

THE LITTLE MILLENNIUM **FIRST DAY PACK** THE FIRST DAY OF SCHOOL & ITS PREPARATION



**BAG ORGANIZATION
AND GUIDELINES**



WELCOME FROM THE DIRECTOR EDUCATION

Welcome to Academic Year 2026–27

Dear Millennials, Parents and Guardians,

It gives me great pleasure to welcome you to a new academic year at **The Millennium Education - TME**; a year of renewed purpose, possibility and learning. At TME, education is not simply about progressing through a curriculum. It is about developing young people who are curious, confident, compassionate and equipped to engage meaningfully with an ever-changing world. Our focus remains firmly on purposeful learning, strong academic foundations, effective pedagogy and the development of the whole learner.

To our Millennials: this year belongs to you. Approach every lesson, conversation, challenge and opportunity with curiosity and courage. Ask questions. Think deeply. Read widely. Create, collaborate and challenge yourself to move beyond what you already know.

Success is not defined only by grades. It is reflected equally in the **progress you make, the resilience you demonstrate, the responsibility you take for your learning and the way you respond to feedback and challenge.**

Our academic theme of **GLocal Mindedness** calls upon you to understand your roots while developing the knowledge, perspectives and competencies to contribute to the wider world. Through **Purpose, Pedagogy, People, Citizenship and Planet**, we want learning to connect classrooms with communities and local understanding with global perspectives.

To our parents and guardians: thank you for the trust you place in TME. Education is most powerful when schools and families work in genuine partnership. We value your engagement, communication and support as we collectively encourage our learners to become increasingly responsible, independent and reflective.

Across our classrooms, our teachers and academic teams remain committed to strong curriculum delivery, effective pedagogy, meaningful assessment and responsive feedback. Equally important is the development of integrity, empathy, resilience, creativity, collaboration, respect and responsible citizenship.

As we begin the year ahead, I encourage every member of our learning community to embrace one simple commitment: **Make every learning opportunity count!**

Warm regards,

Amna Salik

Director Education

The Millennium Education, Pakistan.

MESSAGE FROM THE HEAD DIQCA

Dear Parents, Guardians and Learners,

At The Millennium Education, we believe that meaningful education should awaken curiosity, encourage confident thinking and help learners make connections between what they learn and the world around them.

Our curriculum is designed as a coherent learning journey. Knowledge, skills, concepts and competencies are revisited, developed and extended as learners progress through the years. Curriculum, teaching and assessment therefore work together to ensure continuity, progression and appropriate challenge.

Across our classrooms, we aim to make learning **joyful, meaningful, inclusive and engaging**. Learners experience a balance of explicit teaching, inquiry, discussion, reading, writing, practical learning, collaboration, reflection and purposeful use of technology.

Assessment is an integral part of this learning process. It allows teachers to identify what learners know and understand, recognise strengths and misconceptions, provide constructive feedback and determine appropriate next steps. Our approach balances formative and summative assessment and places learner progress at the heart of academic decision-making.

We remain committed to an education that is internationally benchmarked while remaining culturally responsive, contextually meaningful and sensitive to the individual learner. Our classrooms should be places where ideas are explored, voices are heard and learners increasingly take ownership of their progress.

Most importantly, education must develop **character alongside competence**. Confidence, integrity, empathy, resilience, independence, respect and responsibility remain central to the kind of Millennials we seek to nurture.

Thank you for entrusting us with your child's educational journey. We look forward to another year of purposeful partnership between the learner, the family and the school.

Warm regards,

Sillara Farid

Head, Department of International Qualifications, Curriculum & Assessment - DIQCA
The Millennium Education, Pakistan.

The TMEY Early Years Curriculum, implemented across Little Millennium campuses, is organised around Seven Areas of Learning and Development. These areas reflect the natural ways in which young children learn through play, exploration, interaction, and meaningful real-life experiences. Areas of learning are organised into Prime Areas and Specific Areas. Together they create a balanced curriculum that supports children in becoming confident, capable, and curious learners.

