



Whole School Newsletter

Friday 2nd October 2026



Dear Parents/Carers,

This week, our newsletter has a focus on the world of maths. Meridian children are taught through a mastery approach - instead of rushing ahead to new topics or bigger numbers, maths mastery focuses on deepening and broadening children's understanding through rich, varied problem-solving. This builds a robust foundation, ensuring children can flexibly apply their learning to complex challenges rather than relying on memorised procedures. Do have a look at some examples of children's learning in maths on the pages below. Maths was taught very differently when we were at primary school (many years ago!) and you may feel the same! If some of the current methodology and terminology is unfamiliar to you, or you have any other questions about our maths curriculum, do speak to Hannah Turner, our Maths Lead.

As you know, on Friday 9th October the school is closed to all children due to strike action by the GMB. Children's learning will move online. Teachers in Reception to Year 6 will upload learning activities to Google Classroom and will also schedule one virtual lesson via Google Meet in the morning. Please support your child in logging into Google Classroom at the start of the school day. All home learning (including weekly homework) at Meridian is set via Google Classroom. This supports children in developing the digital literacy skills required in this era of technology. Whilst any school closure is always a last resort, regular use of Google Classroom by Meridian families enables children to be confident in accessing this online learning platform on days such as 9th October.

Google Classroom and Google Meet can be accessed on a range of computers, including laptops, iPads and smartphones. If your child does not have access to a computer of some sort, do let class teachers know so we can provide paper copies of the activities set and, in some circumstances, the temporary loan of a Chromebook. Similarly, if you do not have your child's Google Classroom login details, please let class teachers know as soon as possible.

In other news... Reception had a fantastic time in Greenwich Park this week looking for signs of autumn. In thinking about the changing seasons, the children noticed that it was windy and rainy(!) and that lots of the leaves were changing colour and falling off the trees. They then had great fun collecting lots of lovely autumn treasures, naming trees and taking tree rubbings. Some of the items they collected were put to good use in their maths learning.



And finally, a few reminders...

- We are looking forward to seeing as many of you as possible at the **FROMS AGM next Wednesday 7th October at 5:30pm** in the bottom hall.
- The **closing date for secondary school applications is 31st October 2026**. If you would like to speak to Jo about this, please contact the school office to arrange an appointment.
- If your child is due to start primary school in September 2027, you need to apply for a **primary school place**. The deadline for applications is 15th January 2027 and more information can be found in the [RBG admissions booklet](#) or on the RBG website: [Apply for a primary school place](#). If you would like to talk to either of us about this, let us know. Please note that being in our nursery does not automatically give your child a place in our Reception class.

Best wishes,
Jo and Siobhan

Jo Graham, Executive Headteacher & Siobhan Stanczyk, Acting Head of School



Standard partitioning is really easy once you see it: 7,842 is $7,000 + 800 + 40 + 2$ stretched out.
Emmi

Flexible partitioning is when you partition a number creatively. You don't partition it standardly, you try to find different ways. So, a number like 500 can be partitioned as $250 + 250$, or $120 + 220 + 160$.
Gautam

What have our children been learning in **Maths** this week?

In our Meridian Early Years, maths opportunities are everywhere - in our general provision, children's independent play and adult-led group times. Simply by singing number rhymes, **counting** the stairs as they climb them, or spotting the numbers on the buses on school trips, children are laying the foundations for maths in the years ahead! Mastery of maths is evident when children are able to apply what they know about number, shape, space and measures to their daily lives. In the indoor and outdoor classrooms, children are supported to engage in *real-world maths* through activities such as balancing blocks of different shapes and sizes, working out how many drinks they need for snack time, sorting objects into different colours and sizes and weighing ingredients for baking.

This week, in the garden, **Nursery** children enjoyed clapping and jumping a specific number of times depending on the number rolled on the dice. They have also been exploring **comparative language** such as 'more than' and 'fewer than' when building towers of cubes and sorting natural objects to compare amounts.

