

# WELCOME

## TO THE PREP SCHOOL

“One child, one teacher, one book, one pen  
can change the world.”

*Malala Yousafzai*



EPSOM  
COLLEGE  
IN MALAYSIA





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# A Place of JOY!



Mrs Jane Rouson  
Head of Prep

The Prep School at Epsom College in Malaysia is a very special place to learn and grow. Step inside to see how we NURTURE, EDUCATE and INSPIRE with amazing staff and a unique Epsom Curriculum.

It is my sincere pleasure to welcome you to the Epsom College in Malaysia Prep School Family for the academic year 2023-2024.

The Prep School is a safe and happy environment in which your son or daughter will discover unexpected worlds within a book and play their first notes on a musical instrument that they will grow to love. They will perform on stage, score a goal or point in a house competition and see their mastery of mathematics unfold before their eyes.

Warm genuine relationships, joyous experiences and high academic expectations are all nurtured here alongside every single special memory your child will bring home and share with you.

I am so proud to lead such a wonderful team of staff who care so deeply about providing the best learning, wellbeing and memorable experiences for your children.

Come in and see myself and the team anytime. Feel the joy for yourselves!



# A Safe Place to Take Risks

In the Prep School, we believe that fostering a spirit of exploration and innovation is essential for nurturing well-rounded, resilient, and forward-thinking students.

We understand that taking risks in education is a crucial component of personal growth and development. Helping children understand that the Prep School is a safe place to take these risks is something that each adult in the school understands and endeavours to communicate to our young learners.

In and out of class we encourage students to step outside their comfort zones, explore new ideas, and challenge themselves academically, socially, and creatively.

We offer a nurturing atmosphere where students can experiment, make mistakes, and learn from them

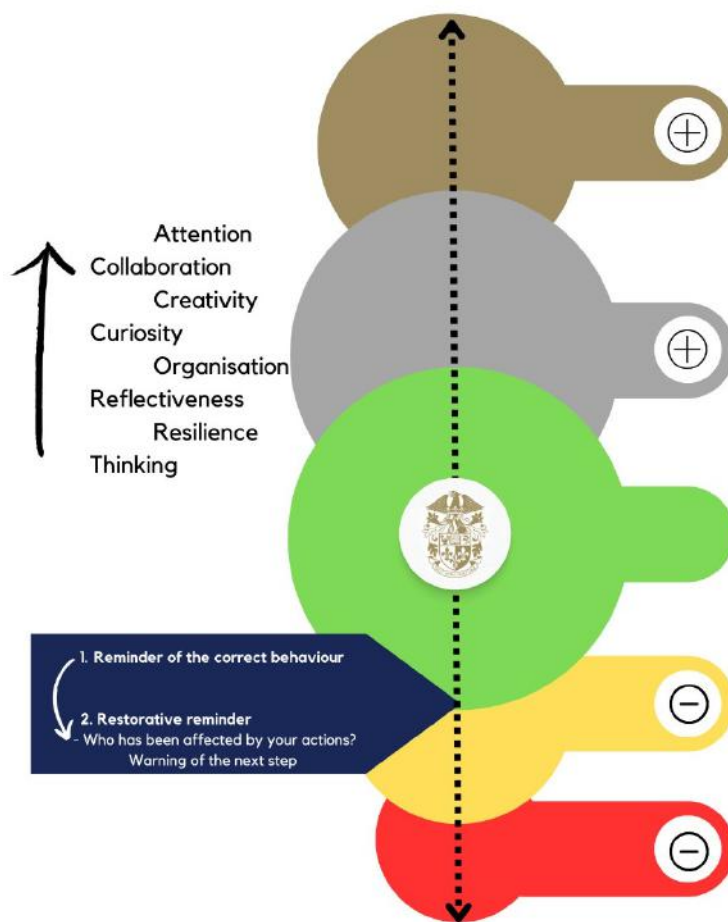
Our dedicated educators are committed to guiding and mentoring students as they navigate these educational adventures, ensuring that each step taken is a step forward in their learning journey.

Taking risks can be daunting for children, but with the safety net of empathetic friends, deeply caring adults and a robust education system, our young learners can flourish and progress as they step outside of their comfort zone and take on new challenges.

# Behaviour for Learning at



EPSOM  
COLLEGE  
IN MALAYSIA



## **Above and Beyond**

Star of the Week  
End of term awards  
End of year awards

## **Moving up**

House Points  
Language vouchers  
In Class rewards e.g. stickers, Dojo points

## **Ready to Go:**

Start the day here

## **Yellow Card:**

- > Repeated low level disruption
- > Disrespect
- > Poor choices

## **Red Card:**

- > Serious misconduct
- > Bullying
- > Swearing
- > Racism
- > Physical/verbal abuse

# The Best Possible

# START!



In Early Years, students transition into a small community where they are learning more about who they are as individuals and as a group. Our priority is for students to feel safe and comfortable as they get used to a set routine, to feel joyous and curious when they explore various activities, and to have the opportunity to be creative as they interact with the environment around them.

Our focus includes:

- Independence
- Social-emotional learning
- Communicating needs and wants
- Building ongoing self-confidence
- Exposing students to various subject areas in a fun and engaging way
- Preparing students for Year 1 and 2

We want students to transition to Key Stage 1 feeling confident about who they are and their abilities. This means knowing they can face new challenges and find the resources to solve new problems. Beyond self-care and social-emotional skills, students are exposed to Year 1 subject areas in order to help them succeed in their following school years.

# Prep School **BASICS**

## **The School Day**

There will be supervision in the Prep garden from 7.45am each morning. Doors will then open at 7.55am and the children will be encouraged to walk into the building calmly and quietly. They will proceed to their classrooms where their teachers will be waiting to greet them and start their learning. All children should be in their classrooms by 8.05am. At this time the Prep School doors will be closed.

