

# Nursery Handbook



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## Welcome to Nursery!

The purpose of this booklet is to provide you with information specific to Nursery. We hope you will find it useful.

### Teachers:

At ISM we have one nursery. It is led by two teachers (key leaders) and three assistants. The teachers are Miss Liz Gregory and Miss Marisa Lockett. Nuria, Carmen and Marta are the teaching assistants.

Each teacher will be responsible for 25 children; however, all nursery children will be taught by both teachers.

#### Miss Liz Gregory

Miss Gregory has a B.Ed. Honours degree in Teaching Studies from South Bank University. Before gaining her teaching qualification she worked for six years as a Nursery Nurse. After qualifying she worked for six years as a Foundation Stage and Key Stage One teacher in London, often working with children with English as an additional language. After moving to Spain she worked as an English teacher before joining ISM as one of our Nursery teachers.

#### Miss Marisa Lockett

Miss Lockett qualified with an NNEB in child care, in 1991. She worked in England in various nurseries from 1994 until 2000. In 2000/01 she was a Nursery teacher to 3 year olds at Brains School, La Moraleja (Madrid). Since October 2001 Miss Lockett has been a Nursery teacher at ISM.

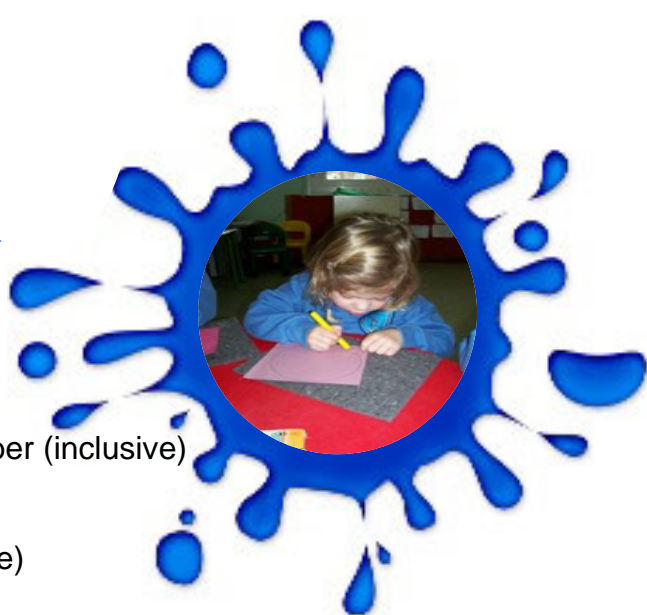
### Assistants:

Mrs M<sup>a</sup> Carmen Alcalde

Mrs Nuria Muguruza

Miss Marta Castillo

# The School Day



## Term Dates

### **Autumn Term**

Tuesday 13<sup>th</sup> September until Wednesday 21<sup>st</sup> December (inclusive)

### **Spring Term**

Monday 9<sup>th</sup> January until Thursday 29<sup>th</sup> March (inclusive)

### **Summer Term**

Tuesday 10<sup>th</sup> April until Friday 22<sup>nd</sup> June (inclusive)

## School Hours

The school hours are 8.35 am until 4.00 pm. (During the first week school finishes at 1:30pm.)

## Arrival at school

Children in Nursery should enter the school via the Rosa Jardón gate between 8:25 am and 8:35am. Only children who are brought by bus may use the other entrance.

On arrival, children in Nursery should go to the Foundation Stage playground. If it is raining heavily they will be allowed to wait in their classroom. The bell will be rung at 8:35 am and the children will be taken to class by their teachers.

Classes begin promptly at 8:45 am and all children should be in class by this time. Anyone arriving after 8:45 am will be marked as late in the register.

## Dismissal from school

School finishes at 4:00 pm. Children in Nursery should be collected from the Foundation Stage playground. Parents, carers and children must vacate the premises by 4:15 pm. Anyone who has not been collected by this time will be taken to the office.

### **Before September!**

Before your child starts school in September they should be able to complete the following tasks with independence:

- Take themselves to the toilet;
- Use a fork and spoon to eat;
- Enjoy and be willing to try a range of foods, including soup, fish, meat and fruit (dietary requirements should be notified to the office *and* the teacher in writing);
- Hold and use a cup with no handle.
- Take off and put on Velcro fastening shoes;
- Attempt to take off and put on a jumper and coat;
- Sleep without a dummy.

# School Uniform

The wearing of uniform is compulsory from 19<sup>th</sup> September 2011. It is available for purchase at "EL CORTE INGLÉS" (colegios): P<sup>o</sup> Castellana.



