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MINISTRY OF EDUCATION
SPORT AND YOUTH
DEPARTMENT
OF PRIMARY EDUCATION

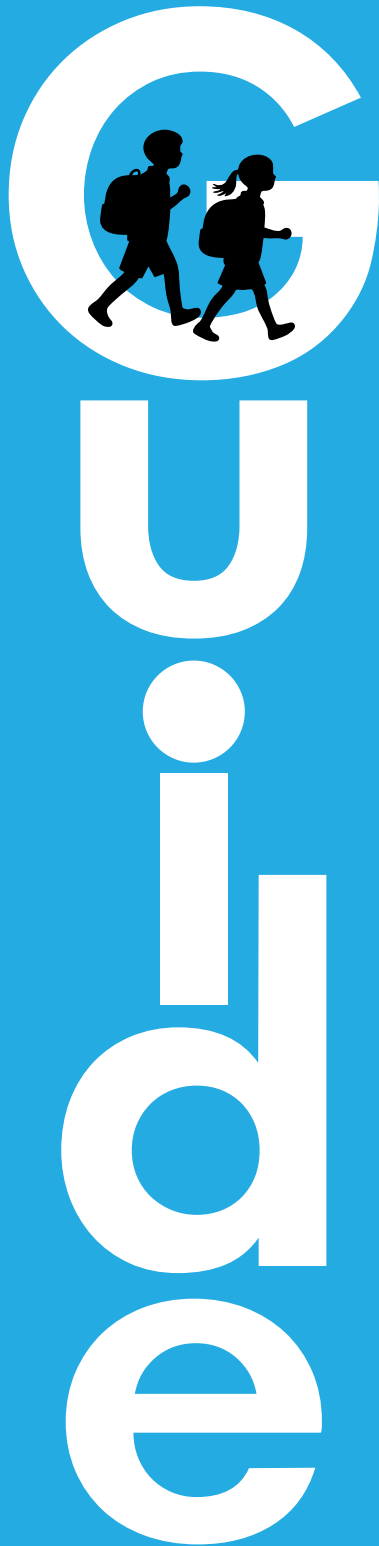


for parents
and guardians
for children
attending primary
school in Cyprus

U i d e

**Greek in primary
school: Support
for teachers
and third-country
nationals (TCN)**





**for parents
and guardians
for children
attending primary
school in Cyprus**

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DEPARTMENT OF PRIMARY EDUCATION**



Parents

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for children attending
primary school in Cyprus**

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FOREWORD

It is with great pleasure that I welcome the publication of the Guide for Parents/Guardians of Children Attending Primary School in Cyprus. The aim of the Guide is to provide information about the functioning of public primary schools and to improve communication between primary schools and parents/guardians.

The writing and translation of the Guide are part of the implementation of the project "Greek in primary school: Support for teachers and third-country nationals", which is coordinated by the Department of Primary Education (D.P.E.) and co-funded by the Asylum, Migration and Integration Fund and the Republic of Cyprus. The project is part of the D.P.E. actions to promote the integration of children with a migrant background into the Cypriot education system, within the framework of the relevant Policy Document. Supporting schools in improving communication with the parents/guardians of all children in the school is a key pillar in achieving the Ministry of Education, Sport and Youth's goal of an inclusive school. This Guide is therefore available in eight languages to support the daily work of schools welcoming emergent bilingual/multilingual children.

The overall aim of the project is to facilitate the daily work of primary school teachers who teach emerging bilingual/multilingual children, in mainstream classes with native speakers of Greek, as well as in Greek as a second language classes, by producing support materials.

For the first time, the material also covers the general classroom, with the translation and recording of core knowledge in Greek, mathematics and natural sciences lessons for all primary school grades. At the same time, the entire school is supported with the translation and recording of basic phrases for communication, reception and learning of school rules for children, and the translation of guides and letters to parents/guardians. In addition, the teaching of Greek as a second language is supported by the creation of multimodal stories (videos, podcasts, illustrations) through storytelling and the creation of a Greek language learning application for various levels (reading mechanism, first grade, A1 and A2).



It should be noted that all the actions and deliverables of the project "Greek in primary school: Support for teachers and TCN" aim to provide equal access for all children to school life and the benefits of education. I hope that all these tools that will be available to schools will be used by teachers and students to get the most out of their school experience.

**Dr Marios Stylianidis
Director of Primary Education**





for parents
and guardians
for children
attending primary
school in Cyprus

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PART A





1. Introduction

School Details

Name:

.....

Address:

.....

Telephone:

.....

Email address:

.....

Website:

.....

Local holiday (Saint's Day of the community/parish)
which is a public holiday:

.....





1. Introduction

WELCOME!

Dear parents/guardians and children,

WELCOME TO OUR SCHOOL!

The school management and staff welcome you! We wish you a happy and creative school year!

Our school's goal is to have a productive collaboration with you, the parents/guardians, and to work together so that all children progress and acquire knowledge, values, and skills.

Our vision is for all children to receive a quality education in a safe, humane, democratic and inclusive school.



Primary school in Cyprus is organised into six grades (1st - 6th grades). School attendance is compulsory and free of charge.

All children residing in the country have the right to enrol in primary schools, regardless of their parents'/guardians' residence status.

The aim of primary education is the comprehensive development of children in the cognitive, emotional and psychomotor domains.





2. School life

2.1. Opening hours and timetable

Primary schools operate five days a week, Monday to Friday. Lessons start at 07:45 and are taught in forty-minute periods. In total, each day's timetable includes seven teaching periods and three breaks, lasting a total of 40 minutes (20 minutes for the first break and 10 minutes for the other two breaks). The timetable for primary schools is presented in the following table:

Monday - Tuesday - Wednesday - Thursday - Friday	
Time	Schedule
07:45 Start of lessons	
07:45-08:25	1st period - 40 minutes
08:25-09:05	2nd period - 40 minutes
09:05 - 09:25 Break - 20 minutes	
09:25-10:05	3rd period - 40 minutes
10:05-10:45	4th period - 40 minutes
10:45 - 10:55 Break - 10 minutes	
10:55-11:35	5th period - 40 minutes
11:35-12:15	6th period - 40 minutes
12:15 - 12:25 Break - 10 minutes	
12:25-13:05	7th period - 40 minutes
13:05 End of classes	





2. School life

2.2. Subjects in primary school

The following table lists the subjects taught in primary school, from from 1st to 6th grade, as well as their main objectives:

Cognitive Subject	Description
Greek	<p>Greek is taught in grades:</p> <ul style="list-style-type: none">• 1st to 2nd grade: 12 periods per week• 3rd to 4th: 10 periods per week• 5th and 6th grade: 9 periods per week <p>The aim of the course is for children to come into contact with the various dimensions of the language and to work on texts that help them communicate in different contexts.</p> <p>Literature plays an important role in the Greek language course, contributing to the broader linguistic education of children.</p>
Mathematics	<p>Mathematics is taught in grades:</p> <ul style="list-style-type: none">• 1st to 4th grade: 7 periods per week• 5th and 6th grade: 6 periods per week <p>The aim of the Mathematics course is for children to explore mathematical concepts in a way that stimulates their curiosity, with an emphasis on problem solving using technology. Problem solving covers numbers and operations, algebra, geometry, measurement, statistics and probability.</p>



2. School life

Cognitive Subject	Description
Natural Sciences	<p>Natural Sciences are taught in all primary school grades for two periods per week.</p> <p>* In grades 1st, 2nd, 3rd and 4th, the subject appears in the timetable as "Natural Sciences and Technology", while in grades 5th and 6th it appears as "Natural Sciences".</p> <p>The teaching of Natural Sciences aims to introduce children to the natural world and familiarise them with it.</p>
English	<p>English is taught in all primary school grades for two periods per week.</p> <p>The aim of the course is to provide opportunities for all children to learn a foreign language from an early age.</p>
Art	<p>Art is taught in all primary school classes for two periods per week.</p> <p>Through the Art course, skills related to creative and critical thinking, imagination and inventiveness are cultivated.</p>
Music	<p>Music is taught in all primary school classes twice a week.</p> <p>The aim of the course is for children to experience music learning with childlike joy through musical compositions, performance and listening.</p>



2. School life

Cognitive Subject	Description
<p>Physical Education (Sport)</p>	<p>Physical Education is taught in grades:</p> <ul style="list-style-type: none"> • 1st to 4th: 2 periods per week • 5th and 6th: 3 periods per week <p>The main purpose of the course is to encourage children to love exercise and make it part of their daily lifestyle. The course provides equal opportunities for children to develop, apply and improve their motor skills in a variety of sports activities. In addition, it cultivates teamwork, friendly competition, respect for rules, etc.</p>
<p>Geography</p>	<p>Geography is taught in all primary school classes for two periods per week.</p> <p>The main objectives of the course are for students to understand the world around them, develop spatial awareness skills and become responsible citizens who respect diversity and the environment.</p>
<p>Religious</p>	<p>Religion is taught in all primary school grades for two periods per week.</p> <p>The aim of the course is to cultivate universal and timeless values in children, such as love, understanding and respect for God, other people and the environment.</p> <p>* In order to ensure the right to freedom of religion, the school administration may exempt a child from compulsory attendance at Religious Education classes, provided that their parents submit a written request. In cases where exemption is granted, adjustments are made so that during the lesson time the children are engaged in other educational activities.</p>



2. School life

Cognitive Subject	Description
<p>History</p>	<p>History is taught in grades grades 3 to 6 for two periods per week.</p> <p>The main purpose of the course is to cultivate historical thinking and shape historical awareness. In addition, the course aims to help students understand the world through the study of the past and its relationship to the present and the future.</p> <p>Educational visits to museums and historical and archaeological sites are often organised in relation to the history topics taught to children in each class.</p>
<p>Design and Technology/ Digital Technologies</p>	<p>The Design and Technology course is taught in grades grades 5 and 6 for two periods per week.</p> <p>* Due to the laboratory nature of the course, the children are divided into two groups. One group attends the Design and Technology course and the other attends the Health Education/Home Economics course. Therefore, children are taught this course once every fortnight.</p> <p>With regard to Design and Technology, the aim of the course is for children to acquire the necessary knowledge and skills to solve various problems in the human environment. With regard to Digital Technologies, the aim is to develop computational thinking, which includes the development of programming and involvement in activities using software and robotic tools.</p>



2. School life

Cognitive Subject	Description
<p>Life Skills/ Health Education/ Education for Sustainable Development</p> <p>Health Education- Home Economics</p>	<p>The Life Skills/Health Education course is taught twice a week.</p> <ul style="list-style-type: none"> * This course appears in the timetable as Life Education in grades 1 to 4, and as Health Education - Home Economics in grades 5 and 6. * Due to the laboratory format of the course in grades 5 and 6, the children are divided into two groups. One group attends the Design and Technology course and the other attends the Health Education/ Home Economics course. Therefore, children are taught this course once every fortnight. <p>The aim of Health Education is to promote the mental, physical and social well-being of students as a life skill.</p> <p>The Life Skills/Health Education course is taught for two periods per week.</p>
<p>Environmental Education/ Education for Sustainable Development</p>	<p>The Environmental Education course is taught in grades 5 and 6 for one period per week.</p> <p>The main purpose of the course is to create autonomous and active citizens who are environmentally aware.</p>





2. School life

2.3. Schools with different timetables

There are certain schools that offer programmes after 13:05, such as *Optional All-Day Schools* or *Unified All-Day Schools*.

Optional All-Day Schools

In Optional All-Day Schools, children can leave at 13:05 or remain at school until 15:05 or 16:00. These schools offer meals (at the expense of parents/guardians), complete homework, and offer other courses such as sports, music, dance, art, computers, etc.

Unified All-day schools

In Unified All-day schools, all children are required to remain at school until 16:00 every day, except on Wednesdays when they leave at 13:05. At all-day schools, children have more hours of English per week, as well as computer science and French.

2.4. Other activities carried out during school hours

In addition to teaching lessons, the school programme includes educational visits and excursions, which promote children's learning in an experiential way. The visits are mainly educational in nature, but sometimes they are also entertaining. The school programme also includes church visits and attending theatre or cinema performances.





2. School life

2.4.1. Educational visits and excursions

2.4.1.1. Where do they take place?

Educational visits take place outside the school, such as in museums, galleries, archaeological sites, places where experiential workshops are held, etc.

In addition, the Ministry of Education, Sport and Youth offers programmes with activities outside the school context, such as traffic, environmental and museum education programmes.

2.4.1.2. Preparation

A few days before the visit/excursion, the school informs the children, providing them with all the necessary information.

The announcement also states the amount to be paid for travel expenses to the relevant location (for the bus).

If the excursion/visit includes a trip to a restaurant, then the announcement should also include information about ordering food, in case the children wish to eat there.

2.4.1.3. On the day of the visit

On the day of the visit, children do not usually take their everyday school bag with them (unless otherwise instructed by the school).

They usually bring a smaller bag with them, which should contain water, food and a hat for protection from the sun.

