



Nursery Curriculum Booklet 2024 - 2025

Our school vision:

At Meadlands we dream big. Our mantra is borrowed from our literary hero, Roald Dahl *we are the music makers and we are the dreamers of dreams*. And our motto is *Work Hard & Be Kind*.

What do these words mean to a kid like me at Meadlands? It means we learn more than just facts and subjects, we are taught how to learn so we can be adaptable and be ready for the world we will be part of when we are older. Meadlands encourages us to be self-motivated, to use our own initiative, to be resilient, curious, imaginative, determined and above all else to be kind and respectful. My teachers and staff know me very well, my learning is personalised to my own strengths and weaknesses, I have goals set to challenge me, to break down my barriers and overcome my difficulties. So I can always be better and do better. As a class we make outstanding progress in our lessons. We are proud of ourselves and each other. As a school we all work to improve and grow it. Students, parents, care givers, staff, leaders and governors. Everyone is invited to contribute. This is part of our experience.

Our school is committed to dreaming big. Never resting on our laurels. The curriculum is always developing and improving, delivering the new skills and knowledge we will need for the future. Our school is a harmonious place to be, where we know through hard work and kindness, every dream is possible.

Mrs Wreford

Welcome to Nursery Hummingbirds! We hope you are looking forward to the year ahead – we are really looking forward to getting to know all of your lovely children. I feel very lucky to be the Nursery Teacher at Meadlands, it is such a great age group to teach and I hope that we will have lots of fun this year. We will also be joined by Mrs Nicholas every day, and Mrs Bradley every morning. It has been lovely to see lots of parents and families at drop off and pick up and I look forward to seeing the rest of you very soon. As a reminder, if you have any questions at all then please feel free to contact me at: l.penberthy@meadlands.richmond.sch.uk

Mrs Penberthy

Nursery Team

Mrs Laura Penberthy – Class teacher (Mon, Tues, Thurs, Fri)

Mrs Jenni Nicholas – Higher Level Teaching Assistant and Forest School Lead (Class Teacher on Wed)
Mrs Karen Bradley - Teaching Assistant

The Senior Leadership Team

Acting Headteacher and Designated Safeguarding Lead: Mrs Jo Wreford
Acting Deputy Headteacher/Inclusion Lead / SENDCO: Mrs Laura Tadman-Barson
School Business Manager and Deputy Designated Safeguarding Lead: Mrs Jolene Gee
Support Staff and Deputy Designated Safeguarding Lead: Mrs Sue Kelly

For a full list of roles and responsibilities please follow <http://www.meadlands.richmond.sch.uk/staff/>

Office hours and contacting school

- Messages: For non-urgent messages and questions please continue to email the office (office@meadlands.richmond.sch.uk) or Mrs Penberthy: l.penberthy@meadlands.richmond.sch.uk or call the office (0208 940 9207).

The office is open between the hours of 9am – 9.10am and 3.20pm – 3.45pm.

- Dropping off equipment: Please continue to use the delivery box at the front of the school.

As well as calling the school office before 9.00am please note that you can use the Parentmail app to report absence.

Clubs

The clubs newsletter is typically circulated two weeks before bookings open. All bookings unless otherwise stated on the newsletter can be booked through the "shop" on parentmail. The window for bookings will be detailed on the newsletter and places will be allocated on a first come, first served basis.

- Clubs are ten weeks unless otherwise indicated.
- Morning club attendees must enter via Breakfast Club doors and not the school office. To find out more about Breakfast Club [click here](#).
- Please ensure prompt arrival. The majority of clubs start at 8.00am and 3.30pm, but please do check the clubs newsletter for individual club start times. Please be aware arriving late for clubs is very disruptive and therefore children arriving more than 10 minutes late may not be permitted to attend.

- If your child is late on 3 or more occasions then your child's place may be withdrawn due to waiting lists.
- We cannot accept registrations where money is outstanding for anything from the previous term. For paying clubs, we reserve the right to withdraw places if fees are not paid during the first week of clubs.
- On their club day and when it is not a PE day, children need to come to school in their school uniform and can then change into their club clothing afterschool.

First Aid

Clubs run by staff will have a Meadlands staff named first aider.