## Nursery Uniform:

- Dark blue I.S.M. track suit
- Dark blue I.S.M. shorts
- White I.S.M. t-shirt
- White socks
- White trainers (Velcro fastening)
  
- Smock – blue and white checked, front buttoned (the child's name should be written or sewn on the front in clear, writing - capitals for the beginning of the names please, the rest in lower case.)
  
- A draw-string bag containing a complete change of clothes, including underwear should be kept at school

Children will have regular access to the outdoor area. Therefore it is important that children bring a coat on cold days and a coat with a hood on wet days. Children may also bring Wellington boots on wet days but should also have a change of shoes for indoor use.

**Please write children's names clearly in all items of clothing.**



## **8:35 – 9:00 am Child Initiated Activities**

On arrival there will be various activities set up for the children to choose from.

## **9:00 – 9:30 am Key Leader Time**

Children will spend time with their teacher doing activities such as singing, playing games, talking about the weather, etc.

## **9:30 – 10:30 am Session One: Indoor Activities / Music / PE**

The layout of the nursery allows for an outdoor area, a quiet area and a creative area. These areas are open to all children at all points of the day. The children will choose some activities for themselves and others will be led by the teachers and assistants. Also, during this session, some pupils may have a PE lesson with Mr Daniel and others will have a dance or music lesson with Mr Roberto.

## **10:30 – 11:45 am Session Two: Spanish / Outdoor Play**

During this time pupils will have the chance to do outdoor activities, as well as activities in Spanish with Laura Martín, the Spanish teacher.

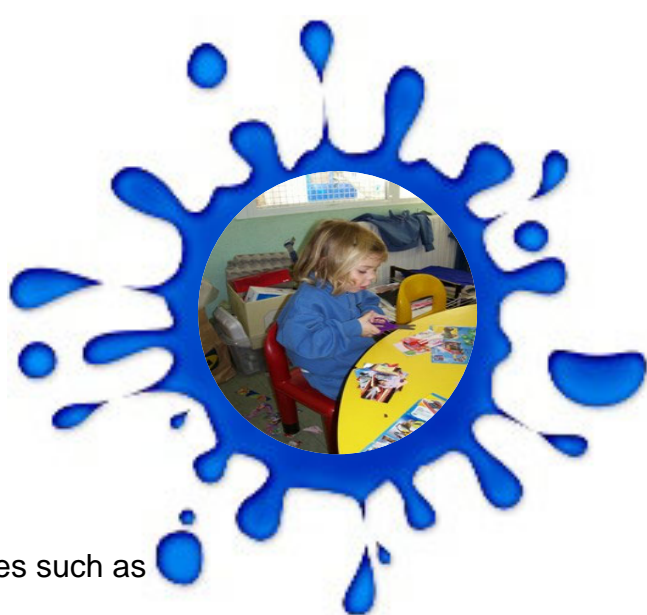
## **11:45 – 12:45 pm Lunch**

## **12:45 – 1:45 pm Siesta**

## **1:45 – 2:45 pm Session Three**

## **2:45 – 3:00 pm Snack**

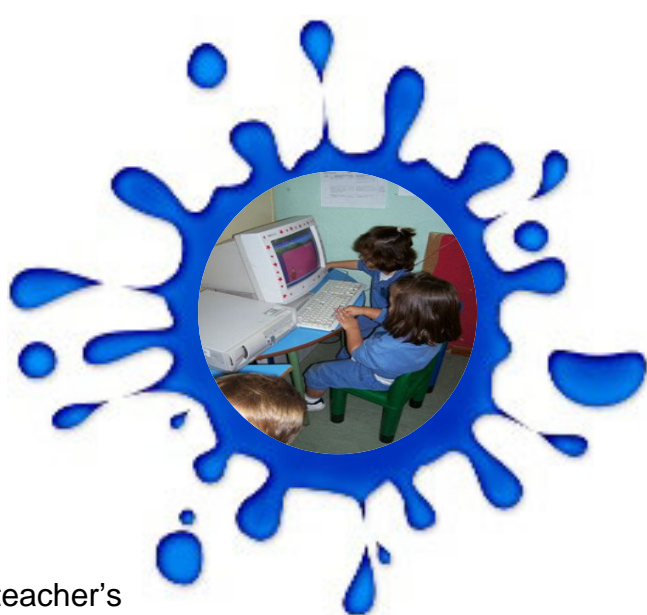
## **3:00 – 4:00 pm Key Leader Time** and Preparation for home time



Our first few weeks at school will focus on helping your children settle into their new environment, introducing them to new routines and getting to know each other.

