

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



## **PRIMARY 1 PARENTS' BRIEFING** **26 JAN 2024**

**ST3:**  
**Strong Partnership with stakeholders**

# Welcome to the NBPS Family!



# AGENDA



1	INTRODUCTION	Year Head
2	Overview of the NBPS Vision, Mission, Values Approach to Holistic Development	
	Cognitive Development	
3	Aesthetics Programmes	
	Character Citizenship Education (CCE)	
	MOTHER TONGUE	
	ENGLISH LANGUAGE	
	MATHEMATICS	
	Holistic Development Profile(HDP)	
	EdTech Updates	
	Student Management Matters	





- 1. OVERVIEW OF NBPS VISION, MISSION, VALUES**
  
- 2. 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

joy of  
Learning begins at Na



SG 1.1 :  
Engaged Learner

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

SG 1.2 :  
Morally Upright  
Individual

2

SO 1.2.1 : SEL & Good Values

SG 1.3 :  
Concerned Citizen

3

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

SG 1.4 :  
Confident Leader

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

C A P  
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

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

**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

STRATEGIC THRUSTS (ST)

STRATEGIC GOALS (SG)

STRATEGIC OBJECTIVES (SO)

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

Plan, Implement, Review, Outcomes

PIRO

## 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

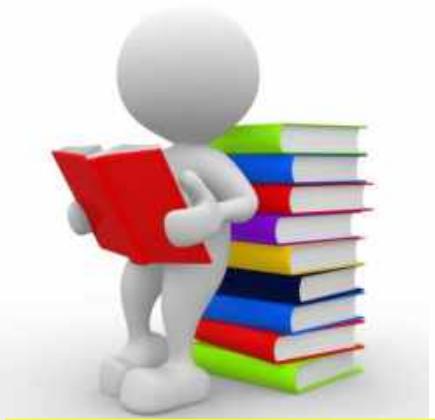
School to engage community as supportive partners to enhance students' learning and development



# BETTER TOGETHER



# HOLISTIC DEVELOPMENT PLAN (HDP-CAMPSEL)



Cognitive



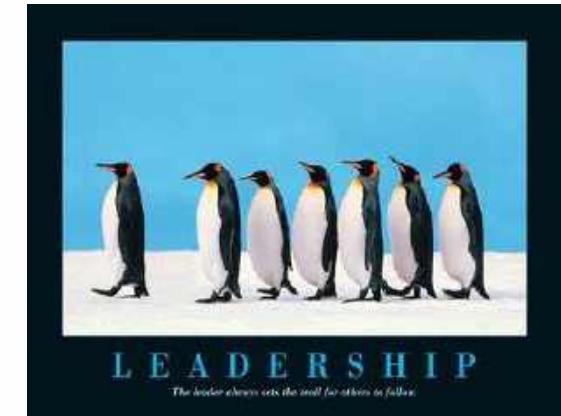
Aesthetics



Physical



Moral & Social-Emotional



Leadership



CAMPSEL Domains

# KEY HOLISTIC DEVELOPMENT PLAN (HDP) P1 to P6

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

# KEY HOLISTIC DEVELOPMENT PLAN (HDP) P1

Term 1	1) Basic Operation Skills, SLS Navigation, Typing Skills 2) Programme for Active Learning(PAL)
Term 2	1) Introduction to ‘What is Leadership?’ 2) Programme for Active Learning(PAL)
Term 3	1) Programme for Active Learning(PAL) 2) Learning Journey to the Zoo
Term 4	1) Lower Primary Sports Day



# A = AESTHETICS DEVELOPMENT



# Aesthetics



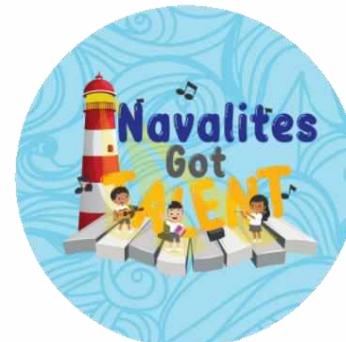
## School-Wide Events and Exposure

### **Arts Beat Carnival**

- Aesthetics Assembly Programme
- Recess Activities
- Aesthetics CCA showcases

### **Navalites Got Talent**

- Talent showcase conducted in Semester 2



# Aesthetics

## In-Depth Experience in Aesthetics

### Visual-Performing Arts CCAs



**Art Club**



**Band**



**Dance**



**Choir**



**Drama**



# Programme in Active Learning(PAL)

**Learning  
Socio-  
Emotional  
competencies  
during PAL  
lessons**



# MSE = MORAL/SOCIAL-EMOTIONAL



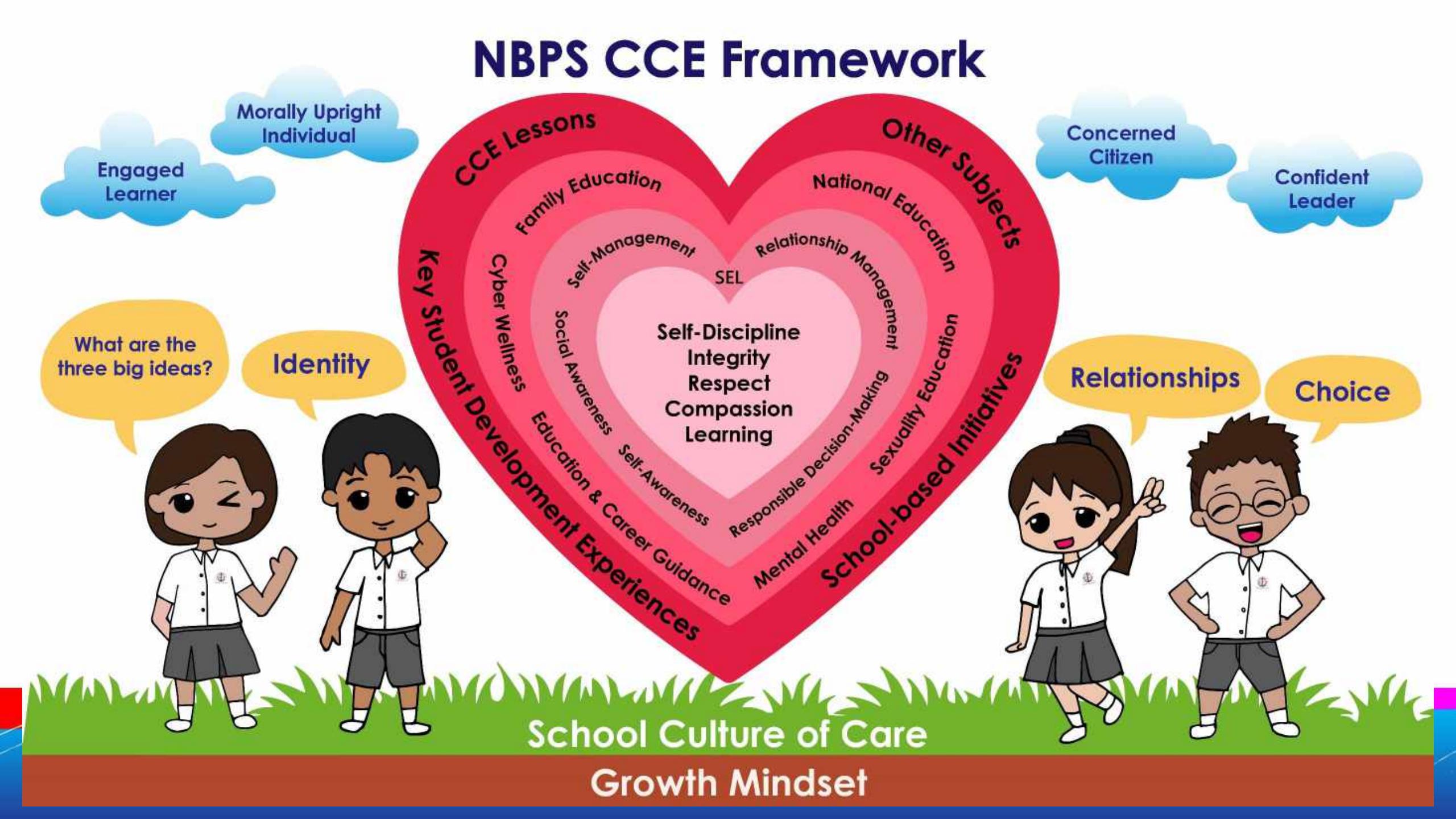
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# CHARACTER CITIZENSHIP EDUCATION (CCE)