If it is wet weather, we will open both sets of Prep School doors at 7.45am and the children can go straight to their classrooms and complete a quiet activity.

At the end of the day, the students will finish their CCA/House Activity at 4pm and will be escorted out to the Prep Garden at around 4.05pm. This is a great opportunity for an informal chat with the teachers.

Please remember that the teachers have important responsibilities and meetings after the children have left and we would appreciate all students being collected by 4.10pm at the latest.

If it is wet weather, your children will be collected from the second floor doors. Drivers, please follow the one-way system.

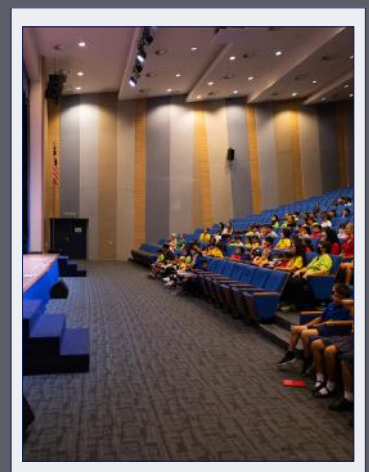
## **Friday Assembly**

Every Friday, the Prep School family comes together to celebrate another successful week of learning. During this assembly, the teachers will nominate some 'Stars of the Week'. We also hear about other Prep School achievements and important notices.

We are delighted to invite parents to these assemblies in the School Theatre. Due to the time available to us in the theatre, we would like to start the assembly promptly at 8.00am. Therefore, we ask that you drop your child off at the main school entrance on a Friday and they will make their way to the theatre, leaving their belongings outside the theatre entrance to collect on the way back to class.

All of the class teachers will be in the Theatre from 7.50am to receive the children.

The children will sit with their class in the assembly and parents will sit in a designated area. Each week we would like to have a musical performance by a member of the Prep School. If your child would like to perform, please contact Mr Azmi [azmi.azhar@epsomschool.com](mailto:azmi.azhar@epsomschool.com)



## Uniform

School uniform is compulsory attire for all students attending the school. It has been designed with the needs and comfort of children as they grow. Uniforms can be purchased from the College Store located within our main Reception area.

Students are expected to arrive at school everyday in clean clothes, worn in a tidy manner. Hair should be neat, with long hair tied back off the face and neck. Temporary or permanent hair dyes and tints are not permitted. Nail polish should not be worn and nails should be short for school. Earrings should be plain studs, if worn at all.

## EYFS

### DAILY UNIFORM

Navy Epsom shorts with elasticated waist.

Blue and white striped shirt (with mandarin collar) or smock blouse.

Sunhat

Comfortable shoes and a pair of indoor shoes/slippers.

House shirt on a Friday



### PE KIT

White Epsom PE shirt and shorts

Swimming kit and towel

### FOOTWEAR

Trainers/athletic shoes

Plain ankle socks.

### OTHER

A change of clothing in case of 'accidents'

Water bottle - named water bottle for each child with a capacity of at least 350ml that the child can refill independently

## YEARS 1 - 6

### DAILY UNIFORM

Navy Epsom shorts/skorts

School shirt, House tie

Sunhat

House shirt on a Friday



### PE KIT

White Epsom PE shirt (to be worn for PE lesson and inter-school competitions) and shorts

Swimming kit and towel

### FOOTWEAR

- Daily uniform shoes: black school shoes, which can take a polish (no adornments or coloured stitching). Sports type shoes are not appropriate. Heels should be low, with laces or buckles. Black, navy or grey ankle socks.

- PE: any athletic shoes with non-marking soles, plain sports socks. If bringing specialist football boots for PE or CCA, these cannot be worn inside the school building.

### OTHER

Water bottle - named water bottle for each child with a capacity of at least 350ml (refill independently)



EY - Year 2:

If your child has PE, they may wear their PE kit for the whole school day.

Years 3 - 6

The PE kit must not be worn to school, unless PE is the first period. Time will be given to changing before the PE lesson. Once they have had their PE lesson, they may remain in their kit for the rest of the day if they wish.

### **Co-curricular Activities (CCAs)**

At Epsom we believe it is very important to give the children the opportunity to develop passions and interests that might not otherwise be discovered. In the Prep School the children take part in daily activities which are designed to allow them to develop physically, creatively, socially and academically

All Prep students will take part in three or four CCAs per week. These take place during the final period of the day (3.15 - 4.00).

We are also offering additional optional enrichment activities on a Tuesday, Wednesday and Thursday for students in Years 4 up to Year 6.

These take place from 4.00 - 4.50.

### **Prep School House System**

Every pupil entering the Prep School is put into a House. Members of the same family will all be placed in the same House. The four Prep School Houses are Beruang Madu (Sun Bears), Buaya (Crocodiles), Berung Enggang (Hornbills) and Hariamau (Tigers). They are named after native Malaysian animals and each house has a logo and a bright house colour.



Apart from the Prep Leadership team, each member of the Prep School Staff are also assigned to a House.

We aim to encourage to be loyal to and passionate about their house but at the same time learn to not take the competition too seriously and be gracious winners and runners-up!

The children compete for their House in sports, music, dance, maths, spelling, poetry, swimming and many many more fun and joyous competitions.

On a daily basis the children earn house points which go towards the House Cup but are also acknowledged and rewarded on an individual basis too with certificates at significant milestones.

## House Captains

Each house is led by two Year 6 students who have applied and interviewed for the role.



