



Year 2 Parent Curriculum Booklet 2025 - 2026

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 and Mrs Taunton-Johnson

Welcome to Scarlet Macaw class! I am thrilled to be teaching this year group as it is such a wonderful year of learning and growth for the children! This year, we are supported by the Key Stage 1 support team. We are a united team and are excited to create new memories, have new and exciting challenges and support everyone in achieving their best. If you have any questions, please come and talk to us on the gate, or feel free to email me at j.hepburn@meadlands.richmond.sch.uk.

Mr Hepburn

Year 2 team

Mr James Hepburn

Key Stage 1 support team

The Senior Leadership Team

Co-Headteachers: Mrs Taunton-Johnson and Mrs Jo Wreford
Designated Safeguarding Lead: Mrs Jo Wreford
Deputy Headteacher/Inclusion Lead / SENDCO: Mrs Laura 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 see the school website.

Office hours and contacting school

- Messages: For non-urgent messages and questions please continue to email the office (office@meadlands.richmond.sch.uk) or or Mr Hepburn: j.hepburn@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
- In line with promoting staff's wellbeing and helping staff to find a suitable work-life balance, staff will respond to communication within 48 hours/2 working days of its receipt and will respond during their working hours. Parents are politely asked not to chase a response within a 48-hr period or seek a response from another member of staff.
- Staff will respond to communication during of their working school-based hours. Please note that if you email during the school holidays, you may only receive a response on the first day back at school.

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.
- 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.
- We have a year round, all weather policy for our outdoor clubs, meaning come rain or shine we will try our hardest to run the club. However, there will be occasions when clubs do have to get cancelled and we will aim to provide parents and carers will as much forewarning as possible.
- For clubs run outside on the field, basketball court in the MUGA, these clubs will go ahead as long as the pitch and playing conditions are safe. However, if the weather takes a turn for the worst during the club and the playing conditions become unsafe, then the club will continue inside.

To view our Clubs page, please see the school website.

First Aid

Clubs run by school 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 8.52am. 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 closed when you arrive, please enter via the Office and electronically sign your child in.
- Our attendance target is 96.5% or above; both Mrs Frank and Mrs Taunton-Johnson 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 Monday. If we are concerned about your child's attendance or punctuality, you will be invited in to meet with Mrs Taunton-Johnson.
- Each week the class with the highest attendance wins the attendance trophy.
- 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%. Please be aware, we are not permitted to authorise any holiday during term time and therefore we ask any parents who are considering this to speak with Mrs Taunton-Johnson or Mrs Wreford in advance of considering booking a holiday.
- Further information on attendance and punctuality can be found on the school website.

PE Days and Uniform

In Year 2, children for this half term will have PE on Monday and Thursday.

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.

If your child attends an after-school club and it is not their PE day, then they need to wear their school uniform and then can change into their club clothing after school.

School Lunch and Birthday Celebrations

School dinners

School dinners are now free for every child who would like one. 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. The school menu can be viewed on the school website.

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.

Nut and Seed Free School

Please note that Meadlands is a **nut and seed free school**. We ask that ingredients on packets are checked carefully and food items 'that may contain nuts' are not brought into Meadlands, this also includes in packed lunches for trips.

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 week to be cleaned.***

Playtime Snacks

Early Years and KS1 are given a piece of fruit each morning at playtime, 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.

Friday is known as treat Friday at school and on this day, children whose parents have paid online will receive 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. **If 1 big cake is brought into school, we will not be able to cut it up and will instead send it home.** If you would prefer your child did not receive this, please inform the class teacher.

Healthier birthday treats, such as fruit kebabs are also welcomed. **WE DO NOT PERMIT PACKETS OF SWEETS OR CHOCOLATES 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.

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, using the outdoor gym and dressing up. This also means playtime is for everyone and children from Reception to Year 6 play together in the big playground at lunchtimes. Playtimes are at 10.30. 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 your child is diagnosed with a chronic long-term medical condition, then please make an appointment to meet with either Mrs Taunton-Johnson or Mrs Wreford. With any case of a long-term medical condition or chronic illness an Individual Healthcare Plan (IHP) will need to be created. Examples of medical conditions that would require an IHP are: food allergies that require the use of an Epi-pen, asthma, febrile convulsions, diabetes and epilepsy.