Reception are always looking for different ways to practise their **counting** skills. This week, they have enjoyed learning some new number rhymes and songs, counting themselves in the line and playing fun games such as Number Ping Pong. Alongside this, they have been developing their knowledge of **pattern**, using shapes, actions and their fantastic autumn treasures collected in Greenwich Park to identify and create repeating patterns.



This term, **Year 1** have been busy **counting**! They counted all the conkers from our conker collection and all the cubes in our class reward jar! The children started the term by learning about place value - the value each digit has depending on its position in a number. They have been resourceful and learnt about how they can **represent numbers** in different ways, like using ten frames and counters. This week, the children have been playing fun games using the words 'fewer, more and the same' to compare different amounts.



When you count backwards numbers get smaller.
Sumaira



We have 184 conkers!
Mikel



There's 143 cubes in our jar!
Michael

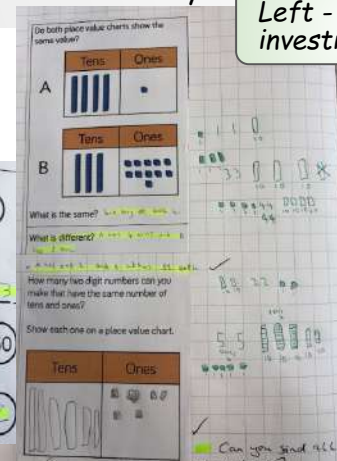
Bonnie and Alexander have the same amount of cubes.
Rayna



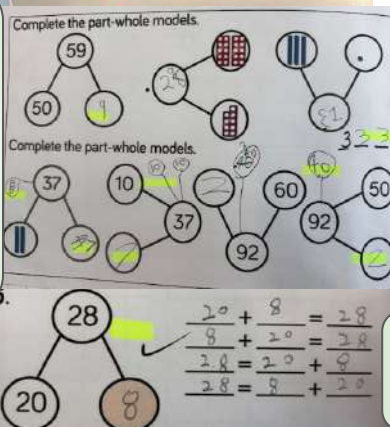
In **Year 2**, the children have been developing their knowledge of numbers up to 100. They have used a range of manipulatives to support them with representing two-digit numbers, including Base 10, bead strings and counters. They have shown their understanding by drawing numbers in a range of ways, including using place value charts and part-whole models. They have also completed investigations requiring them to order and compare numbers, as well as show the value of numbers in a range of different ways.

Left - Eve's investigation

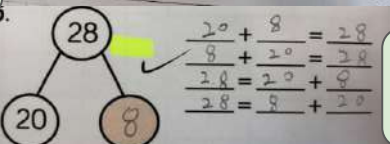
Look at my number line counting in 2s. Adikat.



I can show numbers in a part-whole model by using my number bonds to 100.
Avery



Right: Millie + Ellen's work



We can compare numbers by using integer symbols, or by saying 'greater than' or 'less than'. *Oliver*

The bead strings help me count my numbers in 10s to 100.
Cleo



In the **Rocking Horse Room**, the Year 2 children have been practising counting in 2s, first using cubes and then using number grids to help them. They have also been using Base 10 apparatus to support them in **counting** up to 100. Adikat was really proud of her counting in 2s and showed superb focus and Eric and Lilia worked as an excellent team.

The Year 3 children have been working hard on **counting** up in 10s and 100s, exploring different ways of partitioning numbers in the hundreds and using a **place value** chart to help them with 'more and less' questions. Kate showed real persistence in 10 more and 10 less with numbers over 100.



I am counting in 10s. *Maham.*

Year 3 have been getting stuck into their maths learning this term by practising their **3 times table** every day - they can often be heard enthusiastically chanting the multiples of 3 from their classroom! The children have also revised and deepened their understanding of **place value** and have applied this to numbers up to 1,000. From flexible partitioning to number lines, the children have explored the value of 3-digit numbers in many different ways and challenged themselves to find 1, 10 and 100 more or less than a number mentally. This week, they have been **estimating** numbers on a number line - they started by looking at the number at the beginning and the end of the number line to help them find the halfway point!



