



Reception Parent Handbook 2026-2027

Our school vision:

At Meadlands Primary School, we dream big. Inspired by our literary hero, Roald Dahl, we believe that "we are the music makers, and we are the dreamers of dreams." This philosophy comes to life every day through our school motto: Work Hard & Be Kind.

For our children, these words mean that education goes far beyond facts and subjects. We teach our students how to learn, ensuring they are adaptable, resilient, and fully prepared for the changing world ahead. Every day, we encourage children to develop their curiosity, imagination, and self-motivation, while always prioritizing kindness and respect for one another. We pride ourselves on knowing every child as an individual. Our dedicated staff personalizes learning to match each student's unique strengths and needs. By setting supportive yet challenging goals, we help children break down barriers, overcome difficulties, and constantly strive to do their best. As a result, our classrooms are vibrant spaces where children make outstanding progress and take genuine pride in their achievements.

Meadlands is a true community. Progress is a team effort shared by children, parents, caregivers, staff, leaders, and governors. Everyone is invited to contribute to our school's growth, making collaboration a core part of the Meadlands experience.

We remain deeply committed to dreaming big and never resting on our laurels. Our forward-thinking curriculum constantly evolves to deliver the essential skills and knowledge your children will need for the future. Together, we maintain a harmonious, nurturing environment where—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 will be supported by the Early Years Support team. 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.

Best wishes,

Miss Cooper

Reception team

Miss Annie Cooper – Class teacher
a.cooper@meadlands.richmond.sch.uk

Mrs Melissa Spicer, Mrs Jenni Nicholas and Ms Emma Skinns -
Support Team

The Senior Leadership Team

Headteacher and Designated Safeguarding Lead: Mrs Jo Wreford
Deputy Headteacher/Inclusion Lead/SEND/CO: Mrs Laura Barson
Assistant Headteacher (Mon-Wed): Mrs Sarah Taunton-Johnson
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 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.
- 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.

If you have questions about any of the topics in the table below, or would like to speak to a member of staff please email the relevant staff member:

Query	Who	When and How
General	Headteacher Mrs Wreford	j.wreford@meadlands.richmond.sch.uk
Absence Trips Clubs and Events Medicine Uniform Meals	School office	In person: 9.00am and 9.10am and 3.20pm and 3.45pm. Phoning the school office on 020 8940 9207 office@meadlands.richmond.sch.uk
Questions or queries that relate to teaching, learning, homework and boosters Pastoral concerns - these need to go through the class teacher Behavioural concerns General concerns or queries	Teaching Staff	Request an appointment by emailing Nursery: nursery@meadlands.richmond.sch.uk Reception: a.cooper@meadlands.richmond.sch.uk Year 1: j.clark@meadlands.richmond.sch.uk Year 2: j.hepburn@meadlands.richmond.sch.uk Year 3: j.edwards@meadlands.richmond.sch.uk Year 4: e.halberstadt@meadlands.richmond.sch.uk Year 5: m.warner@meadlands.richmond.sch.uk Year 6 h.stoddart@meadlands.richmond.sch.uk or have an informal chat after school

Finance, payments or admissions	School Business Manager Mrs Gee	Phoning the school office on 020 8940 9207 j.gee@meadlands.richmond.sch.uk
Safeguarding	Designated Safeguarding Lead Deputy Designated Safeguarding Lead Deputy Designated Safeguarding Lead	j.wreford@meadlands.richmond.sch.uk j.gee@meadlands.richmond.sch.uk s.kelly@meadlands.richmond.sch.uk
Query relating to SEN needs	Special Needs Coordinator Mrs Barson (maternity leave till Christmas. Contact Mrs Wreford who is Acting SENDCO)	l.tadman@meadlands.richmond.sch.uk
If there has been an unsatisfactory outcome to your enquiry	Senior Leadership Team	office@meadlands.richmond.sch.uk
Governing Board	Co-Chair of Governors: Christina Powell and Melissa Shaw	chairgb@meadlands.richmond.sch.uk

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 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 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 Monday and if we noticed that your child's attendance has fallen 90% or they are consistently late, (5 lates or more over a 5-week block) we will invite you in to meet with Mrs Barson to try to unpick the reasons for the attendance concerns and consider what support can be provided.