The return from visits is usually before 13:05, with very few exceptions, for which parents/guardians are informed in advance.



2. School life

2.4.2. Theatre plays or film viewings

The school may organise theatre plays or film viewings for children outside the school premises.

The children are transported to these venues by bus. Sometimes, if the appropriate infrastructure is available, the event takes place at the school. All events attended by children must be approved by the Ministry of Education, Sport and Youth.

A few days before the event, the children are given a notice with all the relevant information (e.g. name of the event, times, etc.). The notice also states the amount they will have to pay for the ticket for the event and for the bus ride.

On the day of the event, the children come to school with their usual school bag and wear their everyday uniform. Lessons take place as normal, except for the periods when they will be attending the event.

The children return from the performance to school before 1:05 p.m.

2.4.3. Church attendance

During the school year, the school organises a programme of church attendance for the children, accompanied by teachers, during school hours. At the end of the church service, the children return to school and continue with their normal lessons for the day.

If some families do not wish their children to attend church, they can state this at the beginning of the school year. In this case, the children remain at school under the supervision of a teacher.





2. School life

2.4.4. School celebrations

During the school year, it is customary to hold school events for various important occasions. Some of these events (e.g. Christmas celebration and end-of-school year celebration) take place in the afternoon and parents/guardians are invited to attend. The main school events that take place each year are:

- Blessing of the school year (September)
- Cyprus Independence Day (1 October)
- National Anniversary on 28 October (the Greeks' 'No' to the Italians during World War II)
- Day of Remembrance for the Occupied Territories (15 November)
- Commemoration day of the Athens Polytechnic uprising (17 November: resistance to the junta dictatorship in Greece)
- Christmas celebration (December)
- Tree Festival (January)
- Commemoration day for Makarios III (first President of the Republic of Cyprus – 19 January)
- Feast of the Three Hierarchs (30 January)
- National Anniversary of 25 March (Greece's struggle for liberation from the Ottomans)
- National anniversary of 1 April (Cyprus' struggle for liberation from the British)
- End of School Year Celebration (June)



2. School life

2.5. School holidays

SCHOOL HOLIDAYS ARE AS FOLLOWS:

- 1 October (Independence Day)
- 28 October (national holiday)
- 23 December – 6 January (Christmas holidays)
- 30 January (Feast of the Three Hierarchs)
- 25 March (national holiday)
- 1 April (national holiday)
- 1 May (Labour Day)
- 11 June (feast of Apostle Barnabas – founder of the Church of Cyprus)
- Green Monday (beginning of Lent for Easter – the date is not fixed)
- Holy Monday- Easter Friday (Easter holidays: dates are not fixed)
- Feast of the Ascension of Christ (40 days after Easter – the date is not fixed)
- Feast of the Holy Spirit (50 days after Easter - the date is not fixed)
- Name day of the Archbishop
- Feast of the Saint of the community/parish of the school (varies from school to school)



2. School life

2.6. Regulations

2.6.1. Uniform

For primary school, children are required to wear a uniform, the type of which is decided by each school individually. Below are the most common types of uniforms chosen by schools. At the beginning of the school year, you should contact your children's school to find out what type of uniform is used at that school.

DAILY UNIFORM	
SUMMER MONTHS	
Boys	Girls
White T-shirt or white shirt Grey or blue trousers, short or long Black shoes White, black or blue socks Sports shoes	White T-shirt or white shirt Blue or grey skirt White, black or blue socks Black shoes Sports shoes
For Physical Education class	
White T-shirt Black or blue gym shorts White, blue or black socks Sports shoes	White T-shirt Black or blue gym shorts White, blue or black socks Sport shoes



2. School life

FORMAL UNIFORM	
Boys	Girls
<p>White shirt Grey or blue long trousers Blue tie White socks Black shoes</p>	<p>White short or long shirt Blue or grey skirt Blue ribbon White socks Black shoes</p>
WINTER MONTHS	
DAILY UNIFORM	
Boys	Girls
<p>Grey or blue tracksuits White T-shirt Blue jacket (no printed designs) Blue sweater (no other distinctive features) Sports shoes Black shoes</p>	<p>Grey or blue tracksuits White T-shirt Blue jacket (no printed designs) Blue sweater (no other distinctive features) Sports shoes Black shoes</p>
For Physical Education class	
<p>Grey or blue tracksuits White T-shirt Gym shoes</p>	<p>Grey or blue tracksuits White T-shirt Gym shoes</p>



2. School life

FORMAL UNIFORM	
Boys	Girls
<ul style="list-style-type: none">Short or long white shirtBlue sweaterGrey or blue long trousersBlue tieWhite socksBlack shoes	<ul style="list-style-type: none">Short or long white shirtBlue sweaterBlue or grey skirtBlue ribbonWhite socksBlack shoes

2.6.2. Children's absences from school

The school must be informed of any absence of your child.

If your child will be absent for any reason for one day, parents/guardians must inform the school immediately, either the day before or on the morning of the same day, before the start of classes.

If your child will be absent for more than five days, supporting documentation is required (e.g. doctor's certificate for health reasons, copy of ticket in case of travel, etc.).

If the child is absent at regular intervals without a satisfactory excuse, the school principal shall immediately notify the District Education Office, which in turn shall inform the police and/or social welfare services.



2. School life

2.6.3. Mobile phones

The use and carrying of mobile phones from home to school is prohibited.

The use of other electronic devices, such as electronic games, smart watches or computers, other than those used at school for educational purposes, is also prohibited.

If a child needs to contact their parents/guardians, this is done through the school.

2.6.4. School bag

Children's school bags should only contain the books they need for each day's lessons, according to their timetable.

The rest of the books should remain at home so that children do not carry unnecessary and unnecessary extra weight.

Parents/guardians are encouraged to regularly check the contents of their children's bags to ensure that only the necessary books are carried each day.

2.6.5. Photography/ Video recordings

Sometimes during the school year, the school may need to photograph or film various events. This material, which also features children, is usually used for educational or other purposes (e.g. school website, etc.).

At the beginning of the school year, parents/guardians receive a form to indicate in writing whether or not they consent to their child's participation in such material.





2. School life



2.6.6. Administration of medication

Medication may only be administered if certain conditions are met and in exceptional cases.

- The medication must be recommended in writing by a doctor.
- There must be written consent from parents/guardians.
- The teacher must be informed about how to administer the medication and must have the necessary skills to do so.
- The teacher acts on a voluntary basis to help others.



2.7. Enrolment and transfers

Enrolment of pupils in primary schools for the following school year takes place every January, on dates set each year by decision of the Director of Primary Education. The dates and procedure for enrolment are announced in the media and on the website of the Ministry of Education, Sport and Youth.

