

A guide to *learning*



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Our Primary Curriculum

At The Alice Smith School we value, and aim to educate, the whole child. This goes beyond a set of knowledge or skills that we expect our children to acquire by the end of their time with us. At the core of our teaching and at the heart of our whole school curriculum, we develop key Learner Attributes that will allow our students to be successful lifelong learners. We aim for all of our students to be: Happy and Healthy, Independent, Community-minded, Problem-solvers, Respectful and Communicators.



In Year 2 - 6, well-planned, cross-curricular units encourage students to make sense of their learning by creating links between subjects and the real world. Learning initiated by student questions is encouraged, celebrated, tracked and recorded as part of the connected and authentic learning process.

Planning is based on the teacher's reflections and their knowledge of their students. Content is not fixed each year which allows for a genuine connection with our ever-changing student body and current affairs around the world. After an initial period of baselining, teachers plan to meet the abilities, needs and interests of the students in their class.

Alice Smith teachers aim to make learning as authentic as possible, supporting students through the application of skills by setting up real-life problems for them to solve, similar to that in adulthood. These activities are relevant, experiential and motivating.



Scan here for
Year 1 students video



Scan here for
Year 2 - 3 students video



Scan here for
Year 4 -5 students video

Our Primary Curriculum

Year 2 - 6 goal-focused learning ensures that lessons are purposeful. With a goal in mind, relevant skills are selected and lessons are planned to support and challenge each student to achieve the goal to the best of their ability. Clear 'Steps to Success' needed to achieve the goal are generated with students and teachers working closely together. Continuous assessment ensures the teacher can identify areas of success, areas of development and can steer the direction of learning as necessary. Students are able to take more ownership of their learning through this approach and can clearly see and reflect on their own progress.

We believe that the acquisition of knowledge is important for young learners, however, we also know that developing skills in purposeful contexts will ensure that students are better equipped to research independently, remember key ideas, make connections to prior learning and thus transfer skills in practical situations more easily. This is supported by our skills-based approach. Subject-specific skills are selected from the National Curriculum and are carefully tracked to ensure progress across all subject areas.

At the core of our teaching is our KLASS Learner Attributes. It is the development of these attributes that truly maximises the potential of every learner. We provide exciting and appropriate opportunities in which we know students can acquire these learner skills, whilst also developing a deep knowledge and skill base. Assessment is integral and continuous so that teachers can adapt planning and teaching activities to meet the needs of each learner. Our broad curriculum, across many subject areas during and after school, ensures every child can discover and develop their passions.



Our Academic Excellence

Our Alice Smith Primary Curriculum, shortlisted in 2015 and 2019 for the 'International School of The Year Award - Times Newspaper, UK' has been developed specifically for our student body. Our students are consistently high attainers academically and have had a wide range of diverse experiences before starting school. Many of them have travelled extensively, speak more than one language fluently and have friends from all over the world. We have designed a curriculum that challenges the thinking of our able learners, preparing them for jobs requiring high level problem solving skills, creativity and communication skills, as well as a strong skill base. It aids transition to and from other schools all over the world.

It is widely known that the single greatest indicator of adult success is active engagement as a young child. Engaged students are curious, ask thought-provoking questions and are excited by the world around them, are proud of their discoveries and are excited to uncover even more. At The Alice Smith School, our students are exposed to all of the skills outlined in the National Curriculum for England and Wales. Our 'Goal-focussed' approach means that learning across all subjects is connected. This means that students not only acquire deep subject knowledge but are also given vitally important opportunities to demonstrate that they can apply these in real-life contexts and transfer the skills acquired during lessons.

With the development of Learner Attributes at its core, our holistic curriculum is proving to stretch and challenge more able learners, excite and inspire the minds of future leaders and also develop community-minded, happy, healthy and successful individuals, through all stages of their life. Our developmentally-appropriate approach supports the development of well-rounded, confident individuals who know who they are, what they can do and how to improve. They take ownership of their own learning and their thoughts and ideas are highly valued by both staff and peers.

As well as exciting in-class opportunities, our students take part in a host of other amazing wider-curricular experiences too. Our talented mathematicians fly all over Asia for Maths competitions while others compete in an impressive number of highly competitive sporting tournaments around Malaysia, Thailand and Singapore. Our talented musicians perform yearly with students from over 16 other international schools around Asia and our MFL students compete against thousands of students during the online World Language Perfect competition annually.

At The Alice Smith Primary Campus, we highly value stimulating learning experiences and our students have demonstrated that, through this approach, they can also attain highly without the need for long periods of test practice. Students are continuously assessed using a range of educational assessment tools. This ensures developmental appropriateness, catering for individual learning needs and allows rates of progress to be tracked and analysed regularly by our Primary education specialists.

Our Goals

Examples of cross-curricular learning

Wok and Roll

During the 'Wok and Roll' unit of learning, Year 3's end goal was to successfully prepare and cook an authentic Malaysian meal. This unit commenced with an exciting hook; visiting our school chef and finding out about kitchen safety and hygiene. In class, the children used their English skills to read recipes and learned about imperative verbs for giving instructions. During this unit, the children also transferred their Maths learning by accurately measuring out ingredients and developed their Design & Technology skills by learning how to peel, cut and grate various items for one of the dishes. At the end of the unit of learning, Year 3 made a trip to the market to choose and buy ingredients and then spent a day in our school kitchen preparing the ingredients and cooking one of the four Malaysian recipes. Delicious!



It's Showtime!

Inspired by watching the secondary students perform 'Little Shop of Horrors', the students in Year 6 created a child-led performance, planning for and producing the hit musical 'Mary Poppins. Drama, light and sound, millinery and orchestra specialists were invited in to teach the students about techniques and to help them to develop their skills. They created stage designs and looked at the history of staging and how it changed over the years. As well as working with specialists within the school, the students were visited by an MA student from London's Central School of Speech and drama. As part of their visit the children learnt to embody character through facial expressions, movement and voice. The children worked tirelessly to piece together every part of their theatrical jigsaw in harmony to perform an outstanding show. It certainly was a memorable experience for all.



Our Goals

Examples of cross-curricular learning

Tyger Tyger - Charity Cards

The Year 4, class teachers noticed that their students were especially interested in the protection of endangered animals and the conservation of their habitats. Inspired by this, they planned a culminating goal that would raise money for an animal conservation charity and increase awareness of human impact on Malaysian wildlife. To achieve this goal, our students were guided on a learning journey, which would end with creating packs of impactful poetry gift-cards. These would feature a quatrain poem and the professionally printed cards would be sold to their families. The steps to make this final product required: application of statistics to collect and interpret consumer data; researching the plight of endangered animals and identifying human effects on them; applying understanding of figurative language to write a poignant poem; evaluation of the final product. The quatrain poem, "Tyger Tyger" by William Blake, became the model text and provoked many ideas the students could then synthesise into their final poems. In celebration of their achievements, Year 4 sold their cards at a coffee morning, where they proudly explained the learning process to their parents and captivated them with a recital.



Tortoise

Year 2 were given the goal 'To be responsible tortoise owners and ensure our new pet is happy and healthy'. They worked hard through a series of steps to meet this goal. They found out about habitat, diet, health and predators using books, the internet and were visited by a vet. They presented their plans to the vet to be sure they were ready to be tortoise owners. They used their research findings to design a great home for their tortoise, which can be seen in front of the school office. They made prototypes and then sanded, varnished and set the fence for the enclosure. They also prepared the area with plants, rocks, feeding stations and a shelter. Finally, they created leaflets about tortoise care.



Our Learning Environment

At Alice Smith we know that the environment is an important learning tool. Interesting and inviting spaces promote curiosity, encourage higher-order thinking and allow for rich exploratory play.

