



NORD ANGLIA
INTERNATIONAL SCHOOL
HONG KONG

Welcome to Nord Anglia International School, Hong Kong



Welcome to NAISHK – 1 school 3 campuses

Nord Anglia International Pre School – Sai Kung



Class Allocations

Each child has been allocated a class - Each class has a class teacher and dedicated TLA.



Staff in School – who's who?



Head of School
Naima Charlier



Head of EYFS
Emma Coleman



Nursery Year
Group Leader
Gemma Longworth



Reception Year
Group Leader
Sarah Tillotson



Year 1 Group
Leader and ASN
Katie Malone

Staff in School – who's who? Nursery



Nursery Year Group Leader
Gemma Hughes (Nee
Longworth)
Bumblebees



Nursery Teacher
Kay Gibson
Ladybirds



Nursery Teacher
Jen Rowland
Caterpillars

Staff in School – who's who? Reception



Reception Year Group
Leader
Sarah Tillotson
Turtles



Reception Teacher
Tony Schaverien
Starfish



Reception Teachers
Clare Cunningham
Seahorses

Specialist Teachers



MUSIC

Wendy Szuch



ART

Amy Grevis-James



MANDARIN

Zoey Lo



DRAMA

Nigel DeSousa



P.E.

Stephanie Jones

Mandarin – Daily
Art and Drama – Mondays
Music and PE – Tuesdays and Wednesdays



Key Dates:

18th August – play date

8th September – Welcome Back Party 2018

Drinks on the roof - TBC

House System

The Houses are named after castles in the UK:

Balmoral (Blue)

Caernarfon (Green)

Sandringham (Yellow)

Windsor (Red)

All pupils are allocated a House and will remain with that House throughout their time at NAIS. Siblings are allocated the same House.

Each House is looked after by a Head of House and a House Captain.



House Events and Competitions



There are lots of House Events throughout the year.

STEAM challenges

Sports Day

Books and buns!

The EYFS at Nord Anglia International Pre School

Ethos, values, philosophy



EYFS Curriculum

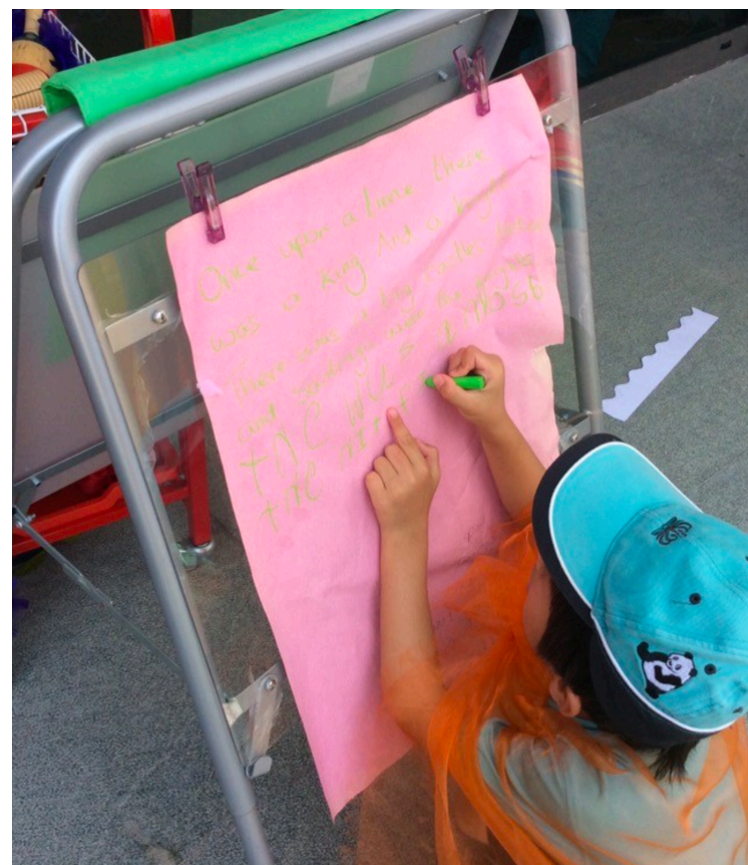
Teaching and Learning at NAIPS Hong Kong

Children follow EYFS Framework and an adapted Curriculum based on Development Matters

Children learn through play

Children are taught specific skills

Children have specialist lessons – teachers build on these skills in play



EYFS Curriculum

What level do pupils start at?

