| Absent with valid reason for days of assessment and make-up assessment | Marks will be pro-rated accordingly. |
| Absent without valid reason | No marks will be awarded |

*^ Only applicable to written papers in Semestral Assessment.*

MC / Valid reasons are required following:

- Make-up assessments (within the make-up period)
- Pro-rating of results.

# A MORE HOLISTIC ASSESSMENT

All the different ways teachers can assess your child's learning and provide the support for their learning!

- Weighted / Non-weighted Class Tests
- Weighted Examination

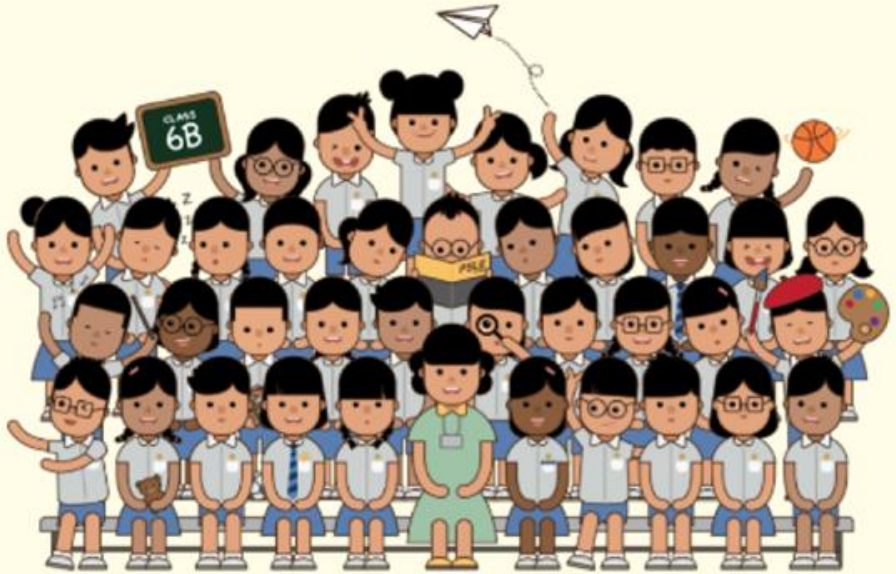
- ICT learning
- Homework
- Classwork

- Class activities
- Class participation

# CHANGES TO THE PSLE SCORING AND S1 POSTING SYSTEMS

## SUPPORTING STUDENTS AND PARENTS IN MAKING INFORMED SCHOOL CHOICES FOR PSLE

***2022 Briefing Deck to P5 and P6 Parents***

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# OVERVIEW

## RECAP

- How the PSLE Scoring System Works
- How the S1 Posting System Works

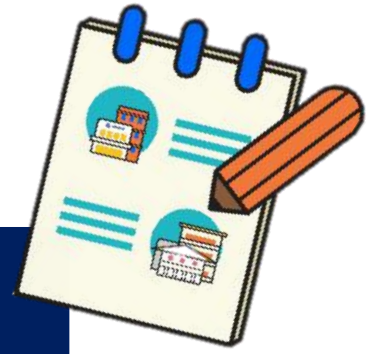
## SUPPORTING STUDENTS AND THEIR PARENTS IN MAKING INFORMED SCHOOL CHOICES

- Understanding the PSLE Score Ranges
- School Choice Journey

# WHAT IS THE INTENT OF THE PSLE?

**A useful checkpoint at the end of primary school**

**A fair way to determine secondary school posting**



Over the years, we have been changing the education system to help our students discover and develop their strengths and interests, while moving away from an over-emphasis on academic results. Our PSLE Scoring changes reduce an over-emphasis on academic results by:

1. **Reducing fine differentiation of students' examination results at a young age.**
2. **Recognising a student's level of achievement, regardless of how his/her peers have done.**
3. **Encouraging families to choose secondary schools holistically based on students' strengths, interests and abilities.**

# HOW THE PSLE SCORING SYSTEM WORKS

# FROM T-SCORE TO SCORING BANDS

**a) Reduces fine differentiation of students' examination results at a young age**

- Students with similar scores in each subject are grouped into wider scoring bands measured in 8 ALs.

**b) Reflects a student's individual level of achievement**

- Students' ALs for each subject reflect their level of achievement, rather than how they have performed relative to their peers.

| AL | RAW MARK RANGE |
|---|---|
| 1 | ≥ 90 |
| 2 | 85 – 89 |
| 3 | 80 – 84 |
| 4 | 75 – 79 |
| 5 | 65 – 74 |
| 6 | 45 – 64 |
| 7 | 20 – 44 |
| 8 | < 20 |

# GRADING OF FOUNDATION SUBJECT GRADES

- Foundation subject grades are graded in scoring bands from **AL A to C**.
- To derive a student's overall PSLE Score for S1 Posting, AL A to AL C for Foundation level subjects are **mapped to AL 6 to AL 8 of Standard level subjects respectively**.
- Similar to the PSLE T-score system, this mapping is based on the learning and assessment load of the subjects, and informs students of how ready they are for the curriculum in secondary school.

| FOUNDATION LEVEL AL | FOUNDATION RAW MARK RANGE | EQUIVALENT STANDARD LEVEL AL |
|---|---|---|
| A | 75 – 100 | 6 |
| B | 30 – 74 | 7 |
| C | < 30 | 8 |

# 4 SUBJECT ALs WILL BE ADDED TO FORM THE OVERALL PSLE SCORE

- The PSLE Score can range from 4 to 32, with 4 being the best.
- Students are placed in secondary school courses based on their PSLE Score – Express, Normal (Academic) or Normal (Technical).

| | |
|---|---|
| ENGLISH LANGUAGE | AL 3 |
| MOTHER TONGUE LANGUAGE | AL 2 |
| MATHEMATICS | AL 1 |
| SCIENCE | AL 2 |

**PSLE SCORE: 8**

| PLACEMENT OUTCOME | PSLE SCORE |
|---|---|
| EXPRESS | 4 – 20 |
| EXPRESS / N(A) OPTION | 21 – 22 |
| N(A) | 23 – 24 |
| N(A) / N(T) OPTION | 25 |
| N(T) | 26 – 30, with AL 7 or better in both EL and MA |

***Express, N(A) and N(T) courses will be phased out by 2024.***

# ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

| ELIGIBILITY CRITERIA FOR HMTL |
| --- |
| **(i) An overall PSLE Score of 8 or better**<br>or<br>**(ii) An overall PSLE Score of 9 to 14 (inclusive); and attain**<br>• **AL 1 / AL 2 in MTL** or<br>• **Distinction / Merit in HMTL** |

- The eligibility criteria for taking HMTL takes reference from past criteria.
- It ensures students can cope with the higher academic load.
- Secondary schools continue to have the flexibility to offer HMTL to students who do not meet the criteria if they:
  - have high ability and interest in MTL, and
  - are able to cope with the learning load required.

# ELIGIBILITY CRITERIA FOR MOTHER TONGUE LANGUAGE (MTL) 'B' IN SECONDARY SCHOOLS

- The MTL 'B' curriculum is designed to help students in the Express and N(A) courses who face exceptional difficulty coping with MTL.

| ELIGIBILITY CRITERIA FOR MTL 'B'<br>(FOR STUDENTS OFFERED THE EXPRESS OR N(A) COURSE) |
| --- |
| **AL 7 or 8** in Standard MTL<br>or<br>**AL B or C** in Foundation MTL |

- Schools have discretion to offer MTL 'B' to students who face exceptional difficulty with MTL but do not meet the eligibility criteria at Secondary 1 based on PSLE results.
- As students progress in secondary school, they may also take up MTL 'B' if they are assessed to be suitable by their schools.

# SUBJECT-BASED BANDING (SECONDARY) [SBB (SEC)] ELIGIBILITY CRITERIA

- SBB (Sec) provides students posted to the N(A) and (NT) courses with **greater flexibility** to take various subjects at a more demanding level based on their subject-specific strengths.
- Under the new PSLE Scoring System, the SBB (Sec) eligibility criteria is as follows:

| FOR STUDENTS POSTED TO THE N(A) OR N(T) COURSE | |
|---|---|
| **PSLE SUBJECT GRADE** | **OPTION TO TAKE SUBJECT AT** |
| **AL 5 or better in a Standard level subject** | **Express level** |
| **AL 6 or better in a Standard level subject<br>OR<br>AL A in a Foundation level subject** | **N(A) level** |

- As students progress in secondary school, they continue to have opportunities at various junctures to take subjects at more demanding levels based on their performance in school.
- Students posted to the Express course will take all their subjects at the Express level.