## Homework

The children will receive homework in the Prep School but it is a small amount to allow the children to spend time on their outside interests, spending quality time with their families and of course to get plenty of sleep.

An outline of what each class can expect to receive from their teachers will feature on the Year Group pages. You will see that our main priority is ensuring the children are reading a range of books and are able to discuss what they have read.



## Reading

Here at Epsom, we know that children who can read from a young age will have better vocabulary, articulated speech, use correct grammar, have improved writing and be more confident with language generally.

As such, we make sure that we build reading into everyday life in the Prep school. Whether this is through guided reading sessions, storytelling, library visits or quiet reading in class, there is always time scheduled to spend with books. Beginning in year 1, all children are given a book to take home and we ask that parents understand that this is an expected part of their homework.



In Early years – books will be provided to children to read with their parents at leisure.

Year 1 / 2 – Each book given to the children should be read to or with an adult. Each book should be read at least twice to ensure fluency and comprehension.

Year 3 / 4 – Reading should be heard by an adult for approximately 15 minutes each day and the children should read for at least another 15 minutes independently if they can.

Years 5 / 6 – Children will be given lengthier books which may take several days to read and understand. Parents should still be listening to their children read regularly, if not every evening. Children are expected to read for at least 30 minutes each evening.

If the children are reading the graded reading books to monitor their reading progress, the title of each new book will be recorded in your child's planner and we require an adult to sign the planner to confirm that the child has read.

When a child has shown significant progress in their reading, this will be celebrated by their teacher and the Prep School Leadership Team.



## Accelerated Reader

AR is a computer program that helps teachers manage and monitor children's independent reading practice. Children select a book at their independent reading level and read at their individual pace. When finished, your child takes a short quiz on the computer/tablet. (Passing the quiz is an indication that your child understood what was read.) AR provides feedback based on the quiz results, which the teacher then uses to help your child set goals and direct ongoing reading practice. Children using AR select their own books to read at an appropriate readability level rather than having one assigned to them. This will create a challenging reading experience without becoming frustrated. This ensures that your child can pass the quiz and experience success.

How is your child's readability level determined?

Students are given the STAR Reading Test which uses computer -adaptive technology. This is given several times yearly to determine independent readability level. As questions are answered correctly the level of difficulty is increased. If the child misses a questions the level of difficulty is reduced. This is a multiple choice test and takes approximately 15 minutes. Students are given their reading level to take to the library for selection of books.

Importance of Reading Daily

According to research, children who read at least 35 minutes a day with a 90% comprehension rate (average percent correct) on AR quizzes see the greatest gains academically. Therefore, your child should have at least 35 minutes set aside for reading in school and at home.

What are A.R. Points and how are Goals set?

Every book that has an AR Reading Practice Quiz is given a point value. AR points are computed based on the difficulty of the book and the length of the book (number of words). Goals are set by the program as well as the teacher. Students are encouraged to meet their goal each nine weeks to become superior readers. Teachers are always providing support and motivation in the classroom to encourage the students to meet that goal.



# Assessment and Reporting

## Written Reports

Parents receive a full written report at the end of the Autumn term and the end of the Summer term. Reports will be published to parents via iSAMS.

For EYFS, a short one-page report will also be given at the end of the Spring term. This is instead of the grade report for our youngest learners.

## Grade Reports

At the end of the Spring Term there will be a report giving an attainment and effort grade for each subject as well as next steps for the core and humanities curriculum. This is for Y1-6 only.

Reports will be published to parents via iSAMS.

Students will only be able to join the EMIP Pathway from Year 2 onwards if they meet the age-expectations in both target languages.

## Parent Consultations

Parent consultations are an important time for building relationships between home and school; a chance for parents not only to speak to their children's teachers at length and to reflect on their successes, but also to speak informally to school leaders before and after their teacher appointments.

The Parent Consultations in the Autumn term have a pastoral focus, which aims to build the important relationship between the family and the class teacher and to preempt issues later in the year. This meeting is a dialogue between home and school, rather than teachers simply reporting information to parents. There is time to listen and to give parents the chance to communicate any worries. Academic topics will also be discussed and we also use these meetings to update parents on any interventions or areas of particular concern.

In the Spring Term, the in-person reporting will take the form of a **Learning Celebration**. These afternoons will contain the following:

1. A 15 minute meeting between the teacher and the parent to discuss academic progress and any pressing pastoral concerns.
2. A 15 minute learning conference between the child and their parent(s) where the child guides their parents through a pre-organised journey of their progress.
3. Displays, exhibitions and demonstrations. In each classroom, children will be part of learning demonstrations. There will also be displays of the Spring Term learning.
4. The Specialist teachers will be available to talk to parents. This will take the form of a 'drop-in' clinic rather than by appointment.



# Curriculum Statements

## English



In the Prep School our aim is to establish high standards of language and literacy by providing pupils with a firm command of spoken and written English. Our implementation of Pie Corbett's Talk for Writing program has already made an impact on our students' writing skills and will continue to be central to our approach to English teaching. We also aim to develop reading fluency and comprehension by encouraging the children to read for pleasure. We use a structured approach to phonics teaching as well as the Accelerated Reader program to promote the daily reading of great literature.

- acquire a wide vocabulary, a firm understanding of grammar and an accurate use of a wide range of punctuation.
- Develop a life-long love of reading
- write clearly, accurately and coherently, learning the common structures and conventions of a range of text types
- use discussion and drama in order to explore different genres
- be a competent speaker and listener, being able to make formal presentations, take part in debate and respond appropriately to the ideas and opinions of others.

In the Prep school, we are passionate about giving the children the skills and confidence they need to be empowered mathematicians. We intend to achieve these skills by drawing links between the wider world and maths by linking creativity to our lessons.