Children join us with a range of skills and knowledge and at different starting points.

In the first few weeks of term our teachers will spend time getting to know your children and understanding where they are in their learning.

They will use this knowledge to plan learning that addresses the needs of all pupils in the class.

Development Matters age bands

What to expect, when document



EYFS Curriculum

The Early Learning Goals



Timetables

Nursery

	Monday	Tuesday	Wednesday	Thursday	Friday
8.20 – 8.40	Welcome Register Calendar	Welcome Register Calendar	Welcome Register Calendar	Welcome Register Calendar	Welcome Register Calendar
8.40 – 9.00	Assembly	Mandarin	Library/Story Time	Mandarin	Busy Learning
9.00 – 9.45	Busy Learning	Busy Learning	Busy Learning	Busy Learning	
9.45 – 10.00	Snack				
10.00 – 10.15	Break Time				
10.15 – 10.45	Squiggle Wiggle	P.E.	P.E.	Squiggle Wiggle	Squiggle Wiggle
10.45 – 11.15	Busy Learning	Music	Music	Busy Learning	Busy Learning
11.15 – 11.30	Phonics			Phonics	Phonics
11.30 – 12.15	Lunchtime				
12.15 – 12.30	Circle Time	Busy Learning	Circle Time	Circle Time	Busy Learning
12.30 – 2.00	Busy Learning		Busy Learning	Busy Learning	
	Mandarin		Mandarin		Mandarin
2.00 – 2.15	Tidy Up Time				
2.15 – 2.45	Story/Getting ready to go home				

Reception

	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 – 9.00	P4C Register with Maths Calendar Assembly	P4C Register with Maths Calendar Library	P4C Register with Maths Calendar Objective Carpet	P4C Register with Maths Calendar Objective Carpet	P4C Register with Maths Calendar Objective Carpet
9.00 – 9.30	Drama	Music	Busy Learning	Busy Learning	Busy Learning
9.30 – 10.00	Art	P.E.			
10.00 – 10.15	Break Time				
10.15 – 10.30	Snack	Snack	Snack	Snack	Snack
10.30 – 11.00	Mandarin	Mandarin	Busy Learning	Busy Learning	Busy Learning
11.00 – 11.30	Busy Learning	Busy Learning	Phonics	Phonics	Phonics
11.30 – 12.15	Lunchtime				
12.15 – 12.30	Objective Carpet	Objective Carpet	Music	Mandarin	Story Acting
12.30 – 2.00	Busy Learning	Busy Learning	P.E. Mandarin Busy Learning	Busy Learning	Busy Learning Mandarin (1:30 – 2:00)
2.00 – 2.05	Tidy Up Time				
2.05 – 2.30	Phonics Book of the Week	Book of the Week (Makaton)	Maths Meeting Book of the Week	Maths Meeting Book of the Week	Maths Meeting Book of the Week
2.30 – 2.45	Home Time and Buses				

What Learning Looks Like



- Follow the children's interests
- Children lead the learning
- Adults facilitate learning
- Enhance classroom provision
- Cover seven areas of learning

What Learning Looks Like



PSED – Making relationships
Communication and Language –
Speaking, listening, understanding



Literacy - Reading



Maths – Shape, Space and Measure



Expressive Art and Design –
Exploring and using media and
materials



Understanding the World – The
World



Understanding the World -
Technology

Characteristics of Effective Learning

Developing skills for learning

■ **Playing and Exploring - Engagement**

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

■ **Active Learning – Motivation**

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

■ **Creating and Thinking Critically – Thinking**

- Having their own ideas
- Making links
- Choosing ways to do things



What Learning Looks Like - Interactions

During Busy Learning adults interact with children to develop their play to ensure it is challenging for the child and covers lots of areas of the curriculum.



Ch: Maths & Art
A: Language



A: Maths



A: Understanding the World



A: Literacy, Physical Development & Art

What Learning Looks Like - Interactions

During Busy Learning adults interact with children to develop their play to ensure it is challenging for the child and covers as many areas of the curriculum as they can.



Ch: Maths
A: Maths



Ch: Literacy & Maths



A: Art & Physical
Development

What Learning Looks Like - Interactions

During Busy Learning adults interact with children to develop their play to ensure it is challenging for the child and covers as many areas of the curriculum as they can.

