



Newsletter

September 2024



Autumn 1



- Welcome back to a new school year!
- Our half termly newsletters are one of the ways that we share information with parents, so please do take the time to read them.
- All of our past newsletters are available on the website.
- In between the newsletters, information will be shared by email, through the app, and on the noticeboards by the entrances to the school.

Staff changes for the new year

A number of staff have moved on at the end of the year:

- Miss Hmami has been successful in securing a Maths Leadership role in another school;
- Mr Mason has taken a post near to his home in Peterborough;
- Mr Haslam has begun his studies to be a secondary Maths teacher;
- Miss Egan has successfully taken another teaching post across the city;
- Mr Esam is working to support languages in a secondary school.

We wish them all every success.

We are delighted to welcome some new members of staff to our school teaching team:

- Miss Potter – Y2 Holly class teacher
- Miss Sousa – Y5 Sycamore class teacher
- Miss Ahmed – HLTA
- Mr Mohammed – HLTA

They are all looking forward to working with our school community.

Dates for the Diary

- 4th September – back to school
- 11th-13th September – Y6 residential visit to Thornbridge
- Week 3 – beginning 16th September:
after school clubs start
- Week 7 – beginning 14th October:
last week of after school clubs
- 22nd & 23rd October – Parents Evenings
- 23rd October – last day of term
- 5th November – back to school



School term dates

- These are the dates for this school year 2024-2025.
- Please arrange appointments and holidays for days when the school is closed.

	Denotes Bank Holidays		School closed for staff training day
	Denotes School Holidays		School closed for Academy Trust staff training day

September (21 Days) M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	October (19 Days) M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	November (20 Days) M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
December (15 Days) M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	January (20 days) M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	February (15 days) M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
March (20 Days) M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	April (11 Days) M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	May (16 Days) M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
June (21 Days) M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	July (17 Days) M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	August M T W T F S S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Parents' coffee mornings



We continue to have a series of coffee mornings in which we will share a variety of information with parents.

- Thursday 19th September – What is my child learning in Y1 & 2?
- Thursday 26th September – What is my child learning in Y3 & 4?
- Thursday 3rd October – What is my child learning in Y5 & 6?
- Thursday 10th October – What is my child learning in Phonics?
- Thursday 17th October – What is my child learning in EYFS?

These will be in the Main Hall 8.30-9.30. All parents are welcome.

School day



- 8.20am - Gates open (Breakfast club from 8am – 8.20am)
- 8.30am – Children will be greeted by staff and taken into school
- 8.45am – Gates close and children will need to enter by the office
(Please ensure that your child/ren are at the correct door before 8.45am)
- 3.15pm – School finishes (afternoon Nursery finishes at 3.10pm)

It is vital that every child is in school on time. They practise their reading skills from the moment they arrive in class, and missing lesson time makes it incredibly difficult for children to catch up.

School uniform

- All children must wear school uniform every day.
- If they are not in uniform, we will phone home to ask that it is brought in, or they will be asked to wear some of the items that we have in school.
- If they continue to not wear uniform, parents will be asked to come into school for a meeting.
- Jewellery is not allowed in school. Earrings must only be small studs. Children will be asked to remove any other jewellery and parents will be asked to collect it from the office at the end of the day.
- The following pages show what should be worn as school uniform:

School uniform



White shirt



White T-Shirt



Navy blue cardigan or jumper (with or without school logo)



Grey trousers



Grey skirt



Grey dress



Grey leggings or tights (under skirt/dress)



Black school shoes



Long sleeved vest
If required



Plain navy, grey or
white head scarf

PE days

- Y1 – Wednesdays and Thursdays
- Y2 – Tuesdays and Thursdays
- Y3 – Tuesdays and Fridays
- Y4 – Mondays and Fridays (swimming until end January)
- Y5 – Tuesdays and Wednesdays
- Y6 – Mondays and Wednesdays



On PE days, children should come to school wearing their PE clothes. Earrings should not be worn on PE days.

PE Uniform



Navy or Black Jogging suit



White round neck T-Shirt



Black or navy shorts



Plain black trainers



NO trainer boots

No earrings
should be
worn to
school on a
PE day.