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 2025

Wednesday 3 September to Friday 19 December

Half term: Saturday 25 October to Sunday 2 November

INSET Day: Monday 1 September, Tuesday 2 September

CHRISTMAS HOLIDAYS: Saturday 20 December – Monday 5 January

Spring Term 2026

Tuesday 6 January to Friday 27 March

Half term: Saturday 14 February to Sunday 22 February

INSET Day: Monday 5 January

EASTER HOLIDAYS: Saturday 28 March – Monday 13 April

Summer Term 2026

Tuesday 14 April to Friday 17 July

Half term: Saturday 23 May to Sunday 31 May
















INSET Day: Monday 13 April, Monday 20 July

Bank Holiday: Monday 4 May

YEAR 2 – Curriculum Map

[cross-curricular links](#)



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Newspaper report Uplevelling Narrative Non-chronological report <i>Katie goes to London</i> <i>History</i>	Narrative Poetry Letter writing <i>The snail and the whale</i> <i>Animal poems</i> <i>Mrs Sprocket's strange machine</i> <i>The Bear and the Scary night</i>	Narrative Instructions <i>Mr Ben</i> <i>The Disgusting sandwich</i>	Letter writing Narrative Recount <i>The day the crayons quit</i> <i>Traction Man</i> <i>SMSC</i>	Descriptive writing Information writing <i>The Tiny Seed</i> <i>George's Marvellous Medicine</i> <i>Science</i>	Report writing Newspaper report <i>Moon Landing</i> <i>Sea turtles</i> <i>Field trip to the moon</i> <i>History / Science</i>
Reading and Phonics Root words	<i>RWI</i>	<i>RWI and Spelling rules</i>	<i>RWI and Spelling rules</i> <i>Whole class comprehension</i>	<i>RWI and Spelling rules</i> <i>Whole class comprehension</i>	<i>RWI and Spelling rules</i> <i>Whole class comprehension</i> Root word: mot	<i>RWI and Spelling rules</i> <i>Whole class comprehension</i> Root word: trans
Maths	Place Value Addition. Subtraction	Addition, Subtraction Shape	Money Multiplication, Division <i>Finance</i>	Length and height Mass, capacity, temperature <i>Science</i>	Fractions Time	Statistics Position and Direction
History	The Great Fire of London			Women in history <i>Global goals: Gender equality</i> <i>Significant individuals</i> 		Explorers of the seas <i>Geography</i> <i>Y1 Explorers of the sky</i> 
Geography		Where's best: North, South, East or West?			Coast to Coast <i>Global Goal – Life under water</i> <i>Y1: Rivers</i> 	
Science	Living things and their habitats <i>Y1 Living things and their habitats</i>	The Sustainable Global Goals Life Below Water <i>Geography</i> 	Everyday materials <i>Y1 Everyday materials</i>  	Everyday materials  	Plants <i>Y1 Plants</i>	Animals including humans RSE <i>Y2 balanced diet</i> <i>PE / Wellbeing</i> 
R.E.		Christianity & Nativity <i>EYFS and Year 1</i>	Judaism			Beginnings and Ending
Art	Pattern as abstract Joan Miro			Sculpture Vanessa Hogge		Celebration Art Project
D&T			Food Tech Fill it up – stuffed peppers <i>Living things and their habitats</i>		Create a Moving Vehicle <i>Maths, Science</i>	
PSHE	Wellbeing: emotions, looking after yourself <i>SMSC</i> 	Wellbeing: emotions, looking after yourself 	Mindfulness 	Mindfulness 	Relationships: saying no, bullying, online safety <i>Computing</i>	Relationships: saying no, bullying, online safety RSE / Equalities Week (<i>Global Goals – reduced inequalities</i>) 
P.E.	Teambuilding Dance	Fundamentals Sending and receiving	Ball skills Gymnastics	Dance Fitness	Target games Athletics	Net and wall games Striking and fielding games
Music	Singing technique: solo vs ensemble, exploring different styles of music. Musical theatre/pop focus.	Nativity music	Recorders Learn B A G C D. Basic notation.	Recorders Learn B A G C D. Basic notation.	Tuned and untuned percussion	Singing Building a Meadlands repertoire.
Computing	Digital literacy / Mouse and typing skills <i>PSHE</i>		JIT write / Animate		JIT Advanced Turtle <i>Maths: Direction and position</i>	
Finance		How to Manage Money Becoming a critical consumer <i>PSHE/ Maths</i>		Managing Risks and emotions associated with money The important role money plays in our lives <i>PSHE / Maths</i>		Enterprise project <i>PSHE / Maths</i> 

Sample Weekly Timetable - please can you remove the names of the adults so this is consistent across the school. Then delete this comment.