# SUBJECT-BASED BANDING (SECONDARY) [SBB (SEC)] ELIGIBILITY CRITERIA

**N(A)-Level English**

**N(A)-Level Mother Tongue**

**Express-Level Math**

**N(A)-Level Science**

**EXAMPLE:**

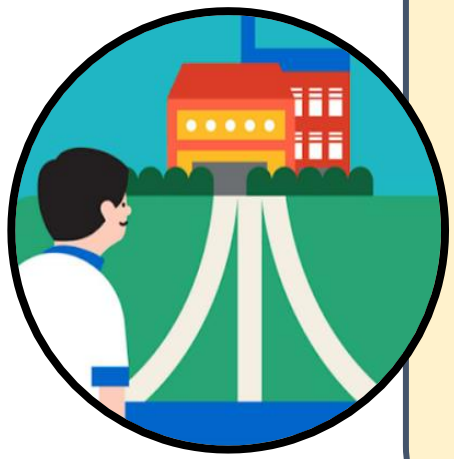
| | |
|---|---|
| ENGLISH LANGUAGE | AL6 |
| MOTHER TONGUE LANGUAGE | AL6 |
| MATHEMATICS | AL5 |
| SCIENCE | AL6 |

**PSLE SCORE: 23**

Offered N(A) course

# FULL SUBJECT-BASED BANDING (FULL SBB)

- MOE is expanding Subject-Based Banding to Full SBB in secondary schools.
- This is in line with the changes to PSLE Scoring to recognise each student's own level of achievement and encourage them to choose secondary schools that fit their strengths and interests.
- Full SBB aims to further nurture the joy of learning and develop multiple pathways to cater to the different student profiles.  Through Full SBB, we want students to:



- have greater ownership of their education, and learn each subject at the level that best caters to their overall strengths, interests and learning needs, and
- have more opportunities to interact with friends of different strengths and interests.
- not be held back by negative self-concepts and labelling.
- have increased access to post-sec pathways, while having strong fundamentals in their subjects so that they are able to thrive in the pathway they choose.

# FULL SUBJECT-BASED BANDING (FULL SBB)

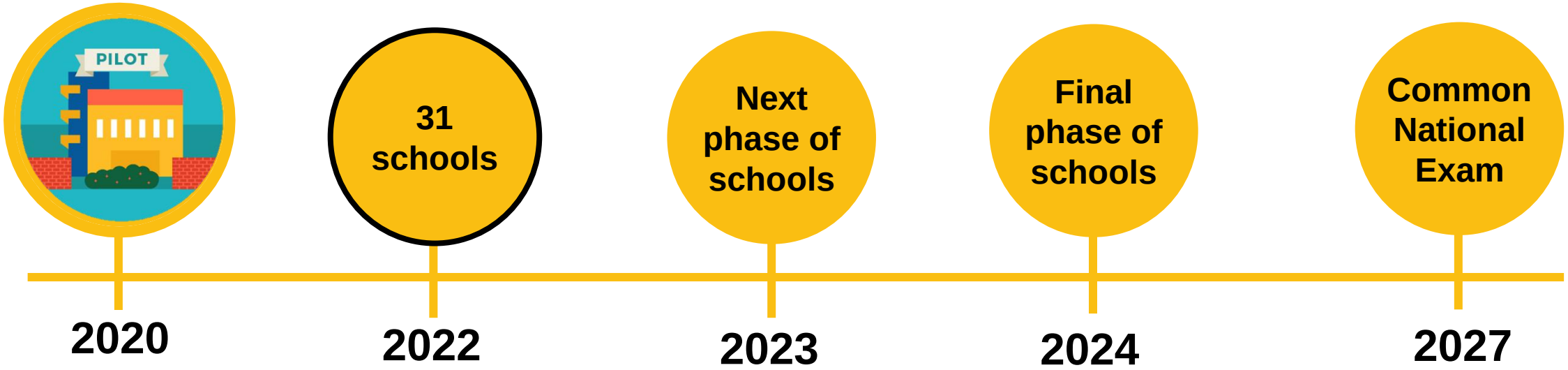
- The following are changes that students will experience from Full SBB:

- Removal of Express, N(A) and N(T) courses
- Mixed form classes
- Common Curriculum subjects
- Offering subjects at a more demanding level, including Humanities subjects
- Common National Examinations
- Post-secondary Admissions ***(More information will be made available at a later date.)***

# FULL SUBJECT-BASED BANDING (FULL SBB) TIMELINE

Link to PSLE-FSBB Microsite

https://go.gov.sg/pslefsbb




Full SBB pilot commenced in 28 secondary schools. Feedback from pilot schools has been positive.

Full SBB will continue to be rolled out to more schools in phases.

From 2024,

- There will no longer be Express, N(A) and N(T) courses.
- Students will be able to study subjects at different levels that suit their interests, strengths and learning needs.

From 2027, students will sit for the common national examination and receive a new national certification with subjects at different levels.

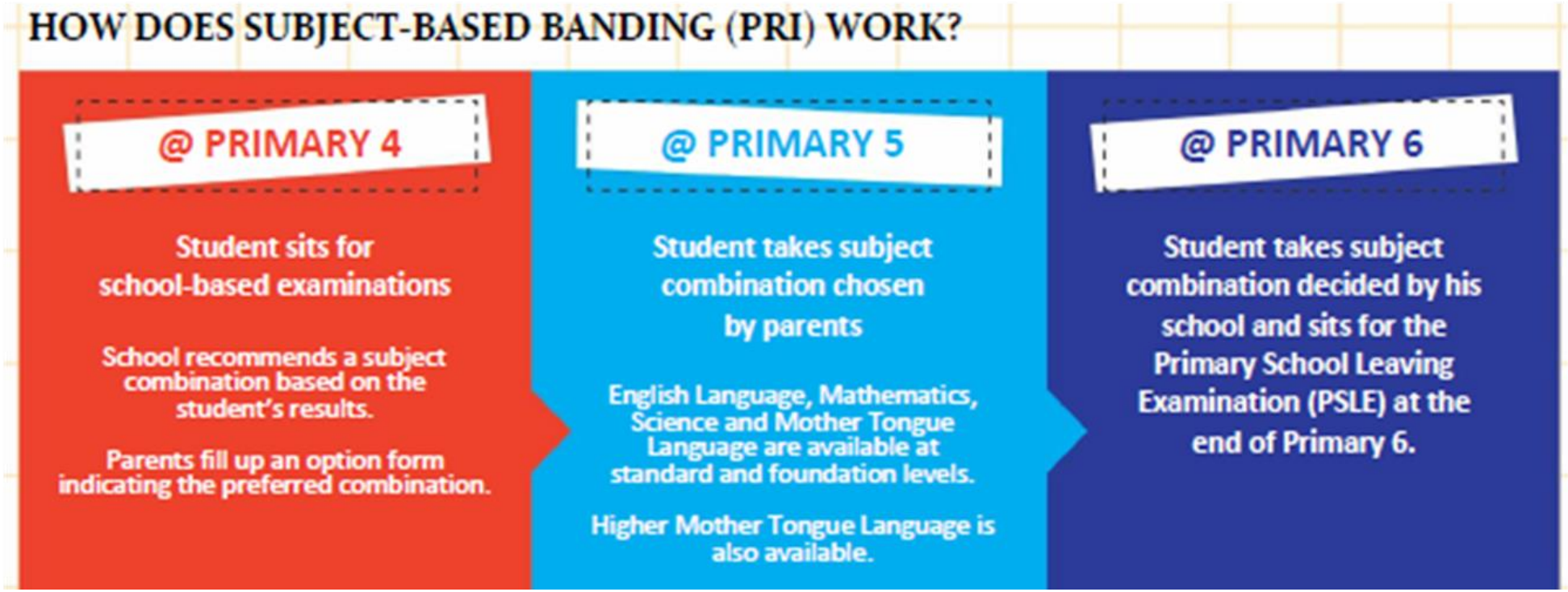
# SUBJECT-BASED BANDING (SBB)

- Every child will be encouraged to do the subjects at the levels that best meet his/her abilities.
- To provide more flexibility to pupils with strengths and abilities that vary across subjects.

| 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 |

# SBB @ P5

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



# PSLE SCORE RANGES FOR INDIVIDUAL SECONDARY SCHOOLS

# PSLE SCORE RANGES FOR ALL SECONDARY SCHOOLS

A school's PSLE Score range (including Cut-Off-Point) for a particular year is not pre-determined before the posting, and may vary from year to year, depending on the cohort's PSLE results and their school choices in that year's S1 Posting Exercise.

**SchoolFinder Tool**

https://www.moe.gov.sg/schoolfinder

**MySkillsFuture Student Portal (Primary)**

https://go.gov.sg/exploreschools

# PSLE SCORE RANGES FOR INDIVIDUAL SECONDARY SCHOOLS

**The PSLE Score range refers to the PSLE Score of the <u>first and last student</u> admitted to a particular school in the previous year via the S1 Posting Exercise.** This shows the range of student profiles who enter each school.

**<u>Example</u>**

XX Secondary School
PSLE Score range of 2021

| | |
|---|---|
| Express | 15 – 20 |
| Normal (Academic) | 21 – 24 |
| Normal (Technical) | 25 – 28 |

PSLE Score of the <u>first</u> student posted into the school in the respective courses

PSLE Score of the <u>last</u> student posted into the school in the respective courses [i.e., the school's **<u>Cut-Off Point</u> (COP)**]

# SCHOOL CHOICE JOURNEY

- The PSLE Score ranges are a **useful reference point** for parents and students to consider secondary schools.

- Use this information, together with other **important factors** such as the secondary schools' distinctive programmes, CCAs, ethos and cultures, to shortlist schools that would best fit the educational needs of the student.