We plan our spaces to promote and develop the following:

Social and emotional development

Through play and opportunities for student collaboration, students learn to communicate their opinions and ideas with many different people within a variety of contexts. They learn how to use and share resources and how to negotiate and regulate their emotions when things do not go their way. A child-centred, friendly and safe environment helps to create a sense of belonging and builds self-esteem and confidence in each learner.

Imaginative and creative thinking

Through the use of interesting display, art installations and thoughtful provocations, students are motivated to use all of their senses to explore, ask questions, create stories and take part in imaginative role play.

Independence, problem solving and active inquiry

A well-planned, safe learning environment provides students with the space to independently solve problems, explore their ideas and discover things for themselves. During this type of learning, the brain is at its most active and engaged - body, mind, heart and soul.

Language and communication skills

During their years at primary school, it is vitally important that students develop a rich and extensive vocabulary. Our environments are language rich; students are surrounded by wonderful books, interesting language and varied discussions.



Our Adventures

Teachers at Alice Smith are actively encouraged to look for learning opportunities that take the students' learning outside of the classroom, outside of the school and even outside of Kuala Lumpur.

From Pre-School to Year 6, our students are regularly taken on exciting adventures elsewhere. Trips may be used to excite and motivate students as an introduction to a new unit of learning, exposing them to a wide range of places they have never been to before, awakening curiosity and developing an understanding of the world around us.

As our students visit interesting places around Malaysia, they gain a better understanding about their community and the different people and places within it. This provokes increased interest in culture, traditions, past-times and the ways that they can make a difference. They appreciate what makes our community special. They also become more aware of similarities with others and learn to become aware of and respect differences.

It is important that our students are given plenty of opportunity to socialise with each other and their class teacher in a range of shared situations. This helps develop a stronger sense of team and tightens the bond between students and teachers.

As they interact with strangers and make new friends from other classes or schools, our students are learning to communicate confidently in an increasing range of situations. It is very common for the community to compliment our students on their exemplary behaviour, manners and friendliness.

Educational trips cater to more than one learning style, making them excellent teaching tools. Providing students with memorable experiences, while they are learning facts, makes it easier for them to make connections, retain and recall information at a later date, known as episodic memories.



Our Residential Trips

Residential learning experiences provide opportunities, benefits and impact that cannot be achieved in any other context or setting' - research finding by the Paul Hamlyn Foundation.

The residential trips at Alice Smith aim to be an outstanding experience for all students involved. They provide them with unique opportunities to develop outside of the classroom and through these experiences students engage more with their learning, improve their knowledge, skills and understanding, foster deeper relationships with peers and teachers, improve their resilience, self-confidence and well-being, and boost cohesion and a sense of belonging.

The Year 4 trip is the first residential trip that many of our students at Alice Smith experience and it is always an exciting and special event. This year, the team ventured out into the streets of Melaka to get a feel for the history, culture and heritage of Malaysia. After carrying out research at school, it was of great value for the students to experience the real history by exploring primary sources such as the ruins of the ancient fort, A'Famosa, and using their imagination to see what life would have been like on the Portuguese ship, Flora De La Mer. Once they returned, the students made their own explanation leaflet about the history of Melaka.

The Year 5 residential focuses on taking risks and being exposed to challenges they may not have experienced before. The Year 5 students spend three days experiencing first-hand what risk-taking is like and overcome their fears by taking part in a variety of experiences such as ascending the climbing wall, canoeing and challenging themselves to try the Flying Fox. The KLASS Learner Attributes are developed fully during this residential. Students are encouraged to be problem-solvers, use independent thinking skills and be good communicators but most importantly they learn the value and importance of being happy and healthy.

The Year 6 residential focuses on gaining first-hand experience of the difficulties facing eco-systems in Malaysia. Our students spend five days on the east coast of Malaysia working with marine biologists and ecologists. The students enjoy a variety of educational activities such as rainforest trekking, identifying species of animal and plant life, snorkelling in the coral reef, creating informative presentations on the conservation of the island turtles and much more.



Our Provision for All

At the Alice Smith School, we provide a learning environment that is challenging and stimulating for all of our students. It is very important to us that our students feel confident and valued, understanding that their contributions are recognised regardless of age, ability, gender or culture. Through carefully designed programmes, we aim to personalise learning so that all students are able to reach their maximum potential academically, creatively, physically, socially and emotionally.

SPECIAL EDUCATIONAL NEEDS (SEN)

Admissions

All children can apply for admission to the Alice Smith Primary School. We look at each case individually and aim to admit students who have the capacity to thrive within, and benefit from, all the school offers. The admission procedures vary, depending on the age of the student, and each decision made is based upon the individual student's merits and needs. We are open-minded and will look for possible solutions to remove any barriers students may have at admission stages. However, we can only offer places to students who are able to adequately access our curriculum without significant additional adult support.

Our Learning Support Department consists of four highly qualified SEN teachers, two learning support teaching assistants and one EAL teacher. They work closely with students, teachers and parents to design individual Pupil Passports, plan teaching strategies and lead 1:1 lessons or group withdrawal where appropriate. All students identified as needing additional learning support are assigned a 'key worker', have regular intervention and their progress is carefully tracked.

Additional 'SEN Professional Support Services'

This service provides students with the opportunity to access additional external professional services during the school day at an additional cost to the parents.

Class teachers or the Learning Support Department will discuss this option with you if they feel it would benefit your child.

We currently have a Speech and Language Therapist available at the school and work closely with other external agencies to support a range of learning needs.

Our Provision for All

Continued

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

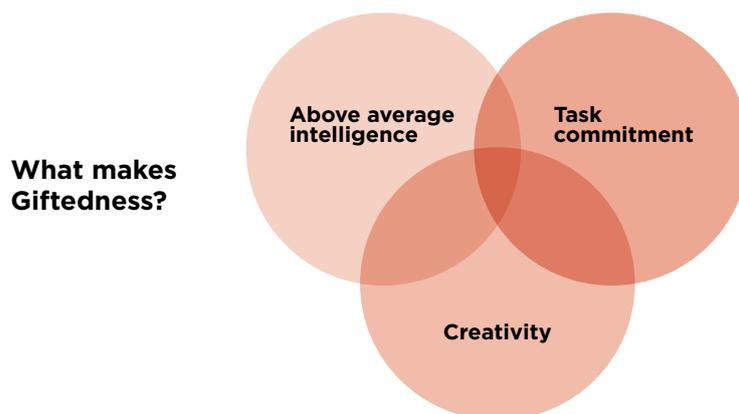
We offer an enhanced language programme that is designed specifically for non-native English speakers (EAL students). This personalised programme provides focused support for non-native English language students by our EAL teacher, consisting of one-to-one or small focused group withdrawal sessions, personalised in class support, along with regular monitoring and assessment by the EAL teacher. This support will take place during the school day at an additional cost to the parents.

In addition, for those EAL students who need less support, our EAL department in conjunction with class teachers, work with students to ensure that they are able to use English confidently and competently for both social and academic purposes. Through careful planning, teaching and rigorous assessment, monitoring, evaluating and review systems, our EAL students are supported to use English as a means of learning.

MORE ABLE, GIFTED AND TALENTED (MAG&T)

At The Alice Smith School, a larger percentage of students than usual show the 'above average intelligence' scores required for MAG&T identification (up to 50% in some year groups). We believe this is due to high levels of family support, clear admissions criteria, high quality teaching and in some cases, additional tutoring.

Although a large percentage of children met the attainment requirements for a MAG&T label, far fewer students met the other two criteria



The provision for the more-able, gifted and talented at the primary campus is extremely comprehensive. Provision is fully integrated into the curriculum using the latest international research into how MAG&T students learn. This is overseen by the Vice Principal for Learning and Teaching and the Head of Subject Teams and Heads of Department for each subject.

