

# PRIMARY 5 PARENTS ENGAGEMENT SESSION

## 22 JAN 2026



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



Joy of  
Learning begins at Naval Base Primary School!



# HOLISTIC EDUCATION @NBPS





# POSITIVE ENVIRONMENT

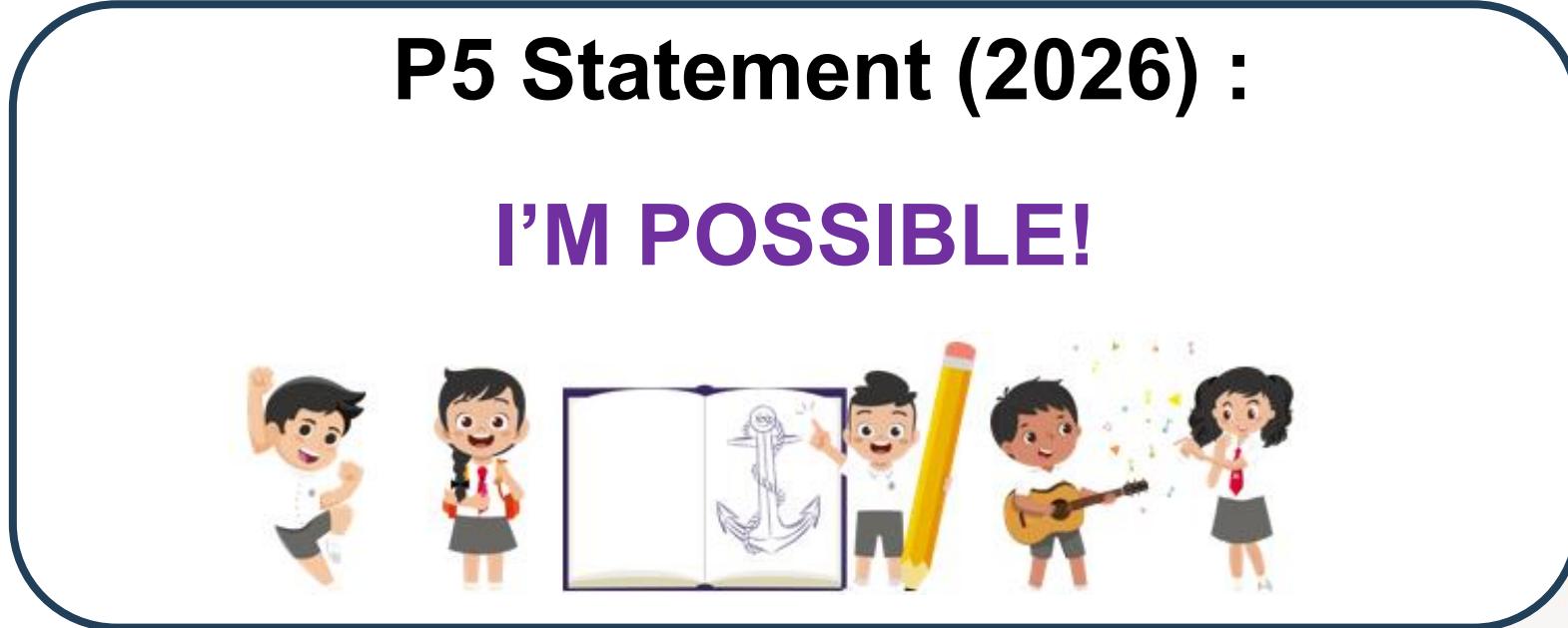




# Growth Mindset @ NBPS

**P5 Statement (2026) :**

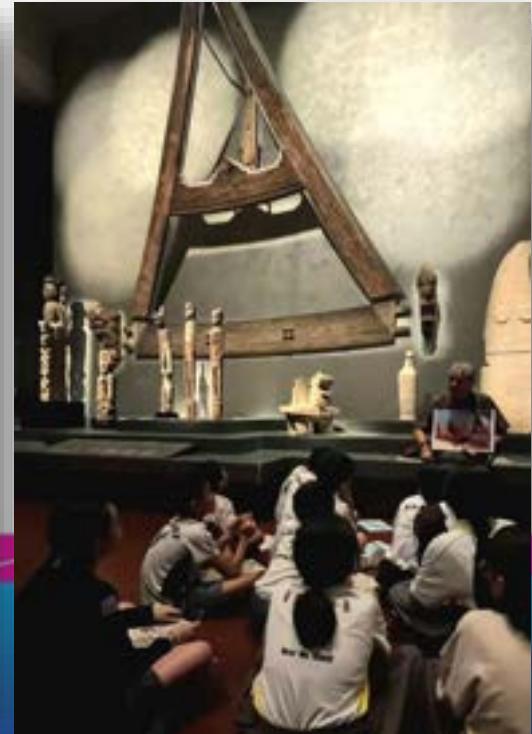
**I'M POSSIBLE!**





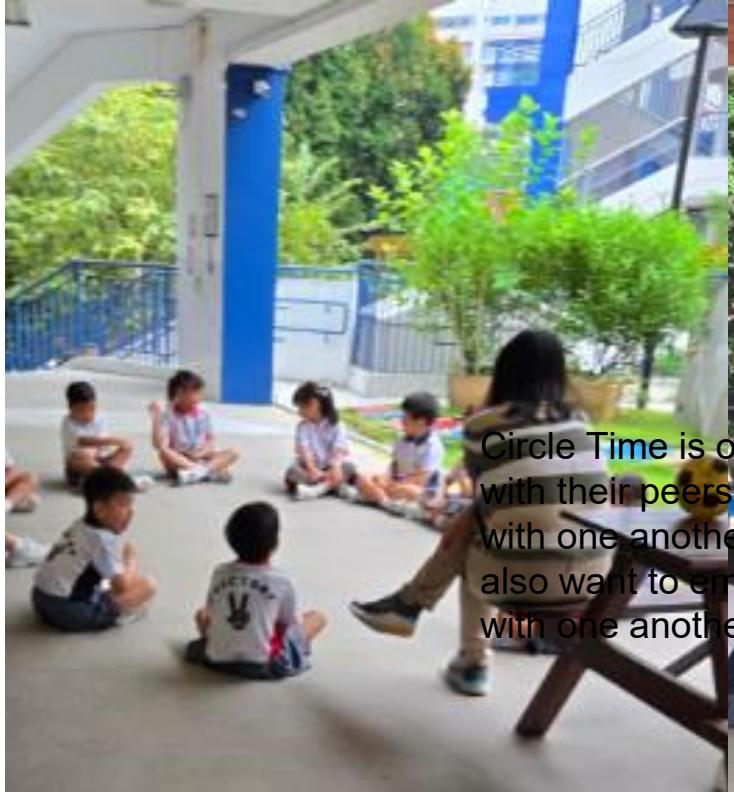
# Holistic Development

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



# Kidzania Experience





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

## Circle Time



# Physical Education



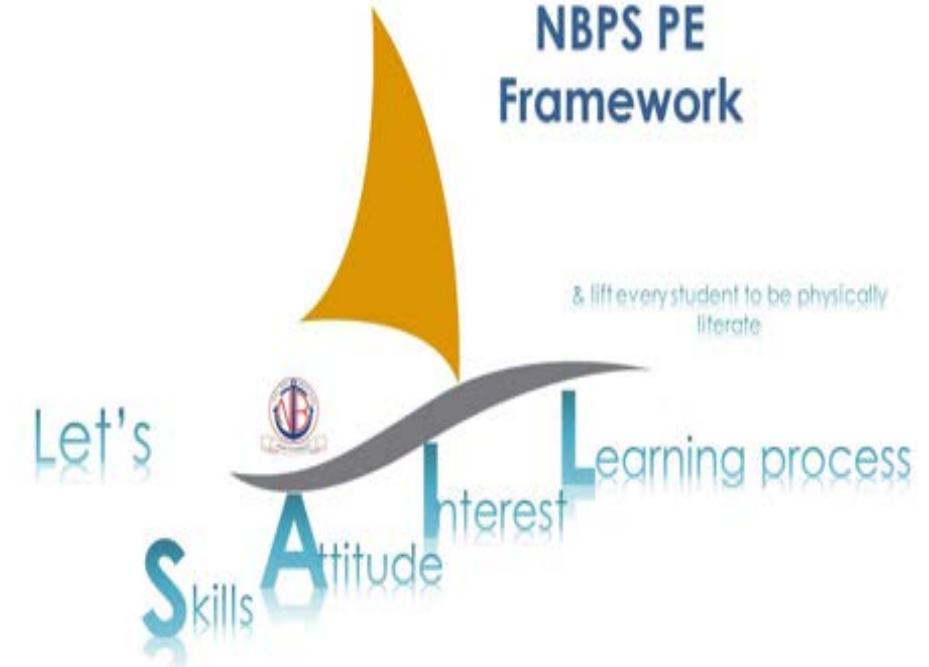
P5

**Athletics**  
**Sports & Games**

**Dance**  
**Sports & Games**

**Gymnastics**  
**Outdoor Education**

**Sports & Games**





# Arts for Every Navalite

## Arts Beat Carnival



## Navalites Got Talent





# CCA for Every Navalite

## Sports, Visual & Performing Arts and Uniform Groups CCAs





# CREDIT VALUES

**Curiosity, Responsibility,  
Empathy, Determination,  
Innovation, Teamwork**

**“CREDIT” VALUES & Learning  
Dispositions**

School Values (CREDIT) in terms of Learning Dispositions	Desired Navalites' Attitude & Behaviour
Curiosity (I can...)	<ul style="list-style-type: none"><li>ask questions</li><li>discover things around me</li><li>try out new things</li><li>create new things</li></ul>
Innovation (I can...)	<ul style="list-style-type: none"><li>adjust when things change</li><li>think of new ideas to do things or solve problems</li><li>consider different viewpoints</li><li>check facts &amp; make good decisions</li></ul>
Teamwork (I can...)	<ul style="list-style-type: none"><li>listen &amp; clarify to understand</li><li>communicate clearly</li><li>share &amp; contribute ideas</li><li>work effectively with others</li></ul>
Responsibility (I will...)	<ul style="list-style-type: none"><li>understand my strengths &amp; areas for growth</li><li>be motivated, independent &amp; take initiative</li><li>choose to do the right thing</li><li>take care of self &amp; others</li><li>take pride in my work</li><li>reflect &amp; improve</li></ul>
