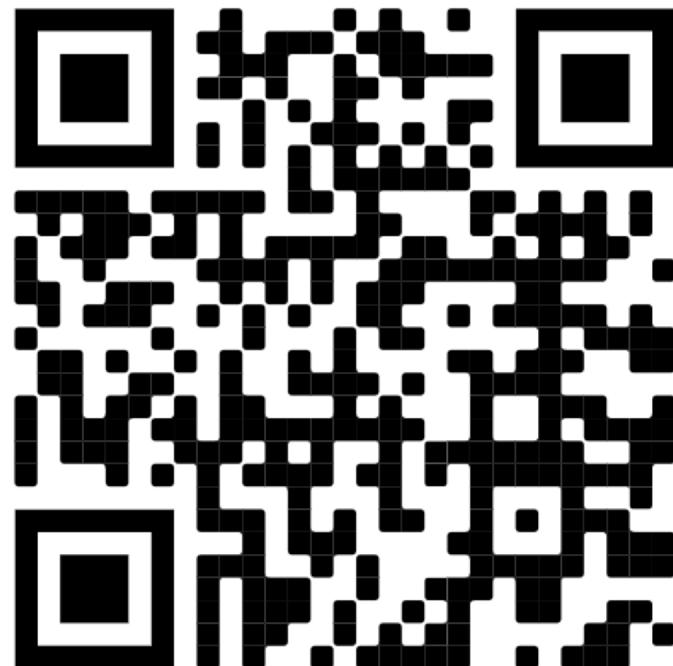


- We will start at 7pm
- In the meantime, do watch the video using the QR Code/ link provided and reflect on the questions provided.
- The video will not be screen via zoom as video may be lagging when watched via zoom.

**Video : 'My Dad Is a Hero'**

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

1. **What kind of support did the caregiver provides for the child?**
2. **What are other key learning points from the video?**



**Joy Of Learning** begins at Naval Base Primary School!



## PRIMARY 4 PARENTS' BRIEFING 03 Feb 2023

(7.00 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 the presentation slides will be made available at NBPS website 2 working days after the presentation*

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



# OUTLINE



<b>1</b>	<b>Introduction to SLs, YHs and Class Teachers</b>
<b>2</b>	<b>Student Management Matters</b>
<b>3</b>	<b>Overview of the NBPS Vision, Mission, Values Approach to Holistic Development</b>
<b>4</b>	<b>EMS &amp; MT Briefing</b>
<b>5</b>	<b>ICT</b>
<b>6</b>	<b>P4 SBB</b>
<b>7</b>	<b>Other Updates</b>
<b>8</b>	<b>Q &amp; A</b>





# Introduction to SL, YH, Class Teachers

# **Our School Leaders / P4 Year Heads**

**Mrs Sita Singh  
(Principal)**

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

**Mr Muhammad Faisal  
(Vice Principal )**

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

**Mr Anwar  
YH (P3/P4)**

**Mr Brian Nguyen  
AYH (P3/P4)**

# Our P4 Courageous (4CO) Teachers

Role/ Subject	Teacher
Form Teacher 1	Ms Yap Xue Ling
Form Teacher 2	Mdm Makhfadzah
English	Ms Yap Xue Ling
Maths	Mdm Julia Chia
Science	Ms Yap Xue Ling
Mother Tongue	<i>By grouping. Refer to next slide</i>
Social Studies	Mrs Esther Ng
PE	Ms Eunice Aw
Art	Ms Tay Jin Xuan
Music	Mr Victor Lin

# Our P4 Endeavour (4EN) Teachers

Role/ Subject	Teacher
Form Teacher 1	Ms Evelyn Poh
Form Teacher 2	Ms Grace Loke
Form Teacher 3	Mr Brian Nguyen
English	Ms Sugitha
Maths	Mr Brian Nguyen
Science	Mr Brian Nguyen
Mother Tongue	<i>By grouping. Refer to next slide</i>
Social Studies	Ms Nur Shilah
PE	Ms Evelyn Poh
Art	Mr Hasyim
Music	Mr Isaac Tah

# Our P4 Excellence (4EX) Teachers

Role/ Subject	Teacher
Form Teacher 1	Ms Ferisha Abbas
Form Teacher 2	Mdm Wang Manli
Form Teacher 3	Mr Victor Lin
English & Math	Ms Ferisha Abbas
Science	Mr Marcus Lai
Mother Tongue	<i>By grouping. Refer to next slide</i>
Social Studies	Ms Nur Shilah
PE	Ms Eunice Aw
Art	Mr Hasyim
Music	Mr Victor Lin

# Our P4 Independence (4IN) Teachers

Role/ Subject	Teacher
Form Teacher 1	Mr Shafik
Form Teacher 2	Ms Tay Jin Xuan
English	Mr Shafik
Maths	Ms Sangeetha
Science	Ms Ang Wen Hui
Mother Tongue	<i>By grouping. Refer to next slide</i>
Social Studies	Mr Shafik
PE	Mr Kalai
Art	Ms Tay Jin Xuan
Music	Mr Victor Lin

# Our P4 Perseverence (4PE) Teachers

Role/ Subject	Teacher
Form Teacher 1	Mdm Huda
Form Teacher 2	Ms Li Meijuan
English	Mrs Annie Lim
Maths	Mr Thomas Low
Science	Mrs Edwin
Mother Tongue	<i>By grouping. Refer to next slide</i>
Social Studies	Ms Nur Shilah
PE	Ms Olivia Hu
Art	Mr Hasyim
Music	Mr Isaac Tah

# Our P4 Resilience (4RE) Teachers

Role/ Subject	Teacher
Form Teacher 1	Mrs Annie Lim
Form Teacher 2	Mr Ralph Chan
Form Teacher 3	Mr Jason Law
English	Mrs Jennifer Devadass
Maths	Mrs Annie Lim
Science	Mr Jason Law
Mother Tongue	<i>By grouping. Refer to next slide</i>
Social Studies	Mrs Esther Ng
PE	Mr Ralph Chan
Art	Ms Tay Jin Xuan
Music	Mr Isaac

# Our P4 Steadfast (4SF) Teachers

Role/ Subject	Teacher
Form Teacher 1	Mdm Salina
Form Teacher 2	Ms Lee Xuan
English	Mdm Salina
Maths	<i>Mdm Salina / Mr Zaidi</i>
Science	Mrs Edwin
Mother Tongue	<i>By grouping. Refer to next slide</i>
Social Studies	Ms Nur Shilah
PE	Ms Evelyn Poh
Art	Ms Mary Seah
Music	Mr Isaac

## Our P4 Mother Tongue Teachers

Language	Teacher
Chinese Language	<b>HCL</b> : Ms Loke <b>CL</b> : Ms Loke, Mdm Wang, Ms Li, Miss Goh, Miss Lee
Malay Language	<b>HML</b> : Cikgu Fadzah <b>ML</b> : Cikgu Fadzah, Cikgu Jailani, Cikgu Huda
Tamil Language	<b>HTL</b> : Mrs Kumar <b>TL</b> : Miss Harini



**Student  
Management  
Matters**

# **Key Information from Letter from the Principal & FTs**

- 1. Reporting Time**
  - **Students to report by 7.35 a.m. (Mon to Fri)**
  - **Dismissal time (Mon 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.**
- 5. Check Parents Gateway (PG) for information and updates on school activities.**
- 6. Refer to Navalite Compass to check on homework and other school matters**

# The School Uniform



Name Tag



Shirt Tucked In

*Socks with NBPS logo and white canvas shoes are to be worn.*

NBPS socks



# The School Uniform



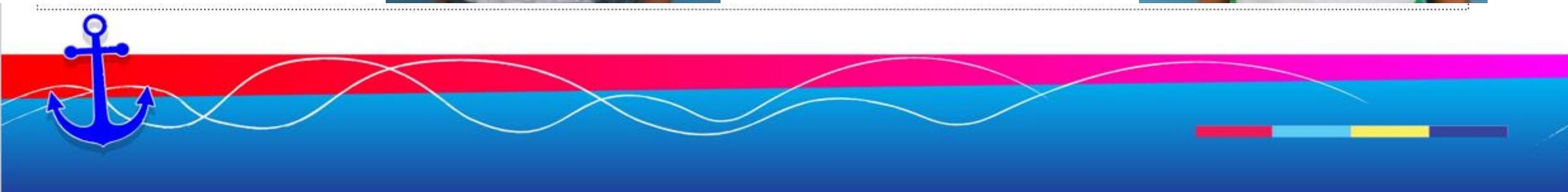
The student's name tag must be **sewn on securely on the pocket above the school crest** on both the **school uniform and PE T-Shirt**.



# The PE Attire



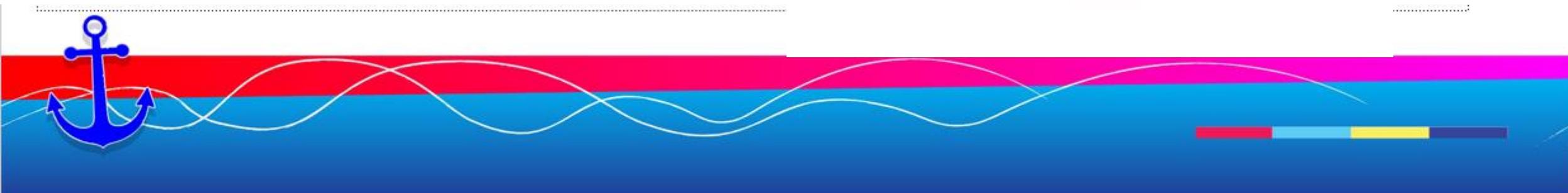
Name Tag



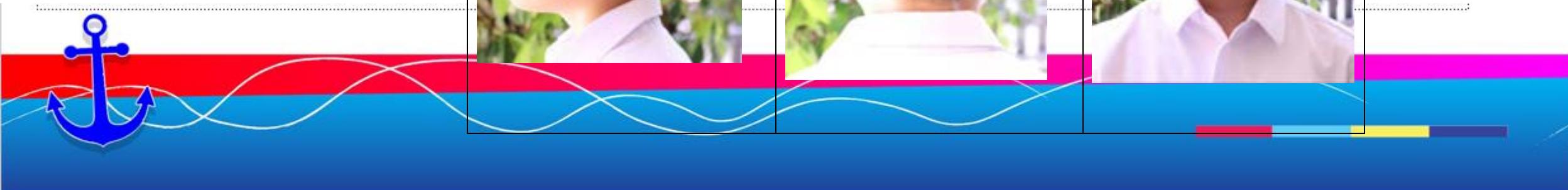


## Footwear

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



# Hairstyles

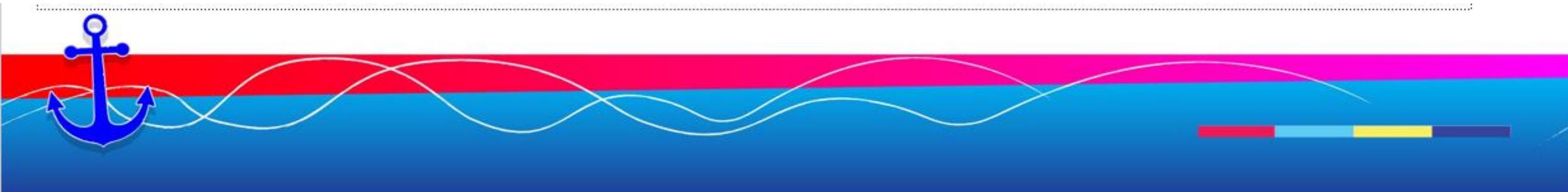




# Hairstyles

## 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 2<sup>nd</sup> 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.



