Whole School Newsletter

Friday 6th November 2026

Dear Parents/Carers,

As Jo and I showed prospective parents around the school, the enjoyment and excitement from the children in each class about the books they were reading were really palpable. It's really important to us that, in addition to their independent and guided reading each week, children from Nursery to Year 6 have a daily story time. You can see for yourself on the pages below just how engaged our children are with their English learning - they are using their oracy and thinking skills really well to deepen their appreciation and understanding of books.

A big part of the Meridian curriculum is children going out of the classroom and visiting different places, which helps to make their learning more meaningful and memorable. This week, as part of their Science learning, Year 2 visited Mudchute Farm to find out more about animals firsthand. Meanwhile, Year 5 and Year 6 visited the Maritime Museum to deepen their learning around Ernest Shackleton and the Antarctic region. Both classes thoroughly enjoyed themselves. Please take a look at the pictures below which show how engaged they were.

Well done to Year 3, who presented their class assembly on Friday, showcasing all the fantastic learning they have covered so far this year. I really felt that the children had grown in confidence since their assembly last year and are developing excellent presentation skills. As per the Meridian tradition, they finished with a song, which is a wonderful way of remembering key subject knowledge. Do have a look at the 'Meridian Diary Dates Autumn Term' for a reminder on other class assemblies, as well as upcoming trips and our Curriculum Open Mornings, when the children will have the chance to present their learning to you in a different way.

In other news… we held our School Council elections on Wednesday. Congratulations to our new representatives (see page 6)! They had an initial meeting with me, but will be meeting again to plan Pudsey Day (Children in Need) which takes place on Friday 13th November. On this day, we will be having our usual cake sale, and all donations of baked goods will be gratefully received - see page 10 for more information.

And finally… I just want to remind parents and carers that Monday night from 7-9pm is Astronomy Night - entry to the event is ticket only. Hopefully, the sky will be clear and we will be able to do some great stargazing.

Happy Diwali to those families who celebrated.

Best wishes, Siobhan *Siobhan Stanczyk Acting Head of School*







What have our children been learning about this week in English?

During **Nursery** daily rhyme time sessions, the children have been learning to tune into sounds in the environment and in rhymes. This has included listening carefully to specific sounds and trying to identify them. They have also been clapping the syllables in their names and other words. As a precursor to writing, the children are developing their muscle strength through movement activities such as climbing and parachute games. Their hand strength and dexterity are are being enhanced by using tools in the workshop and mark-making on a big scale in the garden.

Diwali provided a wonderful opportunity for the children to develop their communication and language skills this week. Thank you to staff member Nealam, who spoke to the children about the way in which she celebrates Diwali. She told them why it is called the Festival of Light and shared the story of Rama and Sita with them. The children listened beautifully and then had fun acting out the story and practising their storytelling skills. They also talked about how they celebrate different occasions and were able to make links with their own family traditions.



I'm painting up and down.
Etnik





I am going to paint my hand.
Gaya



It's a straight line.
Maria



I dress up.
Mimi

We have pumpkins to celebrate Halloween.
Alex B

Reception children have been developing their English in a variety of ways! They have started self-registering every morning by writing their name when they arrive in class and are working especially hard to form letters correctly. They have learnt that their names begin with a capital letter followed by lower-case letters. They know that they start on the left side of the page and use the lines to keep their writing in order. Even before they learn to write, the children must develop their physical skills. The Early Years environment, inside and out, is supporting them to do this: climbing, balancing and digging develop core strength, and threading, cutting and puzzles are just some of the ways they develop their dexterity. The children are also developing their phonics knowledge and skills and are applying this to reading - it is lovely to see them enjoying some independent reading and sharing their phonics books at home with their families.

To celebrate Diwali, during story time this week, Reception enjoyed learning the story of Rama and Sita. They had great fun retelling the story through drama, and recalling the events that happened in the beginning, middle and end. They have also read books such as ***The Best Diwali Ever*** to learn about this special Sikh and Hindu Festival of Light and were able to talk about what they had learnt.

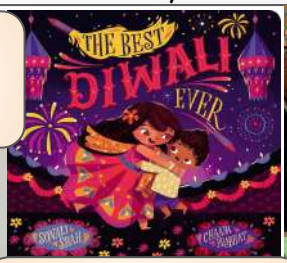
I can write my name on my work now.
Mabel

