



2025
WINNER

2026-2027

NURSERY-RECEPTION
HANDBOOK



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WELCOME MESSAGE



Founded in 1984, GSAT initially focused on the learning of Greek Language of all primary levels up to the GCSEs and A' levels. However, in 2011, we proudly introduced our Early Years Groups, catering to 3.5yrs old and 4 yrs old children. While our humble beginnings lacked a dedicated base, we embarked on a fundraising journey that led to the establishment of our nursery and reception year groups.

Over the years, our Early Years Groups have evolved into an integral part of our esteemed school. It holds a special place due to our team's unwavering passion for working with children, the nurturing ethos we instill, and the development of a profound sense of professionalism. Our staff's dedication to the well-being of the children and their families is at the core of our success and growth.

As we look back on our journey, we are filled with gratitude for the opportunities to shape young lives positively and enable them to have a positive start off on their Greek Learning Journey. We remain steadfast in our commitment to providing exceptional learning experiences and nurturing a love for learning that will leave a lasting impact on our students' lives.

For this year, we are delighted to open our doors and extend a warm embrace to each and every little learner and their families. Here, in our nurturing haven, we believe that every child is a budding star, and our mission is to provide them with a firm foundation for a lifetime of learning and growth and the love for the Greek language and culture.

At our school, we cherish the uniqueness of every child, fostering an environment where curiosity is celebrated, creativity is encouraged, and imagination knows no bounds.

Through a carefully crafted blend of play-based learning, interactive activities, and engaging experiences, we aim to spark a love for learning that will last a lifetime. Our classrooms are filled with laughter, joy, and the magical spark of curiosity, as we guide our little learners to discover the wonders of the world around them.

As we embark on this adventure together, we look forward to partnering with parents and guardians to provide the best possible foundation for our young learners. Your involvement, support, and insights are invaluable to us as we strive to tailor our approach to meet the unique needs of each child.

Thank you for entrusting us with the precious task of nurturing your child's Greek Learning. We believe that with a strong foundation, they will soar to great heights in the years to come. Welcome to our school family.

In the pages that follow, I have included all information you need to understand how we work with our Early years and Reception groups and also what curriculum and what the key areas of this curriculum are.

Dr S Tryfonos
Dr Stella Tryfonos
Headteacher GSAT





WHAT parents say....

"After seven years at the Greek School, we have watched our three children grow in confidence, knowledge, and pride in their heritage. The school has given them unique opportunities beyond those offered in mainstream education, while helping them build lifelong friendships with children who are growing alongside them. We are incredibly grateful for everything they have learned and the positive experiences they continue to gain."

—Costas

"I couldn't be prouder to see how excited my son is to go to greek school every week. The teachers and staff have created a warm, nurturing environment where he feels happy, valued, and confident to explore and learn. As a father, it is incredibly reassuring to know that his first experiences of education are filled with joy, curiosity, and a genuine love of learning."

— Peter

"We truly feel that our children are at home at the Greek School. They are welcomed with warmth, feel safe, and have developed a strong sense of cultural belonging. They have learned so much, and it has been wonderful to watch them grow in confidence and pride in their heritage. We are certain that, thanks to the school, they will always stay connected to their family, language, and Greek roots."

— Ioanna

"It is truly wonderful to see how caring, dedicated, and thoughtful the nursery teachers are. Their kindness and genuine commitment create a warm, nurturing environment where children feel happy, safe, and encouraged to thrive."

— Maria

OUR APPROACH

GSAT's Early Years Groups represent one of the newest and most cherished department in our school. Established in 2011, the nursery began its journey on the ground floor of our school, occupying one of our smaller classrooms and welcoming just five children. Since then, our EYF department has grown with a mission to provide top-notch care and education for children aged 3,5 to 6 years in a nurturing and inclusive environment, while introducing them to the Greek language.

At the heart of our philosophy lies the belief that children learn best through play and discovery. With a dedicated team of educators, we strive to encourage a love for learning, while fostering a deep connection to their cultural heritage and mother language.

We understand that the decision to enroll your child in an Early Years setting can be overwhelming and emotional. Rest assured, at Greek School of Ayia Triada Birmingham, we prioritise your child's well-being and happiness, offering them the same care, and attention they receive at home. We believe that a child's growth and development are deeply rooted in feeling loved and comfortable in their surroundings. Even though Greek School may not be the primary school setting for your child, we view ourselves as an essential complement to their nursery experience, empowering them to explore their mother language and embrace their family roots.

Inclusive Ethos

In our Reception Year Group, fostering an inclusive ethos lies at the heart of everything we do. We believe that every child is unique, with diverse abilities, strengths, and challenges.

Our dedicated team of educators is committed to creating a warm and welcoming environment where all children feel valued, respected, and celebrated for who they are. We embrace diversity and ensure that every child's individual needs are met, allowing them to thrive academically, socially, and emotionally.

Through personalized support and differentiated instruction, we aim to empower each child to reach their full potential. Inclusive practices are woven into our daily routines, enabling all students to participate actively in classroom activities and develop a sense of belonging. Collaboration with parents and professionals further enhances our inclusive approach, ensuring a holistic and supportive learning experience for every child in our Reception Year Group.





MEET THE TEAM

Our Nursery and Reception classes are led by our experienced Early Years teacher, Mrs Despoina Takirdiki, who brings a wealth of knowledge, enthusiasm, and expertise to our Early Years provision. Working alongside Mrs Takirdiki is a dedicated and experienced team of Early Years practitioners, Teaching Assistants, and valued volunteers who are committed to providing the highest quality care and education for every child.

Our experienced Nursery and Reception team works collaboratively to create a warm, nurturing, and stimulating learning environment where children feel safe, valued, and inspired to explore. Through carefully planned activities, play-based learning, and personalised support, we encourage every child to develop confidence, curiosity, independence, and a lifelong love of learning.

The safety and well-being of our children are at the heart of everything we do. All members of our Early Years team, including Teaching Assistants and volunteers, receive appropriate safeguarding training, and our staff are trained in First Aid to ensure they are well equipped to respond to children's needs and maintain a safe, secure, and caring environment.

By working in close partnership with families, our dedicated Nursery and Reception team supports every child's academic, social, emotional, and physical development. We take great pride in providing a rich and inclusive Early Years experience that enables every child to thrive and make a confident, happy start to their educational journey.