All children of compulsory school age, according to the law, are enrolled in the school of their educational district, depending on their address of residence. All information on primary education is available on the website <https://www.moec.gov.cy/dde/en/index.html>.

In order to enrol a child in school, it is necessary to present certain documents, such as:

- Birth certificate/Alien Registration Certificate (ARC)
- Bills proving your address (e.g. rubbish collection or electricity bills)
- Copy of the vaccination card or relevant pages of the child's health booklet.



2. School life

2.8. Entering and leaving school

- Children are not allowed to leave school during school hours. If a child needs to leave school, their parents/guardians must collect them from the school principal and sign the special departure form.
- No one is allowed to enter the school during school hours without the approval of the school principal, without an invitation or appointment.
- Entry to the school is only permitted through the main entrance with the intercom.

2.9. Other Primary Education benefits

Special Education

Children with disabilities, special educational needs or other learning difficulties are assessed by the competent body, which is the District Committee for Special Education and Training. Based on the child's assessment, the District Committee for Special Education and Training may decide:

- the educational framework for a child's schooling (general public school class, Special Unit, Special School)
- the provision of specialised educational assistance on a weekly basis by the specialised teacher of each school

In addition, speech therapy lessons are offered in public schools to children who are deemed to need them after a relevant assessment.

More information can be found on the website of the Department of Primary Education at https://www.moec.gov.cy/eidiki_ekpaidefsi/en/index.html.





2. School life

Summer Public School

After the end of the regular school year, children are offered the opportunity to attend Summer Public School. Summer School operates in specific schools, where children from neighbouring schools can also attend.

The Ministry of Education, Sports and Youth publishes a list of schools that operate as summer schools for each school year and informs parents/guardians in a timely manner of the registration dates and operating hours through the media and its website.

The educational programme of the Summer Public School is based on creative activities through lessons in Art, Design and Technology, Music, Theatre, Dance, Physical Education, Computers, Life Skills – Home Economics and, more generally, topics related to the summer season.

Educational and Summer Camps

Children attending primary school have the opportunity to participate in educational and summer camps organised by the Ministry of Education, Sport and Youth.

The educational camps operate in two periods, which are announced each time by the Ministry, and children attending grades E and F can participate.

Summer camps usually operate from June to August. The selection of participating children is based on specific criteria that are determined each time and announced in relevant circulars.





2. School life

2.10. Contacting District Education Offices

If you need any information regarding your child's education, please contact the school they attend and their teacher first.

You can also contact the relevant District Education Offices for information on all of the above issues or other issues that concern you regarding school attendance.

DISTRICT EDUCATION OFFICES	
Nicosia District Education Office	Ministry of Education, Sport and Youth Corner of Kimonos and Thoukididou Streets, 1434 Nicosia Telephone numbers: 22800901/662/920 Email: dde-eparchiako-lef@schools.ac.cy
Limassol District Education Office	126 Franklin Roosevelt Street, 4th floor, 3011 Limassol Telephone number: 25870280 Email: dde-eparchiako-lem@schools.ac.cy
Larnaca-Famagusta District Education Office	65 Eleftherias Avenue, Oikonomou Properties, 1st floor 7102 Aradippou Telephone numbers: 24821350/358 Email: dde-eparchiako-laramm@schools.ac.cy
Paphos District Education Office	Neophytos Nicolaides New District Government Offices of Paphos, Building D, 8011 Paphos Telephone numbers: 26804512/513/514 Email: dde-eparchiako-paf@schools.ac.cy



Welcome to Cyprus! Brief, basic information



3. Information about Cyprus



3.1. General information

Cyprus got its name from the word "Cuprum", which in Latin means "copper", due to the large amount of copper that used to exist on the island.

There are six districts in Cyprus: Nicosia, Limassol, Larnaca, Paphos, Famagusta, and Kyrenia. Following the Turkish invasion of the island in 1974, the district of Kyrenia and part of the districts of Famagusta, Nicosia and Larnaca are under Turkish occupation.

As a member state of the European Union since 2004, its national currency is the euro (€). The country's political system is a presidential democracy.



The language of Cyprus

3.2. The peculiarity of the language spoken in Cyprus

The official language of education in Cyprus is Greek. Thus, lessons at school are taught in Greek, as are all children's books.

In spoken language, the use of the Cypriot dialect is very widespread, which has some differences from the Common Greek language, and so often, when a person learns Greek in Cyprus, they also learn elements of the dialect.

Thus, children are very likely to speak the Cypriot dialect with their friends during breaks, while using standard Greek in class.