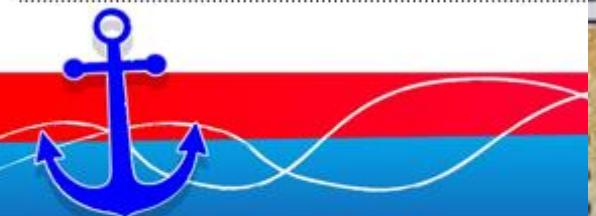




# Communication

## The Navalite Compass

joy of  
Learning begins at Naval Base Primary School!



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# Communication

## The Navalite Compass

TERM 1 WEEK 1			
	HOMEWORK SET	DUE DATE	
MONDAY 04			
TUESDAY 05			
WEDNESDAY 06			
THURSDAY 07			
FRIDAY 08			
SATURDAY 09			
SUNDAY 10			

**REMARKS**

Orientation Day 1

Orientation Day 2

Temperature Taking Exercise

My Reflection

**PARENT'S SIGNATURE**





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



**joy of  
Learning** begins at Naval Base Primary School!



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

# What Guides us at NBPS ?

SIRCL



## VISION

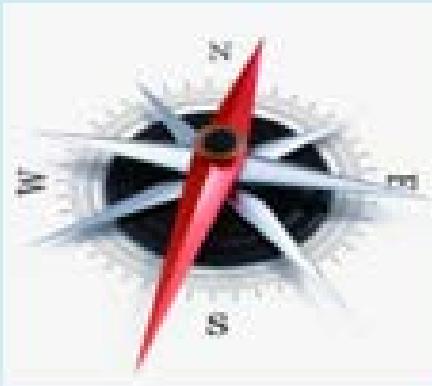
Every Navalite A Leader

## 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



SG 1.1 :  
Engaged Learner

SG 1.2 :  
Morally Upright  
Individual

SG 1.3 :  
Concerned Citizen

SG 1.4 :  
Confident Leader

1

SO 1.1.1 : Post-Primary  
SO 1.1.2 : Communication, Collaboration,  
Information Skills (CCI)  
SO 1.1.3 : Critical and Inventive Thinking  
Skills(CIT)  
SO 1.1.4 : Aesthetics  
SO 1.1.5 : Physical

2

SO 1.2.1 : SEL & Good Values

3

SO 1.3.1 : Civic Literacy, Global  
Awareness and Cross Cultural  
Skills (CGC)

4

SO 1.4.1 : Lead Self and Others



# NAVAL BASE PRIMARY SCHOOL

## STRATEGIC ROADMAP

2021 - 2024



**Philosophy**  
*Every Child Matters*

**Culture**  
*Care, Innovation & Learning*

2019 / 2020 : Learn for Life (WPS - 6 Thrusts)

2021 - 2023 : Learn for Life, Embrace All Learners, Enhance Student Well-being

**LLP:** Healthy living, Outdoor appreciation, Personal Effort & Service (HOPES)

**ALP:** Constructionist Game Design



SIRCL

### VISION

Every Navalite A Leader

### MISSION

Nurturing Navalites to be Future-ready Leaders

### VALUES

Self-Discipline | Integrity | Respect | Compassion | Learning

ST1

Holistic Student Development

ST2

Competent and Engaged Staff

ST3

Strong Partnership with Stakeholders

CAP  
CC1, CIT

M

S

E

L

SEL, VALUES, CGC



1.1 Students to be engaged learners

1.2 Students to be morally upright individuals

1.3 Students to be concerned citizens

1.4 Students to be confident leaders

2.1 Staff to be competent leaders

2.2 Staff to be engaged individuals

3.1 School to develop partnership to enhance students' learning & development

#### Cognitive Development

1.1.1 Students to be ready to move on to post-primary education  
1.1.2 Students to develop collaboration, communication and information (CCI) skills  
1.1.3 Students to develop critical and inventive thinking (CIT) skills.

#### Aesthetics Development

1.1.4 Students to be able to have an awareness, appreciate and demonstrate skills in the various Arts forms

#### Physical Development

1.1.5 Students to develop good health and fitness habits, knowledge as well as skills to lead a healthy lifestyle

#### Moral, Social & Emotional Development

1.2.1 Students to develop SEL competencies and good values (School, MOE, Others)

#### Moral, Social & Emotional Development

1.3.1 Students to develop civic literacy, global awareness and cross-cultural skills (CGC)

#### Leadership Development

1.4.1 Students to develop leadership skills to lead self and others

#### Leadership Development

2.1.1 Staff to be a caring professional, an innovative practitioner and a collaborative learner  
2.1.2 Staff to be competent in delivering the curriculum

#### Leadership Development

2.2.1 Staff to be empowered and motivated to excel

#### 3.1 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

RESOURCES (4MPT) Manpower, Money, Materials, Methodology, Physical Space, Time

Plan, Implement, Review, Outcomes

PIRO

STRATEGIC THRUSTS (ST)

STRATEGIC GOALS (SG)

STRATEGIC OBJECTIVES (SO)

**ST3**

## **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

- 
1. Improved test scores
  2. Improved overall academic achievement
  3. Higher self-esteem
  4. Higher school attendance rates
  5. Lower drop out rates
  6. Improved attitude towards learning
  7. Better social behavior

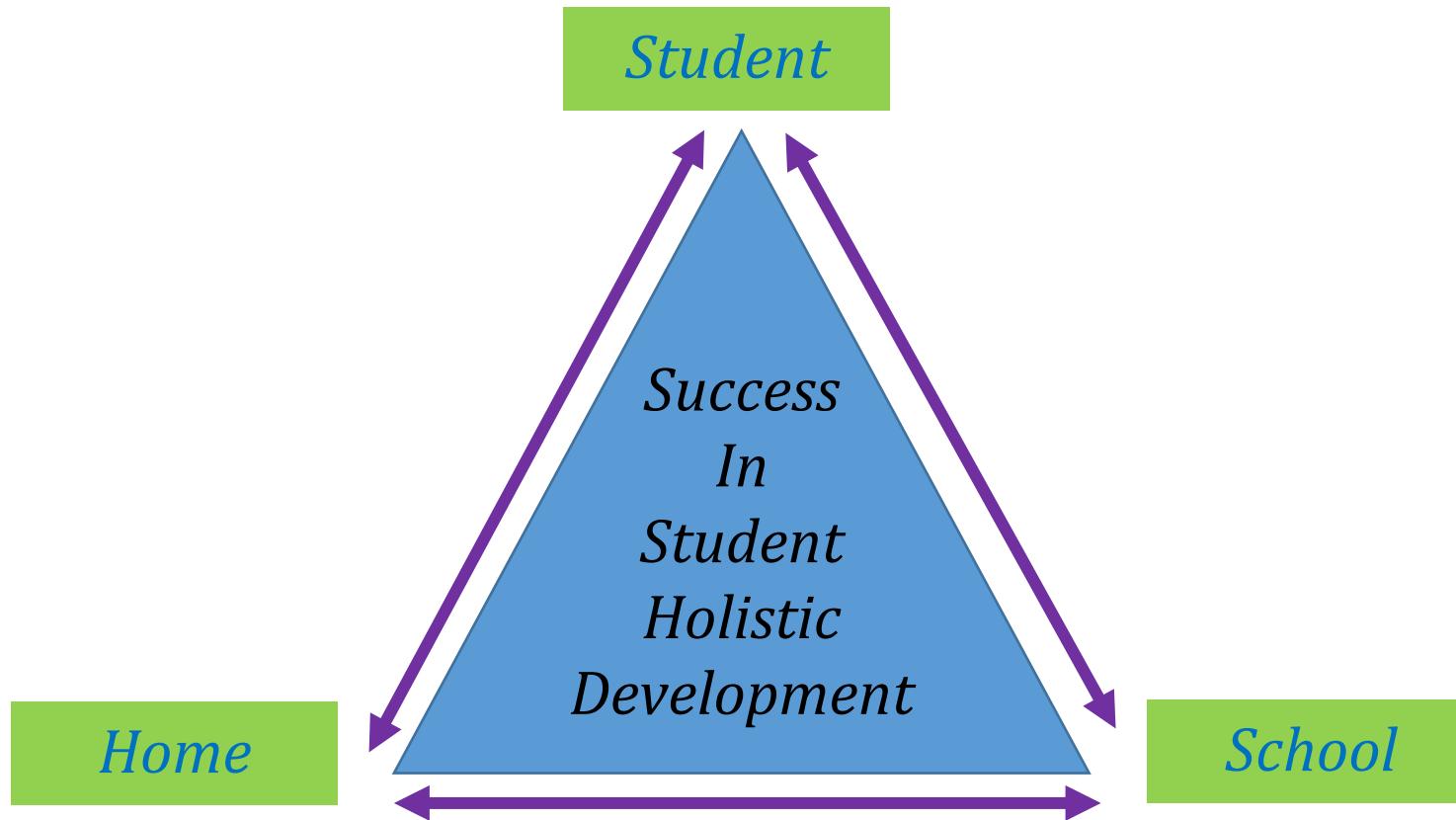
(Abrams & Gibbs, 2002; Newman, 2004; Pena, 2000; Raimondo & Henderson, 2001; Wandry & Pleet, 2002)

# MOE Home-School-Community Partnerships



**Building on Trust,  
Partnering as One**

# Home-School-Partnership Triangle



*How can we work together to help the child ?*

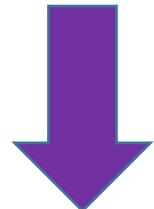


# **Let's Work Together**

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

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

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



**“Every School, a Good School”**

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

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

# 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 Form Teachers at the end of Term 2.
3. Termly/other letters to parents ([mainly via PG](#))
4. NBPS Website, Facebook, Student Learning Space (SLS)
5. Parents Support Group (PSG) Activities
6. Workshops and activities for parents engagement

## Communication with Teachers

- Parents may provide feedback or queries for teachers via Navalite Compass/email. For non-urgent cases, a reply will be provided within 3 working days.
- For urgent cases, parents may call the office for teachers to return call.

