P4 Parents' Briefing 2024

- We will start at 7 p.m.
- In the meantime, do watch the video using the QR Code/ link provided.
- The video will not be screened via zoom as it may lag when watched via zoom.
- Please note that key information from the presentation slides will be made available at NBPS website by 7 Feb.

Video: 'My Dad Is a Hero'

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

"The family serves as the child's first and most important educator."

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







PRIMARY 4 PARENTS' BRIEFING 2 Feb 2024

(7.00 p.m. 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 key information from the presentation slides will be made available at NBPS website by 7 Feb.

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 SLs, YHs, Class Teachers

Our School Leaders

Mrs Sita Singh (Principal)

Mrs Koh Ming Hwee (Vice Principal)

Mdm Lim Wai Choo (Vice Principal)

Mdm Agnes Tham (Vice Principal - Admin)

Our P3/P4 Year Heads

Mr Anwar YH (P3/P4) Focus on P4 Mdm Haslila AYH (P3/P4) Focus on P3

Our P4 Mother Tongue Teachers

|) (| Language | Teacher |
|--------|----------------|-------------------------------------|
| 50 | Chinese | HCL: Ms Tan See Same |
| | Language | CL: Mdm Ang Chiao Tyan, |
| 0 | | Mdm Chong Sin Ying, Ms Poon Sze Yi, |
| 0 | | Mr Lionel Poh, Mdm Chen Wei |
| Í | Malay Language | HML : Cikgu Safiyah |
| 2 | | ML: Cikgu Rupiah, Cikgu Salamah, |
| ì | | Cikgu Rohani |
| | Tamil Language | HTL : Mrs Kumar |
| | | TL: Mdm Thanmolie |
| | | |



Student Management Matters

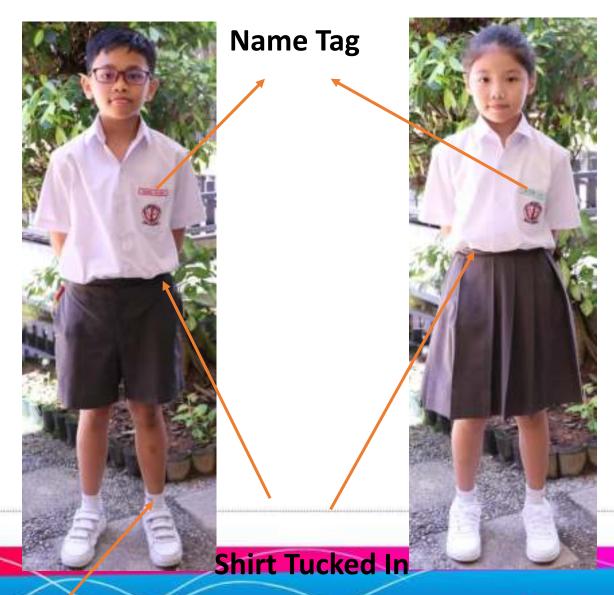
Key Information

- 1. School Hours
 - Reporting Time by 7.35 a.m. (Mon to Fri)
 - Dismissal time
 (Mon: 4 p.m. CCA)(Tue 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.
- Check Parents Gateway (PG) for information and updates on school activities.
- Refer to Navalite Compass to check on homework and other school matters.



The School Uniform





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

















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

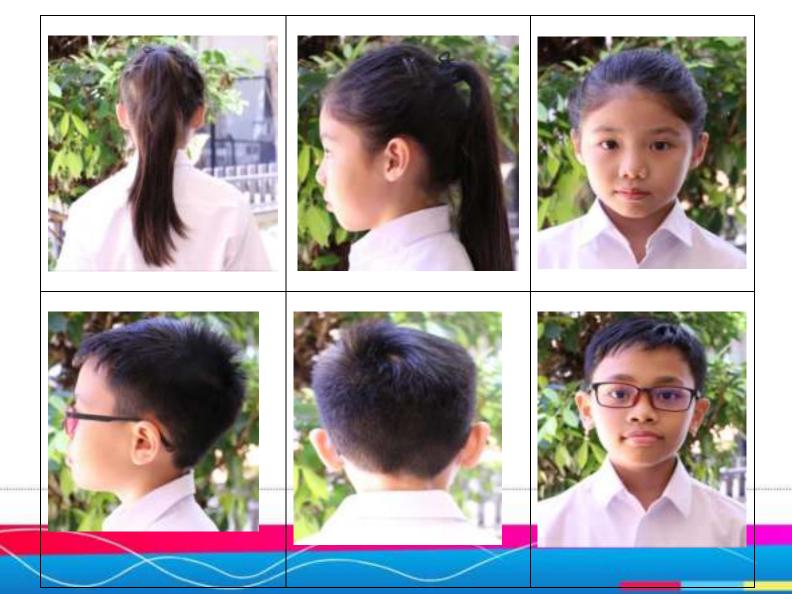






Hairstyles





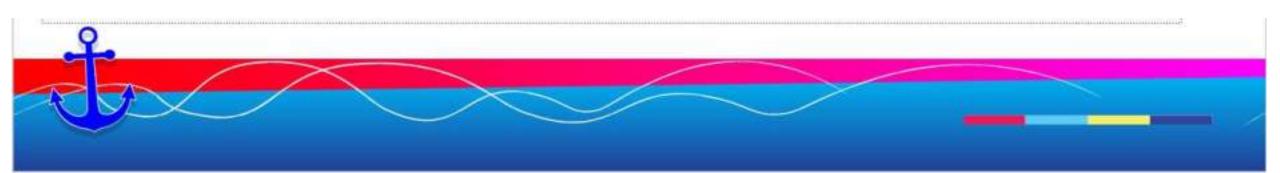


Hairstyles



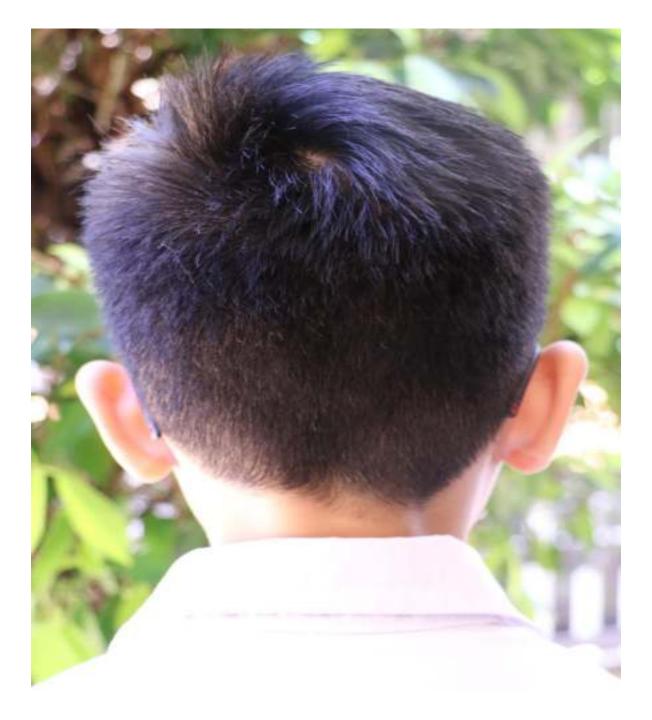
Boys' Hairstyles/Facial Hair

- 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.