Empathy (I will ...)	<ul style="list-style-type: none"><li>listen &amp; show respect</li><li>show care &amp; concern</li><li>be kind in words and actions</li><li>be sensitive to others</li><li>help others in need</li><li>include others</li></ul>
Determination (I will...)	<ul style="list-style-type: none"><li>never give up</li><li>try my best even when something is difficult</li><li>have courage to overcome challenges</li><li>dare to speak up</li><li>show confidence in my own ability</li></ul>

**Confident Learners, Compassionate Leaders**



# Recognition & Affirmation

## School-based Character Award

- Navalites of the Month

## MOE Character Award

- Edusave Character Award (ECHA)
- Edusave Awards for E21CC (EAGLES)

## MOE Academic Award

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



# Assessment Matters

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

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

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# **P5 SUBJECT-BASED BANDING (SBB)**



# **What SBB means for your child?**

SBB gives your child the opportunity to take a combination of subjects at standard and foundation levels based on their strengths.

*Information on SBB will be given out via PG when ready.*

# Why SBB?



- To provide flexibility for students to stretch their potential in subjects they are strong in.
- To build up their understanding in subjects they need more help with.



# Subject-Based Banding (SBB)

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

# P5 SBB

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

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

### @ PRIMARY 4

Student sits for school-based examinations

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

Parents fill up an option form indicating the preferred combination.

### @ PRIMARY 5

Student takes subject combination chosen by parents

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

Higher Mother Tongue Language is also available.