During the first weeks we will be allocating your child's *key leader* and helping your child to use the nursery unit independently.

When you arrive with your children they may cry, but please make your goodbyes as quick as possible. A prolonged goodbye only makes the acceptance of change harder.



The school follows the English National Curriculum.  
This can be found online at: <http://curriculum.qca.org.uk>

Specifically, in Nursery, we follow the Early Years Foundation Stage statutory guidance.

We take a thematic approach to the work and the class teacher's will keep you updated as to what themes/topics the children are studying.

Autumn: Opposites / Shapes

Spring: Colours / Animals

Summer: Nursery Rhymes / All About Myself

## **General Aims and Objectives**

Our general aims in Nursery are:-

- 1.- To explore and enrich the child's own life experiences as part of a family, school being an extended family.
- 2.- For the child to learn about life in general through a varied programme of indoor and outdoor activities and relationships with others.
- 3.- To create a warm and happy atmosphere where children know they are loved and accepted and feel they can express themselves with confidence.
- 4.- To create an environment where children can feel independent and secure.

There are 6 main areas of learning. They are listed below with the main aims and objectives for each.

### **I.- PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

We aim that the children:-

- a) Feel happy and safe in the classroom and school and feel secure and able to trust the practitioners who work with them.
- b) Operate independently within the environment and show confidence in requesting help or support.
- c) Have a sense of self as a member of a community (class, school, home) and a sense of belonging to those communities respecting themselves and others.
  - d) Respect other children's cultures and develop a positive self image.
  - e) Have an awareness of the boundaries set and behavioural expectations within the environment.
  - f) Learn about relationships and the importance of friendships.
  - g) Develop a positive disposition to learn.
  - h) Have opportunities for problem solving.



## II. COMMUNICATION, LANGUAGE AND LITERACY

We aim that the children:-

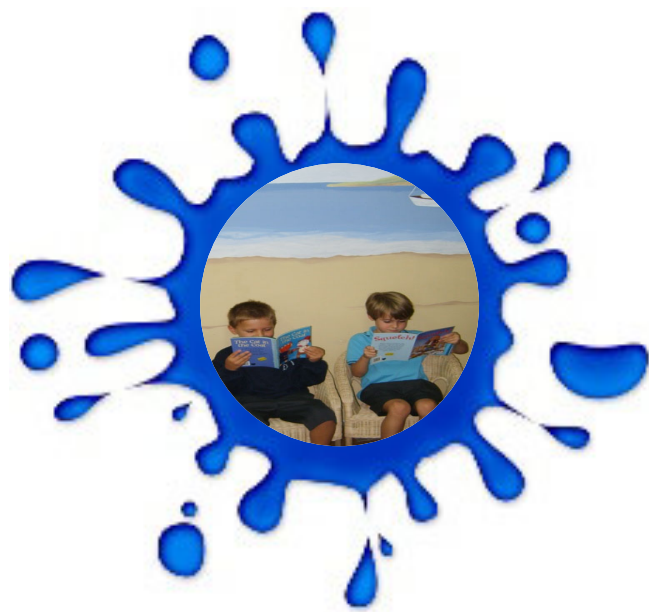
- a) Enjoy listening and do so with increasing attention and recall.
- b) Respond with enjoyment to stories, songs, music, rhymes and poems.
- c) Extend their vocabulary, exploring the meanings and sounds of new words.
- d) Show increasing confidence in expressing themselves in a variety of play and classroom situations.
- e) Begin to hear the sound patterns in the spoken word (the rhythm and rhyme) and begin to hear initial sounds in some words.
- f) To learn to enjoy books, handling them with care and learning to turn the pages correctly.
- g) To understand that books tell stories and that print carries meaning.
- h) To begin to understand that a word carries meaning and that letters make words. They will begin to recognise their names and those of others.
- i) To make marks with a variety of tools in play and creative situations, leading to pre-writing patterns practising vertical lines and anticlockwise movements.
- j) To draw lines and circles and to begin to form some recognisable letters – e.g. those of their name.
- k) To manipulate objects with increasing control.

## III. MATHEMATICAL DEVELOPMENT.

We aim that the children:-

- a) Show an interest in numbers.
- b) Say and use number names in order, in familiar contexts (eg. Stories, songs).
- c) Count objects reliably to 5.
- d) Recognise and use the numbers to 5.
- e) Begin to use size language such as big, small, little, long, short tall and comparative language such as bigger, smaller.
- f) Create simple patterns.
- g) Observe and use positional language.
- h) Talk about shapes of everyday objects and recognise and name square, rectangle, triangle and circle.