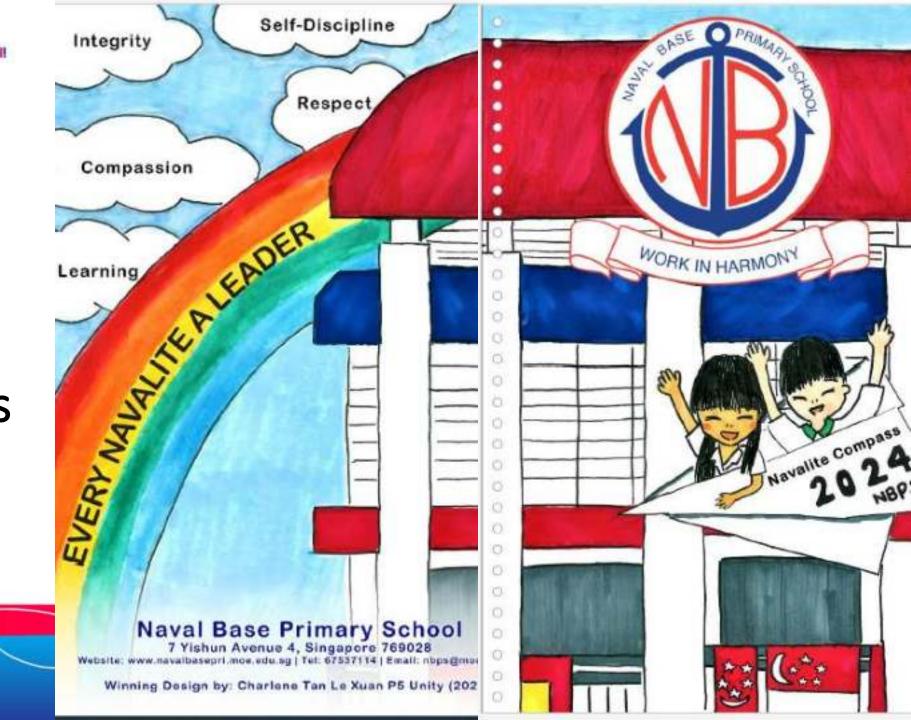






Joy Of Learningbegins at Naval Base PrimarySchooll

Communication through The Navalite Compass

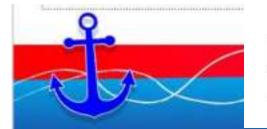








| 0 | TERM 1 WEEK 1 | | | |
|-----------------|---------------|----------|-----------------------------|-----------------------|
| | HOMEWORK SET | DUE DATE | REMARKS | PARENT'S SIGNATURE |
| MONDAY 04 | | | Orientation Day 1 | |
| | | | | |
| TUESDAY 0.5 | | | Orientation Day 2 | |
| | | | | |
| VEDNESDAY 06 | | | | |
| ×(| | | | |
| THURSDAY 07 | | | Temperature Taking Exercise | |
| - | | | | |
| FRIDAY 08 | | | | |
| / | | | | |
| SATURDAY 09 | | | My Reflection | 24 - |
| SUNDAY 10 | | | | TOP |







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 the child's form teacher via the child when he/she returns to school.

Joy Of Learningbegins at Naval Base PrimarySchool!



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



What Guides us at NBPS?

SIRCL

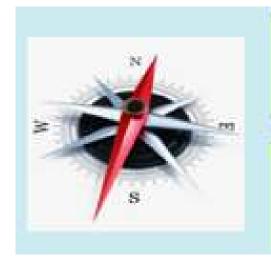
Every Navalite A Leader

MISSION

Nurturing Navalites to be Future-ready Leaders

VALUES

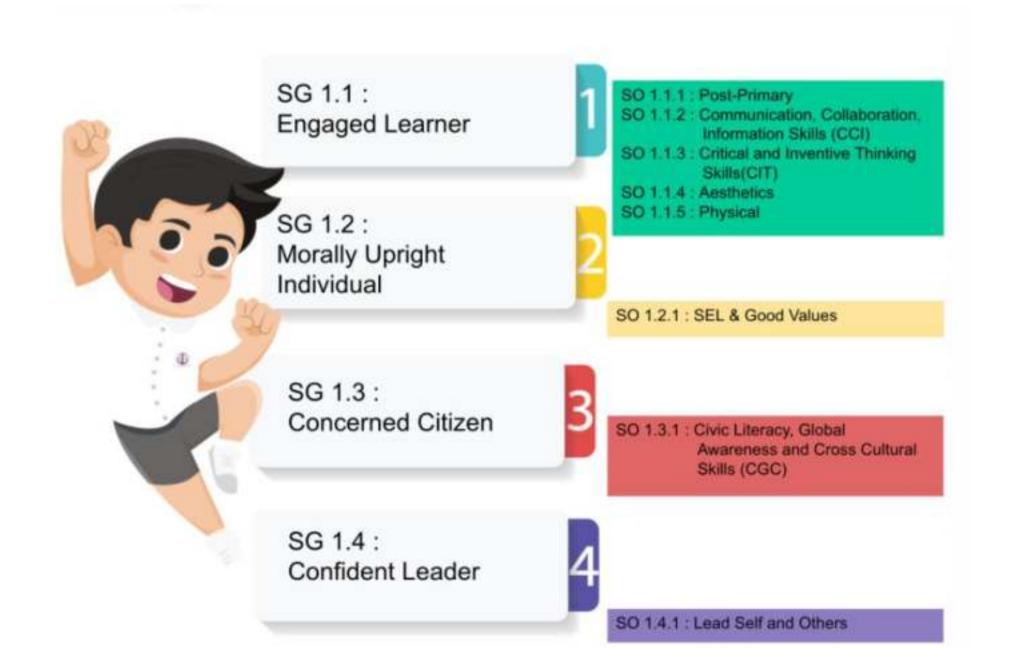
Self-Discipline | Integrity | Respect | Compassion | Learning



Philosophy Every Child Matters

Culture Care, Innovation & Learning

Navalites: Future-ready Leader





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

Improved overall academic achievement

Higher self-esteem

Higher school attendance rates

Lower drop out rates

Improved attitude towards learning

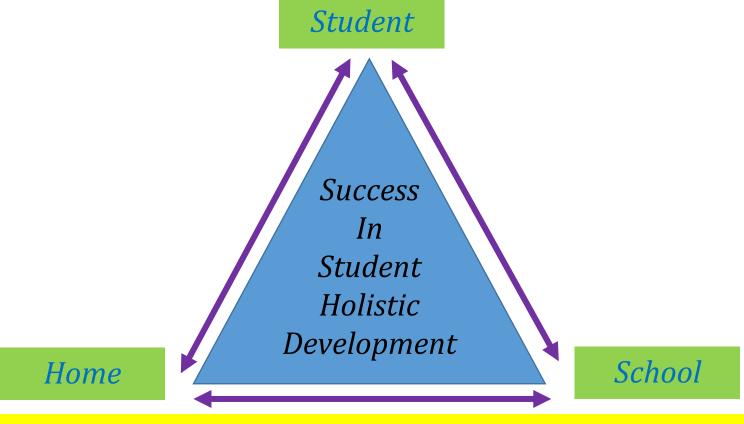
Better social behavior

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"

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 FTs at the end of Term 2.
- 2. Termly letters and other notifications to parents (mainly via PG).
- 3. NBPS Website, Facebook, Instagram and Student Learning Space (SLS).
- 4. Parents Support Group (PSG) activities.
- 5. Workshops and activities for parents engagement.

