



EPSOM

COLLEGE







IN MALAYSIA

PREP SCHOOL PARENT INFORMATION SUMMER 2023

Prep School Staff

We are incredibly lucky to have such a talented, dedicated, kind and caring staff team in our Prep School family. Below is a list of staff, their main school responsibilities and their contact details. Please be understanding if you do not receive a reply immediately as all of our staff spend most of their time with the students so are unable to check their email/phones during class time.

If you have a query, please contact your child's class teacher in the first instance and they will then pass on questions or worries to subject teachers or the senior leadership team. Any Prep School questions can also be directed to the Head of Prep.

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	<p>Ms Suhada Seti</p>	<p>Bahasa/ Malay and Agama Teacher</p>	<p>suhada.seti@epsomschool.com</p>
	<p>Mr Dien Wooler</p>	<p>PE and Swimming Teacher</p>	<p>dien.wooler@epsomschool.com</p>

	Mr Azmi Azhar	Music and Drama Teacher	azmi.azhar@epsomschool.com
	Poh Cheng Keat	Robotics Teacher	
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	Mr Troy Teo	Development Tennis Coach	troy.shen@epsomschool.com
	Mrs Jennifer Garnett	Head of Carr House	jennifer.garnett@epsomschool.com
	Ms Helen Miller	Head of Crawford House	helen.miller@epsomschool.com

The School Day

There will be supervision in the Prep garden from 7.50am each morning. Doors will then open at 8.00am 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 8.10am**. 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 7.50am 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, each teacher nominates a 'Star of the Week'. We also hear about other Prep School achievements and important notices.

From Term 3, we are delighted to invite parents to these assemblies. They will be held from now on in the School Theatre. Due to the time available to us in the theatre, we would like to start the assembly promptly at 8.05. 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.

In the event of having too many volunteers, we will prioritise our Year 6 students.

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

PE KIT

- White Epsom PE shirt and shorts
- Swimming kit and towel

FOOTWEAR

- White sneakers/athletic shoes with Velcro fastenings (no laces, please).
- 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

Boys:

- Navy Epsom shorts fitted to above the knee
- School shirt, House tie
- Sunhat

Girls:

- Epsom skirt or shorts.
- School shirt, House sprag
- Sunhat

PE KIT

- White Epsom PE shirt (to be worn for PE lesson and inter-school competitions) and shorts
- Swimming kit and towel
- House sports shirt (to be worn for PE lessons and inter-house competitions) and shorts.

Please note: Prep Houses will be changing for the Academic Year 2023-24

FOOTWEAR

- Daily uniform shoes: black leather school shoes (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 son or daughter 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.

PE and Swimming lessons:

Early Years	PE Monday & Thursday Swimming Tuesday
Year 1 & 2	PE Monday & Thursday Swimming Tuesday
Year 3	PE Wednesday & Friday Swimming Tuesday
Year 4	PE Wednesday & Friday Swimming Tuesday
Year 5	PE Wednesday & Thursday Swimming Tuesday
Year 6	PE Wednesday & Thursday Swimming Tuesday

Behaviour for Learning

At Epsom College Malaysia we have the highest expectations of all staff and students. At the heart of all we do are certain CORE VALUES. These values are not just words but actual principles that guide pupils and staff in their daily interactions with one another.

GOOD MANNERS

Everyone should be treated with courtesy and respect. By practising mindfulness, we can avoid hurting others, be that mentally or physically.

SELFLESSNESS

Think not what Epsom can do for us, but what we can do for others in our community. We should always be willing to reach out to others and to help them grow.

HARD WORK

Diligence and effort are the foundations of success. When the going gets tough, we never give up and keep striving to the best of our ability.

CARE FOR THE ENVIRONMENT

We must care for our school environment and extend that care to the world at large.

HUMILITY

Success in all its forms should be celebrated without arrogance. We need to be modest about our talents whilst in turn be cognisant of the talents in others. In the Prep School we teach, model and reinforce these values in many ways, in lessons, in assemblies, in PSHE lessons and every interaction with the students.

We use a combination of praise and rewards such as stickers and house points to show the children that they have demonstrated excellent social and learning behaviour.

