



William Byrd  
PRIMARY ACADEMY



RECEPTION  
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.

# RECEPTION PHILOSOPHY AND APPROACH

Welcome to William Byrd Primary Academy Reception. Reception year, as a child's first formal year of school, is firmly embedded within an Early Years Foundation Stage setting. 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. These include exploring a child-initiated approach, a writing-inspiring 'Message Centre' and a 'Curiosity Approach' focusing on offering real objects and real experiences into children's play. Risk taking is encouraged, and staff model, co-play and build upon 16 known play types when working with children.

## CLASS NAMES

Your child has been placed in one of three classes: Rosen, Jeffers or Donaldson. In Reception, our classes are named after children's authors. You may want to read some books by your child's named author over the summer.

### Michael Rosen

*We're Going on a Bear Hunt, Rover, Just you wait till I'm older than you!, Bear in the Cave*

### Oliver Jeffers

*Lost and Found, Way Back Home, How to Catch a Star, Stuck, Up and Down, This Moose Belongs to Me*

### Julia Donaldson

*The Snail and the Whale, The Gruffalo, Room on the Broom, The Smartest Giant in Town, Zog, A Squash and a Squeeze*

## 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 support. 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.

## 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. We sing every day, and our adults' first priority is engagement, interaction and co-play with the children. Through story-telling and offering an environment rich in literacy; asking questions, to check comprehension; rephrasing sentence structures to model to children correct spoken language; a range of objects and experiences to discover and explore; and through our Write Stuff writing programme, we ensure that language and the building up of a wide vocabulary is at the heart of our Reception provision.



## READING & PHONICS

The most important thing you can do to give your child the best start in life is to read with them. It seems a long way off, but at the end of Year 1, children sit a national Phonics Screening Test to assess whether they have met the expected level for their age. At the start of Reception, children begin working through the Set 1 sounds from Read Write Inc., our chosen phonics programme. Every half term, they are assessed and placed in 'stage not age' groups according to their level. They have a daily session, as well as twice daily 'speed sounds' lessons. With daily reading practice at home, children should make rapid progress, and by the end of reception should be able to write and say a sound for each of the 26 letters of the alphabet and for 10 additional sounds made up of two letters (such as 'ch' and 'ay'). If they do not keep up with the expected progress additional interventions are put into place, such as one-to-one tuition. However, it is essential that reading happens daily at home.

## THE SCHOOL DAY

When children arrive, they are immersed in morning 'freeflow' (continuous provision) and invited to self-register so they can get straight into their day. They then have a 45 minute phonics session, followed by a writing and a maths session. Both of these involved a teacher-led carpet input, followed by linked activities, either within the provision or as directed tasks working in their Maths and Writing books. After lunchtime, the children go in to their full freeflow, where the full Reception area, including the outdoor area and the corridor, is opened up for learning through exploration and discovery.

## THE THIRD TEACHER

In early years education, experts sometimes refer to 'the third teacher': the environment. We strive to make sure our Reception 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.

## 7 AREAS OF LEARNING

We use the government optional framework, 'Development Matters' to shape our learning and assessment. Our staff use this document as a starting point for assessing what level children are working at, their areas of strength and how to move them on.

## SPECIALISTS

Every Reception class has a named class Nursery Nurse alongside their class teacher. These familiar adults will get to know your child and their learning interests, observing them and co-playing alongside them. However, your child will also attend weekly PE and Music sessions with our specialist teachers, who join us from external companies called Sing and PSD.

## ATTENDANCE

At the end of the term following your child's 5th birthday, their attendance at school becomes statutory. This means the must attend school **no less than 90% of the time**. Along with reading and healthy choices regarding sleep and diet, attendance is one of the biggest indicators of school success. Please be mindful of this and seek guidance from our Welfare Officer or Admissions Officer if you are not sure whether a child is well enough to come to school.

## ASSESSMENT

The end of a child's Reception year not only marks the transition into Year 1 and learning through the National Curriculum, but also the end of their journey in the Early Years Foundation Stage. As part of this, teachers provide judgements, which are shared with the local authority, on whether a child is 'emerging' or 'expected' across the seven areas. With your child's end of year report, you will also receive an overview of their attainment against each of these.