Parents' Role in Supporting Homework

ROLE OF PARENTS

Parents play an important part in the children's education. Parents can consider doing the following to support their children in their learning.

- Check the child's Navalite Compass daily to view the homework assignments for the day.
- Spend time to go through your child's schoolwork.
- Remind your child that homework is their responsibility and supervise your child in doing the homework assignments.
- <u>Provide a conducive environment</u> for your child to complete the homework assignments.
- <u>Provide appropriate digital device for homework</u> assigned via e-learning platforms such as Student Learning Space (SLS) and Student ICON.

Parents' Role in Supporting Homework

ROLE OF PARENTS (Continued)

- Remind your child to complete the school assignments before doing the tuition work.
- Parents are advised <u>not to complete the homework assignments for your child</u>
 as doing so will hinder their development of self-discipline and independence in
 learning.
- Encourage your child to ask his/her teacher(s) clarifying questions concerning the homework assignments.
- Guide your child to set aside a regular study time and establish good study habits.
- Consult teachers on your child's learning progress.

Parents' Communication with Teachers

- Parents can communicate with teachers via <u>Navalite</u>
 <u>Compass / email / other communication platforms (Eg</u>
 <u>Class Dojo</u>). For non-urgent cases, a reply will be provided within 3 working days.
- For <u>urgent cases</u>, <u>parents may call the office</u> at 67537114 for teachers to return call during office operational hours from 7.45 a.m. to 5.00 p.m.

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More Information

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





SATURDAY, 13TH JANUARY 2024

Search

HOME

EDUCATION

FEATURES

TEACHERS' DIGEST

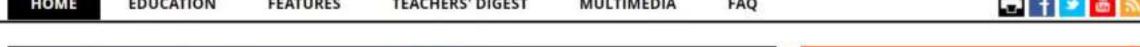
MULTIMEDIA

FAQ











I never knew what I wanted to do!' Teacher turned game...

To students facing challenges, she says: Don't just dream, reach...

Heard of the mixed form class? Here's how one teacher engages...

Share Your Story

If you know a teacher who has made an impact in your life, tell us.

| Get Our New | v |
|-----------------|-----------|
| First name | Last name |
| Email address | ~ |
| I'm not a robot | reCAPTCHA |

Videos



Stories Archive ~

Filter by: Education Features Teachers Digest



In this school's green sanctuary, a sense of community blooms

How do you turn a patch of grass into the heart of a school? At Tampines Secondary School, a Geography and Maths teacher together with the...

read >

share >

tweet >



Starting Primary 1 on a good note

Do you remember what your child's first day of school as a Primary 1 student was like?

read >

share

tweet >

Popular Picks

How to help your child ace the first week of school

Entering primary school will be a new > adventure for your child. Check out these activities to help your child ace the first week.

How to help your child come to terms with bullying

Parents can take the right steps to ensure that your child feels safe as they overcome bullying.

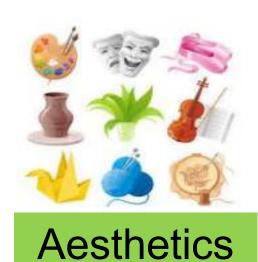




First day of primary school: What is on a P1 parent's mind?

HOLISTIC DEVELOPMENT PLAN (HDP-CAMPSEL)



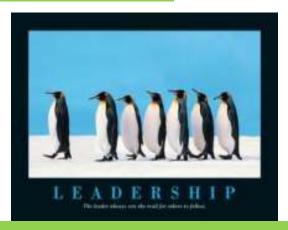








Physical



Leadership

Moral & Social-Emotional

CAMPSEL Domains

KEY HOLISTIC DEVELOPMENT PLAN (HDP) P1 to P6

| Term 1 | 1. Remedial/Supplementary 2. CNY, Total Defence Day 3. Inter-House Athletics Festival |
|--------|--|
| Term 2 | 1. EL La Fiesta, Remedial/Supplementary 2. Hari Raya, International Friendship Day, 3. Arts Beats Carnival (ABC) |
| Term 3 | 1. MTL Fiesta, Remedial/Supplementary 2. Racial Harmony Day, National Day, Teachers' Day 3. Navalites Got Talent (NGT) |
| Term 4 | 1. Remedial/Supplementary 2. Childrens' Day, Deepavali, Character Recognition Day, NBPS, Speech and Prize Giving Day. |

KEY HOLISTIC DEVELOPMENT PLAN (HDP) P3

| Term 1 | 1.Pledge Taking 2. Swim Safer |
|--------|--|
| Term 2 | 1. NDD : Animal Diversity : Imaginary Animals 2. Pledge Taking |
| Term 3 | 1. NDD, P3GEP, LJ to Science Centre (Magnets), MT Theatre Experience 2. LLP-Active SG 3.Pledge Taking |
| Term 4 | 1. NDD, LJ to Science Centre (Magnets) 2. Pledge Taking, NE LJ : Sustainable Singapore |

NDD : Navalites Discovery Day

LLP: Learning for Life Programme

KEY HOLISTIC DEVELOPMENT PLAN (HDP) P4

| Term 1 | 1. P4 LLP : Sports with ActiveSG 2. Conversational MT |
|--------|---|
| Term 2 | 1. NDD: Design of concrete games for pre-schoolers 2. P4 LJ Geylang Serai Heritage Centre , P4 HOPES Camp |
| Term 3 | 1. NDD, LJ to Science Centre (Light) 2. P4 LJ Kreta Ayer Heritage Centre, P4 MTL Cultural Camp |
| Term 4 | 1. NDD 2. P4 MBL National Gallery |

NDD : Navalites Discovery Day

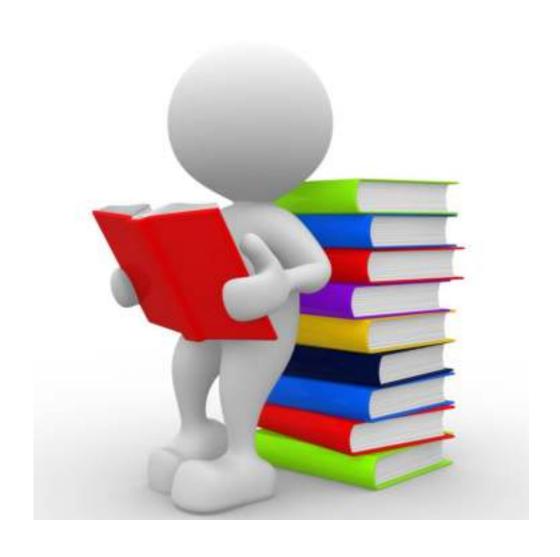
LLP: Learning for Life Programme

MBL: Museum-Based Learning

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 the learning experiences for 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 <u>interdisciplinary work</u> and in the <u>creation</u> 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.