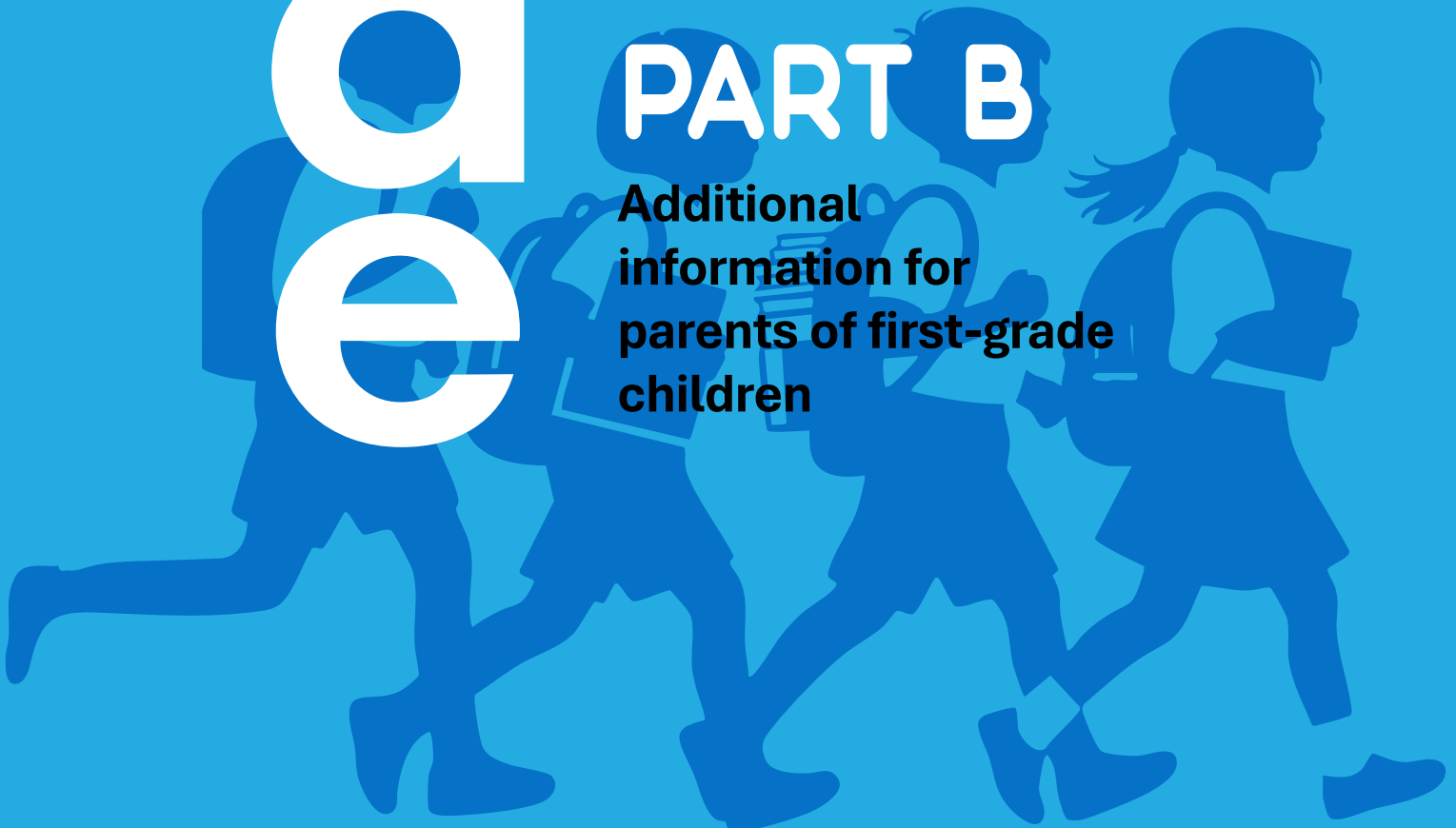


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PART B

**Additional
information for
parents of first-grade
children**

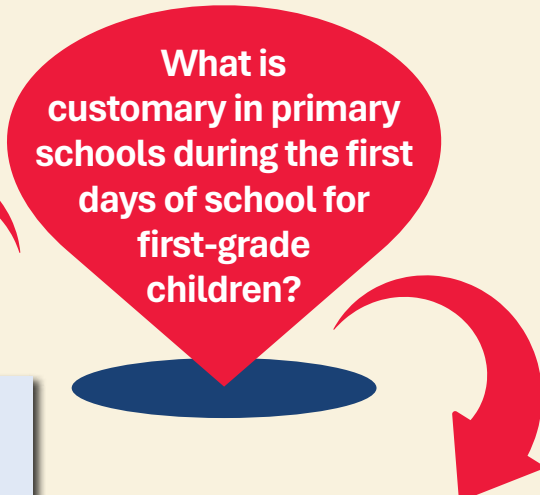




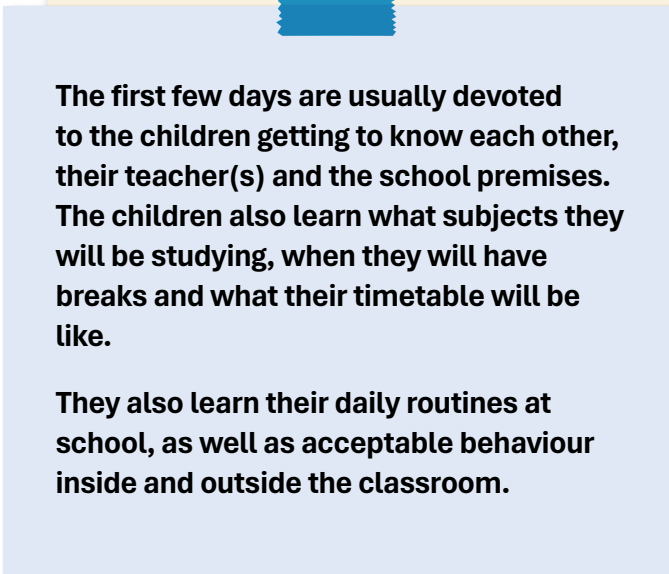
1. First days in the first grade

1.1. The uniqueness of the first grade

First grade in primary school is a special grade for children, as they are entering school for the first time, with a timetable and school day organisation that is quite different from nursery school. Children need special support from their parents/guardians at this stage, as they need to repeat what they learn in class in a playful way, given that they are in the early stages of learning to read and write. In this section, we will provide some helpful information on how we as parents/guardians can support first-grade children.

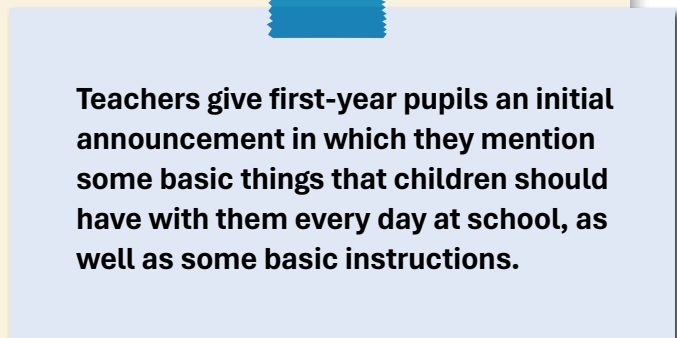


What is customary in primary schools during the first days of school for first-grade children?



The first few days are usually devoted to the children getting to know each other, their teacher(s) and the school premises. The children also learn what subjects they will be studying, when they will have breaks and what their timetable will be like.

They also learn their daily routines at school, as well as acceptable behaviour inside and outside the classroom.



Teachers give first-year pupils an initial announcement in which they mention some basic things that children should have with them every day at school, as well as some basic instructions.



1. First days in the first grade

1.2. Key points to consider in children's daily school routines

1.2.1. Communication folder

This folder is given to children during their first week at school. In it, you will find all the announcements sent by the school for you.

You should therefore check the communication folder daily for announcements, fill in any forms that are placed inside and return them to the school as soon as possible.

You will also find the homework booklet in this folder every day.

1.2.2. Uniform

Children must come to school in their uniform every day, as described on page 15.

It is important that they bring clothes for the Physical Education course on the days that this subject is listed in their timetable.

1.2.3. Leaflet with daily homework assignments

Every day, a leaflet listing the lessons to be studied at home is sent in the children's communication folder.

For this reason, parents/guardians should check that the day's homework is completed.





1. First days in the first grade

1.2.4. Necessary stationery

At the beginning of each school year, the school sends a letter home with the basic stationery items that children are expected to have with them for their daily school needs.

