



Welcome to everyone, whether you are a BISA K Pre-School parent or will be new to the school in Reception. The aim of this meeting is to tell you about how we prepare our current children for Reception, what to expect in Reception and how you can help to prepare your child ready to start Reception in September. All the information today will be on the BISA K website tomorrow.

We have 2 classes in Pre-School and 3 classes in Reception, therefore we need to split the 2 classes into 3.

Classes

- ▶ 3 classes
- ▶ 22 / 23 in each class
- ▶ The classes have been organised by staff who considered a range of factors.
 - individual needs – ability / behaviour,
 - effective friendship groups
 - balance of boys and girls
 - age

Reception

Term begins Monday 10th September

7.00 – 7.20am You may wait with your child in the playground. If you are not there, there are staff on duty to supervise.

7.20am Children line up in their classes under the canopy and are then taken into class.

7.25am Registration and morning activity. If your child is late, they will miss out on important morning routines and work.

If your child is late, please sign in at the School Office.

What happens if my child is late for school?

It is important that your child is in school by 7.20am at the latest as if they are late they will miss out on important classroom routines. Children have work to do first thing in the morning and reading, or extra support is given at this time. Children who are late miss out on this and often it takes them longer to settle in.

If you arrive after the start of the school day, you should take your child to the school office so they can be marked present in the register.

Always let us know if your child is unwell and absent from school.

What do I do when it is not the usual person collecting my child?

If anyone other than the usual adult is going to collect your child; please notify your child's teacher verbally, in writing or in the case of emergencies, through the school office

Collection at the end of the day

Collect from your child's classroom, outside door.

If a different person is to collect your child at the end of the school day please write a note in the Communication Book. It is best to introduce the new person to your child's class teacher, or at the very least, send a copy of their Iqama.

What should your child bring to school?

- ❖ Transparent water bottle (filled with fresh water every day)
- ❖ **Back pack (no wheels)**
- ❖ **Spare clothes (for accidents)**



What should your child wear?

- ❖ School uniform
- ❖ PE kit on PE days

Snacks

- ▶ We have 2 snack times each day
- ▶ Fresh, healthy food and drink
- ▶ Easy to eat



Snack times – approximately 9.00am and 11.30am. Please ensure your child has sufficient food for both snack times.

Early Years Foundation Stage

Development and education
of children from **aged three** to
the **end of the Reception year.**

**Statutory Framework for the
Early Years Foundation Stage**
with the necessary adjustments within our international context.

The curriculum follows the UK Development Matters document which sets out the learning milestones / objectives.

Pre-School to Reception

Similarities

Curriculum overview provided half termly on the website.

Open door policy still exists, however class starts promptly at 7.20am so any issues or questions requiring discussion are best arranged for the end of the day.

Differences

School uniform needs to be worn.

More formal education.

2 music lessons, 2 PE lessons and 1 Arabic lesson per week.

Homework.

Reception is similar to Pre-School in that children are with their teacher and Learning Assistants for most of each day, however there are a couple more subject specialist lessons. The learning, continuing to follow 'Development Matters' is theme based. There are still many opportunities for child-initiated play, although towards the end of the academic year the lessons become more formal, in preparation for Year 1.

Curriculum

- ✓ Personal, Social and Emotional Development
- ✓ Communication and Language
- ✓ Literacy
- ✓ Mathematics
- ✓ Understanding of the World
- ✓ Physical Development
- ✓ Expressive Arts and Design

7 Areas of Learning

What will my child be doing at school?

Much of the work is organised in themes. During their time in school much of the time will be adult directed. There are opportunities each day for child initiated play.

The children will have their class teacher for the majority of the week.

Subject specialist lesson with specialist teachers:

2 x PE

2 x music

1 x art

1 x Arabic

1 x library

Age bands

Age
0 - 11 months
8 - 20 months
16 - 26 months
22 - 36 months
30 - 50 months
40 - 60 months
Early Learning Goals

In Reception we start the year working on the 40- 60 month objectives. By the end of the year it is expected that every child is achieving the Early Learning Goals.

Personal, Social and Emotional Development

ELG 06 Self-confidence and Self-awareness

Confident trying new activities.

Confident speaking in a familiar group.

