

PRIMARY 6 PARENTS ENGAGEMENT SESSION

20 JAN 2026



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





HOLISTIC EDUCATION @NBPS



POSITIVE ENVIRONMENT



Growth Mindset @ NBPS

P6 Statement (2026) :

THE POWER OF YET!



Holistic Development

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

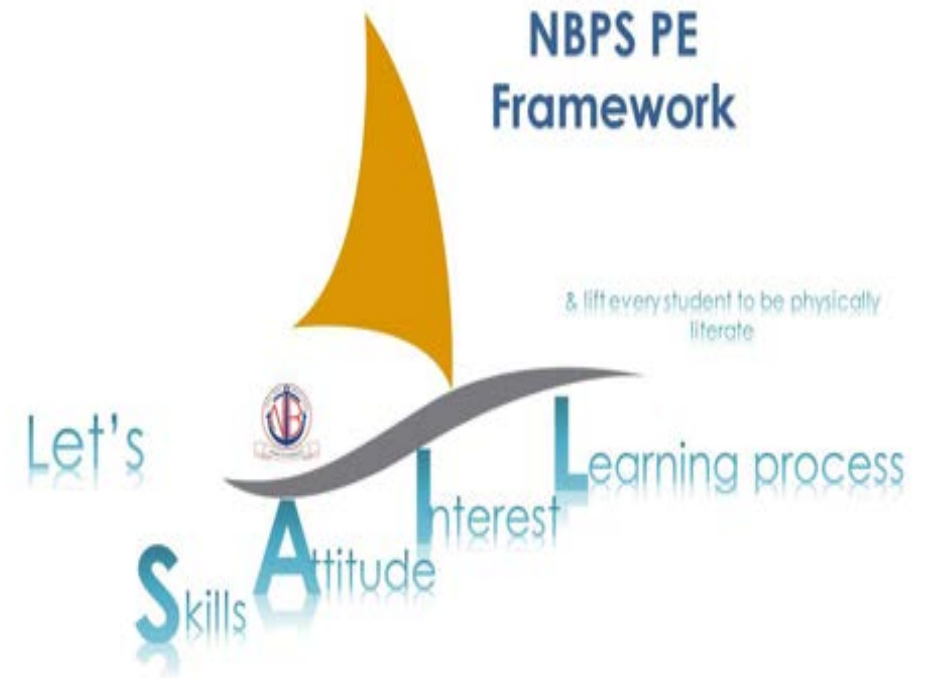




Circle Time



Physical Education



| P5 | Athletics Sports & Games | Dance Sports & Games | Gymnastics Outdoor Education Sports & Games | Sports & Games |
|----|------------------------------|---|---|----------------------------|
| P6 | Gymnastics Sports & Games | Athletics Fitness & Conditioning (NAPFA) | Fitness & Conditioning (NAPFA) | Dance Outdoor Education |

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

Confident Learners, Compassionate Leaders

Curiosity | Responsibility | Empathy | Determination | Innovation | Teamwork

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 |
|--------------------------------------|--------------------------------------|------------------------------------|--------|
| Written Assessment (non-weighted) | Written Assessment (non-weighted) | Preliminary Examinations (100%) | PSLE |

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



Primary School Leaving Examination (PSLE)



2026 PSLE EXAMINATION CALENDAR (TENTATIVE)

| Registration | Date |
|-------------------------|---|
| School Candidates | Tuesday, 14 April – Monday, 27 April 2026 |
| Mode of Assessment | |
| Oral | Wednesday, 12 August and Thursday, 13 August 2026 |
| Listening Comprehension | Tuesday, 15 September 2026 |
| Written Examination | Thursday, 24 September – Friday, 25 September 2026 Monday, 28 September – Wednesday, 30 September 2026 |

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 |



Direct Schools Admission (DSA)





Direct Schools Admission

Application for DSA-Sec is to be submitted through MOE's online DSA-Sec Portal. The application is free-of-charge and will be open from **May to Jun 2026 (tentative).**

Application may either be made on their own, or through the school.

For more information, visit www.moe.gov.sg/dsa-sec.



Direct Schools Admission

Students apply based on their talent in sports, CCAs and specific academic areas.

- Sports and games
- Visual, literary and performing arts
- Debate and public speaking
- Science, mathematics and engineering
- Languages and humanities
- Uniformed groups
- Leadership (for example, prefects)





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



English Language



STELLAR

(*ST*راتيجies for *E*nglish *L*anguage *L*earning and *R*eadings)



- The image displays six book covers from the 'STELLAR Reader' series, all designated for 'Primary 6' students. Each cover features a unique illustration and a title:

 - Primary 6**
STELLAR Reader
The Bow Wow Brigade (Illustration: A man in a dark jacket and a dog sitting on a grassy field.)
 - Primary 6**
STELLAR Reader
Coolie Boy (Illustration: A boy carrying a large sack on his back.)
 - Primary 6**
STELLAR Reader
Death Before Dishonour (Illustration: A group of people in a boat on water.)
 - Primary 6**
STELLAR Reader
Stop Thief (Illustration: A man in a red shirt and a woman in a blue headscarf.)
 - Primary 6**
STELLAR Reader
Defending the seas ASEAN vs the pirate (Illustration: A ship on the ocean.)
 - Primary 6**
STELLAR Reader
What Sallamah Didn't Know (Illustration: Three girls in school uniforms.)