Attendance and Punctuality - Nursery

Lessons start at 8.40am prompt. The gate opens in the morning from 8:30am and will be locked at 8.40am. Registration and the start of the day starts at 8.40am. If your child arrives after 8.40am, they will be marked down as late. The afternoon session begins at 12:30, doors open at 12:25 and close at 12:35. If the gate is locked, children must enter through the office and the adult dropping off must sign them in so we have a record of all children on site.

Our attendance target is 96.5% or above; both Mrs Frank and Mrs Tadman-Barson closely monitor attendance. We consider attendance to be an essential part of daily school life, in line with our high standards and expectations for learning. Attendance is reviewed on a Friday and if we noticed that your child's attendance is below 90% or they are consistently late, (5 lates or more over a 5-week block) we will invite you in for an attendance meeting with Mrs Tadman-Barson.

Each week the class with the highest attendance wins the attendance trophy and gets an extra slot in the MUGA.

Request for absence forms can be collected from Mrs Frank in the school office. Please note all medical absence will be authorised. However, evidence may be requested if your child's attendance has dropped below the statutory baseline of 90%. The Headteacher is not permitted to authorise any holiday during term time and therefore we ask any parents who are considering this to speak with Mrs Wreford in advance of considering booking a holiday.

Further information on attendance and punctuality can be found on the website by following <http://www.meadlands.richmond.sch.uk/attendance/>

PE Days and Uniform

In Nursery, children have PE on a Tuesday (AM and PM) which will be led by the Nursery Staff. On PE days, children need to come to school in appropriate clothing and footwear.

School Lunch and Birthday Celebrations

School dinner and Payment

If your child is staying for the full day in nursery we offer a free school meal although they are welcome to bring packed lunch if preferred. If you switch between dinners and packed lunches you must give Mrs Frank at least 1 weeks' notice.

Packed Lunch

We encourage a healthy approach to packed lunches, crisps (fried potato crisps), chocolate (bars, coated biscuits, cakes and chocolate spread), fizzy drinks, fruit shoot drinks and sweet sandwiches are not allowed in packed lunches. Instead please look for healthier alternatives, such as baked crisp, rice cakes, popcorns, crackers, plain fruit or vanilla sponge cake, cereal bars and savoury sandwiches only.

Policy encourages that every packed lunch should have at least 1 portion of fruit and vegetable.

On a Friday, we permit a treat option in packed lunches such as a slice of chocolate cake or a favourite packet of crisps. Please note that sweets and chocolate bars will not be permitted even on treat Friday.

Water for all

Please make sure that your child brings in a labelled water bottle with them. Cold water is available in school. ***We ask that water bottles are taken home at the end of the day to be cleaned.***

Snacks

In Nursery we provide the children with a piece of fruit or a vegetable during our snack time alongside milk.

Friday is known as treat Friday at school and on this day, there is a biscuit sale in the playground, run by Year 6. Children are allowed to bring in 20p in exchange for 2 biscuits.

Birthdays

We are happy that we are able to continue the tradition of sharing a birthday with class friends. However, parents are asked to purchase or make individual cakes or muffins. **If 1 big cake is brought into school we will not be able to cut it up and will instead send it home.**

Healthier birthday treats, such as fruit kebabs are also welcomed. **WE DO NOT PERMIT PACKETS OF SWEETS TO BE HANDED OUT AS A BIRTHDAY TREAT.** The option will be cake or fruit. We really do not wish to upset any child on their birthday, so please do not send in confectionary as an option; it will be sent home.

Medical

Parents are requested to complete Medical forms annually and to keep the office updated of any medical changes. If children have medicine a form must be completed which gives permission to the school to administer medicine. Medicine must be handed to staff on the gate and not kept in the child's bag. We are permitted to give Calpol, but will always seek parental permission before doing so.

