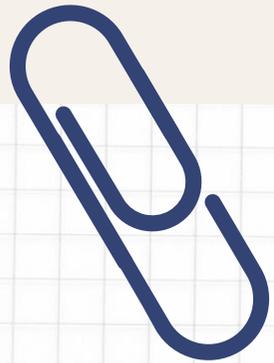


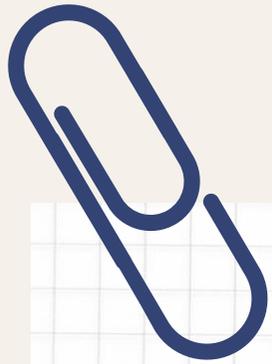
Welcome to Manchester Road Busy Bees EYFS Unit Nursery





Our School





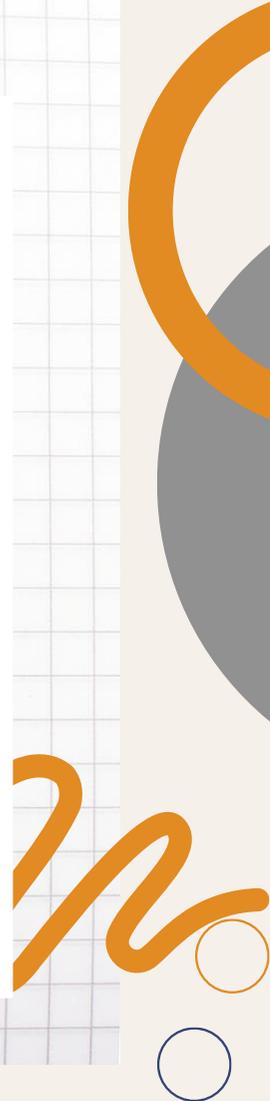
Our Values

At Manchester Road Primary Academy, our Early Years Team is committed to providing a nurturing, inclusive, and inspiring environment where every child feels safe, valued, and ready to learn. We believe that all children deserve a well-rounded Early Years experience that supports their individual development and builds strong foundations for lifelong learning.

Guided by the school's 3Ps – Pride, Positivity, and Politeness, we encourage children to develop confidence in themselves, respect for others, and a positive attitude towards learning. Through meaningful play, purposeful teaching, and caring relationships, we create opportunities for children to explore, discover, and develop at their own pace.

Our curriculum is carefully planned using the DfE Development Matters framework, ensuring children are supported to make progress towards the Early Learning Goals. We offer a rich range of experiences that nurture curiosity, independence, and resilience, enabling every child to grow, thrive, and reach their full potential.

Working in partnership with families, we strive to give children the best possible start to their learning journey at Manchester Road Primary Academy.



Welcome from the Principal



Miss Joanne Taylor
Executive Head

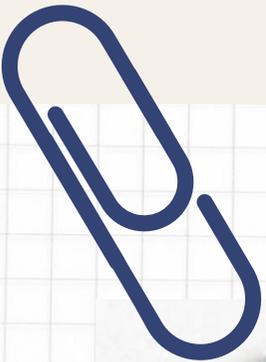


Miss Victoria Leah
Head of School

Welcome to Manchester Road Primary Academy. We are delighted that you and your child are joining our Early Years family, and we look forward to beginning this exciting journey together. Starting school is a very special milestone, filled with new experiences, friendships, and opportunities to grow. Our Early Years team is committed to providing a warm, nurturing, and inspiring environment where every child feels safe, valued, and eager to learn. Through play, exploration, and high-quality teaching, we aim to spark curiosity, build confidence, and help each child develop a love of learning that lasts. We are here to support the children throughout their Early Years journey, ensuring they are happy, confident, and fully prepared to move up to Key Stage 1. Their wellbeing and progress are at the heart of everything we do.

We believe that strong partnerships with families are essential for a successful start to school. We are here to support not only your child, but you as parents and carers too. Your insights, questions, and involvement are always welcomed, and we look forward to working closely with you throughout the year.

Thank you for choosing Manchester Road Primary Academy. We are thrilled to have you with us and cannot wait to get to know your child and celebrate every step of their Early Years journey.



Meet the Early Years Team



Mrs Rebecca Preece
Clover Bees
Class Teacher



Kayleigh Sheridan
Honey Bees
Class Teacher



Mrs Danni Hadfield
Bumble Bees
Class Teacher



Mrs Kelsey Fenton
Teaching Assistant



Miss Lorna Cooper
Teaching Assistant



Mrs Samantha Wagstaff
Teaching Assistant



Miss Susan Wall
Teaching Assistant

The Early Years Department

All children develop at their own pace and have individual learning and developmental needs. To support this, children at Manchester Road are part of one inclusive and holistic Early Years Department. Children from both Nursery and Reception are thoughtfully grouped into the class groups outlined below.



