Our Goal…
*Nurturing Positive and Excellent
*Personality Development
*Cognitive Development
*Physical Development
*Social / Emotional Development

Our Motto…
“It is a Holy Task to Cultivate Correctitude in Early Childhood”

Our Vision…
*Loving others
*Overcoming challenges
*Vision-minded
*Enjoy learning

Our Philosophy…
*Leadership Skills and Values Education
*Confucius Eight Virtues and Principles

Our Culture…
*Universal and Professionalism
Practical Life Exercises in Montessori are designed to be purposeful work that lead the child to an understanding of his environment.

The Practical Life Area of the classroom encompasses: Care of Self, Care of Environment, Grace and Courtesy and Control of Movement.

Through these tasks, children develop muscular coordination, enabling movement and the exploration of their surroundings.

They learn to work at a task from beginning to end, and develop their powers of control and concentration.

Sensorial Education enables the child to classify, order and describe sensory impressions in relation to sizes, length, width, texture, temperature, mass, colour, smell and sound through his senses.

Through his senses, the child studies his environment.

Developing the senses improves energy, focus and the ability to self-regulate behaviour. Sensory activities facilitate whole brain learning and children will be more successful academically and practically.
Language in a Montessori Language Area consists of Spoken Language, Enrichment of Vocabulary, Written Language, Area of Reading, Function of Words and Language Extension provides the child with many forms of language to help satisfy his desire to clearly communicate and more fully adapt to his culture.

Basic skills in reading and writing are developed through the use of Sandpaper Letters, Large Movable Alphabets and specially designed materials in Montessori allowing the child to associate sounds and letters effortlessly and to express his thoughts through speaking, reading and writing.

Learning Mathematical concepts in a Montessori environment begins concretely and progresses towards the abstract. They are developed from simple to complex.

The unique beauty of Math materials enable the child to internalize concepts of number, symbol, sequence, operations, and memorization of basic facts.

This work gives the child a solid understanding of basic mathematical principles, prepares him for later abstract reasoning, and helps to develop problem-solving capabilities.

Cultural Studies introduces children to the physical world that surrounds them, providing them the opportunity to explore real things, and learn the scientific names for plants and animals.

Areas studied include Geography, Zoology, Botany, Physics, Earth Science and Social Studies.

Children will experience and learn about the world around them including the people, customs, food and music. It is through these studies that the children will develop an understanding and appreciation of and a respect for the diversity of the world and their place in it.
Benefits of the Montessori Methodology

Each child is valued as a unique individual. Montessori education recognizes that children learn in different ways, and accommodate all learning styles. Students are also free to learn at their own pace, each advancing through the curriculum as he is ready, guided by the teacher and an individualized learning plan.

Beginning at an early age, Montessori students develop order, coordination, concentration, and independence. Classroom design, materials, and daily routines support the individual’s emerging “self-regulation” (ability to educate one’s self and to think about what one is learning), toddlers through adolescents.

Students are part of a close, caring community. The multi-age classroom—typically spanning 3 years—re-creates a family structure. Older students enjoy stature as mentors and role models; younger children feel supported and gain confidence about the challenges ahead. Teachers model respect, loving kindness, and a belief in peaceful conflict resolution.

Montessori students enjoy freedom within limits. Working within parameters set by their teachers, students are active participants in deciding what their focus of learning will be. Montessorians understand that internal satisfaction drives the child’s curiosity and interest and results in joyous learning that is sustainable over a lifetime.

Students are supported in becoming active seekers of knowledge.

Teachers provide environments where students have the freedom and the tools to pursue answers to their own questions.