- If your child has specific talents and strengths beyond the PSLE (e.g. areas such as sports, performing arts and leadership), consider the **Direct School Admission-Secondary (DSA-Sec)** as an alternative admission pathway to access secondary schools that have talent development programmes in these areas.

# TIPS FOR PARENTS!

Be open and flexible when discussing your child's preferences, needs and choices.

Manage your own expectations and do not project these expectations onto your child.

Have regular conversations with your child to understand more about his/her interests and aspirations.

Affirm your child and offer support when he/she shares his/her plans with you.

Joy Of Learning begins at Naval Base PrimarySchool!

# 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.)

# Our Goals

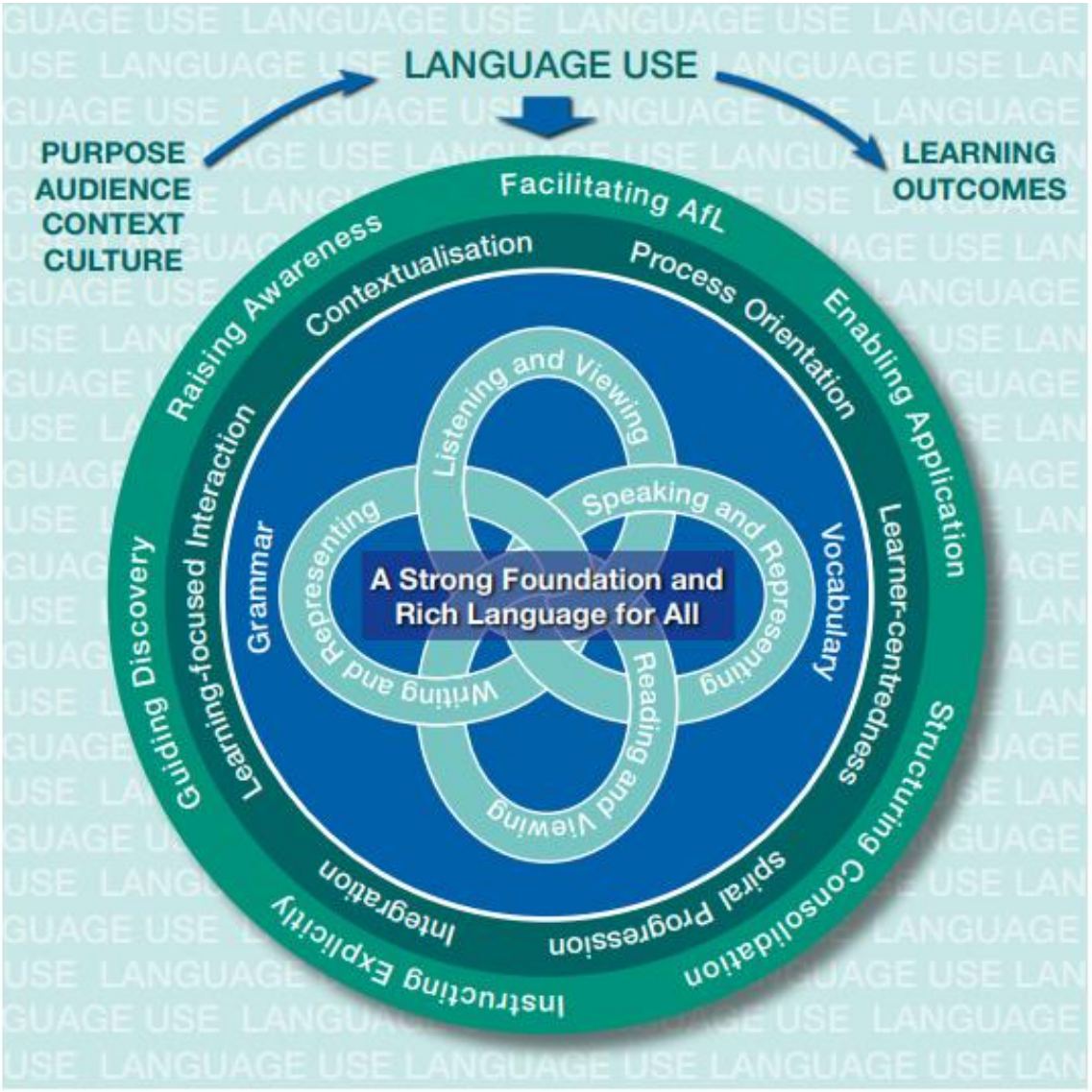
- To empower every Navalite to be **a creative inquirer** who is **confident, empathetic, and effective in their communication** and use of the English Language
- To equip all Navalites with **discerning skills** to distinguish facts from falsehoods

Joy Of Learning begins at Naval Base Primary School!

# English Language Learning Framework

## STELLAR

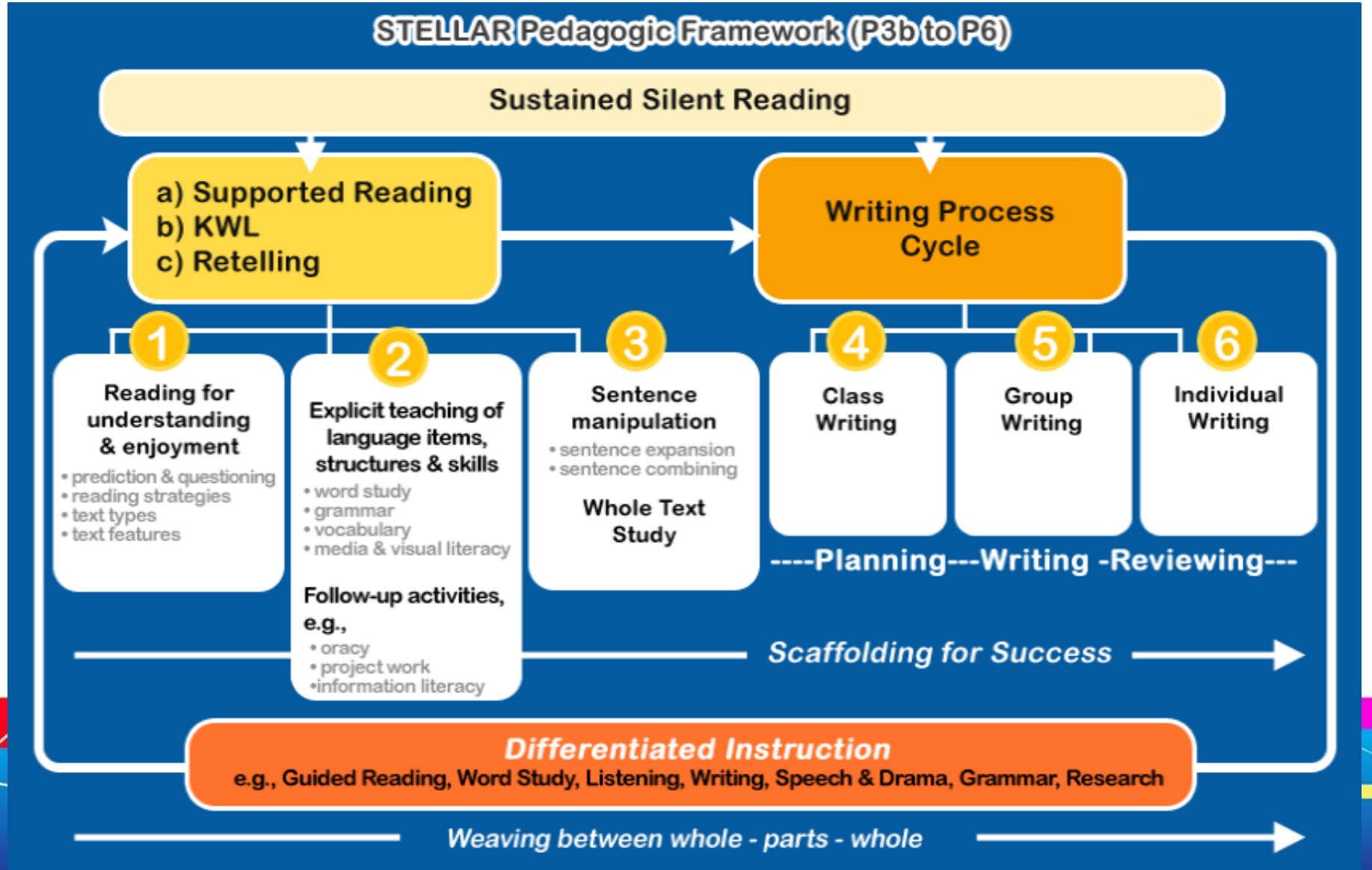
(*STrategies for English Language Learning and Reading*)




Pupils' language use is reflected in the following **areas of language learning**:

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

# STELLAR Curriculum



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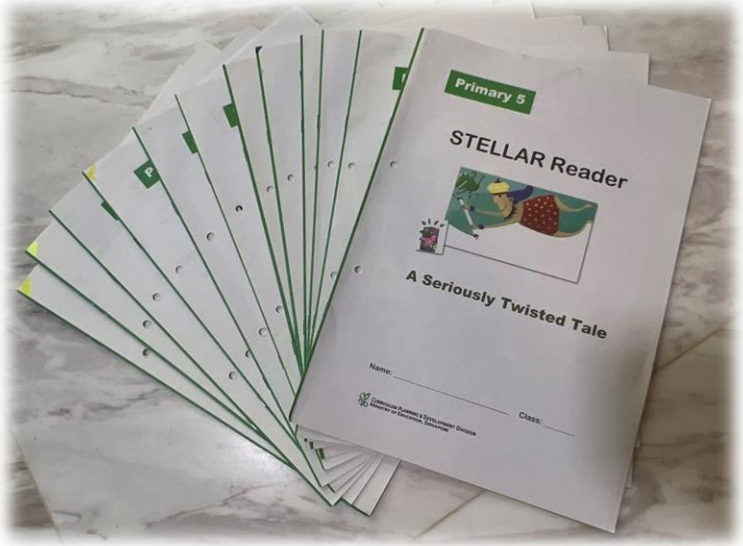
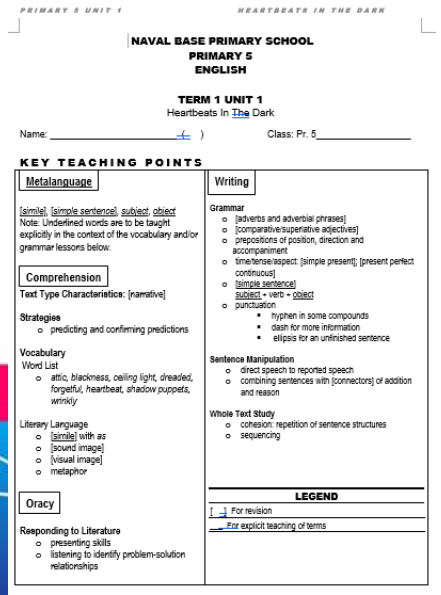
# English Language Resources

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





PRIMARY 5 UNIT 1 HEARTBEATS IN THE DARK

NAVAL BASE PRIMARY SCHOOL
PRIMARY 5
ENGLISH

TERM 1 UNIT 1
Heartbeats In The Dark

Name: _____ ( ) Class: Pr. 5_____

KEY TEACHING POINTS

Metalanguage

[simile], [simple sentence], subject, object
Note: Underlined words are to be taught explicitly in the context of the vocabulary and/or grammar lessons below.

Comprehension

Text Type Characteristics: [narrative]

Strategies
- predicting and confirming predictions

Vocabulary
Word List
- attic, blackness, ceiling light, dreaded, forgetful, heartbeat, shadow puppets, wrinkly

Literary Language
- [simile] with as
- [sound image]
- [visual image]
- metaphor

Oracy

Responding to Literature
- presenting skills
- listening to identify problem-solution relationships

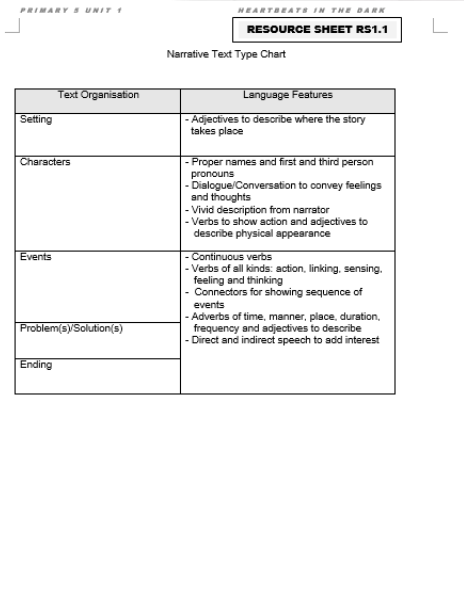
Writing

Grammar
- [adverbs and adverbial phrases]
- [comparative/superlative adjectives]
- prepositions of position, direction and accompaniment
- time/tense/aspect: [simple present]; [present perfect continuous]
- [simple sentence]
  subject + verb + object
- punctuation
  - hyphen in some compounds
  - dash for more information
  - ellipsis for an unfinished sentence

Sentence Manipulation
- direct speech to reported speech
- combining sentences with [connectors] of addition and reason

Whole Text Study
- cohesion: repetition of sentence structures
- sequencing

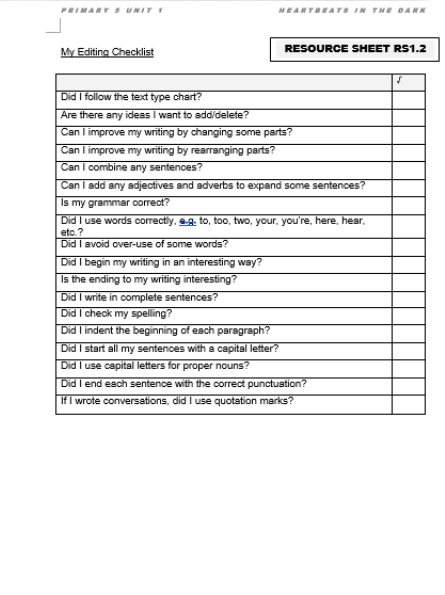
LEGEND
[ ] For revision
___ For explicit teaching of terms


PRIMARY 5 UNIT 1 HEARTBEATS IN THE DARK

RESOURCE SHEET RS1.1

Narrative Text Type Chart

| Text Organisation | Language Features |
|---|---|
| Setting | - Adjectives to describe where the story takes place |
| Characters | - Proper names and first and third person pronouns<br>- Dialogue/Conversation to convey feelings and thoughts<br>- Vivid description from narrator<br>- Verbs to show action and adjectives to describe physical appearance |
| Events | - Continuous verbs<br>- Verbs of all kinds: action, linking, sensing, feeling and thinking<br>- Connectors for showing sequence of events<br>- Adverbs of time, manner, place, duration, frequency and adjectives to describe<br>- Direct and indirect speech to add interest |
| Problem(s)/Solution(s) | |
| Ending | |


PRIMARY 5 UNIT 1 HEARTBEATS IN THE DARK

My Editing Checklist

RESOURCE SHEET RS1.2

| | ✓ |
|---|---|
| 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 rearranging 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, e.g. to, too, two, 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 indent 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? | |
| If I wrote conversations, did I use quotation marks? | |

# English Language Support Programmes

- **Little Red Dot Newspaper subscription**
  ***(except for P5 Foundation English students)***
- **Remedial**

# LITTLE RED DOT



## Performers rai

Chan Qing Hao brings you the highlights of ChildAid 2019

The annual ChildAid charity concert ended its 2019 run on a high note last November.

The 2019 edition featured 102 performers, including singers, dancers and emcees, aged six to 19 over two days.

ChildAid 2019 raised $2.12 million this year, bringing the total amount raised over the show's 15-year run to about $7 million.

Proceeds went to The Straits Times Pocket Money Fund, which provides pupils from low-income families with pocket money, and The Business Times Budding Artists Fund, which helps underprivileged children and young people pursue arts training by funding their classes.

More than 1,600 people came to the last day of the show.

President Halimah Yacob attended the show on its second day, and joined the performers onstage after the performance to witness the cheque presentation.

Nicole Tan Jia Wei, 14, who performed Can You Feel The Love Tonight, from the lion King and The Circle of Life, with two other performers in a medley of Disney songs, said: "I feel incredibly good, we put in a lot of hard work and effort, and performing is such a thrill. I was so nervous about the President being there."

As the young performers reached the end of their three-month-long performing journey, tears were shed backstage at the end of the show.

Husna Humairah Muhammad Hafiz, 10, who sang Domino by Jessie J with three other performers, said: "I really wanted it to be forever. I'm going to miss everyone so much."

Top: ChildAid performers on stage. Above: (from left) Ms Wang (editor-in-chief, English/Malay/Tamil media group, Singapore Press Holdings), Ms Ng Tat Chung (CEO, SPH), Mr Ng Tat Chung (CEO, SPH) and Ms Halimah Yacob (centre) with performers as a token of appreciation for President's support.





## VOCABULARY

BY DEBRA ANN FRANCISCO

**Pick the most appropriate word or phrase from the table and fill in the blanks with the correct answers.**

| | |
|---|---|
| crowd of onlookers | state of shock |
| fiery crash | make the rounds |
| fire-ravaged | skid underneath |
| turn out | lost control |
| road divider | fearsome encounter |

A motorcycle is the opposite lane 1. _____ and flew over the road divider towards his car along Eng Neo Avenue.

Retired lorry driver Tan Cheng Whatt, 72, hit the brakes, but still the bike, which had already caught fire, managed to 2. _____ his car.

Within seconds, the fire started to spread but Mr Tan had no time to panic – he had to rescue his wheelchair-bound wife Khoo Geok Hwa, 68, who was in the passenger seat.

In less than a minute, he rushed out of the Toyota Rush, ran across to pull his wife out, and dragged her up the footpath with the help of a few passers-by, as the 3. _____ on, according to video footage online.

The couple, who escaped unhurt, experienced this 4. _____ last Saturday evening while they were on their way to pick their daughter up from work at the nearby fun city.