# NBPS CCE Framework



# Alignment with CCE 2021

## Discipline Resource Portal

Promote a safe and supportive environment and a culture of care

Prevent challenging behaviours from occurring



### A Positive & Proactive Approach to Discipline

Replace inappropriate behaviour with prosocial, appropriate ones

Restore relationships with others hurt by their actions



Address inappropriate behaviour promptly

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



Our Philosophy



Enacting Discipline in Schools



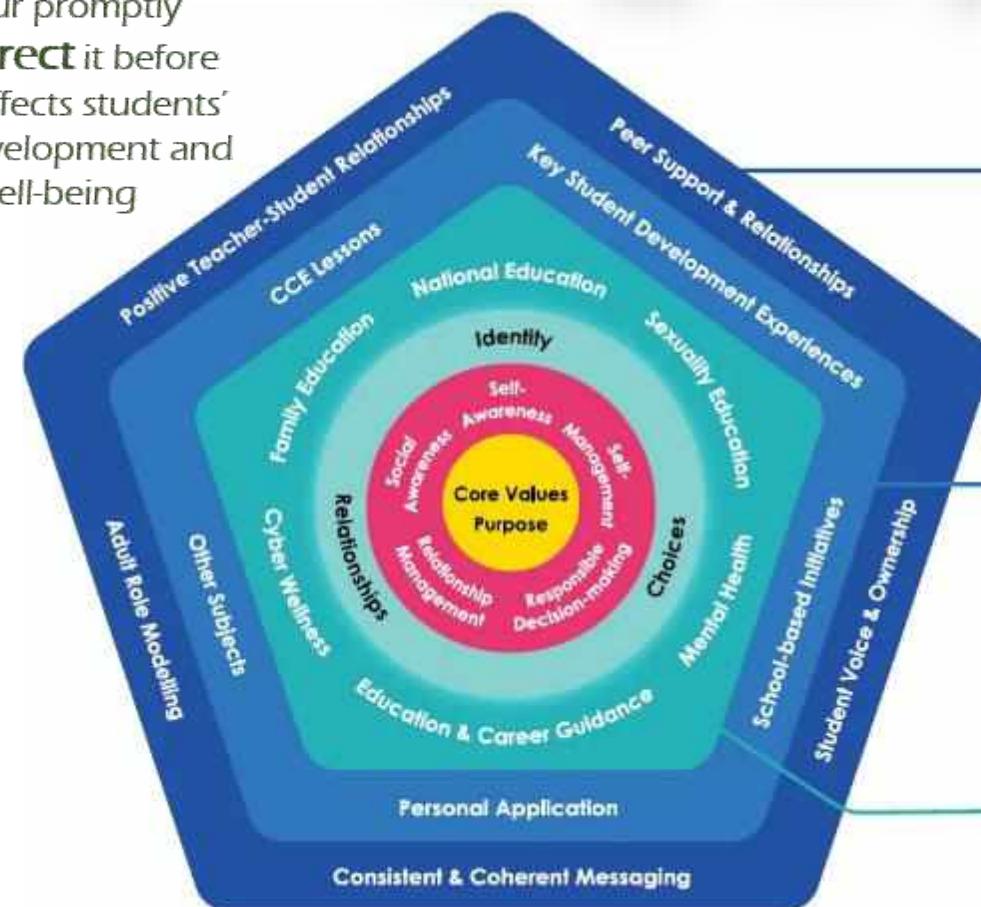
Strategies for the Classroom



Engaging Stakeholders and Partners



Good School Practices



# 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 adopts a **2-step process** to inculcate students on the importance of the school value of self-discipline.
  - Education & Development
  - Intervention



# Primary 1



## **Values Education and Cross-Cultural skills:**

- CCE (FTGP), CCE (MTL)
- Values in Action Programme
- Educational Career Guidance Programme
- Cyber Wellness Programme
- Festivals: Chinese New Year, Hari Raya, Deepavali
- NESS Trail @ School
- NESS Core Events: Total Defence Day, International Friendship Day, Racial Harmony Day, National Day



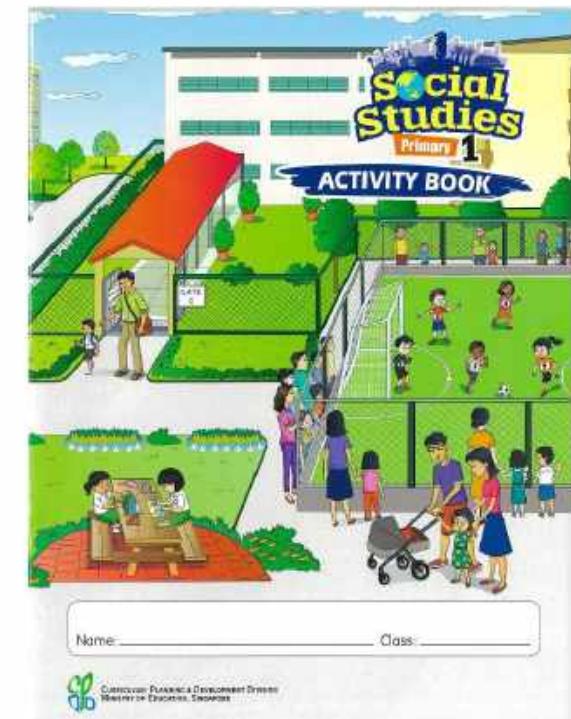
# Social Studies



## **Understanding Self & Immediate Environment**

### **- Knowing Myself, Others and My Surroundings**

- My identity makes me unique
- My identity can be shaped by the groups I belong to
- I can relate to the places around me





## **Growth Mindset @ NBPS**

**In NBPS, we would like 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



# Primary 1



## **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 Award

## **Edusave Award**

- Edusave Merit Bursary (EMB)



# EDUSAVE MERIT AWARD (P1 & P2)



MOE has revised the academic criteria for Edusave Merit Bursary (EMB) and Edusave Good Progress Award (GPA) at the lower primary levels starting in 2019.

This is in tandem with the removal of all weighted assessments for P1 and P2 students.





## Edusave Merit Bursary (EMB)

### Primary 1 and 2

Students who consistently demonstrated positive learning dispositions in the course of the year, have demonstrated good conduct and whose monthly household income does not exceed \$7,500 (or per capita income does not exceed \$1,875).



# Edusave Character Award



## Edusave Character Award

Up to 2% of students in each school who demonstrated exemplary character and outstanding personal qualities through their behaviour and actions.

Award amount:

- Primary 1 to 3: \$200
- Primary 4 to 6: \$350



# Learning Dispositions @ NBPS



Values	Actions
Self-Discipline	<ul style="list-style-type: none"> <li>• Regular attendance</li> <li>• Punctual for school and class</li> <li>• Completes and submits quality work on time</li> <li>• Shows perseverance towards learning (e.g. completes corrections dutifully)</li> </ul>
Integrity	<ul style="list-style-type: none"> <li>• Completes assigned work on his/her own</li> </ul>
Respect	<ul style="list-style-type: none"> <li>• Listens and responds well to opinions shared by peers</li> <li>• Uses positive language with peers and teachers</li> <li>• Works well with others in a group (e.g. practises turn-taking, carries out group role respectfully)</li> </ul>
Compassion	<ul style="list-style-type: none"> <li>• Supports and helps peers in their learning</li> </ul>
Learning	<ul style="list-style-type: none"> <li>• Asks questions to clarify doubts</li> <li>• Acts on feedback to improve performance</li> <li>• Shows enthusiasm and participates actively in lessons</li> </ul>



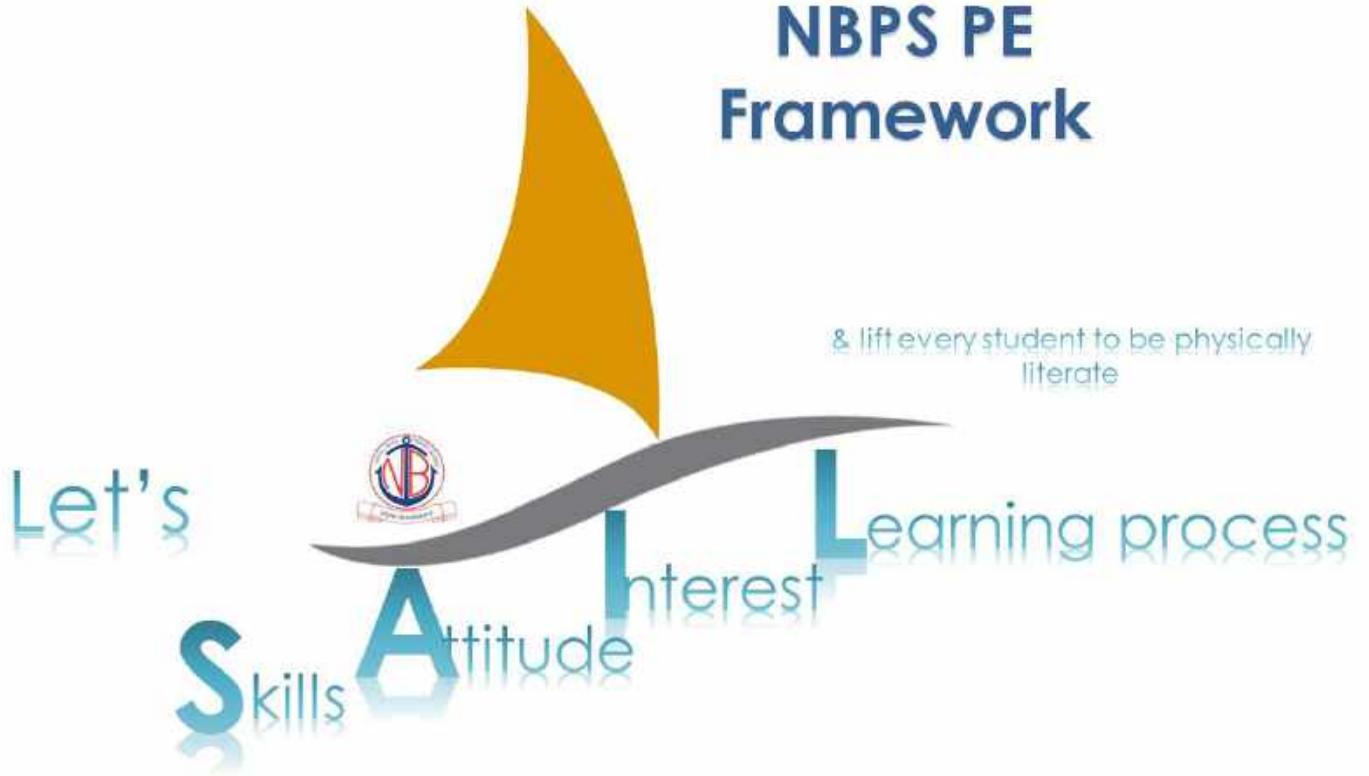
# P = PHYSICAL



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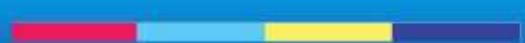