Self-correction and self-assessment are an integral part of the Montessori classroom approach. As they mature, students learn to look critically at their work, and become adept at recognizing, correcting, and learning from their errors.
Our Mission Statement

8 Virtues Principles

Filial Piety

Brotherhood

Etiquette

Trust

Loyalty

Righteousness

Integrity

Humility

Quality Programs & Uniqueness

√ Hybrid Montessori with Creative Integrated and Enrichment Programs
√ Small group learning
(1:5) with one class teacher and assistant teacher for Playgroup and Pre Nursery.
(1:10) with one class teacher and assistant teachers for Nursery and Pre Junior
√ Inquiry based learning, Self-directed Independent learning, Project-based learning,
Creative play and Fun learning
√ Qualified, dedicated, and passionate educators.
√ Balanced goals and objective of Nurturing Positive Personality Development and Leadership Skills
√ Striving to achieve and maintain the highest academic standards in line with Ministry of Education Requirements.
√ Balanced Curriculum
√ Optional language classes offered: Mandarin and Bahasa Malaysia
√ Free 2 days trial and remedial classes.
√ Partnership with parents
√ Teacher Training programs in collaboration with local and overseas universities as well as Montessori Certified Certificates.
OUR PROGRAMS

- Hybrid Montessori with Creative Integrated Thematic
  • Half Day, Full Day and Extended
- Monthly Transit
- Day Care
- Enrichment Classes
  • Mandarin
  • Speech & Drama (Leadership Skills)
  • Islamic Enrichment Quranic
    Coming Soon: Family Music

Like Us on Facebook
Follow us on Instagram
Follow us on Kiddy123.com

Arrange an appointment to Visit and Tour our Preschool to Entitle the

✓ Mystery Welcome Gifts
✓ School Tour
✓ FREE 2 Days TRIAL
✓ FREE Preschool Newsletter
✓ FREE Information Kits

EIGHT VIRTUES MONTESSORI PRESCHOOL
TADKA SRI GENIUS SDN. BHD. (722408-H)
(Formerly known as IGS Capital Sdn Bhd)
F21, 1st Floor, The Heritage Village, Jalan SB Dagang,
43300 Seri Kembangan, Selangor Darul Ehsan,
Malaysia.
T: +603-8941 3311 HP: +6019-366 0043
Website: http://www.eightvirtues.edu.my
E: 8virtuesmontessori@gmail.com
aleza59shafiee@gmail.com
Eight Virtues Montessori Preschool Curriculum

The Eight Virtues Preschool curriculum is based on the Montessori classroom for ages 1.5 through 6.5 years old and is a "living room" for children. Children choose their work from among the self-correcting materials displayed on open shelves, and they work in specific work areas. Over a period of time, the children develop into a "normalized community," working with high concentration and few interruptions. Normalization is the process whereby a child moves from being undisciplined to self-disciplined, from disordered to ordered, from distracted to focused, through work in the environment. The process occurs though repeated work with materials that captivate the child's attention. For some children this inner change may take place quite suddenly, leading to deep concentration.

In the Montessori preschool, academic competency is a means to an end, and the manipulative are viewed as "materials for development."

Five distinct areas constitute the "prepared environment" in a Montessori preschool classroom:

- **Practical Life** enhances the development of task organization and cognitive order through care of self, care of the environment, exercises of grace and courtesy, and coordination of physical movement. Children learn how to tie their shoes and put on their coats, prepare their own snacks and drinks, go to the bathroom without help, and clean up after themselves if they spill something.

  Practical Life exercises instill care for self, for others, and for the environment. Activities include many of the tasks children see as part of the daily routine in their home, such as preparing food and washing dishes, along with exercises of grace and courtesy. Through these tasks, children develop muscular coordination, enabling movement and the exploration of their surroundings. They learn to work at a task from beginning to end, and develop their powers of control and concentration.

  Practical Life develops these skills by using some of the following methods:
  - Pouring water, beans or rice from left to right, training the eyes for reading skills
  - Tweezing materials from one bowl to another, building finger muscles for writing
  - Care of the environment
  - Buttoning, zipping, lacing, tying boards
  - Grace and Courtesy

- The **Sensorial** area enables the child to order, classify, and describe sensory impressions in relation to length, width, temperature, mass, color, pitch, etc. Exercises make sure children use all five senses to learn. For example, a child studying about fall gathers leaves and feels how brittle they are.

  Sensorial materials serve as tools for development. Children build cognitive skills, and learn to order and classify impressions by touching, seeing, smelling, tasting, listening, and exploring the physical properties of their environment.

