



December 2021

Thank you for Christmas donations
for families who need help

Making Christmas Baubles at
The Kingsway School



Dear Parents and Carers,

Welcome to our Christmas copy of the Meadowbank Messenger. In this edition, you will find news about learning from each year group and other information that we feel you would like to know about.

We all hope that you enjoy reading it and sharing it with your extended family.



This term has continued to require some Covid-19 restrictions, which we have increased again this week across school. However, we are all fine and can see easier times ahead. I hope that this is the same for each of you. Covid cases are low in school and I hope that they will remain that way. Teaching and learning continues to be our focus, along with the nurture that our children need more than ever at the moment. We remain determined that the pandemic will not be a limiting factor for our children and we are really enjoying learning alongside them powered on by their enthusiasm. We are also pleased that we have been able to take tentative steps towards you, our families, coming back into school for parents evening and our Christmas assemblies. It has been lovely to see you in our building again and we look forward to being able to increase these opportunities further as soon as we can.

2021 has been another of worry and uncertainty however, there has also been huge successes to celebrate and, as always, our children have brought joy and optimism to each day. You should be so proud of your children and of yourselves. 2022 has much to look forward to including the building of a new classroom, which should begin in spring.



We remember the past to
improve the future

I wish each of you the merriest of Christmases and the best of wishes for the New Year. Enjoy every second with those you will share the coming days with and we will see your children back in school on Tuesday 4th January.

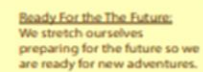
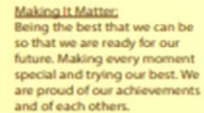
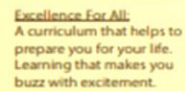
Kindest regards and keep well.

Janine Appleton





OUR LASTING LEGACY





Foundation Stage One

This half term the children in FSI have been exploring our big question 'What Makes a Rhyme?' One of our favourite parts of this half term was celebrating World Nursery Rhyme Week! After singing our first rhyme of the week 'Incy Wincy Spider' the children in Foundation Stage worked together on a minibeast hunt! After exploring the woods, digging in the soil and turning over lots of logs we managed to spot a spider, a slug, a ladybird, a fly, an ant, a snail and lots and lots of woodlice! We even spotted some woodlice eggs, we can't wait to check on them over the winter to see when they hatch!

We also learnt lots of other rhymes during the week, and were even lucky enough to have Mr Howard join us with his guitar to sing some of our favourite rhymes of the week! We had a fabulous week of learning and it was lovely to see the children continuing their celebrations at home, with families promoting and supporting the importance of nursery rhymes in early childhood development.



Foundation Stage Two

The children in Foundation Stage 2 have continued to impress us with their resourcefulness and attitude to learning this half term. We have been exploring the question 'Where does Colour Come from?', and the children have been enthusiastic artists whilst exploring how we use colour in their learning and in the world around us.

We have studied lots of different artists this half term and the children took a particular interest in Van Gogh and his work 'The Starry Night'. Mrs Appleton told us that she was lucky enough to see this piece of art in real life, which inspired the children to create their own representations for our art gallery. The children have experienced using a range of media and techniques and we are very impressed by their creations!



As we move from the work of Van Gogh 'The Starry Night', the children have all been stars too as they sang so beautifully during the Christmas sing a long and lit up the room with their magical performance!





Year One

Immersed in their learning, Year 1 have been discovering and investigating their big question, 'What on Earth is Frozen?' In Geography and History lessons, they have been locating the North and South Pole, hot and cold places and finding out about global warming and why the ice caps have been melting over time. They even learnt about Greta Thunberg and what she has been doing to stop the ice caps melting.

Science lessons have been particularly fun with the children carrying out experiments to discover which materials are absorbent and then delving further into the properties of materials when the children made boats and tested their buoyancy.



The children have impressed us with their creativity in art using mixed media to create their icy artic ice cap pictures. Following our Christmas assembly and feeling festive, the children have been designing and making their own Christmas decoration using salt dough.



