



William Byrd
PRIMARY ACADEMY



NURSERY
TRANSITION BOOKLET
2023-2024



WELCOME

We wish to warmly welcome all the new children and their families who have been allocated a place at William Byrd Primary Academy from September 2023.

We are really excited and looking forward to welcoming our new intake to school and beginning a wonderful journey of learning and discovery.

NURSERY PHILOSOPHY AND APPROACH

Welcome to William Byrd Primary Academy Reception. Nursery year, as a child's first experience of school, is firmly embedded within an Early Years Foundation Stage setting. Your child enters the early years the moment they are born, and we are delighted to join children and families at a midpoint on this exciting journey which ends at the end of their Reception year. We pride ourselves in being research-driven and up-to-date in ensuring our practices are wholly underpinned by the principles of effective child development, and in training our staff with exciting new approaches and initiatives.

CLASS NAMES

Your child has been placed in one of three classes: Morning, Afternoon or All Day. All are known as 'Campbell Nursery', after the author Rod Campbell, who wrote the popular lift-the-flap book, 'Dear Zoo'. Across the school, each year group has a theme for naming classes, such as scientists, athletes or artists. In the Early Years, our classes are named after children's authors.

CONTINUOUS PROVISION

The purpose of continuous provision is 'To continue the provision for learning in the absence of an adult'. In the continuous provision, children are encouraged and provided ongoing access to neutral and varied resources to enable them to follow their own interests, independently and with adult facilitation. The outdoor and the environment are equally important; the outdoor often allows 'big' space for the bigger actions that develop collaboration, problem solving, and gross motor skills; the indoor environment offers more communication play, and symbolic play, although play and learning types are not restricted by the space. Children are encouraged to work on individual ideas and projects, and to manipulate materials and spaces to meet their own needs.

A BLENDED APPROACH

Inspired by the research and writing focused on a 'Planning in the Moment' approach, whereby the children wholly shape their own curriculum, we offer plenty of opportunities for teachers to co-play and observe children within the continuous provision. Teachers and nursery nurses make skilled judgements in the moment of play to guide children in their developmental next steps. To ensure that our children are packed full of ideas, questions, stories and information to act as a springboard for their own enquiry-based learning, we use tailored versions of the Cornerstones Curriculum Maestro units as the starting points for each week or session. Every half term a 'Curriculum Newsletter' is shared on the website. You will find the first half term as an example at the back of this booklet.

ORACY FIRST

At William Byrd Primary Academy, we believe that 'Reading and Writing float on a sea of talk'. Our Literacy provision is set firmly within the context of language through speaking and listening. Through story-telling, singing, and offering an environment rich in literacy we ensure that language and the building up of a wide vocabulary is at the heart of our provision.

READING

The most important thing you can do to give your child the best start in life is to read with them. During Nursery, they will begin exploring sounds orally through sound games and word play. We strongly suggest that daily story times become a regular feature of your child's bedtime routine; this will set them up with language and book skills that they will use for life.

THE THIRD TEACHER

In early years education, experts sometimes refer to 'the third teacher': the environment. Taken We strive to make sure our Nursery space is open, inspiring, fluid, constantly changing and growing with the children. We have creative areas, sensory play, small world, role play, construction, fine motor, and imaginative prompts set up. These are often linked to our curriculum learning or current text.

WELCOME TO NURSERY

Beginning school is a major event in the life of a three and a four year old and it won't be long before your child will be starting with us at William Byrd Primary Academy. There will be lots of new things to learn and of course you will want to ensure that your child is well prepared for this important event. We aim to make it a happy and memorable experience. We hope that this booklet will provide some useful information that will help your child settle quickly into school.

Below, take a look at the people that you will see and meet working with your child.

MEET THE STAFF



Ms Edwards
Head of School



Mrs. Verone
Assistant Head/EYFS Leader



Ms Wegrzyn
Reception and EYFS Leader



Ms Wierciszewska
Nursery Leader and
Nursery Teacher



Mrs Ferreira
Nursery Nurse



Mrs Terry
Nursery Nurse

30 HOURS CHILDCARE

Since September 2017, working parents are entitled to receive 30 hours of free childcare for their three or four year old child (from the term after their child's third birthday).

At William Byrd Primary Academy, we have been successfully allocating full time spaces to children for past 3 years. The additional hours will be available where both parents are working (or the sole parent is working in a lone parent family) each parent earns at least the equivalent of 16 hours a week at the national minimum or living wage and less than £100,000 a year.