The Prime Areas of Learning form the essential foundation for all development in the early years. These areas are prioritised because they support children's ability to communicate, build relationships, regulate behaviour, and engage meaningfully with the world around them.

Prime Areas of Learning and Development

Personal, social and Emotional Development	Communication and Language	Physical development
Personal, Social and Emotional Development underpins children's emotional wellbeing and readiness to learn. Within TMEY classrooms, children are supported to develop a positive sense of self, build respectful relationships, and manage their emotions effectively. Learning experiences within this area help children to: • develop self-confidence and independence • build positive relationships with peers and adults • understand and manage emotions • demonstrate cooperation and respect • develop a sense of belonging within their community. These competencies form the foundation for successful learning, social participation, and lifelong wellbeing.	Within Little Millennium classrooms, talk-rich environments are intentionally created through storytelling, songs, conversations, questioning, and collaborative play. These interactions strengthen vocabulary development, comprehension, and expressive language. Children are supported to: • listen with increasing attention and understanding • express thoughts, needs, and ideas through language • engage in meaningful conversations • ask questions and explore ideas through dialogue • use language to describe experiences and make connections. Strong communication skills provide the foundation for literacy development, cognitive growth, and social interaction.	Physical Development supports children's health, wellbeing, and confidence. Through active play and movement, children develop strength, balance, coordination, and body control. At TMEY, movement opportunities are naturally integrated into both indoor and outdoor learning. Through these experiences children learn to: • move confidently in a variety of ways • develop coordination, balance, and spatial awareness • use tools and materials with increasing control • manage personal care routines independently • understand the importance of healthy lifestyles, including nutrition, exercise, and hygiene. Physical development strengthens children's independence and supports their ability to engage fully in learning experiences.

The Specific Areas of Learning build upon the foundations established through the Prime Areas. These areas support children in developing subject-specific knowledge, skills, and understanding that prepare them for later learning. through purposeful experiences and guided exploration, the Specific Areas extend children's thinking, creativity, and engagement with the wider world.

Specific areas of learning and development

Literacy (English & Urdu)	Mathematics	Understanding the World	Expressive Art & Design
Literacy focuses on the development of early reading and writing skills. Within the TMEY curriculum, literacy learning emerges naturally through phonological awareness and understanding the relationship between sounds and letters/haroor, reading, storytelling, conversations, songs, rhymes, and meaningful engagement with books and print.	Mathematics in the early years focuses on developing a secure understanding of numbers, patterns, shapes, measurement, and problem-solving. Learning occurs through hands-on experiences that allow children to explore mathematical ideas in meaningful contexts.	Understanding the World encourages children to explore people, communities, environments, technology, and the natural world. Through enquiry and investigation, children develop curiosity about	Expressive Arts and Design nurtures creativity, imagination, and self-expression. Children explore a wide range of materials, tools, and artistic techniques to communicate ideas, emotions, and experiences.

Learning Management System - LMS



This is an exciting and innovative, cloud-based integrated MIS and learning platform. Parents, learners, teachers, school managers, and principals, can access all the information, and learning and teaching tools anytime through any internet enabled device.

Product Highlights:

- cloud based software
- collaborative
- user friendly



LMS MATRIX
Apple iTunes



LMS MATRIX
Google Play Store



PARENTS AS PARTNERS

Educating a child is accomplished when the parents and the school work together in the best interest of the child. We welcome your input and assistance in educating our learners; after all, you are your child's first teacher! The goal of our program is to meet your child's social, emotional, physical and intellectual needs. As a parent, you are an essential part of this mission, and we look forward to working with you to help children learn, grow, and achieve their highest potential.