Our Provision for All

Continued

The primary curriculum has been adapted specifically to further meet the needs of our larger, more able population. More-able learners are known to benefit from more reasoning activities, open-ended tasks, student-directed learning and increased enrichment opportunities (e.g. working with experts, trips, ECAs, selective competitions etc).

We provide a 'stage not age' approach which means teachers are not restricted by 'year group set objectives and content' like many UK and other British International schools. Our teachers can therefore teach students skills and content above the National Curriculum guidelines as they see necessary and can adapt content to follow the interests of passionate learners. Our progressive skills ladders allow teachers to track every skill from EYFS to Year 8.

We have an increased focus on 'Task Commitment' and 'Creativity' within our curriculum. Alongside citizenship awards and the Year 6 Challenge, students are encouraged to take more ownership of their learning through learning-focused projects and creative experiences.

We use careful grouping within the classroom and our highly experienced Head of Subject Team leaders ensure quality training and monitoring is in place for all teachers. We use setting for Maths in Year 6 to support transition into Secondary.

Through this approach, we have noticed an increase in creative thinking, authentic application in real-life situations and also a greater number of students are attaining high results.



English

The study of English develops a student's ability to listen, speak, read and write. Students use these skills for a wide range of purposes and with a variety of audiences. At Alice Smith, we develop English skills through a rich diet of communication, reading and writing opportunities each day, within cross-curricular units and through discrete teaching of skills to suit each student's stage of development. It is our job as primary school teachers to develop a love of language, reading and writing within our students, the physical skills necessary to write fluently and the self-belief and confidence to have a go.

KEY ENGLISH SKILLS WE AIM FOR YOUR CHILDREN TO HAVE BY 7 YEARS OLD

Speaking & Listening

- be able to sustain attention and concentration during tasks of relevance & interest
- actively speak and listen for a range of purposes

Reading

- have an interest in books and read for enjoyment
- have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms
- have knowledge of and be able to blend most phonemes in real life situations

Writing

- have fully developed fine and core motor skills required for writing and sustained focus
- confidently know and retell a range of stories and poems
- have knowledge of and be able to write all letters
- use sounds learnt to spell words accurately
- understand a range of text types and genres
- independently choose to write for a range of purposes without adult instruction



KEY ENGLISH SKILLS WE AIM FOR YOUR CHILDREN TO HAVE BY 11 YEARS OLD

Speaking & Listening

- be able to focus, sustain attention and concentrate in a wide range of situations and contexts
- to listen with interest and respond with effective vocabulary and structure for a range of purposes in different situations

Reading

- have an interest in books and read for enjoyment unprompted
- read with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms

Writing

- purposefully critique a range of texts to inform personal writing
- be confident to write independently and appropriately for a range of purposes
- write fluently with clear, legible handwriting



English Skills

Students are exposed to the following English skills multiple times throughout each school year, at the level that is most appropriate to their stage of development. Class teachers carefully track a child's progress and depth of understanding for each skill.

READING

READING - DECODING

<i>Phonological awareness</i>	decode familiar and unfamiliar words using knowledge of sounds and written letters
<i>Word awareness</i>	identify a range of common word patterns when reading
<i>Sentence awareness</i>	read sentences aloud taking note of punctuation

READING - COMPREHENSION

<i>Understand, describe, select or retrieve information</i>	recall main facts, understand how to retrieve information and answer questions by referencing the text
<i>Identify and comment on writer's purposes and viewpoints</i>	comment on text to show an awareness of the writer's viewpoint
<i>Identify and comment on the structure and organisation of texts</i>	identify structural choices including grammatical and presentational features
<i>Explain and comment on a writer's use of language</i>	comment on writer's choices including grammatical and literary features
<i>Identify and comment on overall and effect</i>	comment on writer's purposes and viewpoints
<i>Relate texts to their social, cultural and historical traditions</i>	make connections between texts

English Skills

Continued

SPEAKING AND LISTENING

Talking to others

speak clearly and confidently, showing an awareness of the listener through varying structure, vocabulary and grammar

Listening and responding to others

understand and engage in conversations, responding appropriately

DRAMA

Drama skills are taught explicitly by class teachers and are used as a tool to teach other curriculum skills.

Students across the key stages are provided with an opportunity to perform in front of an audience. In KS1, students will show off their developing performance skills in front of parents and their buddy class to help nurture confidence. In KS2, Year 3 and 5 perform a class assembly while Years 4 and 6 students put on a year group production. Both class assemblies and productions are performed to other students in school and parents.

CREATE

Explore and devise

retell and explore stories using drama techniques develop characters, settings and plots through speech, gesture and movement

PERFORM

Performance preparation and awareness of audience

speak clearly, using movement and expression to interact with and engage an audience

Stage craft/film craft

understand stage positioning and follow directions



English Skills

Continued

WRITING

Handwriting

form letters accurately, including ascenders/descenders and upper/lower case letters

(Cursive writing is taught where it will increase fluency or to help with spelling. If a student is already writing confidently and fluently, we will not teach a different writing style)

STRUCTURE & ORGANISATION

Spelling

learn all 44 phonemes (*sounds*) in the English language and blend these to make words memorise common exception words (*words that cannot be sounded out*) learn spelling rules to ensure students can select the correct grapheme when writing words

Punctuation

use punctuation marks with increasing variety to ensure meaning in writing

Grammar

learn and use the structural rules necessary in the English language to ensure meaning when writing for a specific audience and purpose

COMPOSITION & EFFECT

Generate ideas

produce own ideas for writing and developing these ideas in creative and interesting ways

Develop author's voice

establish, maintain and develop a theme, style or viewpoint in writing

Write for an audience

communicate meaning, adding detail to interest the reader and making writing lively and exciting

Select vocabulary

use accurate, interesting and adventurous vocabulary for a purpose

Write for effect

adapt writing to suit different genres, understand the needs of the reader

use vocabulary, grammar & punctuation appropriately
apply spelling strategies learnt in personal writing

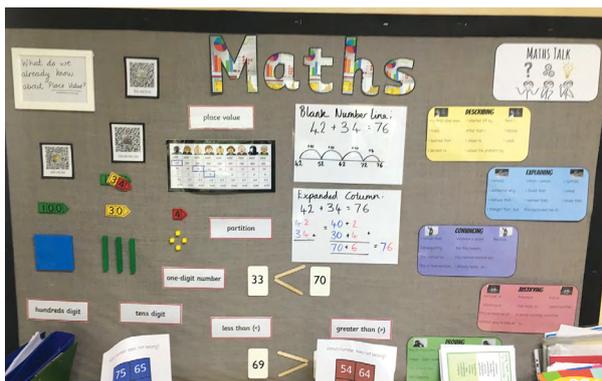
Maths

Maths is a vital part of the way the world works. It is a key way of describing and explaining the patterns and relationships between all elements of life.

Maths includes the development of numeracy skills; a proficiency that involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of calculation skills and an inclination and ability to solve number problems in a variety of contexts. Maths also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables.

We aim to ensure that fluency and reasoning are developed equally to ensure all students can approach problems they face with confidence and have a logical, clear plan for reaching the most effective solutions. Bar models are a useful tool we use to interpret and understand problems.

At Alice Smith, Maths is taught at the level that is most appropriate to each student's stage of development. This means that students will be solving problems with real objects (*concrete materials*) to pictures (*pictorial including bar models*) and written methods (*abstract*). Maths is taught in discretely blocked sessions every day but may additionally be taught during cross-curricular units. Teachers carefully track each student's progress and depth of understanding for each skill.



Maths

Continued

Our teachers select objectives to meet the 'stage' that your child is at, not their 'age'. It is important to respect that every child is different and moves through developmental steps at different rates. It is vital that students do not skip mathematical steps; this will only cause future difficulties.

