QUALITY EARLY LEARNING.
Growing healthy mind & bodies
LEARN.
LAUGH.
SHARE.
GROW.
DEVELOP.
EARLY YEARS | Focus
nurturing global minds...

The children of APIS Preschool Early Years Foundation Stage explore, investigate and play through freely-chosen activities by the child and also adult-initiated activities. The classroom environment is set up so that students can move freely around clearly defined areas. This includes both in and out of doors for reading, writing, art, construction, imaginative play, science and mathematics. There is a balance between activities that the teacher chooses for the student and opportunities for student-initiated learning in a structured environment.

Play underpins all development and learning for young children. Most children play spontaneously, although some may need adult support. It is through play that they develop intellectually, creatively, physically, socially and emotionally.

The Early Years programme is split into two levels; Level 1: 4 year olds and Level 2: 5-6 year olds. Each level shares the basic Early Years curriculum and there is more structure to Level 2 allowing Bahasa, Agama, Maths, Science and Personal Social Health Education (PSHE) to be introduced at a basic entry level.

Addressing the needs of individual students
These are:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;

2. Children learn to be strong and independent through positive relationships;

3. Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;

4. Children develop and learn in different ways and at different rates.

The framework covers the education and care of all children in Early Years provision, in Level 1 and Level 2 of the Early Years Programme.
Help your child GROW.
There are seven areas of learning and development that shape the educational programmes in Early Years settings. All areas of learning and development are important and interconnected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The prime areas are:
- Communication and Language; and
- Physical Development;

In addition, the specific areas for development are:
- Literacy;
- Mathematics;
- Understanding the World; and
- Expressive Arts and Design.
Educational programmes must involve activities and experiences for children, as follows:

**Communication and Language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

**Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

**Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

**Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

**Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

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**EARLY YEAR’S TIMINGS**
- Monday to Thursday
  - Level 1: 8:00am to 12:30pm  |  Level 2: 8:00am to 3:30pm
- Friday
  - All Levels: 8:00am to 12:30pm

*Level 1 students (4 years old) can opt for additional half day (12:30pm to 3:30pm)*

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**CURRICULUM**
- Level 1 (4 year olds)
  - Generic
- Level 2 (5-6 year olds)
  - Additional subjects - Bahasa, Agama, Maths, Science and Personal Social Health Education (PSHE)
a place to GO,
a chance to GROW.
Listening and Attention:
Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding:
Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

Speaking:
Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical Development:
Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and Self-care:
Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the restroom independently.

Personal, Social and Emotional Development:
Self-confidence and self-awareness: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don’t need help.

Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

Making relationships: Children play cooperatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings and form positive relationships with adults and other children.
Learning comes through involvement.
Learning comes through involvement.

**Literacy**

**Reading:**
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Writing:**
Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

**Mathematics**

**Numbers:**
Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**Shape, Space and Measures:**
Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

**Understanding the World**

**People and Communities:**
Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions.

**The World:**
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.

**Technology:**
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

**Expressive Arts and Design**

**Exploring and Using Media and Materials:**
Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
An integral development within the APIIT Education Group, Asia Pacific Schools offers both National and International Curriculum, through the Asia Pacific Smart School (APSS) and Asia Pacific International School (APIS), respectively. APSS was established in 2006, while APIS was launched on 10th September 2012.

Asia Pacific Schools are also well-positioned to tap into the expertise and support by the APIIT Education Group, which consist of the Asia Pacific University of Technology & Innovation (APU), Asia Pacific Institute of Information Technology (APIIT) and Asia Pacific Language Centre (APLC).

For the holistic development of our students, Asia Pacific Schools augments the respective curriculum with:

- A broad range of co-curricular activities; and
- Various extra-curricular activities.

The above is to ensure that our students not only develop academically but also develop as well-rounded students fully prepared to deal with the challenges of further study.
Asia Pacific Smart School (APSS)
Here at APSS, our students are taught based on the National curriculum. Focusing on their academic excellence, we carefully nurture and prepare students to sit for their public examinations, to ensure they get the best possible results. Our curriculum also goes beyond academic excellence, exposing our students to a wide range of non-examination subject areas, to holistically enhance their skills and learning.

Asia Pacific International School (APIS)
Here at APIS, our students are taught based on the International curriculum developed by the University of Cambridge International Examinations, which is used in both Primary (Cambridge International Primary Programme) and Secondary (Cambridge International General Certificate of Secondary Education, IGCSE) schools around the world. Focusing on their academic excellence, we nurture and prepare students for the respective Checkpoint assessments and major international examinations.
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