As the students are learning, we expect them to take risks and try themselves out and as a result they will make wrong choices and mistakes. If the staff feel that the children are repeating mistakes or choosing not to show respect for a member of the Prep School family, one or more of the following sanctions will be applied:

- A reminder about showing respect, kindness and being the best version of ourselves
- An explanation of the impact of their behaviour on their learning and the learning and feelings of others
- A final warning about the consequences of their choices
- Further conversations with their teacher about their choices
- A suitable removal of contact with others e.g. learning away from others, learning in another classroom, missing a breaktime
- A meeting with the Head of Prep
- A meeting with parents and the class teacher/Head of Prep

Curriculum

The curriculum at Epsom International School is rooted in the English National Curriculum and is enriched with globally recognised and academically rigorous teachings designed to help your child realise their full academic potential.

At Epsom, we believe that there is no one-size-fits-all policy for a child's education. We welcome students of all backgrounds and abilities and focus on nurturing independent thinkers and creative problem solvers, equipping our students with the life and academic skills required to succeed in today's increasingly competitive global landscape.

The following is an outline of the learning taking place in each year group this term. You will be made aware of more detail on a regular basis through your child's homework and the Seesaw journal for their class. The order of units are subject to change and things may be added or removed based on the needs of the class.

EMIP - Early Years

Subject	Main Teaching Focus
Mandarin	<p>Develop listening and speaking skills through stories, songs and constant communications with teachers.</p> <p>Develop language skills in vocabulary recognition and sentence reading.</p> <p>Using flashcards and picture cards to develop understanding of more words.</p> <p>Explore different genres of work, such as classic fairy tales, science, idioms and poems.</p>
English	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding of a wide range of tales.</p> <p>Explanation Text - Describe a few fiction texts and the sequence of each text.</p> <p>Word classes - adjectives and sequence connectors. Using these in explaining and describing.</p> <p>Write recognisable words by identifying sounds in them.</p>
Phonics	<p>Develop pleasure in blending words.</p> <p>Write recognisable letters by identifying sounds in them.</p> <p>Matching captions based on pictures and reading them aloud.</p> <p>Use and understand double letter sounds ay, ee, igh, ow, oo, ar, or, air, ir, ou, oy</p>
Mathematics	<p>Develop a deeper understanding of numbers to 10, including Subitising</p>

	<p>(recognise quantities without counting) up to 20.</p> <p>Develop a deeper understanding of the concept of number bonds up to 20.</p> <p>Recognizing coins and notes (Money)</p> <p>Interpreting and understanding the picture graphs (Pictograms and Tally Chart)</p> <p>Odd and Even Numbers</p> <p>Mass and Capacity</p>
Humanities (History/geography/social studies)	Develop a relevant knowledge and understanding of different real-life topics (weather and seasons, emotions and feelings, festivals and cultural celebrations).
Art	<p>Festive crafts</p> <p>Explore and use different ranges of colours, patterns, tools and materials to design and make products</p>
PSHE	Develop a deeper understanding of the importance of 3R (recycle, reuse and reduce), signs and road safety and ways to care for the local community.
Bahasa Melayu / Malay	Recognise the syllabus in Malay words and deeper understanding about the topic of vegetables, shapes and sports. The students will recall the number starting from 20 to 25.
PE	Preparing for Prep Sports Day by introducing a range of running, jumping and throwing activities.
Swimming	Preparing for Prep School Swim Gala, and working through the Learn to Swim Programme using a range of tasks

	designed to give a thorough understanding of Swimming basics.
Music	Produce and execute musical compositions through the implementation of rudimentary musical abilities and elementary musical concepts.
Drama	<p>Demonstrate the aptitude to convey emotions effectively by utilising the elements of rhyme.</p> <p>Enhance vocalisation, characterisation, and creativity through imaginative movement exercises.</p>

EMIP -Year 1 and 2

Subject	Main Teaching Focus
Mandarin	<p>Develop speaking skills in describing pictures and telling stories.</p> <p>Continue to develop skills in vocabulary and sentence recognition.</p> <p>Explore different genres of work, like fairy tales and poems.</p> <p>Continue to build writing skills in writing the correct strokes, radicals, basic Chinese characters and picture descriptions.</p>
English	<p>Word classes - nouns, verbs and adjectives. Using these in writing.</p> <p>Descriptive language- expanded noun phrases and developing writing stamina.</p> <p>Story writing - focussing on a clear structure.</p> <p>Explanation Text - writing a non-fiction text about a fictitious creature.</p>
Phonics	<p>Applying the skill of blending phonemes in order to read, spell and write words and complete sentences.</p> <p>Form letters and words in neat, legible print.</p> <p>Writing with proper letter formation, spacing, and punctuation.</p>
Mathematics	<p>Year 1</p> <p>Compare volume and capacity using the terms 'more than' and 'less than', 'full' and 'empty or non-standard units.</p> <p>Describing volume using the terms 'half' and 'quarter'.</p>