## NBPS PE Framework



**P = PHYSICAL**

P1	Gymnastics Sports & Games	Outdoor Education Sports & Games	Dance Sports & Games	Sports & Games
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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.*



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**L = LEADERSHIP**



# Student Leadership

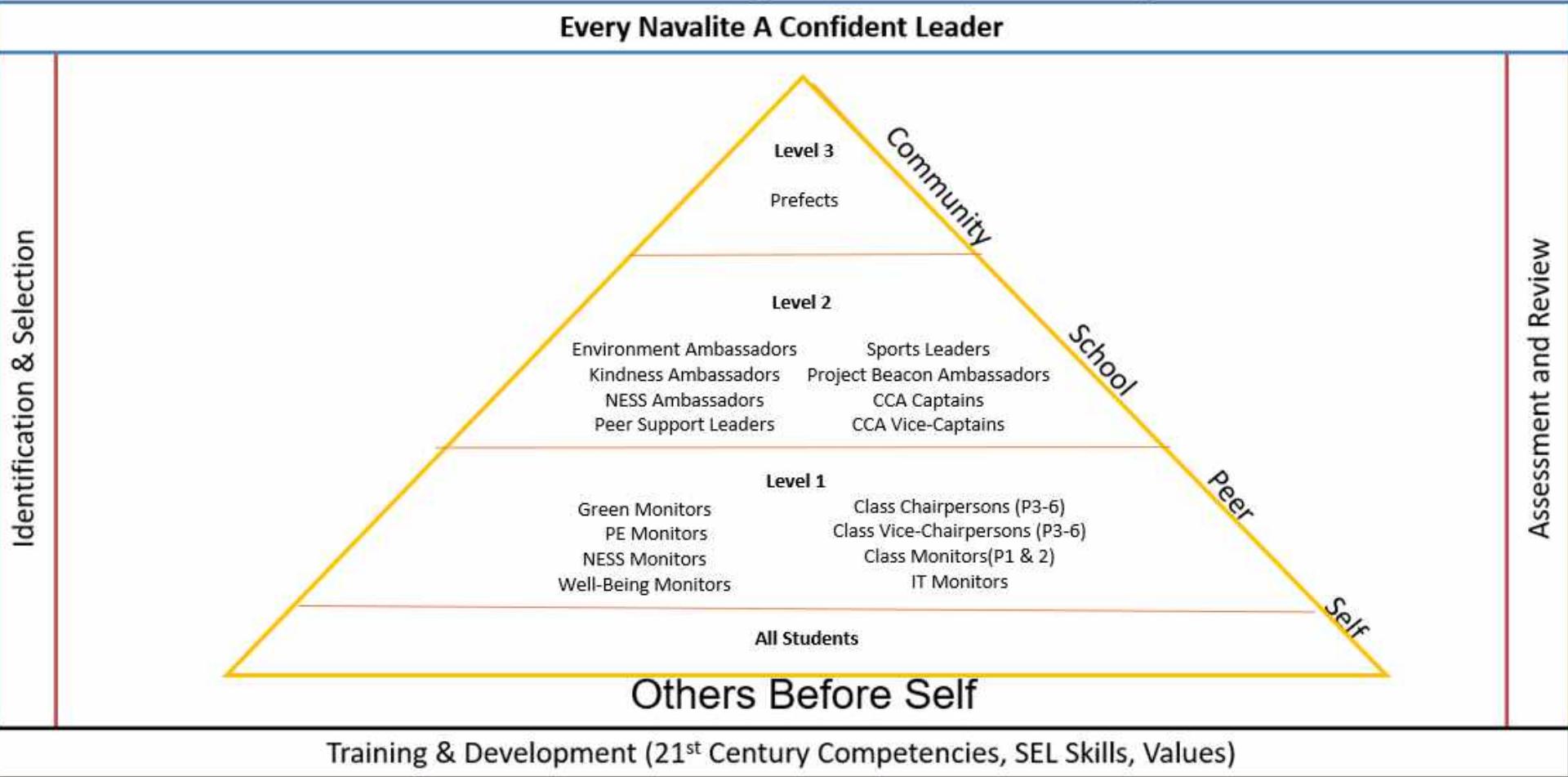


## NBPS Leadership Framework

VISION: Every Navalite A Leader

Mission: Nurturing Navalites to be Future-Ready Leaders

Every Navalite A Confident Leader



# Student Leadership

## Primary 1 Leadership Cohort Training



### Objectives:

1. Characteristics of a leader
2. Develop team leadership skills

### Opportunities:

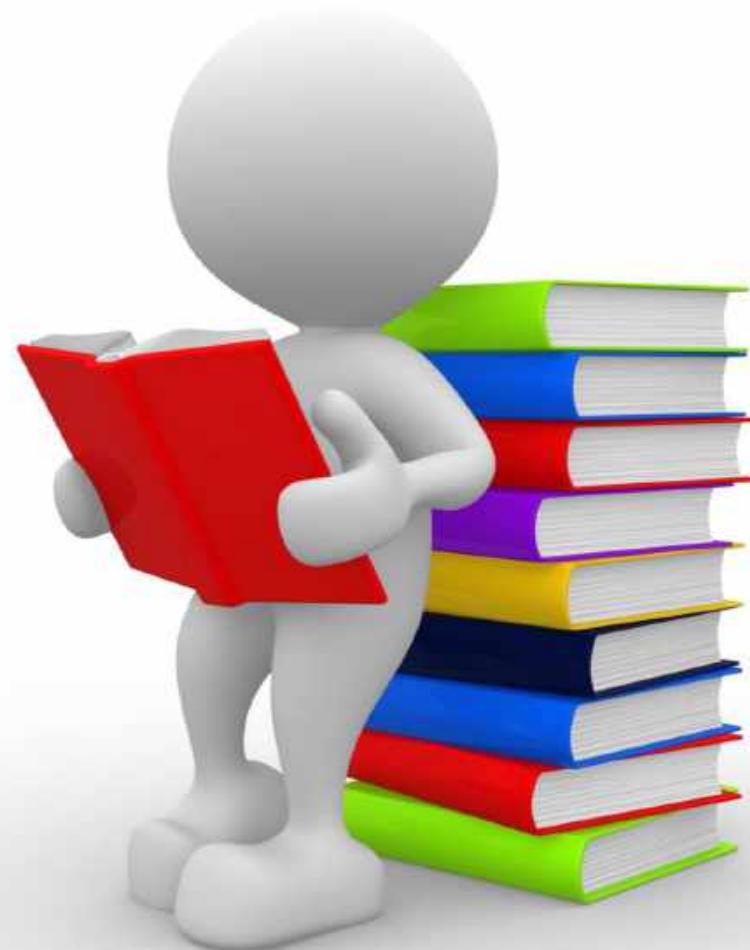
1. Class monitor
2. PE monitor
3. Well-being monitor
4. NESS monitor
5. IT monitor
6. Green monitor



