

# November 2021 Newsletter



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

Email: [office@merton.bepschools.org](mailto:office@merton.bepschools.org)

Website: [www.merton.bepschools.org](http://www.merton.bepschools.org)

## Dear Parents, Carers and Members of the Community,

We have had a very busy October in school both in terms of the curriculum and with regard to the wider opportunities children are now able to participate in. Friday's whole school assembly not only celebrates the amazing work that is happening in year groups but has also become a celebration of the personal achievements that are taking place outside of school. This month they have ranged from presenting horse riding trophies to Kasper Schmeiche's goaly glove! Some of our year 3 children enjoyed a tri golf tournament and are already showing improvements in terms of their swimming skills. Thank you also to Mrs Percy and Miss Eggleston who support a large group of our cross country runners. All children show great determination both in training and on Saturday mornings and currently our girl runners are first in the county!

Many Thanks to the PTA for arranging a fantastic Halloween Hunt last Friday, our children greatly appreciate being able to participate in social events again and we appreciate the creativity of the PTA for being imaginative in organising activities that are COVID safe!

Next week is National Anti-Bullying week and the theme we are taking on this year is called 'One Kind Word.' We would like to invite all the children to come to school on Monday in odd socks to kick start the week! This is a great way to celebrate things that make us unique. We hope that the odd sock day will reinforce the important message to pupils that they are valued as individuals to be free from bullying and helps us celebrate Anti-Bullying Week in a fun and positive way. Please see attached flyer. Friday 19th November is also Children in Need—keep a look out for a flyer explaining what we will be doing for this at school!

We have exciting plans to become a school where children's rights are at the heart of our ethos and culture, to improve well-being and to develop every child's talents and abilities to their full potential. As part of this plan we are working towards recognition as a 'Rights Respecting School', an award given to schools on behalf of Unicef UK. We will write to you shortly with more details once we have launched with our newly appointed school council and formed a school steering group.

Children continue to enjoy our wonderful school grounds, spotted this week is the creative natural art below produced by children across school at lunchtime in Bells Wood. FS and KS1 children are soon to begin practising for their Christmas shows. We are hoping to be able to perform to parents and carers but the landscape is still unclear with regard to COVID safety. Our contingency plan will be to film the performances to send to you. Please get in touch if we can support you in any way and I hope you continue to enjoy the term as we head toward the Christmas period. **Mr Lee**

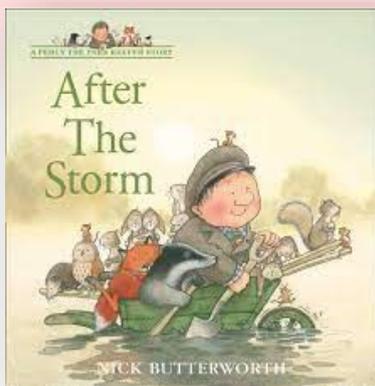


unicef   
for every child



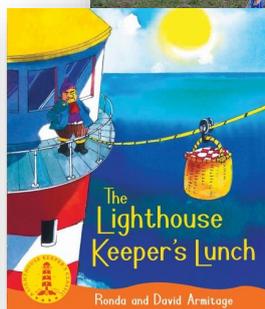
## EYFS

Our youngest children were surprised and excited when they returned from lunch last week— there were muddy footprints all over their classroom! It turned out that Percy the Park Keeper had paid a visit to help children to understand book characters!



## Year 1

Year 1 children also had an exciting Introduction to their new class text. A letter arrived from Mrs Grinling who said she was fed up with Mr Grinling's Lunch going missing. The children later discovered the remains of Mr Grinling's lunch strewn across the school field... the feathers led them to believe that pesky seagulls were to blame. They are now busy planning and writing plans to keep the seagulls away!



## Year 2

Earlier this month our year 2 children discovered items that Samuel Pepys buried in 1666 at the time of the Great Fire of London. They had so many questions such as; why did he bury cheese! They thoroughly enjoyed their Great Fire of London Day and found out the answers to their questions first hand.



## Year 3



Our Year 3 children are becoming fantastic chefs! They practiced the 'bridge hold' they had learnt in year 2 when cutting pumpkins and made a delicious pumpkin soup.



## Year 4

Year 4 children are investigating devices capable of recording digital audio. They will be children using Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files.

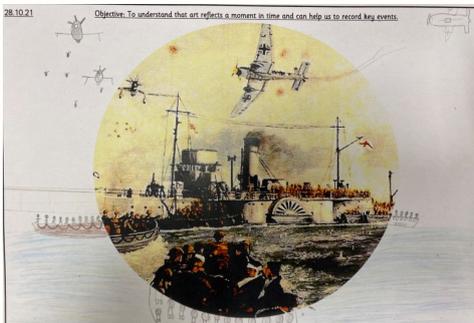


## Year 5

Year 5 are exploring friendships and positive relationships this half term. They are exploring how friendships can change and how to manage peer influence. They are also looking at personal rights, responsibilities, and how their actions have an impact on others



## Year 6



Year 6 are becoming skillful artists, have a look at some of the sketching they have been doing—recreating dramatic scenes from the Dunkirk landings.