# More Information

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



THURSDAY, 13<sup>TH</sup> JANUARY 2022

Search

GO

HOME

EDUCATION

FEATURES

TEACHERS' DIGEST

MULTIMEDIA

FAQ



Video: Welcome to secondary  
school!

Put the books down! 6 skills  
your child really needs for P1

Recognising and talking  
about stress

Share Your Story

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

Get Our Newsletter

Mr

First name

Last name

Email address



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Sign up

# HOLISTIC DEVELOPMENT PLAN (HDP-CAMPSEL)



Cognitive



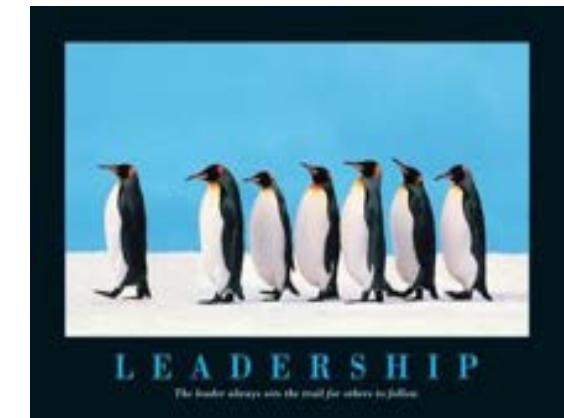
Aesthetics



Physical



Moral & Social-Emotional



Leadership

CAMPSEL Domains

## P4 HDP KEY HDP-CAMPSEL (Common to all)

<b>LEVEL</b>	<b>PERIOD</b>	<b>DOMAIN</b>	<b>ACTIVITY/ PROGRAMME</b>
All	T1 to T4	C-MTL,MSE	Festivities : Chinese New Year, Hari Raya, Deepavali
All	T1 to T4	MSE	Commemorative Events : Total Defence Day, International Friendship Day, Racial Harmony Day, National Day
All	T1 to T4	MSE	Other Celebrations : Children's Day, Teacher's Day, Navalites Day, Speech and Prize-Giving Day
All	T1 to T4	Aesthetics	Arts Beats Carnival, Navalites Got Talent
All	T2	C-EL	La Fiesta
All	T3	C-MTL	MTL Fortnight cum Racial Harmony Day (MTL Fiesta)

## P4 KEY HDP-CAMPSEL

LEVEL	PERIOD	DOMAIN	ACTIVITY/ PROGRAMME
P4	T1	MSE	Museum-Based Learning to Geylang Serai Heritage Gallery
P4	T1	P-LLP	Sports with ActiveSG
P4	T1-T4	C-MTL	Conversational MT : Blended (P4: 4hrs workshop within curriculum + 4hrs SLS)
P4	T2	L, MSE, P-LLP	P4 2-Day HOPES Camp
P4	T2-T3	C, L-ALP/ EL/Art/ICT	Navalite Discovery Day Inter-Disciplinary Project: Design of Concrete Games for Pre-Schoolers
P4	T2-T3	MSE	Values-In-Action: Interaction with Senior Citizens
P4	T3	C-Science	Enrichment Lessons @ Singapore Science Centre (Light)
P4	T3	C-MTL, MSE	MTL Cultural Camp
P4	T3	MSE	Museum-Based Learning to Kreta Ayer Heritage Gallery
P4	T4	A, MSE	Museum-Based Learning to National Gallery Singapore

## 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 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 interdisciplinary work and in the creation 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.*