| | |
|--|--|
| NAVAL SADE PRIMARY SCHOOL PRIMARY 8 ENGLISH TERM 1 UNIT 1 Castle Bay | |
| Name: _____ | Class: P. 8 _____ |
| KEY Teaching Points | |
| <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Vocabulary </div> <p> <u>Words:</u> <i>beast, devour, devouring, devourer, devouring, devourment, devourer</i> <u>Notes:</u> Underlined words are to be learned especially in the context of the vocabulary and/or grammar lessons below. </p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Comprehension </div> <p> <u>Text Type:</u> <i>Characterisation, (narrative)</i> </p> <p> Strategies </p> <ul style="list-style-type: none"> o predicting and confirming predictions o relating new knowledge to old knowledge <p> Readability </p> <ul style="list-style-type: none"> o small text, directed, flexible, semi-continuous, stimulating, playful, easy o (simple) o (easy) <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Oracy </div> <p> Responding to Literature </p> <ul style="list-style-type: none"> o presenting ideas o listening & clearly feel versus opinion | <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Writing </div> <p> Strategies </p> <ul style="list-style-type: none"> o (text type) o achieve a structural <i>structure</i>, <i>personae</i> o <i>interdevelopment</i> <i>style, plot, setting</i> o dialogue <i>style, plot, setting</i> o relative pronouns and relative clauses <i>(conditional)</i> and <i>subordinate</i> o punctuation o aligns for an unfinished sentence o <i>typical for some compounds</i> o <i>(comparative)</i> o <i>(preposition)</i> <i>(collocation)</i> <p> Structural Repetition </p> <ul style="list-style-type: none"> o changing text speed to support speed o changing elements only consistent with appropriate position tags <p> Stylistic Text Study </p> <ul style="list-style-type: none"> o sentence <i>paraphrasing</i> in dialogue |

RESOURCE SHEET A3.1.1

Changing Direct Speech to Reported Speech

Compare the sentences in the table below:

| | |
|------------------------|--|
| Direct Speech | The netball coach said, "If necessary, you could <u>practise</u> three times a week after the examinations." |
| Reported Speech | The netball coach said that, if necessary, we could <u>practise</u> three times a week after the examinations. |

| | |
|------------------------|---|
| Direct Speech | "I would like Carol to go with <u>me</u> if possible," said <u>the</u> <u>Ma</u> ." |
| Reported Speech | <u>Ma</u> <u>said</u> that she <u>would</u> like Carol to go with her if possible. |

| | |
|------------------------|---|
| Direct Speech | "If we had not left the house earlier, we <u>might</u> have missed the bus," said her mother. |
| Reported Speech | Her mother said that if they had not left the house earlier, they <u>might</u> have missed the bus. |

• In the above examples, when the words could, might and could are used in the way in direct speech, they stay the same when the sentences are changed to reported speech.

• Sometimes, some of the pronouns in direct speech must be changed when the sentences are changed to reported speech so that the meaning does not change.