A: Literacy



A: Self Confidence & Managing Feelings



A: Language & Literacy



Ch: Making Relationships, Language & Being Imaginative



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Literacy in Nursery

- **Communication and Language** - interactions, language focused circle times
- **Story time** – developing a love of books, building vocabulary
- **Role play** – retelling familiar stories and creating their own
- **Mark making** – lines and shapes, drawings, letters like shapes, letters
- **Squiggle Wiggle** – develop gross motor skills through large movements and mark making to prepare for fine motor skills required for writing
- **Phonics** – Phase 1 involves tuning into sounds, developing listening skills, rhyming, initial sounds, blending/segmenting (robot talk) – c-a-t

Phonics workshop to be held later in the year



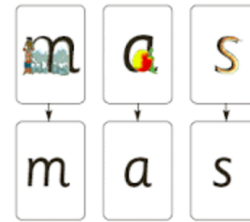
Literacy in Reception



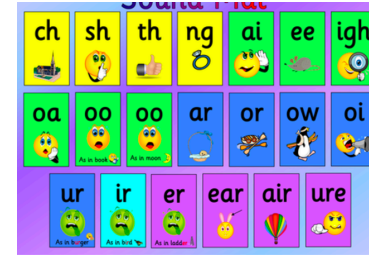
Book of the Week



Phase 1



Phase 2

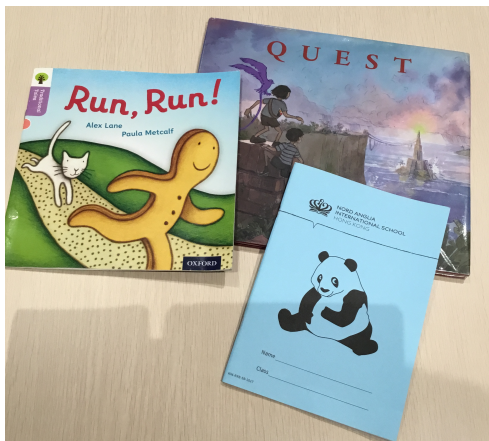


Phase 3



Phase 4

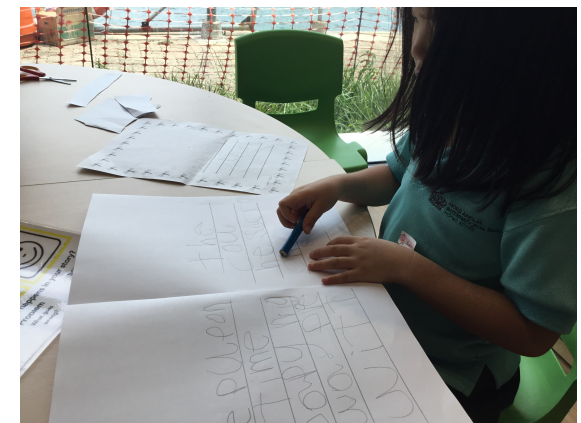
Phonics



Home Reading Books

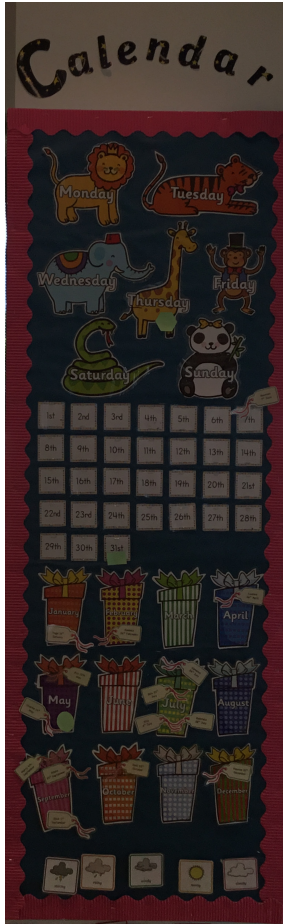


Story Scribing

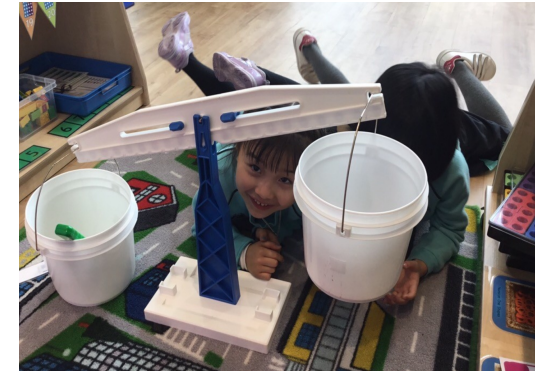


Literacy During Play

Mathematics in Reception



Morning Maths



Maths During Play



Development of
Number Skills

Gaining Independence – ready for school!