# A = 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



**Art Club**



**Band**



**Dance**



**Choir**



**Drama**

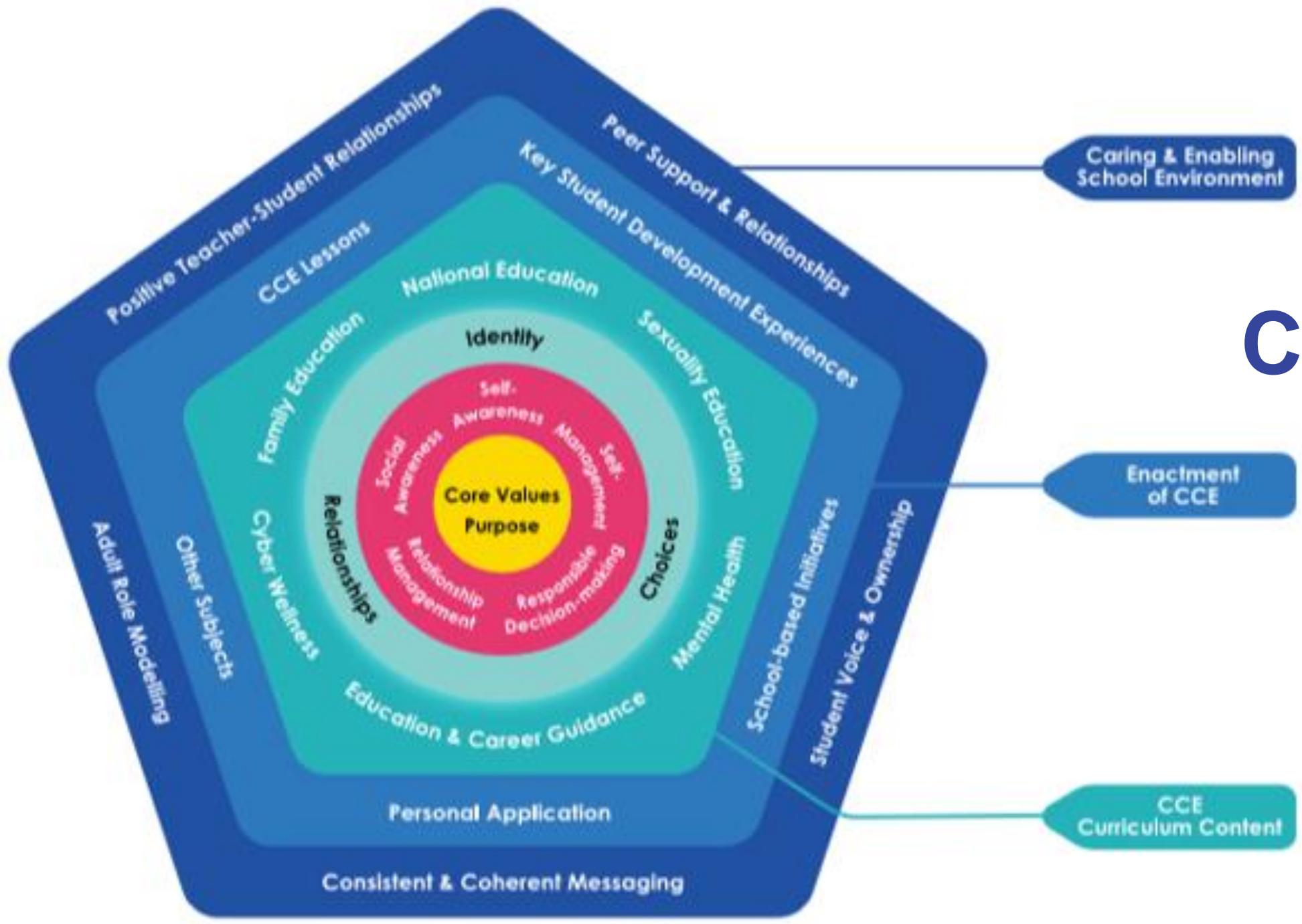


# MSE = MORAL/SOCIAL-EMOTIONAL

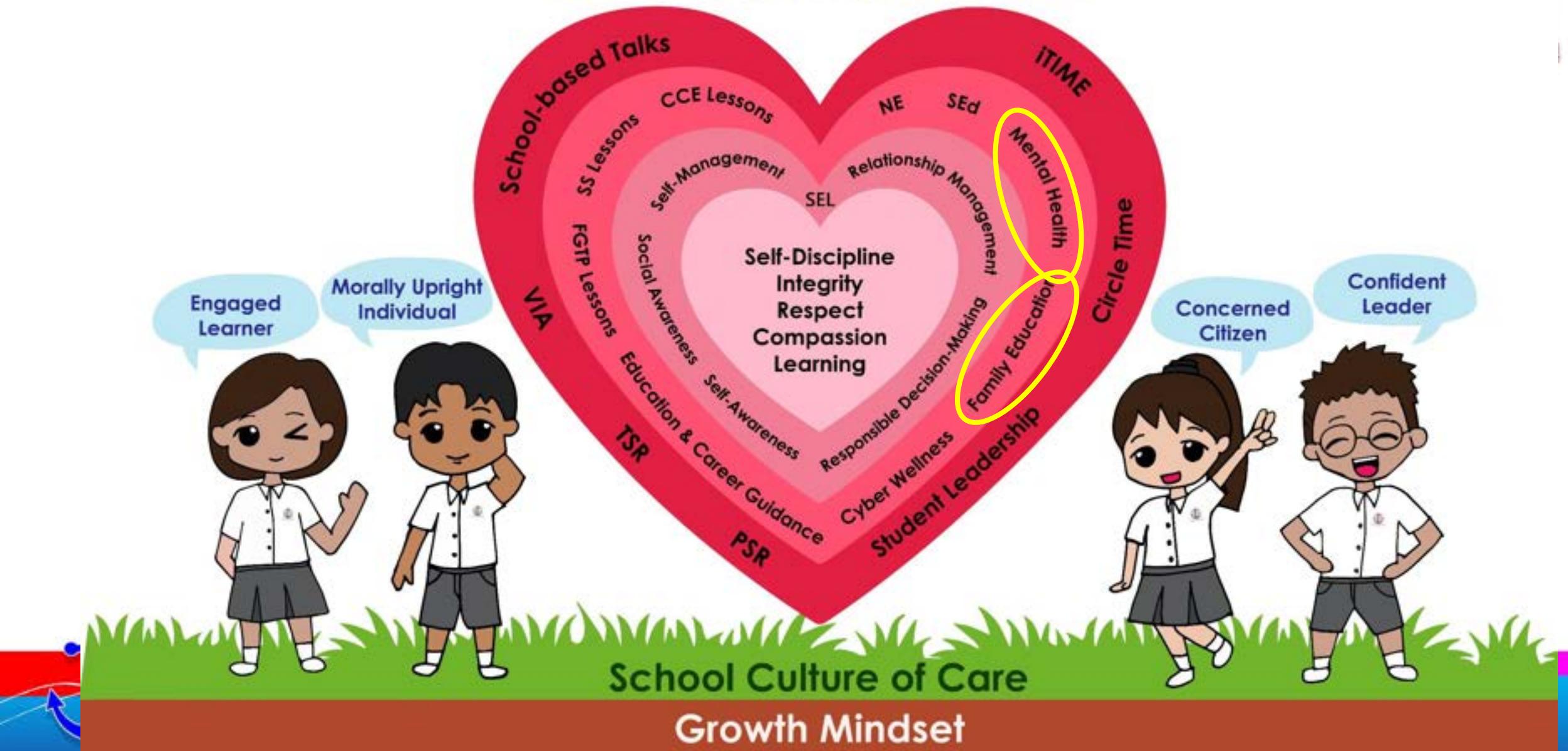




# CCE 2021



# NBPS CCE Framework





# NBPS Discipline Policy

- An effective discipline approach teaches students to **be self-disciplined**.
- 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



# 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

**Restore** relationships with others hurt by their actions

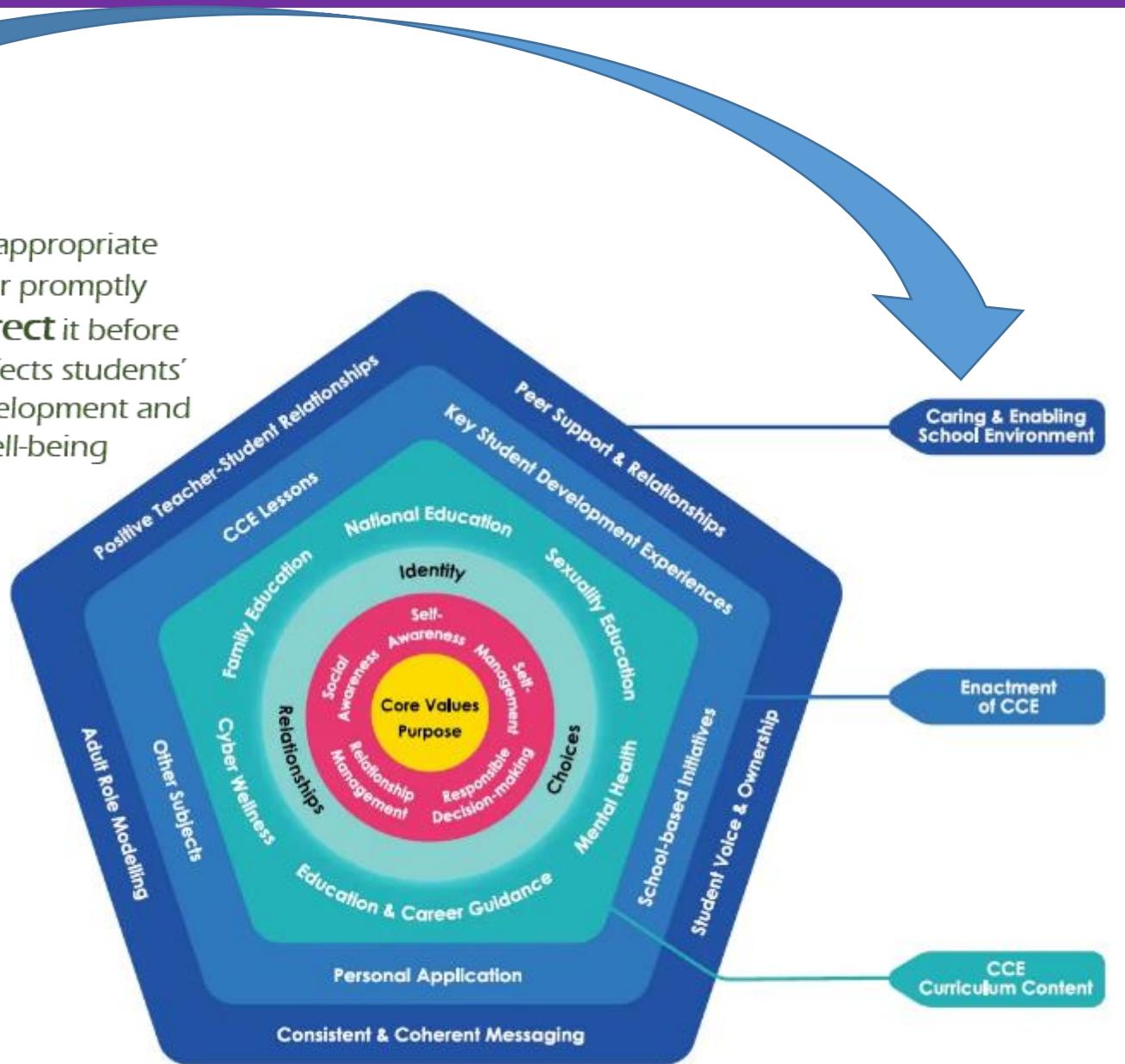


## A Positive & Proactive Approach to Discipline



**Address** inappropriate behaviour promptly

**Correct** it before it affects students' development and well-being





# 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 **repeated** or **persistent** 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 (Caring for the Senior Citizens)
- Educational Career Guidance Programme
- 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
- Admire 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

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



P = PHYSICAL



# P = PHYSICAL



## NBPS PE Framework



& lift every student to be physically literate



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

P = PHYSICAL

LLP = Learning for Life Programme



H EALTHY LIVING

O UTDOR APPRECIATION

P ERSONAL E FFORT

S ERVICE

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



**L** = LEADERSHIP



**LEADERSHIP**

*The leader always sets the trail for others to follow.*

# NBPS Student Leadership Framework



## NBPS Leadership Framework

VISION: Every Navalite A Leader

Mission: Nurturing Navalites to be Future-Ready Leaders

Every Navalite A Confident Leader



Training & Development (21<sup>st</sup> Century Competencies, SEL Skills, Values)

**Joy of  
Learning** begins at Naval Base Primary School!



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



**joy of  
Learning** begins at Naval Base Primary School!



# 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.)



# 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 explore ideas, concepts and areas of interest and promote the joy of learning.



Discerning  
Reader

encourage students to read widely and process information critically so as to distinguish fact from falsehoods.



# 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 the STELLAR® Classroom

2.0

## Principles of EL Teaching & Learning (CLLIPS)

## EL Teaching Processes (ACoLADE)



### Multiliteracies



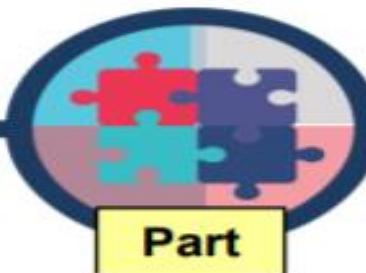
Whole

### LISTENING, READING AND VIEWING

Enjoy texts and understand that they serve different purposes  
Shared Book Approach 1  
Reading for Pleasure  
Supported Reading  
KWL  
Retelling  
Guided Reading



### Metacognition



Part

### STRENGTHENING LANGUAGE USE

Understand how language choices affect the text purpose  
Shared Book Approach 2  
Noticing  
Modified PPP Approach  
Oracy  
Think-aloud  
Annotation



### Inquiry through Dialogue



Whole

### SPEAKING, WRITING AND REPRESENTING

Compose texts using appropriate features and/or modes to suit different text purposes  
Modified Language  
Experience Approach (MLEA)  
Guided Writing  
Writing Process Cycle

Differentiated Instruction

Gradual Release of Responsibility

# English Language Resources



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



NAVAL BASE PRIMARY SCHOOL  
PRIMARY 4  
ENGLISH

**Unit 1: Making Ice cream**

**Key Teaching Points**

**Vocabulary**  
Words and phrases: equipment, freezer, refrigerator, variation, flavours, clink, ingredients, recipe, instructions, vanilla essence, lid and sprinkle.

**Grammar**  
Reported Speech  
Quotation marks

**Reading Comprehension**  
Annotation skills  
To agree, clarify, disagree and evaluate using sentence starters

Name: \_\_\_\_\_ Class: 4 \_\_\_\_\_



**Unit 3: The Paralympic Games**

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Vocabulary LS 1

Class: \_\_\_\_\_  
WALT: Use words in context.  
Fill in the blanks with the words given below. Use each word once only.

chocolate chip	equipment	freezer	ingredients
marshmallows	milk shake	recipe	rock salt
vanilla essence	variation	yoghurt	whipping cream
white chocolate			

Last Sunday, Mother and Jill decided to go to the supermarket to buy some groceries. Before leaving the house, Mother quickly went to the (1) to check if she still had frozen meat to cook for dinner that night. She also went to check her cookbook because she remembered reading an interesting (2) for making a cake. Mother wanted to try baking one as the new oven had been delivered and she now had the proper (3). As Mother jotted down the (4) needed to make this dessert, she noticed that the cake was a slight (5) from the ones she usually made.