LEARNING SHEET LSV-1

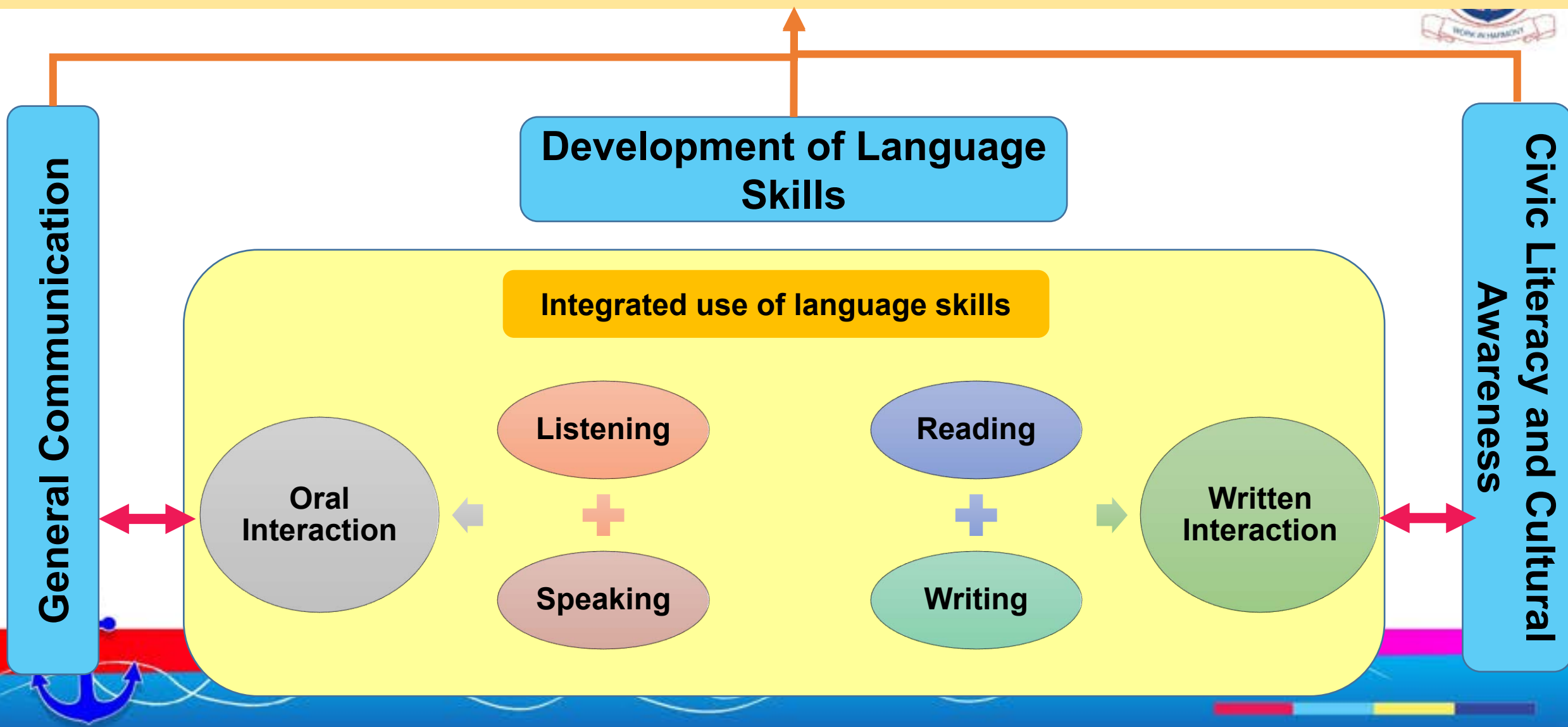
Name _____ Date _____

WU-1 Use appropriate vocabulary in a sentence.

A) Choose the more suitable word to fill in each blank in the sentences below.

1. a. When the **passengers** started shaking violently in mid-air, the passengers _____ (breasted/beasted) for their lives.
- b. The prisoner **looked** against the gang of bullies when he discovered that the _____ (breasted/beasted) gang is about every morning because the bullies had been harassing her.
2. a. As the students have been very busy **working** for the term-term **competition**, the teacher had to exercise some _____ (manageability/ flexibility) when setting the deadline for the assignment.
- b. The _____ (flexibility/ flexibility) in that piece of silk has worn out because it has been used for a long time.
3. a. I felt a wave of pity for the poor domestic worker who was _____ (embarrassed/humiliated) in public by her employer. The employer shouted at and provoked her in front of everyone in the shopping mall.
- b. The teacher kindly told Ali that he need not feel so _____ (embarrassed/humiliated) about having forgotten his lines when he was performing in the school play last night.
4. a. No one doubted **Layla's** when she told them that she did not cause the accident as she had always been a _____ (honest/truthful) person.
- b. He knew that Peter's apology to Gordon was _____ (honest/truthful) because he gave Gordon a new ruler to replace the one that he had broken.

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 | Term 2 | Term 3 (100%) Preliminary Examination | Term 4 PSLE |
|---------------|--|---|---|--|
| ENGLISH | Written Assessment <ul style="list-style-type: none"> • Language Use (MCQ) • Fill-in-the-blanks • Open-ended questions • Comprehension | Composition Writing | Preliminary Examination <ul style="list-style-type: none"> • Writing • Written Paper • Listening Comprehension • Oral | PSLE <ul style="list-style-type: none"> • Writing • Written Paper • Listening Comprehension • Oral |
| MOTHER TONGUE | Written Assessment <ul style="list-style-type: none"> • Language Use (MCQ) • Comprehension (MCQ and Open-ended) | Oral Performance Task <ul style="list-style-type: none"> • Reading Aloud • Video Conversation | | |



Assessment (Foundation)

| | Term 1 | Term 2 | Term 3 (100%) Preliminary Examination | Term 4 PSLE |
|---------------|--|---|---|---|
| ENGLISH | Written Assessment <ul style="list-style-type: none"> • Language Use (MCQ) • Fill-in-the-blanks • Open-ended questions • Comprehension | Composition Writing | <ul style="list-style-type: none"> • Composition Writing • Written Paper • Listening Comprehension • Oral | <ul style="list-style-type: none"> • Composition Writing • Written Paper • Listening Comprehension • Oral |
| MOTHER TONGUE | Written Assessment <ul style="list-style-type: none"> • Language Use (MCQ) • Comprehension (MCQ and Fill-in-the-blanks) | Oral Performance Task <ul style="list-style-type: none"> • Reading Aloud • Video Conversation | <ul style="list-style-type: none"> • Written Paper • Listening Comprehension • Oral | <ul style="list-style-type: none"> • Written Paper • Listening Comprehension • Oral |



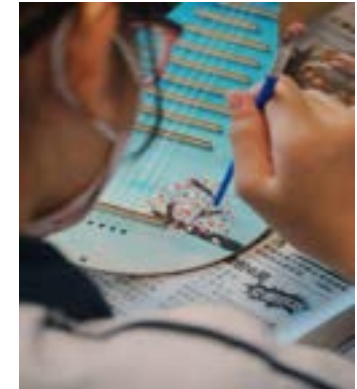
Assessment (Higher MTL)

| Term 1 | Term 2 | Term 3 (100%) Preliminary Examination | Term 4 PSLE |
|---|---|--|--|
| <p>Written Assessment</p> <ul style="list-style-type: none">• Language Use (MCQ)• Comprehension (MCQ and Open-ended) | <p>Written Assessment</p> <ul style="list-style-type: none">• Language Use (MCQ)• Comprehension (MCQ and Open-ended) | <ul style="list-style-type: none">• Composition• Language Use and Comprehension | <ul style="list-style-type: none">• Composition• Language Use and Comprehension |



