



At Eversley Primary School we believe children learn best when they are happy and have a love of learning.  
Our values based curriculum provides them with the tools they need to be effective learners and prepares them for life, whilst supporting them to have the self -belief and determination to be the best they can be.

Our curriculum drivers are elements that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes. They are:

<b>Values:</b> To us, this means being self-responsible, deep thinkers and caring citizens.	<b>Learning for Life:</b> To us, this means the ongoing and self-motivated desire to learn and grow.	<b>Health and Well Being:</b> To us, this means keeping healthy and safe both physically and mentally.	<b>Enrichment:</b> To us, this means deepening thinking and enhancing experiences.
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Within daily **English** lessons we will be focussing on becoming masters of our curriculum by:

In our work with Non-fiction by:

Reading and writing non-chronological reports and information texts about the continent of North America and its animals. We will also be reading and writing pieces of narrative description and persuasive texts about the environmental consequences of plastic pollution.

In our work with Fiction by: Reading and writing stories of mystery and suspense including stories about Sherlock Holmes by Sir Arthur Conan Doyle retold for children and mysteries by Chris Priestly. We will learn from our reading how to create suspense in our own writing.

As **scientists** we will be learning about natural selection and how animals adapt to their habitat and we will be learning about how offspring inherit physical traits from their parents. We will be looking at how we can classify living things according to common observational characteristics, based on similarities and differences, including micro-organisms, plants and animals. By the end of this unit, pupils will be able to give reasons for classifying plants and animals based on specific

As **geographers** we will be exploring the continent of North and South America. This will cover both physical landscape and human features. We will be comparing and contrasting the vast weather and climate variations and exploring the natural resources which are available. Research will be carried out to see how climate change is affecting both animal and human life in

As **artists** we will be investigating the life and works of Eduardo Kobra. We will be looking at his unique style of art and trying to produce our own work in his unique style.

In **PSHE**, we will be...  
Learning about the importance of mental wellbeing. We will be finding out how to seek support and recognise mental health issues in others. We will use tools such as mindfulness to help our mental health.

In **Computing** we will be using the Scratch program to design and code an animated story. We will build on our prior knowledge skills of coding and check for errors and debug.

In **RE** we will be learning about the life of Buddha and how his main teachings shape the lives of Buddhists today. We will also be studying the Christian faith, where we will be learning about the festival of Easter.  
The children will be using specialist vocabulary in communicating their knowledge and understanding of Buddhist and Christian beliefs, teachings, practices and symbols.

In **PE** we will be performing dances using a range of movement patterns as well as wall exploring wall and net games using a variety of different equipment during outdoor learning.



In **DT** we will be developing our skills by creating and refining empanadas from South America, looking at methods, cooking times and temperatures. The children will be looking and cooking an original recipe. This will lead on to a final dish which the children will design, make and evaluate using a range of different scenarios.

As **musicians**. As musicians the children will be listening to Samba music; they will be reading and playing the complex patterns, understanding the structure and composing samba rhythms of their own to perform, being able to comment musically on each other's performances. They will then repeat this with 12 bar blues music, and be able to improvise within the structure. Their listening will compliment these styles of music.

In **French** we will be learning about different sports and past times. This will include how to talk about sports we enjoy playing and using verbs to talk and write about other people's preferences. We will practice short conversations about these topics.

Within daily **Maths** lessons we will be focussing on becoming masters of our curriculum by:

- Multiplying and dividing fractions
- Recapping over decimals to two and three decimal places from Year 5
- Multiplying and dividing decimals by integers
- Exploring and understanding decimal, fraction and percentage equivalences
- Finding percentages of amounts
- Exploring how we find a rule for a one and two step sequences
- Understanding algebra with a focus on forming expressions
- Exploring algebraic forms of substitutions and forming and solving one and two step equations
- Converting units of measure
- Calculating the area and perimeter of rectilinear shapes, triangles and parallelograms
- Calculating volume
- Solving problems involving ratio, proportions and scaling

**Home Learning Project:**  
As our spotlight for this half term is D&T, we would like the children to carry out some independent research on Garrett Morgan, who was an inventor and businessman. They can present their project in any format they wish e.g. presentation, booklet, poster or sculpture.

**This half term you can help your child at home by:**

Read for at least 20 minutes per day - stories of mystery and suspense e.g. Uncle Montague's Tales of Terror by Chris Priestly or Sherlock Holmes stories for children.

Joining Enfield Library and accessing their free e-books online.

Complete all the homework assignments which have been set.

Support your child with the assignments if necessary.

**Special Days and Festivals this term:**

4<sup>th</sup> January - World Braille Day  
20<sup>th</sup> January: Martin Luther King Day  
21<sup>st</sup> January: National Handwriting Day (UK)  
25<sup>th</sup> January: Burns Night  
6<sup>th</sup> February Queen's platinum Jubilee  
7<sup>th</sup> February: Charles Dickens' Birthday  
12<sup>th</sup> February: Chinese New Year (Year of the Ox)  
7<sup>th</sup> - 13<sup>th</sup> February: Children's Mental Health Week  
25<sup>th</sup> February: Stand up to Bullying  
11<sup>th</sup> - 20<sup>th</sup> March: British Science Week  
17<sup>th</sup> March: St Patrick's Day  
18<sup>th</sup> March: Holi - Festival of spring, love, and new life  
27<sup>th</sup> March - Mother's Day