

PARENTS' HANDBOOK



BRITISH MODERN SCHOOL





BRITISH MODERN SCHOOL'S
PARENTS'

PLAY, LEARN AND GROW TOGETHER
TO TOMORROW LEAD THE WAY.

SECTION ONE: THE BMS SCHOOL

- ☺ CHAIRPERSON WELCOME NOTE
- ☺ SCHOOL DIRECTOR WELCOME NOTE
- ☺ SCHOOL MISSION/VISION/GOALS
- ☺ SCHOOL ADMISSION POLICY
 - BASIC ADMISSION PRINCIPAL
 - ADMISSION CRITERIA

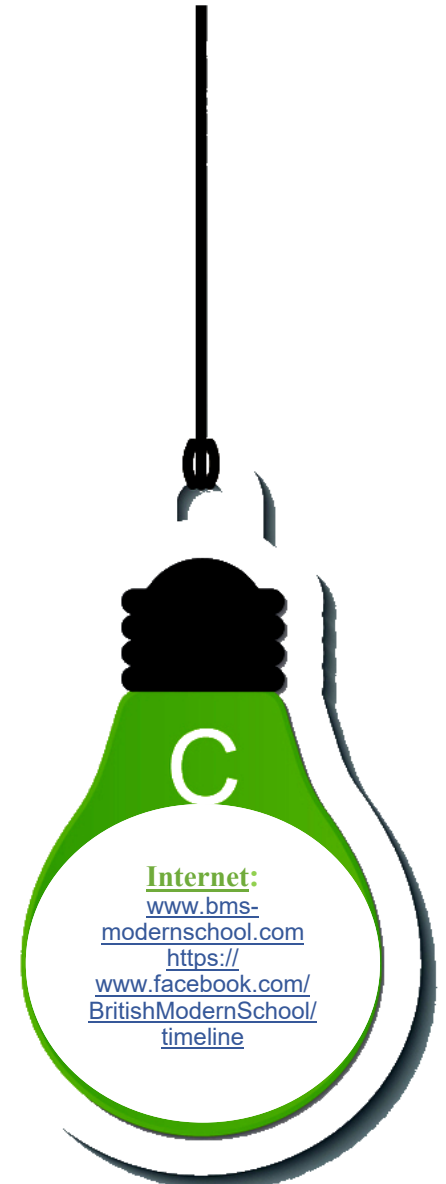
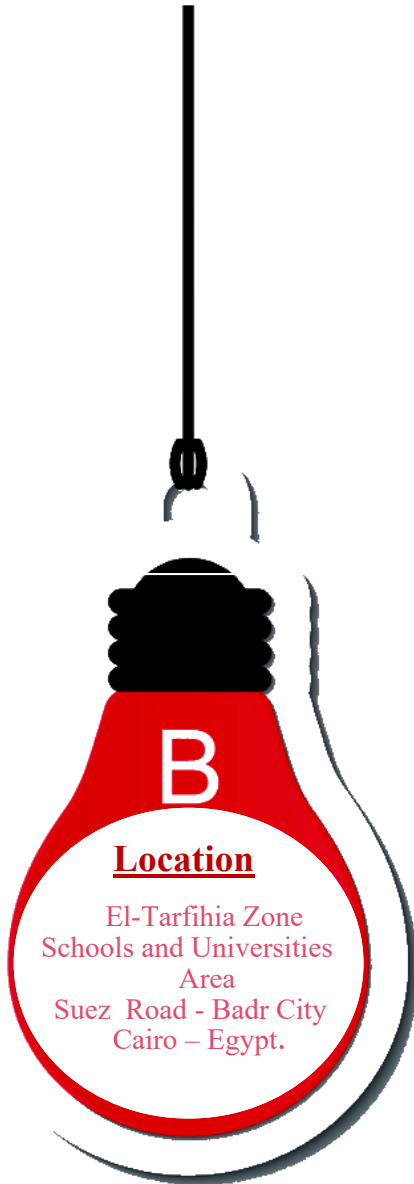


SECTION TWO: EARLY YEARS FOUNDATION STAGE

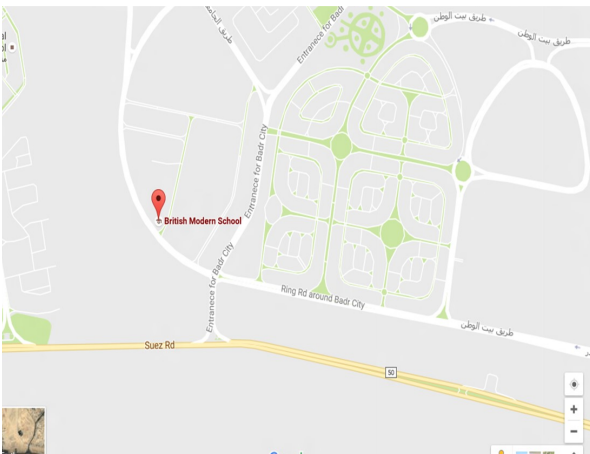
•ADMISSION PROCESS



- ☺ EARLY YEARS FOUNDATION STAGE CORE AREAS
- ☺ EARLY YEARS FOUNDATION STAGE SPECIFIC AREAS
- ☺ EARLY YEARS FOUNDATION STAGE METHODOLOGY
- ☺ EARLY YEARS FOUNDATION STAGE



Ways To Reach Us



WELCOME TO THE BRITISH
MODERN SCHOOL (BMS)

EYFS DEPARTMENT

Your child first experience of school is very crucial. Settling into school is, indeed, a big step for your child and we really endeavor to make it a happy transition. Our aim is to make school a happy, motivating, pressure free, supportive and rewarding environment for your child to explore, learn and play. To make this come true, it is a must that home and school work together in a strategic partnership. This handbook is written to be the first step, on the part of the school, towards building and maintaining a successful home-school connection and a successful partnership. It underscores information about the nature of the Early Years Foundation Stage, prime and specific areas and graduate attributes by the end of the FS2 or Reception. It also highlights some of the learning opportunities and experiences that the children will have.



	Department	Phones/ e-mails
British Modern School	Reception/PR	
EYFS Team Leader		
EYFS Team Leader Assistant		
Bumble Bee Pre 1a		
Bumble Bee Pre 1b		
FS1 a		
FS1b		
FS1c		
FS2 a		
FS2b		
FS2c		

BMS Chairperson

Welcome note

It is my real pleasure to welcome you all to the British Modern School, where our overarching aim is to build a generation of autonomous and intellectual leaders who are empowered and ready to deal with the challenges of the future. This aim is reflected in our slogan which states: "Join our team ... Fulfil your dream. Learn today, Tomorrow lead the way". Yes, with over than 45 years of experience and Since the 1970s, our Modern Schools have been committed to excellence and our accomplishments stand notable for all to see.

All our Modern School have always succeeded in assuming their position among top schools in Cairo. Here, we go, once again, with one more but latest institute being the British Modern School.

I do promise all our parents that we, at the BMS, will continue our everlasting prosperous endeavours ... holding the hands of your kids ... inspiring and leading them into the horizons of privilege and distinction. As the chairperson of BMS, I look forward to working in partnership with staff, parents, students, carers and the local community in an attempt to deliver a truly outstanding British education in the widest possible sense ever.

It is my own conviction that students are the corner stone of any school, I feel proud of my students and I really want them to be mutually proud of their, not, my school. I want my students to achieve their full potential and I promise my staff and I will leave no stone unturned to support them during their journey of achievement. Meanwhile my students and their parents have to realize that this sometimes may mean exercising "tough love", like a parent would, to help them through the challenges of discovering who they are and who they would like to be. One thing is for certain, my staff and I promise that we will never give up and will do everything possible to help students in our care attain their dreams.

Sahar, M. Galal
BMS Chairperson

- Chairperson
Welcome Note

- School Managing
Director
Welcome Note

- Vision
-Mission
-Core Values
- Admission Policy

On behalf of the British Modern School (BMS) teaching and learning community, it is my great pleasure to welcome you all. I really am delighted to be part of the BMS community and to be leading a school that offers unique opportunities and world-class aspirations.

BMS is the latest new born in the prestigious well-known and well-established Modern Schools spread all over the country since 1970. Modern School is a brand name for excellence and academic achievement. At BMS, we aim at building a generation of intellectual leaders who are empowered with life-long learning skills and are ready to strategically deal with the challenges of the future in an environment where our children are happy, motivated and eager to attend every day.

Our essential tools to get this aim come true are our staff and the school - home strategic partnership. Indeed, the real strength of a great school lies in its people and, indeed, the quality of an education system cannot exceed the quality of its teachers and their work. As such, we are pretty sure that our staff are committed and dedicated to making our great school even better. Thanks to the staff recruitment criteria, we have competent, outstanding and internationally certified teachers who come from a wide variety of backgrounds and are well versed in teaching in accordance with best practices.