Madam Khoo told The Straits Times on Sunday that she was in a 5. _____ when the accident took place.

"I was very scared and my hands and feet had gone soft. This kind of thing has never happened before. But I am so thankful to everyone who helped me," she said.

The police and the Singapore Civil Defence Force (SCDF) said they were alerted to an accident involving a motorcycle and a car along Eng Neo Avenue, towards Bukit Batok Road, at about 5.20pm.

The SCDF put out the fire with a water jet and a compressed air foam backpack.

The 23-year-old motorcyclist suffered minor injuries. He was conscious when taken to National University Hospital.

The evening caused a traffic jam. A video of the 6. _____ shows a row of cars behind the Toyota Rush as a 7. _____ gathered to watch the blazing car.

As these clips 8. _____ on social media, Facebook user Derrick Tan identified himself as the owner of the car and said his parents were in the vehicle when the accident happened.

According to a police report made by Mr Derrick Tan's father and seen by The Straits Times, the motorcycle was travelling in the opposite lane when it skidded and hit the 9. _____, throwing both the bike and its rider into the same lane as the car.

"My mum cried. She saw the car catch fire and is very thankful that my dad was fast enough because if not, she would have been burnt.

"I was very worried at first but I'm glad to hear that everyone is okay. It seemed 10. _____ like a freak accident," said Mr Tan, 36, who runs a dog daycare and training school at Turf City, which his sister also works at.

Mr Tan said he had just renewed his Certificate Of Entitlement for the 10-year-old Toyota Rush. He added that the car was too badly damaged and he would have to get a new vehicle.

Investigations are ongoing.

Adapted from "Man, 72, rescues wife in wheelchair from burning car", by (Straits Aug. 27, Dec 30, 2019)

Mr Tan Cheng Whatt, 72, and Madam Khoo Geok Hwa, 68, were in their car when it caught fire along Eng Neo Avenue on Dec 28. ST FILE PHOTO

ANSWERS ON PAGE 5

## CREATIVE WRITING

**Look at the photographs below. Write five to six sentences for each, using some of the creative phrases from the helping words in the box on the facing page.**

**Learning outcomes**
This lesson activity has been designed to let you practise the following:
+ Vocabulary (LO2) – Demonstrate a rich vocabulary that supports the development of listening, reading, viewing, speaking, writing and representing skills.
+ Grammar (LO3) – Apply knowledge of grammatical rules at sentence level.

PHOTOS: ST FILE, UNSPLASH

RESPONSIBLE

Do not multitask while crossing the road – always look out for vehicles!

### IRAN

Schools in Tehran were closed from Dec 29 to 31 due to severe air pollution.

The city's pollution levels tend to increase during winter due to a phenomenon called thermal inversion.

This is when cold air and a lack of wind traps hazardous smog over the capital.

Tehran is one of the world's most polluted cities.

At the time of the school closure, the average concentration of the finest and most hazardous particles in the air was at 147 micrograms per cubic metre, according to government website air.tehran.ir.

That is close to six times the World Health Organisation's recommended maximum of 25 micrograms per square metre.

Thick smog covering Tehran obscured the nearby mountains.

BIGTHING BIGONENGLISH

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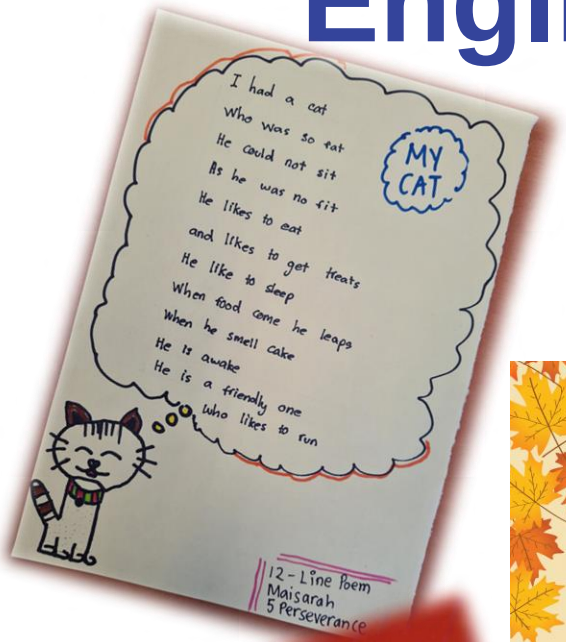
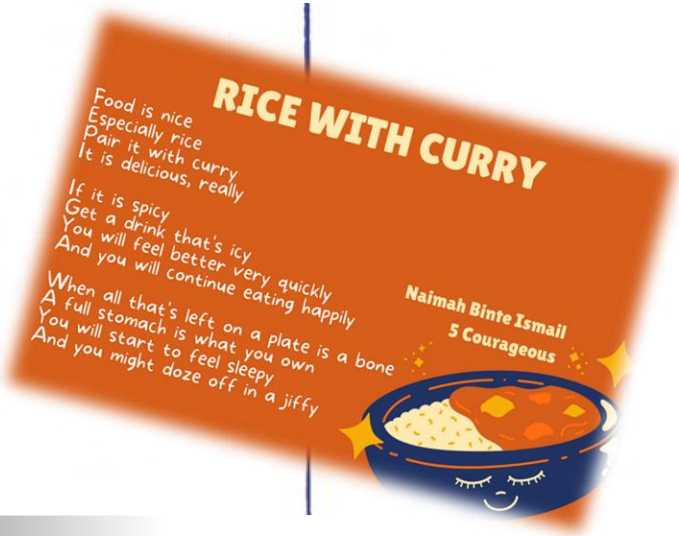
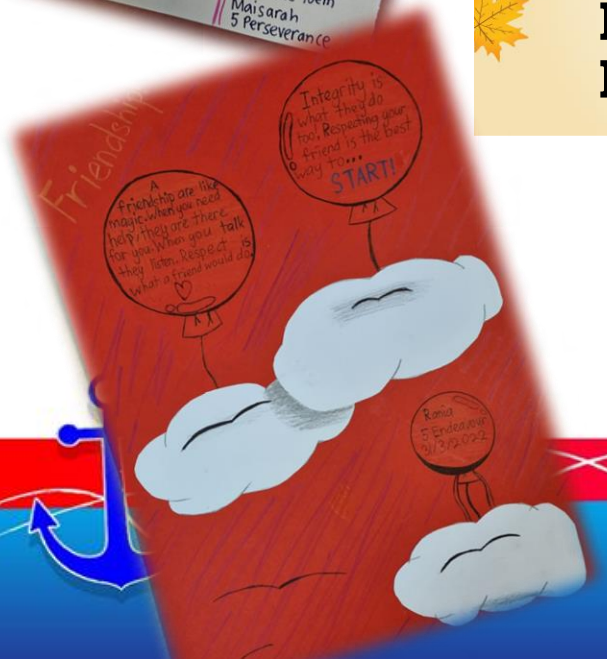
# English Language Key Programme

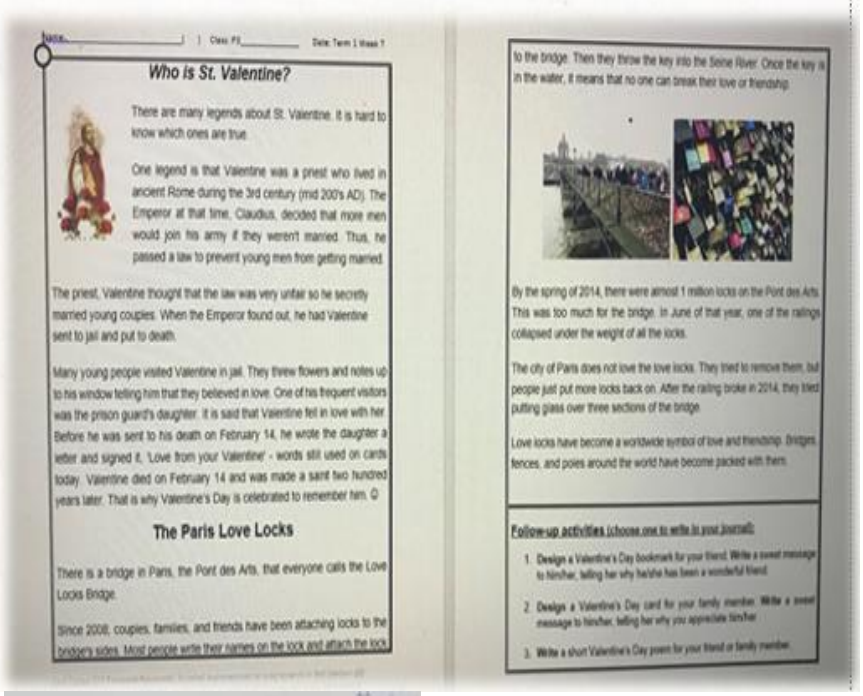
## La Fiesta





Instilling fun & joy in their learning of the English Language



Who is St. Valentine?

There are many legends about St. Valentine. It is hard to know which ones are true.

One legend is that Valentine was a priest who lived in ancient Rome during the 3rd century (mid 200's AD). The Emperor at that time, Claudius, decided that more men would join his army if they weren't married. Thus, he passed a law to prevent young men from getting married.