# 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.

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- 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
- Learning about ourselves; talking about growth; and caring for living things

## 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

- 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
- Listening to stories and responding with questions and comments

## LITERACY

- Using writing to communicate ideas & using our sounds and looking at structure of sentences
- Read, Write, Inc. - learning letters and sounds.
- Forming all 26 alphabet letters correctly
- Using finger spaces and beginning to understand what a full stop is
- Writing short captions, labels and sentences independently
- Shared Writing
- Reading stories for pleasure, both independently and led by adults, including fairy stories such as Jack and Beanstalk, Beauty and the Beast, The Three Little Pigs.
- Reading aloud confidently, recognising rhyme and retelling stories based on our topics including space, pirates and fantasy fairy tales





## MATHEMATICAL DEVELOPMENT

- Recognising, ordering and writing numbers
- Addition and subtraction to 10 then 20 and beyond
- Recognising quantities shown in different ways for numbers up to 5
- Counting objects with accuracy
- Grouping and sharing objects
- Pattern spotting using shapes, objects and numbers
- Recalling facts to 10 involving odds and evens, and halves and doubles
- Naming 2D and 3D shapes and describing them
- Positional language, weight, money, estimation, patterns, matching and sorting
- Problem Solving

## CREATIVE DEVELOPMENT

- Observational drawings and painting, collages, exploring colour, textures, shapes, forms and space in 3D
- Developing confidence to sing, exploring sound and 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



# READING AND PHONICS

## READING

Please read at home with your child on a regular basis. At the start of the year, encourage your child to tell their own story from the pictures. Ask your child questions about the story and try to find the sounds we have learnt in school within the book. Your child should read at least 3 times a week at home and you can find their book online with their Oxford Owl account information. Your child will be given books to read online and will be given a personalised username and password by the class teacher in September.

Your child will also visit the school library once a week. Your child will be able to choose 2 books to take home. Please make sure they bring back their books back on library day, otherwise they will not be able to change them. Please make sure your child takes care of their books.



[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

## FREE eBook Library from Oxford Owl for Home



## PHONICS BOOKS

Your child will learn new sounds each week. They will bring home a phonics book which will contain the new sound sheet which needs to be completed and returned the following week. Please read the instruction sheet at the beginning of the book. Please help your child to practise writing these letters. You can also play games such as I-spy to help reinforce the sounds.



Aa



apple

Bb



bee

Cc



carrot

Dd



duck

Ee



elephant

Ff



fish

Gg



girl

Hh



horse

Ii



igloo

Jj



juice

Kk



kite

Ll



leaf

Mm



moon

Nn



nest

Oo



octopus

Pp



pencil

Qq



queen

Rr



rabbit

Ss



sandwich

Tt



tiger

Uu



umbrella

Vv



vest

Ww



watermelon

Xx



x-ray

Yy



yogurt

Zz



zebra

# UNIFORM

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 Reception. 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 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

## FOR PE

- Black shorts or black footless leggings and white t-shirts (long or short sleeved)
- Black plimsolls for PE in KS1 (with Velcro fastening)
- Blue or black plain track or jogging suits or track suit/jogging bottoms may only be worn for outdoor PE in winter

Please provide your child with a labelled PE bag containing black shorts/leggings, a white t-shirt and Velcro-fastening plimsolls. Make sure all these items are clearly named. PE bags should be left in school and we will send them home to be washed each half term. Please consider what you dress your child in on PE days until they are confident to dress and undress themselves independently. Earrings should also be removed for PE.