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# C = COGNITIVE DEVELOPMENT



**joy of  
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# **English, Mathematics & Mother Tongue Briefing**



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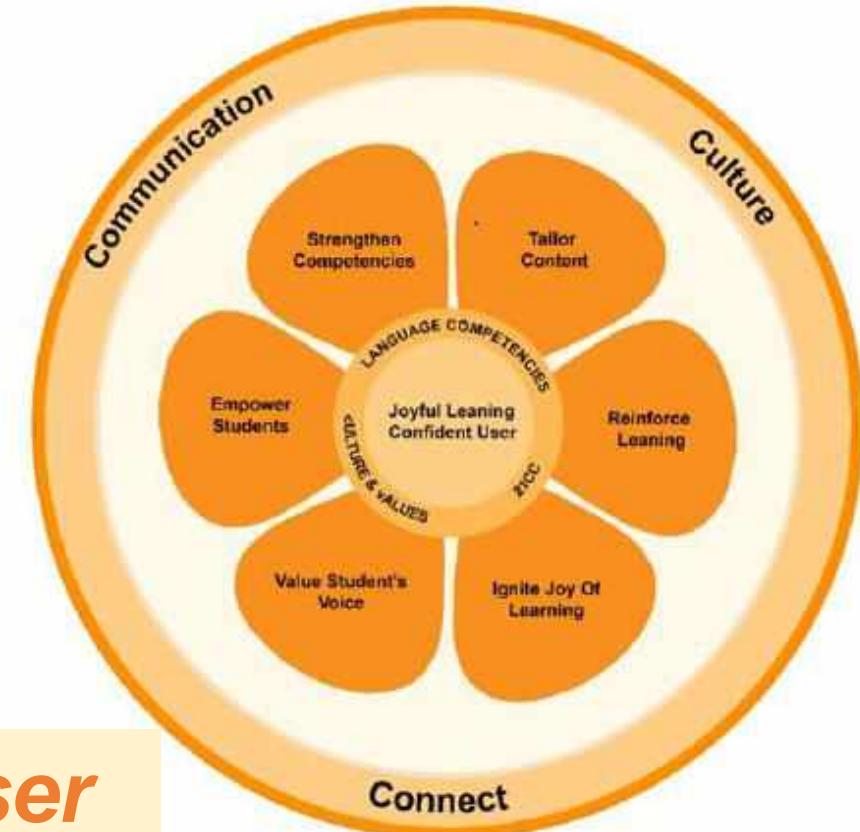


# Mother Tongue



# 2024 Primary Mother Tongue Language(MTL) Curriculum Framework

- New Primary MTL Curriculum has been implemented starting with 2024 Primary 1, building on the strengths of the 2015 curriculum.
- The new curriculum places greater focus on helping students to **experience the joy of learning MTL**, so as to motivate them to like and learn MTL for life.



***Joyful Learning, Confident User***



# Key Feature #1

Emphasis on 21<sup>st</sup> century competencies



**Textbook**

## Cross-Cultural Literacy

- Learning about the making of lumpia (Philippines' version of popiah)



**Big Book**

## Civic and Cross-Cultural Literacy

- Comparing spinning tops in Singapore and other countries (Malaysia, China and India)

## Key Feature #2

Support students through visual, auditory and kinesthetic learning methods



### TL Digital Resource: Reading Pen

- Reinforce learning of TL letters
- Learn correct pronunciation of letters
- Promote self-directed learning
- Create more joyful learning experiences



### Printed Resource: Spot the Difference Game

- To learn by playing
- To improve word recognition by associating with pictures/visuals

## Key Feature #3

### Authentic contexts and materials

- Settings and contexts that students can relate to and to encourage them to use what they have learnt in their daily lives.



Textbook

- Students to describe and share their daily routines and good habits with their friends.



- Students to learn about canteen food and vocabulary they can use in conversations.

## Key Feature #3

Support students through visual, auditory and kinesthetic learning methods

Available in SLS



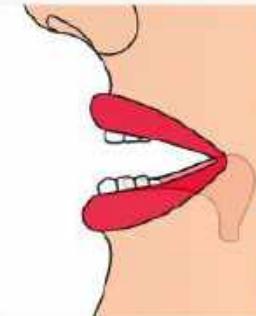
Digital Resource: e-Big Books with interactive features to develop Oracy Skills, and to promote reading at home

## Key Feature #4

Use of technology to sustain interest and encourage self-directed learning



CL Digital Resource: Hanyu Pinyin Animation



TL Digital Resource: Tongue Placement Videos



CL Digital Resource: Hanyu Pinyin Games



TL Digital Resource: AR Experience

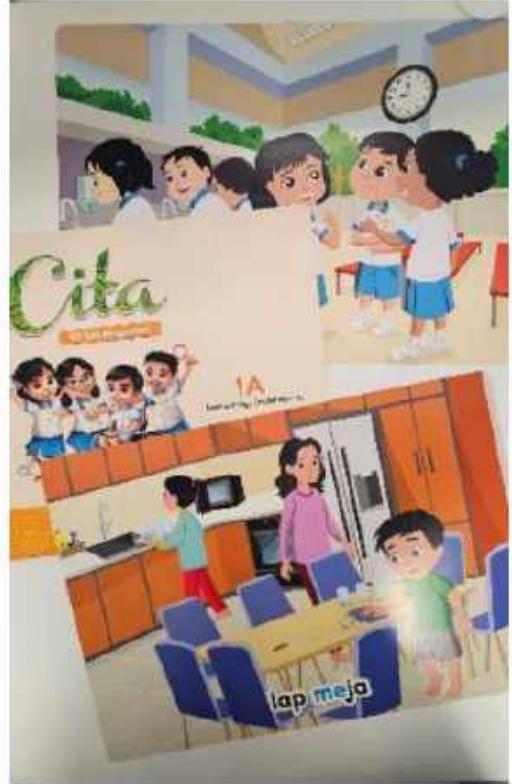
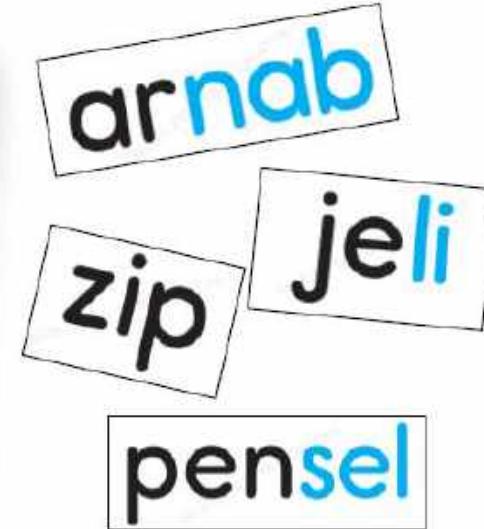


ML Digital Resource:  
Bridging Videos

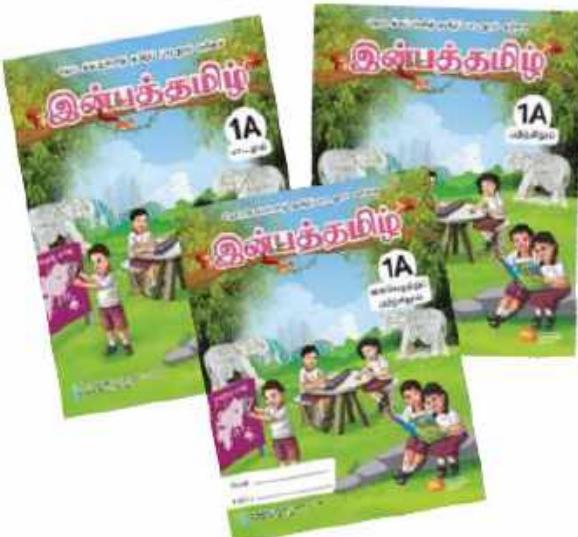
# Examples of Learning Resources (Chinese)



# Examples of Learning Resources (Malay)



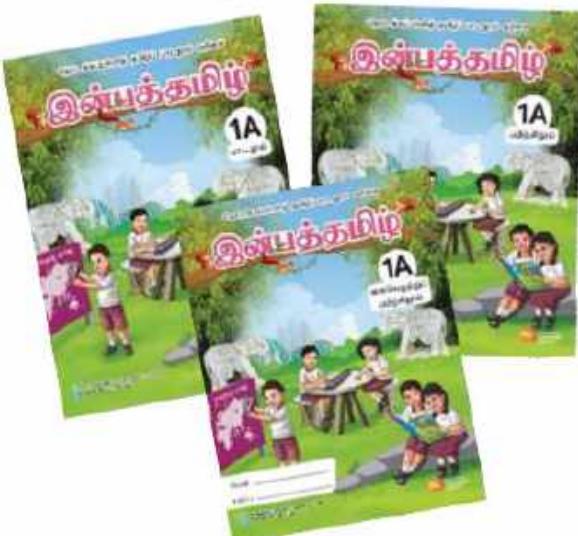
# Examples of Learning Resources (Tamil)



கம்பம்



# Examples of Learning Resources (Tamil)



கம்பம்





# Instilling Love for Reading

- ❖ To cultivate the love for reading through Extensive Reading Programme
  - Small book readers
  - Class & library reading sessions (by MT teachers and external agencies)
  - Even Week: Morning silent reading in class
  - Reading corner
  - Book reviews, presentation, etc.