Through the use of White Rose Education, we develop and further our arithmetic skills building our speed and fluency. We use these skills to solve reasoning and fluency problems where we explain how we solved the problem, find a solution using a different method, identify mathematical patterns or solve real world problems.

Our intentions:

- Help develop and extend our children's mathematical knowledge and fluency
- Equip children with the skills to solve mathematical problems in the real world using a variety of methods
- Develop our children's natural curiosity about the world around them and their understanding of how this links to maths
- Develop the use of our children's mathematical language



## Mathematics

# Science

In the Prep School we want to increase pupils' knowledge and understanding of our world, and with developing skills associated with Science as a process of enquiry. We intend to achieve this by fostering a natural curiosity, encouraging respect for living things and the physical environment as well as providing opportunities for critical evaluation of evidence.

Our Intentions:

Help develop and extend our children's scientific knowledge and conceptual understanding about their world.

Equip pupils with the skills to live in an increasingly scientific and technological world.

Build on our children's natural curiosity and develop a scientific approach to problems.

Use practical experiment and explorations to develop the skills of investigation, including: observing, measuring, predicting, hypothesising, experimenting, communicating, interpreting, explaining and evaluating.

Use essential scientific enquiry skills to deepen their scientific knowledge.

Develop the use of scientific language and recording techniques.

Actively make links between science and other subjects.



Our approach to teaching humanities is as an intrinsic part of topic-based learning, which incorporates the learning behaviours of Creativity, Curiosity and Thinking. The topic-based approach to learning, challenges children to make links between ideas and teaches them to question, enquire and think critically.

The Humanities curriculum focuses on historical and geographical enquiry skills as well as factual information.

Also interwoven into each topic are lessons in social justice and responsibility.



# Humanities

# Art



Through our Art and DT curriculum we aim to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they develop lifelong skills and knowledge. Art is one of the highest forms of human creativity. We believe that our Art and DT curriculum encourages our pupils to express their creativity through planning, designing and making. Our Art and DT curriculum also enables pupils to develop a natural sense of curiosity about the world around them.

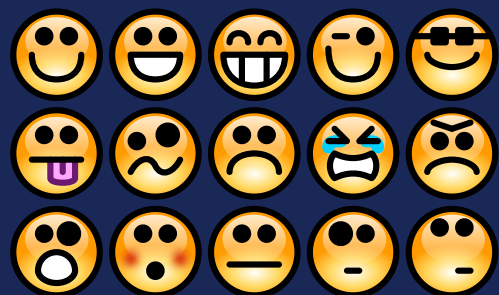
Art and DT also contribute to children's personal development in creativity, independence and aspiration, covering and encouraging the basic skills and attitudes across the curriculum.

## Personal, Social and Health Education

Our vision in the Prep school is for our students to leave here with a sense of purpose about who they are and equipped with skills to shine in society. Through ad-hoc lessons to suit specific class needs and curriculum rigour, children will have a chance to explore their own emotions and use problem solving a positivity to safely explore the feelings of others, whilst pushing themselves to be the best they can be.

In the Prep School, children will learn about the Learning Behaviours, and how we can use these to become effective learners.

- Attention
- Collaboration
- Creativity
- Curiosity
- Organisation
- Reflectiveness
- Resilience
- Thinking



Children will also have the chance to study through the Social and Emotional Aspects of Learning (SEAL) to develop an understanding of themselves and the world around them.

By the end of the year, children will also have the chance to develop an idea of Positive Psychology and how that can be used as a young learner. Learning about self control, empathy, resilience, teamwork and goal setting, students will reflect on their own practice and discover how they can improve, to be the best version of themselves.



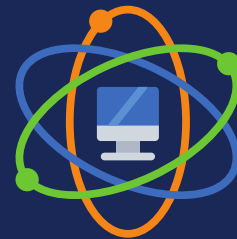
# Physical Education



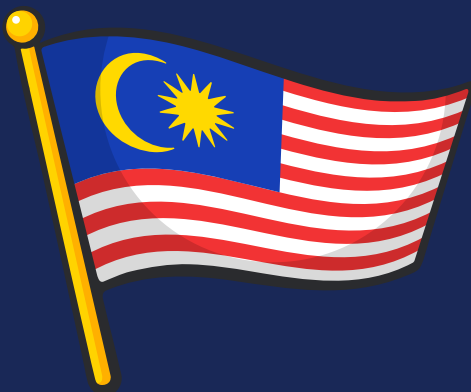
The Prep PE focus is to enable students to access sports for the future by developing physical literacy within a fun and progressive environment. Being able to move, run, catch, hit and throw are the foundation for many sports and our aim is to help students be confident and collaborative athletes in their time at ECiM. To support this, all students will have an introduction to Gymnastics in Term 1 and Prep students will swim on a weekly basis and work their way through our swimming awards scheme. Throughout Key Stage 2, students will also be introduced to a variety of team sports and activities with the goal of taking part in external competitions and having fixtures with neighbouring schools.

Computing is an exciting and popular part of the school curriculum. Computers are now part of everyday life. For most of us, technology is essential to our lives, at home and at work. Our computing curriculum has been developed to equip our children with the foundation skills, knowledge and understanding of computing they will need for the rest of their lives.

# Computer Science



Learning the Malay language gives students many opportunities to practise using new and common vocabulary and grammatical structures to interact with others in social settings. This course focuses on helping students create learning strategies that aid in both the expression of their ideas and their knowledge of culture. This subject is divided into two groups including first language and foreign Malay language. Offer details about the culture and society of the nations and areas where Malay is spoken in the Malay language. This term's subjects will include things like my family, sports activities, and school, among others. This subject offered fun education and made use of interactive whiteboard capabilities to help students learn deep Malay.