Preparing your child for Nursery

- Experience of playing with other children
- Following simple instructions and routines
- Feeding themselves
- Independently getting dressed
- Toilet trained – no nappies, but please send a full set of spare clothing to be kept in school



Eating at School

Packed Snack and Lunch

- Children will need a container for snack, a container for lunch and a water bottle.
- Please ensure their belongings are labelled.
- We want to promote a healthy and balanced diet.
 - We ask for children to not bring in sweets, chocolate and fizzy drinks as part of their snack/lunch.
- We also promote eco-friendly practices for snack/lunch.
 - Choose snack/lunch items without single use plastic ('naked lunch').



Tapestry – your child's online learning journey

More information about this at a workshop soon

- Learning through play
- Developmental leaps
- Linked to Development Matters Statements
- Linked to Characteristics of Effective Learning
- What to do with the observations – share and celebrate!
- Parents Comments on Teacher observations – so important
- Parent Observations too
- Reports



Homework

- No Homework
- Play!
- Use Tapestry
- Reading and sharing books
- Teachers comments in Reading Records



Extra Curricular Activities (ECAs)

- We offer a wide range of ECAs for Reception (after Christmas) and Year 1 pupils from sports and creative activities to multi-sports, language, Lego and beading.
- Our teachers lead these clubs from 3.00pm to 3.45pm - free of charge.
- No buses for ECAs
- Sign up information on Firefly



Reporting to Parents

We understand the importance of sharing your child's progress and achievements with you. Tapestry is crucial for this.

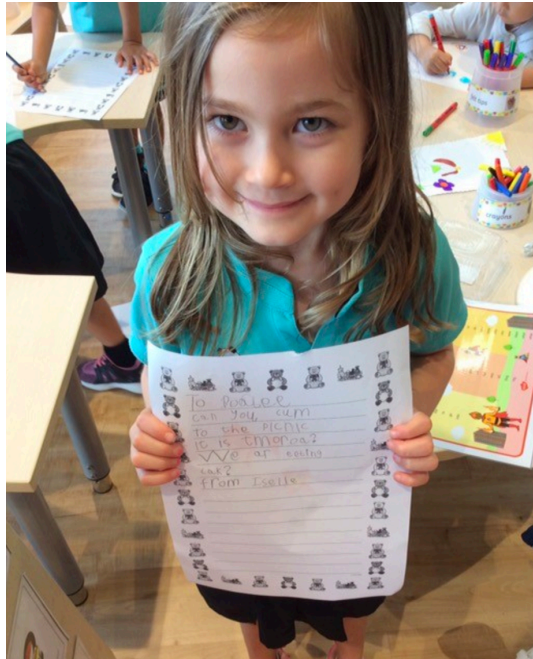
- October - a Parents' Evening (a 1:1 meeting with your child's teacher)
- December – Mid Year Report
- February/March - a Parents' Evening (a 1:1 meeting with your child's teacher)
- June – an End of Year written report.

Parents are always welcome to arrange additional meetings if they are worried or have any concerns they wish to share. Likewise, if we have any concerns we will contact you and invite you in for a discussion.



Reporting to Parents

Parents are encouraged to communicate with their class teacher using email. Staff check email regularly but not always during the teaching day. Urgent communication should be addressed by phone call to the School Receptionist such as changes to pick ups.



Induction into school for Nursery

- **Days 1 & 2** – Small groups of children in timetabled slots
- Children accompanied by parents for a ‘Stay and Play’ session (1 hour). Meet with class teacher on one of these days.
- **Day 3** – Children invited into school without their parents for a half day.
- No buses
- **Day 4** – All children will complete their normal day at school. Refreshments will be provided for parents after drop-off
- *If a child is not ready for this big step, then class teachers will meet with parents individually to extend the induction plan.*
- First day of buses
- **Day 5 onwards** - Children will complete their normal day at school.