#### IV. KNOWLEDGE AND UNDERSTANDING OF THE WORLD

We aim that the children:-

- a) Show curiosity, observe and manipulate objects.
- b) Describe simple features of objects and events.
- c) Sort objects by their function.
- d) Talk about what they see and what is happening.
- e) Join construction pieces using a range of tools and techniques safely.
- f) Know how to operate simple equipment.
- g) Show an interest in the lives of people familiar to them and differentiate between past and present.
- h) Ask questions about where they live and notice differences between features of the local environment.
- i) Describe personal events and those for the family or friends.

#### V. PHYSICAL DEVELOPMENT.

We aim that the children.-

- a) Move with pleasure, confidence and imagination, control and co-ordination in a range of ways.
- b) Travel around, under, over and through balancing and climbing equipment.
- c) Handle tools, objects, large and small construction and malleable materials safely and with increasing control.
- d) Share tasks and follow rules.
- e) Show an awareness of healthy practices (eating, sleeping, exercise)

#### VI. CREATIVE DEVELOPMENT.

We aim that the children.-

- a) Explore colour, texture, shape, form and space in two or three dimensions.
- b) Construct vertically and horizontally, make enclosures and create space.
- c) Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and match movements to music.
- d) Respond in a variety of ways to what they see, hear, smell, touch and feel.
- e) Use a variety of tools and materials, imaginative play, movement and music to express and communicate their ideas, thoughts and feelings.



## **ESPAÑOL: Nursery & Reception (Educación Infantil)**

La Educación Infantil se estructura en tres áreas:

- Area de Identidad y Autonomía Personal
- Area del Medio Físico y Social
- Area de Comunicación y Representación.

### **Área de Identidad y Autonomía Personal**

Los contenidos del área se organizan agrupando en un primer bloque los referidos al conocimiento del cuerpo y a la construcción de la propia imagen. En un segundo bloque aparecen los contenidos relacionados con el movimiento del cuerpo, las posibilidades de juego y la habilidad motriz. El tercer bloque agrupa los contenidos relacionados con los aspectos cognitivos, afectivos y de relación que implica la vida cotidiana, y la necesaria iniciativa y autonomía que el niño va adquiriendo a través de ella. El último bloque incluye los contenidos referidos al cuidado del cuerpo.

### **Área del Medio Físico y Social**

El primer bloque hace referencia a los contenidos relacionados con los primeros grupos en los que los niños y las niñas se desarrollan y constituyen sus primeros ámbitos de interacción social. Después se abordan contenidos relacionados con ámbitos sociales más complejos, la propia actividad humana y el entorno en que ésta se desarrolla. Los bloques tercero y cuarto se destinan a los objetos, animales y plantas, elementos que niños y niñas tienen a su alcance y cuyo conocimiento le aproxima a la adquisición de un concepto más ajustado del medio físico y social.

### **Area de Comunicación y Representación**

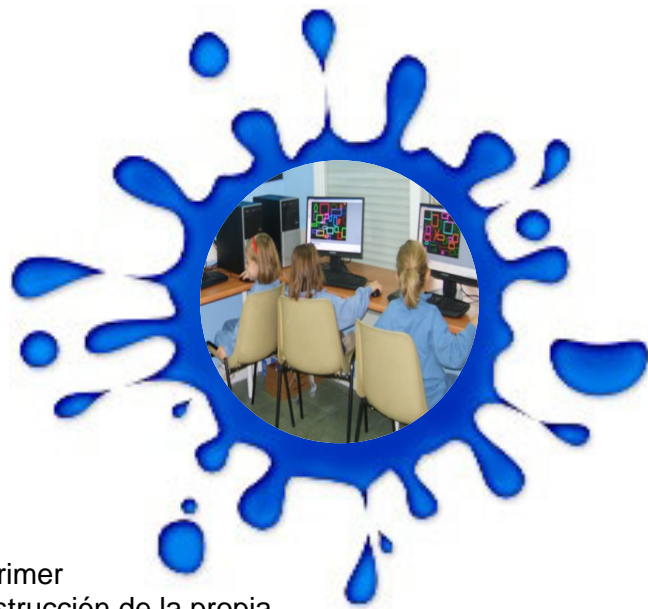
En el área de Comunicación y Representación se incluyen los siguientes bloques de contenido: expresión gestual y corporal, lenguaje verbal, expresión plástica y expresión musical.