  Some of the materials children work with in Sensorial area are:
  - Red Rods - teaching size and length discrimination
  - Rough and smooth boards to illustrate texture
  - Color boxes to learn basic colors and color gradation
  - Knobbed and knobless cylinders - teaching discrimination of sizes
• Geometric solids – teaching names of several shapes

❖ Mathematics makes use of manipulative materials to enable the child to internalize concepts of number, symbol, sequence, operations, and memorization of basic facts. Children learn about numbers through hands-on techniques using concrete materials, such as “The Golden Beads” that represent the hierarchy of the decimal system.

Mathematics activities help children learn and understand the concepts of math by manipulating concrete materials. This work gives children a solid understanding of basic mathematical principles, prepares them for later abstract reasoning, and helps to develop problem-solving capabilities.

Math develops concepts, quantity and number recognition by using some of the following material:

- Number rods
- Sandpaper numbers & objects for simple counting
- Birds eye view – how the decimal system works
- Addition & multiplication boards

❖ Language Arts includes oral language development, written expression, reading, the study of grammar, creative dramatics, and children's literature. Basic skills in writing and reading are developed through the use of sandpaper letters, alphabet cut-outs, and various presentations allowing children to link sounds and letter symbols effortlessly and to express their thoughts through writing. Children are encouraged to express themselves verbally and are taught to trace and recognize letters as a precursor to learning reading, spelling, grammar, and handwriting skills.

The Montessori environment is rich in oral language opportunities, allowing the child to experience conversations, stories and poetry. The sandpaper letters help children link sound and symbol effortlessly, encouraging the development of written expression and reading skills. To further reading development, children are exposed to the study of grammar.

Language includes exploration of verbal and written language, learning the phonics and left to right progression by using some of the following materials:

- Sandpaper letters
- Movable alphabet – spelling words or short stories
- Name tracing
- Sound boxes - isolation of individual sounds with objects
- Reading – phonetic, sight words

❖ Cultural Activities expose the child to basics in geography, history, and life sciences. Music, art, and movement education are part of the integrated cultural curriculum. Children learn about other countries (geography), animals (zoology), time, history, music, movement, science, and art. Biology, Botany, and Zoology are presented as extensions of the sensorial and language activities.

Students are exposed to various aspects of science, earth, nature and learning specific themes, such as:

- Botany
- Study of Animals
- The Solar System and Galaxies
- Earth Science
- Physical Science
Children learn about people and cultures in other countries with an attitude of respect and admiration. Through familiarity, children come to feel connected to the global human family. Lessons and experiences with nature inspire a reverence for all life.

Children learn about our world by using some of the following materials:

- Water and sand globes
- Parts of the world globes
- Maps
- Land and water forms
- Studying cultures
- Technology and inventions

The comprehensive art and music programs give children every opportunity to enjoy a variety of creative activities, as well as gain knowledge of the great masters.

Art:
- Creative exploration
- Open ended art
- Structured crafts

Music:
- Finger plays
- Movement and music theory

Foreign Language:
- Bahasa Malaysia and Mandarin are also introduced to the children in a fun learning manner.

The school environment unifies the psychosocial, physical, and academic functioning of the child. Its important task is to provide students with an early and general foundation that includes a positive attitude toward school, inner security and a sense of order, pride in the physical environment, abiding curiosity, a habit of concentration, habits of initiative and persistence, the ability to make decisions, self-discipline, and a sense of responsibility to other members of the class, school, and community. This foundation will enable them to acquire more specialized knowledge and skills throughout their school career.

Benefits of the Montessori Methodology

Montessori education offers our children opportunities to develop their potential as they step out into the world as engaged, competent, responsible, and respectful citizens with an understanding and appreciation that learning is for life.

- Each child is valued as a unique individual. Montessori education recognizes that children learn in different ways, and accommodates all learning styles. Students are also free to learn at their own pace, each advancing through the curriculum as he is ready, guided by the teacher and an individualized learning plan.
- Beginning at an early age, Montessori students develop order, coordination, concentration, and independence. Classroom design, materials, and daily routines support the individual’s emerging “self-regulation” (ability to educate one’s self and to think about what one is learning), toddlers through adolescents.
- **Students are part of a close, caring community.** The multi-age classroom—typically spanning 3 years - re-creates a family structure. Older students enjoy stature as mentors and role models; younger children feel supported and gain confidence about the challenges ahead. Teachers model respect, loving kindness, and a belief in peaceful conflict resolution.