At the supermarket, Jill spotted her favourite brand of (6) cookies. She liked that the chocolate dotted the cookie like a smiling face. Nearby were bars of (7) . Jill thought that they were unusual as she did not know chocolate could come in that colour! Mother reminded Jill to look out for (8) as it comes in a small bottle and is easily missed if you do not keep a look out for it. Their cake would be tasteless if they did not add this. Mother reminded Jill to look out for (9) comes in bigger bottles and we

Close and Critical Reading 2 RS1.1

Complete the recipe below with information from the text Making Ice cream.

**How to Make** \_\_\_\_\_

**Goal:** To make ice cream without a freezer

**Equipment** You will need

- a large jar with a lid
- a smaller jar (with a tight-fitting lid) that would fit inside the larger one

**Ingredients** You will need

- 1/2 cup of fresh whipping cream
- 2 tablespoons of sugar
- a few drops (no more than 1/4 teaspoon) of vanilla essence

**Steps** To make the ice cream mixture:  
To make the freezer:  
To turn cream into ice cream:  
Your ice cream is ready to be eaten.



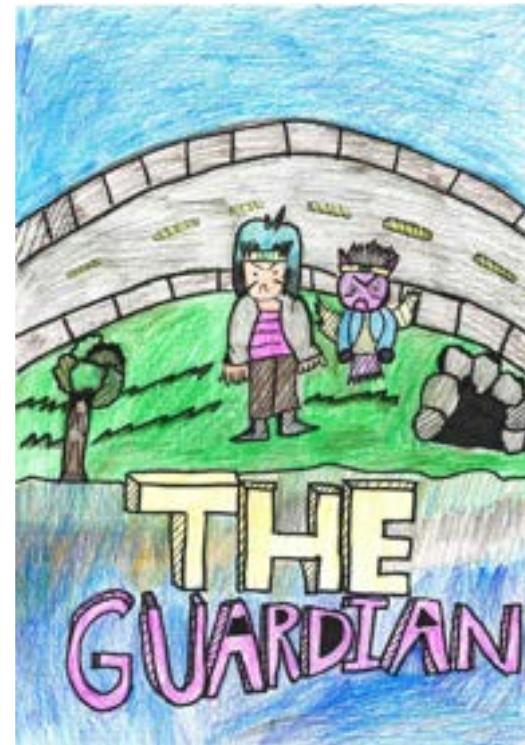
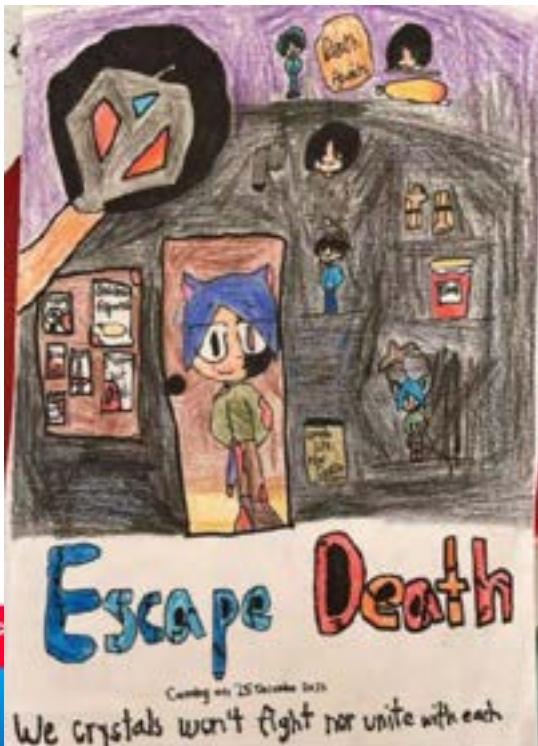
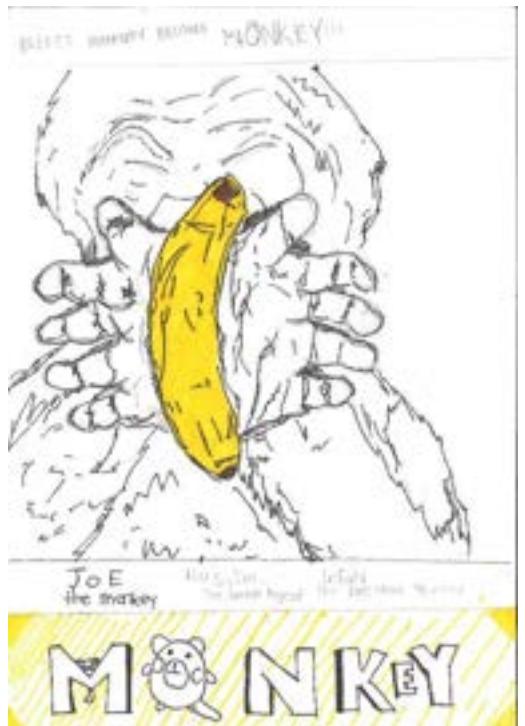
# English Language Support Programmes

- 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

# Reading Programmes

- Morning Silent Reading
- Extensive Reading
- Let's Read articles
- NLB Books
- STAR Readers booklets

Reading Minute

Name: \_\_\_\_\_ Date Pg: \_\_\_\_\_ Date Term 1 Week 7

**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 rails. 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.

# Assessment



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>• Grammar Cloze (Fill in the blank)</li><li>• Comprehension</li></ul>	<p>Composition Writing</p>	<p>Oral Performance Task</p> <ul style="list-style-type: none"><li>• Project work presentation (Navalite Discovery Day)</li></ul>	<p>End-of-Year Assessments</p> <ul style="list-style-type: none"><li>• Composition</li><li>• Written Paper</li><li>• Listening Comprehension</li><li>• Oral</li></ul>





## 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



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



# Primary Mathematics Curriculum



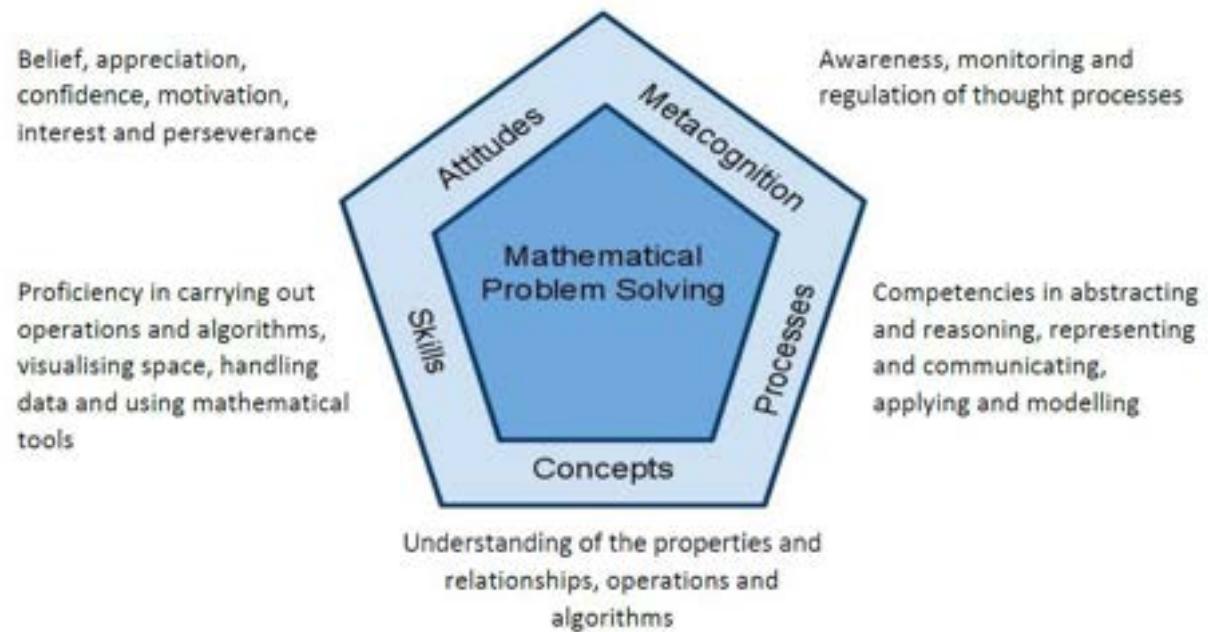
- Acquire mathematical concepts and skills for everyday use and continuous learning in Mathematics
- Develop thinking, reasoning communication, application and metacognitive skills through a mathematical approach to problem solving
- Build confidence and foster interest in Mathematics





# MATHEMATICS FRAMEWORK

Mathematics Curriculum Framework





# 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.



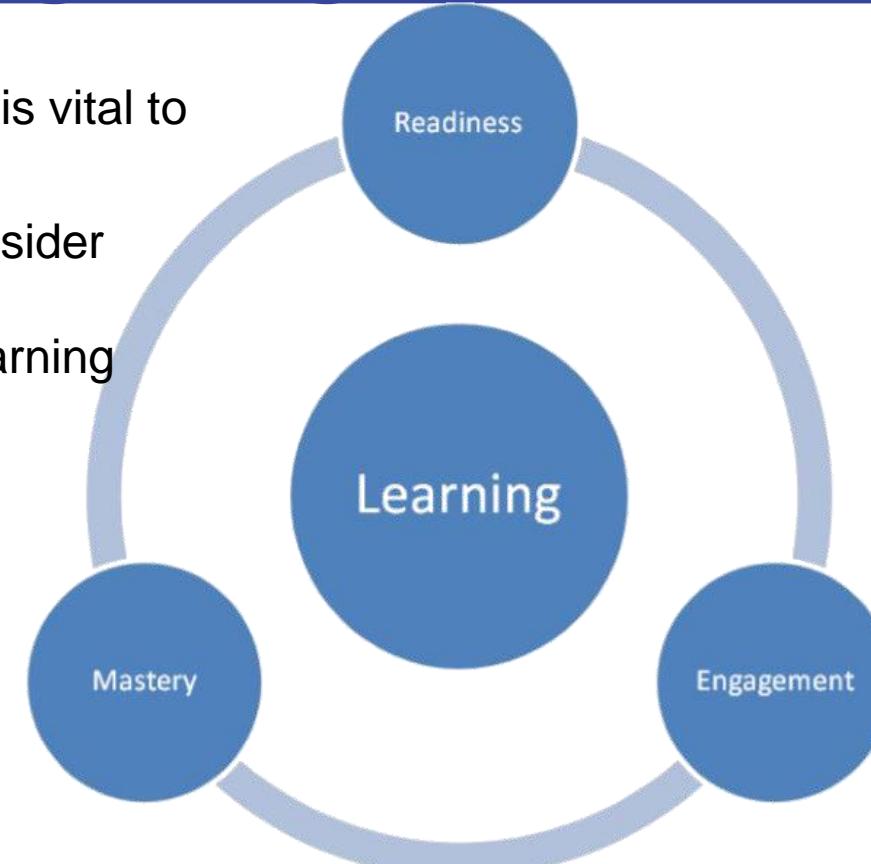


# Learning Progression in Mathematics

Student readiness to learn is vital to learning success.