I can read so many words now!
Aubrey

They make yummy food.
Cina









They had lots of lights to show Rama and Sita how to get home.
Rose



I can help find Sita!
Alex

I like reading my phonics book to Mummy and Daddy at home.
Filippo

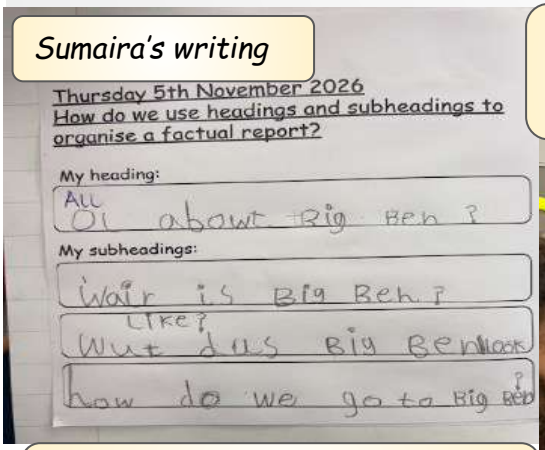
Rangoli patterns welcome people at Diwali.
Lorelai

Diwali is a special celebration of lights.
Mia C

In English, **Year 1** have been reading ***A Walk in London*** by Salvatore Rubbino and using it as inspiration for their own factual leaflets about Big Ben! They have been busy practising their note-taking skills, collecting interesting adjectives and using these to write descriptive sentences about the famous London landmark.

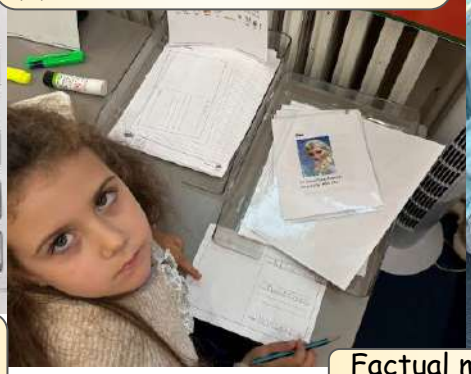
They also explored headings and subheadings and discussed why they are important in non-fiction writing. The children were given a selection of mixed-up facts and subheadings and worked in teams to sort them into the correct places. They thought it was quite funny when all the information was muddled up! However, they had some great discussions about which facts belonged together and how to make everything make sense again. The children then put their new learning into practice by creating their own headings and subheadings for the leaflets they will be writing next week. Well done, children!

Sumaira's writing



The subheadings tell you what information is in each section.
George

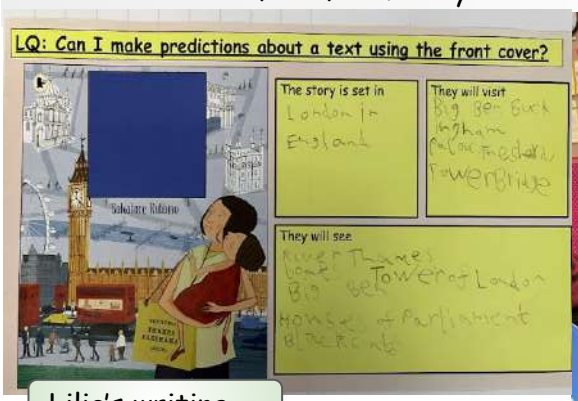
You could put them all under 'interesting facts' because they are.
Mira





Factual means it isn't fiction, it is the truth.
Sidney

In English this week, **Rocking Horse Room** have started reading ***A Walk in London*** and they have been very curious about different London Landmarks. The children have chosen a London landmark to research and create their own fact files. They will then be able to teach others about them.



Lilia's writing

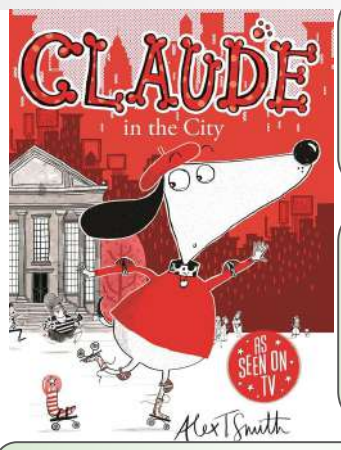


I saw Big Ben when Year 2 went on the boat.
Lilia

I chose the Walkie Talkie building to write about.
Eric

Buckingham Palace is so big!
Miray

Year 2 have spent the week immersing themselves in their new text: ***Claude in the City***. After reading about Claude's first city adventure, they practised using time conjunctions in their sentences to sequence this narrative. Next, they decided to create their very own adventure for Claude, focussing on describing the city, which the children rehearsed orally together. The class have now written their very own 'city adventure story' - they make for wonderful reading!