Despoina Takirdiki

Nursery/ Reception Year



Angeliki Neofytou

Teacher Assistant



Natali Tsikouri

Music Teacher



Alex Agapakis

Volunteer



SCHOOL CALENDAR

Term A 14-09-2026 to 19-12-2026	
Half Term Holidays	Monday 27 October 2025 to Saturday 31 October 2025
Christmas Holidays	Monday 22-12-2025 Tuesday 06-01-2026 including
Term B 07-01-2027 to 25-03-2027	
Half Term Holidays	Monday 16-02-2026 to Saturday 21-02-2026 including
EASTER -Orthodox 10-04-26--13-04-26 EASTER -English 30-3-26--11-4-26	Monday 30-03-2026-Easter Monday 13-04-2026 including
Lessons Resume after Easter	14-04-2026
Term C 10-04-2027 to 10-07-2027	
Half Term Holidays	Monday 25 May 2026 to Saturday 30 May 2026
May Day Holiday	Monday 04-05-2026
Last Day of the School Year	Saturday 11-07-2026

Branch	School Blessings	First Term Parents' Evening	Second Term Parents' Evening	End of Year Assessments
Erdington Monday	14-09-26 19:30	08-02-27	28-06-26	01-06-27
Tamworth	15-09-26 19:30	09-02-27	29-06-27	02-06-27
Thursday Harborne	17-09-2026	11-02-27	01-07-27	04-06-27
Erdington Saturday	12-09-25 14:00	13-02-27	03-06-27	06-06-27

Term A 14-09-2026 to 19-12-2026	
Saturday 24-10-2026	28th October 1940-OXI DAY
Sunday 13-12-2026	Christmas Celebration
Term B 07-01-2027 to 25-03-2027	
Sunday 31-01-2027	Three Hierarchs Celebration and Dinner
Sunday 07-03-2027	Annual Memorial for Afxentiou and Pallikarides
Saturday 21-03-2027	25th March 1821 Celebration
Saturday Mother's day 09-03-2027	Mother's Day Event for mothers
Term C 10-04-2027 to 10-07-2027	
Saturday 26-06--2027	End of Year School Trip LONDON
Saturday 10-07-2027	End of Year Celebration
Last Day of the School Year	Saturday 10-07-2027



CURRICULUM



Brief steps into our Nursery and Reception learning Journey and curriculum

In the subsequent pages, we are pleased to present an overview of the curriculum we adhere to, featuring abstracts extracted from the Cyprus Educational Mission's recommended curriculum document. This comprehensive document outlines the educational framework we follow at our school. Additionally, we will elucidate how our dedicated teaching staff implements and delivers this curriculum while meticulously observing and recording your child's progress.

As previously mentioned, our teaching approach predominantly centers around play-based learning and exploration. We believe in nurturing a holistic development for each child, focusing on the following key learning areas: (a) communication and language, (b) personal, social, and emotional development, (c) literacy, (d) basic numeracy skills integrated with language learning, (e) understanding the world, and (f) expressive arts and design.

The subsequent two pages provide a concise presentation of the main Learning Objectives, learning intentions, and the methodologies used to deliver the curriculum effectively. It is essential to mention that we have retained the original curriculum's areas as presented in the Greek version, aiming to provide you with an authentic understanding of our educational approach. Should you encounter any difficulties in comprehending the material, please do not hesitate to seek further clarification from your child's class teacher. We are here to support you and ensure a rewarding learning journey for your child.

Key areas of our curriculum:

During this stage, your child will predominantly engage in learning through play, singing, and games, fostering a positive and enjoyable educational experience. Our curriculum focuses on the six key areas of learning which are detailed below:

- 1. Basic Communication and Language Skills:** Emphasizing the development of a shared code of communication in Greek, enabling your child to effectively express themselves and interact within the classroom setting.
- 2. Physical, Personal, Social, and Emotional Development:** Nurturing the holistic growth of your child by fostering their physical abilities, supporting their personal and social skills, and promoting emotional well-being.
- 3. Expressive Arts:** Encouraging creative expression while enhancing Greek vocabulary and comprehension of the language, allowing your child to explore their artistic talents.
- 4. Expanding Understanding and Language through Thematic Units:** Through a thematic approach (detailed in table 1 on the next page), we enhance your child's understanding and language skills by exploring interconnected topics in a comprehensive manner.
- 5. Stories:** Encouraging a love for reading and storytelling, which not only enhances language skills but also stimulates imagination and critical thinking.
- 6. Letter Sound Recognition and Word/Picture/Sound Matching:** We employ an interactive and engaging approach to introduce your child to the phonetic system, facilitating the recognition of letter sounds and their association with corresponding words, pictures, and sounds. Our method revolves around the principles of play and discovery, creating a joyful and exploratory environment that fosters your child's natural curiosity and enthusiasm for learning. By integrating playful activities into the phonetic learning process, we ensure that your child not only grasps the fundamentals effectively but also develops a genuine enjoyment for language exploration. Through this dynamic approach, we strive to nurture a solid phonetic foundation, setting the stage for further linguistic development and academic growth.

Our goal is to create a dynamic and engaging learning environment that sparks curiosity and a genuine passion for learning the Greek language. Through these carefully designed activities and approaches, we aim to lay a strong foundation for your child's future academic success while fostering a love for language and education.

The NEW National Curriculum for Greek Schools

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The National Curriculum for the Schools of Diaspora aims, in an organised and systematic manner, to determine the good practice framework in teaching the Greek language in the Greek Cypriot Schools of Diaspora and to support both in theory and practice the teaching and learning activities in schools, with an emphasis on the learning outcomes expected to be achieved by our pupils, based on Success and Competency Indicators. The Success Indicators (evaluative) and the Competency Indicators (teachable) focus on the four language skills (Understanding and Responding to Spoken Language and Understanding and Responding to written texts), based on the age of the learners (Nursery and Reception, Years 1-2, Years 3-4, and Years 5-6).

Furthermore, the Curriculum also focuses on interdisciplinary teaching of themes related to the presentation of Cypriot and Greek culture (History, Mythology, Music, Dance, Traditions, and Customs) in Cyprus and Greece. The Analytical Program presents various methodological approaches and useful practices, such as games, songs, storytelling, and the use of technology, which assist the daily work of educators and the quality teaching of Greek as a foreign language to children in pre-primary and primary education, simultaneously creating opportunities for maximizing language use in various communication situations.