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 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

This year, black trainers are to be worn every day allowing our children to be always active. You will be informed of the PE days for each new half-term. On PE days, we ask children to come in 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 include in packed lunches for trips and items for cake sales.

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 CHOCOLATE 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 to dressing up. This also means playtime is for everyone and children from Reception to Year 6 play together in the big playground at lunchtimes. Morning playtimes are staggered with Years 3-6 children going outside later at 10.45. 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 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 2026

Thursday 3 September to Friday 18 December

Half Term:

Saturday 24 October to Sunday 1 November

INSET Days:

Thursday 3 September, Friday 4 September

CHRISTMAS HOLIDAYS: Saturday 19 December – Monday 4 January

Spring Term 2027

Tuesday 5 January to Thursday 25 March

Half Term:

Saturday 13 February to Sunday 21 February

INSET Day:

Monday 4 January

EASTER HOLIDAYS: Friday 26 March – Monday 12 April

Summer Term 2027

Monday 12 April to Thursday 22 July

Half Term:

Saturday 29 May to Monday 7 June

INSET Days:

Monday 7 June, Friday 23 July

Bank Holiday:

Monday 3 May

Reception Curriculum Overview

Reception – Curriculum Map

[cross-curricular links](#)



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	 I Am Super	 Let's Celebrate 	 We are Eco Warriors 	 The Space Above	 The Animal Kingdom 	 Fantasy and Fairytale
Writing	Exploring mark making Name writing Letter formation practice <i>Great Big Book of Families</i> <i>Puffin Peter</i> <i>Superhero</i> <i>Superwoman</i> <i>Colour Monster</i> <i>Super Daisy</i> <i>Room on the Broom</i>	Initial sounds CVC words List writing Labelling <i>Benny's Diwali</i> <i>Bonfire Night Poems</i> <i>We are Going to a Birthday Party</i> <i>The Scarecrow's Wedding</i> <i>How the Grinch Stole Christmas</i> <i>Have you filled a bucket today?</i>	Caption writing Sentence building Creating posters <i>Tidy</i> <i>The Lorax</i> <i>Somebody Swallowed Stanley</i> <i>The Tale of the Whale</i> <i>Look After your Planet</i> <i>Bee and Me</i>	Simple instructions Fact book creations Informal letter writing <i>The Way Back Home</i> <i>Benny</i> <i>How to Catch a Star</i> <i>Aliens love underpants</i> <i>7 Ways to catch the moon</i> <i>We're Going on An Egg Hunt</i>	Recipe writing Letter writing Narrative writing <i>Giraffe's Can't Dance</i> <i>What the Ladybird Heard</i> <i>The Very Hungry Caterpillar</i> <i>Lost and Found</i> <i>Bright Stanley</i> <i>The Gruffalo</i>	Character descriptions Story recounts Performance poetry <i>Billy Goats Gruff</i> <i>Dogs Don't do Ballet</i> <i>Jack</i> <i>Rapunzel</i> <i>Jack and the Beanstalk</i> <i>The Snow Queen</i>
Reading and Phonics	RWI	RWI	RWI	RWI	RWI	RWI
Maths	Getting to know you Match, sort and compare Measures and patterns	It's me 1, 2, 3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6, 7, 8 Length, height and time	Length, height and time Building 9 and 10 Exploring 3D shapes	To 20 and beyond! How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections
History (Understanding the World)	Our life stories so far	Christmas traditions over the years	Significant individuals who have supported climate action	Historic modes of transports Exploration of space travel	Exploring the change in animals over time	Recounting and observing changes from over the year Understanding transitions into a new year group and upcoming changes
Geography (Understanding the World)	Where we live, differences in our homes	Linking celebrations to different parts of the world Exploring foods that are eaten during times of celebrations in different cultures	Understanding the global impact of climate change and how we can do our part		Exploring animals and their habitats from around the world	
Science (Understanding the World)	Signs of Autumn Exploring the new world around us (school)		Exploring changing seasons Planting seeds and exploring plant growth	Understanding the features of the planets in our solar system	Exploring animals' habitats	Understanding the importance of keeping healthy and developing our self-care skills (Sports and Healthy Living Week) 
R.E. (People and Communities)	Understanding what makes us unique Celebrating Harvest	Christianity & Nativity Diwali Places of worship (meet the vicar)	Lunar New Year Valentine's day	How Christians celebrate Easter Shrove Tuesday How Muslims celebrate Ramadan		Eid Understanding inequalities and kindness (Equalities Week)
Art (Expressive arts and design)	Children have daily free flow access to art equipment including paint, playdough, pencils, craft, junk modelling, lego construction, role play and performance poetry. The continuous provision each day is enhanced with provocations linked to the text of the week. Children also have weekly LAMDA lessons					
D&T (Expressive arts and design)						
PSHE (Personal, social and emotional development)	Mindfulness – The Present Here and Now  <i>SMSC</i>	Mindfulness – The Present Focusing	Mindfulness – The Present Choosing Connection	Mindfulness – The Present Human Body Human Mind	Mindfulness – The Present Noticing change	RSE Equalities Week <i>(Global Goals – reduced inequalities)</i> 
P.E. (Physical development)	Introduction to PE Fundamental skills	Dance Ball skills	Gymnastics Fundamental skills	Games Dance	Games Gymnastics	Athletics Ball skills
Music (Expressive arts and design)	'Getting to Know You' Singing	'Getting to Know You' Singing	'Our Magical Voices' Singing and untuned percussion	'Our Magical Voices' Singing and untuned percussion	'Music and Movement' Singing and untuned percussion	'Music and Movement' Singing and untuned percussion