Information on who is eligible and how to apply find here: <https://archive.hillingdon.gov.uk/30hourchildcare>

Please note that we can only accommodate 10 children. To start receiving 30 hours funding from September, you must apply for it before the term starts.

With this booklet you should receive a School Application Form for a 30 hours space. This form should be filled in and brought to the School Office.

For £105 per week, we can offer this 30 hours provision to families not eligible who may wish to apply. Please enquire at Main Reception for further information.

Once your application is successful you will be informed about it by the Office Staff.

WHEN MY CHILD STARTS FULL TIME SESSION

If your child starts Full Time sessions, it is important that they are fully independent in terms of self-help skills. They should be able to:

- Eat lunch independently
- Use the toilet and wash and dry their hands
- Not require an afternoon nap
- Communicate their basic needs verbally

WHAT A CHILD NEED TO BRING EVERY DAY:

- A named water bottle, ideally reusable
- A lunch box with a healthy packed lunch (a sandwich, fruit, yogurt, water to drink) , please ensure you do not use Nutella, other nutty spreads or items containing nuts in your child's lunch box. Fizzy drinks, chocolates and crisps are also not suitable.



THE NURSERY DAY

TIMINGS OF THE SCHOOL DAY

Morning Session	8:30 am	–	11:30 am
Afternoon Session	12:15 pm	–	3:15 pm (Children can be collected from 3:10pm)
Fulltime Session	8:30 am	–	3:15 pm (Children can be collected from 3:10pm)

STAGGERED ENTRY

In order to allow all child an appropriate amount of time to settle into the new environment and routines, your child will have a staggered start into Reception. In 2023-2024 this will run as follows:

Wednesday 6 th September and Thursday 7 th September	Parents will receive a scheduled introductory phone call from the class teacher
Between Friday 8 th September and Monday 11 th September	Children invited in small groups to attend a 30-minute session to meet the staff. You will receive confirmation of date and time in a separate letter.
Tuesday 12 th September	Children attend nursery from: 8:30 to 9:30 (AM and All-Day Nursery) 12:15-1:15 (PM Nursery)
Wednesday 13 th September to Friday 15 th September	Children attend Nursery every day between : 8:30 to 10:30 (AM Nursery) 8:30 to 12:00, including staying for lunch (All-Day Nursery) 12:15-2:15 (PM Nursery)
From Monday 18 th September	Children start school full time (hours as above)

Some children may find it hard to separate from carers. While we advise you to talk about and help your child prepare for starting Nursery, if they are distressed or unable to find a calming strategy, we may extend the staggered timings for additional days beyond the times listed above. A member of the Nursery team will speak to you about this if this is the case.

DROP OFF PROCEDURES

Children are brought into school via the Nursery gate. If you are late you must drop off your child to the school office. However, we do ask that you are on time to enable us to start our lessons promptly and ensure your child is participating in the most important learning time of the day.

DROPPING OFF AND COLLECTING YOUR CHILD

At the end of the school day you are able to access the Nursery class gate to collect your child. The children will be handed over at the classroom door by a member of staff. The door will be open for 10 minutes after that your child will be taken to the office (AM and All Day Nursery) or to the 'Lates Room' (Nursery PM). If someone new is collecting your child, please make sure you tell the teacher in the morning or phone the school and let them know. We will not be able to release your child to someone we do not know. The minimum age for collecting a child is 18 years old.

Please do not allow your child or their siblings to play with outside resources or use the bikes as we tidy these away at the end of each day. We would kindly ask that you are not on your mobile phone when dropping your child off or picking them up as the class teacher might need to speak to you. It is very important that you ensure that you pick your child up promptly as chil-

MEDICAL INFORMATION AND ABSENCE

MEDICAL

Medicine can only be given to children if it has been prescribed by the doctor and handed in to the office, where a form needs to be completed and signed by an adult. Your child must remain at home for 24 hours after the last time they were sick with vomiting or diarrhoea.

In school, we can administer prescribed medication such as antibiotics – where the dose is four times a day – and inhalers. This includes medication for illness such as asthma or anaphylaxis. All medicines must be prescribed by the GP and we must have 2 inhalers/epipens etc., as well as a care plan. Please take these to the office so we can ensure the correct paper work is completed. You will need to complete a form each time new medicines are brought into school and this should be handed to an adult, along with the medicine. Please do not put medicines in your child's bag. Please be aware that we do not administer medicine such as Calpol or Ibuprofen.