Appropriate clothing



As we enter Autumn, please make sure that children have appropriate clothing to play on the yard and walk to and from school:

- A warm, waterproof coat or a cagoule
 - check the forecast to see what would be most appropriate
- If it is raining – waterproof boots/shoes
(children can change their shoes at school)



Please remember to put your child's name on any item of clothing they bring to school in case they leave it somewhere.

Transition Week - Sheffield Topic!

At the end of last year, all children spent a week learning with their next teacher.

For the whole week, they learnt about different parts of Sheffield's history, including about different Sheffield artists, so that all children learn about the community they live in.

Work from this week is now displayed around school, and the following pages show you what the children did.



Fl Acorn Class

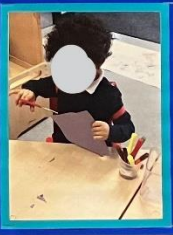
Early Days



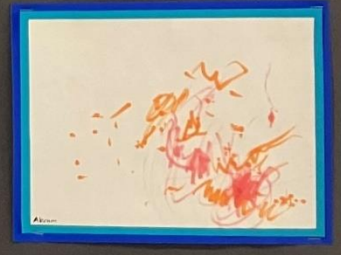
We learned that we need to wear an apron when playing with the cornflour, in the water and when painting.



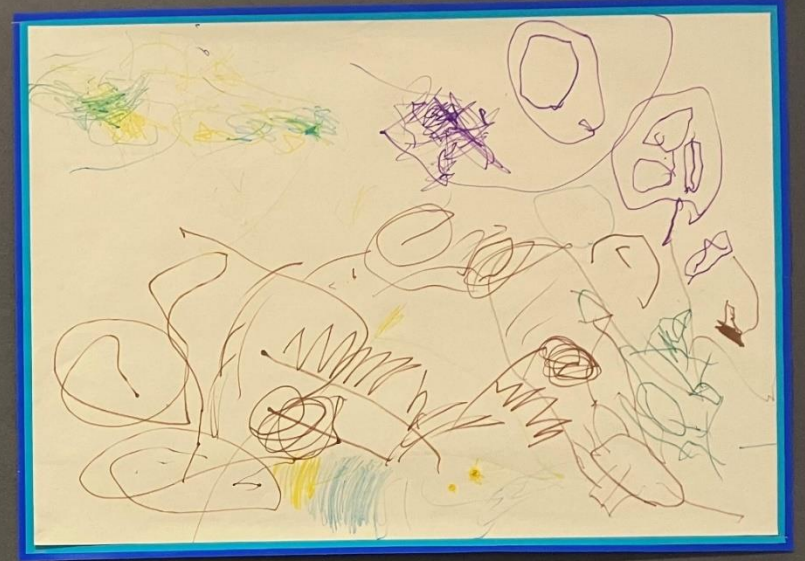
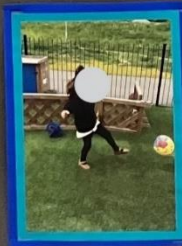
We have been exploring the different resources in nursery, using our developing fine motor skills as we build, cut and replace the pieces in a jigsaw.



In nursery, we have been practising many new skills. We followed instructions, learned to put our lids on the pens and to work together with our friends.



Outdoors, we have been developing our gross motor skills when pouring and playing with the footballs. We also developed our imagination using the crates and steering wheel to make a car to take us to the park.



Transition Week

F2

F2 Elm Class

F2 Ash Class

Welcome to
Ash & Elm

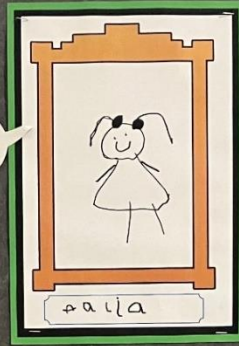
What a terrific transition week in Ash and Elm!
The children from Byron Wood spent 5 days in
their new classes and most of the new starters
attended for 2 sessions.



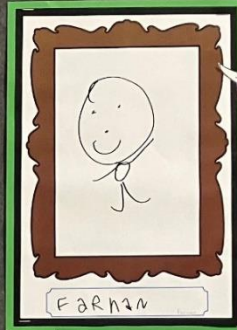
Playing with the cars was very popular! Some
children lined them up, some had races and some
made their own roads for the cars to travel on.