= 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







Band





Dance



Drama





Choir



M/SE = MORAL/SOCIAL-EMOTIONAL







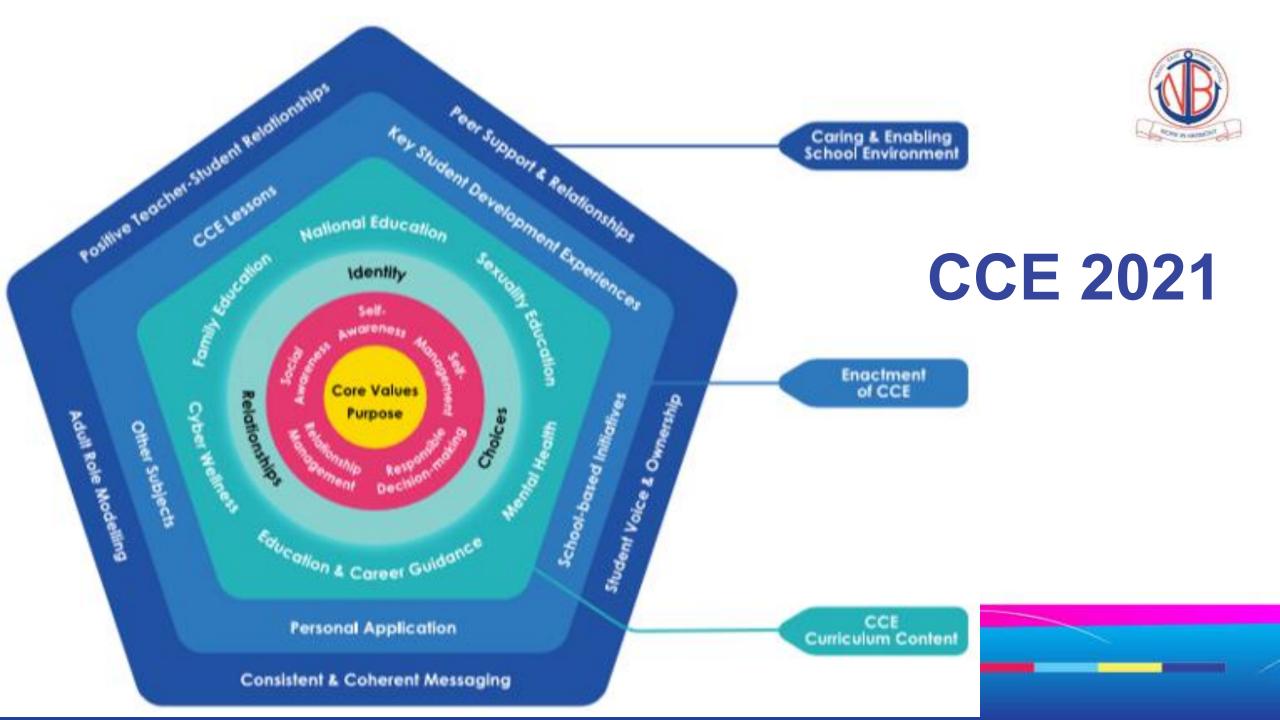






CHARACTER and CITIZENSHIP EDUCATION (CCE)





NBPS CCE Framework



Growth Mindset

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

Proactive

Approach

Restore relationships with others hurt by their actions

Address inappropriate behaviour promptly A Positive & Correct it before it affects students' development and to Discipline well-being Enactment of CCE Core Values CCE Curriculum Content Personal Application Consistent & Coherent Messaging RESTRICTED \ SI Figure 1: CCE Curriculum Frame

NBPS Discipline Policy



 An effective discipline approach teaches students to be selfdisciplined.

- 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



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 <u>repeated</u> or <u>persistent</u> 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 (Contributing to My School)
- 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
- Celebrate 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)

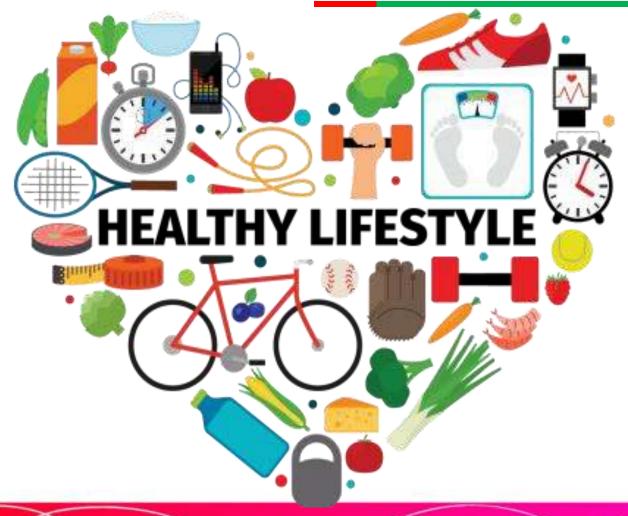
Edusave Character Award (ECHA)

Edusave Award

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

P = PHYSICAL







NBPS PE Framework



& Games

& Games





| P3 | Gymnastics Outdoor Education |
|----|------------------------------|
| P4 | Dance Sports & Games |

| Dance | | | |
|------------------------|--|--|--|
| Sports & Games | | | |
| Gymnastics | | | |
| Fitness & Conditioning | | | |
| (NAPFA) | | | |
| | | | |

| SwimSafer | Athletics Sports & Gam |
|--------------------------|------------------------|
| Athletics Sports & Games | Sports & Gam |



= PHYSICAL LLP = Learning for Life Programme

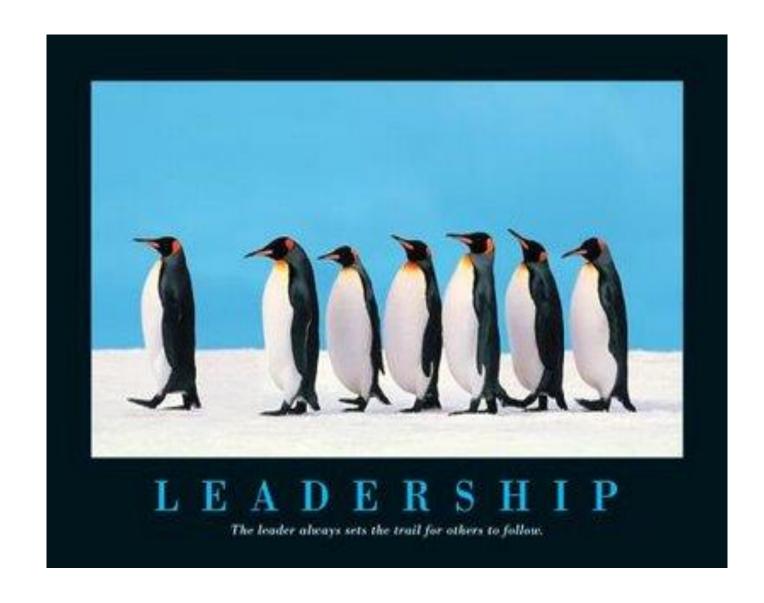


HEALTHY LIVING OUTDOOR APPRECIATION PERSONAL EFFORT SERVICE

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



= LEADERSHIP





NBPS Leadership Framework

VISION: Every Navalite A Leader

Mission: Nurturing Navalites to be Future-Ready Leaders



Joy Of Learningbegins 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, Methometics Technology, Business, Tourism, et.)