# Bahasa Melayu

# Mandarin



In our Chinese class, we aim to foster a deep appreciation for both the Chinese language and culture. Our focus is on providing students with a comprehensive learning experience that equips them with valuable skills. We prioritise fluency in Mandarin, emphasising effective communication, including listening comprehension. Additionally, we explore Chinese traditions, history, customs, and contemporary society to cultivate cultural awareness. This holistic approach ensures that students gain a well-rounded understanding of Chinese culture while enhancing their language proficiency.

We believe that drama is an essential tool for nurturing creativity, confidence, and collaboration in our students. Our Drama curriculum is designed to provide students with a rich and varied introduction to the world of performance, helping them discover their own voice and fostering a lifelong love of the arts.

we aim to:

1. Foster creativity and imagination.
2. Develop communication skills and build confidence in speaking and listening.
3. Encourage students to work collaboratively, understanding and valuing the contributions of others.
4. Explore emotions, characters, and stories from a range of cultures and historical periods.
5. Introduce students to various theatrical forms, techniques, and traditions.
6. Enhance critical thinking and the ability to reflect upon and evaluate their own work and that of others.
7. Integrate drama with other subjects, enhancing the overall learning experience.

# Drama



# Music



Epsom's music curriculum is designed to provide a comprehensive musical education for our students. This is delivered through our Prep School Instrumental Programme in which students learn a musical instrument and study a diverse range of musical styles and genres.

We follow the UK National Curriculum for Music in which students in Key Stage 1 and Key Stage 2 will:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Students are given the opportunity to learn a musical instrument and play in an ensemble.

All students sing in the choir from Year 1 onwards and perform several times a year.



# English Mandarin Immersion Programme



As students graduate from Early Years, parents can choose the EMIP pathway from Year 1. This ambitious route can be followed through Key Stages 1 and 2, following the same core curriculum as the International Pathway with the added layer of learning for half the week in Mandarin and half in English.

The EMIP Pathway in the Prep School provides students with a unique opportunity for language acquisition and near-native fluency by immersing them in a language-rich environment from an early age. Through English and Chinese immersion, students develop linguistic and literacy skills, enrich academic learning, and gain proficiency in both English and Chinese. These programs also foster diverse communication methods, critical thinking, and intercultural awareness, nurturing well-rounded global citizens.

Students will only be able to join the EMIP Pathway from Year 2 onwards if they meet the age-expectations in both target languages.

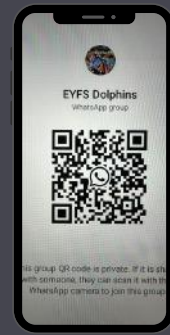


Ms Chen & Ms Zhang - Class Teachers  
Ms Kit - Learning Assistant



Ms Alice- Learning Assistant

# EYFS



[Link to The Early Learning Goals](#)

## READING



Reading:

Share the two library books with your child every week and if you can write in their planner about their response to the books.

## CURRICULUM TERM 2



### ENGLISH

Increase vocabulary words  
Comprehension and communication  
Phonics and alphabets



### MATHS

Counting forward and backwards,  
number order, sorting, one more, one less, comparing numbers, part and whole and number bonds.



### SCIENCE

Exploring problems and solutions  
Notice and describe the world around us  
People, plants, and animals

### HUMANITIES

Jobs and careers  
When I Grow Up  
Challenging stereotypes



### ART/DT

Colours and self-expression  
Faces and features  
Self portraits  
Sculpture and form  
Mixing colours



## MANDARIN

Increase vocabulary words  
Comprehension and communication



### PE - Thursday

Health and safety (foundational self-care, peer-awareness, eating the rainbow)  
Body control and stability (team games, yoga, spacial awareness)  
Gross motor control (running, throwing, jumping, kicking)  
Flexibility



### SWIMMING - Tuesday

Building Water confidence



### MUSIC

Musical cues  
Fine motor and object control  
Rhythm



### DRAMA

Speech skills  
Movement confidence  
Story cues  
Ongoing self-confidence



### CCAs

Music  
Dance  
Storybook art  
Reading and Roleplay  
House Competition





Ms Alicia -Class Teacher International  
Ms Zati - Learning Assistant  
Ms Ho & Ms Chin Class Teachers EMIP  
Ms Cassie- Learning Assistant



# YEAR 1 & 2



## READING & HOMEWORK

### Reading (International - English; EMIP - a combination of English and Mandarin)

Students are expected to continue progressing in their ability to read independently and comprehend texts. They should be able to decode increasingly complex words and sentences while using various strategies like phonics, sight words, and context clues.

They are encouraged to explore a wider range of reading materials, including fiction and non-fiction texts, poetry, and simple chapter books. Comprehension skills are honed through discussions and activities that help them understand the main ideas, characters, settings, and events within the stories they read.

Students will read daily during reading sessions within the classroom. Moreover, we encourage our students to dedicate 20 minutes of their time at home to independent reading.

### HOMEWORK

Homework will be assigned when there is work from the day that requires practice for reinforcement. The assignments will be recorded in the student planner.

## CURRICULUM TERM 2

### ENGLISH

During this term, our students will engage in a variety of literary and language activities. Our focus will be on fictional works, including finding tales poetry and writing an explanation text. Sentence work will include tense work, punctuation, word classes and connectives.

Phonics taught daily in differentiated sets across the Key Stage

### MATHEMATICS

Working towards mastery in:

- Place Value
- Addition and Subtraction
- Multiplication and Division
- Money
- Length and Height
- Mass, Capacity and Temperature
- Time

### MANDARIN

Grow in listening and speaking abilities through frequent communications with teachers and weekly story time.