To find 100 more than a number, I would add a hundred, using what I know about place value to add to the hundreds.

Sofi

To help me estimate numbers on a number line, I would first mark the halfway number, looking at the middle point of the line. Then, I could also mark the numbers that are a quarter way along the line, and use these numbers to help me estimate.

Oliver



I can count in threes up to 36! I have a model table at home that has all the times tables on it, and I use it to practise at home. I know my 3 times table really well!

Olivia

I noticed on number lines to 10, 100 and 1,000, the halfway point got ten times bigger each time.

Alex



This term, **Year 4** have been building a strong foundation in maths by embedding their understanding of **place value** in numbers up to 10,000. Using hands-on equipment, diagrams, and written sums, the children have been learning how to break numbers down in different ways - helping them truly understand what each digit represents rather than just memorising rules!

A highlight of their learning was tackling a challenging puzzle called the 'Deca Tree'. Working in teams, the children showed impressive **problem-solving** and persistence to find solutions to this tricky task. They also put their skills to the test when playing 'Nice or Nasty', an exciting place value game where players must strategically build the highest possible number.

The class have also been enjoying their '**Times Tables Fridays**'! During these sessions, they sing along to times tables songs and take part in class games and races to build both speed and confidence with their multiplication facts. Great enthusiasm, Year 4!



Maths in Year 4 is a bit like being a number detective; there are always puzzles and problems to solve. It's fun working in groups to solve them.

Eva



Using the base ten really helps you see all the different ways you can cut the same number into different sized pieces.

Asmi



This term in the **Discovery Group**, the children have been diving back into their maths learning with a focus on **place value**. The children have been getting practical as they read, write and partition numbers. They have explored how numbers can be represented in a range of ways, including part-whole models, bar models and Gattegno charts. The class have used these representations to help them compare and order numbers in ascending and descending order. In class, they have also been learning how to **round numbers** to the nearest 10, 100 and 1,000. They used rhymes to help them remember whether they need to round numbers up or down: '0-4, stay on the floor; 5-9, climb the vine!'

Meanwhile, **Year 5** have been revising and applying their understanding of **place value** to partition numbers up to 1 million in different ways. As well as using place value charts, bar models and part-whole models, they have also used Gattegno charts to partition 5-digit numbers and found the charts very helpful when looking for multiples of 10 more or less than a number! The children also enjoyed comparing the **Arabic numeral system** with **Roman numerals**, noticing how the place value is different. They used their skills to find out what year different historical figures were born, compared the dates and ordered them in ascending order. Well done, Year 5!

Year 6 have been building on everything they have learnt about **place value** throughout their Meridian learning journey, and getting to grips with numbers up to 10,000,000! Children have been working hard on their reasoning skills to explain and justify their solutions. Using all of these skills, children created some of their own 'I'm thinking of a number' problems to share with each other. More recently, they explored the world of **negative numbers**! Children have solved different problems in different contexts - from tracking sub-zero weather temperatures to underwater shipwrecks! Great focus, Year 6!

When ordering numbers I looked at the column with the highest value and worked back from there to see which number was the greatest.
Miray

When a numeral is written before a larger numeral, it is subtracted. When a numeral is written after a larger numeral, it is added.
Max

Negative numbers might be used for temperatures in the polar regions but hopefully not your bank balance!
Fola

Can you guess Ilia's number?

Alessa

Looking for where the commas are in a number helps read it, because they separate the millions, thousands and ones. You will say million or thousand when you get to a comma!
Daria

Trixie's work with negative numbers

If you are giving facts that involve large numbers, like populations, you might round the number so that it's more memorable!
Sebastian

A scientist measures the depth of some objects below the surface of the sea. She records her measurements using negative numbers.

Object	Depth
Coral reef	-2 m
Shipwreck	-11 m
Pirate treasure	four times as deep as the coral reef
Sleeping shark	3 metres above the shipwreck

Which object is deepest? Explain your choice.
Is the sleeping shark deeper than the pirate treasure? Explain your reasoning.
A seagull is hovering 7 m above the surface of the sea. How far apart are the seagull and the coral reef?