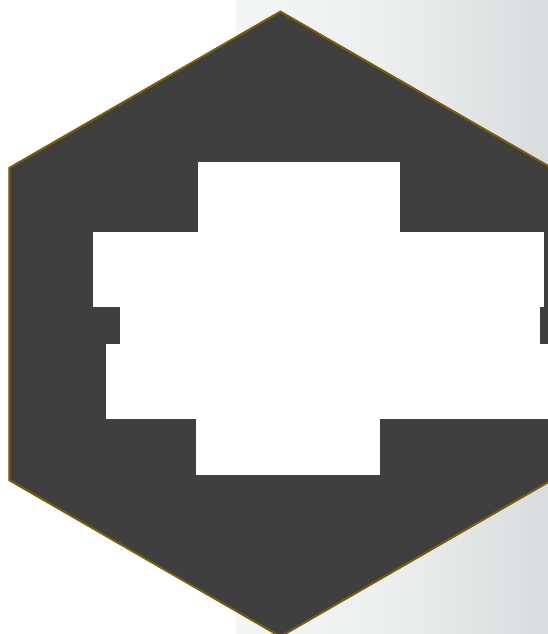
BMS teaching staff strive to offer the most provocative teaching within a supportive, safe and student-centered environment where learning is the first priority. From the beginning, we promise to take BMS to an aspiring satisfying level of performance. Meanwhile, we pledge to continue our everlasting prosperous endeavors holding the hands of your children, leading them into the horizons of privilege and distinction.

BMS is, more than anything, a community of committed and caring professionals, a special place where we all belong. We appreciate your interest in BMS and invite you to contact us if you would be interested to know more about our wonderful community.

Prof. Dr. / El-Hefnawy. A.

BMS Director

- PhD - Warwick University - UK



**Play, Learn and
Grow Together
to Tomorrow
Lead the Way.**



BMS VISION

is to build a generation of intellectual leaders who are empowered and ready to face the challenges of the future, keeping their country's sustainable development as their top priority.





BRITISH MODERN SCHOOL

is to provide the highest quality of education to our pupils through the most professional teachers and staff members utilizing the state-of-the-art technology in the educational field.

BMS MISSION



BMS PHILOSOPHY

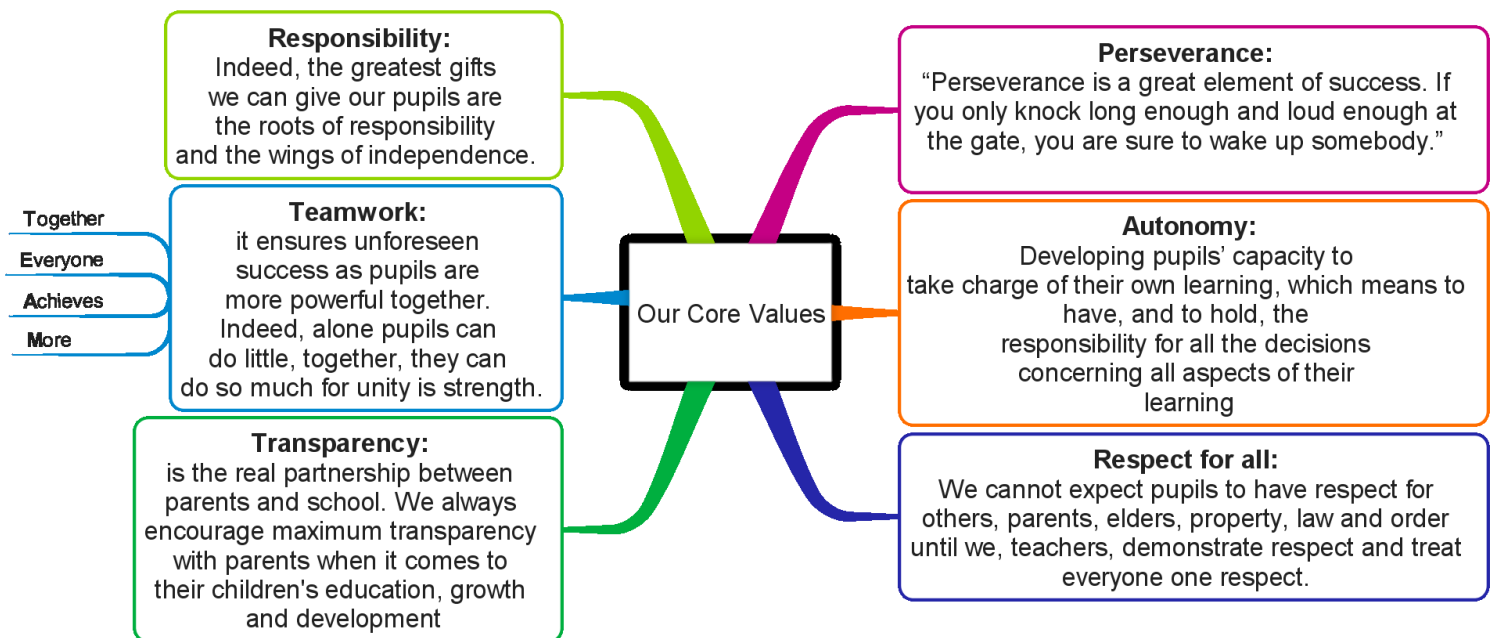
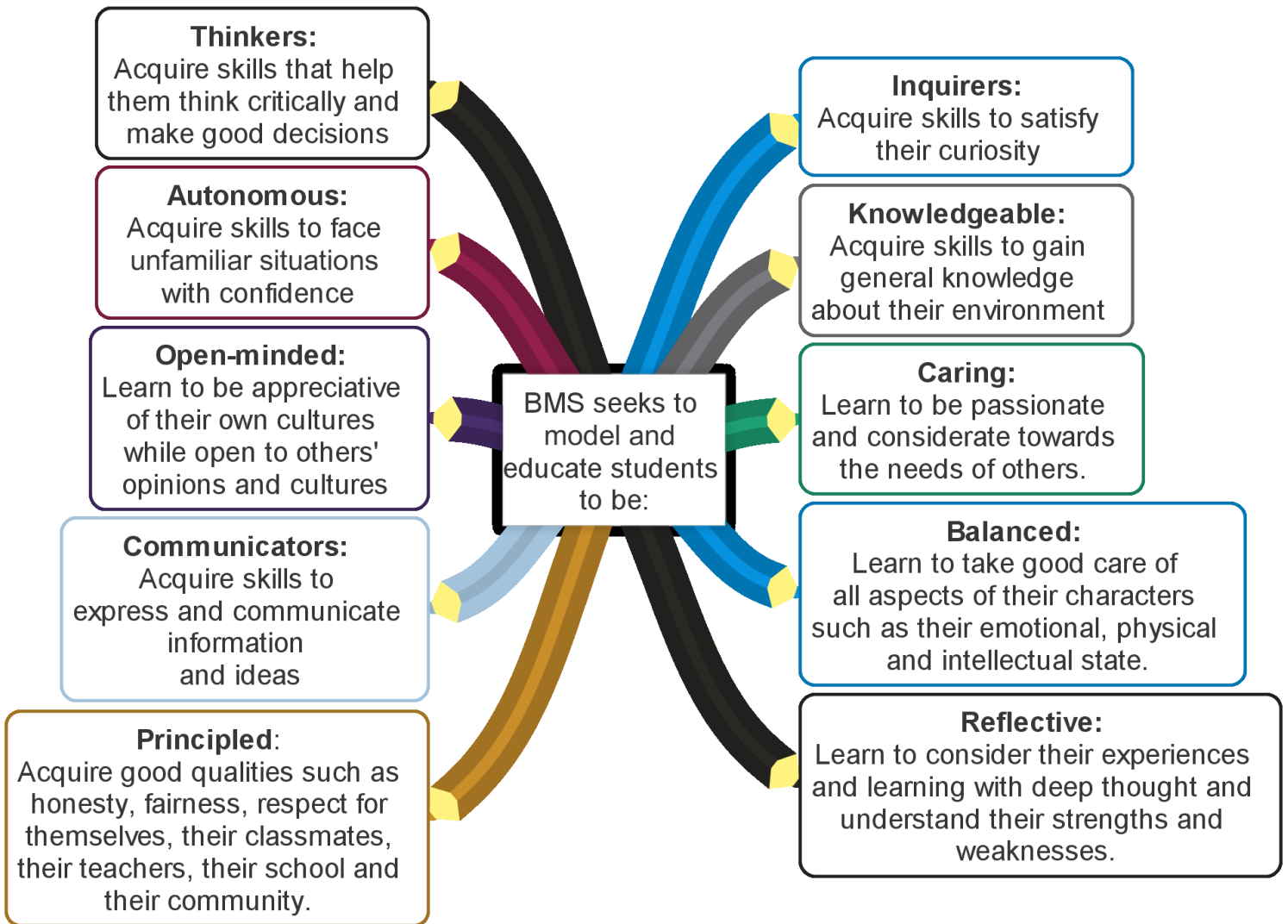
is committed to the whole comprehensive development and education of pupils, namely, academically, intellectually, behaviorally, physically and aesthetically in an academically challenging, nurturing and learner-centered, motivating and supportive environment. **At BMS**, we strive to promote learner autonomy and self-independence, reflective and critical thinking, while maintaining a sense of self-accountability and positive attitude