(E.g. Science, Mathematics Technology, Business, Tourism, etc.)



English Language Learning Model



(STrategies for English Language Learning and Reading)









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 <u>explore</u> ideas, concepts and areas of interest and promote the joy of learning.



encourage students to <u>read</u>
<u>widely</u> 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







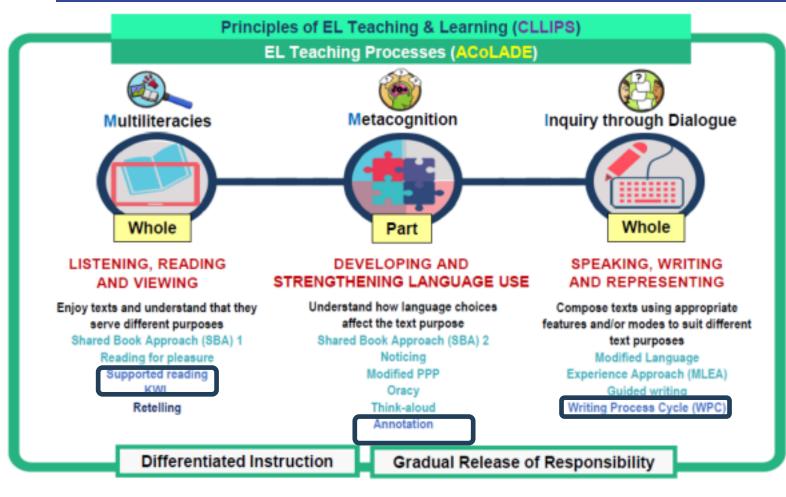






Framework for Language Learning in STELLAR 2.0





Guided by ELS 2020:

Principles of EL Teaching & Learning (CLLIPS)

> Processes (ACOLADE)

Pedagogical Emphases (MMI)

Strategies first introduced at these levels:

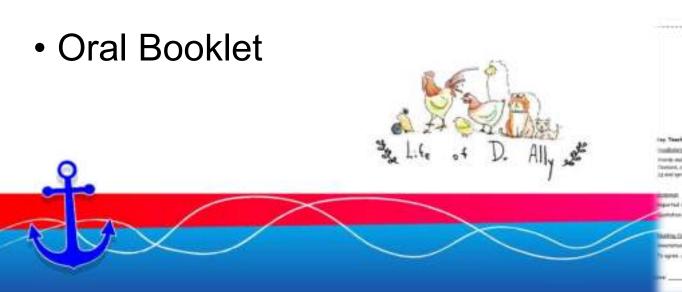
- Lower Primary
- Middle Primary
- Upper Primary



English Language Resources



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







| | - | |
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English Language Support Programmes

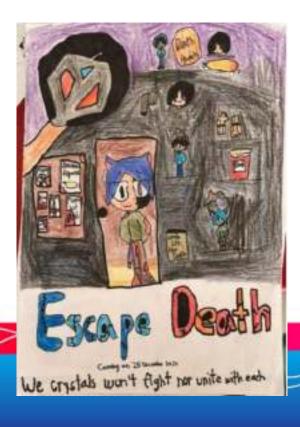
- Remedial
- Reading Remediation Programme (RRP)
- School-based Dyslexia Remediation (SDR)

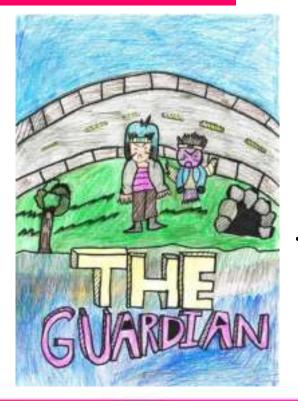




English Language Key Programmes La' Fiesta







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



Star Reader Class: 4

Who is St. Valentine?

There are many legends about 51 Valentine, it is hard to ence which ones are him.

One regard is that valentine was a great who beet in arcord Rome during the last pressay (red 200% AL). The Elegania of that time, Claudian, sociated that more man estad jobs his army if they went in current. Thus, he passed a law to prevent young man tree gating necessary.

The prent, Valentine thought that the law was very unbar as he sensity married yilling couples. When the Empirica hunts out, he had valenting sent to parl and put to death.

Many young people estilled Valentine in just. They there there and retire is to written being from that they selected in one. One of this trequent estables was the preson pareful disagram. It is east but Valentine for in one with the Betters he add sort its his death on February 14, he write the daughest a select and signed it. Lowe them your Valentine - sortes till used in careful tasky. Valentine dae on February 14 and was made a basin two historial parest later. This is why Valentine is Day is conducted to inventment time. If

The Paris Love Locks

Trees is a bridge in Paris, the Plant das Arts, that everyone calls the Lines Locke Bridge

Since 2004 couples families, and thench have been attaching soon to the second soons. Most people with their names or the soon and affairs the soon

to the bridge Them belly prove the key into the Serve Heart Discrete And has so in the value, it means that no one can be upon their time or thempting. By the soring of 2014, there were served 1 million total on the Post time Arts. This was this much be the bridge, or Juve of that year, we of the pullings collegeed under the weight of all the moto.

The city of Frent does not tree the over today. They their business them, the people yet and move come back on. After the cashing books in 2014, they their pulling years more three sections of the bridge.

Love took have become a workwise symbol of time and harmony. Broger forces, and poes around the world have become partial with form

Follow-up activities (choose our to wife in your parent)

- Design a Valentin's Day beatment for your found sticks a result man to records, saling the sets handle has been a vertical of these
- 2 Coolige a Countries Day card for your book countries. While is soon reaccupy in Market suffrig had not not committee Market
- 2. Write a crust Vaccious Day green by your factor of land, married

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%) |
|--|------------------------|--|---|
| Written Test | Composition Writing | Oral Performance Task | End-of-Year Assessments |
| Language Use (MCQ) Grammar Cloze (Fill in the blank) Comprehension | | Project work presentation (Navalite Discovery Day) | 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 (1)

- 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

Belief, appreciation, confidence, motivation, interest and perseverance

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

Awareness, monitoring and regulation of thought processes

Mathematical Problem Solving and reasoning, representing and communicating, applying and modelling

Concepts

Understanding of the properties and relationships, operations and algorithms





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.

