



EARLY YEARS SCHOOL PROSPECTUS

Welcome to the Early Years School stage of your child's education. We hope that your child will find it a happy, enjoyable and stimulating experience. Please read this Early Years School Prospectus in conjunction with the General Prospectus, which gives an overview and general information regarding the whole School.

In the Early Years School we have two Pre Nursery classes, two Nursery classes, three Pre-Reception classes and three Reception classes

We aim to help students in their physical, intellectual, emotional and social development through play, within a secure and caring environment. By providing facilities to meet every child's needs, we hope that they will grow in self-confidence, gain independence, learn new skills, and enjoy meeting other students and adults.

We ensure that your child receives a great deal of individual attention at this early and very important stage. Each class has a qualified Teacher and a full-time Learning Support Assistant (LSA).

Communication and Language development is given a high priority at this stage. We also place great emphasis on providing equal opportunities for all our students. We aim to promote an understanding environment which builds positive attitudes towards differences. In this way the students will begin to appreciate the diversity of the world in which they live.



CURRICULUM FOR PRE-NURSERY, NURSERY, PRE-RECEPTION AND RECEPTION CLASSES

In the Pre-Nursery, Nursery, Pre-Reception and Reception classes, we understand that play is a crucial part of students' learning and development. Opportunities that encourage students to become actively involved, have fun and enjoy the process of learning, will guarantee a positive and strong foundation for all future learning.

Effective learning involves: Students feeling safe, secure, valued, and able to trust the practitioners who work with them.

Effective teaching requires: Practitioners who act as positive role models through what they say and do.

Your child will experience varied learning concepts. We endeavour to meet each child's physical, emotional, social and intellectual needs. All the areas of learning are developed through a combination of child-initiated activities, as well as carefully planned and structured activities that are meaningful to your child. Students spend the majority of their time with their Class Teacher and Learning Support Assistant, but they may also be taught by different teachers for certain subjects.

The provision for students' development in the Pre-Nursery, Nursery, Pre-Reception and Reception classes is an integrated approach of learning and care. Themes and topics are set to stimulate the students' interests and enthusiasm. The students are valued as individuals and work at their own pace, with the support of experienced staff who are able to differentiate activities specifically tailored to the needs of each child.

Reading and writing are developed through the Jolly Phonics method. The Jolly Phonics introduces students to the world of literacy in a fun and interactive way where each letter and sound is accompanied by a story, a song and an action.

Homework is gradually introduced in Pre-Reception and extended by the Reception classes. Homework may include a Literacy, Mathematical, practical or creative task. In Reception classes, the students take a reading book home daily to help reinforce and develop their reading skills. Their teacher will also introduce online e-books which they will be expected to look at, too.

Learning through play

We always make sure that there are a wide variety and balance of activities available to the students that encourage the development in all areas of learning. These include:

- Activities that encourage science and mathematical development such as sand and water
- Activities that help develop fine motor skills such as Playdough, threading and cutting
- Activities that encourage language and imagination such as dressing up, small-world play and puppets
- Creative activities such as drawing, painting and model making
- Activities that encourage gross motor development and coordination such as throwing balls, skipping and running games



WHAT ARE THE AREAS OF LEARNING IN THE PRE-NURSERY, NURSERY, PRE-RECEPTION AND RECEPTION CLASSES?

There are 7 Areas of Learning in the Early Years Foundation Stage:

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

For each area there are goals describing the expected level of progress, in terms of what students should know and be able to do by the end of their Reception year.