THE FIRST DAY OF SCHOOL AND ITS PREPARATION

- ♦ The first day of school is a major milestone for children and parents. It's the launch of a learner's formal learning career and needs a lot of preparation. Start preparing your child for the BIG day before the school starts.
- ♦ Try to modify your routines to a schedule that will work once the school begins.
- ♦ Kindly ensure that your child gets up early and sleeps early as well.
- ♦ Encourage your child to be independent.
- ♦ Help your child learn to manage and take care of the things he/she will use on a daily basis in school.
- ♦ The parents are requested to take their children to a school visit as children are often upset when they're unsure of what's going to happen next.
- ♦ Children are sensitive to their parents' feelings; once you get to school, keep it positive — even if you have a lump in your throat.
- ♦ Talking about school and their first day is good for your child's smooth transition, therefore, talk to your child in a positive and enthusiastic manner about going to school.
- ♦ When the big day finally arrives, kindly take the following steps: set clothes out the night before, put children in bed at a reasonable hour, a favourite breakfast will set the mood, a prepacked lunch box allows plenty of extra time for a calm, unhurried breakfast. Remember, the first week of school is an excellent opportunity to set a standard for the upcoming year.
- ♦ Explain to your child that school is a safe and happy place and that a teacher is always around if they feel uncomfortable or upset.
- ♦ Discuss with your child, all the things they will do at school and how much fun it will be.
- ♦ Try to spend some time with your child in the classroom to get him/her settled before you leave. If you can't stay, be sure to let the teacher know that your child may need some extra attention.
We remind parents to expect strange responses and the need to adjust to the fact that the child will come home and say, 'I played today,' rather than 'I did some arithmetic today. Remember, the early years remain a stage-setter for later academics.
- ♦ Teach your child how to use washroom at school. It is important that you explain to him/her that he/she will be allowed to go to the toilet whenever they need to, but they **MUST** ask the teacher before going. Please pack a spare pair of shirt, pants, underpants, and appropriate coloured socks in the front pocket of your child's school bag - 'just in case'!

IN-HOUSE MATERIAL

All in-house material will be issued by the learner's respective Early Years practitioner at the time of joining.

THE MILLENNIUM EARLY YEARS REGULAR SCHOOL TIMINGS

Reception:	09:00 a.m. to 12:00 p.m.
Play Group:	08:00 a.m. to 12:30 p.m.
Junior Year/Kindergarten 1:	08:00 a.m. to 01:00 p.m.
Advanced Year/Kindergarten 2:	08:00 a.m. to 01:30 p.m.

Note: School will observe the same pack up timings for all levels on Friday i.e. 12:30 p.m.

PLAY IS THE HIGHEST FORM OF RESEARCH.

(ALBERT EINSTEIN)



SAFETY

As a Millennial, your child will be in a secure, safe, and stimulating environment, joining other learners and adults to play, work, and learn. To ensure the balance of security and privacy of your child, TME has taken explicit security measures:

- retired military personnel are working as security guards
- armed guard posts and pickets
- CCTV CAMERAS + DVR systems, and IP based monitoring system
- emergency alarm system and panic bell
- metal detectors, biometric devices, and Concertina Razor Wires

These measures are all about keeping learners safe.

FORBIDDEN ITEMS

- sharp edged instruments / toys
- sports goods (bats, wickets, rackets, cork ball, hockey, toy sticks etc.)
- laser torches / safety pins / forks / needles
- match box / lighter / all kinds of medicines (unless intimated by the parent)
- mobile phones / I phone / I pad / I pod

POCKET MONEY / EXPENSIVE TOYS

Learners are strictly forbidden to carry any cash, to school. Parents are requested to ensure that their child does not take along, in his/her bag, any amount of money or expensive toys to school. The school will not be responsible for the loss of money or any valuable item.

SNACK TIME INSTRUCTIONS

At TMEY, we encourage parents to provide nourishing, balanced, and child-friendly snacks to support children's energy, concentration, growth, and overall wellbeing throughout the school day. We recommend including a variety of fresh fruits and vegetables, whole grains, protein-rich foods, and dairy or suitable alternatives, while limiting foods high in added sugar, salt, and unhealthy fats.

Some Healthy Snack Choices

- Seasonal fresh fruits: apple, banana, orange, guava, pear, melon
- Homemade oat or banana muffins with little/no added sugar
- Vegetable sticks: cucumber, carrot, capsicum
- Homemade chicken or vegetable wrap
- Cheese cubes or cheese sandwich
- Whole-wheat sandwich
- Whole-grain crackers
- Roasted chickpeas
- Unsweetened milk
- Plain yoghurt
- Boiled egg

Please send a suitable portion for your child's age and appetite and provide water in a labelled water bottle. Where possible, choose homemade foods and avoid sugary drinks, fizzy drinks, sweets, chocolates, and highly processed snack foods.