## 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 day and check it at the end of the day for letters.





# GENERAL INFORMATION

## 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 2023-20234 this will run as follows:

<b>Tuesday 5<sup>th</sup> September</b>	Parents will receive a scheduled introductory phone call from the class teacher
<b>Wednesday 6<sup>th</sup> to Friday 8<sup>th</sup> September</b>	Children stay in school from <b><u>8.50am till 11.30am</u></b>
<b>Monday 11<sup>th</sup> September</b>	Children remain in school for lunch and go home at <b><u>1:00 pm.</u></b>
<b>From Tuesday 12<sup>th</sup> September</b>	Children start school full time, arriving at 8:40 and going home at 3:20pm

## TIMES OF THE SCHOOL DAY

The gate to access the Reception playground will open at 8.40am. The classroom door will then be opened and we ask that you make every effort to ensure your child is in the classroom straight away as they will be taking part in an early morning activity. **School starts at 8.50am.** Any child arriving after 8.50am will have to be taken to the office and will be marked as late. We ask that you try to get your child in on time as it can be disruptive to their learning if they are late. **School finishes at 3.20pm.**

## HOMETIME

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 at the beginning or end of the 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 at 3.20pm and if possible you pick them up before older siblings, as children can become distressed if they are the last one left in the classroom.

## 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.

# GENERAL INFORMATION

## 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.

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%, and this would classify them as a persistent absentee. 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.

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.

## SEND

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](mailto:inclusion@williambyrd.school).



### COOKING AND SENSORY PLAY

The children will participate in cooking each half term. We ask for a contribution of £4 at the beginning of the year. This will cover all cooking costs, as well as any sensory materials that are topped-up regularly within the provision. We will adhere to all allergies for cooking activities, so please make sure any medical or allergen notes are updated and shared with our Welfare Officer, who can be requested at Main Reception.

### SPECIAL DAYS/EVENTS

At various points during the year, children will be invited to participate in cultural events, fundraisers and religious celebrations. These include Diwali Day, Eid, Christmas, Red Nose Day, and Children in Need. These are whole school and we may ask for a charity donation on these 'dress-up days'. However, there may also be additional days specific to the Reception curriculum, such as our 'Kings & Queens' day. Your child does not need to dress-up if they do not wish, and you will be notified well in advance.



### TRIPS AND VISITORS

We aim to take all children out at least once every year. Previously in Reception, this has meant building up in distance and length, going from local area walks to an all-day beach and forest trip at Ruislip Lido. We also invite specialists to come in and share and deliver workshops, animal experiences or performances. Ideas for trips and visitors are always welcome from parents.

You will be asked to contribute towards the trip if there is a cost, and will need to have registered with ParentPay in the school office for this. If you are unable to pay, please speak with one of the team and we will see how we can support.

# SCHOOL MEALS AND PACKED LUNCH

## MEALTIMES

Your child is entitled to a free hot meal in Reception. You will need to speak to Mrs Thomas in the office to get your log-in details to SchoolGrid for your child. Parent can select each week the menu for their child; vegan, vegetarian and gluten-free options are available. There are two options for the hot meal each day, as well as a daily sandwich and jacket potato option with a range of fillings available. Alternatively, you can provide your child with a healthy packed lunch.

Please do not send nuts or food containing nuts, including Nutella/chocolate spreads as we have several children in the school with severe nut allergies.

## HEALTHY CHOICES

We provide children with milk and fruit, which they can self-select throughout the day. However, if they are not eating at mealtimes and 'filling up' on fruit, your child's teacher may arrange a meeting to discuss this with you.

If you choose to send your child in with a packed lunch, please be reminded of the importance of healthy options. Foods that are high in sugar and salt, or are highly processed, can lead to dental hygiene problems, obesity and health complications later in life. Children that eat healthily:

- Experience better brain development
- Drastically reduce risk of obesity and subsequent diseases
- Are more active
- Make healthy choices for life

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 be returned to you each day for washing and refilling.

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.

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





# 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



Please do not use glass containers or bottles to pack your child's lunch. All food and drink should be packed in plastic/metal containers and bottles.



## 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](mailto:attendance@williambyrd.school).



# HOLIDAY ACTIVITIES

## HOLIDAY ACTIVITIES TO DO WITH YOUR CHILD STARTING RECEPTION IN SEPTEMBER

Here are some activities to complete many times to help your child to get ready for school in September. Some of these activities might be a bit difficult. If you “have a go” for 10 minutes each day, this will help your child enormously for September.

### NAME WRITING

It would be great if your child could read and write their name by September. We only use capital letters at the beginning of the name. Support your child with holding a pencil correctly.