KEY MATHEMATICAL SKILLS WE AIM FOR YOUR CHILDREN TO HAVE BY 7 YEARS OLD

Reading, writing and counting numbers:

- to count, read and write numbers to 100 in numerals not words (*some students may start to write up to 1000*)
- to count in 2s, 5s and 10s from 0
- to count forwards and backwards in 10s from any one or two-digit number

Place value:

- to explain the place value in two and three-digit numbers, e.g. what does the '1' mean in 12, 21 and 120.
- to order groups of 1, 2 and 3 digit numbers in ascending and descending order up to 100

Addition and subtraction:

- to mentally add 2 or 3 to single digit number, e.g. $6+2$, $5+3$. $2+3$
- to add and subtract one and two-digit numbers using real materials and pictorial/jotting methods to solve problems

Multiplication:

- to mentally recall 2, 5 and 10 times tables

Fractions:

- to recognise, name and write $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and know that $\frac{4}{4} = 1$
- to practically find $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length or a shape

Shape:

- to compare and sort geometric shapes based on their properties and sizes
- to identify right angles and understand a quarter and half turn

Data handling and Money:

- to add and subtract monetary amounts, including finding change, in practical contexts (*Malaysian Ringgit*)
- to ask and answer questions about totalling and comparing data on simple graphs, charts and tables

KEY MATHEMATICAL SKILLS WE AIM FOR YOUR CHILDREN TO HAVE BY 11 YEARS OLD

Place value:

- to round any number in any given way
- to estimate sensible answers in mathematical situations and compare with actual answers

Addition and Subtraction:

- to add and subtract negative numbers in context
- to add and subtract numbers with up to two decimal places
- to add and subtract multi-step problems in context, deciding which operations and methods to use

Multiplication and Division:

- to multiply and divide 4-digit numbers by 2-digit numbers using written methods where appropriate, giving remainders according to context

Fractions, decimals and percentages

- to recall and use equivalents between fractions, decimals and percentages

Shape:

- to find unknown angles in any triangles, quadrilaterals and regular polygons

Data handling:

- to use and interpret data from a range of graphs
- to calculate and interpret unknown mean averages



Scan here for
Maths guide to learning

Maths Skills

Students are exposed to the following Maths skills throughout the school year, at least once but in most cases several times throughout the year. The depth to which this skill is taught depends on each individual's stage of development. For further information, ask your child's teacher to see our progressive 'calculation guidelines'.

PLACE VALUE

<i>Recognise types of numbers</i>	recognising and describing number patterns
<i>Count</i>	use a variety of counting methods to count on or back from any given number in varying intervals
<i>Read and write numbers</i>	reading and writing number to a specific value as stage appropriate
<i>Place value</i>	explaining and placing value in numbers of varying sizes
<i>Round numbers</i>	rounding number to the nearest 1, 10, 100, 1000 etc. . .
<i>Estimate</i>	estimate sensible answers to mathematical situations and then compare estimates to actual answers
<i>Order and compare</i>	ordering and comparing numbers up to 1000 in a variety of ways

NUMBER (ADDITION & SUBTRACTION)

<i>Calculate</i>	adding and subtracting numbers using a variety of formal and informal written methods
<i>Recall/mental</i>	mentally add and subtract using a variety of methods

NUMBER (MULTIPLICATION & DIVISION)

<i>Calculate</i>	writing and calculating mathematical statements for x and using the multiplication tables that they know
<i>Recall/mental</i>	mentally calculating using mixed operations and large numbers

Maths Skills

Continued

NUMBER (FRACTIONS, DECIMALS & PERCENTAGES)

Calculate	calculating equivalents for fractions, decimals and percentages
Recall/mental	counting up and down in fractions and decimals
Order and compare	comparing and ordering fractions with the same and with different denominators
Ratio	use ratio to show the relative sizes of two quantities and recognise equivalent ratios and simplify a ratio to its lowest terms (<i>Year 5 &/or 6 only</i>)

GEOMETRY

Recognise and use correct vocabulary associated with properties of shape	recognising and describe properties of 2D and 3D shapes
Compare and classify	comparing and classifying geometric shapes based on their properties and sizes
Draw and make shapes and patterns	drawing shapes, using a ruler and designing nets
Angles	identifying and comparing the different types of angles
Symmetry	making and describing simple symmetrical patterns and identifying lines of symmetry in 2D shapes presented in different orientations
Position, direction and movement	using directional language and plotting coordinates on a grid
Perimeter and Area	measuring the perimeter and area (<i>from Year 3</i>) of simple 2D shapes

Maths Skills

Continued

MEASURES

<i>Use, compare, order and convert measurements</i>	choosing and using standard units to estimate and measure length/height, mass, temperature, capacity using appropriate equipment
<i>Time</i>	reading, writing and converting time between analogue and digital 12 and 24 hour clocks <i>(Time is a challenging concept for young children, often not fully grasped until Year 6. It requires regular exposure that is kept short and positive each year)</i>
<i>Money</i>	adding and subtracting monetary amounts, including finding change, in practical contexts

STATISTICS (DATA HANDLING)

<i>Retrieve data, interpret and analyse</i>	interpreting simple graphs and tables
<i>Construct graphs and tables</i>	constructing simple graphs and tables
<i>Averages</i>	use and interpret averages, including mean, median and mode <i>(as appropriate)</i>

ALGEBRA (Year 6 only in most cases)

<i>Calculate and generate formulae</i>	generating and calculating simple formulae expressed as letters with two unknowns
<i>Use algebraic notation</i>	understanding and using conventional notation for the priority of operations, including brackets, powers, roots and reciprocals

Computing Skills

At Alice Smith, Computing is taught at the level that is most appropriate to each student's stage of development. Computing is taught by a Specialist teacher once a week and can be taught additionally during cross-curricular units. Learning Technologies are also used as a tool in lessons where they have a clear purpose and enhance the learning. Teachers carefully track each child's progress and depth of understanding for each skill. In Year 5 & 6 we follow a 1:1 i-Pad policy.

Students are exposed to the following Computing skills throughout the school year:

PHYSICAL SYSTEMS

Building Physical Systems

build their own physical systems such as robots, game controllers, virtual pets or buggys

Inputs and Outputs

use different programming platforms to find out how to code their physical systems and utilise sensors and make a physical system interactive

COMPUTATIONAL THINKING & CODING

Computational Thinking

solve problems and develop debugging strategies. Students will explore the key concepts: Algorithms, Decomposition, Pattern recognition and Abstraction.

Coding

code using different block environments such as Scratch, Tynker and Makecode Javascript. With a programming focus on sequence, selection, iteration and variables.



Computing Skills

Continued

HARDWARE & NETWORKING

Networking

explore the difference between the world wide web and the internet. Find out how data travels around the world and how it is kept safe.

Hardware

investigate key components inside a computer and find out about how data is stored.

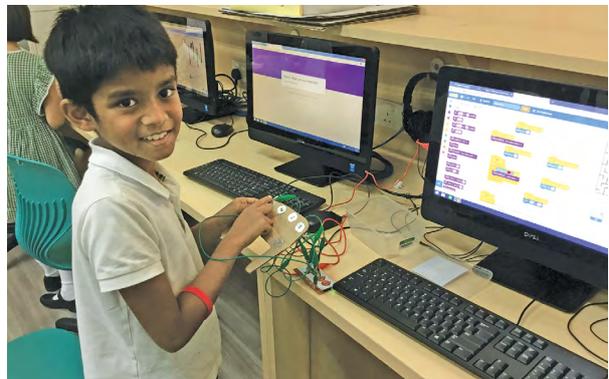
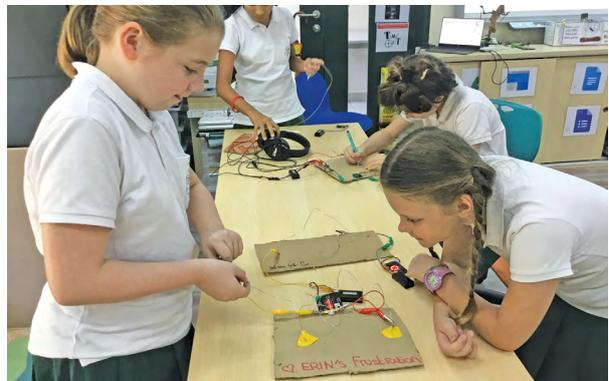
3D MODELLING

Computer Aided Design Software

explore 3D modelling software to create their own object ready for 3D printing

Design Process

plan, design, create and evaluate 3D printed objects



Science Skills

Students focus on the following Science investigative skills throughout the school year at least once but in most cases, several times throughout the year.