PERSONAL HYGIENE

A child's dress reflects his/her personality. Kindly ensure that he/she comes to school in a properly ironed uniform, befitting his / her size. The learners' hair should be neat and tidy, nails short and clean, and a daily bath must be ensured to maintain a healthy body. Girls' tunics must be of knee length.

SPORTS FACILITIES

At the TME Campuses, sports are an integral part of school activities, supported by ample resources. There are separate grounds for Cricket, Hockey and Football, and separate courts for Volleyball and Basketball that are properly maintained. Indoor games, such as Table Tennis and Badminton are also encouraged. Qualified male and female physical training instructors supervise learners' physical training, and all classes have regular sports periods every week. TME provides an expansive playground that sustains a healthy lifestyle beyond the school. Sporting areas are well-constructed and maintained with the best props to host a variety of group and individual sports.

REGULAR ATTENDANCE

Parents are reminded to submit a formal leave application in case their child is ill. Irregular attendance mars his/her progress in the class. Please avoid unnecessary absences.

If your child is ill, please do not send them to preschool. An unwell child will not benefit from being at school, in fact, it can be an unpleasant experience and may also spread illness to other children. If symptoms of illness are observed, or should a child become ill during the school time, the parent will be notified immediately. The child will be kept comfortable until the parent arrives. Learners need to have recovered from vomiting, diarrhea, or fever for at least 24 hours before returning to school. NO medications will be given by the school.

VISITING & VISITORS

Please feel free to visit the school at anytime. You are requested to give some settlement time to the child, for which it is encouraged to avoid frequent visits and stay in the school. This allows the learner to get acclimated to his/her new environment.

All visitors should check in through the office, show their ID card and take visitor's card before visiting any classroom or teacher.

All visitors and substitute teachers must wear a badge for identification.

- Learners from other schools or siblings are not allowed to visit classrooms when the school is in session.
- Parents or other individuals may not video tape classes.

FIELD TRIPS

Field trips will be scheduled throughout the year. Parents will be notified prior to each field trip. If you do not want your child to go on a particular field trip, please inform the teacher that your child will be absent that day. Younger siblings of Early Years learners may not accompany them on field trips.

BIRTHDAYS

Your child's birthday is a great opportunity to bring along some favourite fast food to share with the whole group. We sing "Happy Song" to help make it a special day for our child. Please let the staff know beforehand so that they can make necessary arrangements.

COMMUNICATION

We will provide relevant information, updates, and notifications of special events via our monthly newsletter, Google and Apple App, SMS notification, and other publications. Our notice boards are a great way to let you know what is happening at TME, including our curricula goals, activities, and plans. Please read the school notice board, and your child's LMS diary for daily updates.

IDENTIFICATION CARD

Identification cards will be given to the parents of the child attending the TME School. This identification card is very important for safety reasons. Only the learner's parents/guardian will be allowed to pick the child up at home time. In case you depute some other individual, he/she must bring the child's identification card/an authority letter duly attested by the parent/guardian. Lost or broken IDs will be replaced at cost to parents.

PARENT TEACHER MEETINGS

- Parents are informed of their child's progress in various ways throughout the school year.
- Parent Teacher Meetings are held after every semester/term. However, Early Year parents are always welcome to meet the Early Years branch head as and when required. Take prior appointment with the branch head, to avoid any inconvenience.
- All meetings will be held after school hours for security reasons.
- A progress report is given to the parents after one term.
- TME website provides valuable information and is updated on a regular basis.

LIBRARY

TME school libraries are a catalyst for literacy; reading, teaching, and scaffolding to inquire learning. It is our belief that libraries will always exist as places where learners find information, resources, services, and instructions.