My name is

## SHAPES

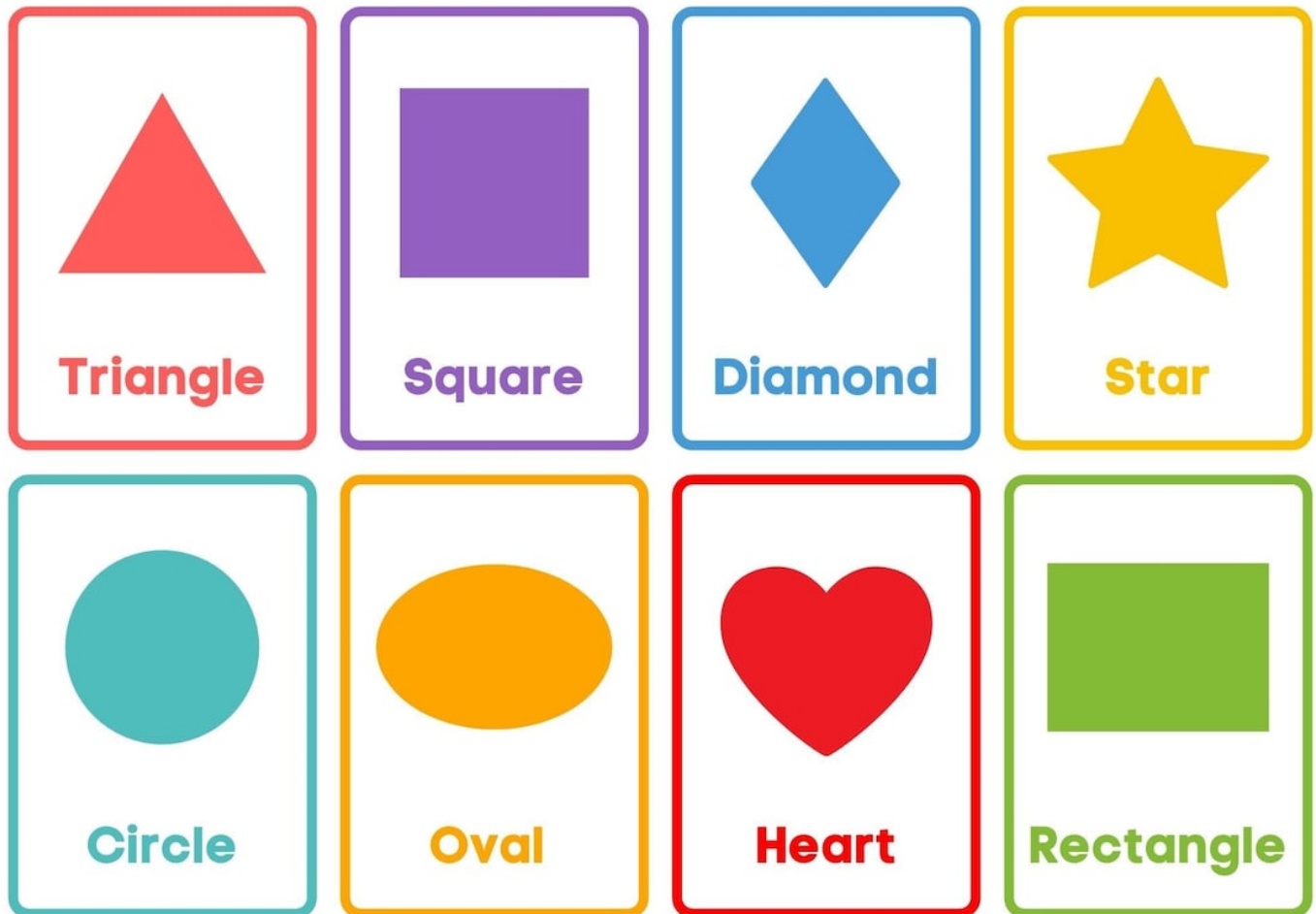
Can your child name these shapes? If they can, then ask them some questions about the shapes.

How many sides does the shape have?

How many straight sides?

How many curved sides?

How many corners does the shape have?



## NUMBERS

Does your child know the number names? If they don't know any concentrate on numbers 1-5. If they know them all, can they put them in order and write them?