Year Two

Year 2 have worked so successfully this term to explore our big question 'How do we share our culture through celebration?' We have learnt all about different traditions linked to celebrations, such as Thanksgiving, Diwali, Bonfire Night, and of course, Christmas, and then we have compared how different people celebrate them all over the world. We also enjoyed writing our own Remembrance Day poetry inspired by 'In Flanders Field' and loved having the opportunity to share these with the older children in school.



To get in to the festive spirit we have also designed our own Christmas decorations, including stitching. We can't wait to share them with you at home! We enjoyed sharing our songs and sign language with you in our Christmas assembly, with the children showing such confidence in their performance. Well done everybody.





Year Three

Our big question this half term, 'Why live in Cheadle?' has led us to investigate where we live. The children have thoroughly enjoyed investigating and evaluating a variety of maps, as well as making their own. In our outdoor environment, we used compasses to investigate which way was North and built on our knowledge of the 4 points of a compass from Year 2, to give directions using 8 points of a compass. In our final pieces of writing in response to our Big Question, we have used the powers of persuasion to convince others that Cheadle really is a wonderful place to live and go to school. Our Christmas assembly was a great opportunity, inspired by our French lessons, to share information about our cultural backgrounds and families, whilst exploring Christmas around the world. It was also lovely to hear the children's ukulele performance. The Year 3 team wish you a very Happy Christmas and look forward to seeing you all in 2022.



Year Four

This half term, the children in Year 4 have loved investigating our big question 'Are Celebrations Important to Everyone?' We explored a diverse range of celebrations around the world, creating brilliant explanation texts in Literacy about the Day of the Dead. When learning about Chinese New Year, we were excited to invite Mrs Li in, so that she could share her culinary expertise and help us prepare a delicious Chinese Stir Fry! The children learned all about how and where the ingredients were grown, as well as knowing why it is important to be hygienic when handling food.

After learning about Victorian Christmas traditions linked to Abney Hall, we explored the similarities and differences between Christmas celebrations then and now. The Victorians really did leave a powerful lasting legacy! The children created Victorian style decorations and were so excited to share their new knowledge with their families in the Christmas Assembly. We are so proud of their performance and their efforts all term! Well done Year 4!





Year Five

Our learning this half term to answer our Big Question 'If we were to cross the oceans, what would we find?' has shown the children's love for each and every subject across the curriculum. What a blessing it has been to see the children's faces light up each day, in excitement for the day's learning. In particular, the children have truly loved developing their History and Geography knowledge and skills: exploring the climate and biodiversity of different biomes; discovering what travellers of the past achieved and found when they crossed the oceans; and taking on the role of newspaper reporters when writing articles about the polluted oceans. And somehow, within all of that, we managed to dive head first into the Christmas festivities! The children made us, themselves and all of you so proud when they welcomed parents and families in to celebrate our Christmas Assembly. We have embraced Christmas crafts, wrote and delivered our own Christmas poetry and also discussed the diversity across our class, valuing the celebrations of all children and their own cultures. A highlight was definitely our Christmas bauble painting workshop at The Kingsway School. We all felt so lucky to finally partake in an educational visit! Best festive wishes from the Year 5 team. We look forward to welcoming the children back in 2022!



Year Six

Who can believe it is nearly Christmas already? The term has flown by and Year 6 have been brilliant once again. They have delved deep into the past to look at how the Vikings have shaped the world we know today, uncovering misconceptions and identifying significant events - did you know they never actually wore horned helmets and more often than not, they were seafarers rather than savages? They have written some excellent news report about the famous Lindisfarne raid and identified the best materials to design and make their own (model) Viking longboat. It has also been great to share the Christmas spirit again with parents as the children danced, sang and gave it their all with their "Nativity" auditions. Not forgetting the Christmas fair - you are never too old for hook the hoop on the antlers.