1. Personal, Social and Emotional Development

We aim to:

- Help the students to make friends and to work and play cooperatively with other students and adults
- Help the students to develop confidence in themselves and their own abilities by encouraging them to try, to concentrate, to persevere, to make decisions for themselves and to do as much for themselves as possible. They are encouraged to help each other, but also to ask for adult help when needed. Both effort and achievement are praised
- Encourage independence and good habits in personal hygiene, e.g. washing hands after using the toilet, and encourage independence in dressing, by showing students how to manage their shoes and clothes themselves, but giving help when necessary
- Encourage sensitivity to the needs and feelings of others, and encourage positive attitudes towards other cultures
- Promote interest in and respect for the environment, and each other

2. Literacy

READING SKILLS - the students are helped to:

- Appreciate and understand books
- Understand that pictures and words convey meaning
- Understand that words read from left to right, starting at the top of the page
- Learn the names and sounds of letters, starting with the letters in their own name
- Understand that there are both upper and lower case letters which have different uses
- Understand that some words are formed phonetically, whereas others need to be remembered as whole words
- Learn to read familiar words, phrases and simple sentences

WRITING SKILLS - the students are helped to learn:

- Correct letter formation, starting with their name, and using upper and lower case letters as appropriate
- How to write other familiar words

We work towards independent writing, helping each child to do as much as he/she is capable of.

3. Communication and Language

The students are helped to:

- Talk about their own experiences to other students and adults, individually, and to small and large groups
- Respond to stories, rhymes and poems
- Participate in role play – making up their own stories, and taking part confidently in imaginative play

LISTENING SKILLS - the students are encouraged to:

- Listen to and participate in stories, songs, rhymes and poems
- Listen to others in small and large groups
- Listen to and carry out instructions

4. Mathematical Development

Mathematics is mainly of a practical nature but written work is recorded if appropriate. The students will:

- Learn number rhymes and songs
- Participate in counting activities and games
- Explore mathematical concepts through stories
- Match, sort and compare, i.e. look for similarities and differences in pictures and objects, and categorise according to common characteristics
- Use correct mathematical language to describe shape, position, size and quantity
- Order and sequence, e.g. patterns, numbers and days of the week
- Work toward recognising, understanding and using numbers from 1 to 10
- Work towards writing numbers from 1 to 10
- Become familiar with larger numbers used in everyday life
- Work towards developing awareness of number operations such as addition, subtraction, multiplication and division, using the correct language involved and recording work if appropriate.
- Use mathematical understanding to solve everyday problems

5. Understanding the World

Through topic work, the students are encouraged to explore, observe and find out about their immediate world and their community. They learn about people, places and different cultures. They learn the basics of technology and are introduced to basic programming through digital learning tools such as computers, iPads and Beebots.

6. Physical Development

We help the students to develop their fine motor skills by:

- Providing opportunities for and encouraging the correct and safe handling of appropriate equipment and materials with increasing control, e.g. pencils, scissors, brushes, glue, paint, sand, water, playdough and clay

We help the students to develop their gross motor skills by:

- Encouraging them to move confidently and imaginatively, with increased control and coordination, and development of spatial awareness
- Encouraging them to use small and large equipment, and balancing and climbing apparatus, with increasing skill, whilst considering their own safety and the safety of others
- Providing opportunities for them to enjoy movement and musical activities

We help the students to:

- Learn about their own health and self-care

7. Expressive Arts and Design

The students are provided with:

- Opportunities to use and develop their creative skills through art and craft, music, movement, stories and imaginative play
- A wide range of tools and materials in order to allow them to express their idea



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Modern Greek

Modern Greek lessons begin in the Reception classes, where the focus is on fun activities involving songs and games.

Extra English Lessons

There are opportunities for additional lessons in English for those who are non-native English speakers. This is particularly helpful for students who are in the early stages of learning the English language.

SCHOOL HOURS AND SECURITY

Our aim is to make the Early Years School welcoming and open, but at the same time a safe and secure place for everyone. The School Hours and Security rules are as follows:

- For Pre-Nursery and Nursery-age students, from 7.40 a.m. parents should take them to the external classroom door to meet their teacher.
- For Pre-Reception students, **do not leave them unattended in the playground**, but from 7.40 a.m. take them to the external classroom door to meet their teacher. At the classroom door, you should say goodbye to your child and let them go into class independently to hang up their bag
- For Reception students, from 7.40 a.m. students will be supervised by a member of staff in their respective playground
- Please note, for additional convenience to parents, for all EYS age groups, if you require early supervision from 7.15 a.m. you should leave your child in the playground near the Early Years School main entrance, where a member of staff will be on duty to supervise all age groups until 7.40 a.m. when students will be escorted to class by staff

The school day ends promptly at 1.20 p.m. It is the policy of The Heritage Private School that no student may leave the premises with anyone other than a known family member, unless a written message is received by the School Office. If you know that you are going to be late picking up your child, please telephone the School.