INVESTIGATIVE SCIENCE SKILLS

INVESTIGATIONS

<i>Question</i>	ask relevant investigative questions suggesting ways experiments can be undertaken
<i>Predict</i>	make a prediction and providing reasons based on previous experience or knowledge
<i>Experiment</i>	make enquiries and carry out experiments

RESULTS

<i>Observe</i>	observe experiments closely using equipment where appropriate
<i>Group and classify</i>	classify things into groups according to characteristics
<i>Measure</i>	take precise measurements and choosing appropriate equipment
<i>Record data</i>	choose appropriate methods of recording data
<i>Use data</i>	record results using scientific diagrams and what the diagrams show

CONCLUSIONS

<i>Find patterns</i>	provide explanations for patterns and results
<i>Draw conclusions</i>	explain whether the prediction was correct and using knowledge to explain results

Science Skills

Continued

SCIENTIFIC EVALUATION

<i>Self and peer evaluation</i>	identify what went well and what could be improved
<i>Make improvements</i>	make suggestions for improvements to the experiment

Students are exposed to at least one aspect within the areas of Living World, Physical World and Material World each year. All areas will have been a focus during a student's primary education.

KNOWLEDGE-BASED SCIENCE SKILLS

THE LIVING WORLD

<i>Living things</i>	identify similarities and differences between humans, animals and other living things
<i>Plants</i>	understand the functions of different parts of plants and how they adapt to their habitat
<i>Minibeasts</i>	identify the differences between vertebrates and invertebrates and how they adapt to their habitat
<i>Habitats, adaptations</i>	understand that animals and plants adapt to living in different habitats
<i>Human body</i>	understand some of the different elements that affect the human body and how to keep the body healthy
<i>Food chains and webs</i>	interdependence classify animals by their diet and understand that different habitats have different food chains



Science Skills

Continued

THE PHYSICAL WORLD

<i>Magnets</i>	understand the properties of magnets and how they are used
<i>Electricity</i>	create simple circuits and identifying the different symbols that represent each element
<i>Sound</i>	identify different sounds and understand how those sounds are made
<i>Light and shadows</i>	understand light sources, positions of light and how shadows are formed
<i>Space</i>	explore the Earth, Sun, Moon and the solar system, their positions and rotations
<i>Forces</i>	identify and describe different forces such as friction, gravity and air and water resistance

THE MATERIAL WORLD

<i>Materials</i>	identify and test the properties and uses of different materials
<i>Properties of matter</i>	understand the properties and differences between solids, liquids and gases
<i>Changing state</i>	understand how to change the states of different materials
<i>Conductors and Insulators</i>	identify and testing materials' ability to conduct heat and electricity
<i>Dissolving, separating & evaporation</i>	experiment with and understand how to dissolve, separate and evaporate liquids and solids
<i>Reversible & irreversible reactions</i>	experiment with and understand which reactions can be reversed and which are irreversible

Food Prep and Cooking Skills

From Pre-school to Year 6, all students are given the opportunity to develop their food preparation and cooking skills at least once a year, focusing on healthy, savory dishes, using our specialised food preparation and cooking room.

PLANNING AND MAKING

Planning and Design

design and plan a dish taking into account the needs of the consumer

Food Preparation and Cooking

select appropriate ingredients for a food product and measure accurately

Safety and Hygiene

follow procedures for safety and hygiene



Geography Skills

Students are exposed to the following Geography skills through authentic cross-curricular units. All skills are discretely focussed on at least once over a two year period, but in some cases key skills are developed several times throughout each year.

GEOGRAPHICAL ENQUIRY

<i>Geographical questioning and hypothesizing</i>	ask and respond to geographical questions
<i>Giving opinions and views</i>	give reasons for their views about people, places and environments
<i>Physical features and processes</i>	compare, contrast and give reasons for the different physical features of local and global places
<i>Geographical patterns</i>	recognise and describe some geographical patterns in their local and wider environment

PLACES AND MAP SKILLS

<i>Places</i>	To identify key places globally
<i>Direction and location</i>	use locational language, identifying positions and directions
<i>Symbols and keys</i>	recognise and understand standard symbols
<i>Drawing maps</i>	draw maps and plan accurately
<i>Using maps</i>	locate places and follow a route on a map
<i>Scale and Distance</i>	use scales to measure distances



Geography Skills

Continued

PATTERNS AND PROCESSES

<i>Human features and processes</i>	compare, contrast and give reasons for the different human characteristics of local and global places
<i>Physical features and processes</i>	compare, contrast and give reasons for the different physical features of local and global places.
<i>Geographical Patterns</i>	recognise and describe some geographical patterns in their local and wider environment

ENVIRONMENTAL CHANGE & SUSTAINABLE DEVELOPMENT

<i>Environmental change</i>	identify ways in which people can improve and damage the environment
<i>Looking after the environment</i>	recognise some of the ways that they and their classmates/family can help to look after the environment

FIELDWORK

<i>Recording findings</i>	To observe, measure and record information in a range of ways
<i>Communicate findings</i>	To present data in a variety of ways to communicate their findings
<i>Questionnaires</i>	To design and use questionnaires to gather data
<i>Photography</i>	To use photography during fieldwork to record findings
<i>Video/Audio recording</i>	To use video and audio during fieldwork to record findings
<i>Field sketching</i>	To use simple sketches while doing fieldwork to record findings

History Skills

Students are exposed to the following History skills through authentic cross-curricular units. All skills are discretely focussed on at least once over a two year period, but in some cases key skills are developed several times throughout each year.

CHRONOLOGICAL UNDERSTANDING

Events places and people

learn about events, people and places - placing events, significant people and changes into correct periods of time and in relation to other events/periods of world history

Research

find out about the lives of significant people and events from the past and the present and how they affect the period they live(d) in

KNOWLEDGE & UNDERSTANDING OF THE PAST

Reasons for events

research and cross reference reasons for key events and changes in the historical periods studied understand that source material may be biased, contradictory, incomplete or incorrect

Continuity and change

know about the characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past

Changes in society

know how societies have been organised and governed in different ways and different times, including the present



History Skills

Continued

HISTORICAL INTERPRETATION

Representation of sources

begin to give opinions on why the past is represented and interpreted in different ways

HISTORICAL ENQUIRY

Use of sources

begin to understand the difference between primary and secondary source material

Questioning

ask and respond to historical questions



Music Skills

Specialist led music lessons take place twice weekly in Year 1 and 2 and once a week in Year 3 to 6.

In Music, students develop their skills through listening, composing and performing activities. Students can also opt to learn an instrument with one of our visiting instrumental teachers, for more information on this please refer to page 52. Further enrichment opportunities are provided through regular performances and our extensive ECA programme.

UNDERSTANDING NOTATION

use and understand staff and other musical notations

CREATING

experiment with, create, select and combine sounds using the elements of music

PERFORMING - VOICE

use voice expressively and creatively

PERFORMING - INSTRUMENT

play tuned and untuned instruments musically

LISTENING

listen with concentration and appreciation to a wide range of music



Arts Skills

Art and Design lessons are led by an Art and Design specialist in Years 3 - 6 each week. Each of the areas of learning below are visited at least once over a two year cycle. Drawing and painting are visited at least twice each year.