Meadow Room

This half term, the Meadow Room children have been very busy. To enhance our learning all about the community, we have been visiting places in the local area. We had a wonderful time playing at the Diamond Jubilee playpark, where the children have been improving their climbing, jumping and swinging skills. We also visited the Upper Room Café in Cheadle, where the children were able to spend 50p on a biscuit and a drink. This week, we are visiting St Cuthbert's church which we think will be a wonderful way to end our successful half term. It was also fantastic to see so many of our parents for our Christmas Tea party. The children loved sharing mince pies that they had made with Mrs Allen, making a Christingle and singing 'We Wish you a Merry Christmas' using makaton signs. It has been a wonderful half term! ☺



Safety and well-being

Christmas can be a period when children have more spare time and many will choose to spend some of this online. Please try to oversee what your children are doing and be interested in what they are playing as although we want children to enjoy using technology, we do need to ensure that they are protected. Recently we have seen an increase in children using inappropriate language and they explain to us that other children use them in games or that they heard them in Pop Ups when they have been watching videos on YouTube. Most of the time children have no idea what the words mean but we need to help them not to use words that are upsetting to others. Please remind them that there can be negative things online and to talk with you whenever they see or hear anything that worries them.

There are many great resources available to support parents in helping their children to access the online world safely and to set up parental controls, which I urge you to do. A good resource is the NSPCC and the link is below.

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-games/>





The local authority has advised me that there have been some recent reports of males acting suspiciously in cars, which has scared some children. These incidents are not Meadowbank related but as children might be out with friends during the Christmas break it might be a good time to talk to your child and offer the following advice.

Protecting younger children

Statistics show that crime against young children by strangers is rare. Even so, there are steps you can take to help to protect your child:

- Tell your child to avoid talking to people they don't know, unless a you are with them to say it is ok.
- Make sure your child knows never to walk away with people they don't know/know well
- Plan safe routes with your child - busy and well-lit spaces are best
- Make sure your child understands that they should always tell you if someone they don't know approaches them, and never to keep this secret
- If your child is travelling alone, tell them to sit near other families on the train or bus and near the driver if possible
- If your child gets lost, they should ask for help from a police officer, another grown-up with children or someone working at a nearby shop
- Have your children learn their address and an appropriate telephone number by heart

Check list for young people

Think - before you go out

Where are you going?

How are you getting there?

Who are you going with?

Who needs to know?

Take only the money you need and keep it in a safe place.

How are you getting home?

Is your mobile charged and have you got credit?

Keep your mobile handy but out of sight

Keep valuables such as devices, jewellery and items of expensive clothing out of sight

Who will you contact in an emergency?

The NSPCC have produced this guide to help parents decide if their child is ready to travel alone/ stay home alone - <https://learning.nspcc.org.uk/research-resources/leaflets/home-or-out-alone-guide> .

If you are concerned you can report incidents to the police via 101 or to use the GMP chat facility. In emergencies always use 999.





Covid update

Cases have been low across school this term and we hope that this will continue. However, as the new Omicron strain is showing higher transition rates we are being proactive and preparing. We have reviewed our risk assessment, which will be added to the website for you to view, and stepped up our preventative actions. We have not yet, reverted to all of the systems that we put in place earlier in the year, such as children's bubbles in classes, however, there are informal bubbles in our Lodge and we will utilise our computing suite and assembly hall for children to have lunch in so that they have more space and year groups can eat separately. And of course we continue to sanitise, sanitise, sanitise!

Your school's adults continue to play their part, we are wearing masks in communal areas and we cancelled our Christmas night out. In addition we have set up separate staffrooms again to reduce the mixing of staff, twice weekly lateral flows continue and we are all busy getting our vaccine Boosters.

Please remember to let school know if you have a positive covid case in our house, using the email address below. This helps us to remain proactive and to see if there are any patterns in infection.

covid@meadowbankprimary.com

If there is a positive case in your household your child is still able to come to school if they do not have covid themselves. There is no longer a need for them to isolate, we just ask that they take a lateral flow each day for 7 days.

If your child has a cold, sickness or diarrhoea please do not send them to school until they are well and consider taking them for a PCR. Also, if you change your address or phone number, please ensure that you let us know as soon as you are able so that we can contact you if your child is showing covid symptoms in school.

Further information

<https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/>





Curriculum

During each edition of our Messenger, we will share with you an element of our learning pedagogy (our approach to teaching). Last term we shared some oracy work and in this edition, we will explain how we sequence our teaching of writing.