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



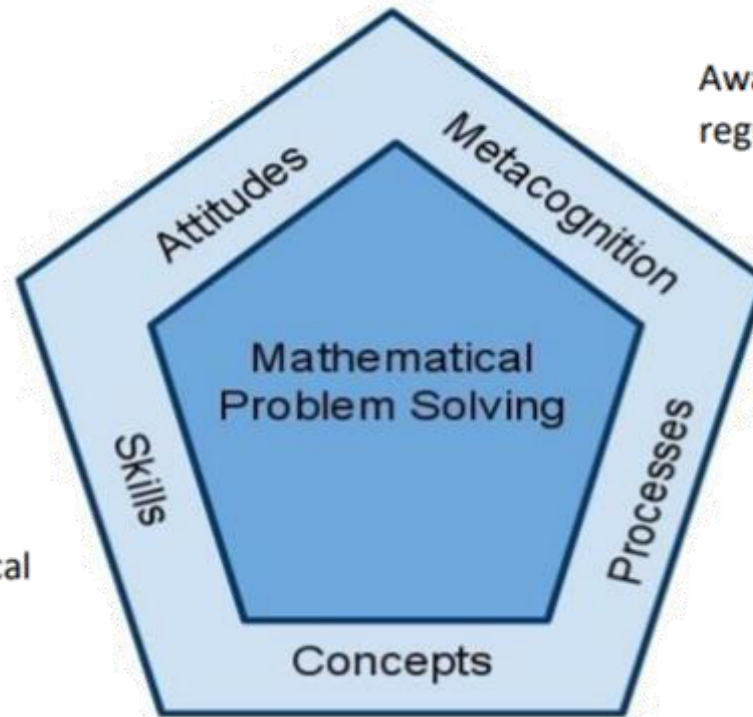
Spark interest, Open minds, Appreciate cultural roots, Rise as a bilingual reader



Mathematics Framework

Belief, appreciation,
confidence, motivation,
interest and perseverance

Awareness, monitoring and
regulation of thought processes



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

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

Understanding of the properties and
relationships, operations and
algorithms

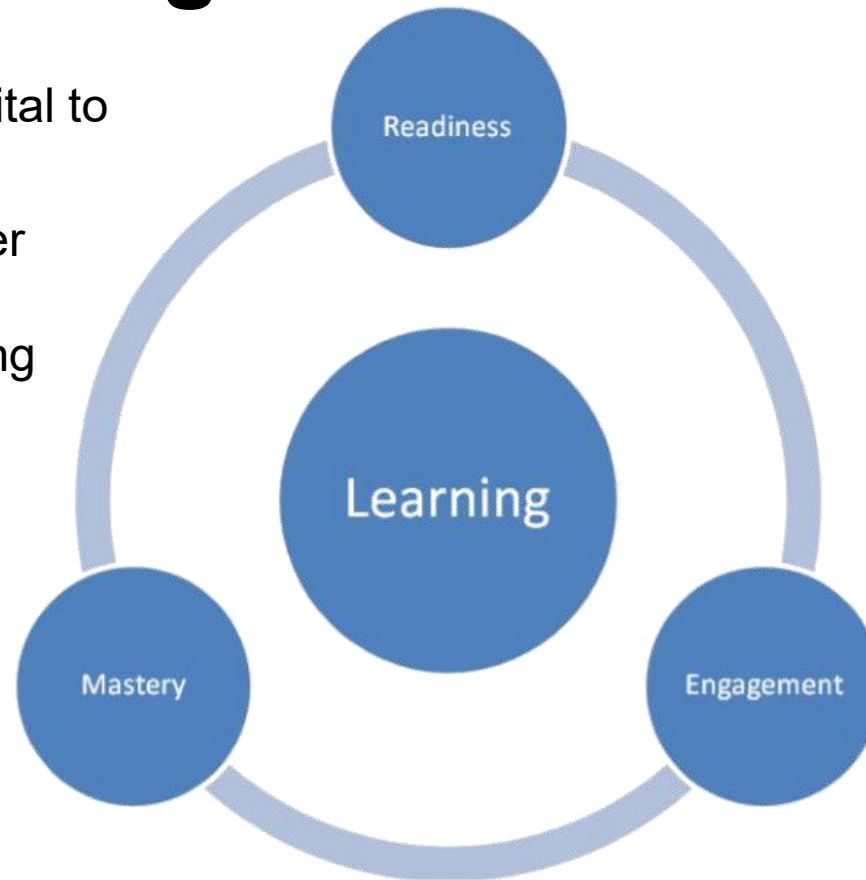


Learning Progression in Mathematics

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



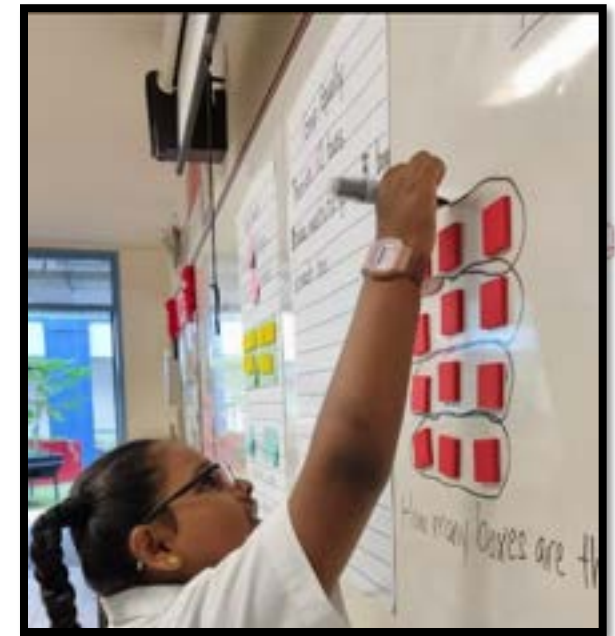
Main phase of learning where teachers use a repertoire of pedagogies to engage students in learning new concepts and skills