Students in Years 1 and 2 are taught art by the class teacher.

DRAWING

- drawing images from memory, imagination and observation

PAINTING

- to develop an understanding of colour theory
- understand and apply painting techniques

COLLAGE

- manipulate, arrange and combine

3D

- construct and explore with clay
- construct with 3D material

PRINTING

- understand and apply print making techniques

TEXTILES

- weave materials
- sew materials

Physical Development & Education Skills

Our philosophy is to provide a PE curriculum that is inspiring, engaging and high energy. We aim to foster a positive relationship with active living and embed a desire for personal improvement. Students strive to develop games play, positive learning behaviours and transferable skills that allow them to access any physical activity of their choice.

The following are the key areas of physical development that we deliver to enable our children to achieve a holistic physical literacy:

LOCOMOTOR MOVEMENT

Locomotor skills involve transporting the body in any direction from one point to another, these movements include:

walking, jumping, hopping, skipping, sliding, leaping, reverse movements, sprinting, running for longer distances

MANIPULATIVE MOVEMENTS

Manipulation skills require controlling implements and objects such as balls, hoops, bats and ribbons by hand, by foot or with any other part of the body.

These movements include:

Sending skills
(where an object is sent away from the body)

rolling, underarm throw, overarm side-on throw, chest pass, basketball jump shot, javelin throw, discus, side foot kick, front foot kick

Receiving skills
(where an object is controlled by the player)

close catching, high catching, short barrier, long barrier, trapping and controlling a football

Striking skills
(where equipment is used to strike an object)

forehand strike, backhand strike, teeball strike, underarm hand strike, overarm hand strike, continuous striking

Stability skills

stability is a key element required for human movement as stability is necessary for all locomotor and object control skills
stability skills focus on acquiring and maintaining balance, both static and dynamic

Physical Development & Education Skills

Continued

GAMES PLAY

This is the development of a player's ability to select and apply from the skills above to influence a game. Decision making and game awareness are essential across a range of attacking and defending situations allowing our students to compete in a range of fun and appropriately competitive scenarios.

KEY AREAS OF LEARNING

Striking and fielding

sports, games and activities that require a team to score points by striking a ball against a team who are fielding and defending a designated space
(i.e. cricket and tee-ball)

Invasion games

sports, games and activities that require a team to 'invade' another team's space and score
(i.e. football, rugby, basketball)

Net and wall

sports, games and activities that require a player to strike an object over a net or against a wall to gain points
(i.e. tennis, squash and volleyball)

Movement

explore a range of whole body movements to learn about muscular strength, endurance and flexibility, extending into the flow and sequencing of movements

Individual athletic performance

activities that focus on a single athletic discipline and an individual's ability to perform it to maximum capacity
(i.e. sprinting, long jump)

Health

understand the key systems of the human body and the deep rooted affect health and well being has on life performance



Swimming

One specialist-led swimming lesson takes place each week for all students up to Year 4. Year 5 and 6 students have one swimming lesson a week each alternate half term.

Students join our swimming programme at different stages and progress at different rates. Alongside ensuring confidence and water safety, developing an understanding about the benefits of a healthy lifestyle and developing a love of swimming, during lessons students are taught the skills necessary to become confident swimmers in the following areas.



Swimming Skills

ENTRIES EXITS & STARTS

- moving around and in the pool environment
- entering / exiting water
- push & glide
- push off
- diving progressions

SUBMERSION / UNDERWATER

- water covering face
- blowing bubbles
- sinking to depth
- travelling underwater
- streamlining
- breathing techniques in strokes

STROKE MECHANICS

Freestyle, Backstroke, Breaststroke and Butterfly:

- body position
- leg action
- arm action
- breathing
- timing

FLOATS / TURNS AND FINISHES

- horizontal / vertical floating, face down & up
- rotation about axis
- tucking
- sculling
- treading water
- turning techniques
- legal finishes for strokes

MFL Skills

In FS2, all students learn Bahasa Malaysia. From Year 1, all parents can select from Bahasa Malaysia, Mandarin or French for their child to study. If Malaysian students choose Mandarin or French, they must take part in our Essential Bahasa programme and attend Bahasa Malaysia weekly, compulsory lessons.

LISTENING

Understanding and responding understand simple words and short phrases, including main points, details and opinions

SPEAKING

Communicating using spoken words take part in simple exchanges, communicating using simple words and phrases

Pronunciation pronounce words clearly using the correct intonation

READING

Understanding and responding read words, phrases and more detailed passages, identifying main points and understanding the meaning

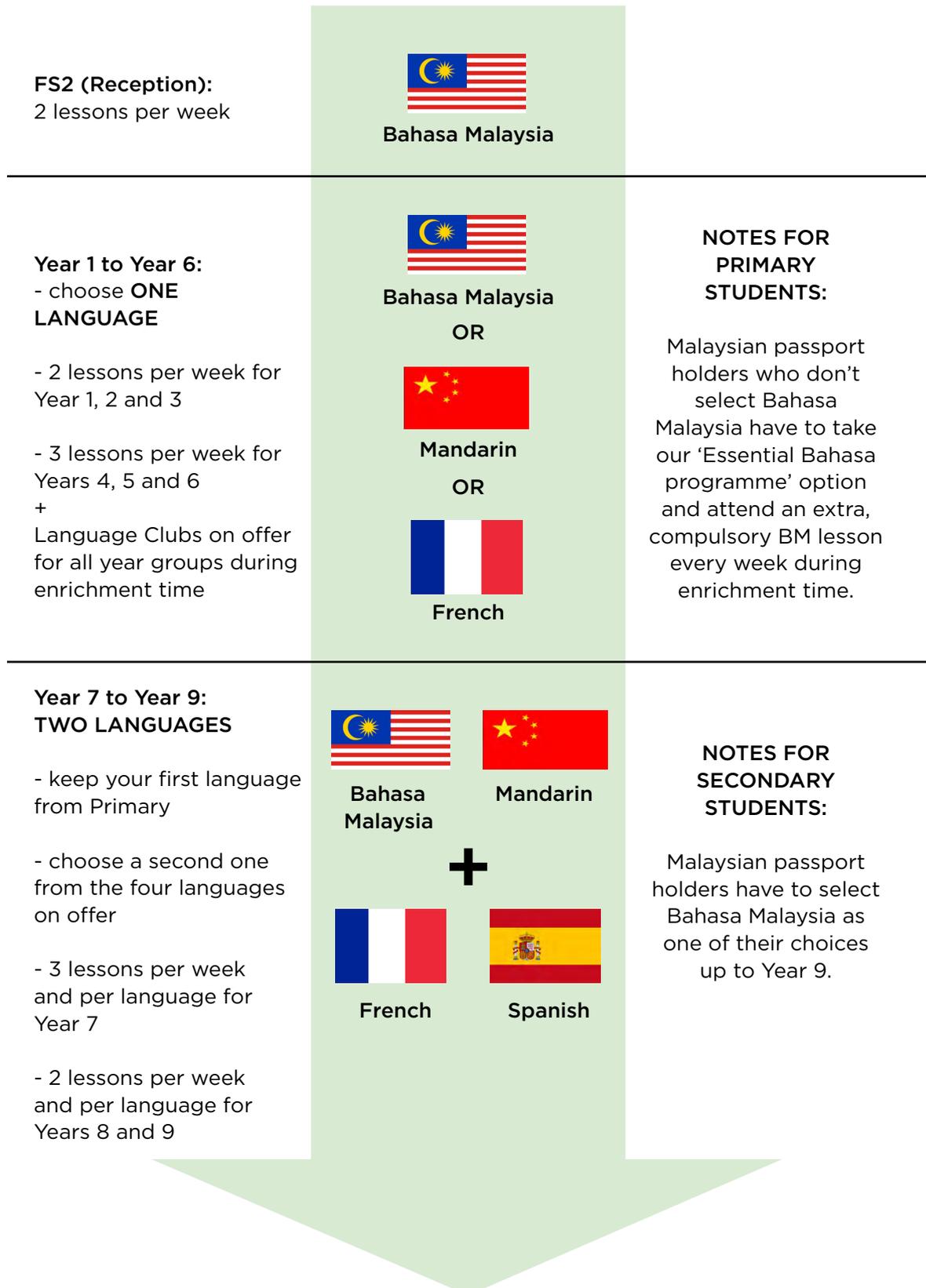
WRITING

Conveying meaning convey meaning by writing accurate words and sentences, applying grammar rules