En las clases de Español trataremos básicamente el bloque que hace referencia al lenguaje, aunque para abordarlo nos sirvamos de otros bloques de contenido, tales como la expresión plástica, musical y gestual y corporal.

Con nuestra clase de Español queremos conseguir que el niño sea capaz de:

Desarrollar sentimientos, deseos e ideas mediante el lenguaje oral, ajustándose progresivamente a los diferentes contextos y situaciones de comunicación habituales y a los diferentes interlocutores.

1. Comprender las intenciones y mensajes que le comunican otros niños y adultos.
2. Comprender y reproducir algunos textos de tradición cultural, mostrando actitudes de interés y disfrute y valoración hacia ellos.
3. Interesarse por el lenguaje escrito y valorarlo como instrumento de información y disfrute y como medio para comunicar deseos, emociones e informaciones.
4. Leer, interpretar y producir imágenes como una forma de comunicación y disfrute, descubriendo e identificando los elementos básicos de su lenguaje.
5. Interesarse y apreciar las producciones propias y de sus compañeros y algunas de las diversas obras artísticas e icónicas que se le presentan.















## Home Contact Book

Children in Nursery will be given a home-contact book which they should keep in their school bag. Teachers will use this to regularly communicate with parents and parents can use it as a means of passing messages to the school.

## Equipment

Children in Nursery should bring the following equipment:

A draw-string bag containing a complete change of clothes, including underwear (to be kept at school)	
A small blanket and pillow with removable cover, for nap time.	
A small school bag (no wheels please – they have caused accidents). <i>This should be named.</i>	
A uniform smock with the child's name written or sewn on the front in big, clear writing (capitals for the beginning of the names, the rest in lower case).	
A plastic cup with a handle. <i>This should be named.</i>	
A packet of 6 jumbo triangular pencils for writing (e.g. <i>Triplus Jumbo</i> or <i>Trimax</i> )	
A packet of 12 plastidecor crayons. For Nursery children it is better if these are thick, chunky crayons.	
A packet of 12 jumbo triangular coloured pencils.	
A packet of 12 chunky felt-tip colouring pens.	
4 glue sticks (40g)	



# Reports and Parents' Evenings

We have three parents' evenings a year and we send home written reports twice a year for children in Nursery.

## Friday 30th September

We have an open night where parents are invited to see the equipment their children will be using and hear what will be expected of the pupils during the coming year. Teachers will also give guidelines on how you can help to support your child.

## November

On Friday 11<sup>th</sup> parents and teachers meet on an individual basis to discuss how the child is settling in to the new class.

## February

Detailed reports about every child are sent home. Parents are again invited to attend parent / teacher conferences.

## June

Detailed reports are written about each child and parents are asked to pick them up on the last day of June. Teachers are available to talk about the reports as desired.

## Grades

We do not give children grades whilst they are in Nursery.

It would be useful for the nursery staff to be informed about some background information about your child's family, likes, dislikes and hobbies. Our aim is to create a happy and welcoming environment, so we would benefit from knowing:

- Does your child eat well?
- Does your child sleep well?
- Who puts them to bed regularly?
- Who brings your children to school and who takes them home?
- Is an adult from the family at home when your child arrives after school?
- Who does your child live with (e.g. mum, dad, grandparents, nanny, etc.)
- How many brothers or sisters does your child have?
- How many hours does your child sleep?
- Does your child have any allergies?
- Does your child have any previous nursery/school experience?
- Any other information that you think would be important for the school/teachers to know (e.g. a premature birth, speech/sight or hearing problems.)



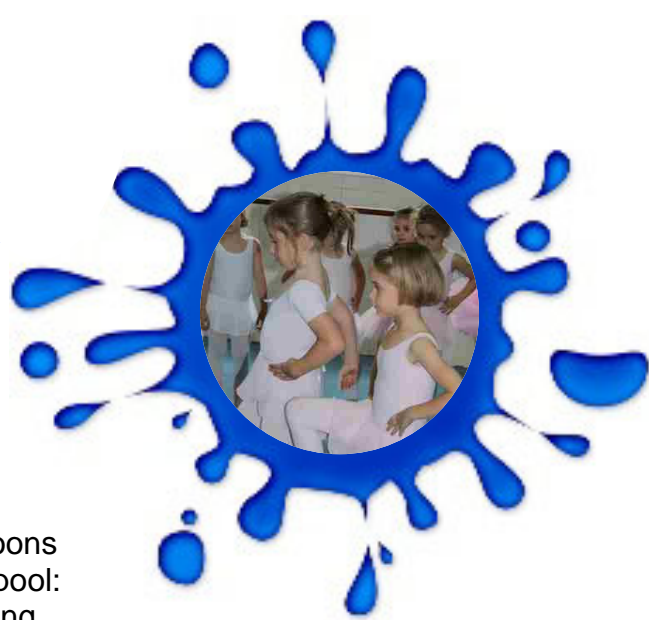
## Swimming

Swimming takes place during the school day but is an optional subject in Nursery. The maximum number of children we can take is 20. Also, the lessons are only open to those children who have already reached the **age of 3** by the time school starts in September.