"My favourite car
is a Mercedes.
It is fast."



"I like eating in
school. I like eating
pizza and ice cream.
I'm young."



"I like to
play with
Mr. Hobbie."

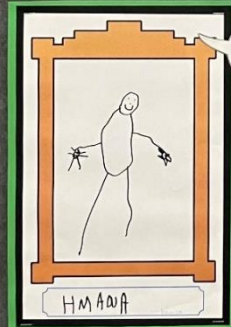
We talked about ourselves and some children
painted or used pens to create self-portraits and
even had a try to write their names. We shared
interesting facts about me with our new friends
— most children talked about what they like to do
at school.



We explored all the different areas of the unit
but really enjoyed being outside in the sunshine.
We added water to the sand to build sandcastles
and practised filling and pouring cups in the
water tray.



Although it was tricky, some children mastered
walking on the slits and others played throwing
and catching games.



"I like to play
with tags - like the cat's
and the mouse."



The children from Byron Wood Nursery continued
with their Phonics sessions but were introduced to
writing the sounds. Look how well they did!
Fred Frog also made a daily appearance to play
games to support oral blending.



"I like to play with
tags - like the cat's
and the mouse."



"I play games
I love
you."



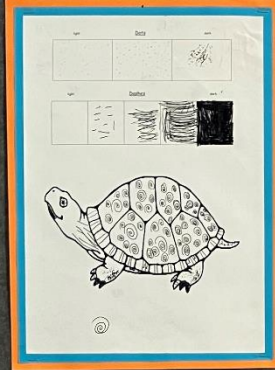
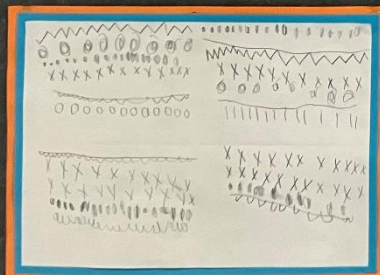
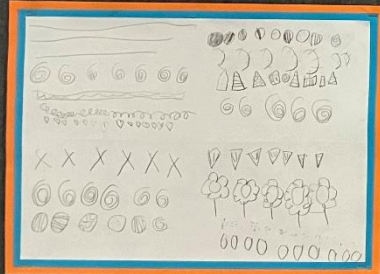
Transition Week