Reception Trips

We are hopeful that Reception 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. We are currently looking at enhancing our Reception school trips so keep an eye out for what is to come.

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	TBC	
Autumn 2	Christmas Workshop St. Andrews Church	Free
Spring 1	Ham Library	Free
Spring 2	TBC	
Summer 1	TBC	
Summer 2	Visit to Sandy Lane Park	Free

*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 24th September	Meet the Teacher and welcome BBQ
Saturday 5 th December	Christmas Fair
Saturday 10 th July	Summer Fair

Statutory Assessment Information Session for Parents:

KS2 SATs information evening	Wednesday 2 nd December 2026, 5:00pm – 6:00pm
SAT week KS2	Monday 10 th – Thursday 13 th May 2027
Year 4 Multiplication Test Check	2 weeks from Monday 8th June
Year 1 Phonics information evening	tbc
Phonics Screening Check	Week of 14 th June 2027

Class Assemblies:

23rd January 2027	Year 5 assembly & bake sale
5 th Feb 2027	Year 4 assembly & bake sale
12 th March 2027	Year 3 assembly & bake sale
30 th April 2027	Year 2 assembly & bake sale
28 th May 2027	Year 1 assembly & bake sale
25 th June 2027	Reception assembly & bake sale
9 th July 2027	Nursery assembly & bake sale
Mon 19 th and Tues 20 th July	Year 6 Show

Special Whole School Assemblies /Productions:

EYFS and KS1 Nativity	Tuesday 15 th December (morning)
EYFS and KS1 Nativity	Thursday 17 th December (afternoon)
KS2 Christmas Carol concert at St Andrew's church (evening performance)	Tuesday 15 th December (to be confirmed)
Christmas lunch	Wednesday 16 th December
Arts Extravaganza (Music and LAMDA performances)	Thursday 18 th March
Easter Assembly (bonnet parade) for EYFS parents	Thursday 25 th March
Family Day Assembly and picnic	Friday 18 th June 2.00 – 3.30pm
Year 6 Production – evening performances	Mon 19 th and Tues 20 th July
Year 6 trip to Chessington	Friday 14 th May
Year 6 bowling	Wed 21 st July (to be confirmed)
Year 6 Farewell Assembly	Thurs 22 nd July 9am

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.

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.

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.