## SOUNDS

Children will learn sounds in September to help them with Reading and Writing. If they can recognise some and write some, this will help them. It will also help if they can hear sounds at the beginning of words, (e.g. Sssss, at the beginning of Ssssnake).

## DON'T FORGET ...

It is important to mix learning with other learning activities.

For example:

- Making cakes together (lots of Maths involved);
- Playing with a ball in the park (believe it or not, this also helps handwriting);
- Going to the park and play on equipment;
- Go and visit the local Library where you can share books for free!
- Sing Songs! (e.g. 5 little ducks, 5 little speckled frogs). Go to the Google search engine on the internet and/or go to YouTube for some fantastic resources!



# 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](mailto: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](mailto: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.**



# STEPS BEFORE STARTING SCHOOL

**Build your child's confidence so that they start school confident, curious and ready to learn.**

Access more great advice, tips and downloadable resources at [pacey.org.uk/schoolready](https://pacey.org.uk/schoolready)



## More top tips:

- ★ Get your child ready for their new routine by switching their meal times to match those of the school day
- ★ Encourage your child to explore new environments and interact with new people
- ★ Talk to your child about what they are most looking forward to at school
- ★ Let your child practise putting their new school uniform on and taking it off
- ★ **And remember**, every child is different and starts school with different abilities

# RECEPTION STAFF

## SCHOOL LEADERS

Mrs. Verone	Assistant Head & EYFS Leader
Ms. Mulligan	SENDCo ( <a href="mailto:inclusion@williambyrd.school">inclusion@williambyrd.school</a> )
Ms. Wegrzyn	Reception Year Group Leader
Miss Darby	Pastoral Manager and Attendance Officer ( <a href="mailto:attendance@williambyrd.school">attendance@williambyrd.school</a> )

## ROSEN CLASS ([RRosen@williambyrd.school](mailto:RRosen@williambyrd.school))

Ms. Wegrzyn	Class Teacher
Ms. Heja	Nursery Nurse

## JEFFERS CLASS ([RJeffers@williambyrd.school](mailto:RJeffers@williambyrd.school))

Miss Otto	Class Teacher
Mrs. Roberts	Nursery Nurse

## DONALDSON CLASS ([RDonaldson@williambyrd.school](mailto:RDonaldson@williambyrd.school))

Ms. Robinson-Tiffin	Class Teacher
Mrs. Terry	Nursery Nurse

## SPECIALIST TEACHERS

Mrs. Smith	SING Teacher (Music)
Mr. Moura	PSD Teacher (PE)

All other contacts or queries should be sent to [enquiries@williambyrd.school](mailto:enquiries@williambyrd.school). General enquiries can also be made at Main Reception, which is open from 8:00 until 4:00 every day.



# TERM DATES

## 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 9th 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.

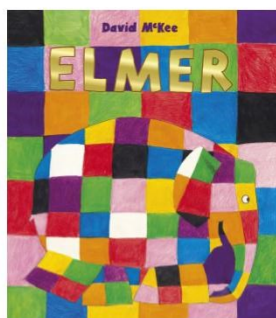
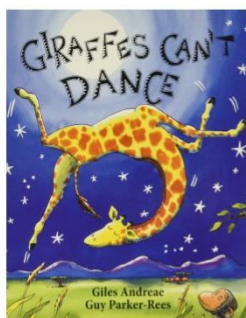
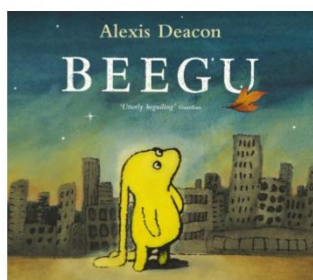
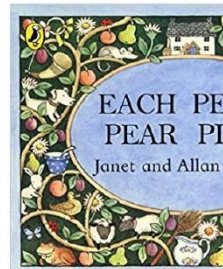
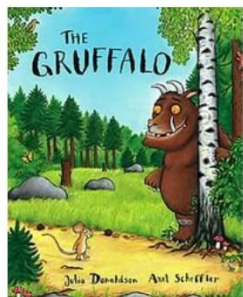
We will make connections between our families and others as well as noticing differences between them.

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 fiction 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





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