ELG 07 Managing Feelings and Behaviour

Talks about how they and others show feelings.

Talks about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.

Works as part of a group.

Understands and follows rules.

ELG 08 Making Relationships

Plays cooperatively, taking turns with others.

Takes account of one another's ideas.

Shows sensitivity to others' needs and feelings

Has formed positive relationships with adults and other children.

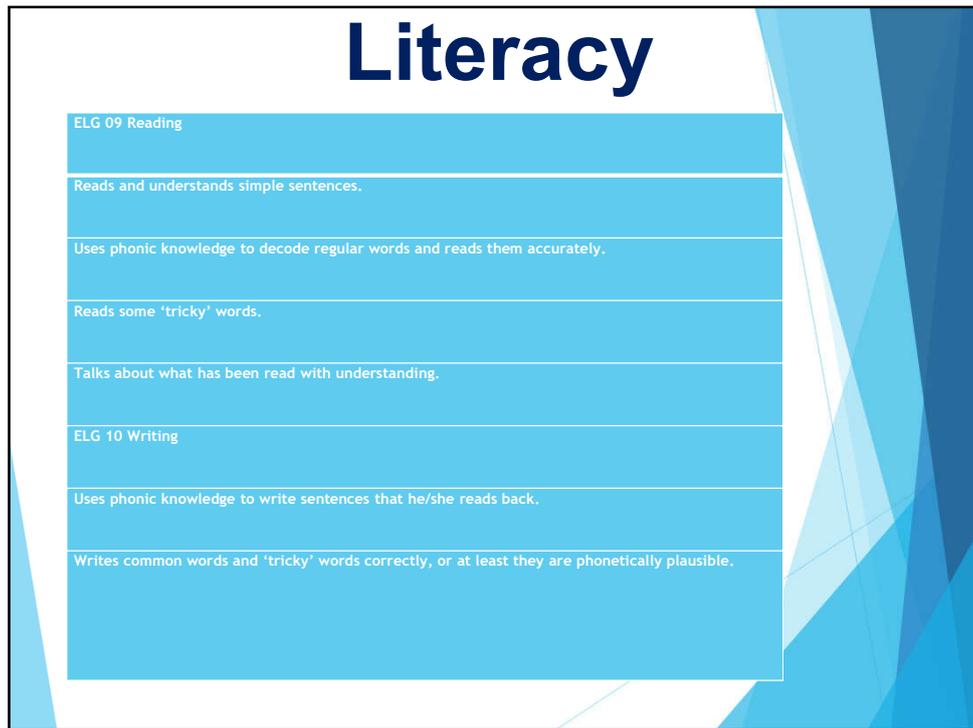
Personal, Social and Emotional Development is encouraged at every opportunity in the classroom and around school.

We also have a weekly Pre-Prep Celebration Assembly where we learn about our values (kindness, friendships, manners, trying hard etc.) and celebrate birthdays and each class's 'Star of the Week' as well as House Points.

Communication and Language

ELG 01 Listening and Attention
Can listen attentively in a range of situations.
Listens to stories, anticipating key events.
Responds with relevant comments, questions or actions.
ELG 02 Understanding
Follows instructions.
Answers 'how' and 'why' questions.
ELG 03 Speaking
Expresses self effectively, showing awareness of the listeners' needs.
Uses past, present and future tenses accurately.
Develops narratives and explanations by connecting ideas or events.

One of the assessment criteria was that your child could speak English and be able to understand instructions. Speaking English in our school is particularly beneficial as those children whose English is good, often are the ones who settle quickly, start to make friends, can try to solve disputes and will understand the teachers so they can learn. Equally, those who speak English well, often initially progress more quickly than those who are still learning. However, saying this, your native language is important too!



2 lessons in the Library per week – one for story time and the other to choose a book independently.

Many opportunities to hear stories and poems in class.

Many opportunities to join in with songs and rhymes and to make up their own songs and rhymes.

Guided reading starts in September. All children will have a phonics assessment in September and reading books will be given on a Monday, Tuesday and Wednesday, according to what we feel your child needs. Please do not push your child to read harder and harder books, as those children who have a firm, broad foundation in phonics and reading, are often the most successful in the long term and have a greater love of books than those who are constantly given difficult books. Most importantly, though, is to ensure that your child understands what they are reading. Some children find it easy to sound out (decode) the words and appear to be good at reading. There is no point in reading if a child does not understand what they are reading, as they will not learn to love books and reading.