- **Montessori students enjoy freedom within limits.** Working within parameters set by their teachers, students are active participants in deciding what their focus of learning will be. Montessorians understand that internal satisfaction drives the child’s curiosity and interest and results in joyous learning that is sustainable over a lifetime.

- **Students are supported in becoming active seekers of knowledge.** Teachers provide environments where students have the freedom and the tools to pursue answers to their own questions.

- **Self-correction and self-assessment are an integral part of the Montessori classroom approach.** As they mature, students learn to look critically at their work, and become adept at recognizing, correcting, and learning from their errors.

Given the freedom and support to question, to probe deeply, and to make connections, Montessori students become confident, enthusiastic, self-directed learners. They are able to think critically, work collaboratively, and act boldly—a skill set for the 21st century.

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**Eight Virtues Values**

At Eight Virtues Preschool, we not only focus on the **Montessori Curriculum**. We will also be introducing **Eight Virtues Values**. The Eight Virtues are the criteria that important for people to follow. These Eight Virtues would be a guide for the children to grow into better human beings and adults. Children will be exposed to these virtues in their day-to-day activities and also through a series of creative and exciting lessons. The eight virtues are **filial piety, brotherhood, loyalty, trust, etiquette, righteousness, integrity, and humility**.

1] **Filial Piety** - Filial piety is the most important virtue among the eight virtues and it is the origin of all good deeds. Without filial piety, it is like a tree without its root, or the water without an origin. Charity begins at home and this is true. If a person cannot be good to his parents, then most likely all other good things done by him are not real or have ulterior motives. Devotees of Tao are always asked whether they have the filial heart of "Zeng-Zi" (Confucius's disciple, renowned for his filial piety. Zeng-Zi is one of the four Confucian Saints and the author of the Confucian classic Da-Xue 'The Great Learning' around 500 BC).

2] **Brotherhood** - It is the kind of care and concern found among siblings. They are brought up under the same roof and have gone through many experiences together, be it hardship or happiness. Hence, siblings are closely related just like our hands and legs. The elder being generous and lenient, the younger being enduring, then there will be brotherly love and the family will then be harmonious and prosperous.

3] **Loyalty** - When we perform any task, we must be truthful and sincere. The task must be rational and legal. We must give our best to complete the task and be impartial. There should be no false declaration when we are reporting or speaking. By being righteous, we are not afraid to let people see what we are doing. We do not do anything discreditable so as to be upright and honorable. We are said to be loyal when we are able to face God or Deities, country and society, parents and spouse with a guiltless conscience.

4] **Trust** - The word "trust" means having faith in another person's words or character. The success or failure of a business or career is also based on trust. There is a saying, "A word once spoken cannot be taken back." This means that what is said cannot be unsaid. If we want to gain trust and respect, then we must keep our promise to others and be earnest in our performance of duties. There must also be unity between word and action. With these, trust will then prevail.
5] **Etiquette** - It is the display of refined and courteous mannerism. If we are impolite, we are degrading ourselves and also lose the respect from others. Our status and personality can be expressed through politeness. He who is polite will more likely be modest and upright, being courteous to the elders and benevolent to the younger. If we treat others politely, others will treat us likewise. We shall not do anything that will offend public decency. Confucius said, "See no evil, hear no evil, say no evil and do no evil." By observing these Four Don'ts, etiquette will prevail. Without it, this world will be in total disorder. Therefore, we must be mindful in our conduct and at the same time, show respect and love for others. In this way we will have a sound and healthy character.

6] **Righteousness** - It is the act of being just and upright. In anything we do, our actions must always be in accordance with our conscience. Although there are temptations around us, we must stand firm by our principles. Anything desired must be obtained through the right course. If we obtain wealth unscrupulously by harming others to benefit ourselves, then retribution will come to us sooner or later. Thus a superior man does not crave for ill-gotten wealth, but instead he is generous in helping needy people and relieving distressed. He will not only be respected by the people, but also bring honor to his ancestors and set good example for his descendants.