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)**





# Guiding questions for problem sums

- 1 What am I given?**
- 2 What can I find out?**
- 3 What am I looking for?**

The page features a large title 'Guiding questions for problem sums' in bold black text. Below it are three numbered sections: '1 What am I given?', '2 What can I find out?', and '3 What am I looking for?'. To the right of the text is a cartoon illustration of a three-masted sailing ship on the water under a cloudy sky. The top right corner contains the school's logo.





# Mathematics Resources

- Mathematics Course Book
- Mathematics Activity 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%	Pen and Paper
2	15%	
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



**joy of  
Learning** begins at Naval Base Primary School!



# Science





# Purpose of Science: Application in Daily Life

Example:  
Life Cycles



Example:  
Heat Energy



Example:  
Light Energy





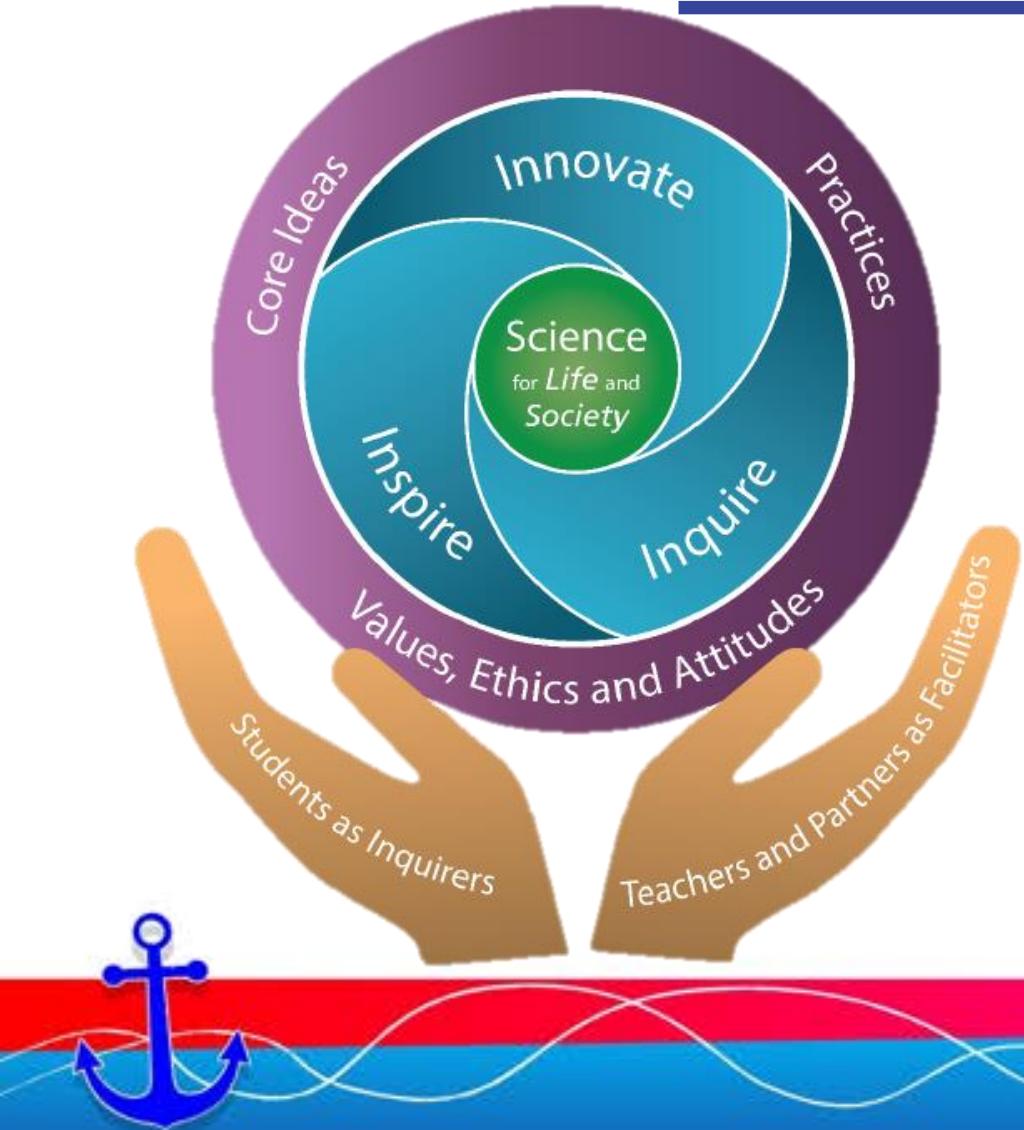
# Purpose of Science: Application in Daily Life

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'**

# 2014 Science Syllabus



Science  
Syllabus  
Primary

Syllabus Requirement		
Themes	* Lower Block (Primary 3 and 4)	**Upper Block (Primary 5 and 6)
Diversity	<ul style="list-style-type: none"> <li>Diversity of living and non-living things (General characteristics and classification)</li> <li>Diversity of materials</li> </ul>	
Cycles	<ul style="list-style-type: none"> <li>Cycles in plants and animals (Life cycles)</li> <li>Cycles in matter and water (Matter)</li> </ul>	<ul style="list-style-type: none"> <li>Cycles in plants and animals (Reproduction)</li> <li>Cycles in matter and water (Water)</li> </ul>
Systems	<ul style="list-style-type: none"> <li>Plant system (Plant parts and functions)</li> <li>Human system (Digestive system)</li> </ul>	<ul style="list-style-type: none"> <li>Plant system (Respiratory and circulatory systems)</li> <li>Human system (Respiratory and circulatory systems)</li> <li><u>Cell system</u></li> <li>Electrical system</li> </ul>
Interactions	<ul style="list-style-type: none"> <li>Interaction of forces (Magnets)</li> </ul>	<ul style="list-style-type: none"> <li>Interaction of forces (Frictional force, gravitational force, <u>force in springs</u>)</li> <li>Interaction within the environment</li> </ul>
Energy	<ul style="list-style-type: none"> <li>Energy forms and uses (Light and heat)</li> </ul>	<ul style="list-style-type: none"> <li>Energy forms and uses (Photosynthesis)</li> <li><u>Energy conversion</u></li> </ul>

Implementation starting with  
2014 Primary Three Cohort



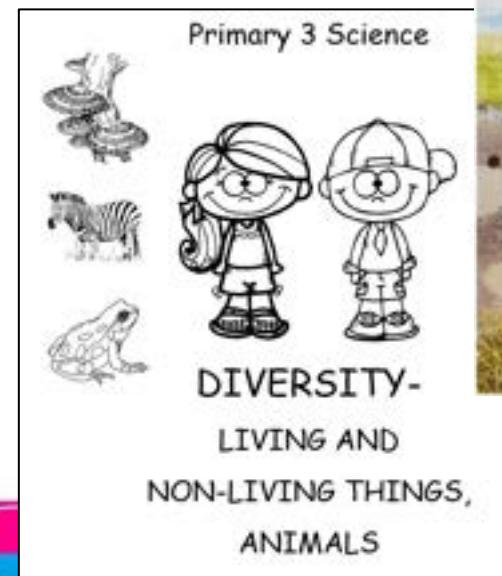
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publication may be reproduced without the prior permission of the  
Ministry of Education, Singapore.

Can be downloaded  
from:

[www.moe.gov.sg](http://www.moe.gov.sg)

# Science Resources

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





# P4 Science Programmes

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



# Assessment



Term	Weightage	Mode
1	10%	Pen and Paper
2	15%	
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 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



# 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, 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.





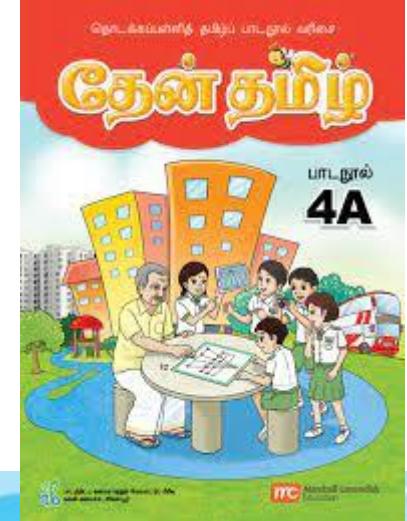
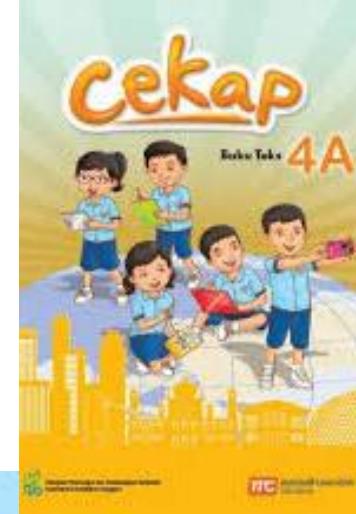
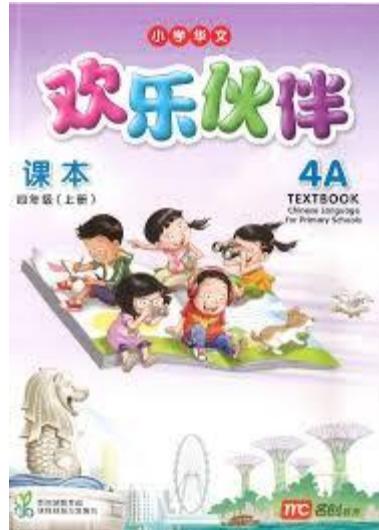
# Building Up Love for Reading

- ❖ **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>



*Come and visit  
Naval Base Pri MT Website!*

**Highlights:**

- Compositions written by Navalites, talent showcase and book reviews
- Guides to improve composition writing
- Content for leisure reading

Stand a chance to win prizes in quizzes!