Writing across school is taught in three phases as illustrated below. Phase one engages learners in a text, developing their love of words and language whilst exposing them to structures and purpose. In phase two learners consider themselves as writers and the choices that they would make leading to phase three where they become composers of their own text.

PHASE 1		PHASE 2	PHASE 3
Hook and immersion in the text	Understanding as a reader	Understanding as a writer and planning	Composition – writing and editing
How have you engaged the children? Is it a text? The topic? An image? A clip?	Have you linked the text to a purpose? Do the children understand the authors choice of language? How the text is structured for an effect? Can they explain characters actions or feelings?	Have you explored word choices linked to the genre? Have you practised sentence structures and SPAG? Have the children been exposed to opportunities to verbally plan their ideas or role play?	Have you modelled the writing? Have the children had the chance to share and refined ideas? have you include time to review and edit their work?

During recent moderation across our Trust schools, we received the following feedback.

“Children had produced extended pieces of writing that reflected a broad, engaging and child-led curriculum. Teachers knew their pupils well and could easily explain their learning journey and progress over the space of the academic year, which was reflected in the samples shown. Moderation processes at Meadowbank are thorough, with teachers having a sound knowledge of assessment descriptors.”


“A broad range of texts had been used this year, some of which reflected the difficulties faced in the pandemic to help children adopt strategies and overcome anxieties (Ruby’s Worry, Misha Makes Friends). The reading diet has been broad.





Curriculum

Our half-termly Curriculum letters to parents and carers is an integral way of communicating the key concepts, knowledge and skills that your child will be learning each half term. Our curriculum at Meadowbank Primary School is designed collaboratively between children and the teaching team and the children are taught skills to access, process and express their knowledge within a learning environment where independence and thinking skills are developed. The Curriculum letters also give parents and carers the opportunity to participate in their child's learning journey, know what is going on in school and how to support their child at home. Please find an example below and look out for the spring terms letter after the Christmas break.


Meadowbank Primary School
 Lifelong Learners, Leaders of Change, Lasting Legacy

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<p>Teaching Phase: Foundation Stage Year Group: FS2</p> <p>Teachers: Miss Smith, Miss Gill, Mrs Taylor, Miss Carrington</p> <p>Date: January 2022</p>	<p>Big Question: What is in a Story?</p> <p>Key Concepts: Perseverance, Truth, Danger, Trust, Responsibility, Aspirations.</p>
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Prime Area:- In Communication and Language we are learning to...

- *Read frequently to children, and engage them actively in stories, non-fiction, rhymes and poems, and then provide them with extensive opportunities to use and embed new words in a range of contexts.
- *Through conversation, story-telling and role play, children will share their ideas with adult support, modelling and sensitive questioning, that invites them to elaborate and use a rich range of vocabulary and language structures.
- *Introduce communication roles in response to a key question from the weekly book study.
- *SMILE time. Sharing wider experiences and achievements using items posted on Class Dojo as an aid. Children to begin to formulate their own questions to find out more.
- *Imitate the language of a book study by learning to tell the story off by heart using a Multi-sensory approach and then perform the story to an audience.


Prime Area:- In Personal, Social and Emotional Development we are learning to...


- *Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children will be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.
- *Through adult modelling and guidance, children will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they will learn how to make good friendships, co-operate and resolve conflicts peacefully.
- *PSHE Jigsaw SOW- Dreams and Goals
- Challenge, Never giving up, Setting Goals, Obstacles and Support, and awards.
- *Sharing and understanding expectations
- *'Successful', 'Hopeful' 'Resourceful' and 'Caring'.

Prime Area:- In Physical Development we are learning to...

- *By creating games and providing opportunities for play both indoors and outdoors, adults will support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.
- *'Pen Pals', 'Pen Disco' and 'Squiggle whilst you Wiggle' to develop fine and gross motor skills.
- *During adult led daily sessions, develop the key competencies of:-
- Stability-Landing
- Manipulative-Kicking
- Locomotive-Jumping
- *Balanceability learn to cycle programme Level 1.
- *Traditional and modern circle games.
- *Large indoor and outdoor apparatus and equipment to develop balance and core strength.
- *Develop fine motor skills so that children can hold and use a pair of scissors to snip and cut, with increasing control, independence and confidence.