Term Dates

Autumn Term 2024

Monday 2 September to Friday 20 December

Half term: Monday 28 October to Friday 1 November

INSET Day: Monday 2 September, Tuesday 3 September

CHRISTMAS HOLIDAYS: Saturday 21 December – Sunday 5 January

Spring Term 2025

Monday 6 January to Friday 4 April

Half term: Monday 17 February to Friday 21 February

INSET Day: Monday 6 January

EASTER HOLIDAYS: Saturday 5 April – Monday 21 April

Summer Term 2025

Tuesday 22 April to Tuesday 22 July

Half term: Monday 26 May to Monday 30 May

INSET Day: Tuesday 22 April, Monday 2 June

Bank Holiday: Monday 5 May

Nursery Curriculum Overview

	Topic	Physical Development	Communication	Literacy	Maths	Understanding the world	Arts and Design
Aut 1: Me and My World	Learning to Share and make friends, routines and about each other. Different cultures and traditions around the world.	Developing of gross motor skills EG throwing, catching and jumping. Exploring different ways to move.	Listen and discuss stories with comparison to own life looking at similarities and differences.	Mark making as a representation such as drawing and discussing the marks made and why.	Colours, sorting, matching, matching number shapes, exploring pattern, handprints, big and small. Sorting objects by colour, size and shape, guess the rule.	Know that there are different countries in the world and talk about the differences they have experienced or seen.	Verbally expresses likes and dislikes and chooses a variety of creative activities.
Aut 2: Traditional Tales	Nursery Rhymes, Storytelling, Traditional Tales and their characters as well as traditional tales with a twist.	Developing of fine motor skills EG games and activities to support early writing.	Listen and join in with new stories. Look at the different characters. Retelling stories through play.	Enjoys rhyming activities and starting to recognise rhyming words. Joins in with repeated phrases in stories. Beginning to form purposeful shapes when drawing.	Number 1 – Subitising, counting, numerals. Number 2 Subitising, dice pattern, different sizes, counting, numerals. Pattern - Extend AB, colour patterns, outdoor patterns in the environment.	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.	Engages in imaginative role-play based on own first-hand experiences and stories they have heard.
Spring 1: Come on a Journey	Learning about different types of transport and how they have changed over time.	Continuing to increase fine motor skills through activities such as threading, pegging and pinching (playdoh modelling)	Starting to understand “why” questions.	Engaging in phonics and beginning to form some familiar letters. E.g letters from their name.	Number 3 – subitising, 3 little pigs, 1:1 counting, numerals, triangles. Number 4 - 1:1 counting, numerals squares/rectangles. Number 5 - 1:1 counting, numerals, pentagon, composition.	Talk about the differences between materials and changes they notice.	Exploring different art materials to build, construct and create pictures and models.
Spring 2: People Who Help Us	Looking at and learning about different jobs and occupations. Looking at how people help us and who has helped us.	Health and Hygiene – looking at healthy eating, washing hands and why it is important to be healthy. As well as brushing teeth.	Uses vocabulary focused on people that are important to them.	Engage in extended conversations about stories, learning new vocabulary	Number 6, introduce 10 frames. Height & Length, tall and short. Mass, related to books (3 little pigs, goldilocks), capacity.	Show interest in different occupations.	Role-playing and using narratives within their play.
Summer 1: Fantasy and Adventure	Exploring Pirates, treasure, sea, ships, dragons, mermaids/merman, fairies and maps!	Using different tools and equipment understanding how to use it safely and using it for a purpose.	Use talk to organise themselves and their play.	Starting to form letters correctly	Sequencing, positional language, more than, fewer than. Shape –2D and 3D revisit pattern from Autumn.	Explore and talk about different forces they can feel. E.g. sinking and floating.	Make imaginative and complex ‘small worlds’ with blocks and construction kits

Summer 2: Habitats + Animals	Exploring different habitats and thinking about which animals we may find in each habitat.	Refining and strengthening fine motor skills through activities. Working towards using the tripod grip.	Starting a conversation with an adult or another child and continue for a long period of time.	Use some of their print and letter knowledge in their early writing.	Number composition 1 –5 revision. What comes after? What comes before? Numbers to 5. Consolidation	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.	Beginning to use different textures and various materials and describe them.
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Weekly Timetable