Dr M Stylianidis,
Head of Primary Education
Cyprus Ministry of Education, Sports and Youth

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Προδημοτική – Επίπεδο ΚΕΠΑ: ΠΡΟ Α1			
Δείκτες Επιτυχίας	Δείκτες Επάρκειας	Προϋπάρχουσες Γνώσεις	Ενδεικτικές Δραστηριότητες
Να πειραματιστούν και να εξασκηθούν με τους ήχους της ελληνικής γλώσσας.	- Τραγούδια, ρίμες, ρυθμικά ποιήματα		- Εκμάθηση τραγουδιών - Παιχνίδια ακρόασης και επανάληψης (π.χ. τηλέφωνο, πες το όπως ...) - Δημιουργία ρυθμικών ποιημάτων
Να τραγουδούν τραγούδια και ρυθμικά ποιήματάκια στην ελληνική γλώσσα.	- Τραγούδια, ρίμες, ρυθμικά ποιήματα		- Εκμάθηση τραγουδιών - Δραματοποίηση τραγουδιών
Να επικοινωνούν σε απλές κοινωνικές περιστάσεις (π.χ. χαιρετίζουν, ευχαριστούν, αποχαιρετούν).	- Γεια σου/ας, καλημέρα, καλησπέρα, καληνύχτα, Γεια! Ευχαριστώ!		- Καθημερινή επικοινωνία στην τάξη
Να απαντούν μονολεκτικά ή με μικρές αυτοματοποιημένες φράσεις σε απλές ερωτήσεις για γνωστά θέματα (π.χ. όνομα, χρώματα, αριθμοί, κ.λπ.).	- Χρώματα (π.χ. μπλε, άσπρο, κόκκινο, κίτρινο, μαύρο, καφέ, ροζ, πράσινο) - Αριθμοί (1-10) - Ζώα της φάρμας (π.χ. αγελάδα, σκύλος, γάτα, ποντικός, πάπια) - Φρούτα (μήλο, μπανάνα, αχλάδι, καρπούζι, κεράσι) - Φαγητά (π.χ. σοκολάτα, παγωτό, γάλα, χυμός, σάντουιτς, πίτσα, μακαρόνια) - Αντικείμενα του σχολικού περιβάλλοντος (τσάντα, καρέκλα, δάσκαλος/δασκάλα, μολύβι, σχολείο, τουαλέτα, τάξη, διάλειμμα) - Μέρη του σώματος (π.χ. χέρια, κεφάλι, πόδια, μάτια, αυτιά, στόμα, μύτη) - Είναι ... /Είμαι ...		- Κουκλοθέατρο - Διάλογοι / παιχνίδια ρόλων - Παιχνίδια «Μάντεψε τι ...» - Παιχνίδια με μπάλα - Παιχνίδια με κάρτες



Sample from National Curriculum on Greek Schools of Diaspora, and Overall Scheme of Work



Προδημοτική – Επίπεδο ΚΕΠΑ: Προ Α1			
Δείκτες Επιτυχίας	Δείκτες Επάρκειας	Προϋπάρχουσες Γνώσεις	Ενδεικτικές Δραστηριότητες
Να αναγνωρίζουν τους ήχους της ελληνικής γλώσσας.	- Προβολή διάφορων ακουσμάτων - Ρυθμικά ποιήματα - Παραμύθια με ρυθμό και ρίμα - Τραγούδια - Λέξεις και φράσεις της ελληνικής γλώσσας		- Ακρόαση τραγουδιών - Παιχνίδια ακρόασης και επανάληψης (π.χ. τηλέφωνο, πες το όπως)
Να εντοπίζουν και να ανταποκρίνονται σε νέους ήχους, ρίμες και ρυθμούς της νέας γλώσσας.	- Προβολή διάφορων ακουσμάτων - Ρυθμικά ποιήματα - Ρίμες - Τραγούδια		- Ακρόαση και αξιοποίηση τραγουδιών για αναγνώριση της ελληνικής γλώσσας - Ρίμες, ρυθμικά παιχνίδια - Παιχνίδια αναγνώρισης επιτονισμού
Να κατανοούν βασικούς κοινωνικούς χαιρετισμούς στην ελληνική γλώσσα.	- Γεια σου, καλημέρα, καλησπέρα, καληνύχτα - Τι κάνεις;		- Καθημερινές ρουτίνες της τάξης - Χρήση κουκλοθέατρου για αναπαράσταση διαλόγων - Υπόδυση ρόλων σε ποικίλες επικοινωνιακές καταστάσεις
Να απολαμβάνουν τραγούδια και σύντομα παραμύθια τα οποία συνοδεύονται με εποπτικά μέσα και ζωντανή διήγηση (προσώδια, εκφράσεις προσώπου, αλλαγές φωνής).	- Τραγούδια / παιχνιδιότραγουδα - Δημιουργία τραγουδιών με γνωστό λεξιλόγιο - Παραμύθια		- Ακρόαση τραγουδιού / παραμυθιού - Δραματοποίηση κάποιων στοιχείων τραγουδιών - Εκτέλεση κινήσεων που συνοδεύουν ένα τραγούδι - Παιχνίδια με τραγούδια
Να κατανοούν βασικό λεξιλόγιο που έχουν διδαχθεί.	- Χρώματα (μπλε, άσπρο, κόκκινο, κίτρινο, μαύρο, καφέ, ροζ, πράσινο) - Αριθμοί (1-10) - Ζώα της φάρμας (π.χ. αγελάδα, σκύλος, γάτα, ποντικός, πάπια) - Φρούτα (μήλο, μπανάνα, αχλάδι, καρπούζι, κεράσι) - Φαγητά (π.χ. σοκολάτα, παγωτό, γάλα, χυμός, φαγητό, σάντουιτς, πίτσα, μακαρόνια) - Αντικείμενα του σχολικού περιβάλλοντος (τσάντα, καρέκλα, δάσκαλος/δασκάλα, μολύβι, σχολείο, τουαλέτα, τάξη, διάλειμμα) - Μέρη του σώματος (χέρια, κεφάλι, πόδια, μάτια, αυτιά, στόμα, μύτη)		- Παιχνίδια με κάρτες για κατανόηση προφορικού λόγου (π.χ. fly swat, bingo!) - Ασκήσεις ακρόασης (π.χ. ακούω και κυκλώνω, ακούω και χρωματίζω, ακούω και δείχνω)