<https://go.gov.sg/nbps-mt>

The graphic includes the NBPS logo and a beach-themed illustration with a starfish, seashells, and a beach ball.





# 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





# 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



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





## 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  
Learning begins at Naval Base Primary School!**



## ICT UPDATES



# Information Communications Technology

## ICT @ NBPS

Underpinned by emphasis on Cyber Wellness  
Customised Level & Department Based Programmes

Communications

Learning

School Web  
& FB

PG

SLS

MOE Systems

Student  
iCON

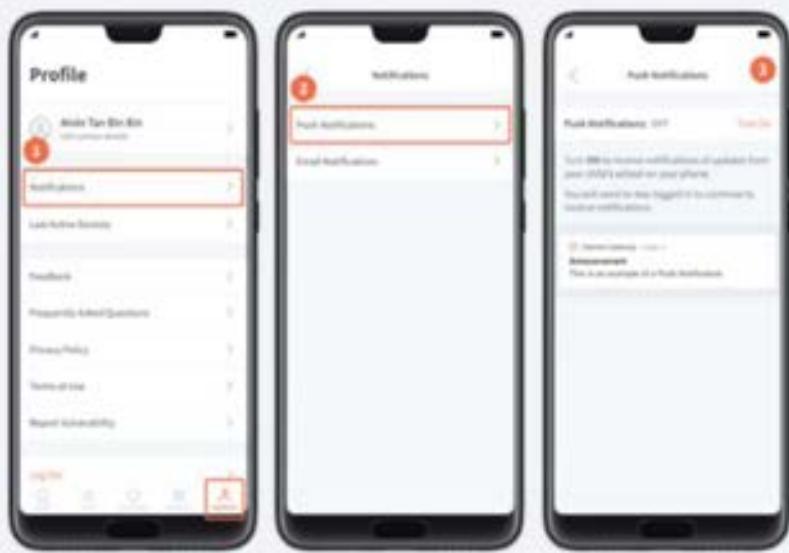
Zoom

Microsoft  
ProPlus

# PG- Enable Push Notifications

The push notification feature on the phone needs to be enabled.

1. Go to 'Profile' > 'Notifications'
2. Tap on 'Push Notifications'
3. If 'Push Notifications' is 'OFF', tap 'Turn On' to enable it



**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



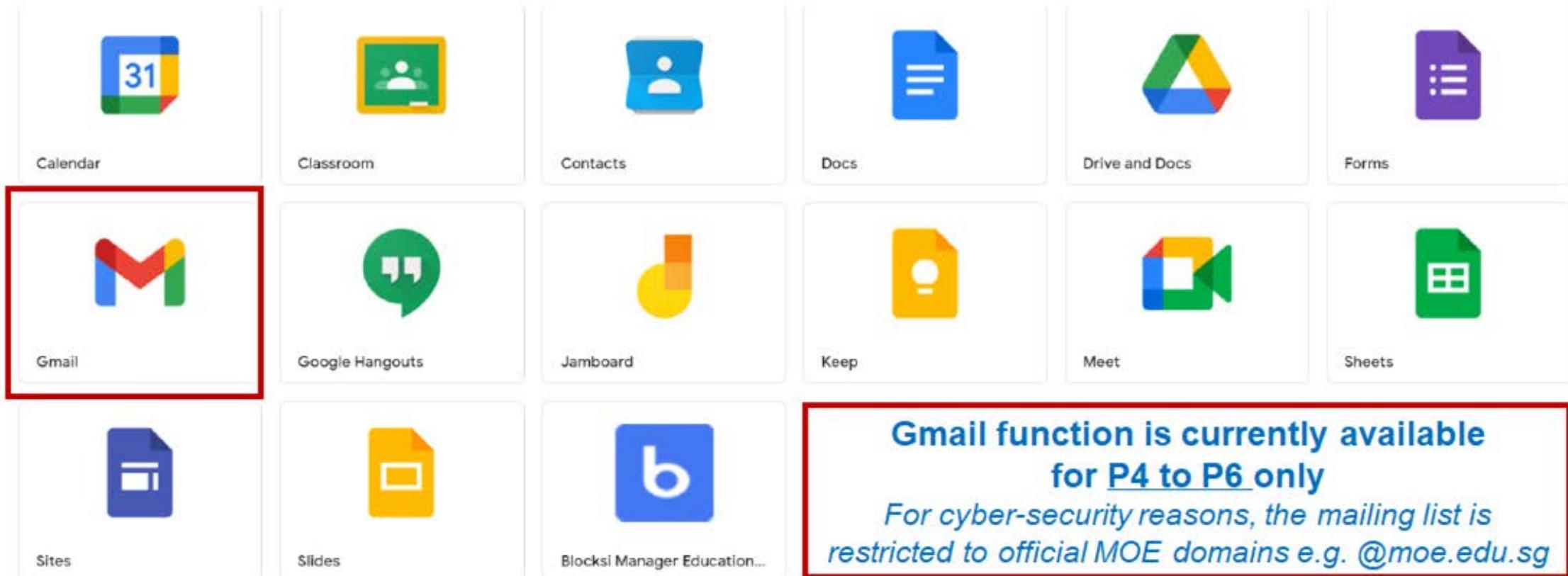
IS MADE AVAILABLE TO EVERYONE!

# 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

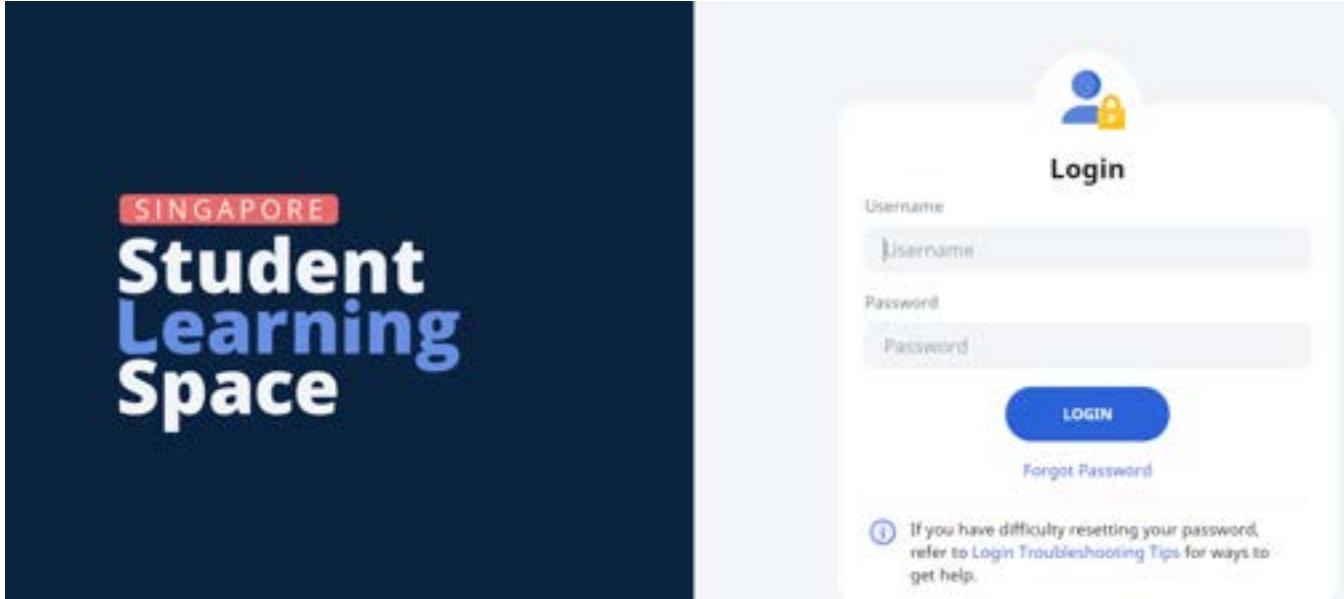
- Any space in full name will be replaced with underscore
- Omit words like “Bte” and “s/o”
- Duplicate ID will have a running number added to the login ID

***Password would have been given to your child via his or her FTs.***

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

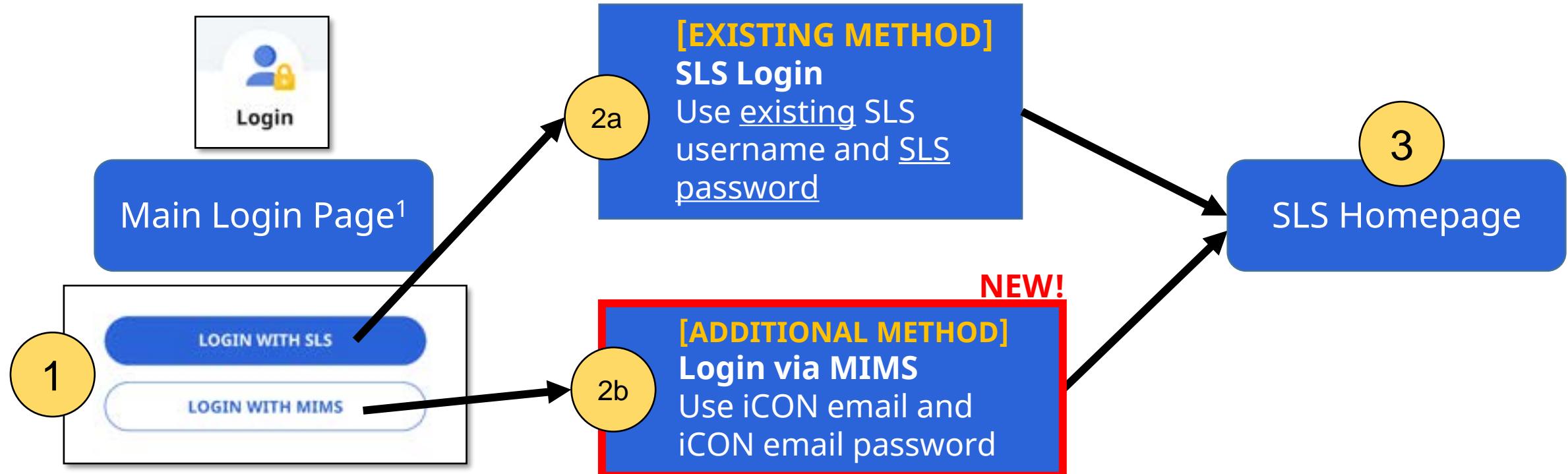
Full Name	Display Name	Login ID
Tan Hui Min	Tan Hui Min	<b>Tan_Hui_Min@students.edu.sg</b>
Siti Fatimah Bte Mohamed	Siti Fatimah Bte Mohamed	<b>Siti_fatimah_mohamed@students.edu.sg</b>
Kumara Rajan s/o Kanagasabai	Kumara Rajan s/o Kanagasabai	<b>kumara_rajan_kanagasabai@students.edu.sg</b>

# 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]

The screenshot shows the SLS login interface. At the top is a header with a user icon and a lock icon. Below it is a "Back to Main Login Page" link. A blue information box contains the text: "Users should use their SLS Username and Password to login." A red speech bubble with the number "4" is positioned next to the information box. Below the box are two input fields: "SLS Username" and "SLS Password". At the bottom is a large blue "LOGIN" button and a "Forgot Password" link.