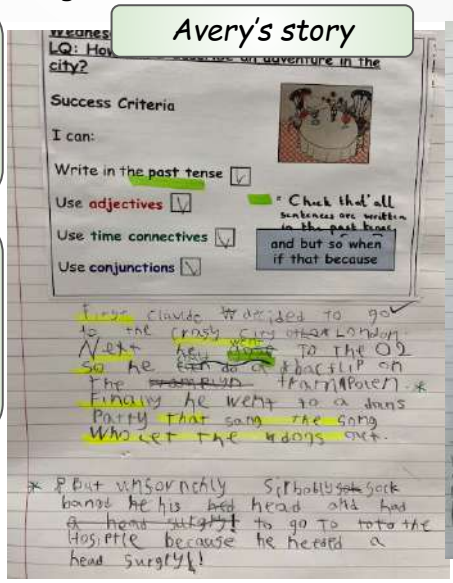


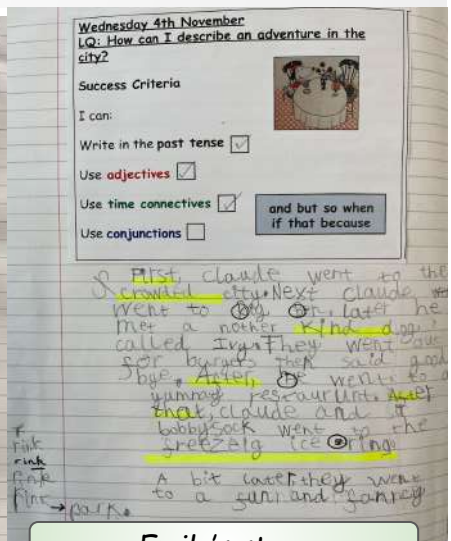
I edited my story for missing capital letters and full stops.
Marley

I used 'first', 'after that' and 'next' to order the events in my story.
Ava

I used the adjective 'bustling' to describe the city in my adventure story.
Lola

Avery's story

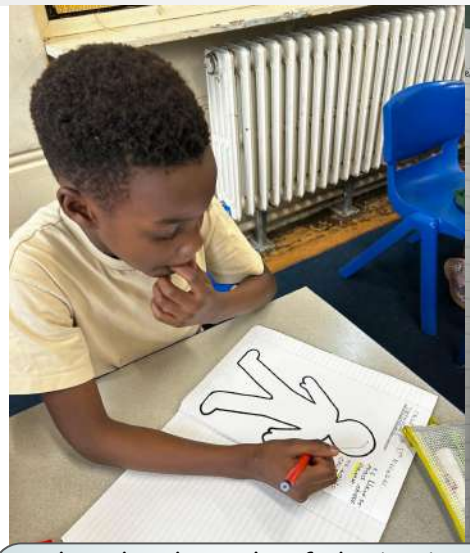


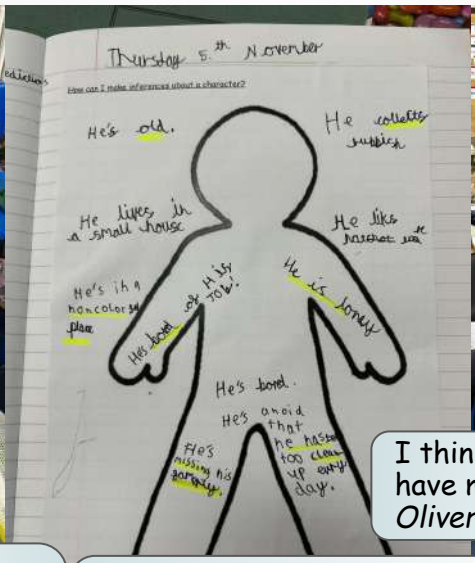


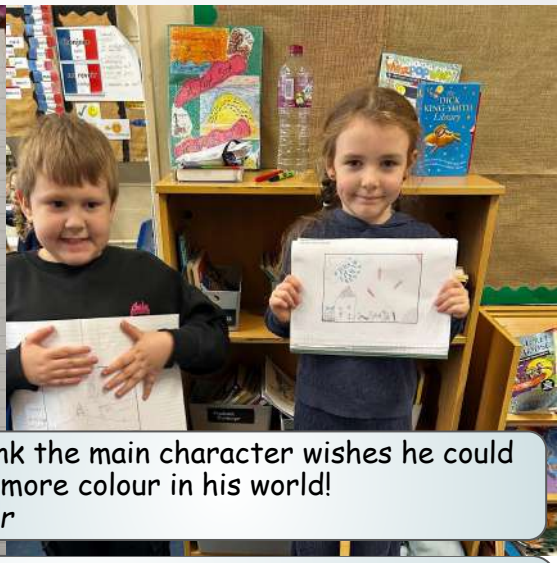
Emily's story

Year 3 children have become detectives in English this week! They have been exploring illustrations and reading snippets of text to make inferences about the characters and predict what the story will be about. The children drew what they thought the setting of the story might look like, and thought carefully about the actions, thoughts and feelings of the main character.

Each day, a little more of the front cover and story has been revealed and the children have been able to reflect on their inferences and make new predictions. The children enjoyed the big reveal and can't wait to continue reading ***The Tin Forest***!