Year 1

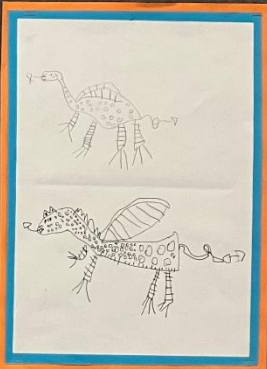
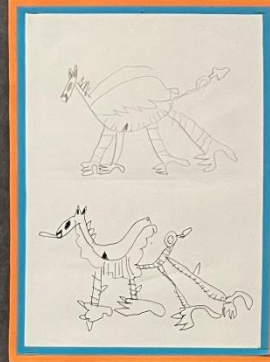
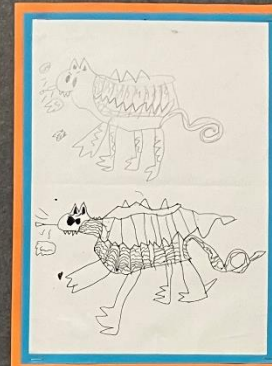
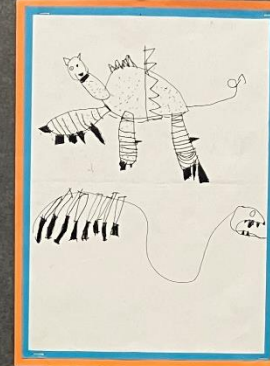
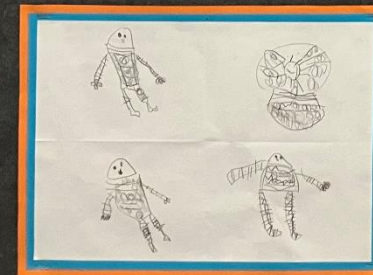
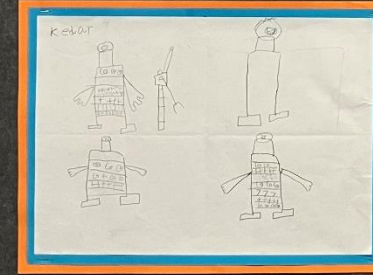
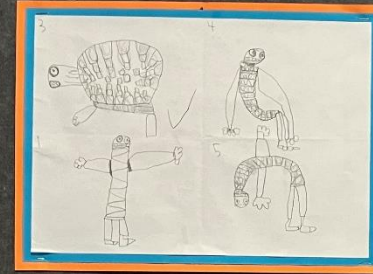
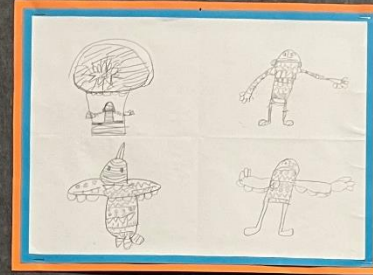
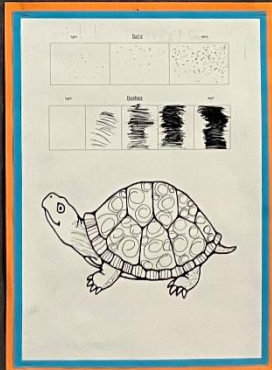
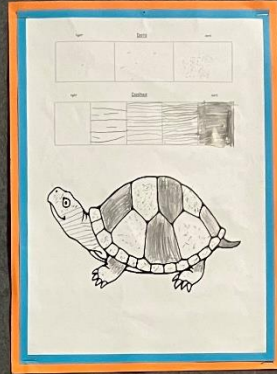
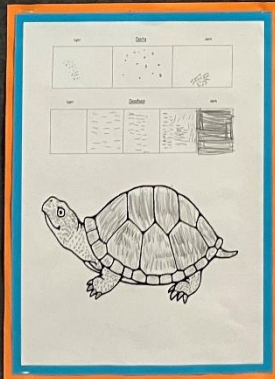
Y1 Beech Class

Phlegm

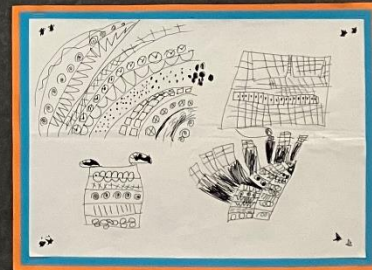
Y1 Fir Class



In Year 1, we looked at the dots, lines and patterns Phlegm uses to create his pictures.
We looked at how the dots and lines can be drawn closer or wider apart to create lighter or darker areas.
We also looked at how repeating patterns can be used to create texture.
We used these techniques to create our own artwork in the style of Phlegm.

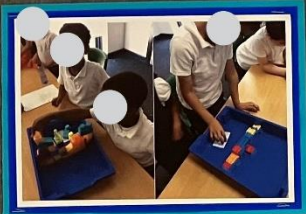


Phlegm is a Sheffield-based muralist and artist who first developed his illustrations in self-published comics.
Phlegm's work features in the city of Sheffield, and can mostly be seen in run-down and disused spaces.
Phlegm creates strange illustrations of unreal characters from his imagination, to form an untold story.



Y2 Rowan Class

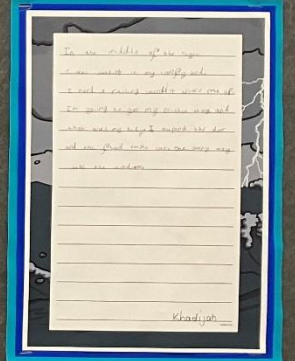
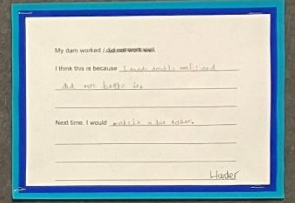
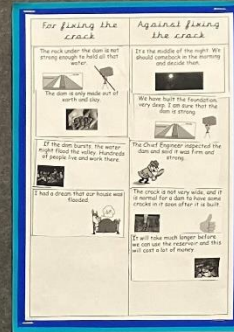
The Great Sheffield Flood



We had a go at making our own dams to see if we could learn from the mistakes of the past and prevent a flood. Then, we evaluated how successful the dams were, and what we could have done differently to make them stronger.