The priest, Valentine thought that the law was very unfair so he secretly married young couples. When the Emperor found out, he had Valentine sent to jail and put to death.

Many young people visited Valentine in jail. They threw flowers and notes up to his window telling him that they believed in love. One of his frequent visitors was the prison guard's daughter. It is said that Valentine fell in love with her. Before he was sent to his death on February 14, he wrote the daughter a letter and signed it, 'Love from your Valentine' - words still used on cards today. Valentine died on February 14 and was made a saint two hundred years later. That is why Valentine's Day is celebrated to remember him.

The Paris Love Locks

There is a bridge in Paris, the Pont des Arts, that everyone calls the Love Locks Bridge.

Since 2008, couples, families, and friends have been attaching locks to the bridge's sides. Most people write their names on the lock and attach the lock to the bridge. Then they throw the key into the Seine River. Once the key is in the water, it means that no one can break their love or friendship.



By the spring of 2014, there were almost 1 million locks on the Pont des Arts. This was too much for the bridge. In June of that year, one of the railings collapsed under the weight of all the locks.

The city of Paris does not love the love locks. They tried to remove them, but people just put more locks back on. After the railing broke in 2014, they tried putting glass over three sections of the bridge.

Love locks have become a worldwide symbol of love and friendship. Bridges, fences, and poles around the world have become packed with them.

Follow-up activities (choose one to write in your journal):

1. Design a Valentine's Day bookmark for your friend. Write a sweet message to him/her, telling her why he/she has been a wonderful friend.
2. Design a Valentine's Day card for your family member. Write a sweet message to him/her, telling her why you appreciate him/her.
3. Write a short Valentine's Day poem for your friend or family member.

# Reading Programmes

- Morning Silent Reading
- Let's Read articles
- NLB Books

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# Assessment

| Term 1 (10%) | Term 2 (15%) | Term 3 (15%) | Term 4 (60%) |
|---|---|---|---|
| Topical Test (Written)<br><br>• Language Use (MCQ)<br>• Fill-in-the-blanks<br>• Open-ended questions<br>• Comprehension | Oral Performance Task<br><br>• Reading Aloud<br>• Stimulus-based Conversation | Writing<br><br>• Continuous Writing<br>• Situational Writing | End-of-Year Assessments<br><br>• Writing<br>• Written Paper<br>• Listening Comprehension<br>• 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
- Have a conducive environment for them to learn at home
- Watch documentaries with them
- Take them on educational trips
- Talk to them

# MATHEMATICS

# Purpose Of Mathematics

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

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# Primary Mathematics Curriculum

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

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# Primary Mathematics Curriculum

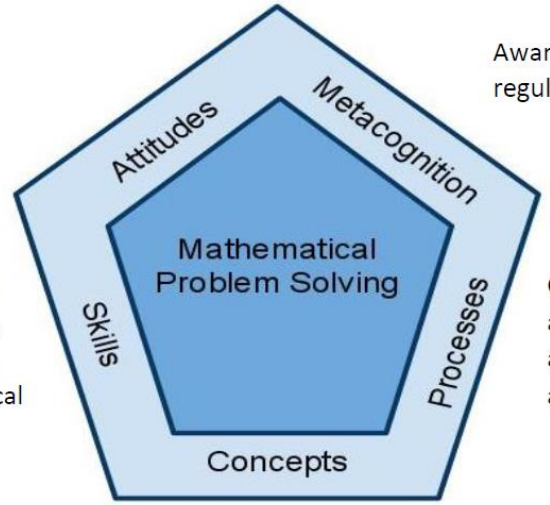
- Acquire mathematical concepts and skills for everyday use and continuous learning in Mathematics
- Develop thinking, reasoning communication, application and metacognitive skills through a mathematical approach to problem solving
- Build confidence and foster interest in Mathematics

# MATHEMATICS FRAMEWORK

Mathematics Curriculum Framework

Belief, appreciation, confidence, motivation, interest and perseverance

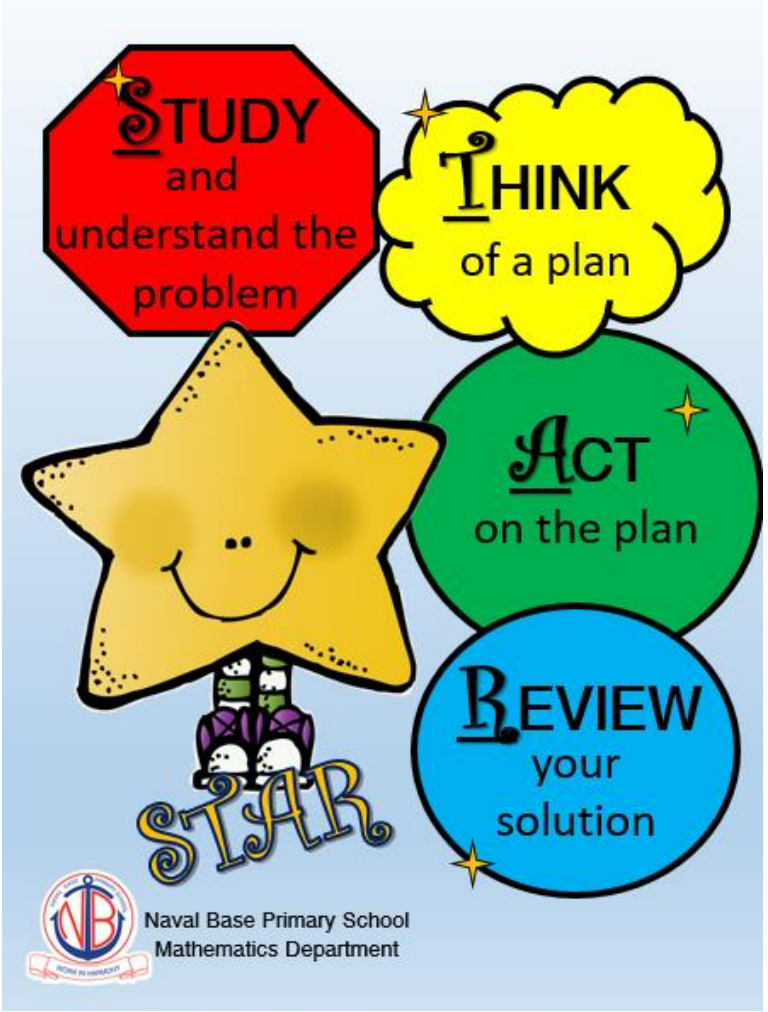
Awareness, monitoring and regulation of thought processes

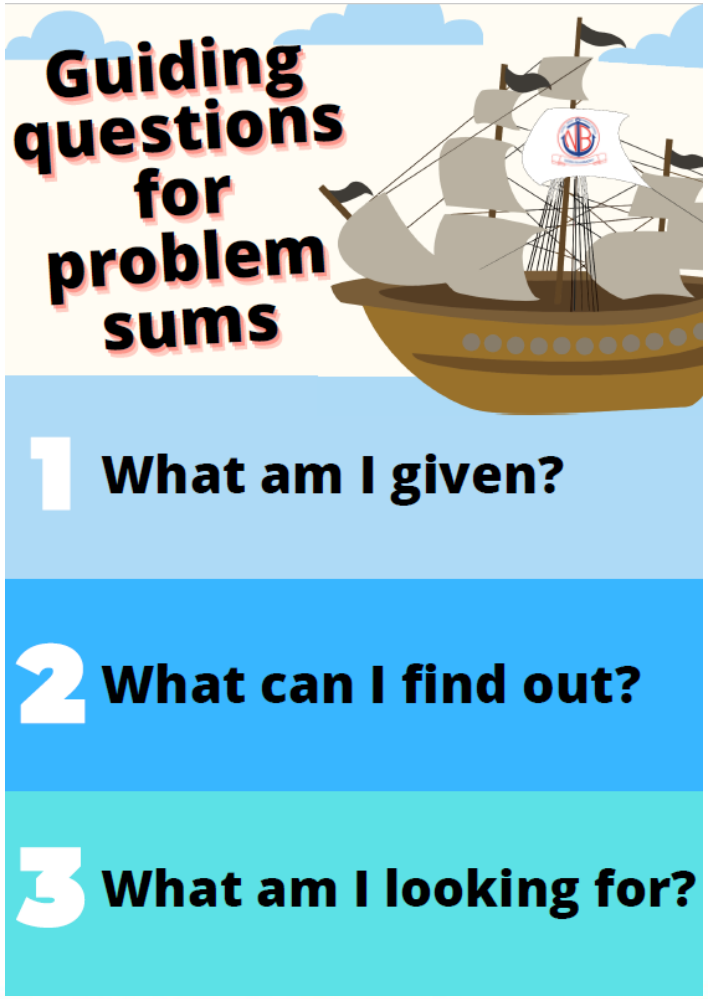



Proficiency in carrying out operations and algorithms, visualising space, handling data and using mathematical tools

Competencies in abstracting and reasoning, representing and communicating, applying and modelling