Usually, children are expected to have a pencil case containing at least 3 sharpened pencils, 1 eraser, 1 sharpener, 1 stick eraser, 1 ruler, coloured pencils and a small pair of round-tipped scissors.

1.2.5. School bag and personal items

Children's school bags should be checked daily to ensure that they only carry the necessary books for the next day's lessons, so that they do not carry any extra weight.

It is also a good idea to label children's personal items (water bottles, lunch boxes, clothes) with their name so that they can be traced if lost.

1.2.6. Cleanliness

Ensure that children are clean every day, with frequent checks for lice, daily bathing, clean clothes, trimmed nails, etc.



2. The subject of Greek Language

2.1. Main objective

The main objective of the subject of Greek Language in the first grade of primary school is for children to learn basic reading and writing.

It is therefore important for parents/guardians to be aware of what is being taught so that they can support their children in their efforts at home.

By knowing some basic principles, it is easy to help our children, even if we do not know the Greek language. This is the main objective of this chapter.

2.2. Brief information about the Greek language

The Greek alphabet consists of 24 letters, 17 consonants and 7 vowels, as listed in the table below:


Consonants	Β β, Γ γ, Δ δ, Ζ ζ, Θ θ, Κ κ, Λ λ, Μ μ, Ν ν, Ξ ξ, Π π, Ρ ρ, Σ σ ς, Τ τ, Φ φ, Χ χ, Ψ ψ
Vowels	Α α, Ε ε, Η η, Ι ι, Ο ο, Υ υ, Ω ω

As shown in the table, each letter has two forms: uppercase (capital) and lowercase (small). A sentence always begins with a capital letter, as does the first letter of every proper noun (names of people, cities, months, etc.).

In addition, the Greek language has double consonants and vowels, as well as combinations, as shown in the table below:

Double consonants	μπ, ντ, γκ, γγ, τσ, τζ
Two-letter vowels	αι, ει, οι, ου, υι
Combinations	αυ (αβ/αφ), ευ (εβ/εφ)

To hear the sounds of the letters of the Greek alphabet and the two-letter consonants and vowels, you can use the application of the Department of Primary Education (you can ask your teachers or the school principal where to find it).



2. The subject of Greek Language

2.3. Routines and objectives of the Language course in first grade

2.3.1. Pre-writing exercises

During the first days of first-grade, children practise so-called 'pre-writing' exercises.

These exercises help children hold their pencils correctly so that they can follow patterns and be ready to write the letters they learn later on.

2.3.2. Teaching letters - Reading

Children are taught approximately 2-3 letters per week (not in alphabetical order) and gradually begin to make combinations (they join the letters they learn and form syllables), thus beginning to read simple words and sentences.

In the early stages of this process, we advise children to place a finger under what they are reading to confirm that they actually know the letters and are not just reciting them from memory.

2.3.3. Learning to write

1. Learning to write begins with writing simple words (basic vocabulary and words with familiar syllables).
2. Then, between December and January during the school year, children begin to write short sentences with basic vocabulary, sentences with words that include letters they know, as well as syllables, with the help of pictures.
3. Next, they move on to writing paragraphs and short essays. Children produce texts with descriptions of pictures or with topics similar to the texts they are taught, and are now able to write unfamiliar words.

2. The subject of Greek Language

2.4. How we can support our children at home - Activities

Examples of activities for practising letters

We ask our child what letter they learned that day at school. Then we ask them to tell us words they know in Greek that start with that letter.

We can also ask them to show us words that end with that letter or contain that letter, to find a letter in fairy tales, advertisements, magazines, road signs, at the supermarket, etc.

We ask the children to read us a sentence. Then we ask them to read it to us in a different tone each time: happy, sad, angry, loud, whispered.

We look at the leaflet with the child's homework assignments. There, we usually find the sentence that the children are learning at school in that day's lesson. We can cut that sentence into pieces (one piece for each word) and then ask the children to reconstruct the sentence without looking.

Rules we repeat to children about writing


We remind our children that when we write in a notebook, we start at the top of the page (from left to right), next to the margin.

We repeat the rule that one word should not be joined to the next, but there should be a space between them.

At this stage, children usually write letters of different sizes. We remind them that all letters should be the same size and only the first letter of a word or sentence should be larger than the rest.

Some letters in Greek are not written exclusively above the line, but part of them "descends" below the line. So, we can remind our children which letters these are (see the image below).

✓	γ, ζ, λ, μ, ξ, ρ, φ, χ, ψ
✗	γ, ζ, λ, μ, ξ, ρ, φ, χ, ψ



2. The subject of Greek Language

It is also important to remind children that when we write a sentence, we always start with a capital letter and end with a full stop (.), question mark (?) or exclamation mark (!).

We also remind them that words in Greek have an accent (´) and we try to always put it in the right syllable (the one that is most "heard").

We encourage children to learn early on to write certain very common words in Greek correctly, such as: **is (ine)**, **has (echei)**, and **(ke)**, **not (den)**, **no (ochi)**, **yes (ne)**


Examples of activities for writing syllables or words

We try to practise writing syllables or words with our children in a playful way. For example, to practise writing syllables, we can choose a syllable (e.g. 'pa'). We then ask the children to tell us which sounds we hear in this syllable and then ask them to write the syllable without looking at it.

We can do the same with words, asking the children to divide them into syllables and then clap their hands as many times as there are syllables: e.g. for the word "karoto", we expect them to be able to clap the syllables three times: ka-ro-to. We also insist that they clap louder on the syllable where the stress (´) falls.

In general, we try to create opportunities for children to write on their own (make birthday invitations, write down the ingredients for a recipe, make a supermarket list, etc.).





3. The subject of Mathematics

3.1. Key objectives

The content of the Mathematics course in the first grade, as well as the basic objectives, are:

- Numbers from 0–100 (children should recognise them, say them, write them, etc.).
- Be able to perform the four operations (addition, subtraction, multiplication and division) with numbers up to 20.
- Solve problems.
- Be familiar with basic geometric shapes and their properties.
- Learn to measure the length of objects and be introduced to how we measure perimeter.

In this section, we will list the basic elements that children will learn in their classroom for each section and we will look at some suggestions for activities that we can do with our children at home to support their learning.

3.2. Numbers 0 – 100

What they will learn in class

At the beginning of the school year, children do activities on numbers 0-10. From January onwards, they continue with numbers 0-100.

In class, they do activities such as:

1. Counting from 1-10 or from 0-100 and backwards.
2. They write the numbers.
3. Counting objects and writing the correct number.
4. Finding the previous and next number.
5. They compare two or more numbers.
6. They learn to use the number line.