	<p>Comparing mass using terms such as 'heavy/heavier' and 'light/lighter', finding mass using non-standard units.</p> <p>Explores the important elements of position, movement and turns.</p> <p>Y2</p> <p>Recognise time to 5 minutes and tell time, sequence it and manipulate an analogue clock.</p> <p>Find the duration of time, the end of a length of time, the beginning of a length of time and finally, compare lengths of time.</p> <p>Compare volume, measure in litres and millilitres, and solve word problems associated with volume.</p>
<p>Science</p>	<p>Identify, name and classify different animals into animal groups (fish, amphibians, reptiles, birds and mammals)</p> <p>Describe and compare the observable features of different animals.</p> <p>Exploring different habitats and how they provide basic needs of different kinds of animals and plants and how they depend on each other</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>
<p>Humanities (History/geography/social studies)</p>	<p>Explorers</p> <p>To order some significant explorers on a timeline and identify the continents they visited.</p>

	<p>To learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>To investigate and compare the journeys of Christopher Columbus and Neil Armstrong.</p> <p>To describe and compare the clothing used by Columbus and Armstrong, and compare clothing materials across different eras.</p>
Art	<p>Explore a range of materials to create clothing from different eras.</p> <p>Explore secondary colours by mixing two primary colours.</p> <p>Understand colours relate to mood in art. Learn to express thoughts and feelings about famous works of art.</p>
PSHE	<p>Explore different feelings and how these feelings could affect their behaviour.</p> <p>Discuss the strategies to deal with a variety of feelings and how to get support with when necessary.</p> <p>Encourage children to express what they enjoy and what makes them happy.</p>
Bahasa Melayu / Malay	<p>To learn about the topic of safety road, festivals and deeper understanding about the verbs and adjective words. The students write the basic sentences and read the Malay stories books.</p>
PE	<p>Preparing for Prep Sports Day by introducing a range of running, jumping and throwing activities.</p>
Swimming	<p>Preparing for Prep School Swim Gala, and working through the Learn to Swim</p>

	<p>Programme using a range of tasks designed to give a thorough understanding of Swimming basics.</p>
<p>Music</p>	<p>Acquire the ability to create and execute basic rhythmic patterns by means of percussion instruments.</p> <p>Employ vocal expression and artistic interpretation through singing, chanting, reciting rhymes, and performing in unison choir.</p> <p>Cultivate competence in the practice and performance of both tuned and untuned musical instruments.</p>
<p>Drama</p>	<p>Cultivate appropriate vocalisation and expression techniques when narrating rhymes and stories.</p> <p>Enhance storytelling abilities through the creation of sounds and shapes with body movements.</p> <p>Foster memorisation and performance skills by means of creative movement exercises.</p>

Year 3

Subject	Main Teaching Focus
English	Persuasive texts Use persuasive devices in creating an advert Romans Comprehension texts related to Romans Comic strips and role play on Remus and Romulus
Mathematics	Pictograms and Bar graphs Fractions Angles Lines and Shapes Perimeter of Figures
Science	Magnets and Forces: Understand push and pull forces Understand magnetic poles Conduct experiments to test strength of magnets
Humanities (History/geography/social studies)	Romans: Differentiate the different Roman Gods and kings Understand the lifestyle of Romans
Art	Crafts related to different festivals/celebrations Roman art
PSHE	It's My Body: How to keep my body healthy and how to take care of it. Choose what happens to my body
Mandarin	<u>Native</u> Accumulations of 400-600 core vocabulary. Continue to improve in listening and speaking abilities through daily communication in Mandarin with peers and teachers in lessons.