### @ PRIMARY 6

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

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# **Primary School Leaving Examination (PSLE)**



# PSLE Aggregate Levels (ALs) & Posting Groups

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

Highest obtainable score: 4  
Lowest obtainable score: 32

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

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





# English Language Learning Approach



## STELLAR

(*STRategies for English Language Learning and REading*)





# English Language Resources & Remediation

- STELLAR Readers
- STELLAR worksheets
- Listening Comprehension Booklet
- Oral Booklet
- 1 Single-lined Exercise Book

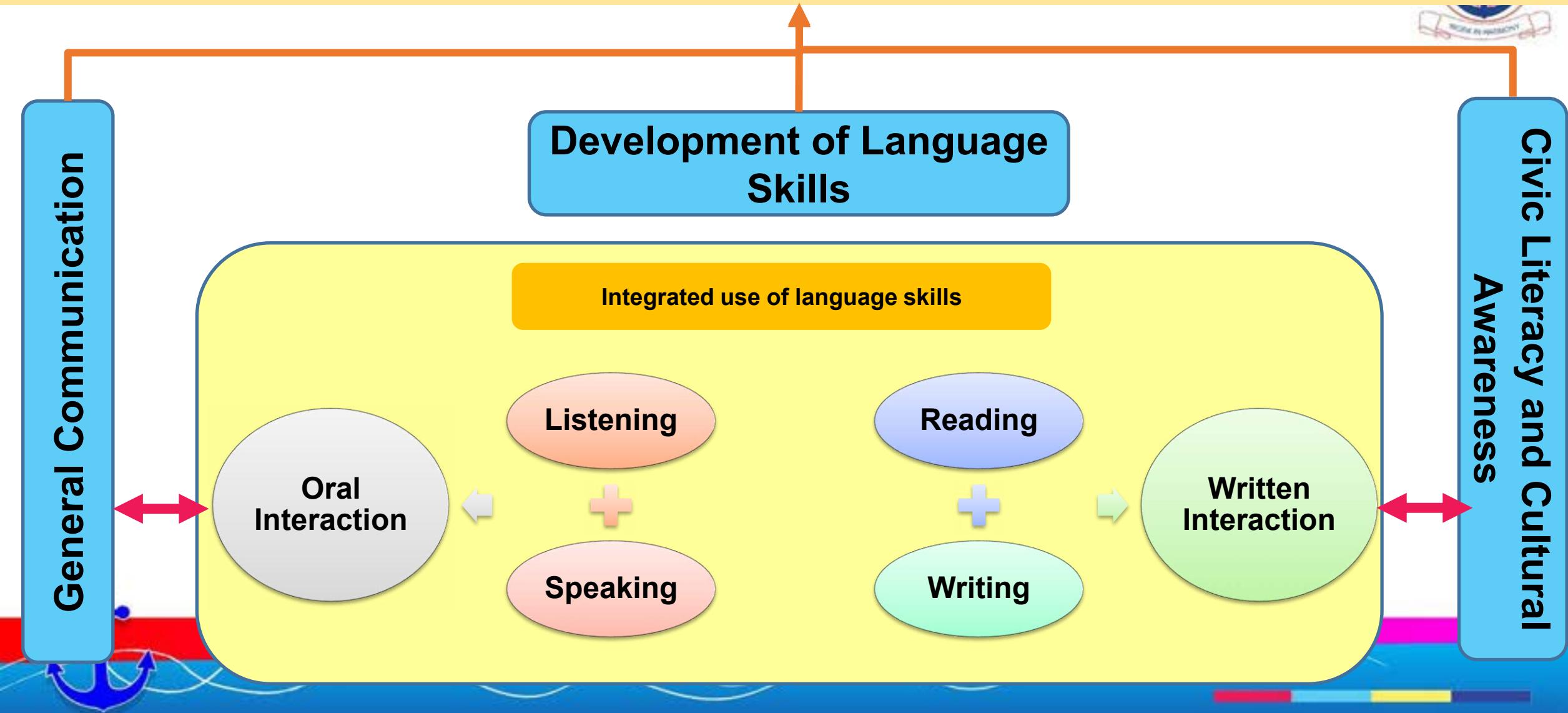


NAVAL BASE PRIMARY SCHOOL PRIMARY 2 ENGLISH	
<b>TERM 1 UNIT 1</b> Insects in The Dark	
Name _____	Class: P. _____
<b>KEY TEACHING POINTS</b>	
<b>Metalinguistics</b> speech, language, meaning, words, short, short words, undefined words, are in the night, aspects, in the context of the vocabulary and grammar lessons below.	<b>Writing</b> sentence <ul style="list-style-type: none"> <li>sentences are shorter phrases</li> <li>comparative/superlative adjectives</li> <li>questions or exclamations, directed and accomplishment</li> <li>statements (simple, complex, present, past, future)</li> <li>descriptive</li> <li>descriptive (with -er/-est)</li> <li>questions</li> </ul> <ul style="list-style-type: none"> <li>begin in active construction</li> <li>begin for more information</li> <li>adapt for an unknown sentence</li> </ul>
<b>Comprehension</b> Text Type Characteristics (narrative)	<b>Listening</b> sentence <ul style="list-style-type: none"> <li>shorter, simple, repetitive speech</li> <li>conversing sentences with (unconnected) addition and reason</li> </ul>
<b>Strategies</b> - predicting and confirming predictions	<b>Whole Text Strategy</b> <ul style="list-style-type: none"> <li>comprehension, inference structures</li> <li>sequencing</li> </ul>
<b>Vocabulary</b> Word List	<b>LESSONS</b> 1.1.1. for lesson 1.1.2. for lesson
<ul style="list-style-type: none"> <li>ants, darkness, night, right, sleeves, targets, teamwork, theatre, puppets, words</li> </ul>	<ul style="list-style-type: none"> <li>1.1.3. for lesson</li> </ul>
<b>Literacy Language</b> <ul style="list-style-type: none"> <li>read with an</li> <li>join-in朗读</li> <li>cover朗读</li> <li>rehearse</li> </ul>	<ul style="list-style-type: none"> <li>1.1.4. for lesson</li> </ul>
<b>Dracy</b>	
<b>Responding to Literature</b> <ul style="list-style-type: none"> <li>identifying text</li> <li>linking text with prior knowledge and experiences</li> </ul>	