7] **Integrity** - It means to be pure and upright in our actions. A person with integrity does not have selfish desires and evil thoughts. He does not do things that are against his conscience. He is honest with friends and is a responsible person. When dealing with money, he is conscientious and meticulous. He does not indulge in sensual pleasures and is an upright gentleman. Thus, to uphold integrity, we need to exercise greater self discipline.

8] **Humility** - Everybody has a sense of humility. A person who understands humility will be honest and just in his undertakings. If a person does not know about humility, most likely he may not have an upright mind and actions. We have to be mindful in our speech, action and thoughts so as to refrain ourselves from depravity. We should avoid doing things that may arouse suspicion, thus creating disgrace and embarrassment and ultimately ruin the reputation of the family.
Eight Virtues Montessori Preschool
School Calendar Year 2018

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<td>31 Jan - New Year</td>
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<td>2 Jun - Nuzul Al-Quran</td>
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<td>6 Nov - Deepavali</td>
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<td>20 Nov - Prophet Muhammad’s B'day</td>
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**Public Holidays**
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- 16 Sept - Malaysia Day
- 6 Nov - Deepavali
- 20 Nov - Prophet Muhammad’s B’day
- 11 Dec - Sultan of S’gor's B'day
- Dec 25 - Christmas Day

**School Holidays**
- Orientation Week
- School Term 1
  - 2 Jan - 31 Mar
- School Term 2
  - 1 Apr - 30 Jun
- School Term 3
  - 1 July - 30 Sept
- School Term 4
  - 1 Oct - 31 Dec

*Subject to change*
# EIGHT VIRTUES MONTESSORI PRESCHOOL

## MEAL MENU

(2 WEEKS ROTATIONAL)

<table>
<thead>
<tr>
<th>Week Day</th>
<th>Week 1&amp;3</th>
<th>Week 2&amp;4</th>
<th>Snacks</th>
<th>Hi-Tea</th>
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<tbody>
<tr>
<td>Monday</td>
<td>Steam Chicken Rice with Soup Lettuce and Cucumber</td>
<td>Tomato Rice with Chicken Cucumber and Carrot Pickles</td>
<td>Orange / Marble Cake</td>
<td>Chicken Roll &amp; Fruits</td>
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<tr>
<td>Tuesday</td>
<td>Spiral Pasta Soup with Homemade Fish Ball and Veggie</td>
<td>Vegetarian Stir Fry Noodle with Soy Sauce</td>
<td>Steamed Bread with Kaya + Strawberry Jam &amp; Fruits</td>
<td>Butter/Pandan Cake</td>
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<td>Wednesday</td>
<td>Hearty Porridge with Fish Cuttlet</td>
<td>Creamy Macaroni Pasta with Carbonara Sauce</td>
<td>Corn Cookies &amp; Fruits</td>
<td>Potato Wedges</td>
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<td>Thursday</td>
<td>White Rice with Chicken Popcorn and Veggie Soup</td>
<td>White Rice with Fillet Fish Lemon Butter and Plain Soup</td>
<td>Chicken Egg Toast with Shredded Cheese</td>
<td>Healthy Crackers</td>
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<tr>
<td>Friday</td>
<td>Singapore Fried Bee Hoon with Mix Veggies</td>
<td>Stir Fried Fettucini with Chicken Popcorn</td>
<td>Cornflakes / Honeystar &amp; Fruits</td>
<td>Banana Fritters</td>
</tr>
</tbody>
</table>

* Seasonal Fruits are served with every snacks

( April -2018)
**Frequently Asked Questions (FAQs) by Parents**

**Why Do Montessori Classes Group Different Age Levels Together?**

Sometimes parents worry that by having younger children in the same class as older ones, one group or the other will be shortchanged. They fear that the younger children will absorb the teachers' time and attention, or that the importance of covering the kindergarten curriculum for the five-year-olds will prevent them from giving the three- and four-year-olds the emotional support and stimulation that they need. Both concerns are misguided.

At each level, Montessori programs are designed to address the developmental characteristics normal to children in that stage.