Phonics – We follow the Letters and Sounds programme, developed and used extensively in the UK. In the Autumn Term we revise Phase 2 and move onto Phase 3. These lessons are linked to the reading scheme. There will be a workshop for parents to learn how we teach phonics in the Autumn Term.

Mathematics

ELG 11 Numbers

Reliably counts from 1 - 20.

Accurately places 1 - 20 in order.

Can say 1 more / 1 less than a given number.

Can add and subtract two single digit numbers, counting on/back to find the answer.

Can solve problems, including doubling, halving and sharing.

ELG 12 Shape, Space and Measures

Talks about size, weight, capacity, position, distance, time and money.

Compares quantities and objects to solve problems.

Recognises, creates and describes patterns.

Uses mathematical language to describe everyday objects and shapes.

We teach maths every day. Activities are differentiated according to ability to ensure that every child makes progress.

Understanding the World

ELG 14 People and Communities

Talks about past and present events in their own lives and in the lives of family members.

Knows that we don't always enjoy the same things and shows sensitivity to this.

Knows about similarities and differences between themselves and others.

ELG 14 The World

Knows about similarities and differences in relation to places, objects, materials and living things.

Talks about their local environment and compares to other environments.

Can make observations, explaining why some things occur and how some things change.

ELG 15 Technology

Recognises the range of technology used at home and school.

Can use technology.

Expressive Arts and Design

ELG 16 Exploring and Using Media and Materials

Sings songs, makes music and dances, experiments ways of changing them.

Safely uses and explores a variety of materials, tools and techniques.

Experiments with colour, design, texture, form and function.

ELG 17 Being imaginative

Shows imagination and originality.

Represents own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

2 music lesson per week with an art specialist.

1 art lesson per week with an art specialist.

Many opportunities in class for singing, role play, artistic activities, construction and modelling with a variety of recyclable materials.

Physical Development

ELG 04 Moving and Handling

Has good control and coordination in large and small movements.

Confidently moves in a variety of ways, safely negotiating space.

Handles equipment and tools effectively, including pencils for writing.

ELG 05 Health and Self-Care

Knows the importance for good health of physical exercise and a healthy diet.

Talks about ways to keep healthy and safe.

Manages basic hygiene successfully.

2 PE lessons per week with a PE specialist, wearing the school's PE kit.
Playtimes in the playground with bikes, scooters, balls, hoops, outdoor toys and lots of space to run around.

Monitoring Progress

Each of the 7 Areas of Learning has its own set of **Early Learning Goals** which determine what most children are expected to achieve by the **end** of Reception Class.

Assessment

We make regular assessments via observation in adult-directed and child-initiated learning. We use Development Matters to inform us of what criteria we will assess. The information from the assessments are then used to inform our meetings with parents and the twice yearly reports.

Writing books

Children regularly write in their writing books, which are the fundamental way we record your child's progress through the Reception year. In these books we record and notate observations and achievements. We teach the children to form their letters correctly, use their phonics to spell and use a capital letter at the beginning of a sentence and a full stop at the end. Finger spaces are important too, for separating words. We encourage each child to try their best, write neatly, to be able to read back their writing and take pride in their work.

2Simple

Throughout the weeks, we take photographs of your child learning and playing. These are notated and sent to you at the end of each term so that you have a record of what your child is doing in school and how they are progressing.

The first few weeks

End of Pre-School – teacher handover

Beginning of September - We will find out
what the children

already know and can do.

We will use this information to help us plan
learning activities which will help your
child to make progress.

Children who are currently at BISAK in the Pre-School are already familiar with the staff in the EYFS department.

A typical day			
7.20	Arrive in school 1 to 1 support (if required)	Morning activities	Registration
7.30	Phonics		
8.15	Maths		
9.00	Snack		
9.25	Playtime		
9.45	Literacy		
10.30	Subject specialist lesson (music / PE / Arabic / Art / library)		
11.00	Circle time Understanding the world		
11.40	Snack		
11:50	Playtime		
12.20	Story time	Pack bags	Singing
12.50	Home time		

Child Initiated Play: This is time where the children choose what activities/resources they want to explore. It is during this time that staff observe and take time to extend the child's skills and knowledge based on the child's interests.