If your child has medical needs, you will be asked to complete a Health Care Plan to give us the information we require to provide the best possible care.

ALLERGIES

Should your child have any allergies/dietary requirements, it is essential that you share this information with the Nursery staff ASAP so they can ensure your child does not become unwell.

ILLNESS AND ABSENCE

If your child is going to be absent from school for any reason, please phone the school early on the first day of illness and let us know. If you do not notify us you will receive a truancy call and a follow-up phone call if you do not respond. You will also need to bring in a letter explaining your child's absence when they return to school. Please call the school on 01895 462 394 and select option 1.

In the event of your child being unwell at school, we will contact you so that you can take him/her home, so please make sure that we always have up to date telephone numbers for you and for any emergency contact you choose to nominate.

We have some clear guidance about when your child should and should not come in.

They can come into school with:

- Coughs and colds
- One-off vomiting
- Broken bones or sprains, with GP or A&E advice sought
- Mild headaches
- 'Warm' but no temperature

Keep your child off school if they have:

- High Fever (above 38.4)
- Have vomited in the last 24 hours as the result of a bug (note: if your child threw up after too many sugary foods or from motion such as a bouncy castle or car sickness, this is not necessarily an infectious stomach bug)
- A rash that doesn't disappear under a glass
- Diarrhoea
- Infectious childhood diseases such as Chicken Pox and Measles

Signs your child is well enough to come in:

- Undisturbed sleep (even if unwell the night before)
- Still chatty
- Feeling better after medicine
- Eaten breakfast

If your child is regularly unwell, their attendance rate could slip below 90%. While attendance at Nursery is not compulsory, it is best to form positive habits and behaviours now. Attendance below 90% once a child turns 5 is classed as persistent absenteeism. Once attending formal school, they may then risk local authority fines and potential court order. To avoid this, we would recommend that if they are off more than once every two weeks, parents consider a visit to the GP to look at possible underlying health concerns, or guidance. Ensure your child is getting adequate sleep and eating well, as healthy lifestyle choices are the biggest prevention against infection and viruses.

Nursery All Day children who have medical appointments, or who feel unwell in the morning, could improve their attendance by coming in for the afternoon or morning. These count as two 'sessions' and can prevent their attendance from falling behind.

Head lice: Please be aware that ALL schools have problems with head lice from time to time, so if your child succumbs, it is no reflection on you or your child's cleanliness. If nits are spotted, we will telephone you to give you the opportunity to collect your child and commence immediate treatment. This is all done very discretely and the children will be completely unaware of any problem.





ATTENDANCE LADDER

Good Attendance Matters

EQUATES TO:

4 SCHOOL DAYS
off each year

7 SCHOOL DAYS
off each year

9 SCHOOL DAYS
off each year

11 SCHOOL DAYS
off each year

20 SCHOOL DAYS
off each year

30 SCHOOL DAYS
off each year

100%

98%

96%

95%

94%

90%

85%

PERFECTION

IMPRESSIVE

GOOD

**NEARLY
THERE**

**NEEDS TO
IMPROVE**

CONCERNS

**SERIOUS
CONCERNS**



MIDDLESEX
LEARNING
PARTNERSHIP

William Byrd Primary Academy believes strongly in enabling all students to achieve. We expect all parents/carers to support us in achieving this goal. Children who do not attend school at least 90% of the time miss out on a lot of core learning, which is fundamental in terms of your child's academic progress, their mental health outcomes and even their potential future career and income. One of the most important things that you as parents can do to support your child in getting the best possible start in their school life is to encourage healthy lifestyle choices and positive behaviours around school punctuality and attendance.

Our expectation is at least 95% attendance for all our students

Around 99% Attendance - Excellent Attendance

Around 97% Attendance - Good Attendance

Around 95% Attendance - Below average attendance

Around 90% Attendance - Cause for concern. Your child is a persistent absentee from education

Our Attendance Officer is Miss Darby. She is available for you to discuss attendance matters in confidence. Miss Darby can be contacted on 01895 462 394 or at attendance@williambyrd.school.