Swimming for Nursery will take place on Tuesday afternoons as from 27<sup>th</sup> September 2011. We go to the **BabySwim** pool: [www.natacion-bebes.es](http://www.natacion-bebes.es). Children should bring a swimming costume, towel and swimming hat in a sports bag on swimming days.

On some occasions, parents may be invited to watch their child swim. We shall let you know.

**If you have any queries regarding swimming, please speak to Valerie in the office.**



## Medical

### Medical Check-up

All children receive a medical check up from a qualified doctor in the autumn term and the bill for this is included in the first term's bill.

### Insurance

Pupils are covered by insurance for accidents. If an accident occurs during school hours, children are taken immediately to a local clinic. Parents are informed as soon as the accident occurs and are invited to accompany the child, if they think it appropriate.

### Medicines

Please note that the school is only able to administer medicines that have been **prescribed** by a doctor. The medicine must be brought in its original container and handed to the teacher for safe keeping. **Written instructions** for administering the medicine must be provided (e.g. the dosage, the time it should be taken, etc.) **We cannot administer any medicine without WRITTEN consent from the parent.**

## Head Lice

We sometimes have parents contact the school to voice their concerns about head lice. Please be aware, however, that the guidance we have states very clearly that we should not exclude children with head lice from school.



Please check your children's hair regularly for lice and be aware of the following:

- Head lice are tiny insects with six legs. They are just a few millimetres long. They live on, or very close to the scalp and don't wander far down the hair shafts for very long.
- **Nits are not the same thing as lice.** Lice are the insects that move around the head. Nits are egg cases laid by lice, stuck on to hair shafts. They are smaller than a pinhead and are pearly white.
- If you have nits it doesn't always mean that you have head lice. When you have got rid of all the lice, the nits will stay stuck to the hair until it grows out.
- **You only have head lice if you can find a living, moving louse (not a nit) on the scalp.**
- Head lice do not jump from head to head or indeed from head to objects. They are only transmitted by direct, prolonged (more than one minute) head to head contact. Therefore transmission of head lice in a classroom is relatively rare.
- At any one time **all** schools will have a few children who have active infection. This is usually between 0% to 5%, rarely more. The *perception* of parents is often that there is a serious "outbreak" with many children infected. This is hardly ever the case.
- Angry parents often suggest that routine head inspections should be reintroduced. However, they were never effective.
- If you catch one or two lice, they may breed and increase slowly in number. At this stage, most people don't have any symptoms and won't know they have lice unless they look very carefully for them.
- For the first two or three months, there is usually no itch, but then the scalp may start to itch badly. This is due to an allergy, not to the louse bites themselves.
- Most people only realise they have head lice when this itch starts. By then they've had lice on their head for two or three months without knowing it.

### **If you are sure you have found a living louse:**

- Check the heads of all the people in your home.
- Only treat those who have **living, moving lice**.
- Treat them all at the same time with a head louse **lotion** (consult your **pharmacist**.)
- Remember, never use the lotions unless you are sure you have found living, moving head lice (**not** nits).

## Excursions

All classes take one excursion a term and the school meets the cost of the *transport* for these trips within city limits. Entrance costs, etc. must be paid for separately.

During Nursery children usually visit places such as, the theatre, the farm, Cosmo Caixa, etc. We always send a letter home asking parents to give their permission for their child to go on the trip if it means taking a bus.

Occasionally children may go with their teachers and assistants on walks around the local area (for example, to the local park.) **If you object to your child going on local walks, please let us know in writing.**



## Food



All children are required to have school lunches. These are cooked on the premises by Aramark. We aim to provide a healthy and balanced diet and therefore a typical weekly menu will adhere to the following principles: rice - once per week; pasta - once per week; legumes – once or twice per week; potatoes - once or twice per week; eggs - once per week; meat – three times per week; fish – once per week; vegetables/salad – every day; fruit – four times per week.