- Montessori classes are organized to encompass a two- or three-year age span, which allows younger students the stimulation of older children, who in turn benefit from serving as role models. Each child learns at her own pace and will be ready for any given lesson in her own time, not on the teacher’s schedule of lessons. In a mixed-age class, children can always find peers who are working at their current level.
- Children normally stay in the same class for three years. With two-thirds of the class normally returning each year, the classroom culture tends to remain quite stable.
- Working in one class for two or three years allows students to develop a strong sense of community with their classmates and teachers. The age range also allows especially gifted children the stimulation of intellectual peers, without requiring that they skip a grade or feel emotionally out of place.

**Why Do Montessori Classes Tend To Be Larger than Those Found in Many Other Schools?**

Many schools take pride in having very small classes, and parents often wonder why Montessori classes are so much larger. Montessori classes commonly group together twenty-five to thirty children covering a three-year age span.

Schools that place children together into small groups assume that the teacher is the source of instruction, a very limited resource. They reason that as the number of children decreases, the time that teachers have to spend with each child increases. Ideally, we would have a one-on-one tutorial situation.

But the best teacher of a three-year-old is often another somewhat older child. This process is good for both the tutor and the younger child. In this situation, the teacher is not the primary focus. The larger group size puts the focus less on the adult and encourages children to learn from each other.

By consciously bringing children together in larger multi-age class groups, in which two-thirds of the children normally return each year, the school environment promotes continuity and the development of a fairly stable community.

**Why Do Most Montessori Schools Ask Young Children to Attend Five Days a Week?**

Two- and three-day programs are often attractive to parents who do not need full-time care; however, five-day programs create the consistency that is so important to young children and which is essential in developing strong Montessori programs. Since the primary goal of Montessori involves creating a culture of consistency, order, and empowerment, most Montessori schools will expect children to attend five days a week.

**How Can Montessori Teachers Meet the Needs of So Many Different Children?**

Great teachers help learners get to the point where their minds and hearts are open, leaving them ready to learn. In effective schools, students are not so much motivated by getting good grades as they are by a basic love of learning.
As parents know their own children’s learning styles and temperaments, teachers, too, develop this sense of each child’s uniqueness by spending a number of years with the students and their parents.

Dr. Montessori believed that teachers should focus on the child as a person, not on the daily lesson plan. Montessori teachers lead children to ask questions, think for themselves, explore, investigate, and discover. Their ultimate objective is to help their students to learn independently and retain the curiosity, creativity, and intelligence with which they were born. As we said in an earlier chapter, Montessori teachers don’t simply present lessons; they are facilitators, mentors, coaches, and guides. Traditionally, teachers have told us that they “teach students the basic facts and skills that they will need to succeed in the world.” Studies show that in many classrooms, a substantial portion of the day is spent on discipline and classroom management.

Normally, Montessori teachers will not spend much time teaching lessons to the whole class. Their primary role is to prepare and maintain the physical, intellectual, and social/emotional environment within which the children will work. A key aspect of this is the selection of intriguing and developmentally appropriate learning activities to meet the needs and interests of each child in the class. Montessori teachers usually present lessons to small groups of children at one time and limit lessons to brief and very clear presentations. The goal is to give the children just enough to capture their attention and spark their interest, intriguing them enough that they will come back on their own to work with the learning materials.

Montessori teachers closely monitor their students’ progress. Because they normally work with each child for two or three years, they get to know their students’ strengths and weaknesses, interests, and personalities extremely well. Montessori teachers often use the children’s interests to enrich the curriculum and provide alternate avenues for accomplishment and success.

Is Montessori Opposed to Homework?

Most Montessori schools do not assign homework to children below the elementary level. When it is assigned to older children, it rarely involves page after page of “busy” work; instead, the children are given meaningful, interesting assignments that expand on the topics that they are pursuing in class. Many assignments invite parents and children to work together. When possible, teachers will normally build in opportunities for children to choose among several alternative assignments. Some-times, teachers will prepare individually negotiated weekly assignments with each student.

What if a Child Doesn’t Feel Like Working?

While Montessori students are al-low ed considerable latitude to pursue topics that interest them, this freedom is not absolute. Within every society there are cultural norms; expectations for what a student should know and be able to do by a certain age.