Develop reading skills through shared reading and picture books.

Develop skills in vocabulary and sentence recognition and build the skill of writing basic strokes to daily used Chinese characters.



## CCAs

Monday - Choice of Activities

Tuesday - Choir

Wednesday - Choice of Activities

Thursday - Language/Drama Activities

Friday - House Competition

## SCIENCE

### Growing Plants

What plants need to grow

What affects the growth of plants?

Variation in plants and animals

## HUMANITIES

Sow, Grow, Farm:

Fun with fruit

Where our food comes from

History of agriculture

Farming in ancient civilisations

## BAHASA MELAYU

Develop understanding in topics introducing yourself, my family, greetings and my school. Sounds the words with correct pronunciation.

## ART

Spring Festival arts and crafts

Art from Nature

Observational drawing of fruits and plants

Fruit sculptures

## DRAMA

Exploring Expression and Confidence.

Develop vocal skills and encourage clear communication.

Explore body language and movement in drama.

Storytelling Skills - To develop storytelling abilities and narrative structure.

Introduce students to character development.

Build confidence through small performances.

Explore poetry, rhyme, and rhythm in speech.

Encourage creativity and quick thinking.

Showcase skills and celebrate progress.

## PE

To develop fundamental skills such as coordination, balancing, ball control, thinking, and communication among team members.

## SWIMMING

Continue to develop their confidence and competence in the pool by working through the 7 Swimming Levels.

## MUSIC

- Explore African music styles and periods, including renowned composers' works.
- Develop singing, composing, and percussion instrumental skills.
- Understand music creation, production, and communication, focusing on elements like pitch, duration, dynamics, tempo, timbre, texture, structure, and notation.



# YEAR 3



## READING, HOMEWORK AND EQUIPMENT

### Reading (International - English; EMIP - a combination of English and Mandarin)

Children are encouraged to read daily for 20 minutes. Reading books would be changed 3 times a week- Mondays, Wednesdays and Fridays. Parents are also encouraged to read with children.

Students will complete an Accelerated Reader quiz when they have finished a book.

### HOMEWORK

Homework goes out every Wednesday and children are required to hand it in on Monday, completed to the highest standard.

### STATIONERY REQUIREMENTS

All children are required to bring in their own stationery. Scissors, glue and art materials are provided.

## CURRICULUM TERM 2

### ENGLISH

Fiction: Rags to Riches Stories

Poetry: Poems different layouts and structures

Non-fiction: Explanation Texts

Adverbs, word classes, tense, prepositions, Dialogue - speech marks, generalisers, connectives, commas

### MATHS

Multiplication and Division

Length and Perimeter

Fractions

Mass

Capacity

Time

### SCIENCE

Explore the different parts of plants and their functions.

Discover and group different types of rocks, fossils and soils.

### HUMANITIES

Who were the Romans?

Why did the Romans invade Britain?

Roman roads and towns

Boudicca

Life in a Roman Villa

Why do we remember/know about the Romans?

### ART/DT

Mosaic Art

Roman Helmets and Shields

### MANDARIN

Grow in listening and speaking abilities through frequent communications with teachers and peers.

Develop reading skills through shared and guided reading.

Develop skills in vocabulary and sentence recognition and extend writing basic strokes to frequently used Chinese characters.





## MANDARIN

Non-Native Speaker

- Time and Routine
- Spring Festival Preparation
- Transportation
- Hobbies

EMIP

- Little duckling going home
- Spring Festivals Celebration preparation
- Tooth Extraction
- Little Kitten goes fishing

## BAHASA MELAYU

Learning about topics On the Farm, At the Market, My Free Time.

Writing short sentences using "kata ganda" in Malay.

Recalling Malay idioms.

## PE

Introduction to hockey and touch rugby

Basic Understanding of the rules

To learn how to perform basic skills, passing, throwing, dribbling and shooting.

## SWIMMING

Continue to develop confidence and competence in the pool by working through the 7 Swimming Levels.

## DRAMA

Turning a story into a playscript and acting this out with puppets.

Making puppets and performing using a puppet theatre.

## MUSIC

- Explore Chinese Folk music styles and periods, including renowned composers' works.
- Develop singing, composing, and instrumental skills.
- Understand music creation, production, and communication, focusing on elements like pitch, duration, dynamics, tempo, timbre, texture, structure, and notation.

## CCAs

Monday - Key Stage 2 Games

Tuesday - Choir

Wednesday - Choice of activities

Thursday - Language activities

Friday - House Competition





Mrs Long - Year 4 Class Teacher



Mrs Moon- Year 4 Learning Assistant

# YEAR 4



## READING, HOMEWORK AND EQUIPMENT

### Reading

Students should read for 30 minutes every day and log this in their planners. This should follow the format of date, book title, pages read. Parents should sign the planner each week to acknowledge this.

### HOMEWORK

Spellings and maths every week. Topic occasionally. Other subjects might also occasionally give homework. Any one homework assignment should not take more than 40 minutes.

### STATIONERY REQUIREMENTS

Pencil, eraser, pencil sharpener, colouring pencils, glue stick, scissors and ruler.