INTERCULTURAL UNDERSTANDING

Relating to different social, cultural and historical traditions understand and respect different cultures, including festivals, traditional stories and social conventions

KLASS MFL Structure



Islamic Studies

Weekly Islamic Studies lessons are offered to Muslim students in Years 2 to 6 with the aim of introducing and instilling the core teachings of the Islamic faith. It is compulsory for all Malaysian Muslims to attend these lessons but Muslims from other countries can also choose to attend. These lessons are carefully timetabled to minimise disruption to the rest of the curriculum.

The instructional approach at Alice Smith is geared towards multicultural embodiment of religious practices in a practical way for contemporary times. Cross-curricular discussion and activities are implemented based on a syllabus that is approved by the Islamic Department of Wilayah Persekutuan, and likewise, the instructor for this course has been certified by this religious agency.

COMPONENTS OF STUDY:

QURANIC LITERACY

Recognize Arabic (*Quranic*) letters and phonetics, write simple Arabic calligraphy and memorize short Quranic recitations.

WORSHIP

Learn the practical aspects of prayer and other aspects of worship.

HISTORY

Explore the story of the Prophet Muhammad, extract moral lessons from the stories of other prophets of Islam, as well as understand the efforts of the Prophet Muhammad's followers and companions.

MANNERS

Attempt to exemplify Godly attributes, develop part of the refined manners of the prophet Muhammad.

Personal Skills Programme (PSP)

HEALTH AND WELL-BEING

Developing a healthy, safer lifestyle, making choices about some aspects of their health and well-being and knowing what keeps them healthy, both mentally and physically.

RELATIONSHIPS

Developing good relationships and respecting differences between people, recognising the effect their behaviour has on other people.

Developing confidence, responsibility and making the most of their abilities.

Demonstrate they can manage feelings in a positive and effective way and express their views confidently.

LIVING IN THE WIDER WORLD

Knowledge and understanding about becoming informed citizens, showing understanding of values and being able to talk about and consider topics and issues.

Knowledge and understanding about becoming informed citizens - show understanding of values and being about to talk about and consider topics and issues.

Demonstrating skills of participation and responsible action, taking part in class and school citizenship activities.

LEADERSHIP

Standing up for others, leading by example, making change.

DIGITAL CITIZENSHIP

Using a range of online communication tools to exchange information with others and identifying what personal information should be kept private.

Being a good digital citizen, considering other people's feelings on the Internet and how to keep themselves safe.

STAYING SAFE

Developing a knowledge of how to keep physically and emotionally safe. Knowing how to respond in an emergency.

CHARACTER DEVELOPMENT

Knowing character strengths and how to improve relationships and manage problems.

Homework and Home Learning

at the Primary Campus

We believe that home learning, including school set 'homework', should be developmentally appropriate. The focus should be on 'learning at home' rather than an extension of school. It should provide every child with that important, highly personal opportunity to have absolute focussed 1:1 attention on them and their thoughts.

HOME LEARNING

Home learning includes all aspects of learning outside of the school day. This includes homework, family time and external lessons and or activities.

It is extremely important for all growing children to learn how to make choices, solve problems and follow their interests independently of adults. This may be on their own or with peers. We wholeheartedly support time for student free play, down time and peer interactions after school. The more time students have to spend playing, engaging in hobbies, running and cycling outside, the better this is for their long-term health and attitude to learning.

Primary students learn a great deal from interactions with parents and siblings. They mimic their actions and are motivated to be part of parent hobbies and interests. At the primary campus we have created a 'Home Learning Library' where families can choose activities to take home and do together. This includes art projects, games, science experiments, workbooks etc.



Homework and Home Learning

at the Primary Campus (continued)

EXPECTATIONS FOR 'PRESCRIBED HOMEWORK' FOR EACH YEAR GROUP

The information below is a guide and is used by class teachers to set age and developmentally appropriate homework for students. All homework must be explained and clear for both parents and students and is personalised for each student as much as possible.

Primary expectations for 'school directed homework' is listed below:

Year 1 - 6:

Homework expectations for 2019-20:

- Reading. 15 - 20 mins - 5 x per week. *(No written comments or quizzes expected at home although activities can be provided as optional for students who have time, support and motivation to do so)*
- Spelling Practice. 5 mins up to 3 times a week.
- Maths Fluency Practice. 15 - 30 mins per week.
- Year 5 & 6 weekly MFL homework. 10 mins per week.

Optional Additional Activities:

- Year 3 to 5: Citizenship award challenges in link book.
- Year 6 students: Y6 Challenge activities.
- Online games for further consolidation, e.g. Reading Eggs, Mathletics, Language Perfect, AR quizzes etc. *(Free login for our students)*
- Student-led projects/enquiries
- Instrument practice
- Home Learning Library packs

MODERN FOREIGN LANGUAGES (MFL)

Native or dual speakers who already have a secure knowledge of listening and speaking skills in another language, should read or be read to at home in this language to develop their reading skills further. This will help them to expand their vocabulary and reinforce their comprehension skills through discussion of text and quizzes.

Should parents of native or dual language speakers want to support their child's development of writing skills in their first language at home, they will be able to access additional written activities provided by MFL teachers in our 'Home Learning Library'.

Homework and Home Learning

at the Primary Campus (continued)

MENTAL MATHS - Learn Its

Playing a short, fun maths game with your child/ren each day will help them to remember and recall the important number facts. We call these 'Learn Its'. We tell the students that if they know their addition and multiplication facts, they also get their subtraction and division facts for free!

Your class teacher will give your child a fact/s to learn regularly each week and we aim for all students to confidently recall all of these facts by the end of primary school.

Addition Facts

$2 + 2 = 4$	$3 + 3 = 6$	$2 + 3 = 5$	$2 + 8 = 10$	$4 + 2 = 6$	$6 + 6 = 12$	$3 + 8 = 11$	$5 + 4 = 9$	$5 + 7 = 12$
	$4 + 4 = 8$		$3 + 7 = 10$	$5 + 2 = 7$	$7 + 7 = 14$	$3 + 9 = 12$	$5 + 6 = 11$	$5 + 8 = 13$
	$5 + 5 = 10$		$4 + 6 = 10$	$6 + 2 = 8$	$8 + 8 = 16$	$4 + 7 = 11$	$6 + 7 = 13$	$5 + 9 = 14$
				$7 + 2 = 9$	$9 + 9 = 18$	$4 + 8 = 12$	$8 + 7 = 15$	$6 + 8 = 14$
				$9 + 2 = 11$		$4 + 9 = 13$	$8 + 9 = 17$	$6 + 9 = 15$
				$4 + 3 = 7$				$7 + 9 = 16$
				$5 + 3 = 8$				
				$6 + 3 = 9$				