Children in Nursery have their lunch in the dining hall at 11:45 am each day. The food is served to them at their table.

The children are also provided with a snack in the afternoon. The snack consists of items such as fruit, yoghurt, sandwiches, etc. When the children go on a school trip, Aramark provides the packed lunch.

Please inform the office of any special dietary requirements due to medical and/or religious reasons, if you haven't already done so.

Children should not bring food or sweets to school unless requested by the teacher. If a child has been ill and needs a special diet please let the class teacher know in writing.

# Bus Service

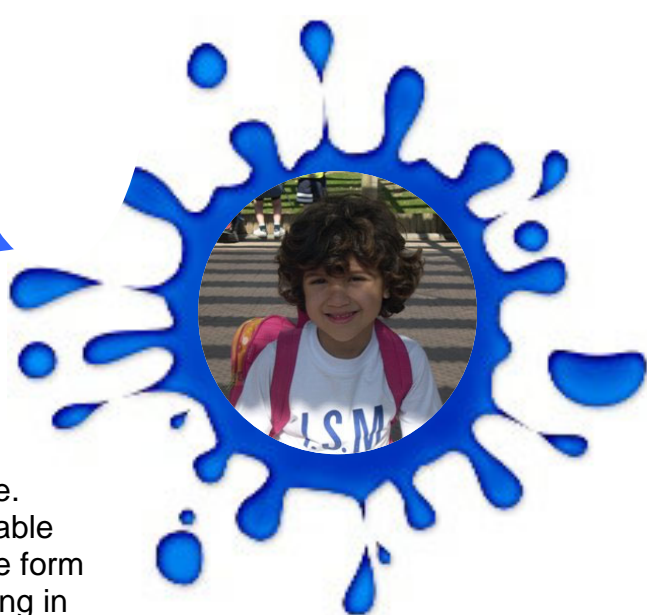
The school bus routes are organised by Marcelo.

Anyone who wants their child to go to and/or from school on the bus should fill in a form, available from the office, and return it directly to Marcelo or to the office. Only those who have done so by 6<sup>th</sup> September will be able to use the bus in the first weeks. Families who return the form later than this date will only be able to use the bus starting in October.

On the first day of the Autumn term the children should be brought to school. The bus service will start at midday on the first day of school. We ask you to be patient during the first few days as the drop off and pick up times will be tentative. It is very important that those picking up the children at the stops are there on time as it can be very difficult for the bus driver to wait around and the whole route is delayed. We also request that people are punctual in the mornings for the same reasons.

Because of limited space and the new traffic regulations, regular bus users cannot be allowed to invite guests to travel with them. Bus children who wish to invite a friend home, **MUST** be picked up at school.

If you ever need to make a temporary change to your child's bus routine, please inform the office **IN WRITING**. Forms are provided to help you to do this. They can be found on the following page of this handbook and also in the 'information' section of the school website.





## International School of Madrid

Primary: C/ Rosa Jardón, 3 28016 Madrid T: 91 359 21 21 F: 91 359 07 22 E: primary@internationalschoolofmadrid.com  
Secondary: C/ Serrano Galvache, 13 28033 Madrid T: 91 302 30 80 F: 91 302 66 53 E: secondary@internationalschoolofmadrid.com  
Internet: www.internationalschoolofmadrid.com  
Head teacher: Mrs. A. Mazón

### NO BUS

Date: \_\_\_\_\_

Child's name: \_\_\_\_\_

Class: \_\_\_\_\_

**IS NOT GOING ON THE BUS TODAY**

Signed: \_\_\_\_\_



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Internet: www.internationalschoolofmadrid.com  
Head teacher: Mrs. A. Mazón

### CHANGE OF BUS ROUTINE



Date: \_\_\_\_\_

Child's name: \_\_\_\_\_

Class: \_\_\_\_\_

**Will today** \_\_\_\_\_

\_\_\_\_\_

Signed: \_\_\_\_\_

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# Special Events



## **Hallowe'en**

We will celebrate this festival on Thursday 27<sup>th</sup> October. Children in Nursery may come to school dressed in a costume related to Hallowe'en and will have a class party in the afternoon.

## **The Christmas Show**

The Foundation Stage Christmas Show is likely to take place at the theatre of the *Cardinal Espinola* school in the last week of the Autumn term.

## **Valentine's Day**

We celebrate this festival on or around 14<sup>th</sup> of February with parties and games. The children should come dressed in red, white or pink and bring things to make a card for their classmates.