UNIFORM

In Nursery, we expect that your child wears clean and fresh full school uniform every day. Please also make sure that all your child's clothes are clearly named as well as the spare clothes.

You can buy school clothing from the school office. Please make sure it is all named. This is particularly important with school jumpers as they can easily get mixed up when children take them off. Please do not send your child in laced shoes until they are able to tie them themselves. Velcro school shoes are more appropriate for Nursery. Please make sure that your child is dressed appropriately for the weather – a waterproof, warm coat for the winter and sun hat and sunscreen for the summer. Children should also have a separate, named water bottle.

ALL YEAR ROUND

- Blue sweat shirts, cardigans or fleece with the William Byrd Primary Academy school logo
- Grey or black trousers or skirt
- White shirt, blouse or collared t-shirt
- School tie (optional)
- Plain blue, black or white hijab or turban

FOR SUMMER

- Girls: Blue and white check or stripe summer dress or knee length short trousers
- Boys: Black or grey short trousers

HAIR

For health and safety reasons long hair should be tied back during the school day using simple ties bands or clips. 'Jojo bows' are not considered suitable for school.

Extreme haircuts and razor patterns should not be worn at school as this goes against the principles of school uniform.

SUN HATS AND WATER BOTTLES

Please ensure that on hot sunny days you send your child in with a named sunhat and a separate named water bottle as well as the drink in their lunchbox.

SCHOOL BAG

Please only send in your child with a school-sized book bag. These are available to buy from the office. Please do not send in any other bags, including rucksacks. Please bring the book bag into school every Friday and check it for letters.

SPARE CLOTHES

All children must have a spare pair of clothes (can be non-uniform) in school at all times. Please remember that if your child is still having incidents of wetting themselves you should put extra pair of appropriate underwear, socks, shoes, etc. inside the bag. Bag will remain at school unless you will be asked to take it home and refilled.



SCHOOL DINNERS AND SNACK TIME

At William Byrd Primary Academy Nursery, children don't stay for lunch unless they are in a Full Time class (30hours per week). Those children bring their own pack lunch into school.

Nursery children are offered a piece of fresh fruit , vegetables and milk throughout the session. We do encourage children to try a range of healthy foods as part of the curriculum. If your child is allergic to any type of foods, please let the Nursery Staff know immediately. This should also be shared with the Welfare Officer, who can be contacted at Main Reception.

Children are encouraged to bring in a bottle of water with their name on it.

As we have to meet food standards for schools, this must be WATER and NOT juice or flavoured water.

The bottles are kept in the classroom and the children have access to them at all times.

The bottle will returned to you each day for washing and refilling.

Please also note that we are a **NUT FREE SCHOOL** - ensure your child does not carry any type of nuts with them into school.

If you wish to share something with the class to celebrate a birthday or special occasion, please provide a sugar free snack, with no gelatine. We would suggest a fresh fruit platter with some new and unusual fruits that children have not seen before. We do not welcome sweets or cakes into the Early Years and will not be sharing these out if they are brought in. An alternative to this is to buy and sign a new book to donate to the class library.

Pack your child a
HEALTHY LUNCH BOX

Choose a variety of foods from each food group



Fruit	
+	
Vegetables	
+	
Dairy	
+	
Wholegrains	
+	
Lean meat & alternatives	

= A Healthy Lunch Box

Make **WATER** your drink



Pack **ICE PACKS** to keep your food cool



Use a **THERMOS** to keep food warm



THE EYFS CURRICULUM: THE 7 AREAS

The government framework for Early Years Foundation Stage describes the three characteristics of effective learning. In our Reception, our primary focus is the development of these; we encourage children to play and explore, think critically, and become active learners. To do this, observation and planning for children is broken down into 7 areas. Below are some examples of what sort of skills and activities are included within each of the areas.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Learning about ourselves; talking about growth in relation to oneself; and caring for living things
- Settling in, routines, class rules, personal safety, feelings, losing things
- Developing independence in the classroom and learning
- Sharing thoughts on families and friends
- Understanding classroom rules and following these
- Nurturing relationships with other children in the environment
- Becoming familiar with, and trusting, known adults
- Regulating impulses and emotions
- Toilet training
- Awareness and independence of personal hygiene
- Development of skills required for daily tasks such as feeding and dressing themselves