Experienced Montessori teachers are conscious of these standards and provide as much structure and support as is necessary to ensure that students live up to them. If for some reason it appears that a child needs time and support until he or she is developmentally ready, Montessori teachers provide it non-judgmentally.

Montessori Unstructured?

At first, Montessori may look un-structured to some people, but it is actually quite structured at every level. Just because the Montessori program is highly individualized does not mean that students can do whatever they want. Like all children, Montessori students live within a cultural context that involves the mastery of skills and knowledge that are considered essential.

Montessori teaches all of the “basics,” along with giving students the opportunity to investigate and learn subjects that are of particular interest. It also allows them the ability to set their own schedule to a large degree during class time. At the early childhood level, external structure is limited to clear-cut ground rules and correct procedures that
provide guidelines and structure for three- and four-year-olds. By age five, most schools introduce some sort of formal system to help students keep track of what they have accomplished and what they still need to complete.

Will My Child Be Able to Adjust to Traditional Public or Private Schools After Montessori?

By the end of age five, Montessori children are normally curious, self-confident learners who look forward to going to school. They are normally engaged, enthusiastic learners who honestly want to learn and who ask excellent questions.

Montessori children by age six have spent three or four years in a school where they were treated with honesty and respect. While there were clear expectations and ground rules, within that framework, their opinions and questions were taken quite seriously. Unfortunately, there are still some teachers and schools where children who ask questions are seen as challenging authority.

It is not hard to imagine an independent Montessori child asking his new teacher, “But why do I have to ask each time I need to use the bathroom?” or, “Why do I have to stop my work right now?” We also have to remember that children are different. One child may be very sensitive or have special needs that might not be met well in a teacher-centered traditional classroom. Other children can succeed in any type of school.

There is nothing inherent in Montessori that causes children to have a hard time if they are transferred to traditional schools. Some will be bored. Others may not understand why everyone in the class has to do the same thing at the same time. But most adapt to their new setting fairly quickly, making new friends, and succeeding within the definition of success understood in their new school. There will naturally be trade-offs if a Montessori child transfers to a traditional school. The curriculum in Montessori schools is often more enriched than that taught in other schools in the United States. The values and attitudes of the children and teachers may also be quite different. Learning will often be focused more on adult-assigned tasks done more by rote than with enthusiasm and understanding.

There is an old saying that if something is working, don’t fix it. This leads many families to continue their children in Montessori at least through the sixth grade. As more Montessori High Schools are opened in the United States and abroad, it is likely that this trend will continue.

Why Does Montessori Put So Much Stress On Freedom And Independence?

Children touch and manipulate everything in their environment. In a sense, the human mind is handmade, because through movement and touch, the child explores, manipulates, and builds a storehouse of impressions about the physical world around her. Children learn best by doing, and this requires movement and spontaneous investigation.

Montessori children are free to move about, working alone or with others at will. They may select any activity and work with it as long as they wish, so long as they do not disturb anyone or damage anything, and as long as they put it back where it belongs when they are finished.

Many exercises, especially at the early childhood level, are designed to draw children’s attention to the sensory properties of objects within their environment: size, shape, color, texture, weight, smell, sound, etc. Gradually, they learn to pay attention, seeing more clearly small details in the things around them. They have begun to observe and appreciate their environment. This is a key in helping children discover how to learn.

Freedom is a second critical issue as children begin to explore. Our goal is less to teach them facts and concepts, but rather to help them to fall in love with the process of focusing their complete attention on something and mastering its challenge with enthusiasm. Work assigned by adults rarely results in such enthusiasm and interest as does work that children freely choose for themselves. The prepared environment of the Montessori class is a learning laboratory in which children are allowed to explore, discover, and select their own work. The independence that the children gain is not only empowering on a social and emotional basis, but it is also intrinsically involved with helping them become comfortable and confident in their ability to master the environment, ask questions, puzzle out the answer, and learn without needing to be "spoon-fed" by an adult.
A brief introduction and viewing on our school environment and facilities...