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<p>Specific Area:- In Literacy we are learning to...</p> <ul style="list-style-type: none"> *Book studies:- The Three Little Pigs, The True Story of the Three Little Pigs, Little Red riding Hood, Little Red Reading Hood, Goldy Lock and the Three Pandas, A Cooked up Fairy tale. *Phase 3 grapheme phoneme correspondences - consonant and vowel digraphs and trigraphs. *Practise blending for reading and segmenting for writing. *Use Tales Toolkit to create and write our own stories. *Experience an increasing range of fiction and non-fiction books to *Create story maps to enable children to imitate the language of stories. *Explore reading and writing captions, letters, fact files and recipes. *Letter formation of one armed robots and curly caterpillar letters. 	<p>Specific Area:- In Mathematics we are learning to...</p> <ul style="list-style-type: none"> *Show interest in numbers and counting through play based activities and imaginative play. *Say number names aloud when counting forwards and backwards in ones from different starting points. *Counting using manipulatives +/- within 5 e.g. 2+3/4-1/2+1/5-3 *Sequence numerals to 10. *Link the number symbol with cardinal number value. *Explore 5 frames. *Make comparisons and order objects according to weight and length. *Measure short periods of time in simple ways. *Name 2d /3d shapes and begin to use mathematical language to describe properties. 	<p>Specific Area:- In Understanding the World we are learning to...</p> <ul style="list-style-type: none"> *Be researchers by finding out the answers to the children's questions through using non-fiction books, devices and the internet. *Know about similarities and differences between themselves and others; and among families, communities, cultures and traditions, through:- learning about Chinese New Year, sharing experiences outside of school and hearing stories in a range of languages. *Know about similarities and differences in relation to places, objects, materials and living things, through:- investigating materials when making houses, observing changes when baking and using maps and globes to find where we live and countries that we have visited. 	<p>Specific Area:- In Expressive Arts and Design we are learning to...</p> <ul style="list-style-type: none"> *Create representations of events, people and objects. *Artist Study-Monet. *Explore paint as a medium to create different effects e.g. splattering, stippling, printing. *Sing a wide range of call and response songs to control vocal pitch. *Listening to and appraising music from the Romantic Era. *Work as part of a group to develop and act out a story. *Make and use finger puppets to act out the story. *Represent ideas through role play and storytelling. *Develop using simple tools and techniques needed to shape, assemble and join the materials.
<p>Home School Learning...</p> <p>Share your adventures on your child's portfolio on class dojo so that we can celebrate together your child's achievements and interests outside of school. This is also an opportunity for children to develop their speaking and listening skills as they talk to their peers and learn to ask questions to find out more.</p>	<p>Special events for children...</p> <ul style="list-style-type: none"> *Big Schools' Birdwatch Friday 28th January *Chinese New Year Workshop Tuesday 1st February Cultural experience, dance, art and design *Safer Internet Day Tuesday 8th February *Walk in the Community 	<p>Events for parents in school...</p> <ul style="list-style-type: none"> *DEAR/ Drop Everything and Read on Tuesday 25th January at 9.00-9.30 or 2.30-3.00. 	<p>Additional Information...</p> <ul style="list-style-type: none"> *Reading books need to be in school every day and will be changed if signed on a Monday and Thursday. *Children will go to the library each Wednesday and will choose a book, learn how to scan it out and will take it home to share with you. Library books should be returned the following Wednesday.

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Governors

In the last edition of the Messenger, we stated that we currently have a vacancy for a parent governor, and plan to recruit for this role in January. If you are interested in volunteering and care about great education for all our children, please throw your hat in the ring! Having the right skills on the governing body is important but it is more important to have people who are committed to our shared vision.