PHYSICAL DEVELOPMENT

- Travelling in different ways, speeds, directions and levels
- Responding to music through movement and gesture
- Development of ball skills and games
- Balance, posture, and body strength
- A range of 'big' movements (gross motor), particularly building strength and coordination
- Smaller movements, known as fine motor, that are controlled



COMMUNICATION AND LANGUAGE

- Listening to stories and responding with questions and comments
- Following instructions, moving from one-step to two-step
- Communicate their wants and needs in English
- Offer opinions and began to engage in paired or group discussion about things that interest them
- Answering how and why questions about their experiences
- Using past, present and future forms when talking about events or stories

LITERACY

- Drawing and tracing familiar or copied shapes
- Representing ideas through mark-making and describing this
- Exploring with the formation of letters
- Story telling
- Re-reading texts learnt by heart
- Reading stories for pleasure, engaging with class story time and joining in with familiar words, rhymes or phrases

MATHEMATICAL DEVELOPMENT

- Recognising written numerals to 10
- Counting objects in small quantities
- Describing more and less
- Counting objects with accuracy
- Pattern spotting using shapes, objects and numbers
- Naming 2D and shapes and describing them

CREATIVE DEVELOPMENT

- Observational drawings and painting, collages, exploring colour, textures, shapes, forms and space in 3D
- Developing confidence to sing, explore sound and identify and have a go with musical instruments
- Variety of role play experiences and imaginative play
- Imaginative expression through physical movement, music and drawing, painting, and sculpture

UNDERSTANDING OF THE WORLD

- Exploring senses, growing seeds, plants and flowers
- Cooking and tasting different types of food
- Finding out about different creatures and where they live
- Looking at animals and mini-beasts
- Exploring space, such as making robots
- Going on treasure hunts, finding clues
- Responding to stories and environment and making up own adventures
- Referring to events in their own lives that happened in the past
- Showing enquiry and awareness of historical periods and events
- Respect and knowledge about different cultures and religions



THE EYFS CURRICULUM

The provision and planning for indoor and outdoor play, must reflect the range of experiences and develop interests of the children. The adults in the learning environment are actively involved with children in their games and activities where appropriate and are not solely in a supervisory role.

Our Nursery room is where the Nursery are taught. We have a carpet area where the children access whole class teaching and focussed group work. We also have continuous provision areas for the children to access in free choice time. The areas include: a writing area, a creative area, a water or sand area, a fine motor area, a role play area, a construction area, a malleable area, a reading area, and a reflection area. The areas are all planned for individually each week. We plan exciting and engaged activities for the children to do.

CURRICULUM NEWSLETTERS AND DISPLAYS

All parents will be provided with half termly Curriculum Newsletter so that you are informed about all the learning that is happening in the Nursery.

On the board, outside the Nursery there is also a display with the termly plans, with what we expect children to learn and know by the end of each term. On the same board you will also find examples of how the children work might look like. If you have any questions related to our curriculum or would like to gain more ideas on how can you support your child's learning please speak to the member of the Nursery.

EXTRA CURRICULAR ACTIVITIES AND PARTNERSHIP WITH PARENTS

At William Byrd Primary Academy Nursery we believe we can more effectively meet your child's needs if we work together. We value your input as your child's primary carer, and as an expert on your child. We rely on your partnership, so together we can provide your child with the highest quality education and care. This will make their nursery time happy and enjoyable.

Each term we will offer opportunities for you to meet with your child's key person and look through your child's record's – observations, assessments and together we will identify your child's next steps. We also have Stay and Play sessions for you to stay and see how your child has settled in and have fun with your child in our nursery setting. We also plan a range of Parental Workshops on specific subjects like: Speaking, Reading, Maths, Phonics, Fine Motor Skills, Behaviour, Dental Hygiene and Healthy Eating.

We create opportunities for children to enhance their learning by planning different celebrations: Diwali Day, Eid Celebration, Christmas Concert and Craft Day, Mother's Day Planting Activities, Father's Day Fun, Reading Sessions with Local Library, Fairy Tale Ball, Easter Egg Hunt, Zoo Lab visit and more.



BEHAVIOUR EXPECTATIONS AND MANAGEMENT

At William Byrd Primary Academy we believe that a shared approach to dealing with behavioural difficulties is essential so we will always involve parents/carers in developing and implementing appropriate plans for dealing with difficult behaviour.