## **Easter Egg Hunt**

This takes place just before the Easter holidays. The Easter Bunny hides eggs around the school for the children to find. The children all get a small chocolate prize and, of course, there is a special prize for the child who finds the most eggs.

## **Sports Day**

The children from Nursery to Year 3 take part in an informal Sports Day towards the beginning of the Summer term.

## **Book Day**

This takes place on World Book Day (23<sup>rd</sup> April). Children are invited to come to school dressed as their favourite book character and take part in a number of activities designed to promote a love of reading.

## **The Spanish Fair**

This is the day when we celebrate everything Spanish (usually the last Friday in May). The children come dressed in any traditional regional Spanish dress they like and no English can be spoken after 12.00 noon. The children, parents and teachers all help to organise different stalls and a bar to raise money.

## **Class Assesmbles**

During the Spring and Summer terms each class in Foundation Stage and Key Stage One perform a 'class assembly'. Parents will be invited to come along and watch.

# Contacting Us

## School Office

Telephone: 91 359 21 21  
Tel/Fax: 91 359 07 22

Valerie deals with admissions, billing, extra-curricular activities, etc.  
Her email address is:  
[primary@internationalschoolofmadrid.com](mailto:primary@internationalschoolofmadrid.com)

Chloé deals with attendance, buses, reports, etc. Her email address is:  
[secretary@internationalschoolofmadrid.com](mailto:secretary@internationalschoolofmadrid.com)

## School Management

Mrs Mazón can be contacted via the school office.  
Mr Cook can be contacted via email: [r.cook@internationalschoolofmadrid.com](mailto:r.cook@internationalschoolofmadrid.com)

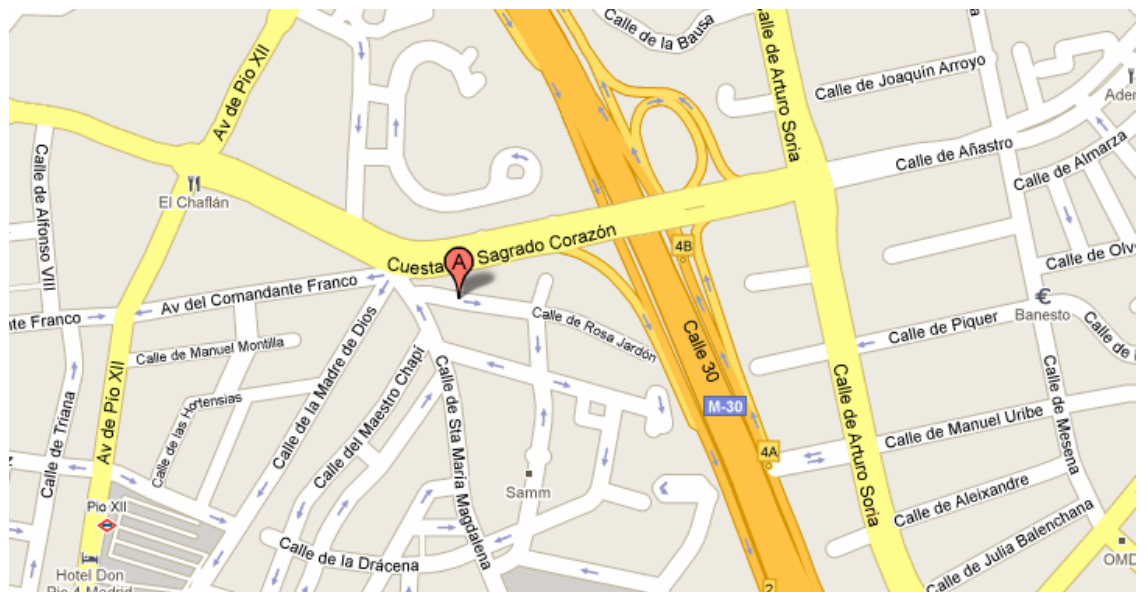
## Class Teachers

The nursery email addresses are: [nurseryg@ismprimary.com](mailto:nurseryg@ismprimary.com) and [nurseryl@ismprimary.com](mailto:nurseryl@ismprimary.com)

Sometimes the messages that we send to you are treated as spam by your email provider. It is very important therefore that you set our email addresses as 'safe' addresses.

## School Website

The school website is always kept up-to-date with the latest information.  
<http://www.internationalschoolofmadrid.com/information.htm>  
<http://www.internationalschoolofmadrid.com/yearreception.htm>  
[http://www.internationalschoolofmadrid.com/information\\_letters.htm](http://www.internationalschoolofmadrid.com/information_letters.htm)





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*years*