What is the commitment needed? - Every term would involve:

One Half-Termly meeting of the full Governing Body

Reading and preparation for meetings

Training sessions - online and in person

Each governor takes an area of responsibility to focus on behalf of the body and this involves an additional meeting in school per term.

If you want to know more about the role, why not have a chat with our Chair of Governors. Just let the office know and Meadowbank's Chair will be happy to phone you to talk about our Governor's important partnership and work with school. We are a really friendly and inclusive governing body and the biscuits are great!

Message from the Friends of Meadowbank

Our Christmas fair went ahead this year, albeit in a reduced number, socially distanced way. Sadly, we were not able to make this a family occasion but the children had lots of fun running the fair and playing all of the games. We do hope that next year we will be able to invite all of our families to join us.



We are delighted to share the wonderful news that an amazing £2,436 was raised from the chocolate raffle and Christmas Fair. We would like to thank everyone for their contributions and fund raising efforts, with a special mention to Barclays for the match funding. This makes such a huge difference to our total funds and all proceeds are used for enrichment activities for the children.

We wish you a healthy and relaxed Christmas break, thank you again.



Flourish and Inspire
Lifelong Learners, Leaders of Change, Lasting Legacy
School dates 2021/2022



SCHOOL TERM DATES 2021-2022

AUTUMN TERM 2021

Thursday 2 September 2021	In-service day for Staff – School Closed to Pupils (1)
Friday 3 September 2021	In-service day for Staff – School Closed to Pupils (2)
Term 1	Monday 6 September – Friday 22 October 2021
Half Term Holiday	Monday 25 October – Friday 29 October 2021
Monday 1 November 2021	In-service day for Staff – School Closed to Pupils (3)
Term 2	Tuesday 2 November – Friday 17 December 2021
Christmas Holiday	Monday 20 December – Friday 31 December 2021

SPRING TERM 2022

Monday 3 January 2022	New Year's Day (Substituted) - School Closed
Term 1	Tuesday 4 January – Friday 11 February 2022
Half Term Holiday	Monday 14 February – Friday 18 February 2022
Term 2	Monday 21 February – Friday 1 April 2022
Spring Break	Monday 4 April – Thursday 14 April 2022
Friday 15 April 2022	Good Friday - School Closed
Monday 18 April 2022	Easter Monday - School Closed

SUMMER TERM 2022

Term 1	Tuesday 19 April – Friday 27 May 2022
Friday 29 April 2022	In -service day for staff - School closed to pupils (4)
Monday 2 May 2022	May Day Bank Holiday - School Closed
Half Term Holiday (Whit)	Monday 30 May – Friday 10 June 2022
Term 2	Monday 13 June – Thursday 28 July 2022
Friday 29 July 2022	In-service day for Staff – School Closed to Pupils (5)



There will be an additional one-day school closure during the year due to the Queen's Platinum Jubilee. As a Trust group of schools, we are considering when this can be planned to best support our families. We will let you know the date as soon as our Trust Board agrees it.





Our Community



Parents were very kind and donated gifts to Cash for Kids helping all children to have a good Christmas



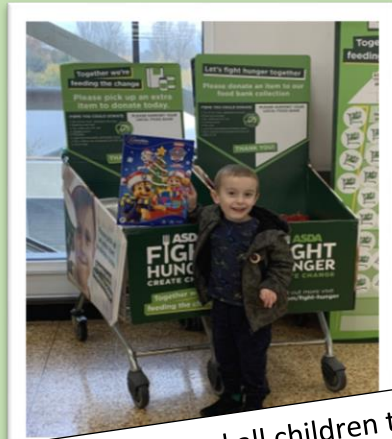
We all wore odd socks to combat bullying- we are all proud to be different



Our Foundation Stage 1 children supported Save the Children by organising our Christmas Jumper day.



Our After School Lodge worked hard to create Christmas gifts to raise money for new games to play with. They had a stall at Cheadle Christmas fair and sold out!



We challenged all children to be especially kind in the community and they exceeded our best hopes.



Thank you for your donations to our local food bank during our harvest collection.



We are very proud that Sophie will represent Meadowbank at St Cuthbert's Christmas Carol Concert by reading a passage of the bible.