The Great Sheffield Flood was a terrifying experience for the people at the time. We imagined what it would have been like to experience a flood in our own lives, and wrote a recount using what we had learned.



Hundreds of people were affected by the flood, and they wanted to claim compensation for their losses. By looking at these claims, we got an insight into the lives of the rich and poor of 1864, as well as the level of damage the flood caused.

Year 3

75 WILLOW CREEK

Sheffield was one of the
typical cities that changed
because of the Industrial
Revolution.

In the workhouses, children
were expected to work in
workhouses.

When they worked people got
hurt, injured and killed.

In workhouses, people didn't
see their family and some
people were punished.

Like poor rich people had good
education because they had an
education.

Poor people had money to buy
food that was
fresh.

FANTASY

Society changed in the Industrial Revolution

When poor people were working in the northlands, aside of people got kind of even killed by the land dangerous machine. In addition, they had no clean water, no kind of fresh vegetables, and many people got ill.

Rich people living in Industrial Revolution had better food because they had money.

England is known as the birthplace of the Industrial Revolution.

Bolt

1983/84 Was one of the years
was ruled by the Indonesian
military

He did not get more on money but
was liked. They only got a
few more. They got all
a big dance and nobles
here

rich people during the Indonesian
recession that they have been in
Vietnam since could live in
peace together but has off
a business but an education
to catch have clean water and
the the

The car was
towed all because
an International Brother

Along

We learnt about the differences in the lives of poor and rich people in the Victorian period, then wrote these reports.

Nine

FAD14

Ayar

Min

Неро

Bryn Hughes is an artist who lives in Sheffield and is famous for his paintings of Sheffield buildings.

In Year 3, we have been learning about how Sheffield changed during the Industrial Revolution.

We were inspired to create our own artworks of buildings in different media, including card collage and watercolours.

Ingfield changed from a peaceful place to a loud city.

They were very unhappy and
They had to work from 5 years old.
They were treated badly at work
because they would get happier.

They had the option of going to school or for new things. They had indoor tracks. The club also had kids for more kids that wanted them. They could also go on holidays.

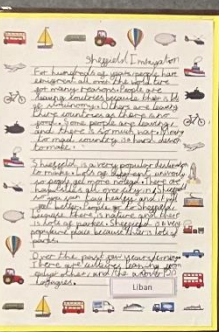
Shale is soil known as the
soil say from all of the
factor is the more left in
the Industrial Revolution.



Матрица


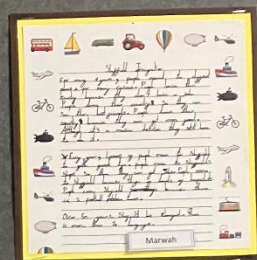
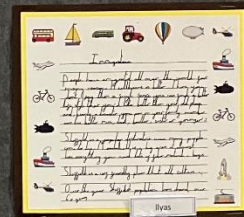
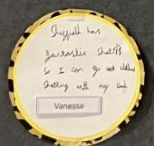
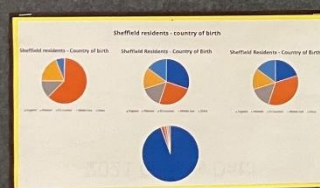
Y4 Chestnut Class

Y4 Maple Class

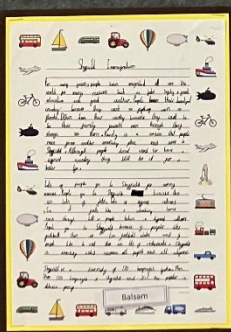


A lot of people say that a selected player if had to miss lower in my country.