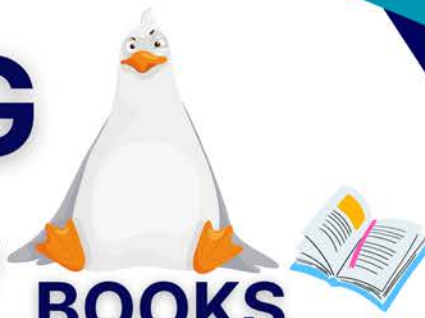


Προδημοτική / ΕΠΙΠΕΔΟ ΚΕΠΑ Προ Α1			
Δείκτες Επιτυχίας	Δείκτες Επάρκειας	Προϋπάρχουσες Γνώσεις	Ενδεικτικές Δραστηριότητες
Να αναγνωρίζουν τη γραπτή μορφή του ονόματός τους.	- Γραπτή μορφή του ονόματός τους		- Κάρτες με ονόματα. - Παιχνίδια για να ξεχωρίσουν το δικό τους όνομα
Να διαχωρίζουν μεταξύ ελληνικού αλφαβήτου και αγγλικού (λατινικού) αλφαβήτου.	- Προβολή λέξεων με ελληνικό και αγγλικό αλφάβητο	- Επitheta (ψηλός/ κοντός, μακρύ/κοντά μαλλιά) - Ενεστώτας -Κτητικές Αντωνυμίες - Λεξιλόγιο για χώρες και εθνικότητες/ απορ/χόμποι/μέρη του σώματος/χρώματα/ αριθμοί/μέρες της εβδομάδας/ χρονικά επιρρήματα/ αντικείμενα - Φαγητά/φρούτα/ζώα	- Καρτέλες με λέξεις στα Αγγλικά και άλλες στα Ελληνικά - Διαχωρισμός των λέξεων ανάλογα με τη γλώσσα - Κολλάζ με ελληνικές και αγγλικές λέξεις - Κατηγοριοποίηση λέξεων (αγγλικών / ελληνικών)



LEARNING

JOURNEY BOOKS



Recording our pupils learning and activities
through our learning journey books

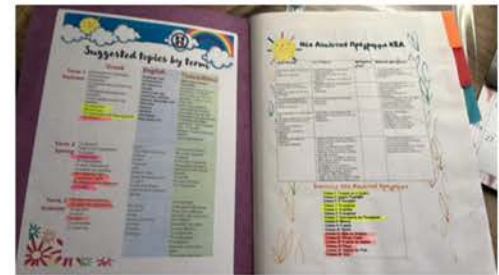
Your child's Learning Journey Book is a celebration of their unique experiences. With time, it will unfold a story about your child—his or her learning, friendships, and the joy of sharing experiences with others.

Our dedicated staff diligently observe each child at play, and during completing their activities, which enables us to comprehend and support their individual well-being and development. We truly get to know each child as a distinct individual, with special skills, interests, and ideas. The more we understand about each individual pupils, the better we can tailor our support to meet their specific needs.

Your child's teacher and family work in collaboration to build this Learning Journey, serving as a record of your child's growth during their time at our Early Years Groups.

While the Learning Journey Books are sent home once a term, you are welcome to borrow them anytime—simply ask the class teacher! Throughout the year, there will be opportunities for you to browse through and contribute to your child's Learning Journal. We encourage you to engage in this process regularly and informally. You can also have conversations with your child about their Learning Journey Book and feel free to add family photographs or other meaningful items to it.

At this young age, so much happens rapidly, and we would love to hear about events, activities, or achievements that can be included in your child's Learning Journey Book! Although the time your child spends at the Greek School is limited compared to their everyday schooling experience, we believe that their learning journey in the Greek School is just as important as any other aspect of their education. Don't hesitate to write us a note, have a chat with a staff member, or bring in a photo, drawing, or souvenir to share with us. When you share information about your child, a clearer picture unfolds, and together, we can plan more effectively to support your child's learning and development.



What we record in the books:



Photo Evidence: play a crucial role in capturing the meaningful moments and experiences your child encounters while attending our Early Years Group. In addition to our documentation. We believe in actively involving your child in the process, and sometimes, we record their own thoughts and perspectives about the photographs, ensuring their voice is heard and valued. In our documentation, you will find a combination of specific moments captured, along with more general photos that serve as valuable teaching aids, enhancing your child's learning journey and daily activities. By incorporating pictures from home, including those of significant people and objects, we aim to create a sense of security and familiarity, strengthening the connection between home and the educational setting.

As we compile this visual record, we also observe your child's language development, noting their progress and milestones. Through these photographs, we provide an accurate and insightful representation of their language growth and overall development. We encourage you to actively participate in building this Learning Journal by adding any photos you deem relevant when sent home for an activity. Please feel free to contribute and share your child's journey with us, as we cherish the opportunity to create a comprehensive and meaningful documentation of their experiences during this critical phase of their development.



Quick Notes: These are quick notes of significant moments we notice in your child's learning.



Pupils' Work and creations: These could include art work, photos capturing their role-play moments, hand-written work, collage, theme craft creations, accompanied by an observation that explains what your child did or said and notes on the learning targets achieved

Learning stories and detailed observations are integral components of our approach to monitoring your child's progress and development. There are instances when our teachers may include more in-depth observations, providing snapshots of learning experiences that your child has independently initiated. By carefully examining these observations, our staff gains valuable insights into your child's unique learning style, developmental milestones, and areas where additional support may be beneficial.

These detailed observations allow us to understand not just what your child is learning, but also how they are learning. It enables us to tailor our teaching methods and learning activities to cater to your child's individual strengths and interests, fostering a more personalized and effective learning experience.

By actively engaging in these observations and learning stories, our team remains attuned to your child's progress and evolving needs.

