

January 2022 Newsletter



The Merton Primary School
To be the best we can be.

Email: office@merton.bepschools.org

Website: www.merton.bepschools.org

Dear Parents,

It has been brilliant welcoming the children back this term and despite the challenges that the pandemic continues to throw at us, the whole school community has pulled together and our children continue to enjoy a rich and varied curriculum.

Please take note of the 2022-2023 term dates that are now live on our website. You will notice that the Trust have grouped four of the statutory INSET days towards the end of the Summer holiday. We hope that you find this a positive change when planning your summer holidays.

We are working hard to keep our website as up to date and informative as possible. Class pages are under development and Spring Knowledge Organisers have been uploaded; these are an excellent means for you to view, share and become involved with what your child will be learning this coming term. Here you can also find information about the school, SEND information and specific policies. As always you can contact the school office via telephone or email and your query will be directed to the best person to deal with it, and respond. Thank you for your patience while our phone lines were down, these will now be replaced with a more up to date system.

We look forward to another productive and inspiring Spring Term, we have provisionally set the week beginning 28th March for parent's evening but please speak to your child's teacher or email using the year group email in the meantime.

I wrote to you earlier this term asking that children come to school wearing their PE kit. We have found this to be a really positive change, meaning that time spent on PE sessions has been maximised. From February half term, we would ask that you send your children in a white top and black bottoms and from now on, with any extra layers to be black or navy and as plain as possible.

Mr Lee

PE Kit



White T-shirt - Black shorts - Black jogging bottoms - Black/Navy Sweat top -Trainers
(please note indoor gymnastics and dance sessions are done in bare feet)

Swimming Kit (Y3/4)

Girls need to wear a one piece swimming costume suitable for swimming lessons please.



Our Inspiring Curriculum

Remember to look at our website to view the Knowledge Organisers these give you a really good insight into what your child will be learning about this term across the curriculum.



Curriculum Focus: Geography— Making a Difference

Year R Children develop their **Understanding the World** by exploring different cultures, habitats, countries and continents. The children will delve 'Under the Sea', go trekking through the 'Jungle', hike across the 'desert' and venture to the 'Arctic' and 'Antarctica'. On their journey children have an opportunity to develop to consider what impact they have on their immediate environment and learn that tidying up and recycling their rubbish makes a big difference!

Year 2 children build upon what they have learnt in year 1 about maps. They apply their 'Year 2' responsibility of being litter pickers to being 'Waste Warriors' and identify waste in the school and its grounds. They also look at other methods of waste in school, e.g. electricity and water waste. Our Year 2 Waste Warriors will be learning how making small changes can make a huge difference both in school, locally and globally.

Year 4 children develop their geographical understanding on France. They will discover some fascinating facts about France and French culture, as well as learning the names, locations and features of European countries and capital cities. As part of exploring French culture, we will enjoy trying new food, listening to music and looking at art. Children are encouraged to make a difference to someone they love at home by preparing a French meal for them, using some of what they have learned about France.

Our **Year 6** children through their Extreme Earth topic, will learn about a range of extremes on our planet. They will focus on significant differences in climate, wildlife and vegetation in a range of biomes and global habitats. Making links to science learning, they will explore the far reaches of the globe and examine the impact that humans have and are having on the natural world. They will consider their roles and responsibilities as global citizens and how they can make a difference. They will also explore a range of natural disasters; focusing on the causes, consequences and after effects of devastating events. Throughout our learning, we will look at how worldwide collaboration following natural disasters supports those in need.

Year 1 children learn all about their local area and find their homes using Google Maps. They plan routes and develop their directional language. As they plan routes for walking to school they develop an understanding of the importance of physical exercise on their bodies and well being—but also how walking to school can help to make a difference in reducing pollution from cars and road safety.

Year 3 children will begin recapping prior knowledge of continents and oceans and will learn about the location of different ancient civilisations around the world. They will then focus on Egypt. They will learn about neighboring countries and the borders, along with the different types of climate and biomes that exist in the world and then in Egypt itself. This will lead to us making comparisons between Egypt and the UK. This understanding of differing climates is topical and relevant to the modern world. How do we as humans impact the world and what can we do to lessen our carbon footprint?

Year 5 children will immerse themselves in the countries and cultures of North and South America. They will be making links between their own life and those of others in different countries. The children will learn a variety of geographical skills and apply them as their knowledge of different countries increase. They will also learn about the positive and negative impact of human life on our planet as they study in detail the Amazon Rainforest. We will use this as an opportunity to encourage children to reflect about their own decision making and what impact this could have on the world.