	<p>Develop reading abilities through reading textbooks, reciting Chinese classical poems with correct pronunciation and expressions.</p> <p>Improve writing skills through exploring a variety of sentence structures and Chinese idioms.</p> <p>Participate in class activities such as role-playing, story-telling, and celebrating the historical Chinese festival Dragon Boat festival.</p> <p><u>Non Native</u> Learning 3 chapters related to food and drink.</p> <p>Focus on speaking and listening comprehension, character recognition and writing and conversational skills.</p> <p>Explore Chinese culture through the story of Dragon Boat Festival.</p>
Bahasa Melayu/ Malay	Focus on our country's topic, clothes and all years around. Write sentences using propositions and speaking skills. Summarise the moral value from the Malay story books.
PE	Introduction to Cricket skills such as batting, fielding and bowling. Athletics events such as running, jumping and throwing. Preparing for School Sports Day.
Swimming	Preparing for Prep School Swim Gala, and working through the Learn to Swim Programme using a range of tasks designed to give a thorough understanding of Swimming basics.
Music	Integrate the use of staff and musical notation when producing and performing

	<p>music.</p> <p>Employ vocal expression and artistic interpretation through singing, chanting, reciting rhymes, and performing in unison choir.</p> <p>Develop proficiency in playing and practising musical instruments, (flute, violin, and cello).</p>
Drama	<p>Cultivate proficiency in body language and characterisation techniques.</p> <p>Enhance confidence and speech skills through participation in simple dialogue activities and storytelling exercises.</p>
Computer Science	<p>Robotics with an outside provider.</p>

Year 4

Subject	Main Teaching Focus
English	Narrative poetry - Jabberwocky Narrative poetry conventions (rhythm, rhyme, personification etc) Imitation poetry - writing own poem.
Mathematics	Decimals. Area and perimeter. Length, mass and volume. Geometry. Money and roman numerals
Science	States of matter - solids, liquids and gas. Identify solids, liquids and gasses and their properties. Investigate weight of gases and melting / freezing temperatures of various materials and how different materials can change between solid, liquid and gas.
Humanities (History/geography/social studies)	The first fleet: Research early explorers, Capt James Cook and others. Explain how, where and why they travelled, as well as the impact they had on the different people groups and territories they came across.
Art	To create sketch books for recording their observations and using them to review and revisit ideas. To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, paint, clay, crafts) and learn about great artists in history.
PSHE	One World: Considering people groups with different values and customs. Recognising and challenging stereotypes. How our actions affect the lives of other people.

	<p>Our responsibility towards the environment. The role of charities and other organisations.</p>
<p>Mandarin</p>	<p><u>Native</u> Accumulations of 400-600 core vocabulary.</p> <p>Continue to improve in listening and speaking abilities through daily communication in Mandarin with peers and teachers in lessons.</p> <p>Develop reading abilities through reading textbooks, reciting Chinese classical poems with correct pronunciation and expressions.</p> <p>Improve writing skills through exploring a variety of sentence structures and Chinese idioms.</p> <p>Participate in class activities such as role-playing, story-telling, and celebrating the historical Chinese festival Dragon Boat festival.</p> <p><u>Non Native</u> Learning 3 chapters related to food and drink.</p> <p>Focus on speaking and listening comprehension, character recognition and writing and conversational skills.</p> <p>Explore Chinese culture through the story of Dragon Boat Festival.</p>
<p>Bahasa Melayu/ Malay</p>	<p>Focus on our country's topic, clothes and all years around. Write sentences using propositions and speaking skills. Summarise the moral value from the Malay story books.</p>

PE	Introduction to Cricket skills such as batting, fielding and bowling. Athletics events such as running, jumping and throwing. Preparing for School Sports Day.
Swimming	Preparing for Prep School Swim Gala, and working through the Learn to Swim Programme using a range of tasks designed to give a thorough understanding of Swimming basics.
Music	<p>Comprehend how musical rhythm and melody can be created through the use of staff notation.</p> <p>Attain mastery in playing a preferred musical instrument by means of practising within basic musical patterns with precision.</p> <p>Enhance the ability to harmonise and perform in unison as part of a two-part choir through the development of group intonation skills.</p>
Drama	<p>Cultivate confidence, speech skills, and awareness of facial expressions.</p> <p>Enhance vocal projection and characterisation techniques through the practice and execution of scripted scenes.</p>
Computer Science	Robotics with an outside provider.

Year 5

Subject	Main Teaching Focus
English	Playscripts Discursive Texts Performance Poetry
Mathematics	Geometry Area & Perimeter Units of Measurement (Length, Mass & Volume) Position & Direction
Science	Living things & their habitats Animals including humans
Humanities (History/geography/social studies)	The Shang Dynasty Energy & the environment
Art	Shang Dynasty artwork Crafts related to different festivals/ celebrations
PSHE	Managing relationships; how to monitor our behaviour towards others. Global Perspectives; understanding the world around us. The power of positive thinking.
Mandarin	<p><u>Native A</u> Accumulations of 750-1000 core vocabulary.</p> <p>Enhance writing skills through a variety of sentence structures including writing short paragraphs, learning summary skills and composing essays.</p> <p>Develop reading abilities through reading aloud of the texts, right tones and correct pronunciations.</p> <p>Growing in literature skills through appreciation of various genres of interesting reading materials and articles.</p>

Native B

Accumulations of 550-800 core vocabulary.