Areas of development in relation to Language:

In our Learning Journey books, we meticulously record and assess your child's progress across seven key areas of learning and development. These areas are thoughtfully examined in conjunction with language proficiency and social, emotional, and behavioral growth. The comprehensive areas we focus on are as follows:

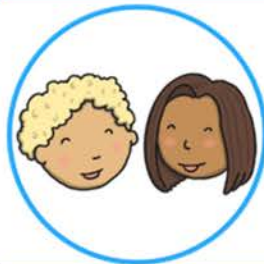


**Personal, Social
and Emotional
Development
(PSED)**

**Communication
and Language
(C&L)**

**Physical
Development (PD)**

Literacy (L)



Mathematics (M)

**Understanding the
World (UtW)**

**Expressive Arts and
Design (EAD)**



Suggested Topics in Terms



Topic Greek

Topic English

Activities and Songs

TERM 1 Autumn Term

- Χαιρετισμοί και Συστάσεις
- Ο εαυτός μου
- Οικογένεια
- Το σχολείο και η ρουτίνα της τάξης
- Η εκκλησία-αγιασμός και σταυρός
- 1η Οκτωβρίου-γιορτή της σημαίας
- Τα χρώματα
- Φθινόπωρο
- Τα Χριστούγεννα-Πρωτοχρονιά-θεοφάνεια

- Greetings and Introductions
- All About me
- Family
- School and my classroom routine
- Church, blessings and the cross
- Colours
- Autumn
- Christmas
- New years eve

- Καλημέρα(Λάχανα & Χάχανα)
- Καλημέρα, τι κάνεις!
- Ένας ήλιος, μια Γη, ένα φεγγάρι! (Λάχανα & Χάχανα)
- Γεια σας!!
- Ήταν ένας ποντικός κατεργάρης πονηρός.
- Τραγούδια για την 28η Οκτωβρίου (Στρατιωτάκια, Ο Μιχάλης Ντύθηκε φαντάρος, Της Πατρίδας μου, Η σημαία)
- Εθνικός Ύμνος, Εμπρός! Μάρς)
- Χριστουγεννιάτικα

TERM 2 Spring Term

- Τα φαγητά
- Γιορτή των Γραμμάτων
- Τα ρούχα
- Ο χειμώνας
- Το Καρναβάλι
- Η κυρά Σαρακοστή
- Η γιορτή της μητέρας
- 25η Μαρτίου 1821
- 1 Απριλίου 1955
- Το Πάσχα και τα έθιμα του
- Η Άνοιξη

- Food
- The Three Hierarchs
- Clothes
- Winter
- Carnival
- Lent
- Mother's Day
- Greek Revolution 1821
- 1st April
- Easter and Easter customs and traditions
- Spring

- Ο τεμπελής δράκος
- Με τα δυό χεράκια
- Η Βροχή
- Επετειακά Τραγούδια
- Επεράσαμε όμορφα! (καληνύκτα και όνειρα γλυκά!)
- Το γατάκι
- Τα εφτά ποτάμια
- Το ελεφαντάκι

TERM 3 Summer Term

- Τα μέρη του σώματος
- Τα μέρη του προσώπου
- Τα φρούτα
- Το σπίτι
- Τα ζώα
- Το καλοκαίρι
- Οι διακοπές

- Our body
- Our face
- Fruits
- House and Home
- Animals
- Summer
- Holidays

- Το κουνελάκι
- Ο Μπαρμπα Μπρίλιος
- Ήταν ένας γάιδαρος!
- Όταν θα πάω κυρά μου στο παζάρι!
- Κουνούσε την ουρά!
- Η κουκουβάγια!
- Το ελεφαντάκι,
- Τα καβουράκια
- Η αλφαβήτα
- Χαρωπά τα δυο μου χέρια!
- Το ναυτάκι είμαι εγώ



and celebrating milestones of each child

For this engagement to thrive, regular and reliable communication and information sharing between the school and families are essential. Our School is committed to fostering an effective partnership by maintaining an open and communicative environment with the broader community. We aim to bridge the gap between the classroom and home, as well as between the school and the family, to create a cohesive and supportive educational experience for our students.

Observation Reports for Reception Year pupils are invaluable in understanding and supporting their early development. These reports provide a detailed view of each child's progress, allowing teachers and parents to collaboratively tailor learning experiences to their individual needs. GSAT holds regular open-door meetings with parents to discuss progress and concerns. Additionally, an end-of-year meeting in June discusses progress and the progression to Year 1 of Greek School.

1. **Communication and Language:** Assessing verbal communication skills in relation to Greek language, vocabulary development, and language comprehension.
2. **Personal, Social, and Emotional Development:** Examining social interactions, self-confidence, emotional awareness, and self-regulation.
3. **Physical Development:** Evaluating gross and fine motor skills, physical coordination, and health-related habits.
4. **Literacy:** Tracking early reading and writing skills, phonetic awareness, and engagement with written language.
5. **Numeracy:** Assessing basic numeracy vocabulary in greek, counting, and understanding of quantities.
6. **Understanding the World:** Exploring curiosity and knowledge about the environment, people, and the world around them-seasons, celebrations, history and culture.
7. **Expressive Arts and Design:** Encouraging creativity through artistic expression, imaginative play, and exploration of various art forms.

By using Observation Reports, teachers identify strengths and areas for improvement, leading to personalized learning plans. Parents gain valuable insights into their child's learning journey, fostering open communication between home and school. Overall, these reports contribute to the optimal growth and well-being of Reception Year pupils, providing a nurturing and enriching educational experience.

