



Reception Parent 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 the Atlantic Puffin Class! I am very excited to be teaching Reception this year and eager to get to know all the new faces of Puffin Class better. I want to provide the best learning opportunities for all children and hope we can have lots of fun on the way. It is my privilege to be able to support the children through this big step in their lives and I look forward to see the progress they make as they face new challenges. We are super lucky to be joined by two support staff, Mrs Spicer and Mrs Sanchez. We work as a united front and are all enthusiastic for the year ahead. If you have any questions at all then please feel free to grab me for a chat on the gate or contact me at: a.cooper@meadlands.richmond.sch.uk.

Miss Cooper

Reception team

Miss Annie Cooper – Class Teacher (CT)

Mrs Melissa Spicer – Higher Level Teaching Assistant (HLTA)
Mrs Teresa Sanchez – Teaching Assistant (TA)

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 Miss Cooper (a.cooper@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 following our communication policy.

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 Parent Mail. 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.
- 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.

First Aid

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

Attendance and punctuality

Lessons start at 8.55am prompt. The gate opens in the morning from 8.45am and will be locked at 8.55am. Registration and the start of the school day starts at 8.55am. If your child arrives after 8.55am, they will be marked down as late.

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 Reception, children will have PE on a Tuesday.

You will be informed through the school's newsletter of the PE days for each new half-term. On PE days, children need to come to school in their PE kit and their trainers.

School Lunch and Birthday Celebrations

School Dinners

School dinners are now free for every child who would like one. If you switch between dinners and packed lunches you must give Mrs Frank at least 1 weeks' notice. Due to the ordering and level of administration involved, dinners must be ordered for the full week and not specific days and we ask that you only switch between packed lunches and school dinners on a half-termly or termly basis.

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.

Friday is known as treat Friday in school, which includes the Friday biscuit sale (see below). 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.***

Playtime Snacks

Early Years are given a piece of fruit each morning at snack time, we encourage children in KS2 to bring in their own fruit. This should be a piece of fruit and not fruit substitutes such as fruit bars. Early Years are also given a carton of milk each day until they are 4. When the children turn 5, they are able to pay for milk from the office.

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 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, it needs to be cut up in advance by the parents.

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 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.

Playtime

We are a one-form entry school with a large expanse of playground space, which means children get to choose a wide range of activities in their playtime from basketball, football to dressing up. This also means playtime is for everyone and children from Reception to Year 6 play together in the big playground. We complete regular risk assessments of playtime and equipment; completed by members of the SLT, Governing body and external companies. All of our support staff are First Aid trained.

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 into the school office 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

Reception Curriculum Overview and Weekly Timetable

	<u>Topic</u>	<u>Physical</u>	<u>Communication</u>	<u>Literacy</u>	<u>Maths</u>	<u>Understanding the world</u>	<u>Arts and Design</u>
<u>Aut 1: I Am Super!</u>	Learning about ourselves. What makes us different? What makes us similar? Getting to know each other – what do we all celebrate, what do we enjoy?	Developing of fine motor skills EG games and activities to support early writing.	Develop skills of talking and listening within a group, taking turns to discuss.	Mark making as a representation such as drawing and discussing the marks made and why. Beginning phonics, Set 1.	Match pictures and objects, identify a set, Sort objects to a type, explore sorting techniques, create sorting rules, compare amounts, talk about measure and patterns. Find, subitise and recognise 1 -3.	Events in my own life, understanding why I am super and family traditions/customs I enjoy.	Exploring instruments and music. Exploring role play and how narratives are created.
<u>Aut 2: Celebrations</u>	Understanding celebrations. Who celebrates different festivities; when and why? Which celebrations are purposeful for us, which celebrations do we do?	Writing, letter and number formations. Reinforcing muscles for writing.	Explore tenses, e.g. past, present and future when talking and which ones are appropriate. Focus on full sentence structure during discussions, and transferring this to writing.	Mark making as recording, lists and labels and captions. Set 2 phonics.	Circles and triangles, shapes in the environment, describe position. Find, subitise and recognise 1 -5. Composition of numbers 1-5. Shapes with 4 sides.	Understanding the concepts of family customs and traditions. Exploration of technology, why it is useful and what it is used for.	Exploring different artistic techniques. Use role play to explore family traditions and customs.