Clover Bees



Honey Bees

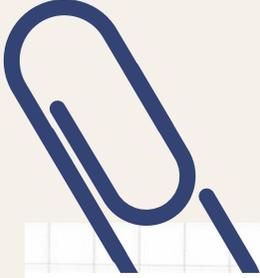


Bumble Bees

Key Worker Groups

Each child will also be allocated a key worker. Key worker groups are decided following home or setting visits and our Stay and Play sessions. Groupings consider a range of factors, including each child's developmental starting point, their age, and who they feel most comfortable with during their visits.

We provide many opportunities for children to spend time working closely with their key worker, including regular check-ins. The key worker plays a vital role in supporting your child's learning, wellbeing, and daily care, ensuring they feel safe, supported, and ready to learn.



Our School Day

The school day begins at 8:40am, with registers closing promptly at 8:55am.

Morning Nursery sessions run until 11:45am.

For families who are eligible, we offer a 30-hour provision which runs from 8:40am to 3:15pm each day.

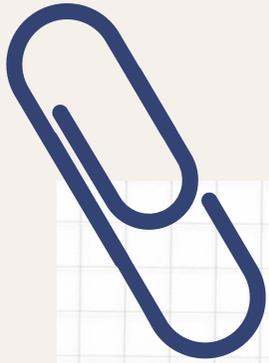
Paid top-up sessions may also be available and must be booked and paid for in advance, subject to availability.

Please note that children will attend either a 15-hour or a 30-hour provision consistently each week. Unfortunately, we are unable to offer a combination of 15- and 30-hour sessions.

At present, we are unable to offer wraparound care for our nursery children.

This is due to the legal requirement for staff with specific training and qualifications to ensure children are fully safeguarded and supported within the school setting. We are currently exploring ways this provision could be developed in the future and will keep families informed of any updates.





Funding

All children aged 3 and 4 are entitled to 15 hours of free Nursery provision each week.

Some working families may also be eligible for 30 hours of funded childcare, which we are pleased to offer at Manchester Road Primary Academy.

Families will need to check their eligibility and have a valid code in place before starting a 30-hour funded place.

Please note that 30-hour places are allocated on a first-come, first-served basis due to staffing requirements and statutory ratios.

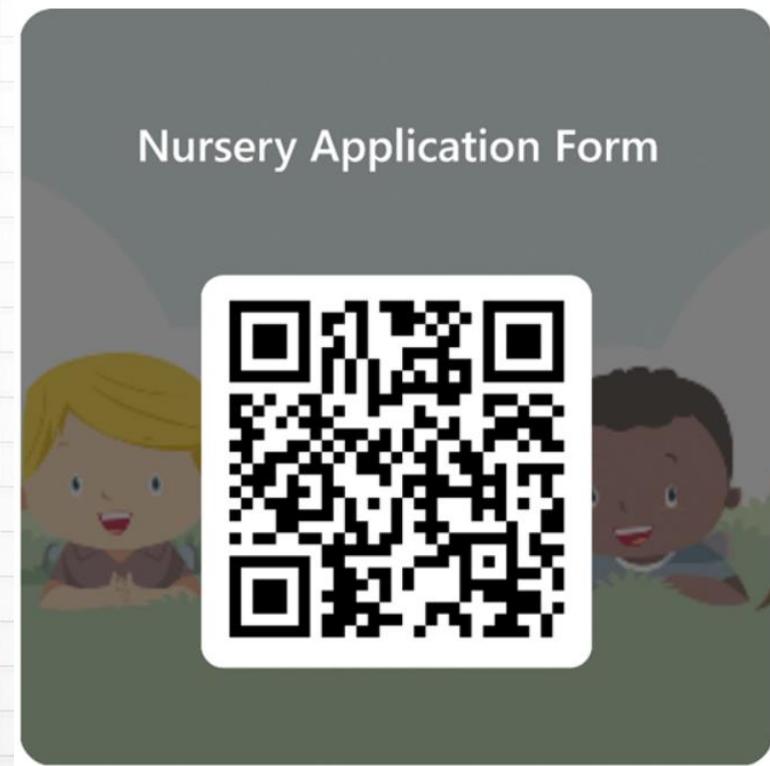
To check your eligibility, please visit **www.childcarechoices.gov.uk**.

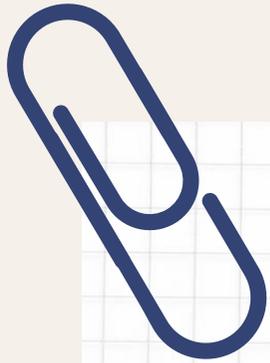


Applying for your child's place

You can apply for your child's place at Manchester Road Primary Academy using this link [Nursery Application Form](#).

Alternatively, you can scan the QR code to apply.





Learning Through Play

Play is often viewed as a simple pastime for children, but its significance in early childhood education is profound. Play-based learning fosters essential cognitive, social, and emotional development in young learners.

Play-based learning is an educational approach that uses play as the primary mode of learning. Children engage in structured and unstructured play to explore concepts, solve problems, and develop skills. This method is rooted in the understanding that children learn best when they are actively involved and having fun.