TIMETABLE

our Saturday and Weekdays timetable

time	activity
10:15-10:30	Welcome and Registration -Self Register (e.g. photo matching, name tracing, name tags or hand-writing) -Morning activities for developing fine motor control (set play, story, lego and jigsaws, sensory play, puppets etc) Assembly-two assemblies a month
10:30-10:50	Circle time -Hello Time (e.g. Καλημέρα, Εμένα με λένε.. αλφαβήτα, κ.α.) -Σήμερα είναι..... Και ο μήνας είναι.... Και..... -Letters and Sounds
11:00	Start of New topic Reception Year- Topic time [total time 20 minute session- Reception Year] -Structured activities for nursery
12:15-13:00	Lunch time (We wash our hands all together, then with the help of the teacher children are escorted to the hall and assisted through their lunch)
13:00	Toilet time Tidy Up time (lunchboxes are left in cloakroom area)
13:05-13:35	Music, Dance and Drama Snack time: (milk or water, biscuit or fruit)
13:35-14:30	Free Flow Play/Reading Tidy up Time We all help! Everything has its place!
14:40	Story time Story Read by the teacher/ Puppet show time etc
14:50	Preparing for home time Getting ready for home. All children are handed over to parents from the main entrance of the school



Pupils settling in time

We understand that it's natural to have concerns about your child's adjustment to our nursery, and witnessing their distress can be difficult. However, rest assured that the situation may not be as challenging as it seems. Often, children need some time to adapt to their new routine. To help ease this transition, we offer general advice recommended by the UK Education Department:

- Talk about nursery positively: Encourage conversations about nursery at home. Let your child know that they will be safe, that the children and staff will be fond of them, and that they will have fun during their time at nursery.
- Reassure your child: It's essential to reassure your child that you will return to pick them up at home time. Explaining this in a way they can understand, such as "I'll be back after story-time," can be comforting.
- Keep goodbyes brief: When you arrive at nursery, aim for a loving but brief drop-off. Find a member of staff, offer a hug and kiss goodbye to your child, and then depart promptly. A quick and gentle parting is often most effective in helping them settle in.

We value your child's well-being and happiness at our nursery. Our staff is dedicated to supporting them throughout this adjustment period, and we are here to address any concerns you may have. Your child's comfort and happiness are our top priorities, and we work together with parents to ensure a smooth and positive transition to nursery life.

What to bring at school

A manageable school bag with all of your child's needed things: Lunch box & a small bottle of water/ School bag-with child's work portfolio/folder/ "Ooops Bag" (please ensure all belongings have name tag on) extra pants, shirt, underwear, face towel, socks and wet wipes (for kids under - 5 yrs old)





Breaktime

Week Days:

- Nursery and Reception Year are holding their own time slot for break and usually is from 19:00-19:20
- Rest of School -except from A Level Class are having a short break at 19:00 for 10mins

Saturdays:

- Nursery and Reception Class hold two breaks one at around 11:30 for 10 mins outside in the playground
- 12:15 -13:00 Lunch break

Available hot food at school on Saturdays (you can ask any member of the MB/ or Nursery Teacher)

Lunch Box/ hot meals

All children must bring their lunchbox at school and a bottle of water both on weekdays and Saturdays

Healthy options: Please avoid filling up your child's lunchbox with unhealthy and sugary snacks. You are more than welcome to provide sandwiches, fresh fruit and vegetables as well as fruit yoghurt and any hot meal. Ensure any provided snacks do not include nuts or hazelnut spread

Drinks: Children are more than welcome to bring water bottles and fresh fruits or veg but are not allowed at school to have fizzy drinks, Prime Drinks, any source of energy drinks

Hot Meals every Saturday: Hot meals are available for pupils on Saturdays. Orders must be placed and paid for on the morning of the session to confirm the meal. The menu typically includes a choice of chicken nuggets with fries, a portion of vegetables, and a drink, or a hamburger with fries, a portion of vegetables, and a drink. Menu options may vary from time to time.

Heating Up child's Dinner: If you are providing hot meals from home please ensure to have them in a good heat insulating thermos. Members of staff or of MB are not permitted to heat up food for health and safety reasons





OUR POLICIES at glance

Safeguarding and Child Protection

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

DCSF 2022

The safety and protection of each individual child in our school is our priority thus all our procedures ensure that there are the measures in place to ensure safety and protection inside and outside school as well to have the right procedures in place. We aim to establish and maintain an ethos and culture where children, staff and volunteers feel safe and secure, are encouraged to talk, and are listened and responded to when they have a worry or concern (children) or have concerns about the safety and well-being of a child (adults). Every child should know that there are adults in the school whom they can approach if they are worried. Children, who have additional/unmet needs are supported appropriately. This could include referrals to Early Help Services or Child Protection Contact Referrals to specialist services if they are a child in need or have been/ are at risk of being abused and neglected.

Health and Safety

Pupils should be safe in school and when undertaking out of school activities. The risk management to keep them safe should be proportionate to the nature of the activities. As a school we have a thorough health and safety policy in place which sets out the roles and responsibilities within risk management processes: the mechanisms to control risk, specific control measures that need to be implemented

Communications and Complaints Policy

Communication, written or spoken, is valued as part of the partnership between home and school. Cooperation between parents, staff and governors leads to a shared sense of purpose and a good atmosphere in the school. This section explains the procedure that you, a parent, should follow if you have a concern or a complaint.

Dealing with concerns informally

If you have a concern you should make contact with the appropriate member of staff. This may be the class teacher or the headteacher if s/he is immediately involved. They can then look into your concern and give you a response, making clear any action or monitoring of a situation that may be necessary. At this stage, misunderstandings can usually be cleared up. An apology can be given if something is found to be wrong. Everyone benefits from the speedy resolution of difficulties and from suggestions for improvement. If no satisfactory solution to the concern has been agreed you should be informed of your option to take the matter further.

Raising Concerns formally

If by this point, you remain dissatisfied with the school's response, your concern becomes a complaint. If you want to take the matter further, you should put your complaint, in writing, to the headteacher. If your complaint is about the headteacher, you should put your complaint, in writing, to the Management Board/or Cyprus Educational Mission- Addressed to Chair of Management Board (for the present school year Mrs K. Jordanou). Your complaint should be dealt with in an agreed timescale (within 15 working days) as part of the school's complaints procedure. You should ask for a copy of the school's complaints procedure, if you can't find it on our website, which should tell you how the governing body will investigate the complaint. An investigation into your complaint should be carried out by the appropriate person or Advisory Team (the headteacher or the chair of Management Board and members of the Management Board in a formal meeting). Depending on the reason for the complaint, statements from witnesses may be required. When all the relevant facts have been established, you should receive a detailed written response.

GDPR

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation GDPR and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the Data Protection Bill. This policy applies to all personal data, regardless of whether it is in paper or electronic format.

Smart Devices and mob. phones

We are a strictly NO MOBILE PHONES School,

and NO ELECTRONIC DEVICES IN SCHOOL school. Students are not allowed to carry in classrooms: mobile phones psp devises, wii, ds devices, ipads, ipods, labtops, tablets e.t.c. However, in the case of a school trip students are allowed to bring their mobile phones but school does not have any responsibility in case of loss/ theft or damage of students' mobile phones. If they are seen in school they will be confiscated and will be returned to parents.=

On a weekday's lesson students must hand over their mobiles switched off or on silent mode to their teachers on arrival and receive collect them at the end of the day.