We are at Level 1,
The Heritage Commercial Building

Waiting Zone for Parent

Reading Corner and Interactive Zone

Pre Junior Open Concept Classroom

Nursery Open Concept Classroom

Overall Classroom Concepts

Montessori Apparatus

Assembly Hall and Events Hall
Ball pool Corner

Physical Education Zone

Playzone

Flying Folks and Flying Rope Zone

Gigantic Slide with ball pool

Mini Slide with ball pool

Artificial Garden

Gigantic Trampoline
A. STUDENT’S DATA

Child’s Family Name: ________________________________
First Name: ______________________________________
Date of Birth: ___________________ (dd) (mm) (yr) Age: _____ yrs _____ mths
Gender: [ ] Male [ ] Female
Nationality: ______________________________________
Race: ____________________________________________ Religion: ___________________
Home Address: ____________________________________
Telephone no (Home): ______________________________

B. PROGRAM OPTIONS

Program | Time | Age
--- | --- | ---
Half Day Program | 8.30 am – 12.00 pm | 1 ½ – 2 ½ years
| 8.30 am – 12.30 pm | 2 ½ – 3 ½ years
| 8.30 am – 1.00 pm | 3 ½ – 6 ½ years
Full Day Program | 8.30 am – 3.30 pm | 1 ½ – 6 ½ years
Extended Program | 8.30 am – 5.30 pm | 1 ½ – 6 ½ years

For office use only

Date of enrollment: ____________________________ Program Offered: ____________________________
Remarks: ______________________________________
Completed by: ____________________________ Registration approved by: ____________________________
Administrator: ____________________________ Principal: ____________________________

For office use only

O Completed registration form
O Photocopy of birth certificate
O Photocopy of child’s immunisation report
O Car Park Pass issued
O Emergency Card updated
O Photos (2 sets)
  - Child
  - Parents
  - Authorised person
C. FAMILY DATA

1. FATHER’S DETAILS

| Family name | : | Family name | :
|-------------|---|-------------|---|
| First name  | : | First name  | :
| Nationality | : | Nationality | :
| Occupation  | : | Occupation  | :
| Name of employer (company’s name) | : | Name of employer (company’s name) | :
| Company’ address | : | Company’ address | :
| Contact number | : | Contact number | :
| Mobile no | : | Mobile no | :
| Company telephone no | : | Company telephone no | :
| E-mail address | : | E-mail address | :

2. MOTHER’S DETAILS

| Family name | : | Family name | :
|-------------|---|-------------|---|
| First name  | : | First name  | :
| Nationality | : | Nationality | :
| Occupation  | : | Occupation  | :
| Name of employer (company’s name) | : | Name of employer (company’s name) | :
| Company’ address | : | Company’ address | :
| Contact number | : | Contact number | :
| Mobile no | : | Mobile no | :
| Company telephone no | : | Company telephone no | :
| E-mail address | : | E-mail address | :

D. SIBLINGS

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<th>Name</th>
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E. EMERGENCY CONTACT

<table>
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<tr>
<th>Name</th>
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F. GETTING TO KNOW YOUR CHILD

1. Special interests / likes / dislikes

2. Language(s) spoken regularly

3. Feeding by himself / herself? □ Yes □ No

4. Allergic to any food? □ Yes - Type of food: ___________________________ □ No

5. Toilet trained? □ Yes □ No

6. "Word" to refer to urination

7. "Word" to refer to defecation

8. Are you aware of any special needs your child may have? □ Yes Please specify: ___________________________ □ No

G. AUTHOURISED VEHICLE TO PICK-UP CHILD.

<table>
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<th>Vehicle Type &amp; Model</th>
<th>Vehicle Colour</th>
<th>Vehicle Reg. No.</th>
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H. OTHER INFORMATION

1. Previous pre-school or program

2. Why have you selected a Montessori school?

3. How did you come to know about Eight Virtues Preschool? □ Through friends / family □ Brochures / magazines □ Recommendation / referral by other schools

A copy of the following documents are to be submitted with the completed registration form:

1. BIRTH CERTIFICATE/ PASSPORT
2. CHILD IMMUNISATION REPORT
3. 3cm X 4cm PHOTO – CHILD (2 sets each) – PARENTS – AUTHORISED PERSON
4. PAYMENT OF SCHOOL FEES & DEPOSIT