Understanding of the properties and relationships, operations and algorithms


STUDY
and understand the problem
THINK
of a plan
ACT
on the plan
REVIEW
your solution
STAR
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 Textbook
- Mathematics Practice book
- ID2P (Interleaved Distributed Differentiated Practices)
- Factual Fluency Booklets
- Heuristics Worksheets
- Model Drawing Package

# P5 Mathematics Programmes

- Improving Confidence and Achievement in Numeracy
- Remedial
- ICT Enriched lessons
- Math Olympiad
- E2K Mathematics

# 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**
- Recalling Basic Math Facts
- Mastery of Times Tables
- Heuristics/Problem-Solving Skills

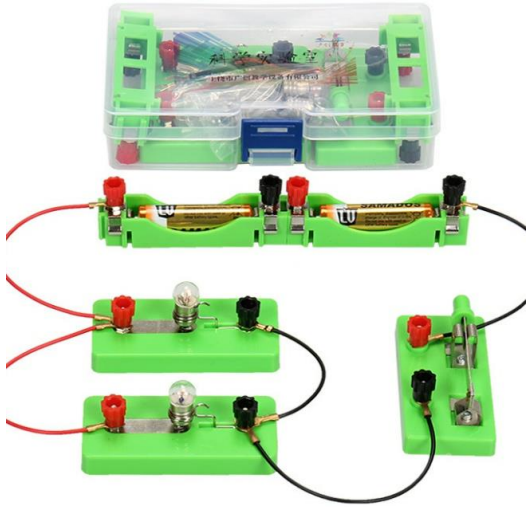
# SCIENCE

# Purpose of Science: Application in Daily Life

Example:

Reproduction in Plants

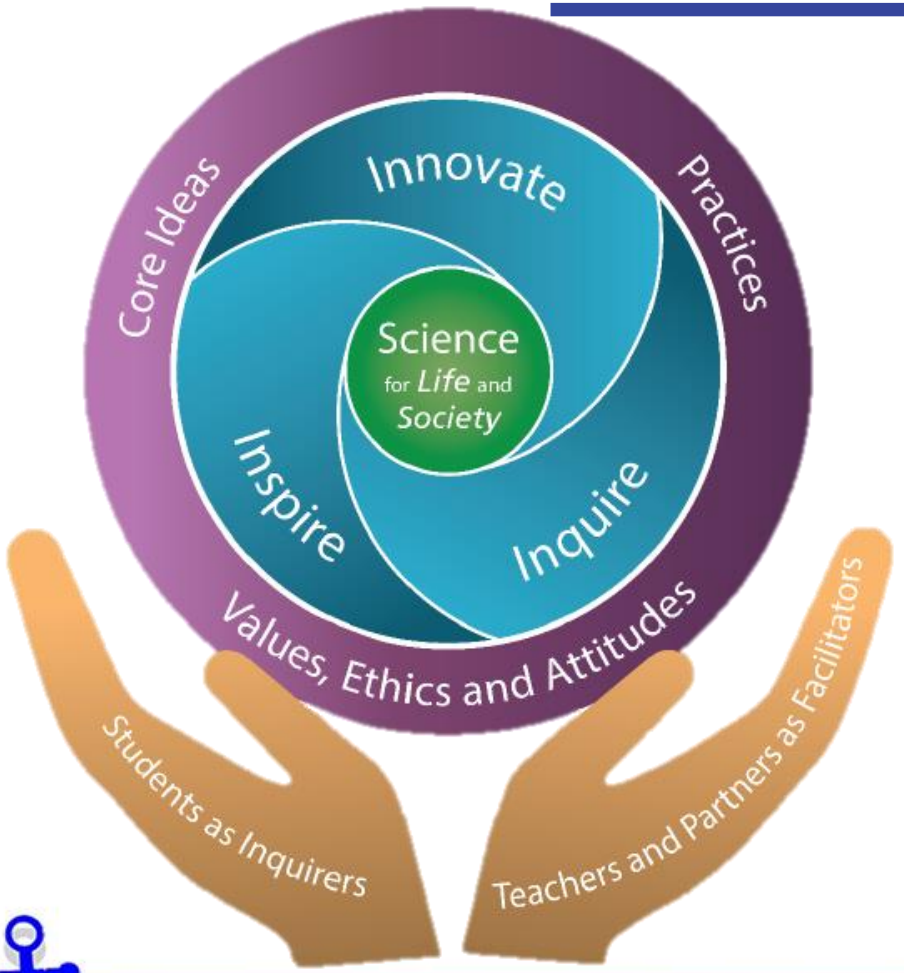
Example:
Electrical Systems



# Purpose of Science: Application in Daily Life

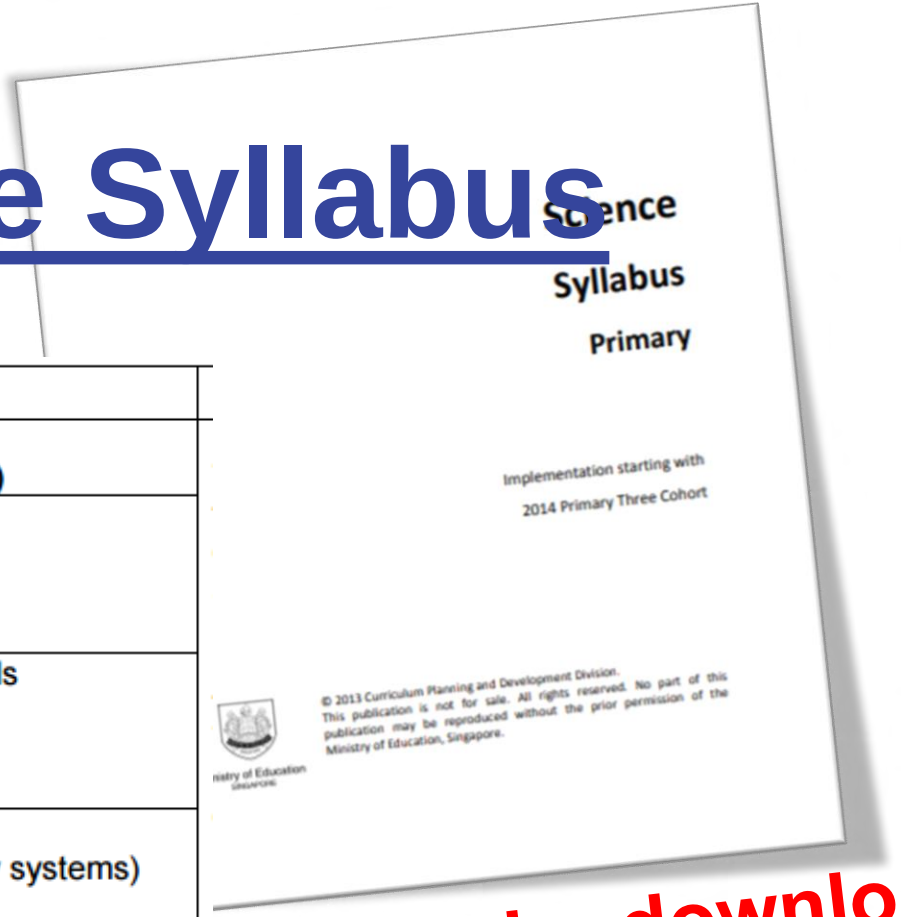
1. Understanding the concepts and acquire the scientific skills through hands-on activities.
2. Applying knowledge learned to answer questions in school and in real-life.
3. Parents can help engage children too!

# Science Framework




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

# 2014 Science Syllabus



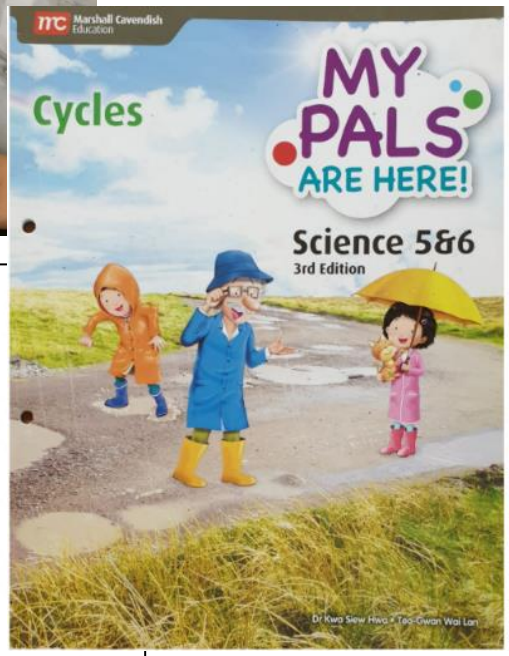

| Syllabus Requirement | | |
|---|---|---|
| **Themes** | *** Lower Block (Primary 3 and 4)** | ****Upper Block (Primary 5 and 6)** |
| Diversity | • Diversity of living and non-living things (General characteristics and classification)<br>• Diversity of materials | |
| Cycles | • Cycles in plants and animals (Life cycles)<br>• Cycles in matter and water (Matter) | • Cycles in plants and animals (Reproduction)<br>• Cycles in matter and water (Water) |
| Systems | • Plant system (Plant parts and functions)<br>• Human system (Digestive system) | • Plant system (Respiratory and circulatory systems)<br>• Human system (Respiratory and circulatory systems)<br>• Cell system<br>• Electrical system |
| Interactions | • Interaction of forces (Magnets) | • Interaction of forces (Frictional force, gravitational force, force in springs)<br>• Interaction within the environment |
| Energy | • Energy forms and uses (Light and heat) | • Energy forms and uses (Photosynthesis)<br>• Energy conversion |