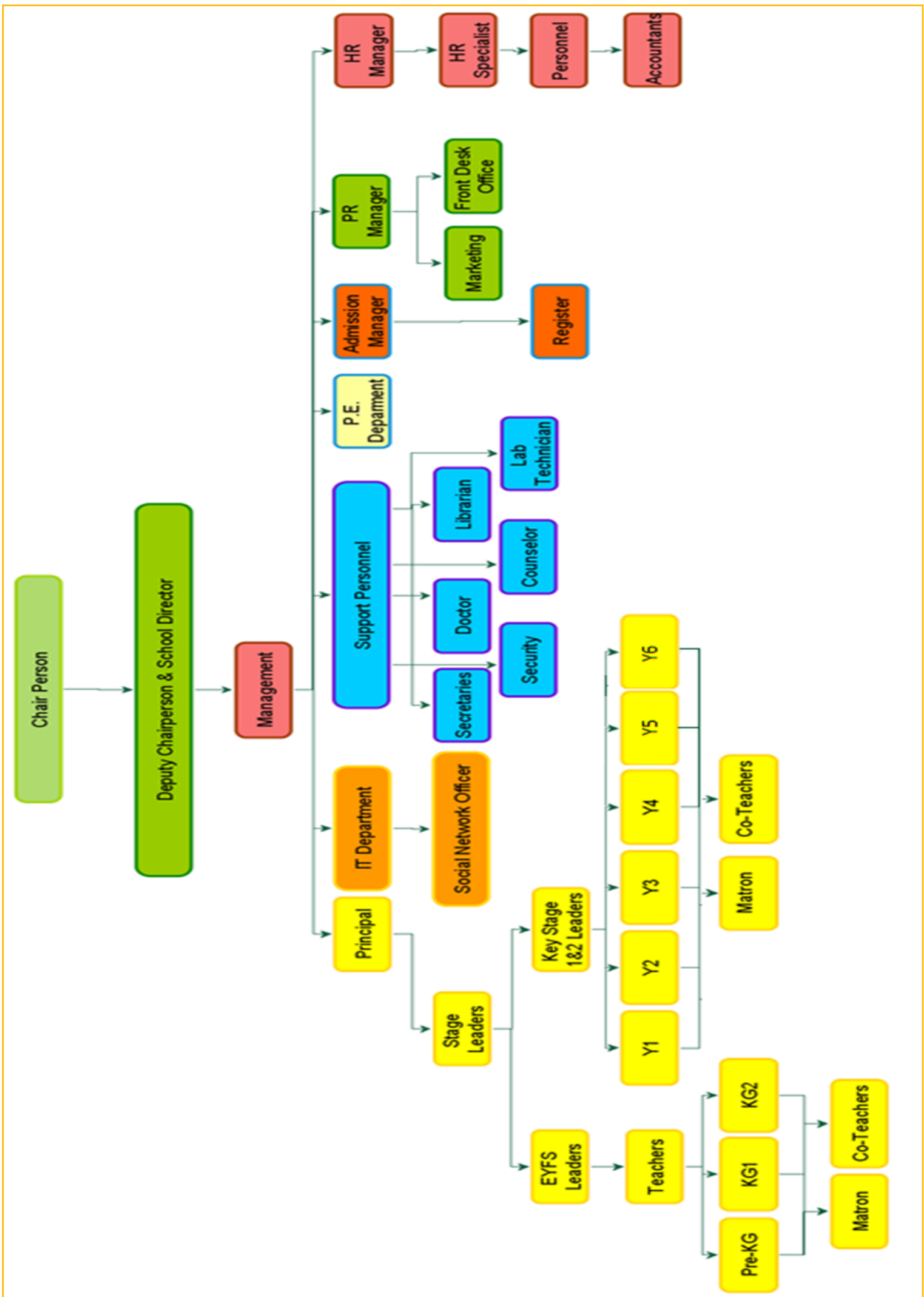




is mainly based on teaching pupils how to learn and tries to depart from the mechanistic, rote learning, spoon feeding and the culture of memorization which is dominating the whole education system in Egypt. At **BMS**, we target fostering problem solving and critical thinking skills, inquiry based learning, and self-regulated learning utilizing a broad and culturally diverse and a Cambridge endorsed curriculum. It is our conviction that for pupils at the **BMS** to be intellectual, reflective, effective, accountable and autonomous leaders as well as to be able to make informed decisions and fully contributing members of society, they must have the tools that empower them to be so. We also believe that by no means the school can alone achieve these targets; *without a strategic partnership and home school connection nothing can be achieved*. As such the school maintains a strategic partnership involving pupils, staff members, administration, top management, parents and local community.

BMS TEACHING METHODOLOGY





SECTION TWO

EARLY YEARS FOUNDATION STAGE

LEARNING
THROUGH
PLAY



Pedagogy must be oriented not to the yesterday, but to the tomorrow of the child's develop-



The ultimate goal of early children education should be to activate the child's all natural desire to learn



*Play
Discover
Empower
and be
Self-
independent*



Never help a child with a task he feels he can succeed



Play is the way children discover themselves – starting with their fingers and toes and gradually including their whole body, their emotions and their minds

The early years foundation stage

Dotting the I's and Crossing the T's

Foundation Stage is a very crucial stage in children's life as it helps them get ready for school as well as prepare them for their future learning and successes. From birth until the age of 5, children's early years' experience should be happy, active, exciting, fun and secure; and support their development, care and learning. Indeed, every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly and at an alarming rate in the early formative years and a child's experiences between **birth** and **five** have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right.



Good parenting and *high quality early learning together* provide the foundation children need to make the most of their abilities and talents as they grow up. This is why we, at the *BMS*, focus on strengthening home-school connections and *maintaining a strategic home-school partnership*. The *BMS* endeavour is to help kids enjoy learning in a safe, healthy, supportive and pressure free environment that smoothly help them make the transition from home to school. Such a smooth transition is done via *Edutainment Approach*, an approach which helps promote

a positive attitude towards education in general and school in particular *via full engagement and enjoyment*. During these early formative years in which children develop rapidly and at an alarming rate (physically, intellectually, emotionally and socially), our target at the *BMS* is to help develop the kids' all-round character, namely, cognitive, social, intellectual, emotional and motor abilities. This will be achieved via *class learning, group learning, individual learning* and *free playing*.



EARLY YEARS FOUNDATION STAGE



-QUALITY AND CONSISTENCY IN ALL EARLY YEARS' SETTINGS, SO THAT EVERY CHILD MAKES GOOD PROGRESS AND NO CHILD GETS LEFT BEHIND.

-A SECURE FOUNDATION THROUGH LEARNING AND DEVELOPMENT OPPORTUNITIES WHICH ARE PLANNED AROUND THE NEEDS AND INTERESTS OF EACH INDIVIDUAL CHILD AND ARE ASSESSED AND REVIEWED REGULARLY.

-STRATEGIC PARTNERSHIP AND STRONG HOME-SCHOOL CONNECTIONS BETWEEN TEACHERS, SCHOOL ADMINISTRATION AND PARENTS. - EQUALITY OF OPPORTUNITY ENSURING THAT EVERY CHILD IS INCLUDED AND SUPPORTED.





EYFS OVER-ARCHING PRINCIPLES OF EFFECTIVE LEARNING

EYFS OVERARCHING PRINCIPLES OF EFFECTIVE LEARNING

THE CURRICULUM RECOGNIZES THAT THERE ARE THREE EFFECTIVE OVERARCHING PRINCIPLES OF EFFECTIVE LEARNING AT THE FOUNDATION STAGE WHICH PLAY A CRUCIAL ROLE IN A CHILD'S LEARNING/ DEVELOPMENT AND ABILITY TO BECOME AN EFFECTIVE AUTONOMOUS LEARNER.

1. PLAYING AND EXPLORING – FULL ENGAGEMENT AND INVOLVEMENT OF PUPILS AT THE LEARNING AND DEVELOPMENT PROCESS.
2. ACTIVE LEARNING – MOTIVATION – ESTABLISHING AND MAINTAINING THE DESIRE TO LEARN.
3. CRITICAL THINKING – SEEING THE BIG PICTURE.