Mastery

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

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)



2021 Syallbus



Key Changes for P4 Mathematics

| P4 Sequence for 2013 Syllabus | | |
|---------------------------------|--|--|
| 1. Numbers to 100 000 | | |
| 2. Factors and | Multiples | |
| 3. Four Operation | | |
| 4. Fraction | C4 Tables and Line Graphs is | |
| 5. Fraction | introduced in the first semester | |
| 6. Angles | incrededed in the mot democrat | |
| 7. Rectangles and Square | | |
| 8. Symmetry | | |
| 9. Decimals | | |
| 10. Four Operations of Decimals | | |
| 11. Area and Perimeter | | |
| 12. Tables and Li- | | |
| 13. Time | Concepts covered in C4 will be reinforced in C11 Pie Charts. | |

| P4 Sequence for 2021 Syllabus | | |
|-------------------------------------|--|--|
| 4A | | |
| 1. Numbers to 100 000 | | |
| 2. Factors and Multiples | | |
| 3. Four Operations of Whole Numbers | | |
| 4. Tables and Line Graphs | | |
| 5. Fractions (I) | | |
| 6. Fractions (II) | | |
| 7. Angles | | |
| 8. Rectangles and Squares | | |
| 4B | | |
| 9. Decimals | | |
| 10. Four Operations of Decimals | | |
| 11. Pie Charts NEW! | | |
| 12. Area and Perimeter | | |
| 13. Nets NEW! | | |
| 14. Symmetry | | |

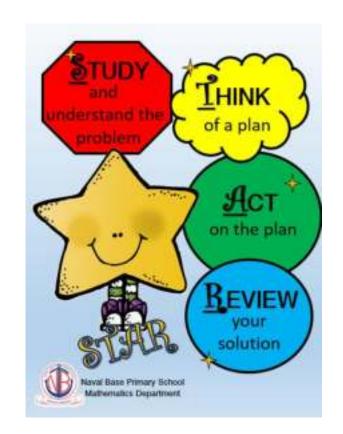


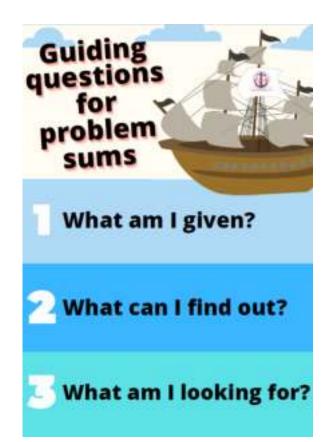




Emphasis on communication skills







Mathematics Resources



- Mathematics Textbook
- Mathematics Practice 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% | |
| 2 | 15% | Pen and Paper |
| 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!

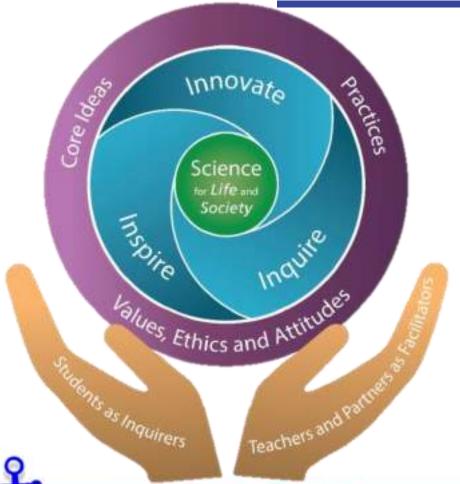






Science Framework



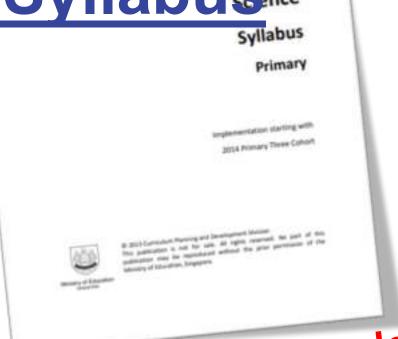


'To spark curiosity and build interest in Science through daily life'

2023 Science Syllabus



| Levels | P3 | P4 | P5 | P6 |
|--------|---|---|--|--|
| Themes | Diversity . | Cycles . Syst | ems . Interaction | ons . Energy |
| Topics | Diversity of living and non-living things (General characteristics and classification) Diversity of materials Cycles in plants and animals (Life cycles) Interaction of forces (Magnets) | Plant system (Plant parts and functions) Human system (Digestive system) Cycles in matter and water (Matter) Energy forms and uses (Light) Energy forms and uses (Heat) | Cycles in plants and animals (Reproduction) Cycles in matter and water (Water) Plant system (Respiratory and circulatory systems) Human system (Respiratory and circulatory systems) Electrical system | Energy forms and uses (Photosynthesis) Energy Conversion Interaction of forces (Frictional force, gravitational force, elastic spring force) Interactions within the environment |



Can be downloaded from:

www.moe.gov.sg

Topics which are <u>underlined</u> are not required for students taking Foundation Science.

Science Resources



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





LIVING AND NON-LIVING THINGS, ANIMALS



P4 Science Programmes



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





Assessment



| Term | Weightage | Mode |
|------|-----------|---------------|
| 1 | 10% | |
| 2 | 15% | Pen and Paper |
| 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 the Science concepts?
 - Use strategies taught HICAP and CER
- 3. Encourage your child to see Science in everyday life

HICAP: Highlight, Identify, Circle, Avoid Pronoun

CER: Claim-Evidence-Reason







Mother Tongue







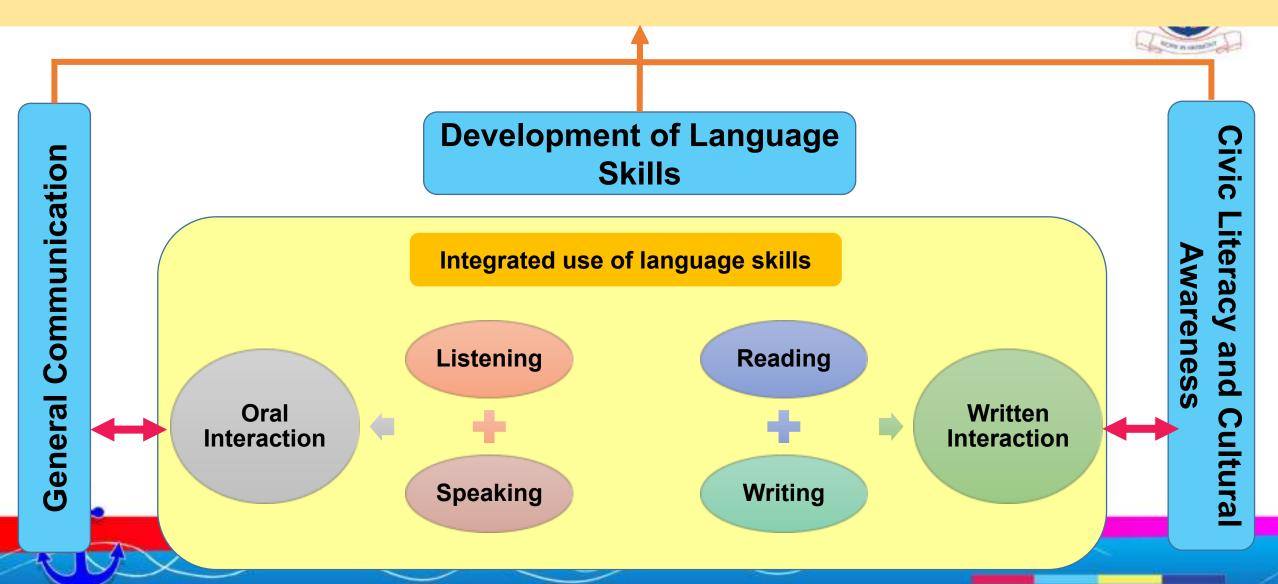
Purpose of Mother Tongue

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, Padlet, 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