Readiness → Engagement → Mastery (REM)

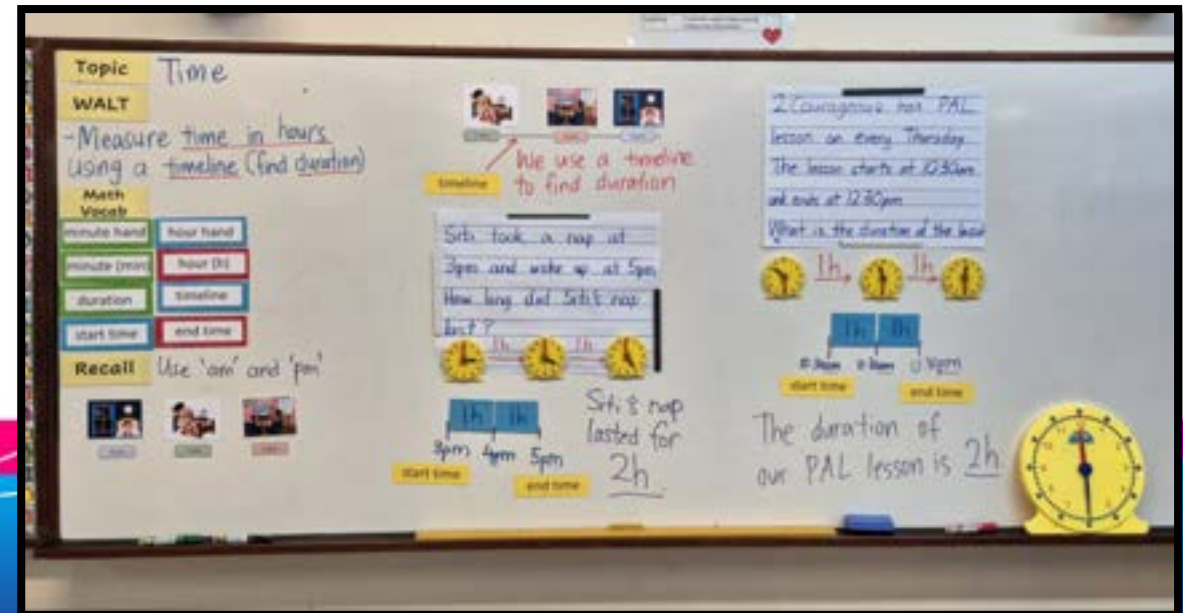


NBPS Mathematics

- Learning Experiences
- Board Work
- Thinking Routines/Metacognitive Questions
- Communication Skills/Talk Moves
- Journalling
- Navalite Mathematician Booklet



Board Work – explicit teaching and modelling



Emphasis on Communication Skills

NAVAL BASE PRIMARY SCHOOL

TALK MOVES

Promoting Communication in Every Classroom

REVOICE

✓ Repeat some or all of what a student has said, often adding clarification or emphasis.

Teacher: "So you're saying that... Do I have it right?"

REPEAT

✓ Ask a student to repeat what another student has said.

Teacher: "Can you repeat or repeat what Jane just said?"

REASON

✓ Ask a student to apply their own reasoning to someone else's idea.

Teacher: "Do you agree / disagree? Why do you say so?"

Student: "I agree / disagree with Jane because..."

WHY?

ADD ON

✓ Invite students to contribute further to what another student has said.

Teacher: "Should anyone like to add on to what Jane has said?"

WAIT TIME

✓ Pause to give students time to think before they respond.

Teacher: "Take your time... we'll wait..."

"If you need more time, we can come back to you again later."



S.T.A.R. MATH HEROES

Shu Lee
"Solution Seeker"

Thomas
"Thoughtful Thinker"

Aisyah
"Arithmetic Ace"

Ramesh
"Reasoning Ranger"

Our S.T.A.R. Framework

STUDY
and understand the problem

THINK
of a plan

ACT
on the plan

REVIEW
your solution

5 Metacognitive Questions

| |
|----------------------------|
| 1) What am I given? |
| 2) What can I find out? |
| 3) What am I looking for? |
| 4) What changed? |
| 5) What remained the same? |