Grow in listening and speaking abilities through daily Mandarin communications with friends and teachers during lessons.

Develop reading abilities through reading aloud texts, right tones and correct pronunciations.

Enhance writing skills through a variety of sentence structures and start writing a short paragraph.

Non Native A

Students will be learning topics such as,

Daily Routines

Body Parts

Natural

Students will participate in class activities such as role-playing, celebrating the historical Chinese Dragon Boat Festival, and more.

Activities are designed to improve students' abilities in listening, speaking, reading, writing and knowing more about Chinese culture.

Non Native B

Students will be learning topics such as,

Daily Routines

School life, subject and facilities

Transportation

House and rooms

	<p>Students will participate in class activities such as role-playing, celebrating the historical Chinese Dragon Boat Festival, and more.</p> <p>Activities are designed to improve students' abilities in listening, speaking, reading, writing and knowing more about Chinese culture.</p>
Bahasa Melayu/ Malay	<p>Focus on topic holidays , fabulous food and travelling . Write the sentences using helping words and practise speaking about the selected topics. Summarise the moral values from the Malay story books.</p>
PE	<p>Introduction to Cricket skills such as batting, fielding and bowling. Athletics events such as sprinting, long jumping and throwing Javelin and Shot Putt. Preparing for School Sports Day.</p>
Swimming	<p>Preparing for Prep School Swim Gala, and working through the Learn to Swim Programme using a range of tasks designed to give a thorough understanding of swimming basics.</p>
Music	<p>Comprehend a diverse selection of high-quality recorded music.</p> <p>Analyse and investigate how melody and rhythm can be transformed and created.</p> <p>Foster ensemble skills, including harmony, group intonation, and balance, when performing as part of a two-part choir.</p> <p>Refine the ability to play a selected musical instrument, demonstrating</p>

	control and expression both in solo and ensemble settings.
Drama	<p>Enhance vocalisation and characterisation skills with appropriate expression through the reading of scripts.</p> <p>Formalise techniques for ensemble work and narration in drama practice.</p> <p>Engage in the practice of proper etiquette for drama performance.</p>
Computer Science	Robotics with an outside provider.

Year 6

Subject	Main teaching Foci
English	Poetry of Grace Nichols Shakespeare study Persuasive Speeches
Mathematics	Area and Perimeter Ratio Algebra Statistics
Science	Electricity - what is it and how it works Investigation - developing enquiry skills: observing, predicting and evaluating.
Humanities (History/geography/social studies)	<p>The Tudors Who was Henry VIII? The Six Wives of Henry VIII and The Reformation Tudor life Elizabeth 1st The Spanish Armada</p> <p>Explorers - learning about historical figures who have challenged the boundaries of what we know and where we have been including Christopher Columbus and Marco Polo.</p>
Art	<p>Tudor Art - Hans Holbein the Younger, portraiture, decorative art and miniature portraits.</p> <p>Art in Exploration: maps - cartography, new horizons.</p> <p>To produce creative work, exploring ideas and recording experiences.</p> <p>To learn about great artists in history as inspiration to improve mastery of art techniques including drawing and</p>

	<p>painting.</p>
<p>PSHE</p>	<p>Relationships: self-care and caring about others, mental health, being online, using technology responsibly.</p> <p>Changing me: self-image, conception to birth.</p> <p>Looking ahead to Senior School.</p>
<p>Mandarin</p>	<p><u>Native A</u> Accumulations of 750-1000 core vocabulary.</p> <p>Enhance writing skills through a variety of sentence structures including writing short paragraphs, learning summary skills and composing essays.</p> <p>Develop reading abilities through reading aloud of the texts, right tones and correct pronunciations.</p> <p>Growing in literature skills through appreciation of various genres of interesting reading materials and articles.</p> <p><u>Native B</u> Accumulations of 550-800 core vocabulary.</p> <p>Grow in listening and speaking abilities through daily Mandarin communications with friends and teachers during lessons.</p> <p>Develop reading abilities through reading aloud texts, right tones and correct pronunciations.</p> <p>Enhance writing skills through a variety of sentence structures and start writing a short paragraph.</p>