<u>Spring 1: Changing Seasons</u>	Understanding seasons, look at ordering seasons, what happens at each season. Weather changes between seasons and understanding climates.	Moving safely around objects using equipment to travel in different ways. Healthy foods – why it is important to make healthy choices.	Developing skills of discussing ideas and predicting events. Look at how to evaluate ideas and revisit predictions.	Shared writing, looking at stories and how we can adapt these. Set 2 phonics and ditty books.	Introduce 0, subitise and represent 0-5, 1 more, 1 less. Compare mass, find a balance, explore and compare capacity. Find and represent 6,7,8. Odd and even pairs, doubles to 8, combine 2 numbers.	Spotting similarities, differences and change in the environment. Understanding weather and changes/decay over time. Learning the tools to predict and discuss.	Explore write dance and how this helps us to understand features of music, such as tempo, volume and style.
<u>Spring 2: The Space Above</u>	Exploring planets and the space above. Understanding the properties of each planet, the order of them and how the solar system works.	Tinkering tools – using tools safely and for purpose.	Working with a partner to solve a problem, talking and explaining my opinions. Justifying answers to ‘how’ and ‘why’ questions.	Rhyming, alliteration and repeated refrains. Shared writing and individual writing.	Explore and compare length and height. Talk about time, order and sequence. Find, compare and represent 9 and 10. 1 more, 1 less, composition to 10, bonds to 10, doubles to 10, odd and even. Recognise and name 3D shapes, recognise complex patterns.	Understanding similarities and differences in relation to places, objects, materials and living things. Relating this to not only our planet, but also to our country and even our region.	Build repertoire of songs and dances through exploration and play. Understand techniques and textures and how these can be manipulated.
<u>Summer 1: Animals</u>	Understand different animals and classifications of animals. Include reptiles, birds, mammals, fish etc. Look at domesticated animals and animals found in different areas.	Throwing, catching and kicking objects with control and accuracy.	Developing own narratives during role play and understanding how to use imagination during talk (how this transfers to writing).	Understanding writing for a range of purposes. Writing independently and creatively. Set 3 phonics and ditty books.	To 20 and beyond, build numbers, continue patterns, verbally count beyond 20. Adding and taking away. Select shapes for purpose, rotate shapes, explain shape arrangements, copy 2D shape pictures, find 2D shapes within 3D shapes.	Making observations of animals and plants and explain why some things occur, and talk about changes.	Design and make objects to be used for a purpose. Understand the world around us and what we use/ how things are made and why.

<u>Summer 2:</u> <u>Fantasy and</u> <u>Fairy tale</u>	Looking at different stories and the characters discussing what has happened, what the characters are like and then making up our own stories.	Recapping healthy eating and why it is important to be healthy. Looking at what makes a balanced diet and the food wheel. What exercise do we do and why it is important?	Storytelling through play. Developing skills of story-telling whilst playing with toys, small world and role play. Build on their narratives during roleplay including story language and different characters.	Helicopter stories, sharing familiar stories, story maps, innovating stories as a class, shared writing and writing our very own stories	Explore sharing and grouping, odd and even sharing, play with and build doubles. Repeating patterns, create and explore own pattern rules, describe positions, give instructions to build, explore mapping, create maps, make connections.	Understanding and being able to talk about the features of their own immediate environment and how environments might vary from one another	Experiment with creating own music. Explore how to adapt and change aspects and how this will change the overall desired effect.
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*To view the full year curriculum map please follow <http://www.meadlands.richmond.sch.uk/year-group-overview-1/>

Weekly Timetable:

R	8.15-9.00	9.00 – 9.30	9.30-10.30	10.30-10.45	10.45-11.00	11.30.12.30	11.30 – 12.30	12.00-1.30	1.30 – 2:30	2.30 – 3.30	Assemblies
M O N	8.15 – 8.45 planning meeting	Phonics	Independent learning	B	S	English	Independent learning	L	Maths and independent learning	Forest school and show and tell	Headteacher assembly 3.10 – 3.25
T U E	Early morning work	Phonics	Independent learning	R	N	English	Independent learning	U	Maths and independent	Independent learning And show and tell	Helicopter stories
W E D	Early morning work	Phonics	Independent learning	E	A	English	Independent learning	N	Maths and independent learning	Independent learning	Singing Assembly 3.00 – 3.25
T H U R	Early morning work	Phonics	9.20 – 10.15 Drama/Story-telling	A	C	English	Independent learning	C	Yoga/Peer massage	Music	
F R I	Early morning work	Achievement assembly	Independent learning	K	K	English	Independent learning	H	Maths	Independent learning	PATHS

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 Evening

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

17th 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

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.

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

In addition to this the children have 'Non-uniform Days' on other occasions such as Grounds Day when they should come to school in outdoor clothing or dress up day linked to a curriculum event.

Curriculum Targets

As your child continues through their journey at Meadlands, set out below are the curriculum targets we aspire to achieve.

At the beginning of each year, the children are set academic targets in Reading, Writing, Maths and Science. These are set by the SLT and class teacher and are based on previous outcomes and projected attainment. The SLT and class teachers meet at least termly to discuss the progress each individual child is making towards their end of year target and it is during this discussion that extra support, such as boosters, is decided upon.

At Meadlands, we dream big and we have devised a number of 'other' targets which go beyond the academic targets described above to evaluate the impact we are having on each child's progress in their primary year across our curriculum and these targets sit alongside the school values which are also about developing the whole child and equipping them with the skills and characteristics for future learning.

These are just some of the key things that we aspire for Reception pupils to have achieved by the end of the academic year:

- By the end of KS2, 100% of children will have experiences at least two residential trips and evaluated their learning from them.
- By the end of KS2, 100% of children will have walked the perimeter of Richmond Park.
- By the end of Year 5, 100% of children will have learned to play at least two musical instruments and at least 60% of children will have sung to an audience of 2,500 at The O2 Arena.
- By the end of KS2, 100% of children will have swum 25m.
- By the end of KS2, at least 80% of children will have represented the school at competitive sport.
- Each year at least £1,500 will have been raised for charities of the children's choice.
- By the end of Year 4, 100% of children will have passed a LAMDA examination at least 60% with distinction.
- By the end of Year 5, 100% of children will be able to tell the time from an analogue clock.
- By the end of KS1 100% of children will be able to recite the school values and explain why they are important.
- By the end of KS2 100% of children will have cooked a meal for a family member and our aim is for this to include an egg from the school chicken.
- By the end of Year 4, 100% of children will have communicated electronically with a child in a different country.

Reception Key spelling words:

Alongside daily phonics sessions which will focus on developing children's creativity through applying their writing to a number of genres, there will also be a focus on not just new spelling rules, but a continued development of phonics and key spelling words.

It is the expectation that by the end of Reception, pupils will have demonstrated that they are able to read and spell at least 50% of the following words correctly.

First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Reading at home

Although we do not set homework in Reception, we encourage you to have lots of discussion with your child and read lots of stories to promote discussion. After we have learnt all of our set 1 sounds in phonics we will be sending books home for you to read with your child. A book will go home once a week alongside a reading record where the parent should record the reading. Children will also be read with once a week with a teacher who will also record this in the reading diary.

In the Puffins Newsletter, a show and tell 'homework' will be set, 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 has happened in the story so far?
- What do you think will happen next?
- Who is your favourite character? Why?
- Why might the character be doing what they are doing?
- Who is the character you like least? Why?
- If you met one of the characters from the story, what would you say to him / her?
- Which part of the story is your favourite / least favourite? Why?
- Which part of the story was the funniest/scariest/ saddest/ happiest?
- Is this an information book or a story book?
- Did this book make you laugh? Can you explain what was funny and why?

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.

Meadlands 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.