Narrative Text Type Chart	
<b>Text Organisation</b>	<b>Language Features</b>
<b>Setting</b>	<ul style="list-style-type: none"> <li>- Adjectives to describe where the story takes place</li> </ul>
<b>Character</b>	<ul style="list-style-type: none"> <li>- Proper names and first and third person pronouns</li> <li>- Dialogue/Conversation to convey feelings and thoughts</li> <li>- Direct description from narrator</li> <li>- Verbs to show action and adjectives to describe physical appearance</li> </ul>
<b>Events</b>	<ul style="list-style-type: none"> <li>- Continuous verbs</li> <li>- Verbs of all kinds: action, linking, sensing, feeling and thinking</li> <li>- Connectors for showing sequence of events</li> <li>- Adverbs of time, manner, place, duration, frequency and adjectives to describe</li> </ul>
<b>Problem/solution/complication</b>	
<b>Ending</b>	<ul style="list-style-type: none"> <li>- Direct and indirect speech (to add interest)</li> </ul>

My Editor's Checklist	RESOURCE SHEET R51
Can I follow the text-type chart?	1
Are there any ideas I want to add/delete?	
Can I improve my writing by changing some parts?	
Can I improve my writing by rearranging parts?	
Can I combine any sentences?	
Can I add any adjectives and adverbs to expand some sentences?	
Is my grammar correct?	
Can I use words correctly (e.g. Is, Is, too, two, your, yours, here, here)	
Can I avoid over-use of some words?	
Can I begin my writing in an interesting way?	
Is the ending to my writing interesting?	
Do I write in complete sentences?	
Do I check my spelling?	
Do I indent the beginning of each paragraph?	
Do I start all my sentences with a capital letter?	
Do I use capital letters for proper nouns?	
Do I end each sentence with the correct punctuation?	
If I read a conversation, do I use quotation marks?	

# Mother Tongue Curriculum Objectives





# Mother Tongue Resources

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





# Assessment (Standard)

	Term 1 (10%)	Term 2 (15%)	Term 3 (15%)	Term 4 (60%)
<b>ENGLISH</b>	<p>Written Assessment</p> <ul style="list-style-type: none"><li>• Language Use (MCQ)</li><li>• Fill-in-the-blanks</li><li>• Open-ended questions</li><li>• Comprehension</li></ul>	Composition Writing	Oral Performance Task	<p><b>End-of-Year Assessment:</b></p> <p>Paper 1 : Composition</p> <p>Paper 2 : Written Paper</p> <p>Paper 3 : Listening Comprehension</p> <p>Paper 4 : Oral</p>
<b>MOTHER TONGUE</b>	<p>Written Assessment</p> <ul style="list-style-type: none"><li>• Language Use (MCQ)</li><li>• Comprehension (MCQ and Open-ended)</li></ul>	Oral Performance Task	Composition Writing	



# Assessment (Foundation)

	Term 1 (10%)	Term 2 (15%)	Term 3 (15%)	Term 4 (60%)
<b>ENGLISH</b>	<p>Written Assessment</p> <ul style="list-style-type: none"> <li>Language Use (MCQ)</li> <li>Fill-in-the-blanks</li> <li>Open-ended questions</li> <li>Comprehension</li> </ul>	Composition Writing	Oral Performance Task	<p><b>End-of-Year Assessment</b></p> <p>Paper 1 : Composition            Paper 2 : Written Paper            Paper 3 : Listening Comprehension            Paper 4 : Oral</p>
<b>MOTHER TONGUE</b>	<p>Written Assessment</p> <ul style="list-style-type: none"> <li>Language Use (MCQ)</li> <li>Comprehension (MCQ and Fill-in-the-blanks)</li> </ul>	Oral Performance Task	Listening Comprehension	<p><b>End-of-Year Assessment</b></p> <p>Paper 1 : Written Paper            Paper 2 : Listening Comprehension            Paper 3 : Oral</p>



# Assessment (Higher MTL)

Term 1 (10%)	Term 2 (15%)	Term 3 (15%)	Term 4 (60%)
<p>Written Assessment</p> <ul style="list-style-type: none"><li>• Language Use (MCQ)</li><li>• Comprehension (Open-ended)</li></ul>	<p>Written Assessment</p> <ul style="list-style-type: none"><li>• Language Use (MCQ)</li><li>• Comprehension (Open-ended)</li></ul>	<p>Composition Writing</p>	<p><b>End-of-Year Assessment</b></p> <p>Paper 1 : Composition</p> <p>Paper 2 : Written Paper</p>





# Promoting the Love for Languages

- ❖ EL Fiesta and MTL Fiesta: Language-related activities to promote a love for the languages





# Instilling Love for Reading

- **Structured Reading Time**
  - Morning Silent Reading
  - Class and Library reading sessions (Extensive Reading)
- **Dedicated Reading Spaces**
  - Reading Corners & Class Library
- **Interactive Sharing and Response Activities**
  - Book reviews and sharing sessions



Spark interest, Open minds, Appreciate cultural roots, Rise as a bilingual reader