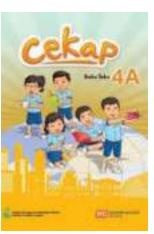
- To cultivate the love for reading through Extensive Reading Programme
 - Small book readers
 - Class & library reading sessions (by MT teachers and external agencies)
 - Even Week: Morning silent reading in form class
 - Reading corners in MTL rooms
 - Availability of MTL books in the form classes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

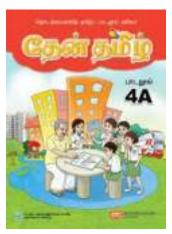
Mother Tongue Resources



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













Mother Tongue Language Fiesta



Exposure to the MTL through cultural & languages 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%) |
|--|--|---------------------------------|--|
| Written Test | Oral Performance Task | Composition Writing | End-of-Year Examinations |
| Language Use (MCQ) Comprehension (MCQ and Open-ended) | Reading Aloud Picture Description Conversation | 2 pieces of composition writing | CompositionWritten PaperListeningComprehensionOral |



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



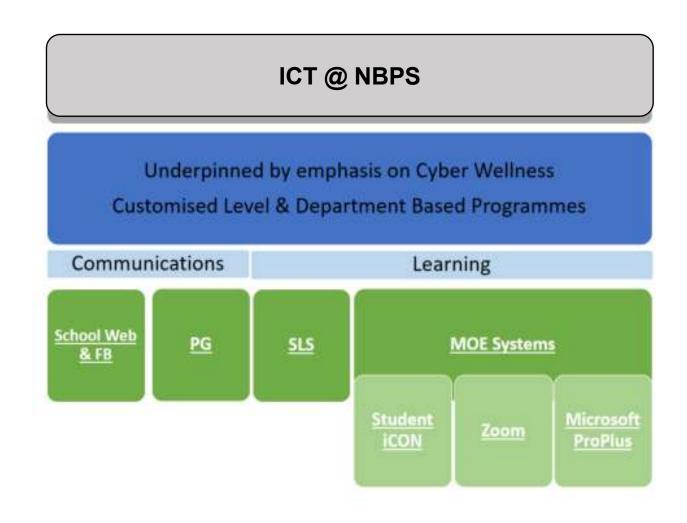
Joy Of Learningbegins at Naval Base PrimarySchool!



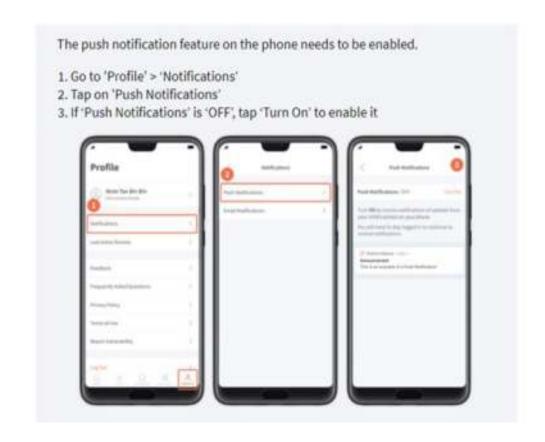
EdTech



Information Communications Technology



PG- Enable Push Notifications



For other FAQs,

Please access

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

Student iCON Account

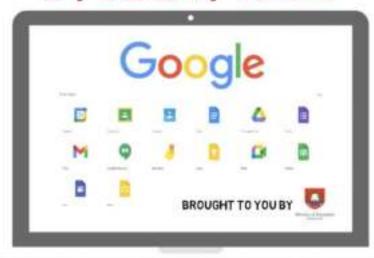
Aim to enhance collaboration, teaching and learning using digital

platforms

From Primary School to Junior College

- Tools include
 - Student iCON
 - Google Tools
 - Student Zoom account
 - Microsoft Office ProPlus
 - · Word/ Excel/ Powerpoint

STUDENT ICON



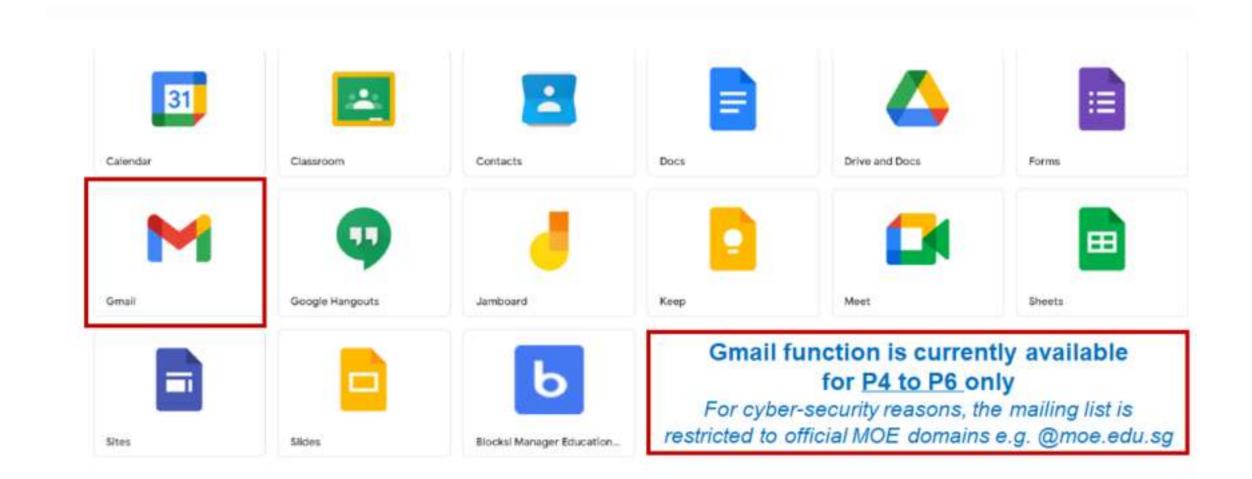
IS MADE AVAILABLE TO EVERYONE!