	<p><u>Non Native A</u> Students will be learning topics such as,</p> <p>Daily Routines Body Parts Natural</p> <p>Students will participate in class activities such as role-playing, celebrating the historical Chinese Dragon Boat Festival, and more.</p> <p>Activities are designed to improve students' abilities in listening, speaking, reading, writing and knowing more about Chinese culture.</p> <p><u>Non Native B</u> Students will be learning topics such as:</p> <p>Daily routines School life, subject and facilities Transportation House and rooms</p> <p>Students will participate in class activities such as role-playing, celebrating the historical Chinese Dragon Boat Festival, and more.</p> <p>Activities are designed to improve students' abilities in listening, speaking, reading, writing and knowing more about Chinese culture.</p>
Bahasa Melayu/ Malay	Focus on topics at the doctor, daily weather and all about us. Write the short essays about the selected topics and practise speaking with the resources provided by the teacher. Summarise the moral values from the Malay story books.

PE	Introduction to Cricket skills such as batting, fielding and bowling. Athletics events such as sprinting, long jumping and throwing Javelin and Shot Putt. Preparing for School Sports Day.
Swimming	Preparing for Prep School Swim Gala, and working through the Learn to Swim Programme using a range of tasks designed to give a thorough understanding of Swimming basics.
Music	<p>Cultivate an appreciation for a diverse selection of high-quality live and recorded music.</p> <p>Analyse and investigate how melody and rhythm can be created and transformed.</p> <p>Foster ensemble skills, including blend, balance, group intonation, and good tone, when performing as part of a two-part choir.</p> <p>Enhance the ability to play a selected musical instrument, demonstrating increasing control, accuracy, and expression both in solo and ensemble settings.</p>
Drama	<p>Cultivate skills and fundamental concepts of realism by crafting a character biography.</p> <p>Execute and rehearse accurate characterisation techniques based on the chosen character when preparing for the upcoming showcase.</p> <p>Practice and implement proper etiquette for drama performances.</p>
Computer Science	Robotics with an outside provider.

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.

Early Years

Monday	Physical activities
Tuesday	Music
Wednesday	Fine motor skills
Thursday	Art
Friday	House Competition

Year 1 and 2

Monday	Year 1 - Book Club Year 2 - Key Stage 2 Games
Tuesday	Choice of activities
Wednesday	Choir
Thursday	Choice of activities
Friday	House Competition

Year 3

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

Year 4

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

Year 5 & 6

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

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.

Here is a basic outline of what each class can expect to receive from their teachers. 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.

<p>Early Years</p>	<p>Mandarin and English reading books will be given out each week. Children are expected to read these books with the help of an adult.</p> <p>Maths worksheets minimum 3x are provided each week to be completed with the help of classroom teachers and assistants.</p>
<p>Year 1 & 2</p>	<p>Chinese spelling will take place every Thursday.</p> <p>Maths work will be given once a week on a Friday for Year 2 students.</p> <p>English or Mandarin reading books will be changed on a weekly basis. Children are expected to read the books given with the help of an adult and they will be changed when they are able to read the books fluently.</p>
<p>Year 3</p>	<p>1 x English, 1 x Maths and 1 x Spelling given on a Wednesday and to be handed in the following Monday. Spelling tests will take place on Thursday.</p> <p>Reading books will be changed on a daily basis, only if your child reads the book. Student planners are expected to be signed after your child reads with an adult.</p>

<p>Year 4</p>	<p>1 x English task, 1 - 2 x Maths revision worksheet and 1 x Spellings given on a Wednesday and to be handed in the following Monday. Reading 15 mins per night. Library books are changed every wednesday. Readers should be returned with student planners signed and book reviews completed.</p>
<p>Year 5</p>	<p>1 x English, 1 x Maths and 1 x Spellings given on a Wednesday and to be handed in the following Monday. Reading books changed on a Friday and student planners are expected to be signed by the following Friday.</p>
<p>Year 6</p>	<p>1x English/Topic/Science, 1x Maths given out on a Wednesday due by the following Wednesday. 1 x Spellings given on a Thursday, with the spelling check the following Thursday. Children are expected to read at home every evening for at least half an hour with progress recorded and signed in the student planner.</p>

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 than 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. Each child will receive a sticker/star for every signature in their planner, and these will count towards their house point, so please be involved as much as you can.

When a child has shown significant progress in their reading, this will be celebrated by their teacher and shared with Mrs Rouson, Head of Prep.