WITH THESE FOUR PRINCIPLES IN MIND, *FOUR OTHER GUIDING PRINCIPLES* SHAPE PRACTICE IN EARLY YEARS SETTINGS AT THE *BMS*. THEY 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
4. CHILDREN DEVELOP AND LEARN IN DIFFERENT WAYS AND AT DIFFERENT RATES.

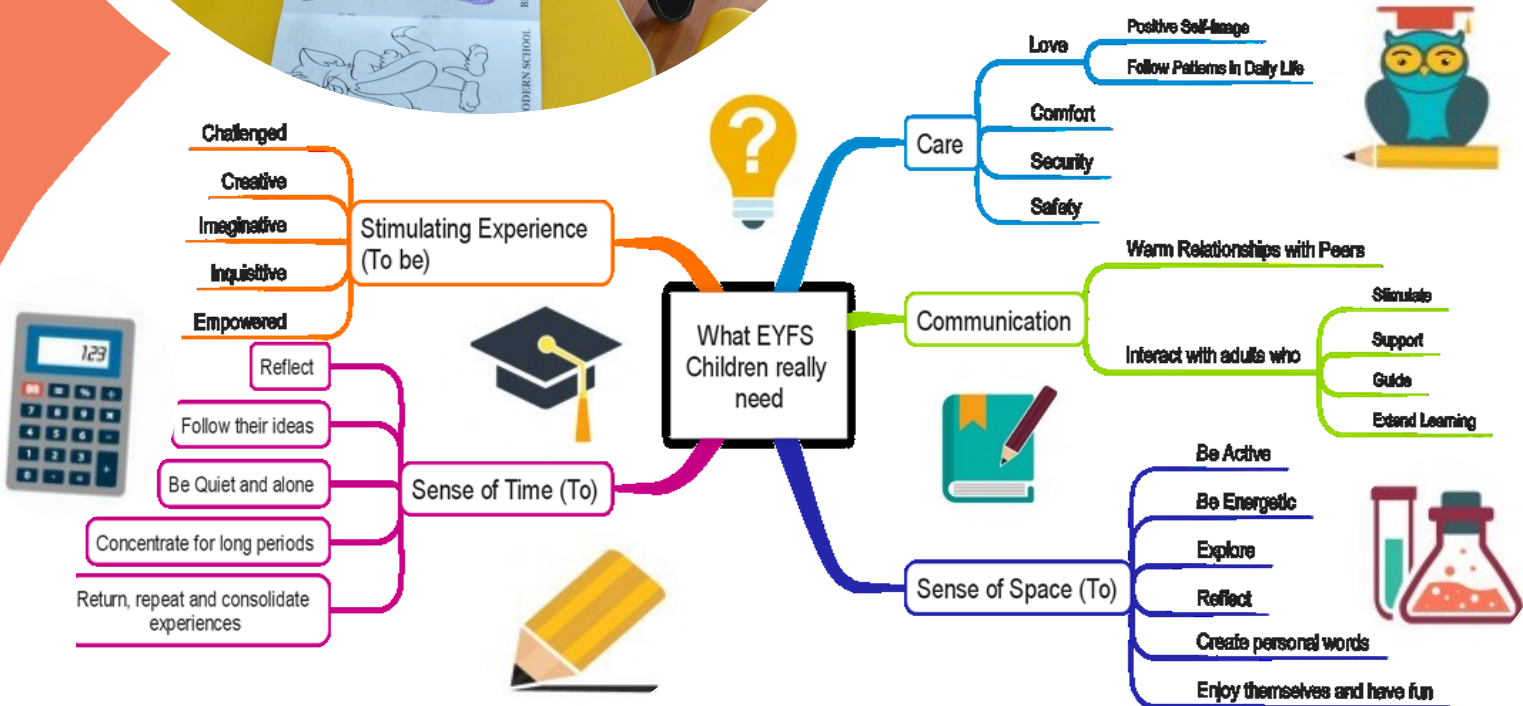
WHAT WE
GIVE

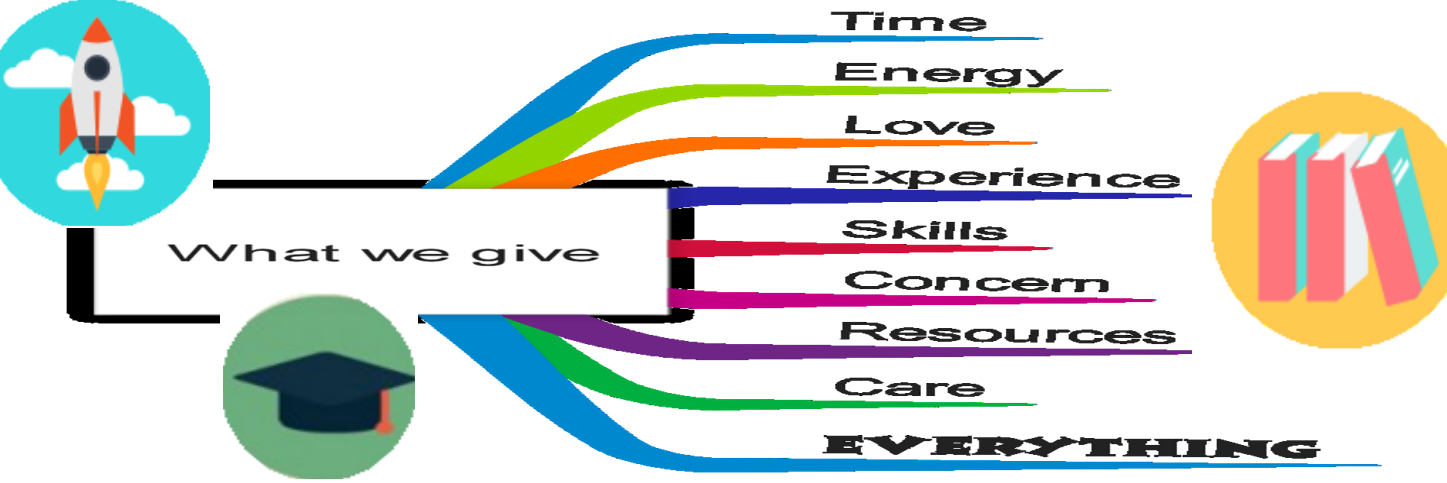
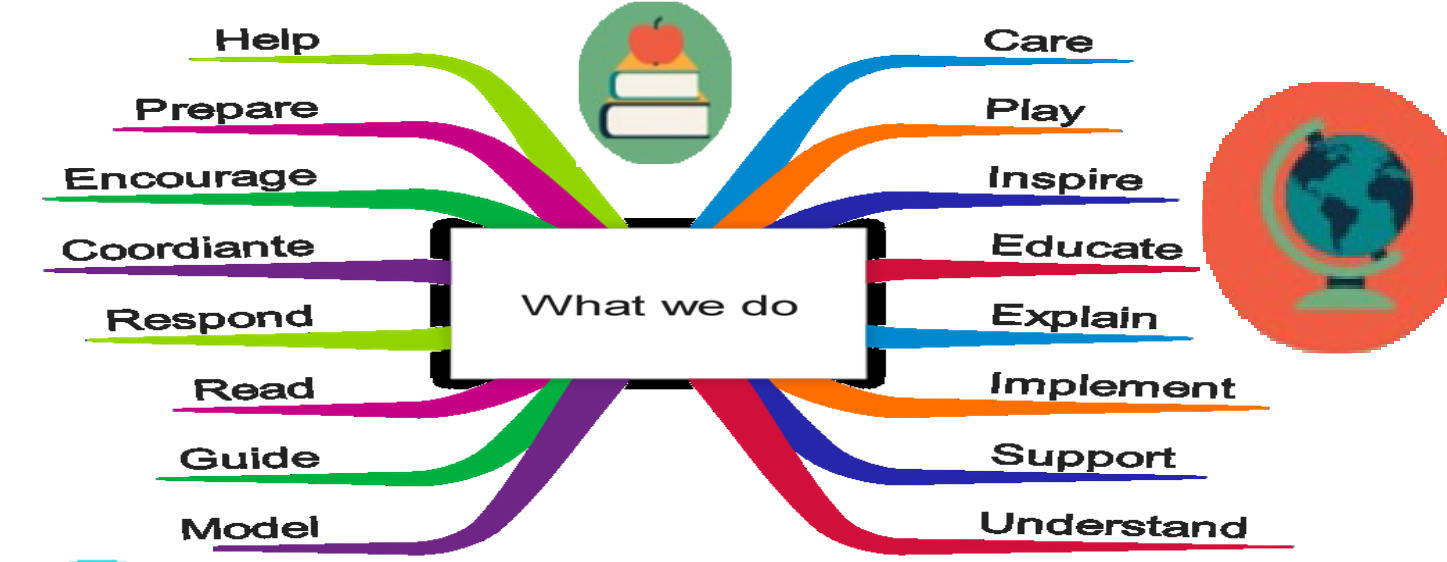
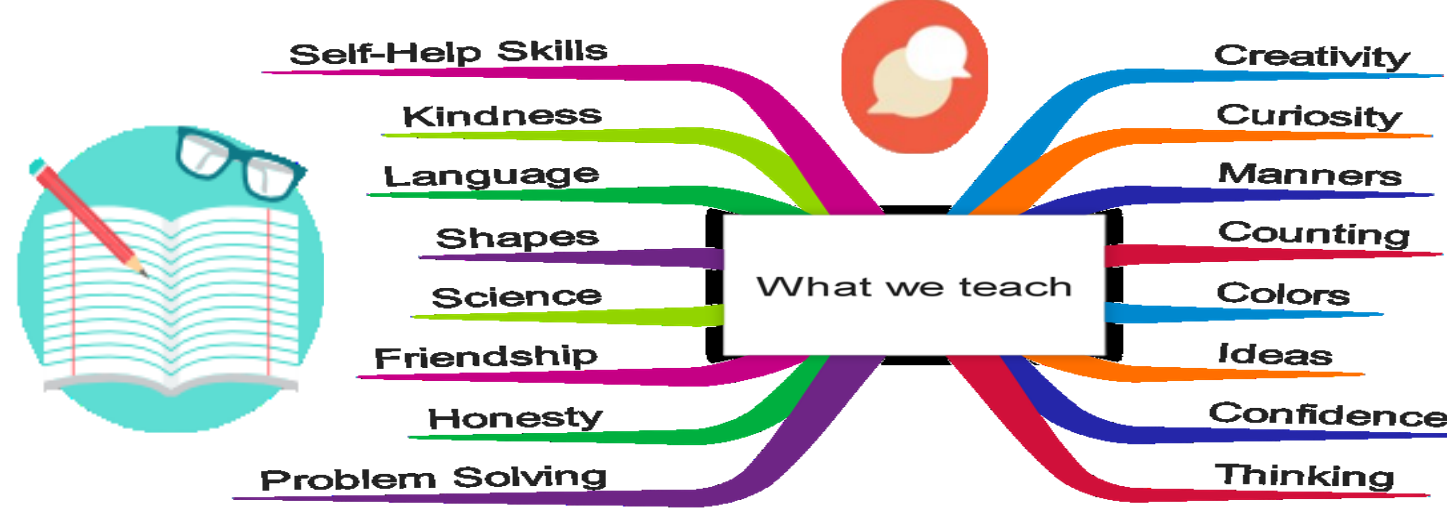
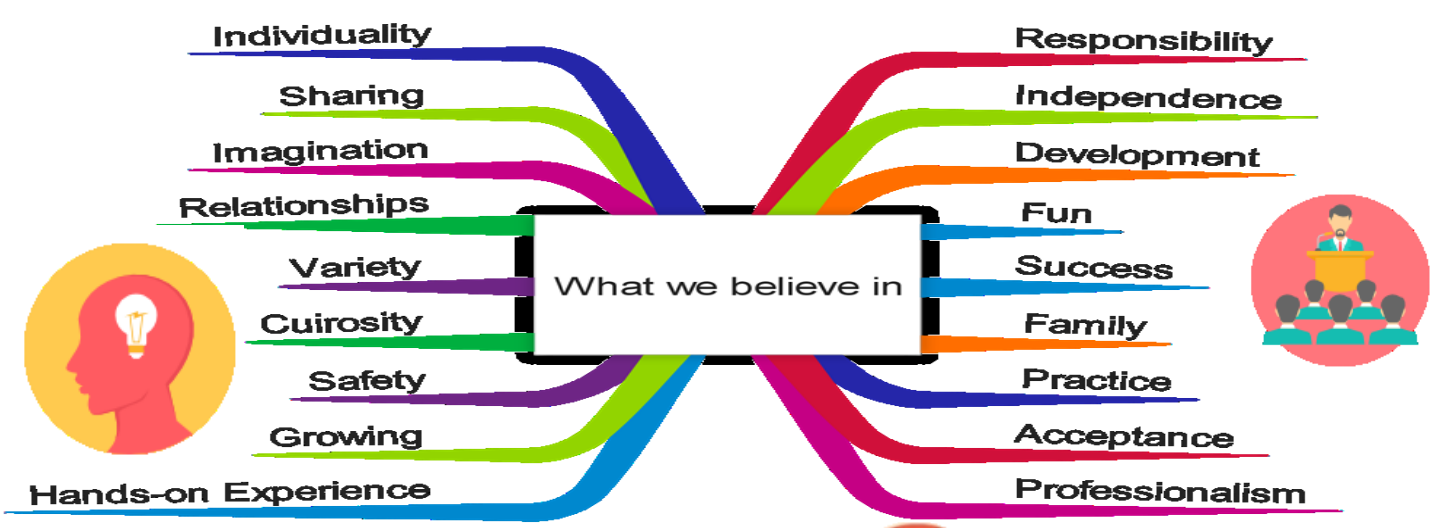
WHAT WE
BELIEVE IN

WHAT WE TRY
AND DO



WHAT EYFS
CHILDREN
REALLY NEED







EYFS BMS

Literacy Curriculum

The school curriculum comprises all learning and other experiences that the BMS plans for its pupils. So, the curriculum is just one element in the development of every pupil. It provides pupils with an introduction to the *essential knowledge* the pupils need to be educated citizens. The curriculum provides an *outline or framework of core knowledge* around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school

A systematic approach to develop teaching children how to read/write in the 1st year of school.

A synthetic phonics program

Gives the children the skill to "crack the code" of comprehension.

Kids learn first the letter sound & are then taught to read words by synthesizing/blending the sounds together

Facts about Jolly Phonics

The first year in a seven year program. From the 2nd year to the 7th year is devoted to grammar, spelling & punctuation. The 1st to 3rd year kids start Jolly Phonics Readers.

4-level Jolly Phonics readers are decodable texts which help kids develop their independent reading skills



A comprehensive programme for teaching reading and writing

EYFS BMS METHODOLOGY

ages 4-5 Phonics	ages 5-6 Grammar 1	ages 6-7 Grammar 2	ages 7-8 Grammar 3	ages 8-9 Grammar 4	ages 9-10 Grammar 5	ages 10-11 Grammar 6
Phonics	Grammar, Spelling and Punctuation					
Jolly Phonics Readers						



Within the **Foundation Stage Department**, the **BMS** staff members are professionally committed to enabling children in all **Seven Areas** of learning and development, be they **Prime** or **core** (see above) through **edutainment** which helps create a healthy, supportive rich environment which is **stimulating and attends to children's needs and interests at their early formative years**.

At the **BMS**, we do believe that children need to **play, learn** and **grow together** to develop the all-round character. **Edutainment** is a teaching