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

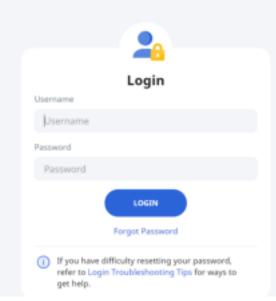
avoid repeated login attempts of more than 6 times to prevent account from being locked

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_rajan_kanagasabai@students.edu.sg |

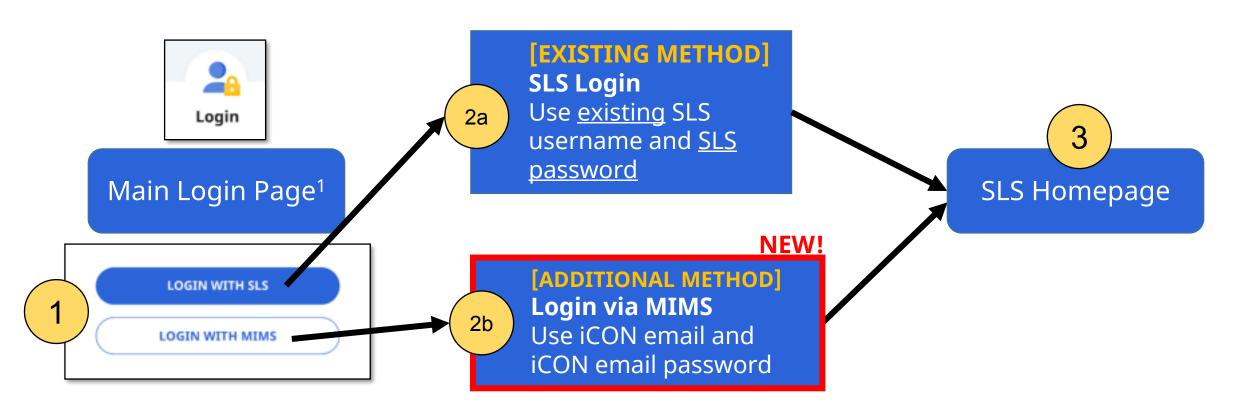
Student Learning Space (SLS)





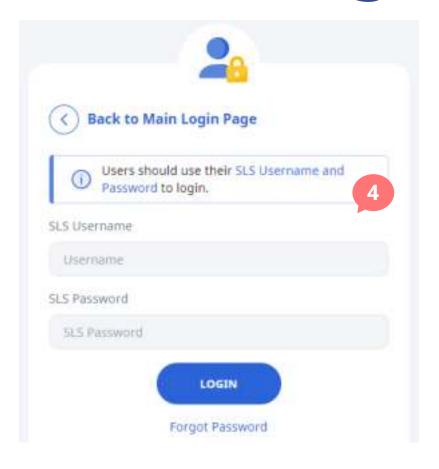
- To nurture future-ready learners
- Curriculum—aligned resources and learning tools
- Encourage greater ownership of learning

How to log in to SLS?



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

SLS Login [User ID Method]



SLS Login

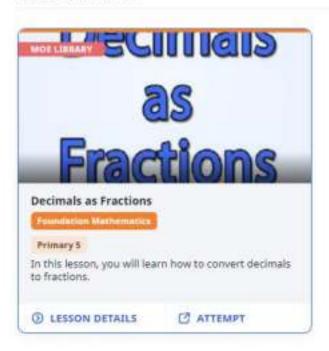
When using this login option, enter the **existing SLS username and password**, then click "Login".

Your child's FT would have given him/her the SLS user ID.

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

SLS resources

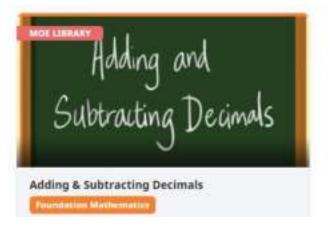
Lessons & Lourses

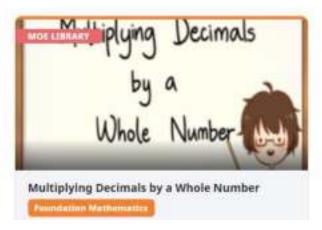












Reminders

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.

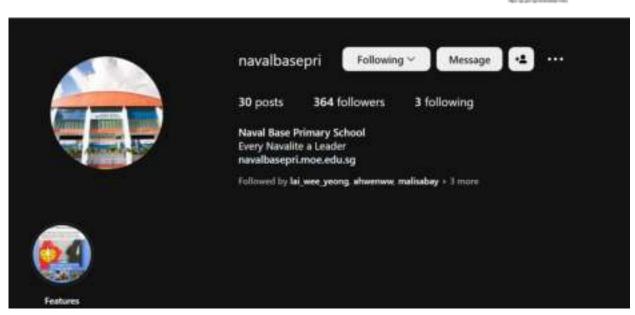
Closed on Sundays & Public Holidays

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/organisationalchart/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



- Apply at our General Office
- More details can be found at

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

Joy Of Learningbegins at Naval Base PrimarySchool!



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 Primary 4

- Your child sits for the school exams.
- •School recommends a subject combination based on their exam results at the end of the year.
- You will need to fill up an option form to indicate your child's preferred subject combination.

At Primary 5

- Your child takes their preferred subject combination.
- •School assesses your child's ability to cope with the subjects at the end of the year.
- •Adjustments to the subject levels are made if needed.

How does Subject-based Banding work?

At Primary 6

- Your child takes the subject combination recommended by the school and sits for the Primary School Leaving Examination (PSLE).
- •Your child's progression to secondary level depends on their PSLE results.
- •If your child excels in certain subjects, they can pursue higher level options in secondary school.



OTHER UPDATES

Every Parent a Supportive Partner



General Sharing by FT



You may want to share on the following areas:

- General Matters(pertaining to your class)
- Class Expectations
- Share with the parents what their children have gone through so far.. (You can put up photos. However be careful on the permission on using students' photo/work.
- Any rapport building activities with the parents



GROW WITH ME

5-Steps - 15 minutes Weekly Checklist for Parents

Do not miss the chance to grow with them

| | | By Friday Evening : (Estimated Time = 5 minutes) |
|-----|-----|--|
| 1. | | I have asked my child about his/her week (personal issues at home, school, etc). |
| | | By Saturday (12 noon) : (Estimated Time = 5 minutes) |
| 2. | | I have looked through my child's Navalite compass for the week to find out more about my child and happenings at school. |
| 3. | | I have checked that my child has the required key materials/stationeries for school. |
| Pri | 1-6 | Pencil, eraser, ruler, sharpener, green pen, highlighter, whiteboard set (marker, duster) Any other materials required by the teacher |
| Pri | 3-6 | > Set-square |
| Pri | 4-6 | Protractor, correction tape, black/blue pen |
| Pri | 5-6 | Calculator |
| 4. | | 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. | | I have followed up with the necessary things to ensure that my child is ready for school |



Will be done at the end after the parents feedback.

We will be addressing the different questions that were raised via the PG 1st



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



• URL Link

https://go.gov.sg/2024-nbps-parents-briefing

QR Code





https://go.gov.sg/2024-nbps-parentsbriefing



Will be done at the end