# Mother Tongue Language (MTL)

## Reading Under The Stars (RUTS)

<b>Target group</b>	P1 & P2 MTL students
<b>Date</b>	Term 3 Week 1 Friday, 28 June 2024
<b>Time</b>	6 to 8 pm



# Mother Tongue Language (MTL)

## Reading Under The Stars (RUTS)

### Objectives

- ❖ To ignite the love for reading in P1 & P2 students
- ❖ Equip parents with reading strategies & ideas to motivate their children in reading books
- ❖ Guide parents to create a reading culture at home



# Mother Tongue Language (MTL) Reading Under The Stars (RUTS)

## Focus & Lead-Up Activities

P1 : Poetry recitation

P2 : Storytelling

Some in-class activities :

- Reading logs
- Book reviews
- Reading in class
- Sharing of stories





# Mother Tongue Language(MTL 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



Skills and Competencies	Learning Outcomes (LO)
Listening	1) Listen attentively to short, simple spoken content related to daily life.
Speaking	2) Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts. 3) Ask and/or respond to simple questions related to daily life.
Reading	4) Recognise characters/words taught in P1 texts. 5) Read aloud P1 texts with accuracy. 6) Understand Primary 1 texts and are able to identify some details with guidance.
Writing	7) Write short sentence(s) about daily life with guidance.



## Supporting Your Child in Mother Tongue Language (MTL) Learning

**Fun and supportive learning environment is the key!**



**Cultivate the love of reading MTL books, e.g. visit the library or borrow e-books**



**Encourage them to take small steps in learning MTL, e.g. read signs, listen to music**



**Do fun activities in MTL together, e.g. watch a film, mini whiteboard quiz, create vocabulary flash cards**



**Provide a conducive environment for learning MTL, e.g. access to MTL music and books**



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# ETDtogo

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## 2024 CL Primary Curriculum: 5 Tips for Learning Chinese (学习华文的5个贴士)

ETDtogo · 206 views · 1 month ago

Calling all parents of Primary 1 students! Looking for fun and effective ways to help your Primary 1 child learn Chinese? This video is just what you need! Here are 5 simple...



## 2024 TL Primary Curriculum – Parent Video

ETDtogo · 109 views · 2 weeks ago

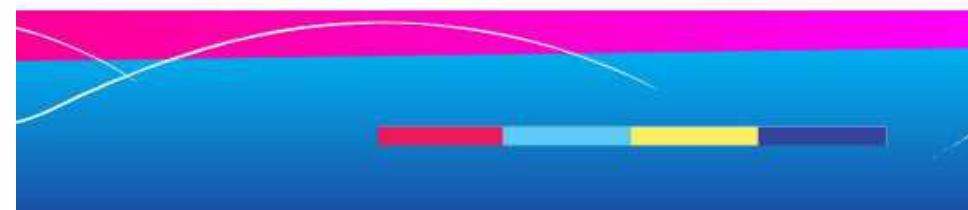
In this video, we highlight the key features of the 2024 Mother Tongue Language curriculum, designed to enhance language skills, instil cultural values, and develop 21st Century Competencies...



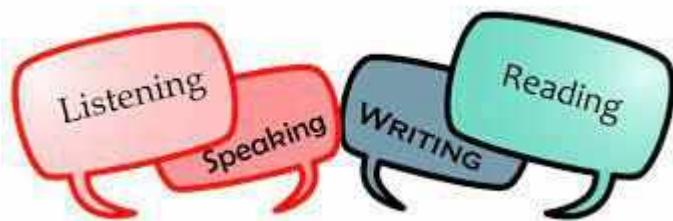
## 2024 ML Primary Curriculum

ETDtogo · 93 views · 3 weeks ago

Dalam video ini, kami memaparkan ciri-ciri utama kurikulum Bahasa Ibu 2024, yang direka untuk meningkatkan kemahiran bahasa, menyemai nilai budaya, dan mengembangkan Kecekapan Abad ke-21....



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# Primary 1



(*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.

Emphasis on communication skills



**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.



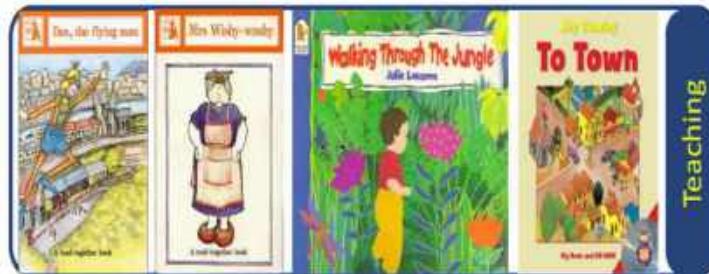
## The syllabus outlines the following areas of language learning for the development of literacy:

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



# The three teaching strategies underpinning the STELLAR model

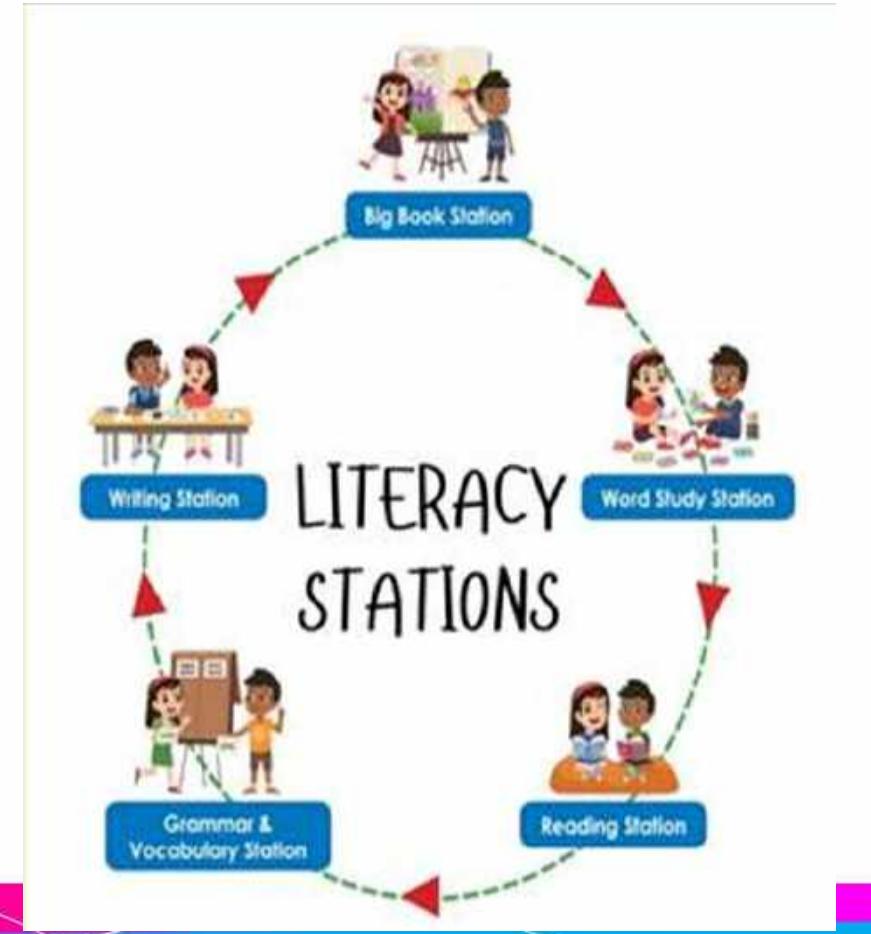
## Shared Book Approach (14 Big Books)



## Modified Language Experience Approach



## Literacy





# Whole - Part - Whole

## Shared Book Approach 1

Students read a storybook with the teacher and engage in oral discussions as well as with peers

## Shared Book Approach 2

Students learn grammar, vocabulary, reading comprehension, spelling skills, oracy skills and DFLs  
*(Differentiated Focus Lessons - extensive reading, word study, SLS, other extension)*

## MLEA (Modified Language Experience Approach)

Class Writing

Group Writing

Individual Writing





# English - 15 periods per week

## Distribution:

e.g. Unit 1 Dan, The Flying Man  
(2 weeks)

SBA 1	SBA 2	WRITING	DFLs
	Language Development e.g., Vocabulary, Grammar, Oracy		
1 period	9 periods	6 periods	10 periods

*The number of periods for each language area may vary.*





# Instilling Love for Reading



- Phonics Programme (2 weeks)
- Morning silent reading in class (Odd Weeks)
- DigiREAD (e-Books for Extensive Reading - weekly)
- STAR Readers (June-August)
- KidsREAD (Fridays)



**Naval Base Primary School**  
**PERI Holistic Reporting and Communication Guideline (Primary 1) – 2024**

Skills & Competencies	Learning Outcomes
Listening	1) Listens attentively and follow simple instructions.
Speaking	2) Speak clearly to express their thoughts, feelings and ideas. 3) Follow communication etiquette such as taking turns and using appropriate eye contact and volume in conversations or discussions.
Reading	4) Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately). 5) Read aloud Primary 1 texts with accuracy, fluency and expression. 6) Understand Primary 1 texts and are able to identify simple aspects of fiction (e.g. main characters and setting).
Writing	7) Develops writing readiness and penmanship 8) Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.