approach that guarantee achieving all this and more. **Edutainment** means getting kids fully active and involved in the learning process via entertaining activities and games that target developing kids' social skills, mental skills and processes. This is what we do at **the Foundation Stage** at the **BMS**; we combine education and entertainment so the children are both fully active, engaged and alert on the task at hand. Children very much enjoy themselves during the activities and games we offer.

Within the **Foundation Stage Department**, the **BMS** staff members are professionally committed to enabling children in all **Seven Areas** of learning and development, be they **Prime** or **core** (see above) through **edutainment** which helps create a healthy, supportive rich environment which is **stimulating and attends to children's needs and interests at their early formative years**.



Early Years Foundation Stage Timetable

This is an example of EYFS timetable. The homeroom teacher will be providing you with a copy of your child's timetable shortly after the beginning of the school

Day	8:00-8:30	8:30-9:10 Session 1	9:10-9:50 Session 2	9:50-10:15	10:15-10:55 Session 3	10:55-11:35 Session 4	11:35-12:05 Session 5	12:05-12:25	12:25-01:05 Session 6	01:05-01:45 Session 7	1:45-2:25 Session 8	2:25-2:45
Sunday	Breakfast/Free-flow			Break Time				Lunch Break -Prayer time				Pack Up - Departure
Monday												
Tuesday												
Wednesday												
Thursday												

NB: The school day ends at 2:25 and BMS gate are open for parents who are not subscribing to BMS transportation Service to collect their kids. From 2:30 to 2:50 it is BMS Bus preparation.

Early Years Foundation Stage Assessment and Reporting

We, at the BMS, incorporate three types of assessment, namely, Assessment of Learning (AOL), Assessment For Learning (AFL) and Assessment As Learning (AA). Indeed, the three types integrated are integral part of our assessment practices. AFL, which is an on-going process, informs teachers and parents of individual development and progression through the EYFS and allows them to plan for appropriate learning opportunities, be they remedial or interventional and enriching programmes. Children's progress is monitored via a process of school and teachers' assessment against the 17 Early Learning Goals using the EYFS Profile. We report this assessment to you through termly reports and End of Year Final Written Progress Report. At the end of each term, parents receive written reports that document their children's achievement. In effect, such reports (see below) highlight achievement and progress within each of the 7 Areas of Learning and the Early Learning Goals. Parents are also invited to a discuss such reports with the class teachers during the parents' teacher meetings.