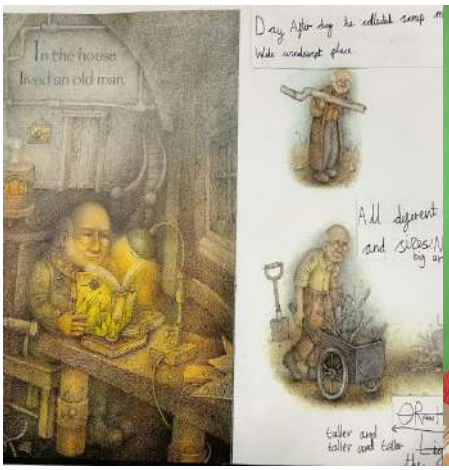
I think the main character wishes he could have more colour in his world!
Oliver

I thought the title of the book might have something to do with a forest because we noticed a toucan.
Frankie

I inferred he (the main character) might feel lonely because I think his family tree has been torn apart, as I could see he is on his own, with no family.
Matin

This week in English, **Year 4** have had an oracy-rich start to exploring their new text. Without seeing the book first, the children listened to the introductory pages and drew their own visualisations, paying close attention to the language used to inform their illustrative choices. They then explored the main illustration using a 'Tell Me' framework, discussing their likes, dislikes, connections to other texts and media, and any lingering questions that arose from the image.

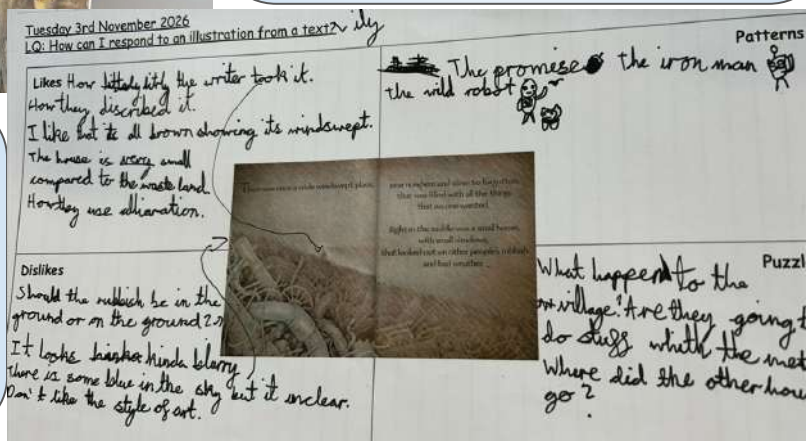
Building on their visual analysis, the children worked collaboratively to create a narrative text mirroring the author's style. They paid careful attention to tone, structure, and vocabulary choices to ensure their writing aligned closely with the source text, which we eventually revealed to be ***The Tin Forest*** by Helen Ward and Wayne Anderson!





When you analyse something, you look at it very closely and ask questions to find deeper meaning. When we analysed the image of the old man, we used the clues in the picture to come up with ideas about who he might be or who he might have been that led him to this small house in the metal scrap wasteland.
Luan

We read pictures just like we read books. We use clues to find out how somebody feels or what something is telling us. Kind of like detectives! We inferred the man is lonely because he lives completely by himself with no other houses around.
Marilia



This term, **Year 5** have been enjoying ***Shackleton's Journey*** by William Grill, a unique visual retelling of Shackleton's epic expedition crossing the Antarctic.

This week, having reached the end of the story, the children put their discussion skills to good use, talking about several questions based on Shackleton's expedition. The questions discussed were:

- Was Shackleton a good leader or did he just get lucky?
- How are the traits of a good leader different under extreme pressure compared to everyday life?
- Why do you think the crew respected Shackleton so deeply even after the main goal of crossing Antarctica failed?

Before they got started, the children shared their ideas about what makes a good speaker *and* a good listener. They then formed a 'discussion dial', moving around to new partners to debate the topic and hear each other's opinions!





I think that Shackleton was a good leader **and** he got lucky. He made good decisions but there were some things out of his control like the fact that no one got seriously ill and died or that they didn't get capsized on their journey to South Georgia!
Memphis

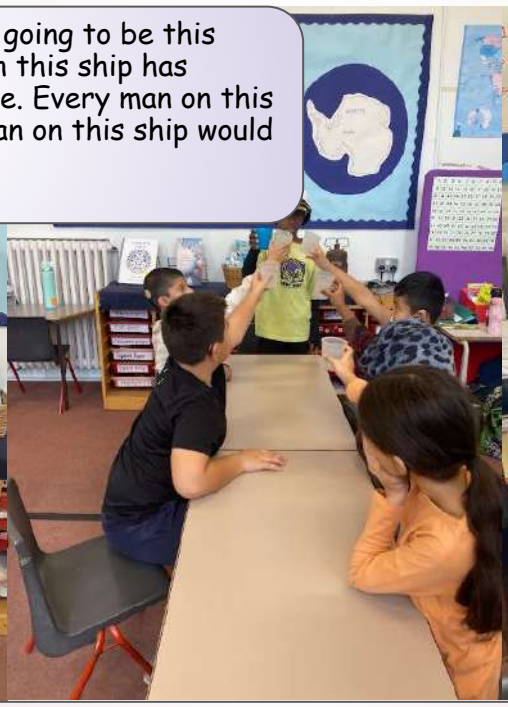
I think that Shackleton's crew respected him so much because he showed them that their lives were more important to him than fame and the original goal.
Lana