N	8.00-8:20	8:30-8:45	8:45 – 9:15	9.30-10.15	10.30	10.45-11.15	11:15 – 11:30	11.30 –12.30	12:30 -1:30	1:45-2:30		2:30-3:00	3-3.20	3:30
M O N	Set up	Gate Opens	Carpet Session	Independent Learning	S	Carpet Session	Story/ Songs/ Show and Tell AM chn to go home.	L	Outdoor Learning	Carpet Session		S	Story/ Songs/ Show and Tell	Home
T U E S	Set up	Gate opens	PE	Independent learning + Forest School AM chn	N	Carpet Session	Story/ Songs/ Show and Tell AM chn to go home.	U	Outdoor Learning	Forest School		N	Story/ Songs/ Show and Tell	Home
W E D	Set up	Gate opens	Mindfulness/ PSHE	Independent learning	A	Carpet Session (Music)	Story/ Songs/ Show and Tell AM chn to go home.	N	Outdoor Learning	Carpet Session	IL	A	Singing assembly	Home
T H U R	Set up	Gate opens	Storytelling with Louise Lipton (8:45-9:15)	Independent learning	C	Carpet Session	Story/ Songs/ Show and Tell AM chn to go home.	C	Outdoor Learning	Carpet Session (Music)	IL	C	Story/ Songs/ Show and Tell	Home
F R I	Set up	Gate opens	Achievement Assembly	Independent Learning Cooking every other week	K	Carpet Session	Story/ Songs/ Show and Tell AM chn to go home.	H	Outdoor Learning	Carpet Session	IL	K	Story/ Songs/ Show and Tell	Home

Nursery trips

We are hopeful that Nursery will have a class trip or an in-school visit/workshop every term. The trips booked will enhance the curriculum and provide opportunities for children to develop their knowledge and skills around a specific topic.

If you would like to volunteer as a parent helper on trips, please read and sign the **Meadlands School Visits Volunteer Agreement Form** at the end of this pack and pass to the office. We always need help on school trips so extra parent volunteers are hugely appreciated, thank you.

<u>Half-Term/ Date</u>	<u>Event</u>	<u>Approximate Cost</u>
Autumn	Christmas workshop at St. Andrews	Free
Spring	Fire station visit	Free
Summer	Bus Ride Visit to the swings	Free

*Please note these are provisional trips and have not all been booked/confirmed.

Parents will be notified by letter in advance of each trip, and it is possible that trips/costs may be changed or added, although we will try to stick to these possible.

If you need financial support for any of the trips please speak directly to Mrs Gee j.gee@meadlands.richmond.sch.uk

Curriculum Events Calendar

More events will be added, so please do check the weekly Mallard Messenger sent via Parentmail

PTA Events – these events will be shared in the Mallard Messenger

19th September	Meet the Teacher and welcome tea party
7th December	Christmas Fair
12 th July	Summer Fair

Parents Evenings

Early Years run parent meetings differently, due to our different assessment cycle. The meetings are called ‘Spotlights’ and they happen twice per year, based on your child’s birthday. Please see the timetable below to understand when your child’s spotlights will be e.g. a child with a January birthday will have a spotlight in Jan and then again in July. This means that the teacher will get in contact with you to arrange a meeting during those months. **These meetings will still be 10 mins long and will replace the parent’s evenings that the rest of the school have.**

Birthday Month	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Spotlight	Jan	Feb	Sept	Oct	Nov	Dec	Jan	Feb	Sept	Oct	Nov	Dec
Spotlight	July	July	Mar	April	May	June	July	July	Mar	April	May	June

*Please note that due to baselines happening at the start of the year in Sept, your initial meeting may be at the start of Oct.

Curriculum Events

Thursday 17 th October 5.30pm	Finance Curriculum Talk
TBC by Mrs Penberthy	Bedtime stories
Thursday 30 th January	Oracy and Vocabulary Curriculum Evening 5.30 – 7.00

Class Assemblies

17 th January 2024	Year 5 assembly & bake sale
31 st January 2025	Year 3 assembly & bake sale
14 th March 2025	Year 4 assembly & bake sale
9 th May 2025	Year 2 assembly & bake sale
20 th June 2025	Year 1 assembly & bake sale
11 th July 2025	Reception assembly & bake sale
14 th February 2025	Nursery assembly & bake sale