3. The subject of Mathematics

Activities we can do at home

We write a number and ask the children to read it to us.

We say a number and ask them to write down its symbol.

We draw or give objects to the children and ask them to write the corresponding number.

We draw objects and ask them to fill in what they need to make a specific number we want (e.g. we draw 3 apples and ask them to draw as many more as they need to make 5).

We say a number to the children and ask them to tell us the next or previous number.

3.3. Addition and subtraction

Teaching addition and subtraction begins with understanding the concepts, followed by the introduction of the symbols (+, -). At the same time, the children solve problems.

3.3.1. Addition and subtraction up to 10

What will be taught in class

A large part of the teaching is devoted to teaching children the so-called "pairs" of numbers, i.e. all the combinations that can give a number (e.g. which numbers, when added together, give me 1, 2, 5, etc.). Sometimes, we symbolically represent these pairs in "houses" (e.g. the house of 4 contains the additions: $0+4$, $1+3$, $2+2$, and so on).

Representing numbers in houses and pairs helps children perform operations quickly and mentally.

$$0 + 3 = 3$$

$$1 + 2 = 3$$

$$2 + 1 = 3$$

$$3 + 0 = 3$$

3. The subject of Mathematics

What will be taught in class

In addition, children learn:

1. To add and subtract with the help of an image.
2. To complete mathematical sentences based on a picture or objects in front of them.
3. Solve problems using, for example, the "draw a picture" strategy.
4. To form and complete "number houses".
5. To understand the commutative property of addition (i.e. that if I change the order of the numbers I add, the result remains the same, e.g. $2+5=7$ and $5+2=7$).
6. Addition and subtraction as opposite operations.

Activities we can do at home

1. We can practise number pairs, both addition and subtraction.
2. We try to find 'problems' with numbers up to 10, so that the children can write or say the correct mathematical statement, or we give them a mathematical statement and they tell us a 'problem' that matches it (e.g. "I have 5 euros in my piggy bank and I'm going to spend").
3. How much money will I have left? $5-3=2$).



3. The subject of Mathematics

3.3.2. Addition and subtraction up to 20

Addition and subtraction up to 20 are not taught simultaneously, as is the case with addition and subtraction up to 10. First, addition with "carry" is taught, and then subtraction with "losing a ten" up to 20.

What does "carry" mean: When we do an addition whose sum exceeds the number 10 (e.g. $5+8=13$).


What does "breaking down a ten" mean: When, in subtraction, the units of the number we are subtracting from are not enough, so we need to break down a ten to make more units (e.g. $12-5=7$).

What will be taught in class

Addition with carrying up to 20

1. Children are taught the "strategy of 10". That is, they first think of the largest number they have in the addition, how many units are needed to reach 10, which they always take from the smallest number. For example, in the mathematical expression $5+8$, they see that 8 needs 2 units to make 10, and they "take them from 5". Thus, they quickly find the result 13 (since they took 2 from 5 to make 10).
2. It also helps children to know the results of equations with the same numbers by heart, e.g. $6+6=12$, $7+7=14$, $8+8=16$, $9+9=18$. This helps them solve some equations more quickly, e.g. $6+7=13$.





3. The subject of Mathematics

What will be taught in class

Subtraction with borrowing up to 20

3. In this case, children are also taught the 'strategy of 10'. This means that the number needed to make 10 is subtracted from the second number (the subtrahend), and then the rest is subtracted. For example, in the mathematical expression $13-5$, first 3 units are subtracted to leave 10, and then the remaining 2 from 5, so $13-5=8$.
4. They are also taught the strategy that "addition and subtraction are opposite operations", e.g. since $8+5=13$, then $13-5=8$, and so on.

Activities we can do at home

1. We can practise addition with the numbers 9, 8, and 7 with the children so that they can quickly do mental calculations (e.g. practise that 9 always takes 1 unit from the adjacent number, 8 takes 2, 7 takes 3, and so on).
2. We connect the operations to real everyday situations, such as shopping (we ask how much change we will get, how much we will pay, etc.).
3. We use objects (e.g. buttons, caps, beans, straws) to help with visualisation. We ask questions such as "You have 9 buttons and I give you another 5. How many buttons do you have now?"
4. We can use the game as a framework to make a number line on the floor with paper, markers, and tape. This will help the child see the "jumps" in addition and subtraction, e.g. from 13 we go 4 steps back to calculate $13-4=9$.

3. The subject of Mathematics

3.3.3. Addition and subtraction up to 100

Addition and subtraction up to 100 (without skipping and losing track) are taught simultaneously.

Initially, they are taught with multiples of 10, up to 100 (e.g. $30+40$, $80-20$). Then, the tens remain constant and units are added or subtracted (e.g. $23+5=28$, $89-4=85$).

What will be taught in class

1. Children are taught to understand the concept of the ten and the concept of the unit. That is, that a ten = 10 units. This can be represented by a bundle containing 10 straws (which is why it is called a ten) and they learn that its symbol is Δ . When the straws are on their own and not in a bundle, they are units, and their symbol is M.
2. Children learn to distinguish between units and tens in a number. For example, in the number 15, the tens are (1) and the units are (5). It helps them to write them above the number, as in the figure below.
3. They are also taught addition and subtraction up to 100, using the strategy of familiar sums or subtractions from the 'pairs or houses' of numbers. That is, to add, for example, 3 tens and 5 tens, they think of $3+5=8$ and thus can find that $30+50=80$. They do the same for subtraction: for example, because they know that $9-4=5$, they can also calculate that $90-40=50$.
4. Another point that children are taught is that when they do vertical calculations, they should take care to put the units under the units and the tens under the tens (as in the picture).