## CURRICULUM TERM 2

### ENGLISH

Fiction: Warning Tale  
Poetry: Malaysian Poetry  
Non-fiction: Non-chronological Reports

Apostrophes, direct speech  
Noun phrases with modifying adjectives  
Word families - solve, solution, solver  
Suffixes - e.g -ation, -tion, -sion, -ssion, -cian  
Generalisers - all...many, the majority, in general...  
A range of longer and shorter sentences

### MATHS

Multiplication and Division  
Length and Perimeter  
Fractions  
Decimals  
Time

### SCIENCE

Habitats  
Sound

### HUMANITIES

**Cool Coasts**  
Coastal features  
Coastal Erosion  
Coastal Management  
Beaches  
Tourism  
Land Use and the Environment

### ART/DT

Pop-ups and paper mechanisms  
Making a pop-up book to illustrate a non-fiction text.  
Street Art

### MANDARIN

**Native Speaker**  
An Angel in white  
Nie Er  
Spring Festival Celebration preparation  
At the airport  
Learning about Hong Kong



## MANDARIN

Non Native Topics:

- Time and Routine
- Spring Festival Preparation
- Transportation
- Hobbies
- 

## BAHASA MELAYU

Students will learn to talk about family, friends, school, verbs and structure of basic sentences. Develop their reading and listening with spelling and learn the collective nouns. Make the revision of vocabulary according to the topics given.

## PE

Learn all about the game of hockey - how to hold the stick correctly, how to dribble a ball, the different ways of passing a ball, learning how to stop a ball, shooting into a goal and finally moving on to small sided games. Touch Rugby - learning the basics of the rules, how to 'touch' an opponent, passing the ball correctly, shielding a ball and finally learn some game tactics.

## SWIMMING

Continue to work on water confidence with more focus on stroke development and maintaining body position.

## DRAMA

Learning about and creating Rakugo theatre.

Learning Gumboot dancing  
Putting together a performance for the Spring Showcase.

## MUSIC

- Explore Korean Folk music styles and periods, including renowned composers' works.
- Develop singing, composing, and instrumental skills.
- Understand music creation, production, and communication, focusing on elements like pitch, duration, dynamics, tempo, timbre, texture, structure, and notation.

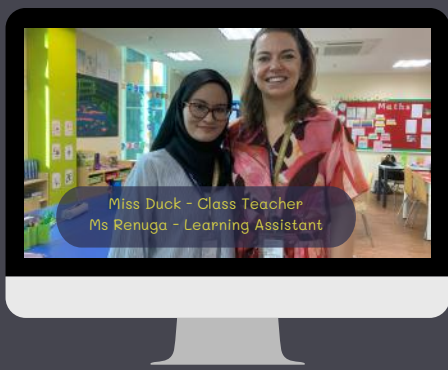
## CCAs

Monday - Key Stage 2 Games  
Tuesday - Choice of activities  
Wednesday - Choir  
Thursday - Language activities  
Friday - House Competition

Monday 4pm - Orchestra

Optional CCAs Tuesday, Wednesday and Thursday 4.00 - 4.50





# YEAR 5



## READING, HOMEWORK AND EQUIPMENT

### Reading

Students should read for 30 minutes every day and log this in their planners. This should follow the format of date, book title, pages read. Parents should sign the planner each week to acknowledge this.

### HOMEWORK

Spellings and maths every week. Topic occasionally. Other subjects might also occasionally give homework. Any one homework assignment should not take more than 50 minutes.

Given and handed in on a Wednesday

### STATIONERY REQUIREMENTS

Pencil, eraser, pencil sharpener, colouring pencils, glue stick, scissors and ruler.



## CURRICULUM TERM 2

### ENGLISH

Non-fiction: Discussion Texts/Balanced Arguments

Poetry: Classic Poetry

Fiction: Journey Stories

Parenthesis, expanded noun phrases  
tenses, connectives, generalisers

Commas, relative clauses, direct speech punctuation

Adverbs, noun phrases, fronted adverbials and paragraphs.

### MATHS

Multiplication and Division

Fractions

Decimals and Percentages

Perimeter and Area

Statistics

Time

### SCIENCE

Forces in Action

Scientists and Inventors

### HUMANITIES

Ancient and Modern China

The Shang Dynasty

Geography of China

Chinese Rivers

### ART/DT

Chinese New Year Art

Chinese Kites

### MANDARIN

#### Native Speakers

Fond Memories of Childhood, Environmental Conservation, The Ubiquity of Science

#### Non-native

- Foods and drinks
- Spring Festivals Celebration Preparations
- Countries and cities
- Seasons and weathers



## **BAHASA MELAYU**

### **Three lessons per week**

Students will practise speaking about a range of topics linked to themselves, school, the environment and society. We will read a range of texts types from varying sources.

Students will practise and refine their writing in a range of subjects and genres.

### **One lesson per week**

Students will learn to talk about family, friends, school, verbs and structure of basic sentences. Develop their reading and listening with spelling and learn the collective nouns. Make the revision of vocabulary according to the topics given.

## **PE**

We will all about the game of Badminton - how to set up the net and posts correctly, learn about the different lines on a court, learn the different serving techniques, forehand, overhand, backhand and finally some singles and doubles matches.

Then move on to Touch Rugby - learning the basics of the rules, how to 'touch' an opponent, passing the ball correctly, shielding a ball and finally learn some game tactics.

## **SWIMMING**

Continue to develop their confidence and competence in the pool by working through the 7 Swimming Levels.

## **MUSIC**

Explore Japanese Folk music styles and periods, including renowned composers' works.

Develop singing, composing, and instrumental skills. Understand music creation, production, and communication, focusing on elements like pitch, duration, dynamics, tempo, timbre, texture, structure, and notation.

## **DRAMA**

Introduction to Greek Theatre  
Greek Myths - characters and actors  
Greek Choral Pieces  
Produce a Greek Play for end of term performance.