ENRICHMENT OPPORTUNITIES: EDUCATIONAL VISITS

The Early Years School arranges a programme of educational visits to places of interest on a regular basis. We hire coaches for transportation to and from such activities. There is always an educational aspect to such visits, although we also try to make them an enjoyable and social experience as well. We try to maximise the cross-curricular links and use every opportunity to combine different parts of the curriculum in one experience.



CLUBS FOR RECEPTION STUDENTS

A range of clubs are available for Nursery to Reception students and these take place after school between 1.20 p.m. and 2.20 p.m. They are optional, with an additional charge, but students should attend only the clubs offered in the Early Years School building.

ASK (After School Kids)

ASK is the School's after-school care facility for Early Years (from age 3) to Year 6 students. This programme runs from 1.20 p.m. to 5.00 p.m. every school day. Nursery to Reception classes are housed in the Early Years Building and Year 1-6 in the Lower and Upper Primary School buildings. It is designed to help parents to access convenient childcare and thereby more easily manage their own workdays. Parents/guardians may therefore request a place for their children who are already registered at The Heritage Private School. There are limited places, however, and so early registration is recommended.

The aim of ASK is to provide a safe place for children to attend after school, where an enjoyable planned programme of educational and fun indoor and outdoor activities takes place. ASK also provides an extended opportunity for your child to socialise with other children and continue practising their English language skills in a less formal environment. Children who may wish to do their homework at this time will also have support with this task. Food is included in the cost. For enquiries about ASK, please contact the Administration Office or email ASK@hps.ac.cy.

WAYS YOU CAN HELP YOUR CHILD AND US

- If your child is still in nappies, please provide nappies, a box of baby wipes and any creams or powder you wish to be used on your child, each labelled with your child's name
- In the Nursery and Pre-Reception years, please ensure that your child's school bag contains a spare set of clothes in case of accidents. This must include socks and underwear
- Clearly label your child's clothing and footwear
- Collect your child yourself or notify staff if someone else is collecting him or her. Your child should always be brought and collected by an adult
- Collect your child promptly or telephone us if there is any difficulty, so we can reassure your child if you are late

BEHAVIOUR IN THE EARLY YEARS SCHOOL

We expect the students to behave in a sensible manner, and to show kindness and consideration towards others. Any behaviour that may cause harm to themselves or others, or upset another person, is unacceptable.

We help the students to learn by our own example, and by praising and encouraging good behaviour. We try to avoid behaviour problems by being well organised and well prepared, by keeping the students happily and purposefully occupied, and by ensuring that they are adequately supervised at all times.

If an undesirable incident occurs we quietly discuss this with the child/students involved, explaining why their action is unacceptable and discuss with them how they can modify their behaviour. They are then usually allowed to continue with their activity.

If the unacceptable behaviour is then repeated (e.g. throwing sand) their action would be discussed with them again in a similar manner, but this time they would not be allowed to return to that activity. An alternative would be selected for them where they would be closely supervised.

Minor incidents that occur (e.g. snatching a toy from another child) are not usually reported to the child's parents or guardians, as it is normal for students to display some behaviour that needs correcting. Learning about acceptable behaviour outside their home is one of the reasons that students attend school. However, repeated bad behaviour, or a serious incident, such as deliberately hurting another person, would be discussed with the parents or guardians.

UNIFORM

The Uniform Policy is available on the Parent Portal. All Early Years School students require a plastic apron for creative activities, which will be sent home regularly to be washed.