On Saturdays students hand on their mobiles switched off at the entrance of the school in a box which is kept secure in the headteacher's office.

Attendance

As a school we follow the Department for Education (DfE) documents Children Missing Education (September 2016) and School Attendance, Cyprus Educational Missions and advice and guidance concerning school attendance issued by Ministries of Education and Culture of both Cyprus and Greece. We expect children to maintain an overall attendance figure above 85% throughout the academic year and also a minimum of 75% is required by all children.

As a Supplementary school, we believe that every lesson counts. We do not have the privilege to provide an everyday learning environment for children who wish to learn their parents' language, and about their history and culture. Attendance and punctuality are paramount and aid the educational service we wish to provide as well as the positive progress and achievement of each child. Please note that the more time your child misses from school, the more difficult it is for them to catch up with their work. Valuable learning time is lost. A good understanding of the work can only take place when the pupil is in the classroom.

Attendance plays a huge role on progress and motivation of children towards their learning and also has an impact on how we assess progress. All children are also expected to have attendance more than 70% in order to progress to the next level and 70% in each term for establishing an accurate progress report

Home School Partnership

Our aim at the Greek School of Ayia Triada is to ensure providing high quality education for all children. Your child will be more successful if home and school work together in partnership. Your child is bringing home at the beginning of each term information handout (or you will receive by email) that gives an overview the learning targets, activities and key dates of the term.

You will receive three such information letters. We hope that you find it a useful guide to talk to your children about their learning. Additionally, children are given weekly homework to support their learning. They are also expected to read regularly at home, as well as learn their spellings. Please continue to encourage your child to attend school every lesson and arrive on time. We want your child to enjoy coming to school, be happy and successful. We will do our best at school and with your added support at home, children will enjoy their education and achieve their potential

Parents' Evenings

Parents' evenings are an important opportunity for parents to meet with their child's teacher, discuss progress, raise concerns, and review learning. We strongly encourage all parents to attend.

- For Year 1 to GCSE students, two parents' evenings are held each year: February and July.
- For Reception children moving to Year 1, an additional meeting is held in June.
- For Nursery and Reception, one parents' evening takes place annually in May-June.

Meetings usually take place on weekdays (7:00–8:30 PM) and Saturdays (2:00–3:00 PM). For classes with more than 15 pupils, sessions may be held online via Teams or Zoom, with details provided by the teacher.

During the meeting, teachers will discuss attendance, progress, and any assessments, and will share books and portfolios to show your child's learning.

Please note: For children who start in the second term or after Christmas and generally for late starters, at least one full term of attendance (approx. 70%- or 10 weeks) is required to prepare a progress report and determine next-level readiness. Parents' evening may not be offered for children with minimal attendance.

Celebrating Achievement

Children work hardest when they know their work will be appreciated and praised. All staff encourage pupils at all times and in all activities to give their best. Their effort may be rewarded verbally by praise, or non-verbally by a smiley face or sticker. Here, at the Gr. Sc. Ayia Triada, we celebrate not just achievement but also effort. We employ different ways of encouraging, motivating and praising children for their work.

Our aim is to:

- Create a positive atmosphere within the school and classroom
- Recognise and applaud children's efforts and achievements
- Recognise and applaud academic success
- Recognise and applaud social successes
- Recognise appropriate behavioural successes

Objectives

- Build self-esteem
- Motivate individuals
- Act as motivation for others
- Value what the child has done
- Raise expectations
- Encourage steps to learning

How is celebrated:

- Sending notes home for days outstanding effort
- Add points to class dojo
- Star of the day/week displayed in class
- Assembly Celebration during term times and at the End of Year Celebration
- Work displays around school
- Monthly Newsletter – pupils of the month



Home School Partnership

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You will receive three such information letters. We hope that you find it a useful guide to talk to your children about their learning. Additionally, children are given weekly homework to support their learning. They are also expected to read regularly at home, as well as learn their spellings. Please continue to encourage your child to attend school every lesson and arrive on time. We want your child to enjoy coming to school, be happy and successful. We will do our best at school and with your added support at home, children will enjoy their education and achieve their potential

Parents' Evenings

Parents' evenings are an opportunity for parents to meet their child's teacher and discuss progress and any issues that may be of concern. Two such parents evenings are held each year in our school, one in February and one in July for students of Y1 to GCSE. Additionally one parent evening is held annually for Reception Children who are progressing in Year 1 in September. The Reception Year parents evening is held every July. TGiven the importance and value we place in parents' evenings we are hoping that all parents are attending these parents evenings. It is an opportunity for parents of children to find out how their child is progressing at school

Most parents evenings are held between 7-8:30 pm week days and 2-3pm Saturdays. For classes of more than 15 children the parents meetings may be held online via TEAMS or ZOOM at times and dates that the teachers will announce to parents in advance

During parents evenings attendance and progress is discussed with parents as well as any assessments held during the term. Also parents have the opportunity to see what their child is learning and the teachers usually share books and student portfolios with parents

For children starting school during the second term or after christmas we do require a full terms attendances in order to have progress report prepared and a progress to the next level up- equal to 70% of the annual attendance. Teachers may not offer parents evening if a child has only a few weeks of attendance in our school

Celebrating Achievement

Code of Conduct

Here at GSAT we maintain a positive ethos and an appropriate Code of Conduct from everyone so we can achieve the best potential. All involved parties: MB, School Staff, Children and Parents are expected to be respectful and treat and be treated by everyone with respect.