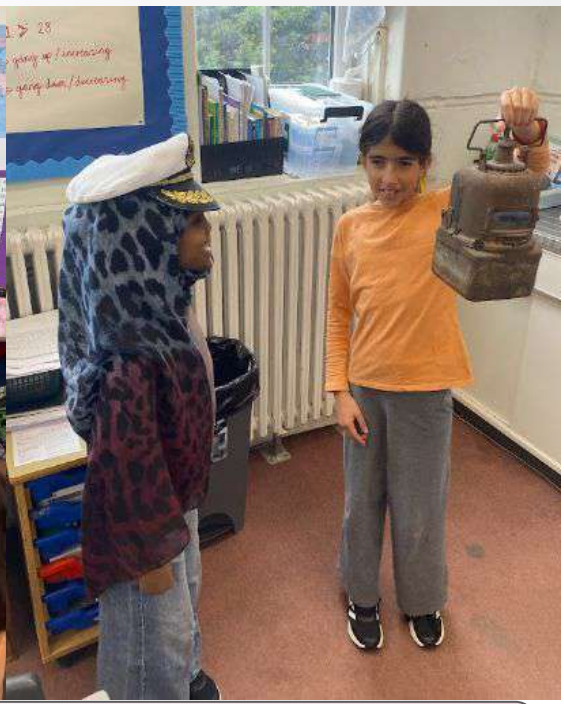
In a good discussion, people can agree, disagree respectfully, ask questions and be polite and considerate when responding to someone's ideas.
Kritika

This term, **Discovery Group** have been navigating the icy waters and harsh terrain of Antarctica with Ernest Shackleton and his crew. The children have immersed themselves in the text ***Shackleton's Journey*** by William Grill developed their understanding of the story and key vocabulary through drama and role play. This week the children have been writing, in character, as Ernest Shackleton, to create a motivational speech to lift his crew's spirits for the grueling challenge ahead of them.

Certainly, we did not think it was going to be this tough to survive but every man on this ship has shown intelligence and persistence. Every man on this ship is like family to me. Every man on this ship would give his life to save others!
Miray





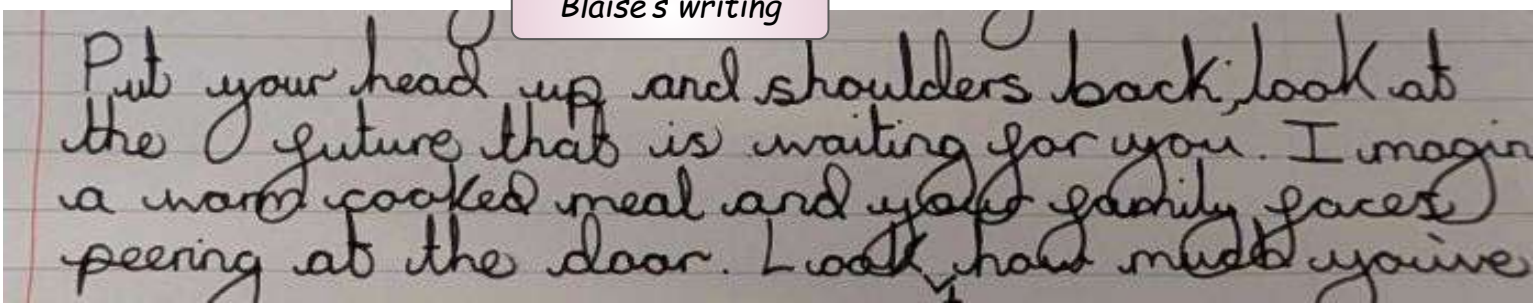


I know that many of you have struggled missing family and friends. Depressed and worried, we have all been thinking about our homes and the people we love.
Sumaiya