# Key English Programmes 2024



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# La' Fiesta (13 to 17 May)

## English Language Fiesta



## Our Support Programmes

- Learning Support Programme (LSP)
- Morning Reading Programme (Term 2)
- Bridging Programme (semester 2)

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# Mathematics



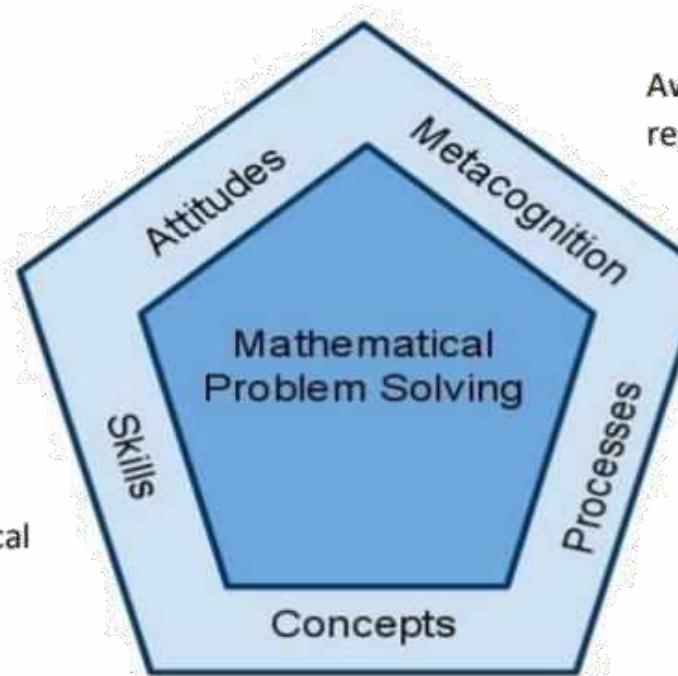
# MATHEMATICS



## 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

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



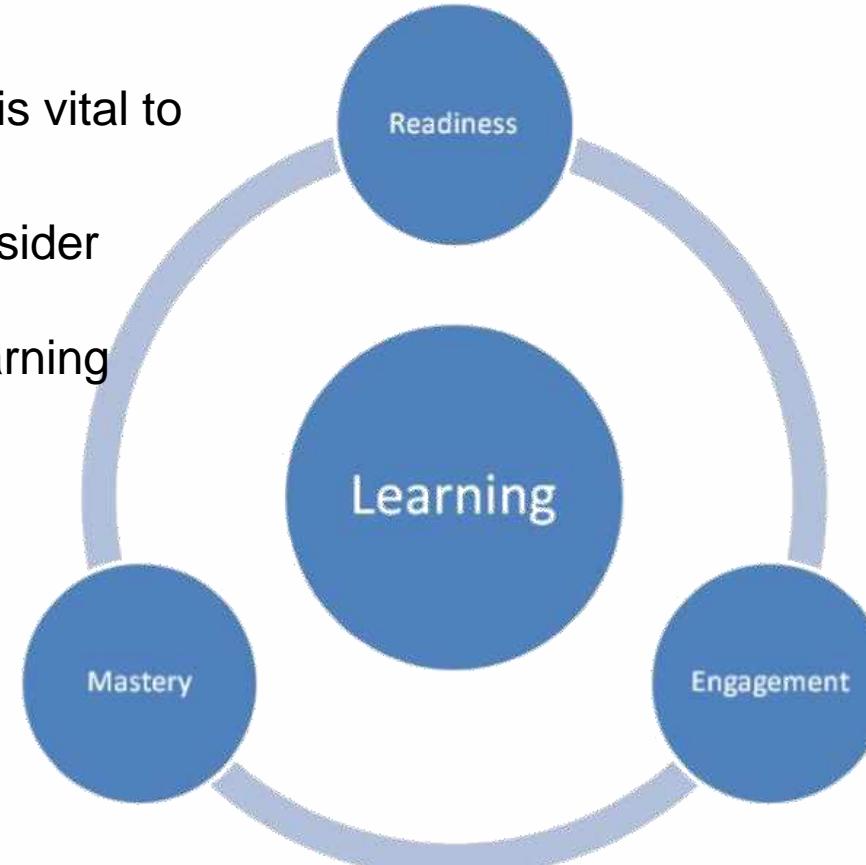
# Learning Progression in Mathematics



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)**



# **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

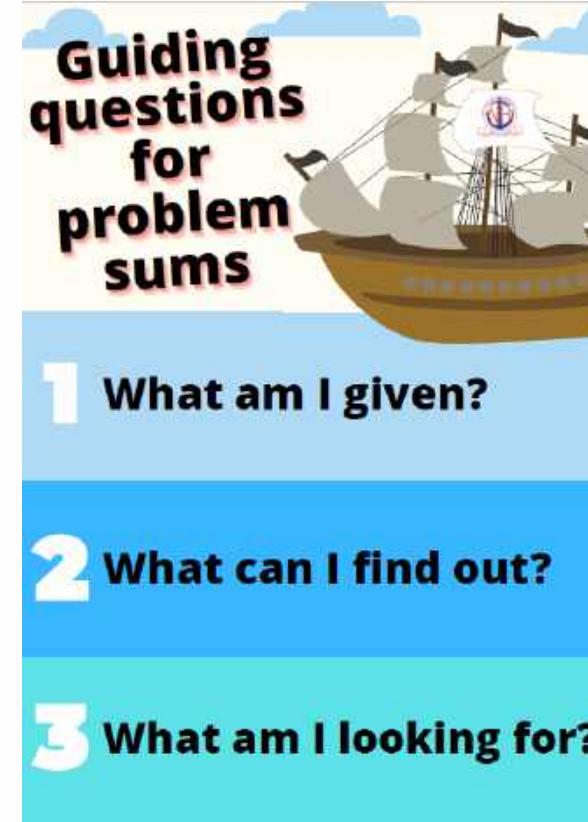
Students are able to solve problems without the use of tangible concrete objects or pictures.

Highest level of Mathematical understanding.





# Emphasis on communication skills

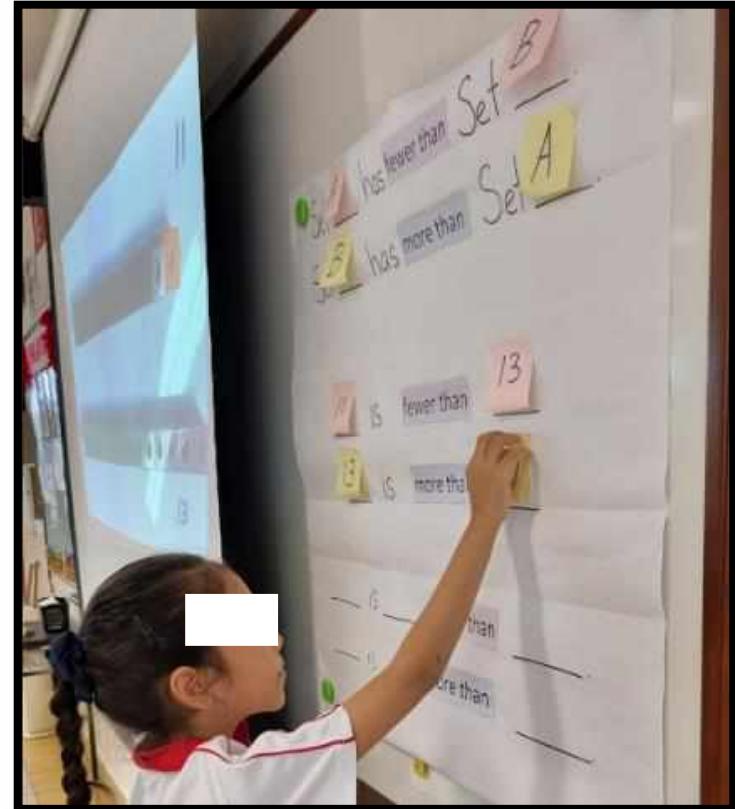
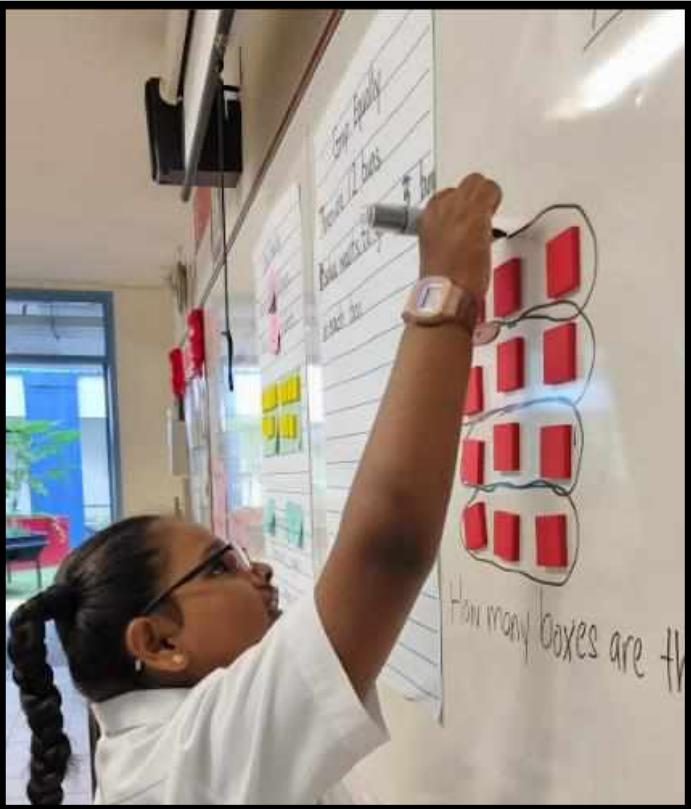




# Concrete Manipulatives



# Explicit Teaching and Modeling



**Naval Base Primary School**  
**PERI Holistic Reporting and Communication Guideline (Primary 1) – 2024**

## Learning Outcomes

LO1	Understand Numbers up to Hundred
LO2	Understand Addition and Subtraction
LO3	Add and Subtract Numbers
LO4	Understand Multiplication and Division
LO5	Identify, name, describe and sort shapes
LO6	Tell me to 5 minutes
LO7	Measure and compare lengths
LO8	Read and interpret picture graphs





# Support Programme

- Learning Support For Mathematics (LSM)





# **Subject-specific Learning Outcomes (LOs) for reporting Learning Progress in the Holistic Development Profile(HDP)**





# How do we give feedback on students' learning progress?

Through :

- Milestone checks based on identified learning outcomes
  - Show & Tell
  - Performance Tasks,
  - Listening practices
  - Reading aloud of short sentences or paragraphs
- Formative Assessments
- Holistic Development Progress Report

The learning outcomes (LOs) are meant as feedback to students and parents for learning.