	8.15-9.00	9.00 – 10.00	10.00-10.30	10.30 - 10.45	10.45-11.45	11.45 – 12.30	12.30 – 1.30	1.30 – 2.30		2.30 – 3.30	Assemblies
M O N	8.15 – 8.45 planning meeting Early morning work Handwriting	English	Guided Reading	B	Maths	Phonics/ Spelling	L	Science		P.E.	Assembly
T U E	Early morning work KIRFS	English	Guided Reading	R	Maths	Phonics/ Spelling	U	1.30 – 2.00 Handwriting	History 2.00 – 3.15		Assembly
W E D	Early morning work Handwriting	English	Guided Reading	E	Maths	Phonics/ Spelling	N	1.30 – 2.15 Computing		2.15 – 3.00 Music Grey Court Music	Singing Assembly
T H U R	Early morning work KIRFS	English	Guided Reading	A	Maths	Phonics/ Spelling	C	PE		Lamda	
F R I	Early morning work	Achievement assembly	9.30 – 10.30 English	K	Maths	Guided Reading	H	1.30 – 2.00 Handwriting	Art 2.00 – 3.00		PSHE

Year 2 trips

We are hopeful that Year 2 will have a class trip or an in school visit/workshop every half-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 1	Harvest Workshop	Free
	Great Fire of London workshop (17.9.24)	Cost – TBC
Autumn 2	Richmond Theatre – Beauty and the Beast (13.12.24)	Cost - TBC
	Christmas workshop – St Andrews	Free
Spring 1	Orleans House (5.2.24)	TBC
Spring 2	Twickenham Bee Keepers	TBC
Summer 1	Legoland – Primary Robotics	Cost – TBC
Summer 2	Kew Gardens – Plant Hunters	TBC

*Please note these are provisional trips and have not yet 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 *(these dates are subject to change and confirmed dates and events will be shared in the Mallard Messenger)*

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

Thursday 18th September	Meet the Teacher and welcome BBQ
Saturday 6 th December	Christmas Fair
Saturday 11 th July	Summer Fair

Parents Evenings

Tuesday 21st October	Thursday 23rd October
Tuesday 10 th February	Thursday 12 th February

Parent Book Looks: 3.30 – 4pm

18 th September (at Meet the Teacher)
21 st /22 nd October (at Parent Evenings)
12 th December
10 th /12 th February (at Parent evenings)
1 st May
26 th June

Statutory Assessment Information Session for Parents:

KS2 SATs information evening	Wednesday 26th November 2025, 5:30pm – 6:30pm
SAT week KS2	Monday 11 th – Thursday 14 th May 2026
Year 4 Multiplication Test Check	2 weeks from Monday 1st June
Year 1 Phonics information evening	Thursday 5 th Feb 2026, 2.30 – 3.30pm
Phonics Screening Check	Week of 8 th June 2026

Curriculum Events *(exact dates and times to be confirmed):*

Autumn 2	Maths Curriculum Evening
Spring 1	Reading Curriculum Evening

Class Assemblies:

23rd January 2026	Year 5 assembly & bake sale
6 th Feb 2026	Year 4 assembly & bake sale
20 th March 2026	Year 3 assembly & bake sale
1st May 2026	Year 2 assembly & bake sale
22 nd May 2026	Year 1 assembly & bake sale
12 th June 2026	Reception assembly & bake sale
3 rd July 2026	Nursery assembly & bake sale
Tues 14 th and Wed 15 th July	Year 6 Show

Special Whole School Assemblies /Productions:

EYFS and KS1 Nativity	Tuesday 16 th December (morning)
EYFS and KS1 Nativity	Thursday 18 th December (afternoon)
KS2 Christmas Carol concert at St Andrew's church (evening performance)	Tuesday 16 th December
Christmas lunch	Wednesday 18th December
Arts Extravagnza (Music and LAMDA performances)	Thursday 19 th March

Easter Assembly (bonnet parade) for EYFS parents	Thursday 26 th March
Family Day Assembly and picnic	Friday 19 th June 2.00 – 3.30pm
Year 6 Production – evening performances	Tuesday 14 th and Wed 15 th July
Year 6 trip to Chessington Year 6 bowling	Friday 16 th May Friday 18 th July (to be confirmed)
Year 6 Farewell Assembly	Friday 17 th July 9am

Enrichment Days/Weeks:

Disconnect to Reconnect	Monday 3 rd November to Friday 7 th November
Kindness Week	Week starting the 15 th December
KS2 Spelling Bee	Thursday 5 th Feb
KS1 Spelling Bee	Thursday 25 th June
Poetry Slam Launch	Monday 9 th Feb
Poetry Slam	Friday 6 th March
World Book Day	Thursday 5 th March
Shakespeare Fortnight	Starting Monday 16 th March to 26 th March

Active Travel Events:

Junior Citizen year 6:	Tuesday 10 th March 2026
Safe walking year 3:	Monday 9 th March 2026
Year 6 bike ability:	Monday 1 st June to Friday 5 th June 2026
Year 2 safe scooting:	Friday 24 th April 2026

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.

Curriculum Targets

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.