In the Nursery, we will deal with difficult behaviour by:

- Creating a calm, caring environment where children are treated with respect
- Providing structure within this environment where the children can be free to choose and experiment
- Agreeing on acceptable and unacceptable behaviour within the Nursery and sharing this with all newcomers both children and adults to ensure consistency
- Adults will provide a positive model for the children taking into account friendliness, care and courtesy

We will adopt a problem solving approach to behaviour management. This approach will be explained to staff during the induction process and to parents/carers when the child attends the nursery.

We believe that children flourish in a calm caring environment so we will ensure that children are treated with respect and all communication will be guiding and supportive not directive or controlling.

We believe that children need structure within which they can be free to choose and experiment so we will set limits for children and maintain them consistently.

We believe that children appreciate explanations and suggestions of other ways to act so we will always offer a reason for saying 'no' and offer an alternative.

We believe that children need their energies for trying out new behaviour, not for worrying about past inappropriate behaviour so we will deal with difficult situations as they arise, and not postpone addressing the problem to a later point in time.

We believe that children will begin to realise that adults mean what they say when problems are addressed in a consistent way and will respond positively to requests for behaviour change.

We believe that a shared approach to dealing with behavioural difficulties is essential so we will always involve parents/carers in developing and implementing appropriate plans for dealing with difficult behaviour.

We believe that parents should be informed on the day, of any significant incidents relating to the child's behaviour.

At William Byrd Primary Academy we strongly believe in the power of giving children choices and consequences and allowing children time to make their own choice. Through consistent delivery of appropriate consequences, children are encouraged to make positive choices which benefit their learning and self development.

If a child makes a poor choice, then staff is expected to follow our Choices and Consequences Chart.

Occasionally a child might find themselves on a 'thinking chair' as a result of persistent negative behaviour that doesn't stop even after warning. That time child is encouraged to calmly reflect on their behaviour whilst is removed from the activity. It usually takes 2-3 minutes and after that a member of the nursery staff will speak to the child about the incident. Every significant episode of the behaviour will be discussed with the child's parents.

IS YOUR CHILD READY FOR NURSERY?

Your child will be much more successful in starting school if they are independent with certain tasks, and can do many things for themselves.

IDEAS OF ACTIVITIES TO DO WITH YOUR CHILD BEFORE THEY START IN SEPTEMBER:

- Putting their coat on independently
- Putting their shoes on independently
- Recognising their shoes and coat
- Going to the toilet without you taking them.
- Pulling their trousers up/down and flushing the toilet.
- Encouraging them to ask to go to the toilet.
- Cutting skills (a template is attached, but you can also try cutting leaves, fabric, or encouraging them to create and design by cutting out and sticking shapes on paper or paper plates)
- Counting from 1-10. orally. There are many counting rhymes for practising this, and using your fingers to help with this will help them make links (5 little ducks, ten in the bed, 5 little speckled frogs)
- Take them shopping. Can they give you three apples? How about 2 cans?
- Does your child know their colours? What colour is/are the bus, shoes, carrots?
- Can they name their shapes? How many circles can they find at home?
- Tell them about Nursery and the fun they are going to have. Please prepare them that Mummy and Daddy go home or to work while they are at nursery.
- Visit the local library and get out some storybooks about starting school.
- While at the library, sign up for a membership and begin daily storytimes, encouraging your child to point at and describe pictures or to join along with familiar phrases. There are many bilingual books available so they can enjoy these in their home language if this is not English.
- Can they recognise the sounds they hear in words, especially at the start? (e.g. 'p' for plane, 'c' and 'ar' for car)
- Make something with your child using play dough or washed out recycling.
- Can they name parts of their body? Try singing 'Head shoulders, knees and toes...'
- Get them to draw a picture. Can they tell you what they have drawn?
- Writing their name. Holding the pencil correctly. The first letter of their name is a great start!

HOW CAN I HELP MY CHILD PREPARE FOR SCHOOL?

- Encourage your child to be as independent as possible even if it takes longer for them to get ready.
- Get them used to a routine of reasonably early to bed and up early enough for you and your child to have a stress free time to get ready for school.
- Never threaten them with school! Be positive. Show it to them as an enjoyable experience.

WHAT CAN I DO WITH MY CHILD BEFORE THEY START SCHOOL?