# Holistic Assessment

## Assessment for Learning & Assessment of Learning

- Daily work in class
- During practice, free play and drill sessions
- Class Homework
- Use of FASTKits, SLS, Plickers
- Non-weighted Class Tests
- Learning through ICT
- Stipulated Assessment Tasks (as stated in P1/P2 HA Guidelines)
- Non-weighted Termly Review Tests
- Class Activities (including group activities)
- Questions during instructions





# Reporting of P1 & P2 Students' Learning Progress in HDP

## 3 Achievement Levels:

- Emerging
- Satisfactory
- Proficient

The image shows a sample Holistic Development Profile (HDP) report card from Naval Base Primary School for the year 2021. The card is grey with blue text and features the school's logo and motto. It includes fields for student information like Name, Age, Class, and Teachers, and a large blue redaction box. The HDP section is titled 'Holistic Development Profile For Year 2021'. Below it, 'SUBJECT English Language' is listed. Under 'SEMESTER 1', there are three rows of achievement levels: 'Listening: Listen attentively and follow simple instructions.' (Satisfactory), 'Speaking: Speak clearly to express their thoughts, feelings and ideas.' (Satisfactory), and 'Reading: Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).' (Proficient). The bottom of the card has a decorative wavy pattern and a small graphic of a ship's anchor.

Holistic Development Profile For Year 2021	
Name Age on 1st Jan Class Form Teacher Co-Form Teacher	Identification No. Course
SUBJECT English Language	
SEMESTER 1	
Listening: Listen attentively and follow simple instructions.	Satisfactory
Speaking: Speak clearly to express their thoughts, feelings and ideas.	Satisfactory
Reading: Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).	Proficient

# How do we give feedback on students' learning progress?



P	<b>Proficient</b> – Able to complete task independently.	You mastered the topic!
S	<b>Satisfactory</b> – Able to complete task with minimal help.	You understood the concept but needs more practice.
E	<b>Emerging</b> – Able to complete task only with teacher's guidance.	You can do it! You need more revision!

## Mathematics Learning Outcomes

CHAPTER 1: NUMBERS TO 10			
Required Skills	E	S	P
Able to count and write the number of objects in a given set of 10 or fewer.			
Able to apply knowledge of the order of numbers to identify the missing numbers in a number sequence.			
Able to match the numbers 0 to 10 to the correct number of objects or number words.			
Able to read and write the numbers 0 to 10 in numerals and in words.			
Able to compare the number of objects in two sets using 'fewer than', 'more than' or 'the same number'.			
Able to compare two sets of pictorial objects using 'more', 'fewer' or 'the same number'.			



# 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 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.
- Provide a suitable environment for your child to complete the homework assignments.
- Provide appropriate digital device for homework assigned via e-learning platforms such as Student Learning Space (SLS) and Student ICON.



# Parents' Role in Supporting Homework

## ROLE OF PARENTS

- Parents are advised not to complete the homework assignments for your child 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 may provide feedback or queries for teachers via Navalite Compass / email / other communication platforms (Eg Class Dojo). 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 during office operational hours from 7.45 a.m. to 5 p.m.



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



## EdTech Updates





# ICT @ NBPS

*Nurturing Navalites to be Future – Ready Leaders*

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



# Parents Gateway (PG)

- Access granted to
  - Parents
  - Legal Guardians
- Facilitates communication & administrative purposes
  - Update Contact Details
  - Travel Declaration
  - Announcement
  - Consent Forms

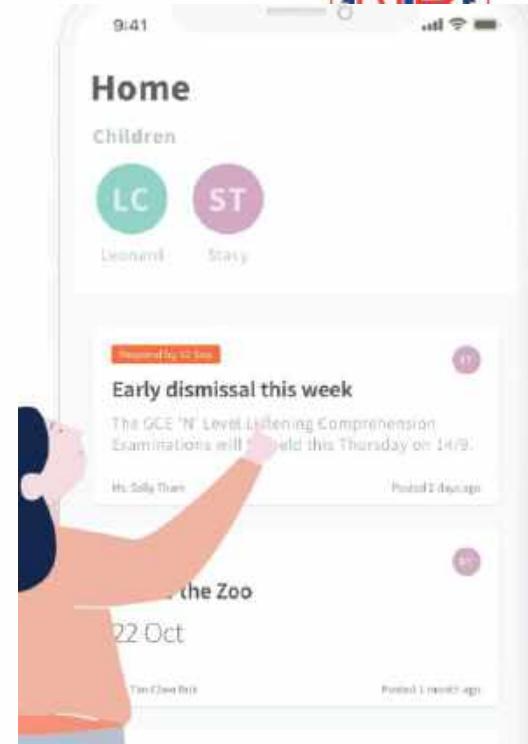


Parents Gateway  
Ministry of Education (Singapore) Education

## Login with SingPass

*Stay logged in to receive prompt notifications from the school*

Available on both iOS & Android platforms

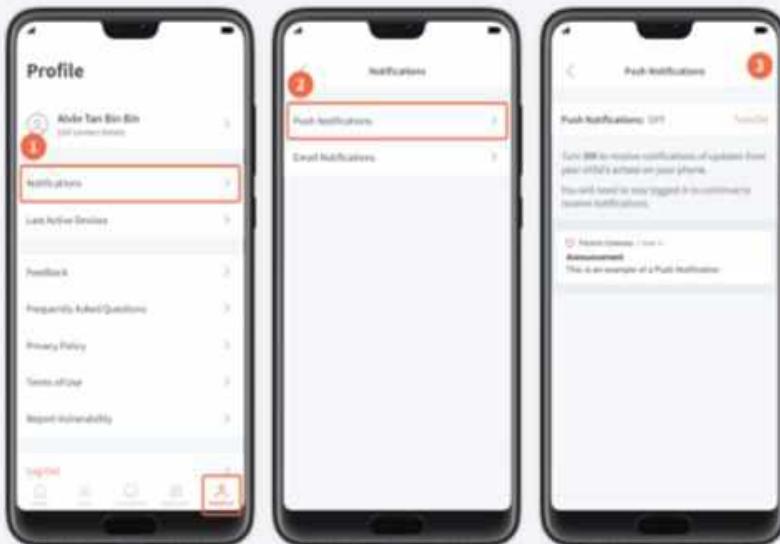




# PG- Enable Push Notifications

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>



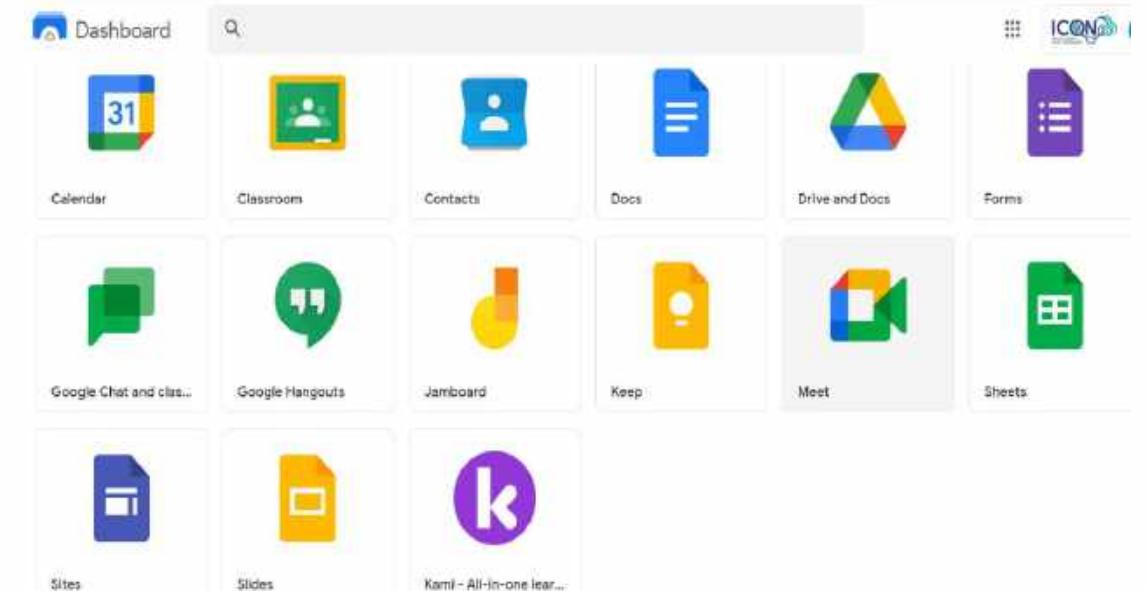
# Student iCON Account



- 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

## STUDENT ICON



IS MADE AVAILABLE TO EVERYONE!