The shipwreck because 11 is the biggest number but when it is negative it becomes smallest and in this case deeper. ✓

Dexter has written a set of clues to describe a number:

- It has 5 tens.
- It has one more thousand than it does tens.
- It has 7 digits.
- It starts with a 9.
- The rest of the digits are ones.

What is the number?

9,006,050 ✓
It is a 7 digit number.
It starts with a 9.
The ten thousands are 2 more than the hundred thousands.
The thousands are 6.
The ones are 1 less than the ten thousands.
The hundreds are 5 less than the tens.

Each child chooses one of the numbers.

31,000 310 3,100 3,100,000

Annie: 31,000 ✓
Tommy: 3,100,000 ✓
Sam: 3,100 ✓
Amir: 310 ✓

My number is one-tenth the size of my number.
My number has thirty thousands.
My number is one-hundredth the size of Annie's.

Which number does each child have?

Meridian Diary Dates Autumn Term

Week beginning 28th September	Wednesday 30th September	Phonics workshop for Reception and Year 1 parents parents/carers 9:30-10:30am and 4:30-5:30pm Reception Autumn Walk
	Friday 2nd October	Year 6 class assembly 9:30-10:00am
Week beginning 5th October	Wednesday 7th October	RSHE consultation with Parents/Carers 9:15am. Nursery Autumn Walk FROMS AGM 5:30pm
	Thursday 8th October	KS2 (Year 3 , Year 4 , Year 5 , Year 6) parent/carer reading session 8:50 - 9:20am
Week beginning 12th October	Wednesday 14th October	Flu Vaccinations RSHE consultation with Parents/Carers 5:15pm
	Friday 16th October	Year 5 class assembly 9:30-10:00am
Week beginning 19th October	Wednesday 21st October	Parents' Evenings for all classes 3:30-5:30pm
	Thursday 22nd October	Parents' Evenings for all classes 5:00-7:30pm
	Friday 23rd October	Year 4 class assembly 9:30-10:00am
Half Term: Monday 26th October to Friday 30th October		
Week beginning 2nd November	Monday 2nd November	Children return to school
		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
		FROMs Astronomy Night 6:30-8:30
	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



Announcement AGM

ANNUAL GENERAL MEETING

07 OCTOBER

5:30 PM - 6:30 PM

MERIDIAN SCHOOL, SE10 9NY



COMPLETE THE ANNUAL SURVEY (**PLUS VOTE FOR ENRICHMENT ACTIVITY INSIDE**) **CLOSES 2 OCT** AND RESULTS WILL BE DISCLOSED AT THE AGM

**Open
Position**

THE CURRENT COMMITTEE WILL BE STEPPING DOWN AT THE AGM. IF YOU'RE INTERESTED IN GETTING INVOLVED, GET IN TOUCH

CHILDREN WELCOME TO STAY AT PLAYCLUB

AGENDA

- 25/26 IN REVIEW
- APPROVAL OF ANNUAL ACCOUNTS
- SURVEY RESULTS
- FUNDING NEEDS AND IDEAS
- TRUSTEE RESIGNATIONS
- NEW COMMITTEE NOMINATIONS



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www.FROMS.co.uk



@friendsofmeridian



**GREENWICH
SEND VOICE**
Parent Carer Forum

COFFEE MORNINGS

A friendly space for parents and carers of children and young people with SEND to connect, share and support each other.



Connect
with other
parent carers



Learn
about local
services and
support



Relax
in a welcoming,
friendly
environment

Representatives from the local authority, health and support organisations pop into sessions to share information and answer questions.



STARTING FROM
Thursday 10th September
and every 2 weeks



TIME
10am – 12pm



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



**PLEASE BOOK
FOR ATTENDANCE**
due to room capacity.



Scan me
to book!

Eventbrite Link :
bit.ly/GSV-coffee-mornings



No need to come every time –
drop in when you can.
We'd love to see you there!



www.greenwichsendvoice.co.uk

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



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.