Special Whole School Assemblies /Productions

EYFS and KS1 Nativity	Tuesday 17 th December (afternoon)
EYFS and KS1 Nativity	Wednesday 18 th December (morning)
KS2 Christmas Carol concert at St Andrew's church (evening performance)	Tuesday 17 th December 2024 (to be confirmed)
Christmas lunch	Wednesday 18 th December
Easter Assembly (bonnet parade) for EYFS parents	Friday 4 th April
Year 6 Production – evening performances	Wednesday 16 th July Thursday 17 th July
Year 6 trip to Chessington Year 6 bowling	Friday 16 th May Friday 18 th July
Year 6 Farewell Assembly	Tuesday 22 nd July

Enrichment Days/Weeks

- KS2 Spelling Bee – Wednesday 5th Feb
- KS1 Spelling Bee - Thursday 26th June
- Poetry Slam Launch – 10th Feb
- Poetry Slam: 7th March
- World Book Day: 6th March
- Shakespeare Week: 24th March – 4th April
- Sports Week: 16th – 20th June
- KS1 & KS2 Sports Day: Thursday 19th June
- EYFS and KS1 Sports morning: Wednesday 18th June
- RSE and Equalities Week: 9th- 13th June

Non-Uniform Days

We publicise Non-uniform Days in our weekly newsletter and on the school website. Non-uniform Days are often an exchange for a £1 contribution towards a charity, or a PTA event. We support national charities such as Save the Children (Christmas Jumper Non-uniform Days) and Comic Relief (crazy hair day) but on occasion we are also asked to support local charities. Nursery are invited to come to school in fancy dress on non-uniform days.

Each year the children vote on which charity they would like to support. This will be confirmed by the end of September.

Reading at home

Although we do not set homework in Nursery, we encourage you to have lots of discussion with your child and read lots of stories to promote discussion. In the weekly Hummingbird Newsletter, I will set a show and tell 'homework', this may be anything from drawing a picture of something related to our topic or bringing in your favourite toy.

Example reading discussion questions to support reading at home

It is not necessary to ask every question each time your child reads, of course, but they may prove to be useful prompts to start a more focused discussion.

- What can you see?
- Who can you see?
- What are they doing?
- What might happen next?
- Why do you think that?
- What has happened so far?
- How do you think the story will end?
- How do you think they are feeling?
- What do you think happened after the story ended?
- Do you have any questions about the story?

Of course, it doesn't have to be you asking the questions. Why not turn the tables and let your child ask you about your reading material? The greatest encouragement for your child is to see you - their most influential role model - reading.

Nursery Assessment

This year we are continuing with our new system for meeting with parents. This will not be in line with the rest of the school, but instead we will be meeting with you based on your child's age and stage. We feel that this puts the child at the centre of the meeting and to help discuss meaningful milestones based on their age.

Here is some information about the assessment tool we are using – OP&L

Milestones

Opal works on the basis of having very simple, six-monthly child developmental milestones, which we use to monitor children's development. When looking at the statements, we assess if the child has met the milestones and record a simple 'yes' or 'not yet'. We know that not all children will have 'typical' development. OP&L allows us to tell and celebrate each child's story and focus on the support they need from us.

Starting points

Not long after a child joins us, we complete a 'Starting Points' assessment, looking at the milestones the child has just passed. For example, if a child joins us at 39 months, we would look at the milestones for 36 months. This helps us to quickly identify children who are not reaching milestones and may need more support.

Spotlights

The observations and assessments that we make are called 'spotlights'. We observe children's innovation, their creativity, their ideas, their intents and feelings. The insight that we gain enables us to discuss, reflect and plan our environment to support and shape future learning. We don't want to plan a next step to tick a statement off a list. We want to plan learning that will be meaningful and memorable for that child.

As children reach their milestones at different points in the year 'spotlights' are spread out, making it fairer for the child as they are being assessed against the age-related milestones that they have reached, not a best fit judgement in a wide age-band. We want to shift the focus to the child, not the assessment. The assessment is a quick look at whether a child is meeting their age-related milestones and if not, having discussions, thinking about why and planning what to do. When children are meeting milestones, we can think about their individual development holistically, thinking about what we can do to inspire and challenge them further.

If there are children who are not making progress due to social and emotional needs they may be given ELSA support on referral only by Meadlands staff and parental consent will be gained before any ELSA sessions commence. For some of our children who have additional needs they may be working with different milestones to their peer group. These children are often supported by a Learning Support Assistant and guided by our SENDCo.