British Modern School Calendar 2018/2019

BRITISH MODERN SCHOOL

2018 August						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Wed. 15/08/2018	Orientation Day
Thu. 16/08/2018	Orientation Day (EYFS + Key Stages)
Mon. 20–25/08/2018	Eid Break

2018 September						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Mon. 03/09/2018	First Day of Autumn Term for FS2 and Year 1
Tue. 04/09/2018	First Day of Autumn Term for FS1
Sun. 09/09/2018	First Day of Autumn Term for Pre-K
Mon. 27/08/2018	First Day of Autumn Term for Year 2 and Above
Wed. 12/09/2018	Islamic New Year
Thu. 20/09/2018	Aqua Sports Day
Sun. 30/09/2018	School Photo Day

2018 October						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Thu. 04/10/2018	Year 2 – Year 9 Trip
Sat. 06/10/2018	Armed Forces Day
Wed. 10/10/2018	FS – Year 1 Trip
Sat. 13/10/2018	Parents' Meeting Day
Sun. 14/10/2018	Fun Day
Wed. 24/10/2018	School Science Fair

Please note: Dates are subject to change in line with official government announcements or for other reasons



2018 November						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Thu. 01/11/2018	National Day
Thu. 8-11/11/2018	Half-term Break
Mon. 12/11/2018	First day after Half-term Break
Mon. 19/11/2018	Prophet Muhammed Birthday (Poetry/Quran Recitation Contest)

2018 December						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Wed. 05-12/12/2018	Term Assessment
Thu. 13-19/12/2018	Rehearsal + New Term Curriculum
Thu. 20/12/2018	Last day of Second term and Christmas Show
Fri. 21 – 06/01/2019	Term Break

2019 January						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Sun. 06/01/2019	Parent's Meeting Day
Mon. 07/01/ 2019	Coptic Christmas Holiday
Tue. 08/01/2019	First Day of Spring Term
Sat. 12-19/1/2019	MOE exams (subject to change)
Thu. 24/01/2019	Sports day
Fri. 25/01/2019	Police Day

Please note: Dates are subject to change in line with official government announcements or for other reasons



2019 February						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

Thu. 21 – 24/02/2019	Half-Term Break
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2019 March						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Sat. 02/03/2019	Parents' Meeting Day
Thu. 07/03/2019	Profession Day
28 –4/ 04 / 2019	Term Assessment

2019 April						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Sun. 07/04/2019	First Day of Summer Term
Thu. 13/04/2019	Parents Meeting Day
Tue. 18/04/2019	Colour Festival / Easter Egg Hunt
Sun. 19/04/2019-01/05/2019	Term Break
Wed. 25/04/2019	Sinai Liberation Day
Mon. 29/04/2019	Sham El Neseem Holiday

Please note: Dates are subject to change in line with official government announcements or for other reasons



2019 May						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Wed. 01/05/2019	Labour Day
Thu. 02/05/2018	First day of third term
Sat 04/05/2019	MOE Exams (subject to change)
Mon 06/05/2019	First Day of Ramadan (subject to change)
Tue. 28/05/2019	Term assessment

2019 June						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Mon. 03/06/2019	Beginning of Holiday
Thu. 04/06/2019-08/06/2019	Eid Break
Sun. 09/06/2019-17/06/2019	School Party Rehearsal
Mon. 17/06/2019	Graduation Day
Tue. 18/06/2019	Summer Vacation

Colour Code:

Regular School Day	
Weekend	
Holiday	
First Day Of Ramadan	
Year 2 and Above First Day	
FS2 First Day	
FS1 First Day	
Pre KG First Day	
Return Day For All Students	
First And Return Day For Teachers	

Please note: Dates are subject to change in line with official government announcements or for other reasons



SECTION THREE

FAQ

How does my child day look like?

The school day at the BMS starts at 7:30 am and ends by 2:45 pm. The day goes around the below activities

8:30 – 7:30	Breakfast and free flow
9:10 - 8:30	Literacy hour
9:50 – 9:10	Literacy hour
10:15 – 9:50	BREAK TIME
10:55 – 10:15	Numeracy Hour
11:35 – 10:55	Story time
12:05 – 11:35	Large group activities
12:25 – 12:05	LUNCH BREAK and indoor play
01:05 – 12:25	Small group activities
01:45 – 01:05	Outdoor activities
02:25 – 01:45	Activities and daily reviews
02:45 - 02:25	Pack up and getting ready for going home (Buses and Cars

In addition to this, children will take part in Arabic, Physical Education, Music and Quran each week. He also visits the school library and the computer lab.

The Arabic classes will be taught by **Ms. Doaa, Ms., Rahma and Ms. Manal.**

The PE teachers are: **Mr. Bahaa, Mr. Ali and Ms. Amina.**

The Music teacher is: **Mr. Ahmad**

The Library: **Ms. Nayla**

The ICT =

What should my child wear to school?

All BMS children **MUST** wear the school uniform. They are not allowed to wear half school uniforms with the Pe uniform. PE uniform is to be dressed only during the days pupils have PE classes. If children do not abide by the BMS uniform, unfortunately, the child will be sent back home.

What does my child study for literacy – reading and writing?

At the **BMS** we are following the **Jolly Phonics Programme**. It is a multisensory programme that gives your child a flying start in developing reading and writing skills. The first year of teaching Jolly Phonics involves children learning the 42 letter sounds, how to form letters, how to blend the sounds for reading, and how to segment sounds in words for writing and spelling. Alongside this, children are also introduced to tricky words and the alternative spellings of vowels. Teaching these skills from the start will encourage independent reading

A circular graphic with a light blue background and a white border. The letters 'FAQ' are written in large, white, sans-serif font in the center. Surrounding the text are various icons: a question mark, a pencil, a document with 'A' and 'T' on it, a gear, a speech bubble, a list of three horizontal lines, and a lowercase letter 'i'. The background of the graphic has a pattern of dashed white lines and small white stars.

FAQ

and writing. The good news is research shows that children taught using Jolly Phonics for one year are a year above their chronological age.

How can I avoid losing my child's personal belongings?

A proactive approach will be the magic solution to this hassle, especially at the EYFS. Put in other words, clearly labelling all your child personal belongings (i.e., school bag, flask and lunch box) with his/her name and class will save the hassle. More importantly, encourage your child to take responsibility for his/her personal

belongings. At the BMS, we leave no stone unturned to return lost items to their owners. As for unlabeled lost items, they are sent to **Lost and Found**, of the **PR** Department. Parents can arrange to claim them back by contacting the PR Department or the **BMS** reception.

What does my child need to take along with him to the school on daily basis?

In addition to the supply list you will receive, you need to provide your child with the following items:

An early morning snack packed in a separate easily accessible container to boost children level of energy and get ready for a long school day. Once children arrive at the BMS and head to their classes, they will have their breakfast.

A healthy nutritious lunch (e.g., sandwiches, fruit, vegetables, cereals, cheese, plain biscuits, yoghurt and juice) to maintain their level of energy. At 12:05 pm. Children will have their lunch time.

Spare clothes: it is better to send 2 changes of school clothes and 2 small towels in a named plastic bags to keep at school in case of incidents

What items should not be brought to school?

Jewelry except for stud earrings.

Watches

Chewing gum or sweets

Fizzy drinks

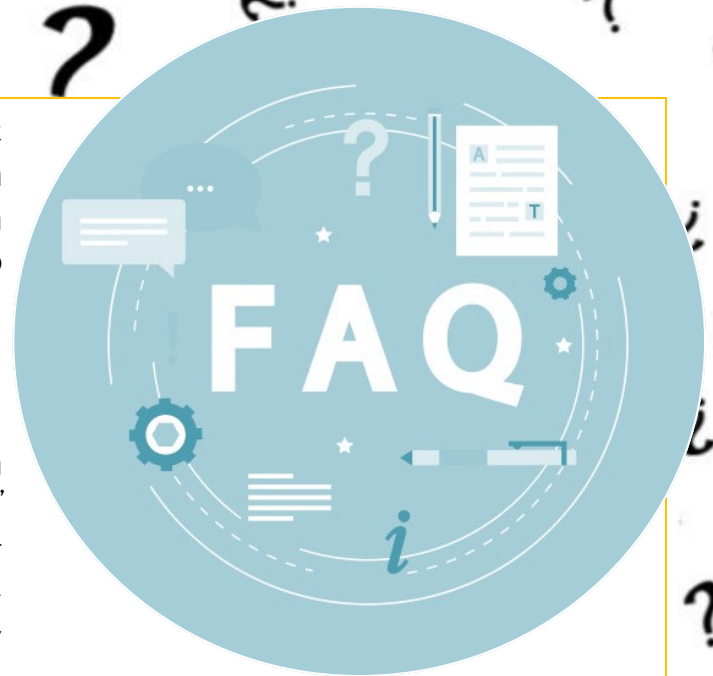
Toy guns, knives, swords or other items which encourage aggressive behavior

Expensive toys, mobile phones or electronic devices.