- Give your child as many varied experiences as possible: drawing, painting, cooking, singing, making models, playing games, jigsaws, etc.
- Get them used to: pencils, crayons, felt pens, chalks, paints, play dough, scissors.
- Share stories, books and rhymes. Read to them.
- Count everything and share things out.
- Use lots of one-to-one correspondence – cup, plate, knife, fork and spoon for each person.
- Talk to them all the time. Name familiar things and discuss what they see around them and what things are for. Talk about what they see when they are out and about. Watch people work and discuss what they are doing.

Over the following pages there are some guidance documents and attachments you can use as prompts. At the back of this booklet you will find the curriculum map for the first half term, Autumn 1. A new map is shared each half term to inform parents of vocabulary and concepts you may wish to explore at home.

TOILET TRAINING





























The summer holidays are the perfect time to toilet train your child if you haven't already done so.


We would highly recommend that you take the time to toilet train your child ready for Nursery. This will enable them to access the environment with more independence, and to be confident in separating from parents and carers.

TOP TIPS


- Choose a time when you can spend a lot of time with your child. Make sure the time fits in with you as well, e.g. summer holidays.
- Explain to your child in simple language what is going to happen.
- Create a sticker/ reward chart for your child, so that every time they go to the toilet in a potty or toilet they get a sticker and lots of praise.
- Try using a few warm days to try toilet training outside; removing all trousers and underwear for a few days has been proven to have quick results in supporting children to recognise and understand when they need to go to the toilet.
- It may take some time, so we would encourage you to be patient and consistent.

Toilet Training Chart

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 1							
Week 2							
Week 3							
Week 4							




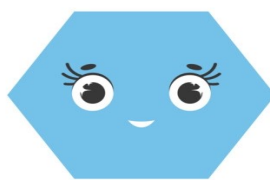


MY REWARD IS

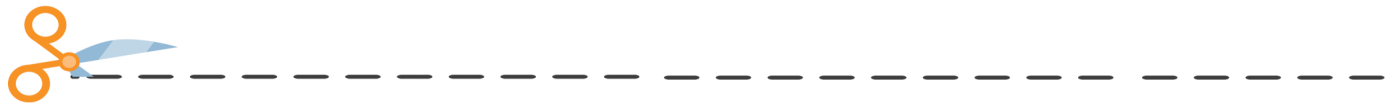
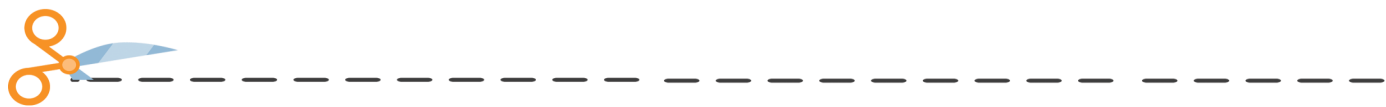


NUMBERS, COLOURS AND SHAPES

 ONE 	 TWO 	 Red	 Orange
 THREE 	 FOUR 	 Yellow	 Green
 FIVE 	 SIX 	 Blue	 Purple
 SEVEN 	 EIGHT 	 Pink	 Brown
 NINE 	 TEN 	 White	 Black

 Square	 Circle	 Octagon
 Triangle	 Rectangle	 Oval
 Star	 Pentagon	 Hexagon

CUTTING PRACTICE AND SELF-PORTRAIT



EXTRA SUPPORT

We recognise that children have diverse learning styles and needs. We plan opportunities to build on and extend children's knowledge, experiences, interest and skills. We use a wide range of teaching strategies based on children's learning needs and provide a safe and supportive learning environment. Some children may be identified as having special educational needs. These children need extra help if they are able to develop their full potential and gain full access to the early years' curriculum. Our school has a dedicated Special Educational Needs and Disabilities Coordinator, who works in our Inclusion Team. They may get in touch if they think your child would benefit from additional support, but you can also get in touch with them directly by emailing inclusion@williambyrd.school.

If you have any other questions that are not covered in this prospectus you are welcome to come into school and speak to a member of staff, or contact enquiries@williambyrd.school.

We are very much looking forward to welcoming you and your child.

A final reminder that as a team, our EYFS staff are incredibly experienced welcoming our youngest children for their first experience of school. We will always communicate how your child's day has gone, especially in those first nerve-filled days. Please support your child by encouraging them to be increasingly independent over the summer, discussing school with them, and following staff guidance on those first few drop-offs.

Please be sure to arrive on time, leave cheerfully, and avoid lingering and looking through windows (first day tears are nothing to worry about!).