Khyam




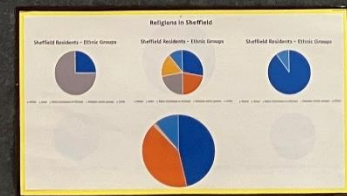
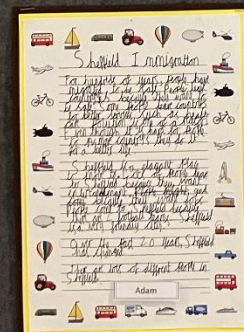
I want a world that runs smooth
where everyone has their own
Hill. There are many who disagree



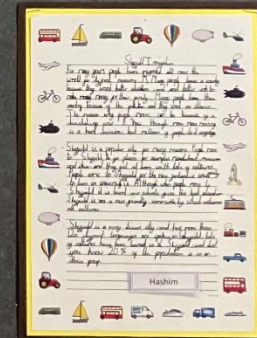
This is the y
narrative, playing
area, and shape.
by Mahad Aher
Mahad



I am
Snowfield in
Great Partis
York Kid, Co
May
Muhammad Ali



I thought ~~most~~ most
people were muslim
but now I ~~for~~ know most
people are non-relig
[unclear]



Y5 Hazel Class

During our transition week we looked at the origins of Sheffield. The Anglo-Saxons invaded Britain in 410AD until 1066. They moved from Denmark because their land was prone to flooding and they needed somewhere so they could grow crops and sustain village life. They settled in an area that they named Mercia and Sheffield was part of this area. They built their village next to the river Sheaf so they could grow crops which is where the name Sheffield (Sheaf-field) comes from.



This tapestry depicts the story of Beowulf which is an example of Old English literature. It was originally a poem written between the 8th and 11th centuries. We will be studying this again later on in year 5.

The Anglo-Saxons were skilled in making weapons and shields. We looked at their designs of shields and made some examples of our own using similar patterns.



Ali



Amah



Andrew-Julian



Yale



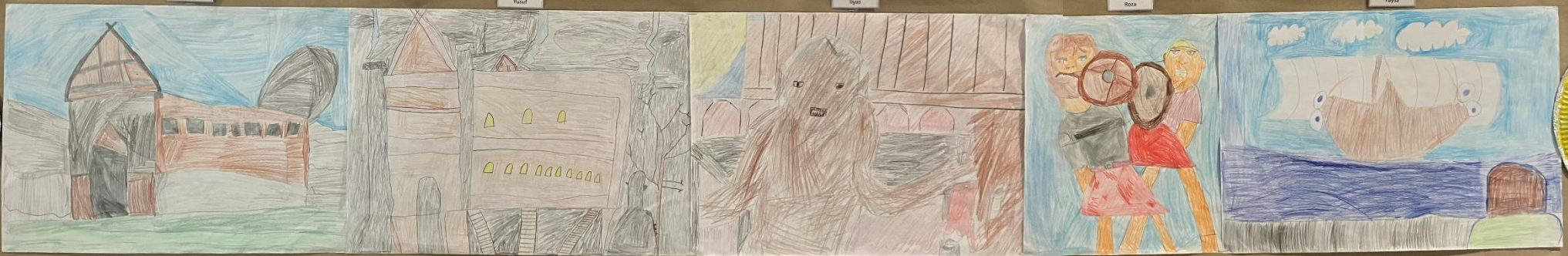
Hanan



Yale



Ruben



Malak

Yusef

Hyatt

Rosa

Fayza



Yusef



Maria

Safa

Fatima

Y6 Oak Class

The Blitz

Year 6 learned about how people prepared for air raids during the Blitz.

They considered what life would have been like as an evacuee, and thought about the different experiences that they might have had. They used their ideas to write a letter home from the perspective of an evacuee.

During lessons, Year 6's learned about how Sheffield had changed during the war, paying particular attention to roads and houses in Burngreave, and the Marples Hotel in the city centre.

The pupils reviewed simple and compound sentences, and learned how to use colors and semi-colors in a list, where additional information is included about the items.

John Ruskin

John Ruskin was a Victorian writer, art historian and art critic. In his lifetime, cities expanded during the industrial revolution.

Year 6's looked at Ruskin's painting "The Matterhorn from the moat of Riffelhorn". They annotated his art work, and created their own watercolour painting of the Matterhorn—a mountain in the Alps, which they were able to work out from a map of surrounding countries.

He set up the Ruskin Collection for workers, who often lived in polluted areas, to experience nature, illustrated books and minerals.

Y6 Elder Class

Contact

You can contact school in the following ways:

- Phone – 0114 272 3624
- Email – enquires@astreabyronwood.org
- Astrea App
- Don't forget to follow us on twitter @BWA_Sheffield