Can children celebrate their birthdays at school?

Certainly, you are welcome to send along individual cupcakes, muffins or cookies along with large cakes to share with classmates. All birthday parties will take place only on the days

marked in the calendar. Parents are welcome to arrange for the event a week earlier with the school via the Pe Department even through the Channel Book or a phone call to the reception



What happens if my child is tardy/late?

All children must arrive by 7.50 am. Children arriving later than that will be marked 'late' on the class register. We understand that slight delays are inevitable on an occasional basis but the first half hour is particularly important for Early Years. It is a time for meeting, greeting and planning the day. Children who miss this time often feel insecure, unsettled and unhappy during the day. Persistent lateness and any arrival after 8.30am will be dealt with by the Principal, who will request a meeting with the parents.

What should I do if my child is absent from school?

If you have to keep your child at home due to illness, please send an explanatory note or medical certificate when s/he returns to school. For one- or two-days absence, a parent letter is acceptable. For three days or more a doctor's note is required. Any missed work will be caught up, with the teacher, in class so please do not ask for work to be sent home. It is strongly recommended that you do not ever take your child out of school during term time but if this is absolutely unavoidable, at any time, please notify us in advance. Parents are advised that any absence can be very detrimental to a child's academic progress and are urged to make every effort to ensure that their child does not miss any school days unnecessarily.

How can I communicate with my child's teacher?

If you have any specific concerns at any time you may write your child's teacher a short note in the Channel Book or contact them at their school email address which can be found on the first pages of this handbook. Any longer letters must be addressed to the Team Leader of The Early Years Foundation Stage, who can also be contacted by email; or you can make an appointment with the school reception. Teachers are not allowed to meet parents without a prior appointment. Our regular Year Group Updates will be emailed to parents and can also be viewed, along with the monthly School Newsletter. (Please ensure that the school Reception have your current email address & that you inform us if it changes.). There will be a Parent-Teacher Meetings (See Academic Colander, when parents can discuss the progress of their child with the Class Teacher.

BMS Transportation Arrangements What time will my child return home by bus?

A circular graphic with a light blue background and a white dashed border. The letters 'FAQ' are prominently displayed in the center in a large, white, sans-serif font. Surrounding the text are various icons: a question mark, a document with a pencil, a gear, a speech bubble, a list of three horizontal lines, and a lowercase letter 'i'. The background of the graphic is filled with a pattern of small, light blue question marks.

FAQ

FS children will finish school at 1:50 pm and the buses will depart at 2.00 pm. Arrival times may vary during the first days of school while routes are being established. Please refer any questions to the transportation Service supervisor, via Reception.

What are the bus rules?

Kindly make sure that you and your child knows and follows these policies for your children safety.

Pupils should be waiting for the bus at his/her pick up point on time with an adult, five minutes before the pickup time; the buses are **NOT** allowed to wait

Pupils should stay off the road at all times while waiting for the bus.

Pupils should wait until the bus comes to a complete stop before attempting to get on/off the bus.

Pupils should treat the bus driver with respect and obey the bus attendant/matron.

Pupils should keep their hands and heads inside the bus at all time after entering and until leaving the bus.

Eating on the bus is forbidden, though your child may drink water.

Pupils should keep the bus clean; to ensure their safety.

Pupils should not leave their seat while the bus is in motion.

In case of a child will not be taking the bus on a specific day, a written note must be sent to the stage team leader in the Channel Book. Verbal messages will not be taken into consideration

At the end of the day, someone must be present on the street to collect your child from the bus. The matron has been instructed not to leave other children unattended on the bus. She cannot deliver your child to the door.

What time does he/she need to be in school and collected from school if he does not use the school transportation services?

FS children will finish school at 1:50 pm and the buses will depart at 2.00 pm. Arrival times may vary during the first days of school while routes are being established. Please refer any questions to the transportation Service supervisor, via Reception.



The school administration and teachers would highly appreciate your cooperation in addressing them through the *Channel Book*. We at the *BMs* would rather avoid any verbal messages through bus matrons or any other person.

Any money sent to school for any purpose should be sent in a sealed envelope stapled in the channel Book with the child name and class addressed to the Homeroom Teacher.

PARENTS TEACHERS MEETINGS & CONFERENCES

Parents/teachers meetings are extremely important. Such meetings are held as scheduled in the BMS calendar. Parents are expected to attend all

meetings to discuss their child's progress. For arising situations that need urgent action, in between, parents/teachers, meetings/conferences could be set between teachers and parents to discuss arising problems or the child academic performance upon the request of either party. Parents cannot show up on the school at any time for such a conference without a previous appointment.

CODE OF CONDUCT

Our pupils should:

- Be responsible for their actions and understand the consequences that result from their actions.
- Be respectful to all members of the school no matter their religion, color or gender.
- Understand that some things take time and therefore, patience and understanding is required.
- Develop their teamwork and communication skills.
- Show respect to school's property by not damaging or abusing any of it.
- Show respect to the school's environment by keeping it clean and not littering it.

CLINICS

The school provides a clinic staffed by a highly qualified physician (GP). The GP is on duty for any needs that might arise during school hours and can help/give advice regarding appropriate medical treatment outside of school.

In the event of emergency children will be taken to the nearest hospital.

Parents should complete a medical form for their children as part of the admission procedure and clinic staff should be made aware of any



changes to contact numbers/health information as soon as possible.

If students require medication during the school day this should be given to clinic staff in a clearly labelled bag and they will store it in the clinic and administer it at appropriate times.

If parents are asked to collect a child from school that has fallen ill or has been injured they should do this within an hour of notification being received.

If a child is brought into the clinic parents will be contacted by phone/e-mail/letter/in person as necessary based on clinical judgment made by the nurses.

All students wishing to be excused from PE/Swimming must come to the clinic prior to these lessons. All excuses are recorded, students assessed and parents contacted as necessary.

Parents should inform the clinic of any illness or any medication being taken via the child's homework diary/e-mail or phone call especially regarding contagious or notifiable illness.

Children with live head lice are sent home immediately with information regarding treatment for the whole family.

A doctor's letter is required after any surgery or injury (especially fractures) confirming the diagnosis, treatment and any instructions for restrictions to school activities e.g. PE/ Swimming.



CURRICULUM OVERVIEW FOR EARLY YEARS FOUNDATION STAGE (FS1) AUTUMN TERM

RECEPTION CHILDREN FOLLOW A PROGRAM DESIGNED TO HELP THEM ACHIEVE WHAT ARE KNOWN AS THE 'EARLY LEARNING GOALS'. THESE ARE TARGETS THAT MOST CHILDREN ARE EXPECTED TO ACHIEVE BY THE TIME THEY LEAVE THE RECEPTION CLASS. WE BELIEVE THAT CHILDREN LEARN BEST FROM PRACTICAL EXPERIENCE AND ALL AREAS OF THE CURRICULUM ARE DELIVERED IN THIS WAY AS MUCH AS POSSIBLE. THE FOUNDATION STAGE 1 CURRICULUM INCLUDES:

Personal, Social & Emotional Development

- Become more self-confident to choose activities and discuss ideas.
- Build awareness of needs and express them and seek help.
- Demonstrate confidence to speak in a group of familiar peers.
- Work as part of a group, following rules where appropriate.
- Form positive relationships with peers and adults.
- Play co-operatively, taking turns.

Literacy

- Link letters to sounds from groups 1, 2, 3 and 4 of Jolly Phonics
- Develop letter formations through a multi-sensory approach
- Practice blending techniques for CVC words
- Identify sounds in words
- Introduction to tricky words
- Recognise and trace their name

Communication & Language

- Listen to stories and responding to prompts and ideas
- Follow instructions to carry out activities
- Express of ideas, including real-life and fictional ideas
- Begin to use past, present and future forms of language

Numeracy

- Count numbers from 1-15 with correct place value
- Identify colours
- Identify and differentiate between shapes
- Use everyday language to talk about size, weight, capacity and position

Understanding the World

- Know about similarities and differences between themselves and others
- Know about similarities and differences in communities and traditions
- Recognise that technology is used at home and in school

Physical Development

- Move in a range of ways with increasing spatial awareness and co-ordination
- Increased fine and gross motor skill control
- Handle equipment and tools such as pencils
- Learn about healthy living including diet, exercise and self-care

Expressive Art & Design

- Experiment with song, music and dance
- Use a range of artistic materials, tools and techniques
- Work imaginatively to create new works
- Express ideas through art, dance, role-play and stories

Personal, Social & Emotional Development

This will focus on children learning how to work, play and co-operate with others and function in a group beyond the family. Children will be helped to:

- Become more self-confident to choose activities and discuss ideas.
- Build awareness of needs and express them and seek help.
- Demonstrate confidence to speak in a group of familiar peers.
- Work as part of a group, following rules where appropriate.
- Form positive relationships with peers and adults.
- Play co-operatively, taking turns.