We hope you and your family enjoy your time at William Byrd Primary Academy.



TERM DATES 2023 - 2024

AUTUMN TERM

First Day of Term	Wednesday 6th September
Half Term	Monday 23rd October—Friday 27th October
INSET Days (No school for children)	Monday 30th October & Friday 1st December
Last Day of Term	Friday 21st December
Christmas Holidays	Friday 22nd December—Tuesday 9rd January

SPRING TERM

First Day of Term	Wednesday 10th January
Half Term	Monday 12th February—Friday 16th February
Last Day of Term	Friday 28th March
Easter Holidays	Monday 29th March—Monday 15th April

SUMMER TERM

First Day of Term	Tuesday 16th April
Bank Holiday	Monday 6th May
Half Term	Monday 27th May - Friday 31st May
Last Day of Term	Friday 19th July

CURRICULUM MAP - AUTUMN 1

PHYSICAL DEVELOPMENT

We will be exploring a range of materials such as pencils and pens to make marks on paper. We will also be developing our confidence with paintbrushes and paints to create our own self portraits.

We will also develop our cooperative skills in order to take part in group activities in the classroom.



UNDERSTANDING THE WORLD

This project explores a range of different community helpers that we will discuss and find out how they can help us.

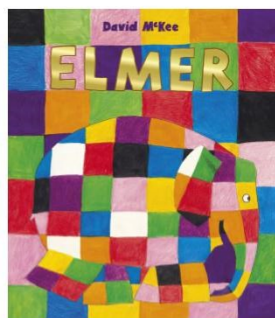
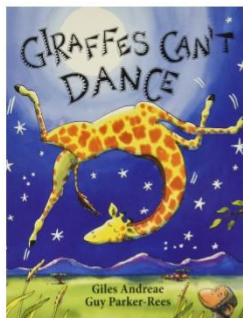
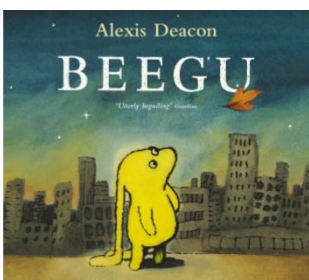
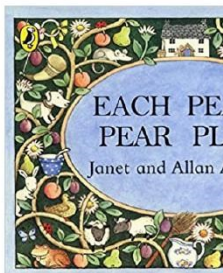
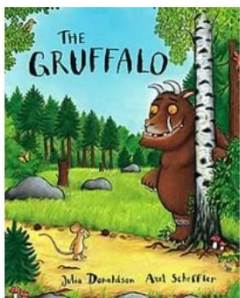
We will make connections between our families and others as well as noticing differences between them.

We will also have the opportunity to explore different natural materials around the classroom and outside and discuss their properties.

COMMUNICATION AND LANGUAGE

We will be looking at the environment around us and express our likes and dislikes in the classroom while settling into Nursery.

We will also be looking at similarities and differences between ourselves and others by talking about the different features we have. We will be developing our confidence to communicate with new people and extend the vocabulary we have.



LITERACY

We will be reading a range of different stories in fairy tales and singing nursery rhymes that are familiar to us. We will also be developing our confidence to ask questions as well as using words and phrases that we can recall from them.

EXPRESSIVE ART AND DESIGN

We will be using a range of tools and materials to create our own self portraits. This will be done through the use of paint, paintbrushes and mirrors. We will be talking about the different features we have and what colours they are.

We will also be using pens and pencils to express our ideas and get them onto paper through drawing.



nurse



paramedics



police



firefighters



doctor

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

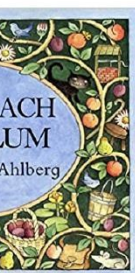
We will be looking at pictures of our family and talking about the similarities and differences between them.

We will also be looking at similarities and differences between ourselves and others using mirrors and talking about what we see.

MATHS

We will continue to explore Maths in the environment through objects and concepts linked to our curriculum vocabulary and themes. In our daily lessons we will be:

- Counting
- Number recognition
- Changes in amounts
- Position



familiar settings
This will help us
as repeat words



WILLIAM BYRD PRIMARY ACADEMY

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T: 01895 462 394

E: enquiries@williambyrd.school

W: www.williambyrd.school



**MIDDLESEX
LEARNING
PARTNERSHIP**