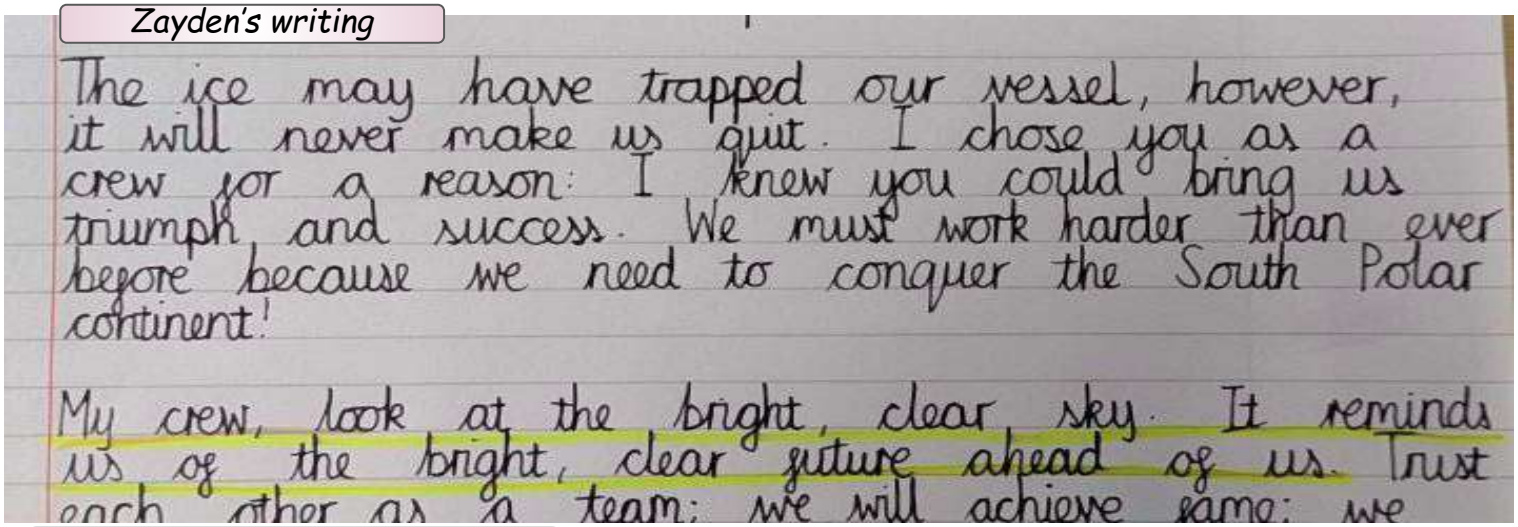
Year 6 have loved delving further into ***Shackleton's Journey*** by William Grill. Fascinated by the months that the crew spent stuck in the pack ice, and the ways in which they kept their morale high, Year 6 wrote motivational speeches for the crew from the perspective of Ernest Shackleton himself.

They carefully considered the grammatical features they thought would be the most inspirational, such as modal verbs of certainty, and they were creative in writing metaphors that would inspire the crew! Fabulous work, Year 6.

Blaise's writing



Zayden's writing



When you motivate somebody to do something, you are encouraging them and making them feel like they want to achieve the goal!
Mireya

It's fascinating that they all survived for so long! Even though they had little food and it was so extremely cold, I think that it's because they entertained each other that the crew were able to keep going!
Fola



School Council 2026-27

KS1 and KS2 children went to the polls this week to vote for who they would like to represent their class on this year's **School Council**. Well done to all the children who bravely volunteered for this important role, and congratulations to the following children who were successfully elected!

Class	School Councillors 26-27
Y1	Teddy & Silvia
Y2 & RHR	Amina, Senya & Eric
Y3	Ezra & Sophie
Y4	Gautam & Molly
Y5	Max & Miray
Y6 & DG	Nicola, Deen & Sophia

Year 2 trip to Mudchute Farm



I learnt that the pigs are actually the cleanest animals on the farm!
Emily



Farmer Tom told us that sheep and goats can also give us milk to drink.
Lola





I enjoyed feeding the animals grass pellets. My favourite animals were the guinea pigs.
Eloise

Pigs don't eat everything - they are actually very fussy eaters.
Eve







I was a bit scared at first to feed the animals but I did it! They were licking my hand!
Lav

I learnt that cows and giraffes have something in common - they both have very long tongues!
Millie





Year 5 trip to the National Maritime Museum













Year 6 trip to the National Maritime Museum









Children in Need 2026

Dust off your **Pudsey** ears because it's that time of year again! On **Friday 13th November**, we are inviting everyone to **come to school dressed in yellow** (or as Pudsey Bear himself!) to show our support for **BBC Children in Need**. During the day, children will take part in a **fun class challenge** organised by the School Council and will visit the bottom hall to choose a cake from the **Bake Sale**.

We are suggesting a donation of **£2** to this event wherever possible (although you are, of course, welcome to donate more if you wish!). The money that we raise will go directly to charities that make a difference to disadvantaged children and young people in communities across the UK.

If possible, an online payment of your donation is preferred and would be appreciated. Please follow the link below to make a donation to our JustGiving page: **Meridian Pudsey Day Donations**

We will also accept cash donations if necessary: please put your donation in an envelope and send it in with your child on Friday 13th to give to their teacher.

Hopefully, with all your support, we will raise lots for a fantastic cause!





Here's some inspiration from previous years!

Children in Need Bake Sale

During the school day, children will be brought to the bottom hall by their teacher to choose their cake.