BOOKS, EQUIPMENT AND STATIONERY

All textbooks, workbooks and exercise books are provided by the School for students in the Nursery, Pre-Reception and Reception classes.

For students in the Reception classes, please could you provide the following items:

- Pencils
- Coloured pencils
- Eraser
- Ruler
- Pencil sharpener
- Scissors
- Glue
- Two plastic wallets, one for English and one for Greek

We also ask that all school bags are small and lightweight.

SNACKS

All students are asked to bring a snack to school, which is eaten during first break time (10.00 - 10.20 a.m.). As we promote healthy eating, we ask you not to send sweets, chocolate, fizzy drinks etc. For the younger students, please ensure that their snack is cut into small, manageable pieces and contains a variety of exciting nibbles. Any snack not finished will be returned home to enable you to see how much food your child has eaten.

A drink or two should be included (no glass containers, please), and there are water cooler machines available for extra water. If you send a plastic bottle of water, this can be refilled at the School's water cooler machines, but please label the bottle with your child's name and class.

PARENT HELPERS

The Early Years School is always keen to accept parent volunteers who may wish to assist with reading groups, in classes other than their own child's. Please inform the School Office of availability times, if you would like to help.

COMMON QUESTIONS AND ANSWERS ABOUT THE EARLY YEARS SCHOOL

How can I make sure my child settles in?

Our Early Years School is designed to be a warm and friendly place with a homelike environment. We are conscious of the importance of a happy, smooth transition from home to school and close liaison between parents/guardians and teachers is encouraged at all times. We would be happy for you and your child to visit us before starting at the Early Years School. When your child starts school, time is needed to settle in, we therefore recommend that a parent keeps one whole week free to assist during this period. Some children settle almost straight away, whilst others take longer when taking such a big step. Taking this into consideration, the school day may start short and gradually increase as the child settles into school life.

Will the curriculum and goals put pressure on my child?

No, for most of the time, particularly in the Nursery, Pre-Reception and Reception classes, the students will feel they are just playing and having fun. Sometimes they will choose what they want to do. Sometimes they will take part in an activity that helps them learn how to concentrate or develop a particular skill, like using scissors under supervision.

What if my child does not speak English?

Many students who join the Early Years School may have a home language other than English. We try to provide opportunities for English to be learned in context, through practical, meaningful experience and interaction with others. Students may spend a long time listening before they speak English and will often be able to understand much of what they hear, particularly where communication through gesture, sign, facial expression and using signal support is encouraged, as it is at The Heritage Private School.

In addition, The Heritage Private School is an Examination Centre for English External Examinations. Examinations in the English language take place in January and June each year. The aim of these examinations is to motivate students to learn and master English within and beyond the classroom. As with many other language testing systems, these examinations measure all four language skills: listening, reading, writing and speaking.

There are no minimum age requirements for external English examinations, and at the Heritage, lessons for Early Years School students will be able to be taken either in the school day through English as an Additional Language (EAL) classes, or in very small groups after school from 1.20 p.m. to 2.20 p.m. as part of the Heritage Private Institute, entering at the level of study their teacher considers appropriate.

What about assessing progress in the Early Years School?

When your child very first starts school, an individual tracker profile is established, which will provide a continuous, up-to-date assessment of your child's progress throughout the Early Years School. It is not a formal test, but carried out through daily observations and activities, such as sharing a book together, so they will not even be aware they are being assessed. It is not something you or your child should worry about.

What else can I do at home to make sure my child gets a good start to their education?

Your contribution to your child's education is invaluable, and by working in partnership with you we can provide all our students with the best possible start to their education. Talking about the things that your child brings home from school, and displaying their work at home, will help to reinforce what has been taught, and will also show them that you value what they have done. Encouraging them to ask questions, to listen to others and to try out new skills, all help support the learning process. Reading stories to your child and helping them to learn nursery rhymes is particularly helpful. Your interest and encouragement will help them to adopt a positive attitude towards school as well as good learning habits for the future.



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