Our highly skilled team provide a learning environment that enables children to explore, create, experiment and play! Our resources, equipment and activities are all set up in a way that meets the developmental needs of each child. Our staff will regularly play with the children because it is our skilled questioning and support that helps them to progress. Throughout each day the children will play independently, in groups, with an adult, at a table, on the floor, writing in a book, writing in the mud! We encourage all of our parents to play with their children at home too. You will be amazed at what children are capable of when we meet them at their level.



WHAT WILL MY CHILD LEARN IN EARLY YEARS?

THERE ARE 7 AREAS OF LEARNING IN THE EARLY YEARS FOUNDATION STAGE FRAMEWORK



COMMUNICATION & LANGUAGE
LISTENING, ATTENTION AND UNDERSTANDING, AND SPEAKING



PHYSICAL DEVELOPMENT
GROSS AND FINE MOTOR



PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
MANAGING SELF, SELF-REGULATION AND BUILDING RELATIONSHIPS



LITERACY DEVELOPMENT
COMPREHENSION, WORD READING AND WRITING



MATHEMATICAL DEVELOPMENT
NUMBER AND NUMERICAL PATTERNS

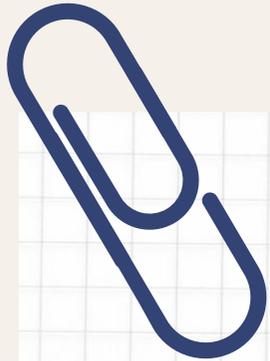


EXPRESSIVE ARTS AND DESIGN
CREATING WITH MATERIALS AND BEING IMAGINATIVE AND EXPRESSIVE



UNDERSTANDING THE WORLD
PAST AND PRESENT, PEOPLE, CULTURES AND COMMUNITIES, AND THE NATURAL WORLD





Development Matters

3 & 4 years old

Prime areas

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Development Matters 3 & 4 years old

Specific areas

Literacy

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 4.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Understanding the World

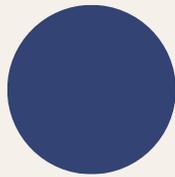
- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

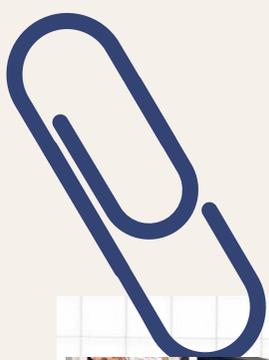
Indoor Environment





Outdoor Environment





Our Classroom



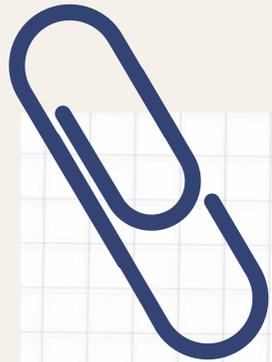
School Uniform



All children in the Busy Bees Early Years Department are required to wear a uniform.

- a white shirt with collar (polo shirt is acceptable)
- school tie
- grey trousers/skirt
- Navy blue cardigan/fleece or jumper
- Blue summer dress
- Grey or white socks
- Black shoes.





When Will My Child Start?

At Manchester Road, we offer places for 3 and 4 year old's in Nursery. We currently offer one Nursery intake each year, starting in September. This allows children time to settle, build secure relationships, and fully benefit from their learning journey with us throughout the year.



What can I do to prepare?

The Department for Education (DfE) has identified key areas that support children in becoming school ready. own pace. These are helpful goals to work towards, not expectations children must meet before starting.

Speaking and Listening

It will help your child if they are able to:

- Use words, gestures, or objects to help explain what they need to an adult
- Listen to and follow simple instructions
- Sit and listen for short periods, such as during a story
- Tell an adult when they are hungry, tired, or need the toilet

Interacting with Others

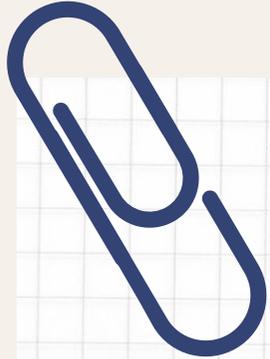
It will help your child if they are beginning to:

- Choose toys they would like to play with and make up simple games or activities
- Watch other children play and join in
- Feel comfortable spending time away from parents or carers and communicate with other adults and children.

Independence Skills

It will help your child if they are beginning to:

- Put on their coat, fasten it, take it off, and hang it up
- Wash and dry their hands independently
 - Use the toilet by themselves
- Use a knife and fork to feed themselves
- Drink from a cup



Communication

At Manchester Road, we value working in close partnership with families and take great pleasure in sharing your child's experiences at school. We use an online learning journal to keep you informed about your child's learning, development and daily activities, and we hope you enjoy following their progress throughout the year.

The free My Child At School (MCAS) app is our main platform for sharing important school information, including attendance, payments, trips, school meals and reports.