All donations of cakes, buns and biscuits - whether homemade or shop-bought - will be gratefully received. Please leave these in the bottom hall on the morning of Friday 13th. If your child has a specific dietary requirement, we would be grateful if you could supply suitable cakes/biscuits that they can eat, clearly labelled with your child's name. (You can hand these directly to your child's class teacher.)

If there are any cakes left at the end of the school day, parents are welcome to make a further donation to have a sweet treat themselves! We will open the school gates slightly earlier, so please come along then to the bottom hall to see if there's anything you fancy!

Meridian Diary Dates Autumn Term

Week beginning 2nd November	Monday 2nd November	Children return to school
	Thursday 5th November	**Year 2** trip to Mudchute Farm
	Friday 6th November	**Year 3** class assembly **9:30-10:00am**
Week beginning 9th November	Monday 9th November	**Year 2** trip to the Barbican
		Astronomy Night **7:00-9:00**
	Wednesday 11th November	Flu Vaccinations (2nd round)
	Friday 13th November	**Children in Need** - cake sale after school
Week beginning 16th November	Tuesday 17th November	**Year 1** Curriculum Open Morning **9:00am** **Year 2** Curriculum Open Morning **9:25am**
	Wednesday 18th November	**Reception** Curriculum Open Morning **9:00am** **Year 3** Curriculum Open Morning **9:25am**
	Thursday 19th November	**Nursery** Curriculum Open Morning **9:00am** **Year 6** Curriculum Open Morning **9:25am**
	Friday 20th November	**Year 4** Curriculum Open Morning **9:00am** **Year 5** Curriculum Open Morning **9:25am**
		Year 3 trip to Deptford Creek
Week beginning 23rd November	*All week*	Enterprise Week for children
	Friday 27th November	Christmas Fair - after school
Week beginning 30th November	Monday 30th November	**Year 4** Deptford Creek trip
	Wednesday 2nd December	Christmas Dinner
Week beginning 7th December	Tuesday 8th December	EYFS/KS1 Theatre Trip to The Albany
		Last Swimming lesson for the term
	Friday 11th December	**Year 5** trip to the Barbican
Week beginning 14th December	Wednesday 16th December	Foundation Stage and Key Stage 1 Christmas Performance (**Nursery**, **Reception**, **Year 1** and **Year 2**) **1:45pm**
	Thursday 17th December	Key Stage 2 Christmas Performance (**Year 3**, **Year 4**, **Year 5**, **Year 6**) **1:45pm**
	Friday 18th December	Last day of term



FIREWORKS
USE THEM SAFELY!

LFB
LONDON FIRE BRIGADE

Fireworks can be fun but take extra care – plan ahead and always follow the firework code.

THE FIREWORK CODE

- Only buy fireworks from licensed retailers.
- Keep fireworks in a closed box and use them one at a time.
- Read and follow the instructions on each firework, using a torch if necessary.
- Light the firework at arm's length with a taper and stand well back.
- Do not set fireworks off on balconies.
- Do not drink alcohol if setting off fireworks.
- Don't put fireworks in pockets and never throw them.
- Never return to a firework once it has been lit.
- Light sparklers one at a time and wear gloves. Keep a bucket of water close by.
- Never give sparklers to a child under five years old.
- Always supervise children around fireworks.
- Always keep pets indoors.
- The firework curfew is midnight on Fireworks Night, 1am on Diwali, New Year's Eve and Chinese New Year, and 11pm the rest of the year.
- Be considerate, let your neighbours know you'll be setting off fireworks.

REMEMBER: Wherever possible, attend an organised firework display.

IF YOU ARE HAVING A BONFIRE

- Build the bonfire away from sheds, fences and trees.
- Never use paraffin or petrol on a bonfire.
- Never throw spent fireworks onto a bonfire.
- Make sure that the bonfire is out and surroundings are made safe before leaving.

For more information visit **london-fire.gov.uk**

LFB
LONDON FIRE BRIGADE

Meridian Primary School

ONE EVENING. ONE SKY. TELESCOPES. SPACE ROCKS FROM NASA.
POSTER COMPETITION. ACTIVITY SHEETS.

ASTRONOMY NIGHT



FREE TO ATTEND

LIMITED TICKETS - ALL PARTICIPANTS REQUIRE A TICKET
CHILDREN MUST BE SUPERVISED

DRAWING COMPETITION



DRAW A PICTURE OF THE MOON AND WIN A GALAXY LIGHT GLOBE
THE WINNER WILL BE DECIDED BY THE FLAMSTEED ASTRONOMY SOCIETY AT THE EVENT

Flamsteed Astronomy Society

FREE HOT BEVERAGE
BYOB

09.11.2026
7.00-9.00pm

You're not alone. We're here for you.

GREENWICH SEND VOICE
Parent Carer Forum

Connect
Share
Support
Together

SEND COFFEE MORNINGS

For parents and carers of children and young people with SEND



ALL WELCOME!
Come for a cuppa, a chat and useful info.

