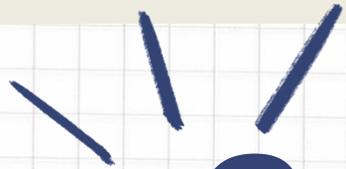
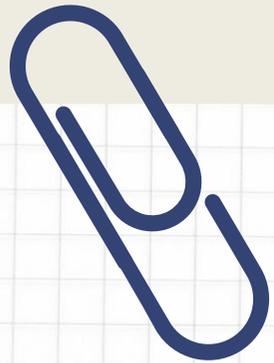


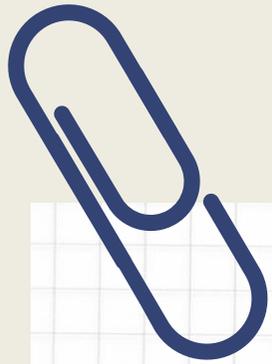
**Welcome to
Manchester Road
Busy Bees EYFS Unit
Reception**





Our School



A decorative graphic consisting of a large orange circle at the top right, a smaller dark blue circle below it, and three short blue lines radiating from the dark blue circle towards the left. The title 'Our Values' is written in a large, bold, dark blue font across the center of the grid background.

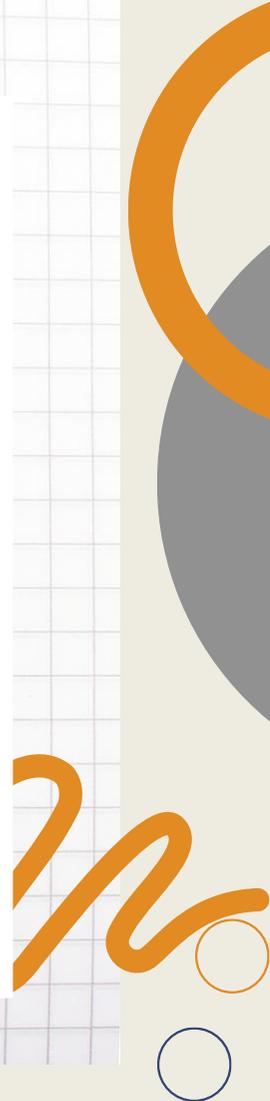
Our Values

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

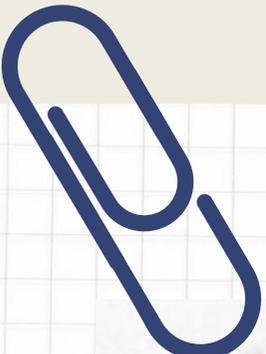
Welcome to Manchester Road Primary Academy. We are delighted that you and your child are joining our Early Years family, and we look forward to beginning this exciting journey together.

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

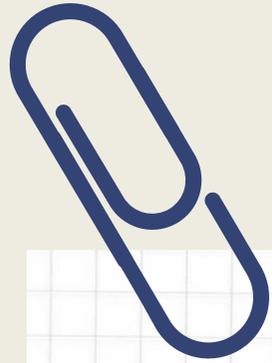


Bumble Bees

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. Please ensure your child arrives to school on time to ensure they do not miss out on valuable learning time.

The school day ends at 3:15pm.

As Reception is in the Early Years department, a large portion of our day will be spent with the children engaged in child-led play. High quality resources and thoughtful adult interaction will allow your child to learn through their play whilst also following their own interests.

The children will also engage in adult –led teaching such as phonics, the drawing club, Maths, PSHE and RE and topic.

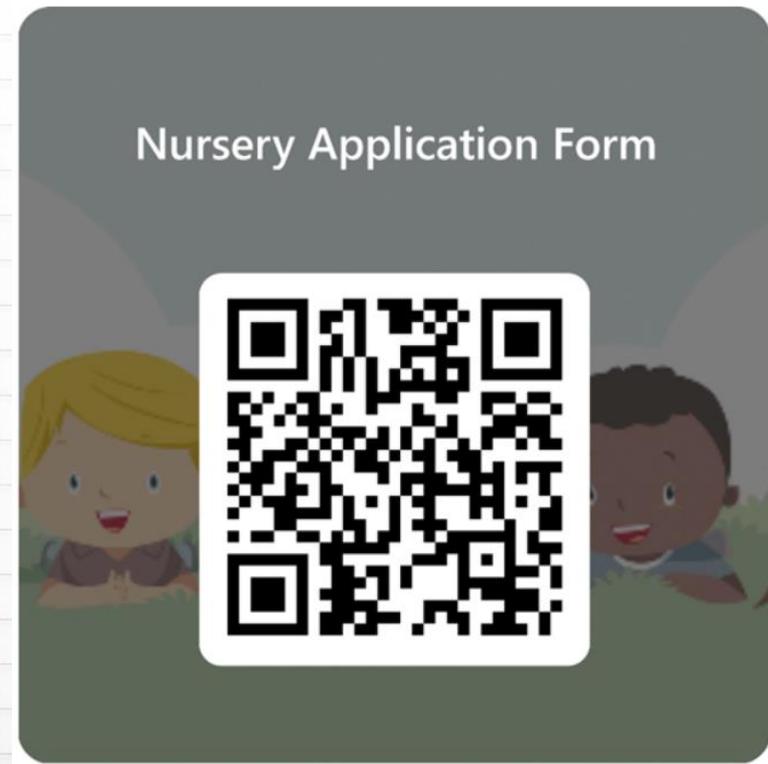
These sessions are taught through engaging, hands-on experiences.

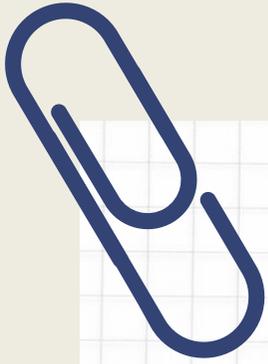


Applying for your child's place

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

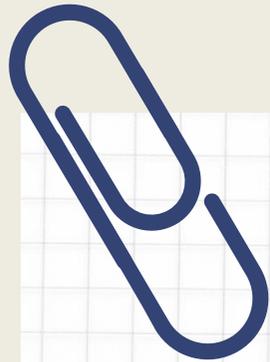


EXPRESSIVE ARTS AND DESIGN
CREATING WITH MATERIALS AND BEING IMAGINATIVE AND EXPRESSIVE



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





Early Learning Goals

(Reception Booklet Only)

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>Mathematics</p> <p>Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. 		

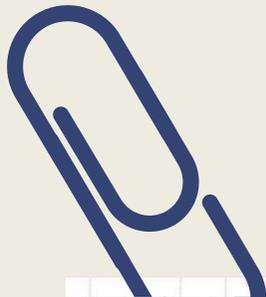
Indoor Environment





Outdoor Environment





Our Classroom

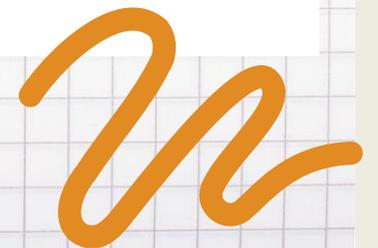


School Uniform



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.



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

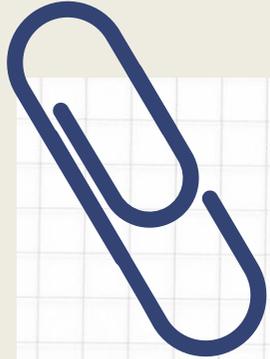
It will help your child if they are beginning to:

- 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.