Δ	M
1	5

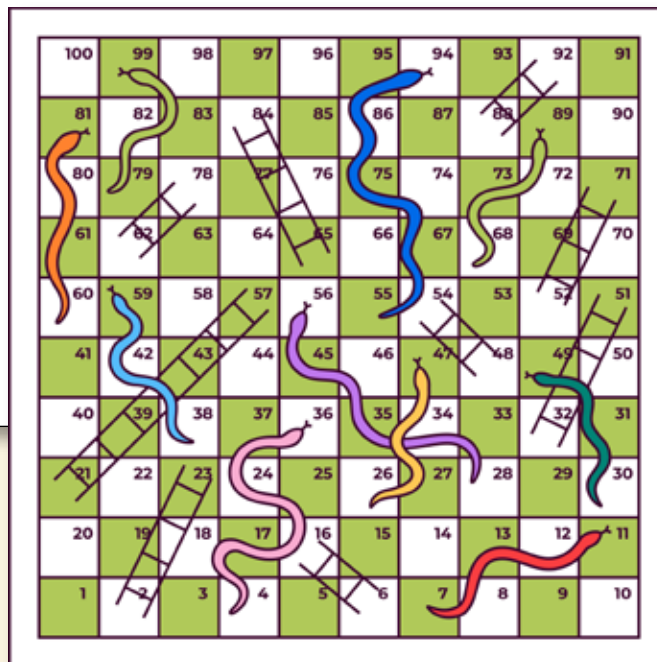
$\begin{array}{r} 54 \\ - 3 \\ \hline \square \end{array}$	$\begin{array}{r} 76 \\ - 5 \\ \hline \square \end{array}$	$\begin{array}{r} 93 \\ + 4 \\ \hline \square \end{array}$	$\begin{array}{r} 3 \\ + 56 \\ \hline \square \end{array}$
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3. The subject of Mathematics

Activities we can do at home

We use objects (e.g. straws in bundles of 10 for the tens and buttons for the units) to make numbers. Children understand that the bundles of straws (tens) remain constant and we only add/remove buttons (units).

We play the board game "snake" with the children.



3. The subject of Mathematics

3.4. Multiplication and division

Multiplication and division up to 20 are not taught simultaneously. First, the concept of multiplication is taught with operations up to 20, and then the concept of division is taught with operations up to 20.

3.4.1. Multiplication up to 20

What will be taught in class


1. Children are initially taught multiplication as repeated addition: e.g. $2+2+2+2=8$ and $4\times 2=8$.
2. They also practise that in a multiplication mathematical expression, the first number indicates groups and the second number indicates objects, e.g. if I have 4 pencil cases, each containing 5 pencils, then the mathematical expression will be $4\times 5=20$.



3. Children also learn to automate multiplication with the numbers 0, 1 and 10.

Points that confuse children:

1. Sometimes they confuse multiplication with addition (e.g. $2+5=7$ with $2\times 5=10$ (because it is $5+5$)).
2. They confuse correctly drawing a diagram based on a multiplication mathematical expression, because the commutative property applies (i.e. if we change the order of the numbers, the result is the same, but not the diagram, since, for example, $2\times 3=6$ and $3\times 2=6$, but in the first mathematical proposition they must depict two groups of three, while in the second, three groups of two).



3. The subject of Mathematics

Activities we can do at home

1. Practice with objects. We write a multiplication maths problem for the children and wait for them to represent it with objects (e.g. 2×4 , put 4 beans on two plates, etc.) or with a drawing.
2. Practise multiplication as repeated addition (e.g. I have two plates and there are 3 apples on each one. How many apples are there? We expect them to be able to write both $2 \times 3 = 6$ and $3 + 3 = 6$).
3. We practise with LEGO bricks: we make rows with different numbers and find the result or write the mathematical expression, we give a specific number with bricks and make all the combinations (e.g. 10 bricks = 2 rows of 5 or 5 rows of 2, etc.).
4. We count aloud by 2s (e.g. 2, 4, 6, 8, 10...) by 3s, by 5s, etc.

3.4.2. Division up to 20

What will be taught in class

1. This concept is taught indirectly in the first grade. That is, through games and sharing practices. The main goal is for them to understand the concept of 'sharing fairly'.
2. This is usually done through the story of "Dikaiokratia" (rule of law), a country ruled by Queen Division, who was very fair. She had a knife called "dia" and divided everything that was asked of her fairly, so everyone was happy. In other words, if it had 8 chocolates and distributed them to 4 children, it would say $8 \div 4 = 2$, and so each child would get 2 chocolates.
3. What children learn this way is to divide objects equally, one by one, until they are finished.

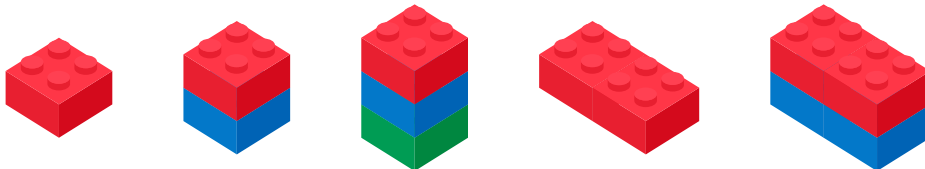
3. The subject of Mathematics


What will be taught in class

4. They learn division as sharing (I share 8 chocolates among 4 children) or as grouping (I have 8 juices and I want to put them in groups of 2).
5. They are also given time to understand the concepts of multiplication and division as inverse operations.

Activities we can do at home

1. We distribute objects (e.g. beans, fruit) into small cups, plates, etc.
2. We bake biscuits and share them fairly with our friends.
3. Play with LEGO bricks: give a number of bricks and ask them to make pairs, trios, etc.





3. The subject of Mathematics

3.5. Geometry – Stereometry

3.5.1. Geometry

What will be taught in class

1. Children will learn to recognise types of lines: straight-curved, open-closed.
2. They will learn to recognise and name two-dimensional shapes: triangle, square, rectangle, parallelogram, rhombus, circle.
3. They will also learn to classify shapes based on certain criteria: how many sides they have, what type of line they are, etc.

3.5.2. Stereometry

What will be taught in class

In this section, children learn to name, describe, and classify three-dimensional shapes: cube, rectangular parallelepiped, sphere, cylinder, cone. They also learn to relate them to objects in their everyday environment.

Activities we can do at home

1. We play shape hunting: we ask the children to find objects around them that have a specific shape (two or three dimensions).
2. We make two- or three-dimensional shapes with straws or plasticine.
3. We give them two-dimensional shapes (e.g., rectangles and triangles) and ask them to make three-dimensional shapes (e.g., a tree or a house).

3. The subject of Mathematics

3.6. Measuring length – Introduction to perimeter

What will be taught in class

1. In this section, children learn to measure and compare the length of various objects. They can do this with their ruler in centimetres (cm) or in less common ways, such as with wool, paper clips, etc.



1. Να συμπληρώσεις:

Πόσο ψηλό είναι;
(α)



ακριβώς



(β)



περίπου



2. They also learn to calculate the perimeter of simple two-dimensional shapes.

Activities we can do at home

1. We measure the length of various objects in the house in different ways (e.g. the length of the table with our hands, the length of the notebook with paper clips, the length of the room with a tape measure).
2. Guess the length of various objects and then check.
3. Make your own measuring tape: e.g. take a ribbon or a piece of string and turn it into a 'measuring tool'. Mark the centimetres on it and use it to measure objects in the house.



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