A friendly, welcoming space to connect, share experiences, get advice and learn about local services and support.

- Meet other SEND Parent Carers
- Find out about local services and support
- Chat with representatives from the local authority, health and support organisations
- Relax in a friendly environment

Everyone's experience matters – together we make a stronger community.

LOCATION
Woolwich Library
[Woolwich Centre, 35 Wellington St, London SE18 6HQ]

TIME
10am – 12pm

DATES
Fortnightly on Thursday. See dates or visit GSV website for more dates for next year.

All families. All needs. A stronger Greenwich.

COFFEE MORNING DATES

Thursday 22 October
SEND REFORM SESSION – Martyn Patterson - RBG

Thursday 5 November
SHORT BREAKS SESSION - Royal Borough of Greenwich

Thursday 19 November
HEALTH ADVISER - Noel Oxleas School Nursing Team

Thursday 3 December
TRAVEL ASSISTANCE – TRANSPORT SESSION
Royal Borough of Greenwich

Thursday 17 December
GUEST SPEAKER:
DIGITAL ID WRISTBAND & TECH
Lumiio - Charlotte

PLEASE BOOK FOR ATTENDANCE

due to room capacity.

Scan me to book!

Or book online:

bit.ly/GSV-coffee-mornings

For more information:

www.greenwichsendvoice.co.uk
info@greenwichsendvoice.co.uk
Greenwich SEND Voice
Instagram: Greenwich SEND Voice

Keeping Children Safe at Meridian
Information for parents/carers and visitors

All schools have a moral and statutory responsibility to safeguard and promote the welfare of all children. At Meridian, we endeavour to provide a safe and welcoming environment where children and adults feel respected and valued; where children feel secure, are encouraged to talk, and are listened to.

We recognise that:

- Children cannot learn effectively unless they feel secure;
- All children have a right to be protected from harm;
- All staff, volunteers and governors have a key role in the prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community.

Meridian will support children in their understanding of staying safe by:

- Ensuring children know that there are adults in the school whom they can talk to if they are worried;
- Promoting opportunities across the curriculum for children to develop the skills they need to keep themselves safe, including when using technology.

Within Greenwich schools, we maintain an attitude of **'it could happen here'** where safeguarding is concerned, and promote a culture of openness where children and adults are able to talk and are listened to.

Who should my child speak to if they have a concern?

Your child can speak to any trusted adult in school. If the adult has a concern about the safety of the child, they will refer the matter to Jo (Executive Headteacher), Siobhan (Acting Head of School), Melissa (Assistant Head/ SENCo) or Jane W (Lead Teacher of the Deaf/ DSL).



Jo



Siobhan



Melissa

All schools also have a safeguarding link governor. At Meridian this is Philippa Peto.

We acknowledge that working in partnership with other agencies protects children and reduces risk, and so we will engage in partnership working throughout the child protection process to safeguard children. Whilst the school will work openly with parents and carers as far as possible, there may sometimes be occasions when we need to contact Children's Social Care or the police without notifying parents if this is believed to be in the child's best interests. This is a legal obligation and not a personal decision; this decision will be made in partnership with Social Care.

Our full safeguarding policy is available to parents and carers via the school website or school office.

We're proud to have signed up to the Royal Greenwich

Equality and Equity Charter

#Greenwichequality

royalgreenwich.gov.uk/equalitycharter

ROYAL borough of GREENWICH

FAIRER SAFER ACCESSIBLE INCLUSIVE

Royal Borough of Greenwich

Equality and Equity Charter

Everybody counts – a pledge for equality across Royal Greenwich

Royal Greenwich is a vibrant borough with a growing diverse population. We share an ambition to create a fairer, safer, accessible and inclusive borough where everyone feels they belong, has a voice and an equal opportunity to succeed and thrive.

We are committed to making a real difference by:

- making Royal Greenwich a welcoming borough where everyone feels they belong
- inspiring trust and confidence in all the borough has to offer
- recognising, valuing and celebrating diversity
- listening to and understanding the diverse needs of all people
- building good relations and understanding between people
- creating a fairer borough through promoting inclusion, participation and equal access
- challenging discrimination, harassment, bullying, hate crime and victimisation
- eliminating barriers, encouraging a growth mindset, raising aspirations and creating opportunities for growth beyond limit.

As an organisation we will:

- actively promote equality
- work with partners and the community to make our information, services and products more accessible and inclusive
- put equal opportunity at the heart of our recruitment, employee development and service delivery
- continually review the diversity of our workforce and ensure it's representative of our local community across all levels
- address all allegations of discrimination, harassment, bullying and victimisation
- promote good relations between people from different backgrounds
- share good equality practice with our partners
- measure and share our progress and success.

ROYAL borough of GREENWICH