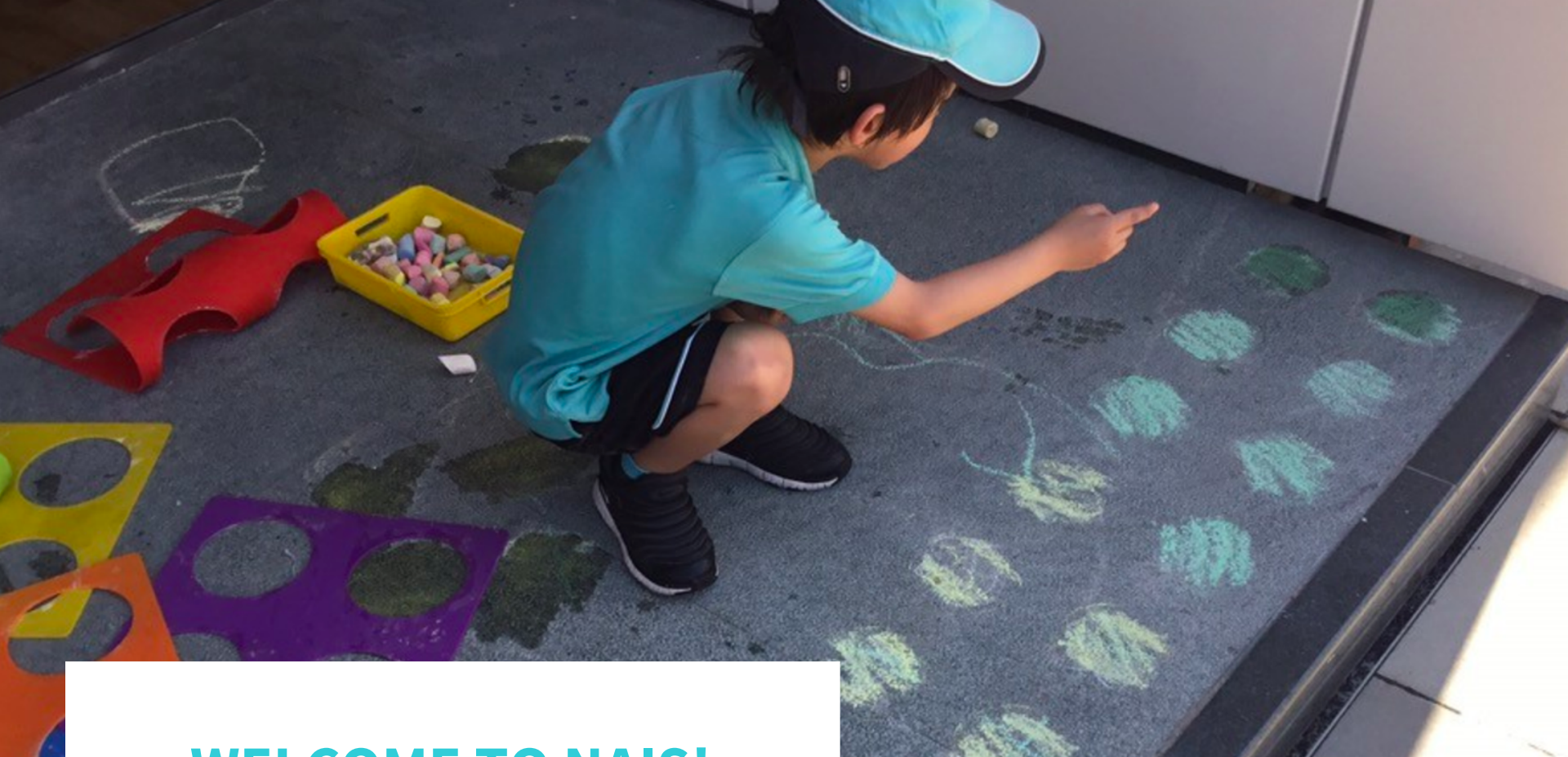
Induction into school for Reception

- **Children currently in our nursery will experience activities to support their transition**
 - Playing in Reception play space
 - New teachers come down to play and read stories in Nursery
 - Social Story about moving up to Reception

- **August Day 1**
 - Children new to Nord will be accompanied by parents for a 'Stay and Play' session.
 - Small groups of children in timetabled slots

- **Day 2**
 - Children invited into school without their parents for their first day.
 - Recommend children to be dropped off by parents
 - Parent Coffee morning
 - Children who might not settle easily can start with half a day (discussed at stay and play)

- **Day 3**
 - Normal school day with buses.



WELCOME TO NAIS!

Facebook: /NAISHongKong
Twitter: @NAISHongKong