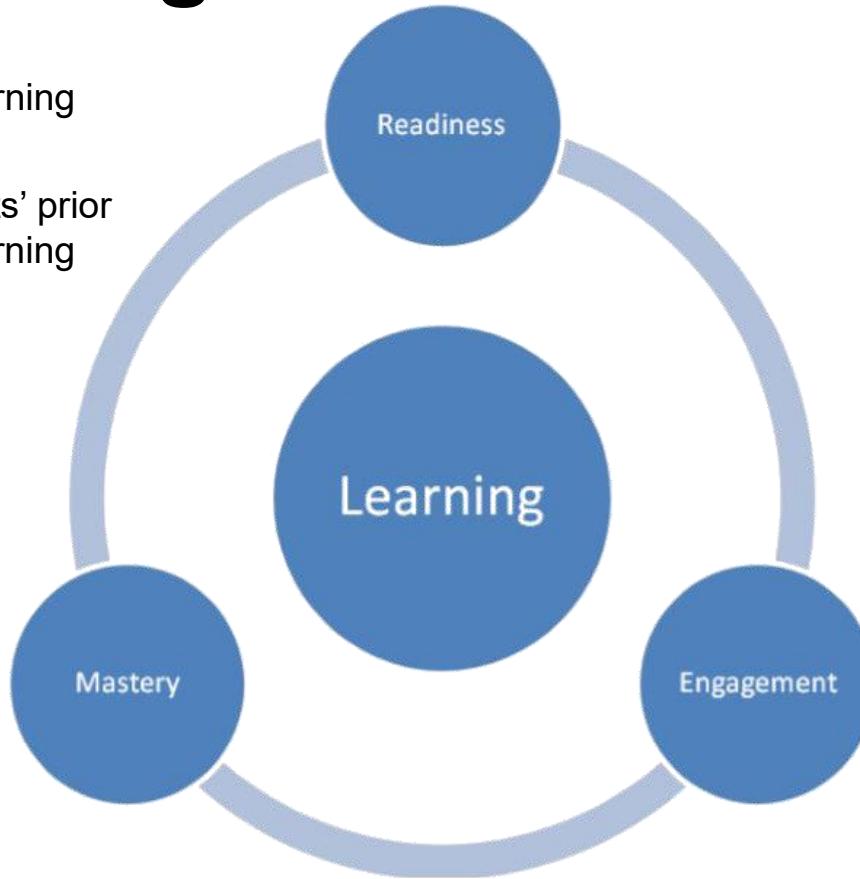


# Learning Progression in Mathematics

Student readiness to learn is vital to learning success.

In this phase, teachers consider students' prior knowledge, motivating contexts and learning environment.

Final Phase of learning where teachers help students consolidate and extend their learning



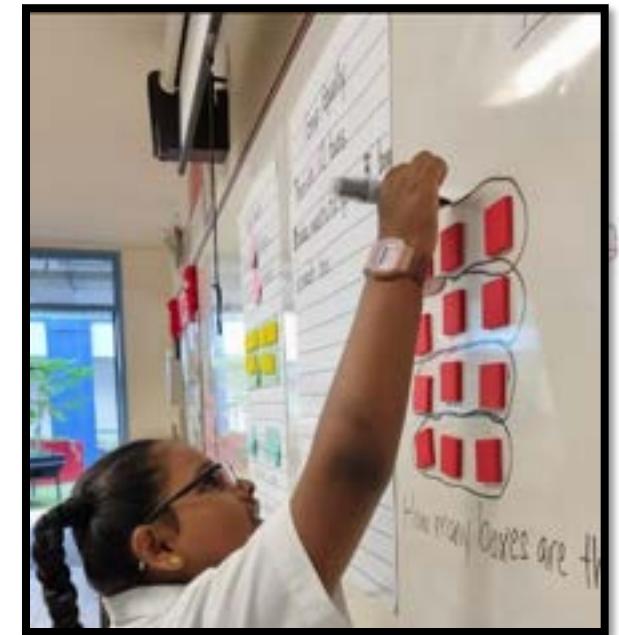
Main phase of learning where teachers use a repertoire of pedagogies to engage students in learning new concepts and skills

Readiness → Engagement → Mastery (REM)

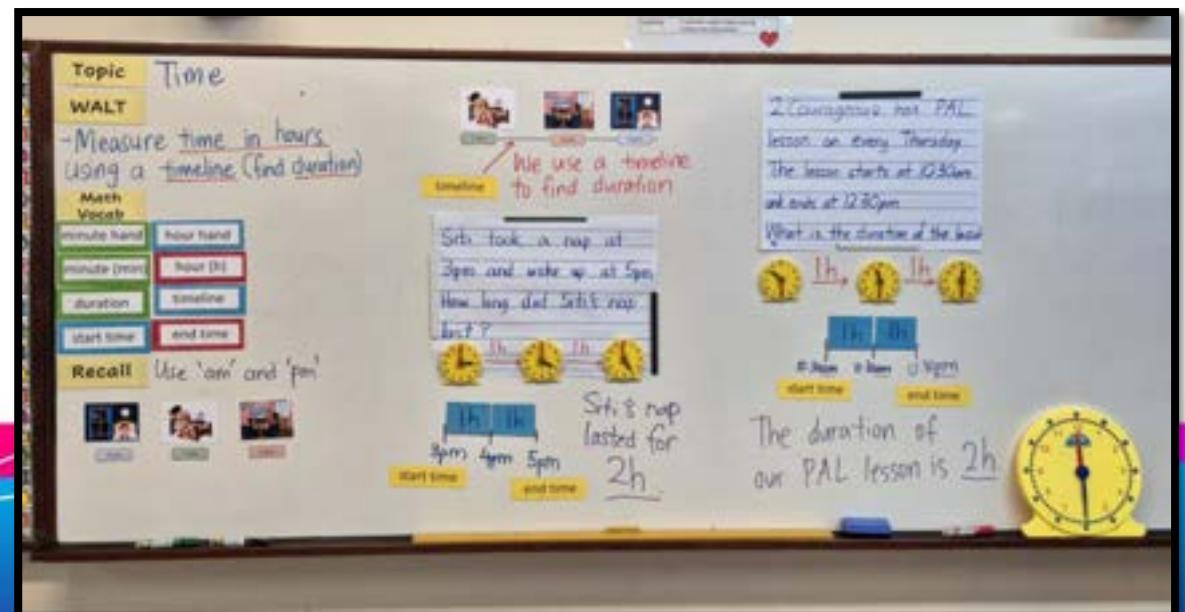


# Mathematics

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



Board Work – explicit teaching and modelling





# Mathematics Resources

- Mathematics Textbook
- Mathematics Activity Book / Workbook
- Navalite Mathematician Booklets
- Conceptual Fluency Booklets
- Mathematics Journalling Exercise Book