# 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)

SINGAPORE  
**Student Learning Space**

Login

Username

Password

LOGIN

Forgot Password

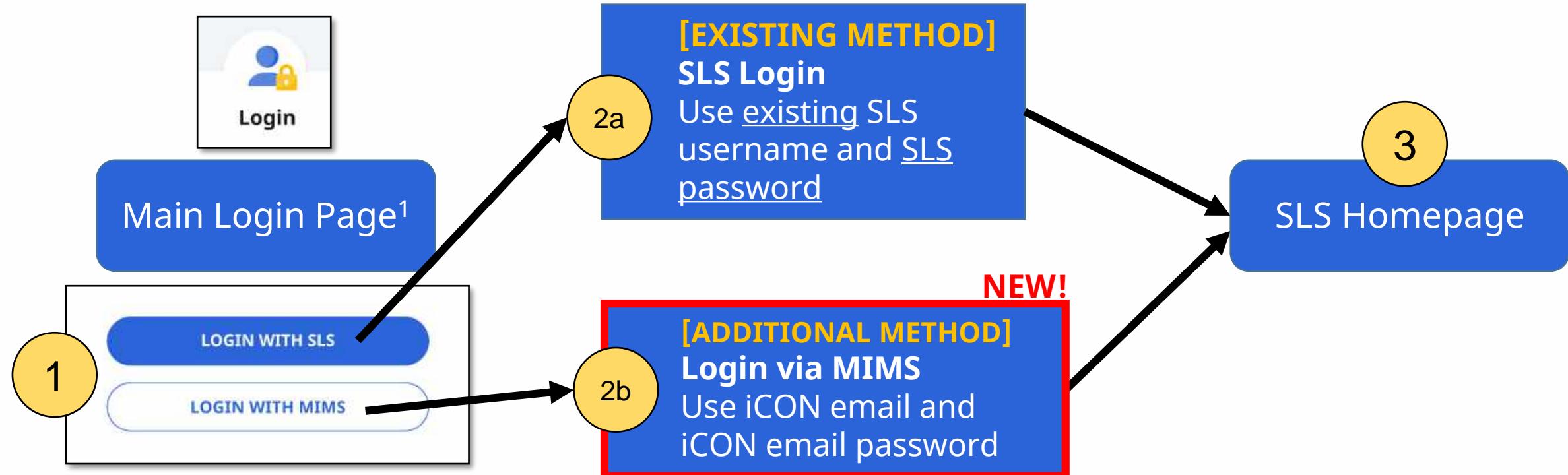
If you have difficulty resetting your password, refer to [Login Troubleshooting Tips](#) for ways to get help.

- 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 page. At the top right is a user icon with a lock. Below it is a link to "Back to Main Login Page". A blue callout 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 callout. Below the callout are two input fields: "SLS Username" and "SLS Password". At the bottom are a "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 - MOE Library Resources



X SINGAPORE Student Learning Space

Resources

Starred Resources

Community Gallery

MOE Library

App Library

External Resources

My Drive

Courses

Decimals as Fractions

is Fractions Mathematics

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

DETAILS ATTEMPT

MOE LIBRARY Rounding Decimals Foundation Mathematics Primary 5

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

LESSON DETAILS ATTEMPT

Fractions as Decimals Foundation Mathematics Primary 5

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

LESSON DETAILS ATTEMPT

Comparing Decimals

Comparing and Ordering Decimals Foundation Mathematics

Adding and Subtracting Decimals

Adding & Subtracting Decimals Foundation Mathematics

Multiplying Decimals by a Whole Number

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>

navalbasepri Following Message ...

30 posts 364 followers 3 following

Naval Base Primary School  
Every Navalite a Leader  
[navalbasepri.moe.edu.sg](https://navalbasepri.moe.edu.sg)

Followed by [lai\\_wee\\_yeong](#), [ahwenww](#), [malisabay](#) + 3 more

Features

Every Navalite A Leader

NAVAL BASE PRIMARY SCHOOL

WORK IN HARMONY

Every Navalite A Leader

Edit cover photo

Naval Base Primary School

2.2K likes • 2.4K followers

Create ads Manage Edit

## Facebook:

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

Instagram:  
@navalbasepri



# Where to get the teachers' emails



## School Website:

<https://www.navalbasepri.moe.edu.sg/about-us/organisational-chart/2024-form-teachers/>

The screenshot shows the school's website navigation bar. The 'ABOUT US' menu item is highlighted with a red rectangular box. Other menu items include 'THE NAVALITE PROGRAMME', 'FOR STUDENTS', and 'FOR PARENTS'. Below the navigation bar, a blue banner displays the text 'HOME / ABOUT US / ORGANISATIONAL CHART / 2024 FORM TEACHERS' and the large heading '2024 Form Teachers'.



# DigitalAccess@Home

**DigitalAccess@Home** provides subsidised broadband and laptops/tablets to lower-income households to support their lifestyle needs, including work and social activities.

## Additional support for beneficiaries by DfL partners

Households with 3 or more primary school children may submit a request for a refurbished laptop after DigitalAccess@Home approval. Refurbished laptops will be provided by DfL partners, Engineering Good and SGBono.

## **Who can apply?**

Low-income households living in HDB flats with at least one Singapore Citizen are eligible to apply for DigitalAccess@Home. You can check your eligibility at this website [www.go.gov.sg/digitalaccesschecker](http://www.go.gov.sg/digitalaccesschecker).

## **FIND OUT MORE**

- Calling the IMDA hotline at **6377 3800**
- Emailing [digitalaccess@imda.gov.sg](mailto:digitalaccess@imda.gov.sg)
- Visiting our SG Digital community hubs at selected Community Clubs (CC) and public libraries listed on <https://go.gov.sg/sgdcommhub>

## How can I apply?

Online submission (by e-form)	Hardcopy submission (by mail)
 <a href="https://go.gov.sg/digitalaccess-login">https://go.gov.sg/digitalaccess-login</a>	 <a href="https://go.gov.sg/digitalaccess-application-form">https://go.gov.sg/digitalaccess-application-form</a>
<p>Step 1: Log in to <a href="https://digitalaccess.gov.sg">digitalaccess.gov.sg</a> via <a href="#">Singpass</a>.</p> <p>Step 2: The form will be prefilled with your information from our records. <b>Complete the form and submit.</b></p> <p>Step 3: Household members have to give their consent for data collection via Singpass upon receipt of <b>letter/SMS/email</b></p>	<p>Step 1: Click on the Download Form icon under '<a href="#">Hardcopy Submission</a>' here or obtain a copy from one of our SG Digital community hubs listed on <a href="https://go.gov.sg/sgdcommhub">https://go.gov.sg/sgdcommhub</a></p> <p>Step 2: <b>Complete the form.</b> Household members have to give their consent for data collection</p> <p>Step 3: <b>Post completed form to:</b> Infocomm Media Development Authority PSA Building Post Office P.O. Box 316 Singapore 911141</p>

# Touch-Typing Skills



## Level 1: Starts with the home row keys

In this level you will begin by learning to touch type the keys on the home row as well as letters e, i, r and u.

- Stage 1: f d s o j k l ; g h
- Stage 2: e i
- Stage 3: r u



Play level 1 and click on the button to select the stage you want.



<https://www.bbc.co.uk/bitesize/articles/z3c6tfr#zn9s3qt>

Scan to access



TypingClub Home Stats Badges Courses

## My Lesson Plans



Typing Jungle  
NBPS P2



Sam & Luna  
NBPS P2

<https://navalbasepri.typingclub.com>

user: p2

password: leave it blank

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



# Student Management Matters





## Reporting Time

**THE MORE YOU  
READ THE  
MORE THINGS  
YOU KNOW.**



**THE MORE THAT  
YOU LEARN THE  
MORE PLACES  
YOU'LL GO.**

-Dr. Seuss

teachbesideme.com

Students to be seated **for silent reading** in the hall or classroom before **7.35 a.m.**

-Please be punctual

- Odd Weeks – English Storybooks
- Even Weeks – Mother Tongue Storybooks





## P1 Recess & Snack Break

	<b>Monday – Friday</b>
<b>Recess</b>	9.30 am
<b>Snack Break</b>	10 minutes between 12 pm and 12.30 pm

### **Snack Break**

Bring healthy snacks such as fruits,  
sandwiches and biscuits





## 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.





**THANK YOU FOR  
YOUR STRONG  
PARTNERSHIP!**