## **CCAs**

Monday - Key Stage 2 Games  
Tuesday - Choice of activities  
Wednesday - Choir/Agama  
Thursday - Language activities  
Friday - House Competition

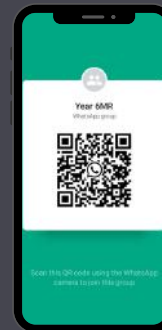
Monday 4pm - Orchestra

Optional CCAs Tuesday, Wednesday and Thursday 4.00 - 4.50

Mrs Whitney - Class Teacher  
Ms Tara - Learning Assistant  
Mr Ratcliffe - Class Teacher  
Ms Grace - Learning Assistant



# YEAR 6



## READING, HOMEWORK AND EQUIPMENT

### Reading

Students should read for 30 minutes every day and log this in their planners.

This should follow the format of date, book title, pages read.

Parents should sign the planner each week to acknowledge this.

### HOMEWORK

Spellings - Monday, test Friday

English/humanities/science -  
Wednesday

Maths - Thursday

Any one homework assignment should not take more than 60 minutes.

### STATIONERY REQUIREMENTS

Pencils, pens, 30 cm ruler, glue stick, highlighter (pink & green), red pen for editing, blue handwriting pen, eraser, pencil sharpener



## CURRICULUM TERM 2

### ENGLISH

- Explanation Texts
- Finding Tales
- Poetry of Grace Nichols

Informal/ formal writing, active and passive construction

Subordinating conjunctions, relative clauses and conditional tense.

### Bullet points

Using hyphens to avoid ambiguity

Use of commas, semi-colons and colons.

Causal conjunctions

Revise adverbials, relative clauses and study the perfect form to mark time and cause.

### MATHS

Ratio

Algebra

Decimals

Fractions, decimals and percentages

Area, perimeter and volume

Statistics

### SCIENCE

Light

Healthy Bodies

### HUMANITIES

Extreme Earth:

Flooding

Hurricanes

Extreme Weather

Climate Change

Extreme Habitats

### ART/DT

Weather instruments

Assemblage - studying the work of Louise Nevelson

### MANDARIN

Revise the core vocabulary and develop the fluency of reading and writing skills.

Study classical poems and Chinese idioms

Enhance listening and speaking skills via short dialogue presentations and passages of reading.



## MANDARIN

### Native topics

- Wonders of India
- Spring Festival Celebration
- The Maori Village
- "The Romance of the Three Kingdoms" story: Empty Fort Strategy
- 

### Near-native Mandarin Topics:

- Chinese Idioms Stories
- The Great Wall, Hadrian's Wall
- Spring Festival Celebration Preparation
- Louvre Museum, the Great Hall of the People in Beijing
- Poems by WangWei and He Zhizhang

### Non Native Topics:

- Seasons and Weather
- Spring Festival Preparation
- Sickness and Body
- School Facilities

## BAHASA MELAYU

### Three lessons per week

Students will practise speaking about a range of topics linked to themselves, school, the environment and society.

We will read a range of texts types from varying sources.

Students will practise and refine their writing in a range of subjects and genres.

### One lesson per week

Students will learn to talk about family, friends, school, verbs and structure of basic sentences. Develop their reading and listening with spelling and learn the collective nouns. Make the revision of vocabulary according to the topics given.

## PHYSICAL EDUCATION

Learn all about the game of Tee Ball - how to set up the pitch correctly, learn about the different positions, learn how to catch and throw accurately, how to strike the ball and aim for the optimal space before finally learning Tee Ball match tactics.

Then we will move on to Touch Rugby - learning the basics of the rules, how to 'touch' an opponent, passing the ball correctly, shielding a ball and finally learn some game tactics.

## SWIMMING

Continue to develop their confidence and competence in the pool by working through the 7 Swimming Levels.

## MUSIC

Explore English Folk music styles and periods, including renowned composers' works.

Develop singing, composing, and instrumental skills.

Understand music creation, production, and communication, focusing on elements like pitch, duration, dynamics, tempo, timbre, texture, structure, and notation.

## DRAMA

Exploring communication of the literal, conceptual and figurative through our bodies and words.

Creating shapes and shadows to communicate with an audience.

Preparing for the End of Term production.

Begin to work on the Summer Musical - Zoom!

### CCAs

- Monday - Key Stage 2 Games
- Tuesday - Choice of activities
- Wednesday - Choir/Agama
- Thursday - Language activities
- Friday - House Competition

Optional CCAs Tuesday, Wednesday and Thursday 4.00 - 4.50

**Prep Staff Emails**

Department/Year Group	Name	Email Address
Prep School Leadership Team	Jane Rouson	<a href="mailto:jane.rouson@epsomschool.com">jane.rouson@epsomschool.com</a>
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	Cindy Chen	<a href="mailto:cindy.chen@epsomschool.com">cindy.chen@epsomschool.com</a>
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	Mr Eyton-Jones	<a href="mailto:mark.eyton-jones@epsomschool.com">mark.eyton-jones@epsomschool.com</a>
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	Ms Nguyet Labaru (Ms Moon)	<a href="mailto:nguyet.labaru@epsomschool.com">nguyet.labaru@epsomschool.com</a>
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	Ms Yasmin	<a href="mailto:yasmin.nabilah@epsomschool.com">yasmin.nabilah@epsomschool.com</a>
	Ms Alice Purcell	<a href="mailto:alice.purcell@epsomschool.com">alice.purcell@epsomschool.com</a>
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	Mr Matthew Ratcliffe	<a href="mailto:matthew.ratcliffe@epsomschool.com">matthew.ratcliffe@epsomschool.com</a>
	Ms Tara	<a href="mailto:tara.roy@epsomschool.com">tara.roy@epsomschool.com</a>
	Ms Grace	<a href="mailto:teoh.shuyi@epsomschool.com">teoh.shuyi@epsomschool.com</a>