# P5 Mathematics Programmes

- Remedial
- E2K Mathematics

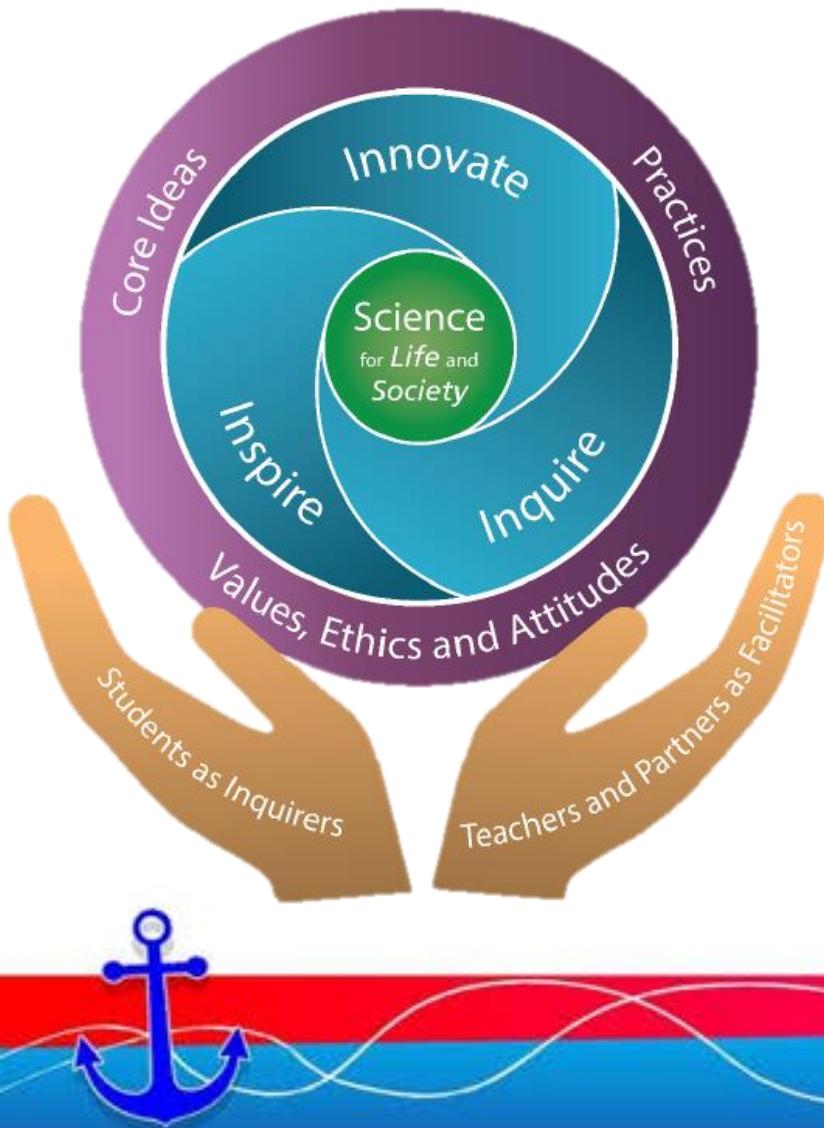




# Assessment

Term	Weightage	Mode
1	10%	Short Answer Question
2	15%	
3	15%	
4	60%	Multiple Choice Question Short Answer Question Long Answer Question





# Science

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





# Approach: Inquiry-based and Real-life Application

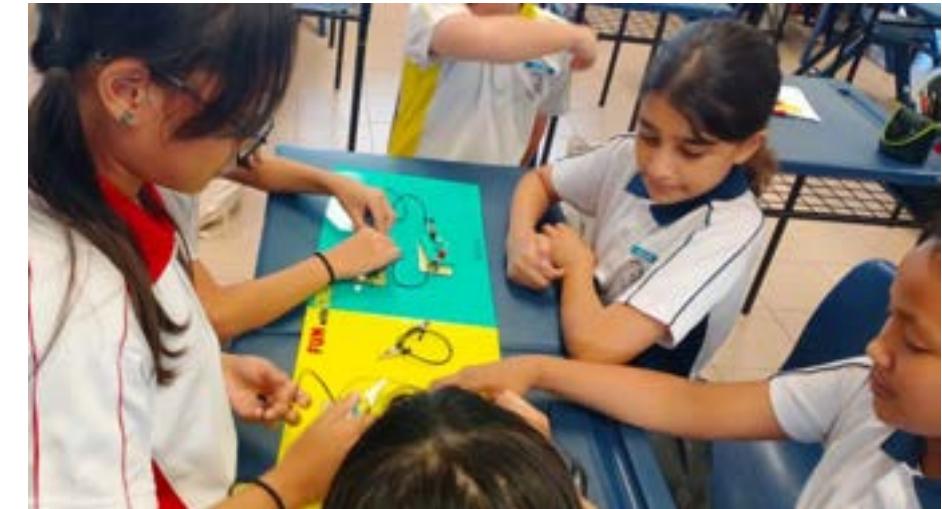
*Example:*  
**Reproduction in Plants**



*Example:*  
**Plant Transport System**



**SPARKLE Kit**





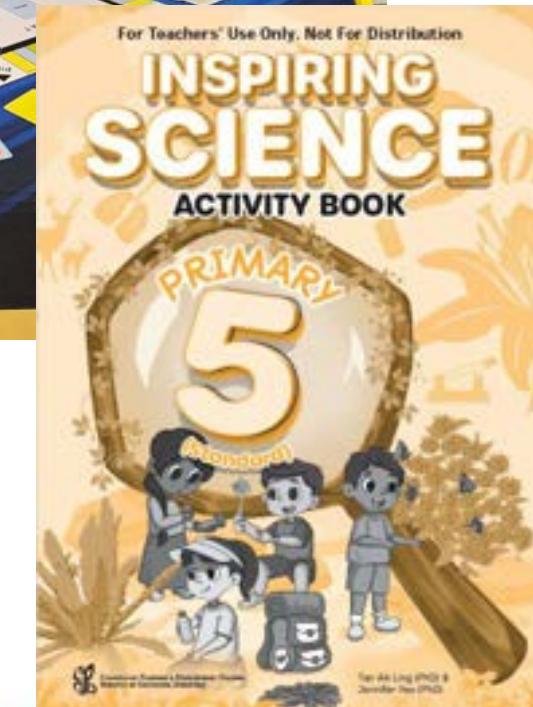
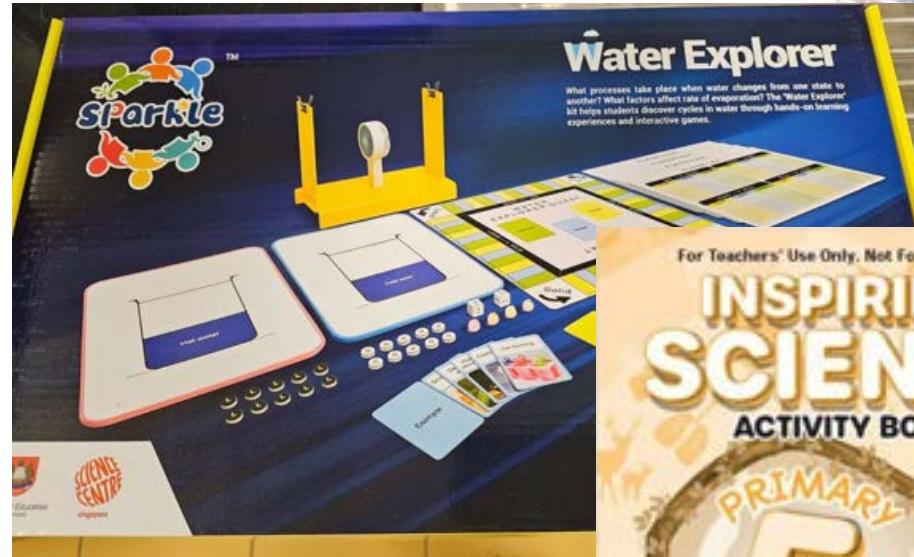
# Approach: Inquiry-based and Real-life Application