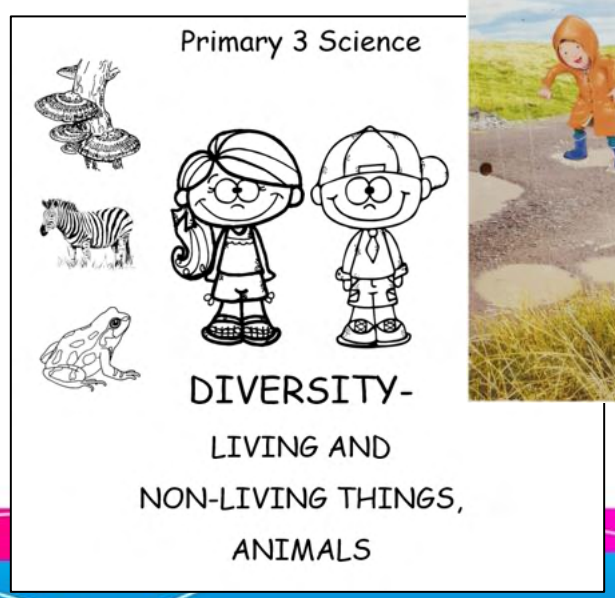
**Can be downloaded from:**

**www.moe.gov.sg**

# Science Resources

1. Textbooks / Workbooks
2. Intensive Practice Worksheets
3. Hands-on Activities
4. Additional Science Programmes
5. Etc…



# P5 Science Programmes

- Science Centre Enrichment Programmes
- P5 Math and Science Trail
- Inquiry Based and Experiential learning
- Remediation to bridge learning gaps

# Assessment

| Term | Weightage | Mode |
|---|---|---|
| 1 | 10% | Pen and Paper |
| 2 | 15% | Performance Assessment |
| 3 | 15% | Pen and Paper |
| 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

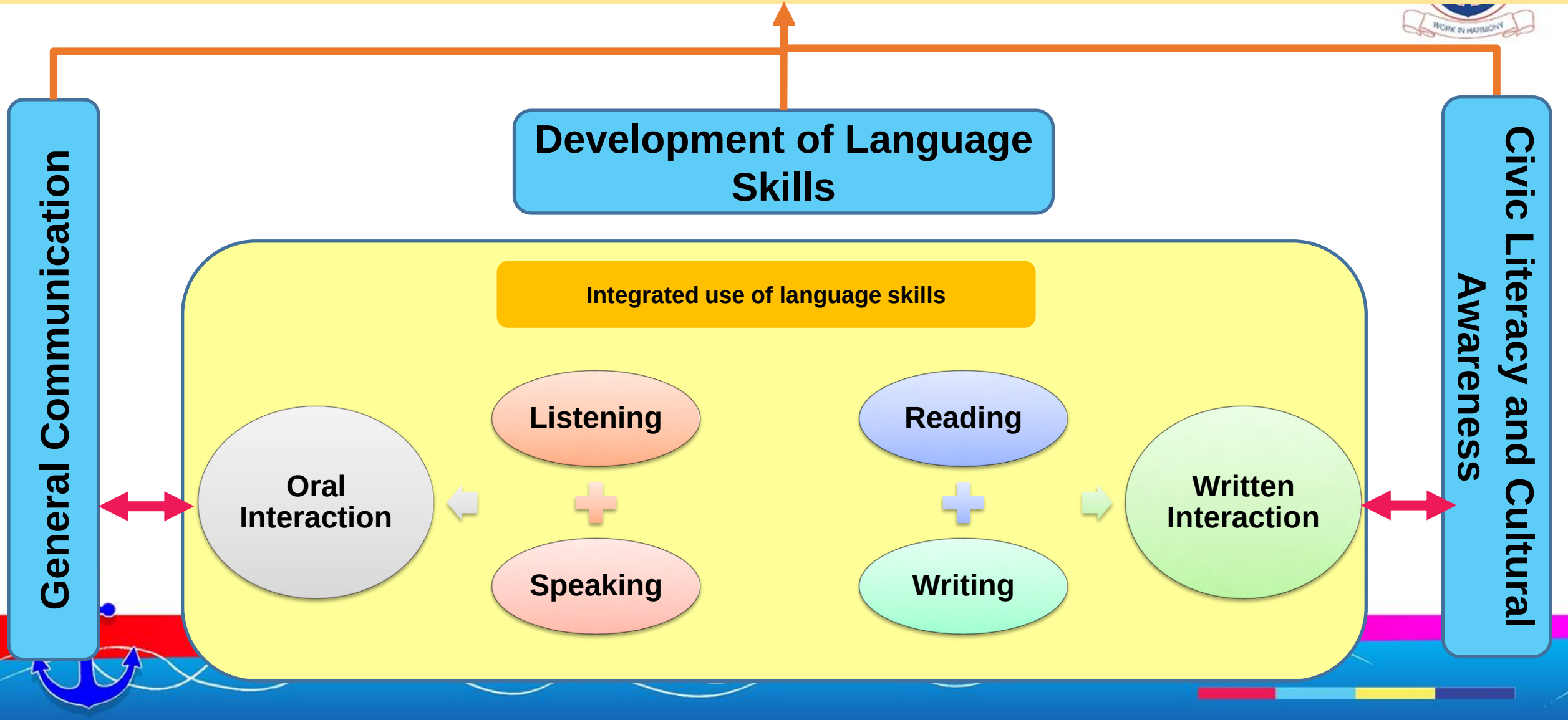
# MOTHER TONGUE

# 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



# ORAL

- Objective: To enhance competencies in oral conversation (particularly **video-stimuli conversation**)
  - Refined scaffolding to guide students to help students to be more specific in elaborating their ideas
  - List of vocabulary and phrases related to a specific theme/value

# COMPREHENSION

- Objective: To enhance comprehension skills (particularly open-ended)
  - Exam answering techniques:
    - Highlighting of key words in questions and passage
    - Rewrite the answers in grammatically correct sentences.
  - Contextual clues/implicit meaning:
    - Reading in depth
    - Serves as a linkage from oral to writing

# COMPREHENSION

- Introduce Visible Thinking strategies for higher order thinking questions, e.g.
  - Annotation (Surface & Deep Annotation)
    - Highlighting key words and phrases, summarizing each paragraph, identify main ideas of the passage
- Exposed to different genre
  - e.g. stories, short passages in magazines and newspapers

# COMPOSITION WRITING

- Objective: To enhance students' writing in organization of ideas, elaboration on details and use of extensive vocabulary
  - Mind Maps to guide in planning
  - Strategy to guide in elaboration of details
  - Checklist for editing and self-checking
  - Rubrics to give feedback
  - Good phrases / model compositions

# 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

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# Assessment (Standard MTL)

| Term 1 (10%) | Term 2 (15%) | Term 3 (15%) | Term 4 (60%) |
|---|---|---|---|
| Topical Test (Written)<br><br>• Language Use (MCQ)<br>• Comprehension (MCQ and Open-ended) | Oral Performance Task<br><br>• Reading Aloud<br>• Picture Description<br>• Conversation | Composition Writing<br><br>• 2 pieces of composition writing | End-of-Year Examinations<br><br>• Composition<br>• Language Use and Comprehension<br>• Listening Comprehension<br>• Oral |

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# Assessment (Foundation MTL)

| Term 1 (10%) | Term 2 (15%) | Term 3 (15%) | Term 4 (60%) |
|---|---|---|---|
| Topical Test (Written)<br><br>• Language Use (MCQ)<br>• Comprehension (MCQ and Open-ended) | Oral Performance Task<br><br>• Reading Aloud<br>• Picture Description<br>• Conversation | Listening Comprehension<br><br>• Listening Comprehension (MCQ) | End-of-Year Examinations<br><br>• Language Use and Comprehension<br>• Listening Comprehension<br>• Oral |

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# Assessment (Higher MTL)

| Term 1 (10%) | Term 2 (15%) | Term 3 (15%) | Term 4 (60%) |
|---|---|---|---|
| Topical Test (Written)<br><br>• Language Use (MCQ)<br>• Comprehension (MCQ and Open-ended) | Topical Test (Written)<br><br>• Language Use (MCQ)<br>• Comprehension (MCQ and Open-ended) | Composition Writing<br><br>• 2 pieces of composition writing | End-of-Year Examinations<br><br>• Composition<br>• Language Use and Comprehension |

# What you can do to support your child/ward?

**Supportive** learning environment is the key:

- Provide home environment for your child to express ideas and feelings (culture, festive celebrations, stories, current affairs, etc)
- Encouragement and affirmation of effort
- Reading, writing, learning with your child

Let’s work
hand in hand!

- **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