- **SLS Login**

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

Your child's FT should have given them the SLS user ID.

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

# SLS resources

Lessons & Courses

## Decimals as Fractions

MOE LIBRARY

Decimals as Fractions

Foundation Mathematics

Primary 5

In this lesson, you will learn how to convert decimals to fractions.

LESSON DETAILS ATTEMPT

## Rounding Decimals

MOE LIBRARY

ROUNDING DECIMALS

3 crayons: Yellow (Round to Whole Number), Green (1 Decimal Place), Blue (2 Decimal Places)

Foundation Mathematics

Primary 5

Round decimals to the nearest whole number, 1 decimal place or 2 decimal places.

LESSON DETAILS ATTEMPT

## Fractions as Decimals

MOE LIBRARY

## Fractions as Decimals

Foundation Mathematics

Primary 5

In this lesson, you will learn how to convert fractions to decimals.

LESSON DETAILS ATTEMPT

## Comparing Decimals

MOE LIBRARY

Comparing and Ordering Decimals

Foundation Mathematics



## Adding and Subtracting Decimals

MOE LIBRARY

## Adding & Subtracting Decimals

Foundation Mathematics

## Multiplying Decimals by a Whole Number

MOE LIBRARY

## Multiplying Decimals by a Whole Number

Foundation Mathematics



# 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>

An Instagram profile for "navalbasepri". The bio reads: "Naval Base Primary School Every Navalite a Leader navalbasepri.moe.edu.sg". It shows 30 posts, 364 followers, and 3 following. A QR code is visible at the bottom.

Features

A screenshot of the school's Facebook page. The cover photo features a ship and the slogan "Every Navalite A Leader". The page has 2.2K likes and 2.4K followers. A QR code is visible at the bottom.

## Facebook:

<https://www.facebook.com/NBPS1730>



**Instagram:**  
**@navalbasepri**

# Where to get FTs' email

## School Website:

[https://navalbasepri.moe.edu.sg/  
about-us/organisational-  
chart/2023-form-teachers](https://navalbasepri.moe.edu.sg/about-us/organisational-chart/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>

**NEU PC Plus**

**Joy of  
Learning** begins at Naval Base Primary School!



# **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

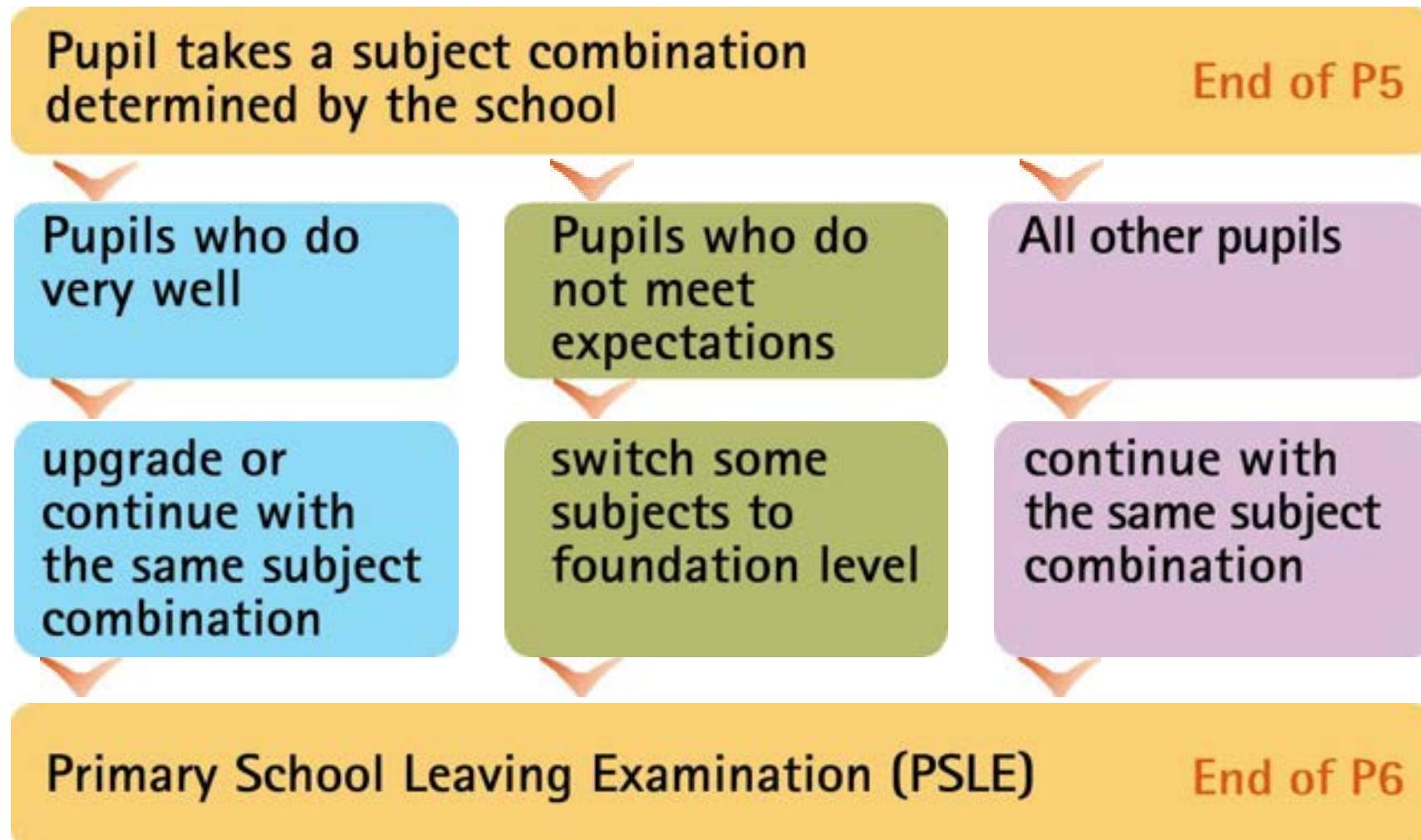
<b>If your child (at the end of P4)</b>	<b>Your child will be recommended to take ...</b>
Passes all 4 subjects and <b>performs very well in MT</b>	4 Standard Subjects and <b>Higher MT</b>
Passes all 4 subjects	4 Standard Subjects
Passes all 3 subjects	4 Standard Subjects
Passes 2 subjects or less	3 Standard & 1 Foundation/ 2 Standard & 2 Foundation/ 1 Standard & 3 Foundation/ 4 Foundation Subjects

# **How does Subject-based Banding work?**

**At P4**

School recommends a subject combination based on P4 examination results. Parents select preferred combination.

# How does Subject-based Banding work?

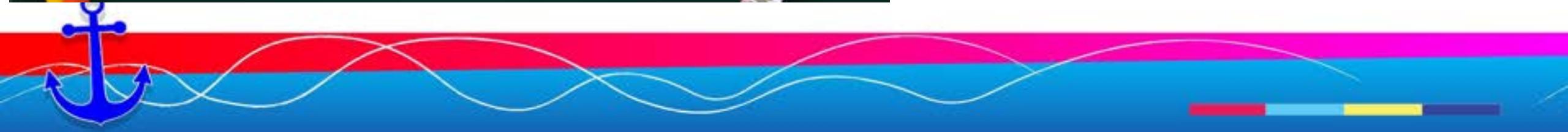


**Joy Of  
Learning** begins at Naval Base Primary School!



# OTHER UPDATES

*Every Parent a  
Supportive Partner*



# **GROW WITH ME**

## **5-Steps Weekly Checklist for Parents**

***Do not miss the chance to grow with them***

	<b>By Friday Evening : (Estimated Time = 5 minutes)</b>
<b>1.</b>	<ul style="list-style-type: none"> <li>I have asked my child about his/her week (personal issues at home, school, etc).</li> </ul>
	<b>By Saturday (12 noon) : (Estimated Time = 5 minutes)</b>
<b>2.</b>	<ul style="list-style-type: none"> <li>I have looked through my child's Navalite compass for the week to find out more about my child and happenings at school.</li> </ul>
<b>3.</b>	<ul style="list-style-type: none"> <li>I have checked that my child has the required key materials/stationeries for school.</li> </ul>
Pri 1-6	<ul style="list-style-type: none"> <li>➤ Pencil, eraser, ruler, sharpener, green pen, highlighter, whiteboard set (marker, duster)</li> <li>➤ Any other materials required by the teacher</li> </ul>
Pri 3-6	<ul style="list-style-type: none"> <li>➤ Set-square</li> </ul>
Pri 4-6	<ul style="list-style-type: none"> <li>➤ Protractor, correction tape, black/blue pen</li> </ul>
Pri 5-6	<ul style="list-style-type: none"> <li>➤ Calculator</li> </ul>
<b>4.</b>	<ul style="list-style-type: none"> <li>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</li> </ul>
	<b>By Sunday (5 pm) : (Estimated Time = 5 minutes)</b>
<b>5.</b>	<ul style="list-style-type: none"> <li>I have followed up with the necessary things to ensure that my child is ready for school</li> </ul>



- 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>