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



# Science Resources

1. Textbooks / Workbooks
2. Intensive Practice Worksheets
3. Hands-on Activities (Inquiry-based Learning using SPARKLE Kits)
4. Additional Science Programmes





# Science Programmes

- **All:**
  - Inquiry-based and Experiential learning
  - Science Buskers and STEM Playground
  - P5 Math and Science Trail
- **Learning Support:**
  - Remediation to bridge learning gaps
- **High-ability Learners:**
  - E2K Science
  - Science Competitions (e.g. Olympiads)



# Assessment



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





# P5 Support & Stretch Programmes

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



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## Partnership with Parents





# Let's Work Together

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

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

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



**“Every School, a Good School”**





# Parents' Role in Supporting Your Child's Learning

- Check your child's Navalite Compass daily to view the homework assignments.
- Remind your child that homework is their responsibility and supervise your child in doing the homework assignments.
- Provide a suitable environment for your child to complete the homework assignments.
- Provide appropriate digital device for homework assigned via e-learning platforms such as Student Learning Space (SLS) and Student ICON.





# Parents' Role in Supporting Your Child's Learning

- Encourage your child to ask the teachers clarifying questions
- Guide your child to set aside a regular study time and establish good study habits.
- Engage teachers on your child's learning progress.





# Parents' Communication with Teachers

- Parents can communicate with teachers via Navalite Compass / email / Parents Gateway. For non-urgent cases, a reply will be provided within 3 working days.
- For urgent cases, parents may call the office at 67537114 for teachers to return call during office operational hours from 7.45 a.m. to 5 p.m.
- Phone calls or meetings with teachers should be scheduled between 7.30am and 5.00pm on weekdays during school term.



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# EdTech Matters

Embracing Technology to Support Learning





# Use of MIMS Portal



MIMS Portal

Ministry of Education  
SINGAPORE



Please login using your MIMS account. For Students, your MIMS login ID is <Full\_Name>@students.edu.sg. For School Staff, your MIMS login ID ends with @schools.gov.sg. For HQ Staff, your MIMS login ID ends with @hq.moe.gov.sg. If you encounter difficulties logging in, please approach your teachers (for Students) or MIMS Administrators (for Staff).

Username

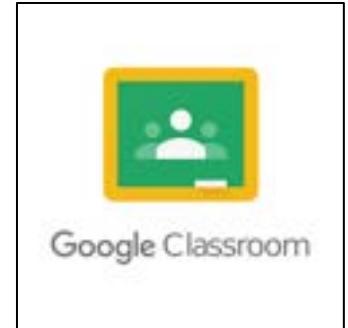
Password

Sign in



# Use of MIMS Account

- Logging in of **school laptops** at the computer labs
- Logging in of **Student Learning Space (SLS)**
- Logging in of online platform for school-based work (instructed by teachers)



**One-stop data collection  
for MOE schools** BETA

Secure, fast and simple solution to gather and analyse information from students and staff.