Multiplication Facts

$2 \times 5 = 10$	$2 \times 2 = 4$						
$3 \times 5 = 15$	$3 \times 2 = 6$	$3 \times 3 = 9$					
$4 \times 5 = 20$	$4 \times 2 = 8$	$4 \times 3 = 12$	$4 \times 4 = 16$				
$5 \times 5 = 25$							
$6 \times 5 = 30$	$6 \times 2 = 12$	$6 \times 3 = 18$	$6 \times 4 = 24$	$6 \times 8 = 48$	$6 \times 6 = 36$		
$7 \times 5 = 35$	$7 \times 2 = 14$	$7 \times 3 = 21$	$7 \times 4 = 28$	$7 \times 8 = 56$	$7 \times 6 = 42$	$7 \times 7 = 49$	
$8 \times 5 = 40$	$8 \times 2 = 16$	$8 \times 3 = 24$	$8 \times 4 = 32$	$8 \times 8 = 64$			
$9 \times 5 = 45$	$9 \times 2 = 18$	$9 \times 3 = 27$	$9 \times 4 = 36$	$9 \times 8 = 72$	$9 \times 6 = 54$	$9 \times 7 = 63$	$9 \times 9 = 81$

Homework and Home Learning

at the Primary Campus (continued)

Reading and Spelling:

There are 44 phonemes (*sounds*) in the English language and just over 100 graphemes to represent them all. Children need to learn to recognise, blend and segment all of them to become confident, fluent readers and writers. This is taught alongside a large number of other important reading and writing strategies to also ensure high levels of comprehension, vocabulary development and a love of English. You can help your child by practising a few sounds or spellings each day for a few minutes, reading them great stories, listening to them read and discussing stories, movies and experiences regularly.

The 44 phonemes are shown below. We aim for all students to confidently read and write all of these by the end of Year 3.

Consonants stretch

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c					
					ce					

Consonants bounce

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch											

Vowels

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew		au	aw							

Enrichment

Our Vision

To lead the pursuit of excellence in learning, we ensure that all children have equal access to an enriched educational experience. Clubs are a vital part of our holistic curriculum and as such, are embedded within our school day.

We believe in the development of the whole child and our programme has been carefully designed to nurture all students; developing well-rounded, confident and self-aware individuals - bringing out the best in all people.

In our desire to inspire and enrich the lives and characters of all children, we provide an extensive range of opportunities for them to explore. By encouraging children to follow their own interests, they will discover what they enjoy, further develop strengths or talents and share these with like-minded and passionate individuals.

Our Clubs

We divide our clubs into three terms which allows students to pursue a wide variety of interests throughout the year in either sports, arts, languages, technology or wider learning. It has been designed to further enrich the skills within all areas of the curriculum and provide students with opportunities to discover new interests, develop their strengths and pursue things they are passionate about. The vast majority of our clubs take place within the school day from 2.15 - 3.10 and are included in tuition fees, although some of our uniform clubs do have small costs involved.



Enrichment Clubs

Languages

The study of a new language is an exciting and stimulating activity, which promotes the development of a wide variety of skills. The ability to communicate with speakers of other languages brings a great sense of achievement as well as enhancing understanding of other countries and communities.

Our languages clubs support our MFL vision, which is to enable our students to become true global citizens who are linguistically equipped for a successful international future.

Wider Learning

Our school curriculum lessons offer our students the chance to take part in a broad range of subjects. Many students have favourite subjects and talents and enjoy spending time within these areas. During our enrichment hours, we then provide our budding mathematicians, scientists, geographers, historians, authors and bookworms with exciting opportunities to choose to delve into these areas further and explore them in different ways with like-minded people and passionate teachers.

Arts

Immerse yourself at the intersection of creativity and inspiration with our visual arts, performance and music clubs. We provide clubs to cater for all our budding actors, dancers, musicians and artists, whether beginner, intermediate or advanced. The arts allow children to discover a whole new language of communication and explore different ways to express themselves.

Technology

In support of our Technology Vision: Embracing technology to enable all to succeed, our students need to be well prepared to be respectful, responsible and safe technology users. Technology is used extensively throughout the school curriculum and our range of technology focused clubs will enable students to extend their understanding and skills across a range of devices and applications including robotics, iPads, programming and video editing.



Enrichment Clubs

Sports

We provide clubs within the school day designed to encourage children to enjoy being active, develop a love of sport and a willingness to strive to improve themselves. Clubs on offer include football, cricket, tee ball, taekwondo and badminton.

Torpedos

Our competitive Torpedoes teams take place before and after school.

KLASS Lions

Our competitive KLASS Lions teams predominantly take place after school from 3.15 - 4.15 and are open to students in Year 3-6. The JB Lions operate a 'no cuts' policy. Students who are not yet 'ready' to gain selection in competitive teams are encouraged to join and train with our developmental squads. In these clubs, they can practice, gain confidence and develop technical and tactical skills which will prepare them for future selection.

Uniform Clubs

We also facilitate uniform clubs such as scouting and girlguiding. Please see the next two pages for more details.





WE DISCOVER, WE GROW

Girlguiding

KL South District

Rainbows (Age 5-7 years)



Girlguiding is the leading charity for girls and young women in the UK. We build girls' confidence and raise their aspirations. We give them the chance to discover their full potential and encourage them to be a powerful force for good. We give them a space to have fun.

Brownies (Age 7-10 years)



Guides (Age 10-14 years)



For more information about Rainbows, Brownies, Guides at Alice Smith School or to volunteer as a leader/helper contact KLSouthBGO@gmail.com



**Do more.
Learn more.
Be more.**

1st Kuala Lumpur has four Scouting sections: they are from the youngest, the Beavers, Cubs, Scouts and to our oldest, the Explorers.

We welcome girls and boys, we have funtastic meetings, go on awesome camps, where we learn new skills and sing and roast marshmallows around a campfire, and many more!

We cannot function without the support and dedication from our parent volunteers. Volunteering is easier than you think.

Put your skills to use, learn new ones, and contribute to an amazing life-experience for you and the children.

With full support and training, you can volunteer on a flexible basis. #SkillsForLife

Get in touch with us:

1stklwaitlist@gmail.com



Musical Opportunities

Additional Musical Opportunities:

We highly value the importance of music in the primary years and alongside our specialist-led music lessons, extensive ECA options and termly music soirees, we also provide two opportunities for able musicians to perform with students from across Asia.

Selective Groups

AIMS ORCHESTRA

Year 3 - 6

FOBISIA PERFORMING ARTS

Year 5 - 6

Peripatetics

Students from Reception to Year 6 are lucky enough to be able to select to learn any of the 15 musical instruments below. These are led by our talented peripatetic teaching team. Peripatetic lessons are timetabled throughout the day or after school and are additional to the music curriculum. Parents can choose to enrol their children for a nominal additional cost.

- Piano
- Voice
- Violin
- Viola
- Cello
- Double Bass
- Trumpet
- Trombone
- Classical Guitar
- Electric Guitar
- Drums
- Ukelele
- Flute
- Clarinet
- Saxophone

Each year, we offer an opportunity for able musicians taking 1:1 lessons to perform during Friday 'Music Moments' and to take 'Grade examinations'.

2019 - 2020 Timings	PreSchool	Reception	Year 1, Year 2, Year 3	Year 4, Year 5, Year 6
Start of Day	07:45 - 8:20	07:45 - 8:20	07:45	07:45
Curriculum	08:20	08:20	07:55	07:55
Break	09:35	09:35	09:35	09:35
Curriculum	10:00	10:00	10:00	10:00
Lunch	12:00 (+ 1st dismissal)	12:00	11:30	12:00
Curriculum	13:00 - 14:20	13:00 - 14:20	12:20	12:40
Snack			13:50 - 14:10	14:00 - 14:10
Enrichment Clubs			14:10 - 15:00 Tuesday and Thursday	14:10 - 15:10 Monday, Wednesday, Friday
Dismissal	12:00 OR 14:20 (parent pick-up only)	14:20 (parent pick-up) OR 15:15 (Bus)	15:15 (Parent pick-up or bus option)	15:15 (Parent pick-up or bus option)
Teams / Torpedoes (parent pick-up only - no bus service)				15:15



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