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Mathematics Resources

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



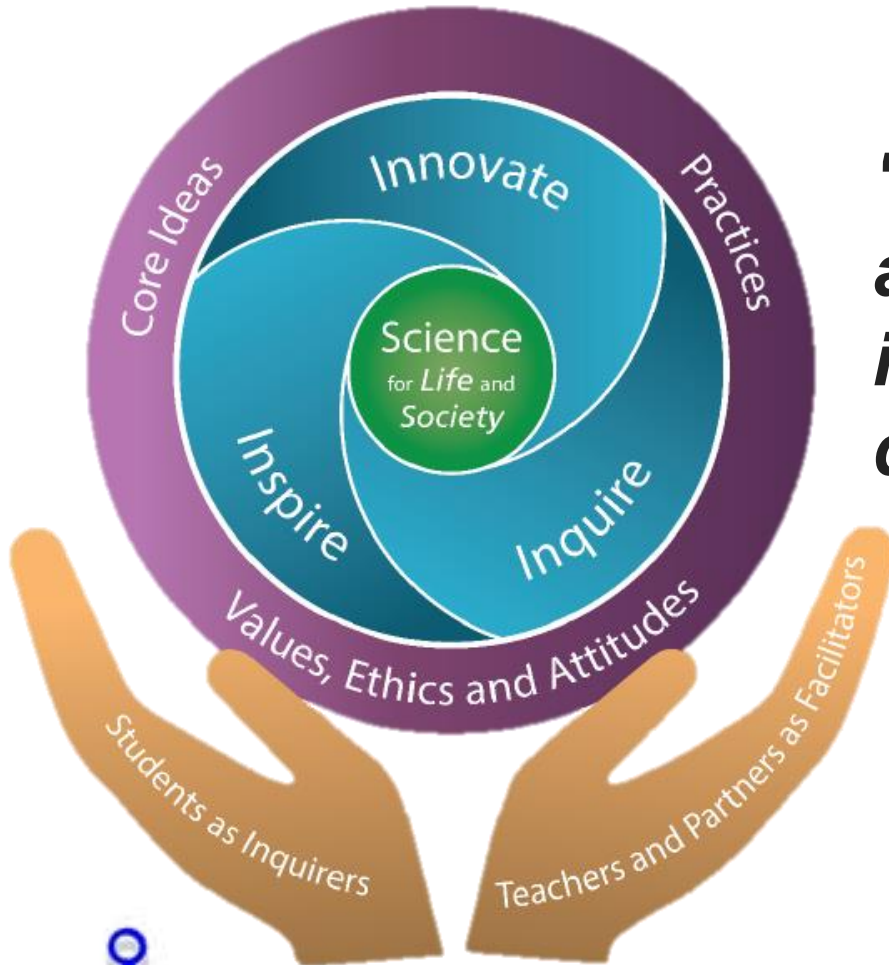


| Term | Weightage | Mode |
|---------------------------------|-----------|---|
| 1 | 0% | Short Answer Question Long Answer Questions |
| 2 | 0% | Short Answer Question Long Answer Questions |
| 3 Preliminary Examination | 100% | Multiple Choice Questions Short Answer Question Long Answer Questions |
| 4 PSLE | - | Multiple Choice Questions Short Answer Question Long Answer Questions |



Science

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



Approach: Inquiry-based and Real-life Application

Example: Energy



Example: Interactions



Approach: Inquiry-based and Real-life Application

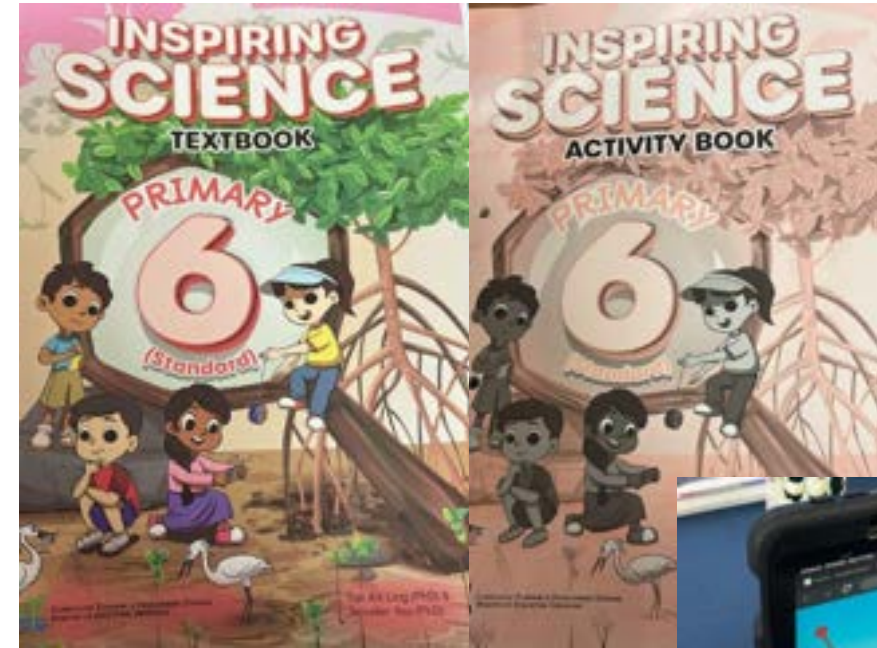
1. Understanding the concepts and acquire the scientific skills through hands-on activities
2. Applying knowledge learned to answer questions in school and in real-life
3. Parents can help engage children too!



Science Resources



1. Textbooks / Workbooks
2. Intensive Practice Worksheets
3. Hands-on Activities (Experiential and Inquiry Based Learning)
4. Revision Booklets
5. Additional Science Programmes



Science Programmes

- **All:**
 - Inquiry-based and Experiential learning
 - Science Buskers and STEM Playground
 - Science Centre Enrichment Programme
- **Learning Support:**
 - Remediation to bridge learning gaps



Assessment



| Term | Paper | Weightage | Types of Questions | Total Marks | Types of Questions | Total Marks |
|------|----------------------|-----------|--------------------|-------------|------------------------------|-------------|
| | | | | Standard | | Foundation |
| 1 | Written Assessment 1 | 0% | MCQ | 38 | MCQ | 28 |
| | | | Open-Ended Qn | | Short Answer & Open-Ended Qn | |
| 2 | Written Assessment 2 | 0% | MCQ | 38 | MCQ | 28 |
| | | | Open-Ended Qn | | Short Answer & Open-Ended Qn | |
| 3 | Prelims | 100% | MCQ | 100 | MCQ | 70 |
| | | | Open-Ended Qn | | Short Answer & Open-Ended Qn | |
| 4 | PSLE | - | MCQ | 100 | MCQ | 70 |
| | | | Open-Ended Qn | | Short Answer & Open-Ended Qn | |



Partnership with Parents





Let's Work Together

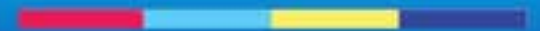
“Every Student, an Engaged Learner”

“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.