## Our exciting new curriculum at a glance!

This is just a sample of the learning taking place across school. Teachers have worked hard to create knowledge organisers to represent each of the foundation subjects being taught this half term— please take your time to look at these with your child—many even have extra ideas and activities you can enjoy doing together at home They are all available in the curriculum area of our website: <https://www.merton.bepschools.org>

**EYFS - Autumn 2 - Expressive Arts and Design Knowledge Organiser**

**What I will learn...**

We will learn to identify colours by exploring the work of Wassily Kandinsky. We will use a Russian pattern which created abstract art. We will begin to mix colours together, exploring the different shades they make. We will learn to explore our ideas and plan what we intend to create (sketching, pencil drawing, painting). We will develop our collage making through, folding, ripping, tearing, scratching and cutting skills with paper. We will listen to the story of Gulliver and the Three Bears, creating a class set of instructions on how to make a porridge. We will use the instructions by cooking porridge. We learn a variety of story and retell them using actions. We learn to move our bodies, objects and march to pulse and explore sounds which are different lengths.

**Key Vocabulary**

|               |  |
|---------------|--|
| Artist        | A person who creates paintings or drawings.  |
| Kandinsky     | Wassily Kandinsky was a Russian painter. Kandinsky is generally credited as the pioneer of abstract art. A non-objective portrayal of real-world objects, people and scenes that are visually defined for other people to interpret. |
| Abstract      | A 3-sided shape.   |
| Triangle      | To mix colours - red, yellow and blue to create new colours.   |
| Colour mixing | It shows that it made up of a round line, 3rd round, and all points on the curve line are an equal distance from the same point.   |
| Circle        | The things that are used to make something.  |
| Ingredients   |  |

**Making a difference at The Merton**

During this topic we will be using songs and creating accompanying games for our school Christmas performance. Using recycling items, including nursery rhymes, creating songs and chants. Investigating traditional materials such as loaves, cones, cones, cones, cones, cones, cones etc. Create groups that start making to create seasonal cones and shades. Using techniques such as cutting, tearing, rolling to create patterns and textures. Autumnal collage using natural materials to create representations of animals such as hedgehogs and owls. Christmas night - Jack-o'-lanterns, lanterns and paper lanterns. Making lanterns with recycled paper to create lanterns which reflect light. Festivals and traditions.

**Making a difference at home**

- Cooking with your children.
- Supporting your children to follow instructions to cook.
- Allowing children to explore with materials.
- Practise holding tools safely (knives).

**Year 6 - Autumn - Science Knowledge Organiser**

**What I already know...**

- Electricity can be dangerous.
- Conductors (such as some metals) allow electricity to pass through.
- Insulators do not allow electricity to pass through.
- Electricity comes from the mains or from batteries.
- A battery is needed for a circuit to work.

**What I will learn...**

- What there are two types of electricity, natural and man-made.
- The components of a circuit and their corresponding symbols.
- How electricity has impacted our lives.
- The effect of differing voltages in a circuit.
- How to make a series circuit.
- That if one part of a series circuit breaks, the circuit is broken and the flow of current stops.
- How to make a bulb brighter/lighter.
- How to make a buzzer louder/quieter.

**Key Vocabulary**

|               |   |
|---------------|---|
| Electricity   | The flow of an electric current or charge through a material.               |
| Generate      | To make or produce.   |
| Renewable     | A source of electricity that will not run out.                              |
| Non-renewable | A source of energy which will eventually run out.                           |
| Appliances    | A piece of equipment or a device designed to perform a particular job.      |
| Battery       | A device that stores electrical energy in a chemical.                       |
| Circuit       | A pathway that electricity can flow around.                                 |
| Electrons     | Small particles with an electric charge.                                    |
| Current       | The steady flow of electrons.   |
| Symbol        | A visual picture that stands for something else.                            |
| Amperes       | How electrical current is measured.   |
| Voltage       | The force that makes the electric current move through the wires.           |
| Resistance    | The difficulty that the electric current has when flowing around a circuit. |

**Making a difference at The Merton**

While we learn the fundamentals of electricity and deepen our understanding, we will also consider the use of electricity in our daily lives and how electricity has, and continues, to change the world in which we live. We will learn about the benefits but also the hazards of electricity to allow us to be safe citizens. While exploring the difference between renewable and non-renewable sources of energy, we will learn to be more conscientious about our environment. This will enable us to make informed decisions for the future as we strive to move towards a more eco-friendly world.

**Making a difference at home**

How does electricity help you and your family in and around home? Think about how a light you switch on, how a toaster makes your life easier and how it helps to entertain you.

Are they more or battery powered? How does electricity help you and your family in and around home? Think about how a light you switch on, how a toaster makes your life easier and how it helps to entertain you.

Making a difference • Inspiring success • Building character • Building relationships • Promoting health and wellness