UNITED NATION ACTION DAYS

The Millennium Education Annual Activity Calendar clearly highlights and celebrates the UN Action Days at our schools. Special arrangements and presentations are made during morning assemblies and the school environment is transformed into a supportive environment as a platform for the "action day" through art, activity, engagement and creativity. They are a useful means for the promotion of international and national targeted action and stimulate interest in United Nations activities and programmes.

A DIVERSE CURRICULA

The Millennium Education gives your child exposure with our exclusive learning adventure, enrichment programmes, and supplemental educational opportunities that complement our core curricula. TME offers a unique series of programmes with course work in Math, English, Sports, Reading, Music, Cooking, Technology Initiatives, Summer Outreach Programs, Foreign Languages (Mandarin and German), Phonic Adventures, and Customized Outdoor and Indoor Games.

E-MILLENNIAL NEWS

We have a bi-monthly newsletter publication of The Millennium Education, Pakistan. This newsletter praises the high achieving Millennials and exhibits all the activities carried out in different campuses. It keeps the parents informed about the latest news, health activities, celebrations, campaigns and programmes happening in 35 campuses of TME. It is delivered electronically to the parental community.

HOMEWORK

There is no formal homework for Playgroup and Junior Year learners. Children will bring home a theme based "At Home" activity book with simple ideas for parents and children to learn and work together. Phonics practice will also be shared as a reinforcement activity to support learning at home. For Advanced Year learners' occasional reinforcement activities will be sent home to strengthen age-appropriate reading, writing, and mathematical skills. Parents are encouraged to spend time with their children and read English and Urdu books together to nurture imagination, expand ideas, and build vocabulary.

Remember, in Early Years, the parent and the practitioner are equal partners in the development of a learner. Both must work in harmony with each other. You may share your anxieties with the teacher as and when you desire.

PROGRESS REPORT

An Early Year learner gets the report card twice during the academic year i.e at the end of each term. In order to prepare these reports, teachers use a variety of methods to assess and evaluate each child's progress. These include:

Observations: Early Years Practitioner regularly observes each child perform various tasks and assignments within the classroom setting.

Work Samples: Samples of your child's work are collected and kept in a portfolio on a regular basis. This is to check learner's progression in basic skills throughout the year.

Teacher Written Records: These are short notes by the teacher that are taken while observing the learner perform various tasks. Teachers gather assessment evidence through planned learning experiences, continuous provision, child-initiated play, focused activities, and everyday classroom interactions. This evidence is documented through anecdotal observations, learning stories, and learning-outcome-based checklists in assessment booklet, providing a balanced picture of each learner's development and progress over time during academic year for parents and teachers to view together during PTMs.

METHODS OF TEACHING

We teach our learners according to the programme structured as per International Early Years Standards using a wide range of Montessori apparatus, learning manipulative and resource material, books, IT, videos, A.V. aids, role playing, dramatics, puppetry, experimentation, and games. We aim to teach our learners the art of acquiring knowledge, to explore and to recreate their understanding through symbolic language such as drawing, sculpture, dramatics and writing. We encourage them to coordinate their learning with the world and to enjoy hands on experiences.

PORTFOLIO AND LEARNING EVIDENCE

Portfolio Folders are maintained to capture children's classroom work across all learning areas as evidence of their learning and progress. Parents can also follow the school's Facebook page to view digital learning highlights and school-based activities.

We hold our children's hands for a little while...
But they hold our hearts forever.



The child has a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking of playing, of speaking
Always a hundred ways of listening
of marveling of loving
a hundred joys for singing and understanding
a hundred worlds to discover
a hundred worlds to invent
a hundred worlds to dream.
The child has a hundred languages
(and a hundred hundred hundred more)
but they steal ninety-nine.
They tell the child:
to discover the world already there
and of the hundred they steal ninety-nine.
They tell the child:
that work and play reality and fantasy
science and imagination sky and earth
reason and dream are things
that do not belong together.
And thus they tell the child
that the hundred is not there.
The child says:
No way. The hundred is there.

—Loris Maliguzzi.

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Our Affiliation and Memberships
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International Education
Cambridge Associate School