EdTech Matters

Embracing Technology to Support Learning



Use of MIMS Portal

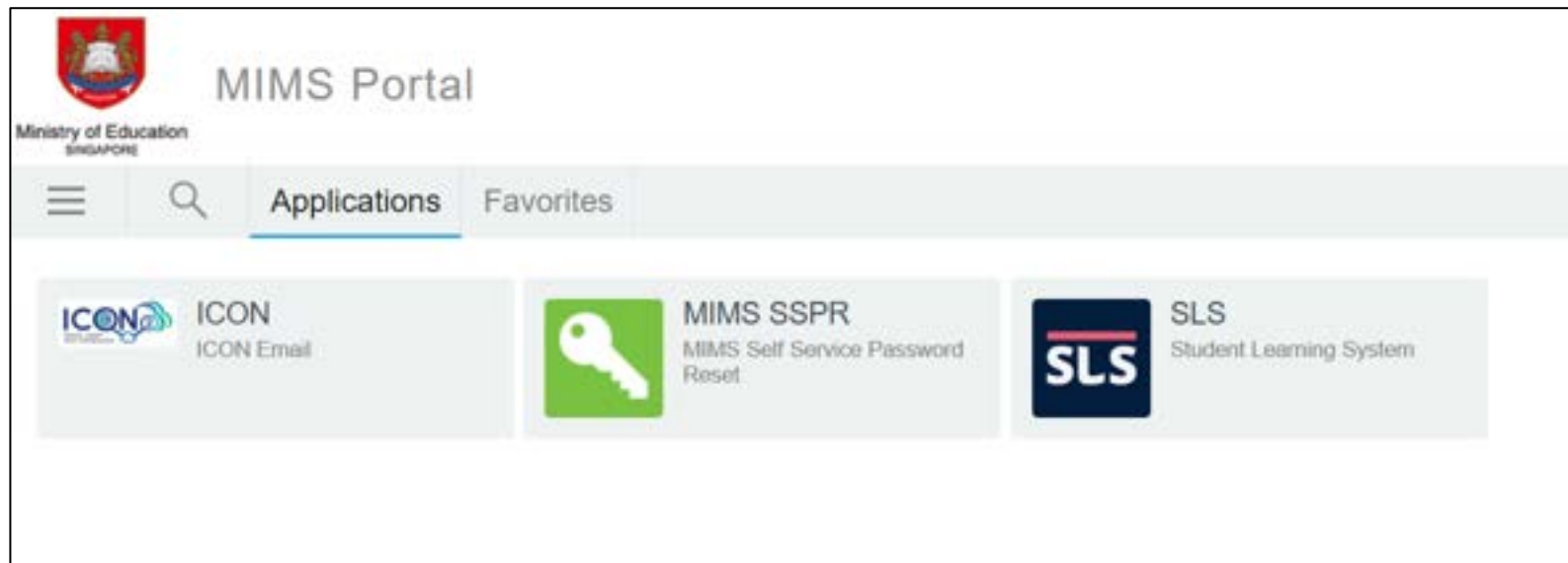


MIMS Portal

<https://idp.mims.moe.gov.sg>



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).





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)





MIMs user ID/email address:

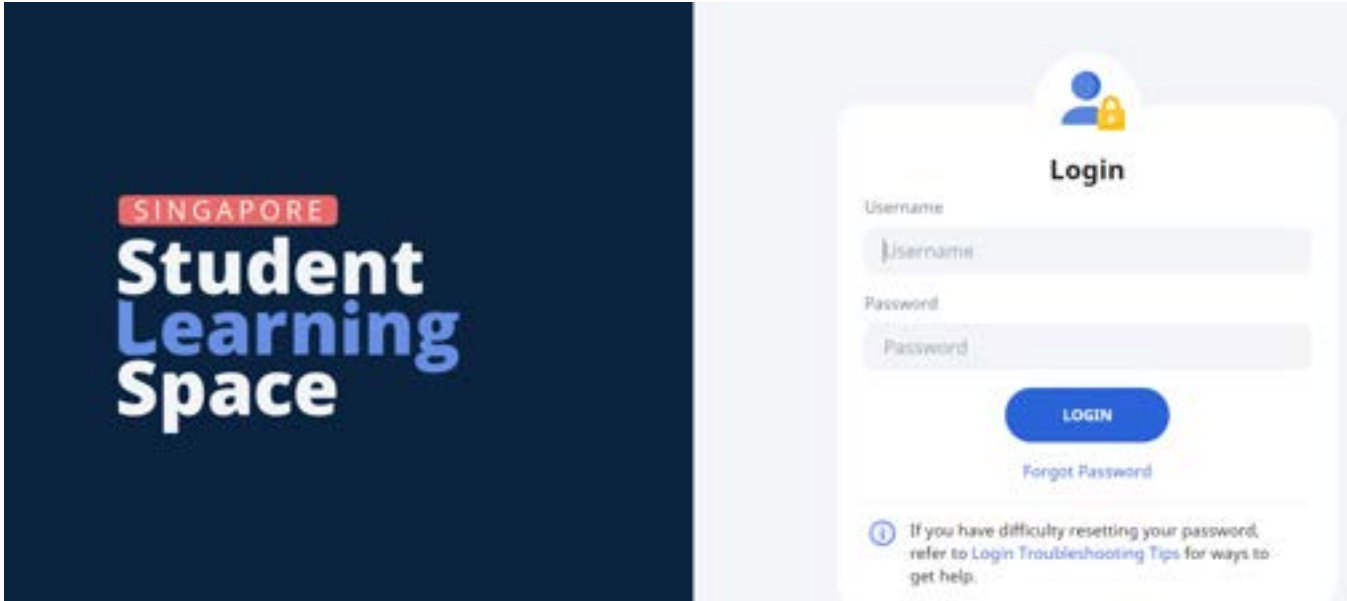
<Full Name>@students.edu.sg

- 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 | Tan_Hui_Min@students.edu.sg |
| Siti Fatimah Bte Mohamed | Siti Fatimah Bte Mohamed | Siti_fatimah_mohamed@students.edu.sg |
| Kumara Rajan s/o Kanagasabai | Kumara Rajan s/o Kanagasabai | kumara_rajana_kanagasabai@students.edu.sg |

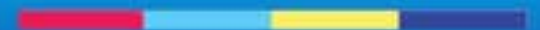


Student Learning Space (SLS)



- 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



courses



Decimals as Fractions

Mathematics

In this lesson, you will learn how to convert decimals

DETAILS

ATTEMPT



Rounding Decimals

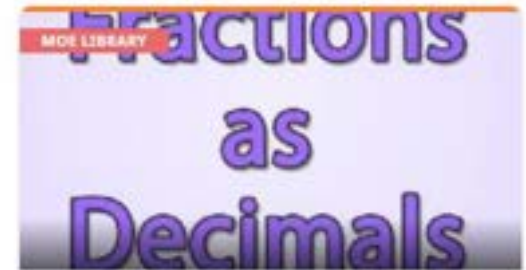
Foundation Mathematics

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



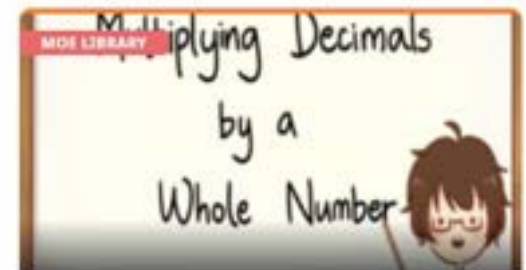
Comparing and Ordering Decimals

Foundation Mathematics



Adding & Subtracting Decimals

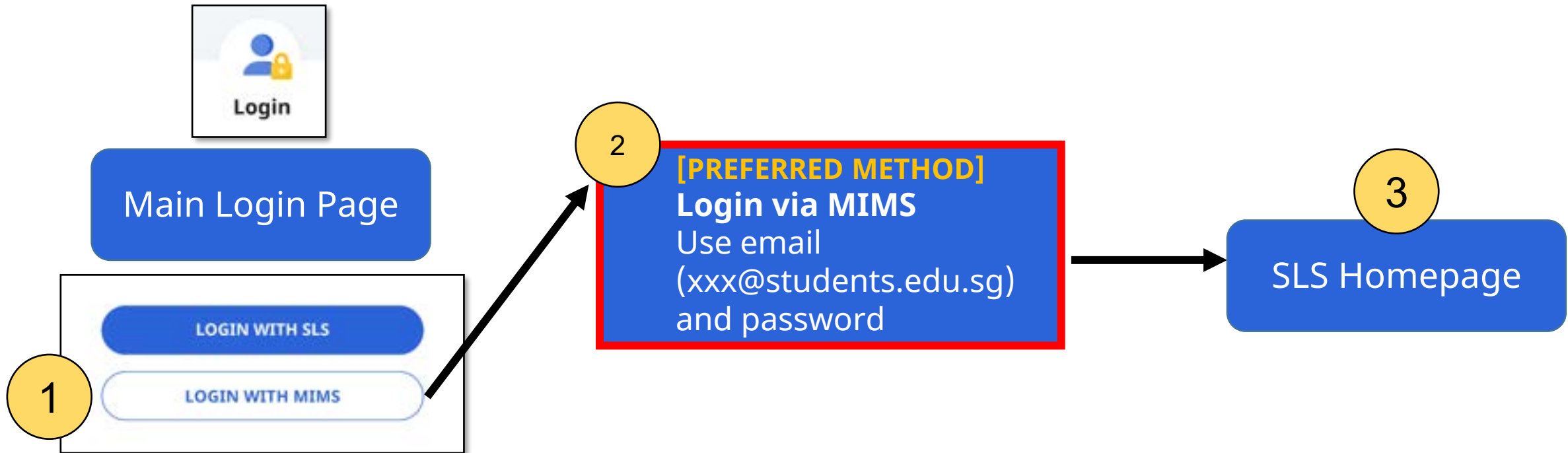
Foundation Mathematics



Multiplying Decimals by a Whole Number

Foundation Mathematics

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

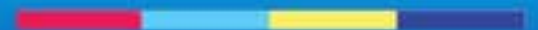
SLS Helpdesk: 6702 6513

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.unity.com**.





INFOCOMM
MEDIA
DEVELOPMENT
AUTHORITY

DigitalAccess
@Home

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



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

- calling the IMDA hotline at 6377 3800
- emailing 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>

Thank You!



School Website:

www.navalbasepri.moe.edu.sg



<https://go.gov.sg/navalbaseprimary>



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