Literacy – Reading & Writing

In literacy, children are taught to link letters to sounds according to the Jolly Phonics Programme

- Use phonics knowledge and skills to decode and read regular words
- Blend letter sounds together to read new words.
- Read the 24 tricky words of blue and yellow groups
- Read simple sentences
- Use phonics knowledge to write simple words and sentences.
- Read and understand age and ability appropriate books (Red and yellow readers).
- Use “a” and “an” correctly
- Identify proper nouns in a given sentence

Physical Development

PE will focus on children’s development of mobility, awareness of space, and manipulative skills in indoor and outdoor environments. Children will be encouraged to:

- move confidently and imaginatively with increasing control and co-ordination.
- Develop control and coordination of movement
- Handle equipment and tools, including for writing
- Learn about healthy diet and exercise
- Manage their own hygiene and personal needs

Communication & Language

This will focus on children developing competence in talking and listening and in becoming readers and writers. In small groups and in large groups children will be encouraged to listen attentively while completing tasks.

- Listen to stories and responding to prompts and ideas
- Follow instructions to carry out activities
- Express of ideas, including real-life and fictional ideas present and future forms of language and ‘why’ questions.

Numeracy

Numeracy will focus on providing children with activities to help them compare, sort, match, sequence and count. Children will be helped to:

- Count confidently numbers up to 30 with correct place value.
- Say 1 more or 1 less than a number to 30
- Use everyday language to talk about size, position, time etc.
- Use mathematical language to describe shapes and objects
- Use counting on and number knowledge for simple addition
- Use counting back and number knowledge for simple subtraction.

Understand the World

This will focus on children’s developing knowledge and understanding of their environment including their families and communities and features of the world around them, talk about events in their own lives and that of their family

- Know about similarities and differences between communities
- Talk about similarities and differences between objects
- Make observations of plants and animals
- Recognise that technology is used in homes and schools

Expressive Arts & Design

Through art, music, dance, stories and imaginative play, children will develop an increasing ability to use their imagination, to

- Experiment with songs, music and dance
- Use a range of artistic materials, tools and techniques
- Work imaginatively to create new works
- Represent ideas through art, music, role-play, dance and stories

Section Four:

How can you help me with my learning?

30 - 50 months: How can you help me with my learning?

Personal, Social and Emotional Development

Making relationships

- Let me build things with my friends using big cardboard boxes and pieces of fabric.

Self confidence and self awareness

- Let me help you match the socks together.

Managing feelings and behaviour

- Let me dress up and pretend to be a nurse, doctor, firefighter, mum or dad.
- Explain to me why I cannot do things like run around the supermarket.

Communication and Language

Listening and attention

- Play listening games with me like "Simon Says...." where I have to copy an action or "Ready, Steady, Go" where I have to wait to push the ball or car.
- Make up silly sentences with me where each word begins with the same sound as at the start of my name.

Speaking

- Talk to me about things we did or places that we went to yesterday.

Understanding

- When I'm helping you to make the lunch, ask me questions like "What do I need to cut the apple?" or "What do I need to pour your milk / water into?" so that I can find you the thing we need.
- When we're tidying up give me simple instructions like "Put your shoes in the basket" or "Put the remote control on the sofa."



Physical Development

Moving and handling

- Let me practice using children's scissors to cut dough, cooked spaghetti or paper.
- Make an obstacle course in the park or garden where I have to run around benches or chairs, crawl under a blanket and crawl through a cardboard box.

Health and self care

- Make sure I brush my teeth twice a day.

Mathematics

Numbers

- Make a train shed with numbers on so that I can match my trains into the shed with the same number on.
- Put numbers on a skittles game made from plastic bottles. Ask me what number was on the bottle I knocked down.

Shape, space and measure

- Let me build from cardboard boxes or wooden bricks. Use words like "long" or "tall" to describe my model.
- Go on a shape walk inside or outside to find things which are the same like "circles" or "spheres".

Understanding the World

People and communities

- Take me out to different places where we live, like the fire station or the library.

The world

- Let me explore mud, rain or snow.
- Plant seeds with me in a pot or in the garden.

Technology

- Let me press buttons, like on the pelican crossing or the doorbell at our friend's house, to see what happens.

Expressive Arts and Design

Exploring and using media and materials

- Let me use my paints to mix up my own colours.

Being imaginative

- Help me to use some of my toys to make up a story.
- Give me pieces of material to make a cape or a big cardboard box to make a spaceship when I'm pretending to be somebody else or going on an adventure.

Literacy

Reading

- Set up a pretend shop where I can read the labels on the packets and boxes.
- Read a recipe to me as we're making dough.

Writing

- Tell me what you're writing as you write a shopping list.
- Make a name card for my bedroom door or a placemat with my name on. Let me use these to help me try to write my name by myself.



40 - 60 months: How can you help me with my learning?

Communication and Language

Listening and attention

- Play a treasure hunt game with me where I have to listen to your instructions to help me find the next "clue".

Understanding

- When we're sharing a story together ask me why I think something has happened or what might happen next.

Speaking

- When we're sharing a story ask me how I think the story might end.
- Make up silly rhymes with me where we use words that begin with the same letter or the words all rhyme, like "cat", "bat" and "hat".
- Play "I spy" with me.
- Use different voices, like loud voices or squeaky voices, when we're telling stories.

Personal, Social and Emotional Development

Making relationships

- When we go to the park ask me what we can do there or what things we see growing there.

Self-confidence and self awareness

- Let me tell you how you can help me when I'm making something.

Managing feelings and behaviour

- Talk to me about how to keep safe when we're going to cross the road at a pelican crossing or zebra crossing.

Physical Development

Moving and handling

- Play games with me like football, basketball or throwing balls into bowls or boxes.
- Get me to thread plastic bottle tops with holes onto string or shoe laces.

Health and self-care

- Make fruit kebabs or vegetable faces to help me try different types of fruit and vegetables.
- Dance with me when we hear our favourite songs.



Mathematics

Numbers

- Plan a picnic with me and let me decide how many sandwiches and bananas we will need.
- Make a number line with me using birthday cards.
- Play number snap or bingo with numbers that we've cut out of a magazine.
- Sing number songs where I have to count backwards like "Five Little Ducks" or "Ten Fat Sausages".

Shape, space and measure

- Let me sort out the pairs of shoes so that they go from small to big.
- Let me give you instructions for an obstacle course, like "Go under the blanket", "Go through the tunnel" and "Go behind the chair".

Literacy

Reading

- Make a puppet theatre with me from a cardboard box and puppets, cut out of comics or pictures from websites, to help me make up new stories.
- Make and play games with me that use letters or words.
- Play games where you give me an instruction like "Can you j-u-m-p?" or "Can you h-o-p?" and I have to put the sounds of the word together and show you the action.

Writing

- Make a pretend shop with me and let me write the price lists.
- Make number plates with me for my cars.
- Make a photo book of our family or when we went to the park and let me write my own words in it.

Understanding the World

People and communities

- Let me help you find the things we need in the shop.
- Have a pretend party for my dolls and teddies with me.

The world

- Make a map with me to show how we get from our house to nursery or the library.
- Draw a road for my cars or a track for my trains with me on a big piece of paper.
- Let me help you water the plants.
- Make coloured ice cubes with me and let me use them to paint with.

Technology

- Let me listen to a story or a song on our radio, CD player, app or website.
- Let me take photos of my favourite toys, special grownups or when we walk to the bus stop.

Expressive Arts and Design

Exploring and using media and materials

- Pretend stories with me like "Going on a Bear Hunt" or "Walking Through the Jungle".
- Sing and dance with me to my favourite songs.
- Give me string, scissors, sticky tape, glue and boxes to make a model, like a castle or a car.

Being imaginative

- Let me tell you a story about what I'm doing when I'm dressing up and pretending to be a pirate or a doctor.





BRITISH MODERN SCHOOL

BMS VISION

BMS vision is to build a generation of intellectual leaders who are empowered and ready to face the challenges of the future, keeping their country's sustainable development as their top priority.


BMS MISSION

BMS mission to provide the highest quality of education to our pupils through the most professional teachers and staff members utilizing the state-of-the-art technology in the educational field.

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