Communication and Language – occurs throughout the week in all lessons.

Circle time – Whole class activities based on Personal, Social and Emotional Development (although this is inherent throughout all lessons in the week)

Subject specialist lessons: The class visit another teacher for PE (once a week), music (once a week), Library (twice a week).

Communication between home and school

- Head of Primary's weekly newsletter every Thursday
- Half termly Curriculum Plan
- Half termly Build-a-Profile observations
- School report (end of Autumn and end of Summer terms)
- Parents' Evenings (Autumn and Spring terms)
- Make an appointment
- Communication Book
- Drop off / collection (1 minute chat)
- Agreed meetings

- Absent? Absence email / phone call to the Primary Office
- Medical? Speak with the School Nurse

The night before school starts...

It may be helpful to:

- Have your child's clothes laid out so it is ready to be put on in the morning.
- Assist your child to pack their backpack so it is ready for the big day.
- Stick to familiar routines as much as possible.

Try to have a calm evening and allow more time to settle before bedtime if your child is feeling excited or nervous about starting school.

Having a good bedtime routine is essential in ensuring your child happily goes to sleep and at a reasonable time. A typical bedtime for 4 / 5 year olds is 6.30pm. A child who has sufficient sleep will be ready to start learning at the beginning of school and will remain alert throughout his / her time in school.

Please encourage your child to be independent. Teach them how to pack their bag and put out their school clothes the night before.

The first day...

- Allow extra time in the morning.
- Talk positively about the day ahead on the way to school and remind your child where you will be at pick-up time.
- Manage your own anxiety.
- Have a small snack ready at the end of the day to help your child re-energise.
- Remember that your child might be exhausted when they get home.
- Celebrate the first day of school as it is a huge milestone to achieve.

Your own anxiety...

You may like to plan a relaxing activity the night before or arrange to have coffee with another parent after the school drop-off.

When you have collected your child...

Give them some down time and try not to overwhelm them with too many questions about the day.

Behaviour change

It's quite common for children's behaviour at home to change when they first start school. Don't be surprised if your little one becomes more clingy, argumentative, lethargic, excitable or prone to tantrums for a while.

Involving parents

- ❖ Parents with excellent English may volunteer to hear children read – training is available.
- ❖ Parents are invited in to their child's class assembly in the Autumn and Spring Terms.
- ❖ Mother's Day assembly in March.
- ❖ International Day – join in with the parade.
- ❖ Workshops for parents to explain how we teach the children and how you can support at home.

Finally

Please make sure that we have all your contact details so that we may call you urgently e.g. if your child is ill.

Please do contact either your child's teacher or the Head of Pre-Prep if you need to tell us something that will help us to help your child.

Please enjoy your child's time at BISA with us. These really are very special years.

Being at school is an exciting time for young children and their parents. It can be a daunting time, too. But with a little preparation and encouragement, most children will settle in easily at school. Our staff have a great deal of experience in helping children to cope with times of transition and I hope that this helps you in your preparations to help your child for starting school, so that you both start school with a smile!

Too MUCH
GADGET USE
can DAMAGE your Child



IT CAN CAUSE...
Speech Delay
Attention Deficits
Learning Problems
Sleep Problems
Anxiety
Childhood Depression

 Better Hearing and
Speech Month 2017



Play allows children to use their **creativity** while developing their **imagination**, **dexterity** and **physical, cognitive** and **emotional strength!**

90% OF BRAIN DEVELOPMENT HAPPENS BY AGE 5
HERE'S WHAT YOU CAN DO TO HELP YOUR CHILD:

<p>READ</p> <p>Read books & encourage your child to read with you.</p> 	<p>SING</p> <p>Teach your child songs and sing with them. Don't worry - if there's no one to be the one that!</p> 	<p>TALK</p> <p>Talk to your child and describe what you see. Encourage them to ask questions.</p> 	<p>PLAY</p> <p>Allow time for playing with your child, help them try new things, and encourage them.</p> 	<p>MODEL</p> <p>Be a role model for good behavior.</p> 
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