Year 2 key spelling words

Alongside daily English 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 Year 2, pupils will have demonstrated that they are able to read and spell all of the following words correctly.

after	child	every	half	move	plant	whole
again	children	everybody	hold	Mr	poor	who
any	Christmas	eye	hour	Mrs	pretty	wild
bath	class	fast	improve	old	prove	would
beautiful	climb	father	kind	only	should	
because	clothes	find	last	parents	steak	
behind	could	floor	many	pass	sugar	
both	cold	gold	mind	past	sure	
break	door	grass	money	path	told	
busy	even	great	most	people	water	

Year 2 Reading book suggestions

As I am sure you are aware, as well as being an enjoyable pastime, reading impacts hugely on children's writing ability and general learning. We encourage children to read as much as possible, both at home and in school. To assist with the difficult task of choosing a new book, we have put together a recommended reading list for Year 2 children. This is not an exhaustive list, but it represents a cross-section of books suitable for this year group.

Book	Author	Book
The Cat Who Lost His Purr	Michelle Coxon	Usborne Books:
Frightened Fred	Peta Coplans	The First Encyclopaedia of Science
Friends	Kim Lewis	The First Encyclopaedia of the Human Body
Mog Stories	Judith Kerr	The First Encyclopaedia of Animals
Mr Wolf's Pancakes	Jan Fearnley	The First Encyclopaedia of Seas and Oceans
Frog is Frog	Max Velthuijjs	The Children's World Atlas (internet linked)
Cat and Mouse Story	Michael Rosen	Pocket Science Books
The Snow Lady	Shirley Hughes	Watt's Great Events Books:
Grace and Family	Mary Hoffman and Caroline Binch	The Great Fire of London
The Adventures of Captain Underpants	Dav Pilkey	Gun Powder Plot
The Diary of a Killer Cat	Anne Fine	Battle of Hastings
Little Wolf's Book of Badness	Ian Whybrow	Coronation of Elizabeth II
The Magic Finger	Roald Dahl	Watt's Famous People Series:
Mrs Wobble the Waitress	Allan Alhberg	Florence Nightingale
Pirate School: Just a Bit of Wind	Jeremy Strong	Louis Braille
George's Marvellous Medicine	Roald Dahl	George Stephenson
The Giraffe, Pelly and Me	Roald Dahl	Thomas Edison
The Guard Dog	Dick King-Smith	

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?
- Who is the character you like least? Why?
- Do you think the author intended you to like / dislike this character? How do you know?
- Does your opinion of this character change during the story? How? Why?
- Find two things the author wrote about this character that made him / her likeable?
- 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?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest/scariest/ saddest/ happiest? Find some evidence in the text to support your opinion.
- What is the purpose of this book? How do you know?
- Why is this page laid out in this way? Could you improve it?
- Pick three favourite words or phrases from this chapter. Can you explain why you chose them?
- Did this book make you laugh? Can you explain what was funny and why?
- Have you read anything else by this author? Is anything similar?
- Does this book remind you of anything else? How?
- Do you think the title of the book is appropriate? What would you have called it?
- What is the genre of the book: sci-fi, mystery, historical, fantasy, adventure, horror, comedy?
- What are the features that make you think this?
- Find two sentences which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.
- If the author had included another paragraph before the story started what do you think it would say?
- Would you like to read another book by this author? Why/ why not?

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

We continually monitor and assessing how well our pupils are progressing through asking questions, leading guided groups, marking work, providing personalised comments and next steps to conducting formal assessments. At Meadlands we have embedded a rigorous and robust assessment procedure. Every term Year 2 will take part in a formal assessment week, which will normally take place towards the end of the term. During this week, all Year 2 children will complete tests in reading, maths, grammar, spelling and science. These will test the skills and the knowledge the children have learnt so far and sit alongside the ongoing attainment that teachers review in children's books.

The outcomes of these tests will then be used to support teacher's planning, help identify any groups or individuals who would benefit from either intervention or booster work and support teachers judgements about pupil's attainment and progress. If we identify a group of children who have all demonstrated the same area of difficulty or would benefit from additional challenge they may attend booster sessions. Booster sessions can take place during or before school. If your child is invited to a booster, a letter will be sent home informing you.

After each assessment week the Year 2 team will meet with Senior Leaders and review the progress and attainment of each pupil in a Pupil Progress Meeting. If we identify a child who is not making good progress we will write a personalised education plan which is written to support them achieve their end of year target and it will detail any specific objects and activities that they will need to work on.

If there are children who are not making progress due to social and emotional needs they may be given pastoral support on referral only by Meadlands staff and parental consent will be gained before any pastoral 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. For our higher achieving children the objective is that they will work with deeper understanding of the targets for their chronological year group.

As a parent you will be informed of your child's progress and attainment at each of our parents evening meetings and a final progress and attainment judgement will be shared in the end of year report. In addition to this, you are invited to monthly book looks, which take place on the last Friday of each month. This is a chance for you to go through your child's book with your child and look at their work on display. If you would like to discuss your child's progress, please make an appointment to meet with the class teacher rather than holding a discussion during a book look.