Staff and Members of MB at school will:

- Treat pupils with respect
- Have high expectations of themselves and their pupils
- Model good behaviour
- Teach and promote social and emotional aspects of learning
- Investigate incidents carefully and promptly listening to both sides
- Ensure the classroom and other areas of the school provide a safe and attractive learning environment.
- Prepare lessons carefully to meet the needs and abilities of all pupils
- Let you know how your child is doing at school, at work and at play
- Involve pupils in deciding the class and school rules

Children will:

- Arrive at school in good time
- Treat adults and other pupils with respect
- Behave sensibly, safely and responsibly
- Work hard in class and allow others to work
- Respect and follow the agreed class and school rules
- Look after other people in the school
- Report bullying or any accident or other incident
- Look after the school equipment

Family Will:

- Ensure their child arrives in good time and with the correct clothing and equipment
- Ensure that on school days children have had a good nights sleep and have eaten breakfast
- Treat school staff and other school families with respect
- Let the school know if and why their child is not at school today
- Model good behaviour to their children particularly around the school site.
- Respect the school and class rules
- Park appropriately and encourage safe use of the school crossing patrol
- Attend parents' evenings and discussions about my child's progress
- Notify the school of their child's needs

Visitors

All visitors at school including school inspectors and examinations officers and invigilators are expected to respect the code of conduct of our school and behave accordingly. They are expected to be respectful towards all staff and children and comply with the school rules

The policy on Code of Conduct and appropriate behaviour from all parties is published on our website. There is a special section on harassment and consequences on failure to comply with school rules and accepted code of conduct



Off-site Activities

Greek School of Ayia Triada fully recognises that learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence. It also helps pupils develop their risk awareness and prepares them for their future working lives. Striking the right balance between protecting pupils from risk and allowing them to learn from school trips has been a challenge for many schools including also our school, but getting this balance right is essential for realising all these benefits in practice.

As a school we highly value the importance of off-site activities in children socialising and bonding. We also strive that learning is more effective outside school premises by creating off-site learning opportunities and learning through play and discovery. For this reason we have annual school trips for all our students- occasionally local visits for nursery and reception year and also activities which are arriving as part of our involvement in school projects or other local or national activities

We also take parts in camp programmes of the Ministry of Education and Culture in Cyprus and we are hoping that children can learn from this about Cyprus and Greece history, culture and everyday life.

Charging for School Activities

The GSATwishes to provide for all students the best possible educational opportunities available within the funds allocated by the education authority. Despite of this, however, our school runs mostly with limited funds available due to the nature of the education provided and the fact that the school operates as a supplementary school.

It is recognised, however, that educationally valuable activities have been, and will continue to be, dependent on financial contributions in whole or in part from the parents. Without that financial support, the school will find it rather impossible to maintain the quality and breadth of the educational program provided for our students. The concern of our school is to keep financial contributions to a reasonable minimum and to ensure as far as possible that all students are able to participate irrespective of their circumstances.

The law, concerning the mainstream education recognises that charges may be made to parents in certain defined circumstances-provided that each school has identified the activities for which charges will be made and has explained the basis on which charges may be reduced or waived for certain students. We maintain similar philosophy in our school. Having said this, parents will be charged for activities taking place outside school time, day visits, including all allowable cost (child's travel and subsistence costs, entrance fees to museums castles, theatres etc, insurance costs for the duration of the trip. Charges may be waived or reduced for children whose parents contacted the school and applied for this due to personal circumstances.

Off-site activities planned for this year

the following table shows our planning in terms of off-site activities and visits:

Time	School Activity
October/February/May	School Camp in Cyprus. We are planning to have a group of children who will join a five day camp visit to Cyprus at the Ministry of Education Campsite in Prodromos. The MOEC has a full programme for Children of diaspora EU Ambassador Days Events
February/March	Ash End Farm Nursery, Reception and Year 1 Children Commonwealth Day Service
June	Annual End of Year School trip for children and parents. Place to be confirm in April/ End of Year Activities and outings for all school days





School Fees

Child/Level	Nurs/Rec-Yr5	Y6-GCSE/ Adults Ellinomatheia	GCE A' level	Online/ Adults
1st Child	£380	£450 per student	£500	-Fees £450-GCSE/Ellinomatheia annually per student-Group sizes up to 12 students -Fees GCE A level £500 annually per student -Fees £450 for online lessons Levels Y2+ Adults Attending School and online or attending school twice a week Additional Fee +£150 per child -School Jumpers: £25
2nd Child	£270			
3rd Child	£180	1:1 Classes online	Dance Classes	
4th Child	£140	£35 per student online per hr £60 for siblings per hr	£190 annual	

GCSE, GCE & Ellinomatheia Examinations

Examination Fees for Examinations series 2026-2027 are as follows:

(A) GCSE & GCE A levels MODERN GREEK

- GCSE Foundation Level £130
- GCSE Higher Level £130
- GCE A LEVEL Units 1,2,3 £195

Notes on GCSE fees and Payments appear on page

Payments and Outstanding fees

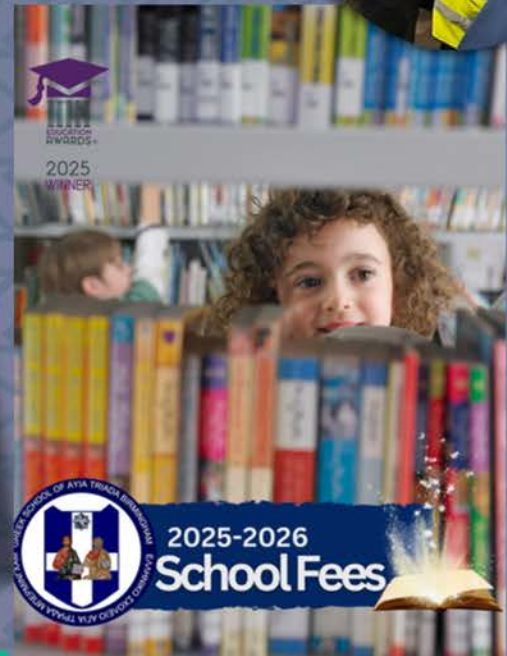
- 50% or 100% shall be paid on registration and the remaining balance by 1st December
- Extra charges of £30 per student per calendar month apply for unpaid fees after December. This applies from 1st January each year
- Discount to fees and payment school only for struggling families
- Registration for Examinations is not discountable and must be paid in full in order for exams application to be confirmed
- Additional Days Cost: If you wish to have your children to attend school additional days per week- Cost £150 per family annual fee
- **Comprehensive information on Fees can be found on our Fees Information Booklet found on our school website: www.greeksat.org.uk**



Additional Information

School Website

www.greeksat.org



monthly newsletter

LATEST
NEWS

social media





Register Online



CONTACT US

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