## MIMs user ID/email address:

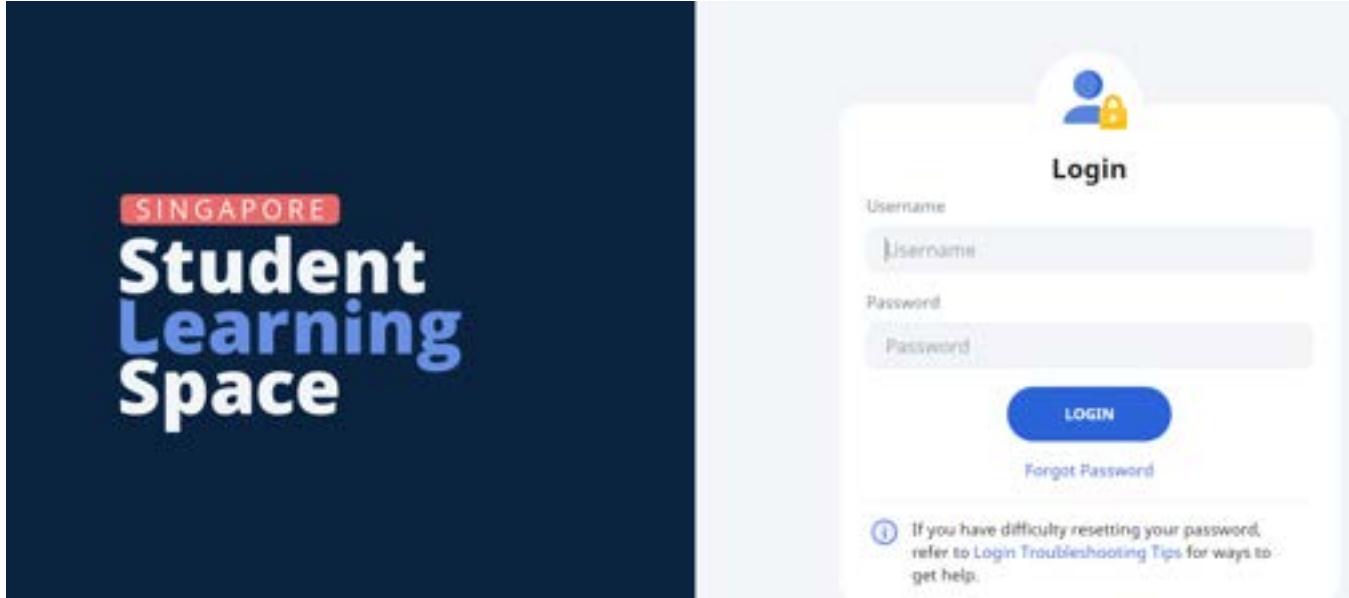
**<Full Name>@students.edu.sg**

- 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

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

<https://vle.learning.moe.edu.sg>



# SLS - MOE Library Resources



**SINGAPORE Student Learning Space**

**Resources**

Starred Resources

Community Gallery

**MOE Library**

App Library

External Resources

My Drive

**Decimals as Fractions**

MOE LIBRARY

Decimals as Fractions

Fractions

Mathematics

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

DETAILS ATTEMPT

**Rounding Decimals**

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**

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 Decimals

Foundation Mathematics

Comparing and Ordering Decimals

Adding and Subtracting Decimals

MOE LIBRARY

Adding and Subtracting Decimals

Foundation Mathematics

Multiplying Decimals by a Whole Number

MOE LIBRARY

Multiplying Decimals by a Whole Number

Foundation Mathematics

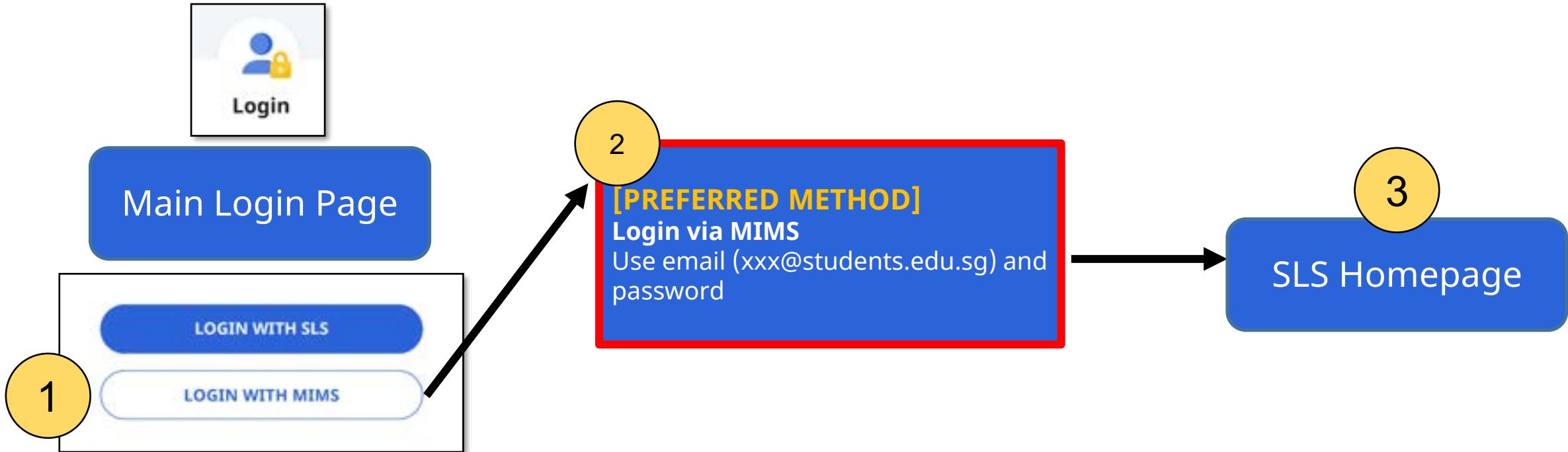
Comparing and Ordering Decimals

Adding & Subtracting Decimals

Multiplying Decimals by a Whole Number



# How to log in to SLS?



SLS password can be reset by SLS School Admins or Form Teachers





# 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.uforia.com**.



## GET SUBSIDISED BROADBAND AND LAPTOP/TABLET

### DigitalAccess@Home

A scheme that provides subsidised broadband and laptops/tablets to lower-income households to support their lifestyle needs, including work and social activities.

### WHO CAN APPLY?

Low-income households living in HDB flats with at least one Singapore Citizen are eligible to apply for DigitalAccess@Home.

### WHAT SHOULD I DO? Visit [www.digitalaccess.gov.sg](http://www.digitalaccess.gov.sg)

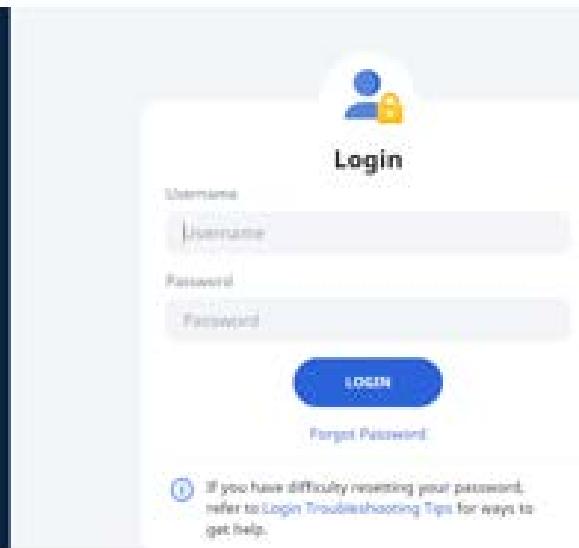


You can check your eligibility at this website [www.go.gov.sg/digitalaccesschecker](http://www.go.gov.sg/digitalaccesschecker) or find out more by:

- 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>



# Embracing Technology to Support Learning



## Level 1: Starts with the home row keys

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

- Stage 1: f d s 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.



Joy Of  
Learning begins at Naval Base Primary school!

# Thank You!



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



Naval Base Primary School



@navalbasepri

