



Edwinstree Curriculum Newsletter Autumn Term 2024

[Click on the subject to take you to each section](#)

[Maths](#), [English](#), [Science](#), [Geography KS3](#), [History KS3](#), [Humanities KS2](#),
[Life Skills](#), [RE](#), [PE](#), [Art](#), [Technology](#), [French](#), [Drama Y7](#), [Music](#), [Computing](#)

Maths:

Do you want some help supporting your child with their home learning?

The links below are to a website that has videos to support all areas of maths learning, use the search function (primary only), or scroll down (it's in alphabetical order) to find what you are looking for. E.g. Prime Numbers.

KS2: [Videos and Worksheets – Corbettmaths Primary](#)

KS3: [Videos and Worksheets – Corbettmaths](#)

Would you like to complete some maths challenges at home with your child?

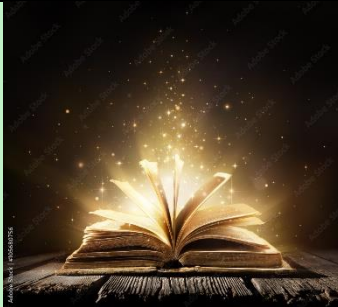
The nrich website, created by Cambridge University, has a wide range of maths for parents or carers to do at home with their child. Completing these activities will help develop problem solving and mathematical thinking skills.

Primary section: [Primary Parents | NRICH](#)

Secondary section: [Secondary Parents | NRICH](#)



English



Year 5:

In English we have been studying the Roald Dahl classic *The BFG*. We have used this as the inspiration for writing our own delicious snozzcumber recipes, as well as fascinating non-chronological reports about giants.

Year 6:

This term we have been reading Greek myths. After creating our own mythological creature, we wrote a non-chronological report about them. We are now getting into the festive spirit by reading *A Christmas Carol* and writing our own ghost stories.

Year 7:

We have been learning about other cultures, as well as how writers create suspense and tension, by reading the Andy Mulligan novel *Trash*.

Year 8:

We have been developing our persuasive skills by writing a formal letter to our local Member of Parliament, Chris Hinchliff, to convince him that our local rivers are precious and need greater protection.

Science

Year 5:

We were excited and dedicated learners in our first unit all about Space. We were impressed by the knowledge and creativity displayed in class and via the home learning. As we have started our new topic we had a great trip to Duxford.



Year 6:

We are working hard to learn about the heart and how it works to provide our bodies with oxygenated blood. We completed a heart dissection as this gave us hands-on experience and allowed us to see the theory in front of us.

Year 7:

We really enjoyed the topic on cells and there was some impressive and delicious home learning produced. We are currently learning about states of matter and the changes of state. We are currently learning about separating different mixtures and are investigating ways to clean water.

Year 8:

Our current unit of energy transfer is making us work hard and draw upon previous learning. It is also using much of our maths knowledge as we calculate energy efficiency, work done and moments. We have thought about house insulation and the energy efficiency of the items in our lives. We have made convection spirals, seen liquids staying separate, seen metals melting and measured the heat lost for different coloured cans.

Geography KS3

Year 7 Geography

Year 7 Geographers have spent this term investigating inequality within cities across the UK. The focus has been on the borough of Kensington & Chelsea in London. They are now mid assessment and completing some amazing choropleth maps. Both Mrs Gant and Mrs Brock were positively overwhelmed by the students' compassion and empathy expressed while researching the dreadful events of Grenfell Tower. Both teachers have also spoken about the maturity and sense of injustice that the students have displayed during this topic. Keep up the excellent work Year 7 and good luck with your 1st assessment!

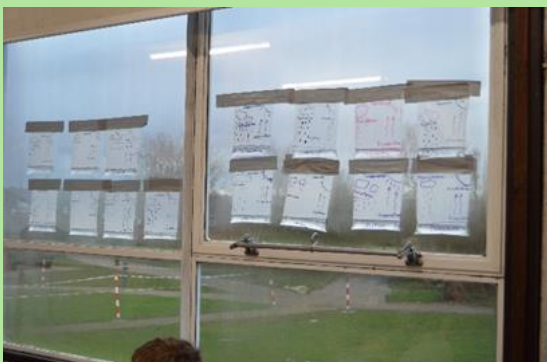
Year 8 Geography

Wow, what a term. Year 8 fully embraced the 'Climate Change' topic, where they have developed their knowledge of the issues with fossil fuels, the greenhouse effect and renewable energy resources that are being developed now and for the future. The students accepted the challenge of sitting a GCSE style test paper. In preparation for this, they investigated the command words commonly used in exams, experimented with different revision techniques, and researched how to get maximum marks. The results of this assessment were amazing. The students should be incredibly proud of their achievements.

This topic was complemented with a select number of students being invited to an online seminar with the CEO of Octopus energy. This allowed students to deepen their thinking of renewable energy across the world, hear about new innovations and career opportunities for the future.



The students have now moved on to the 'weather and climate' topic. The first water cycle experiment is in full flow and students will soon be moving outside to carry out some cloud spotting!



History KS3



In year 7, we have been learning about the Norman Conquest of 1066 and how William I consolidated his power by castle building and the restructuring of the tax system in 1086 using the Domesday book. We are currently delving into the relationship between the Monarchy and the Church by examining the events leading up to the assassination of Archbishop Thomas Becket and learning how this shocking event changed the course of history. Next, we shall begin to investigate a case study of how a quaint English village named Walsham was rocked by the arrival of the Black Death in 1348. To support your child's learning, I would suggest exploring the BBC bitesize page on this global pandemic here: [Causes and effects of the Black Death - Medieval medicine - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](#) and compare/contrast the lived experience of Medieval people's reaction to the deadly pandemic and compare it to our own experience of Covid-19. What similarities or differences might you find?

In year 8, we have been exploring why a terrible thing such as slavery lasted so long in the western world and examining how it was first abolished in England and later in the Americas during the Civil War. We are currently focusing on the fight for Civil Rights of African Americans in 20th century America and learning about the contributions of civil rights activists and the various protest methods they utilized to further their cause. Recommended reading to bolster their knowledge on this topic includes:

- Sit-In: How Four Friends Stood Up by Sitting Down by Andrea Davis Pinkney
- Oh, freedom! By Francesco D'Adamo
- The Day My Brother Changed The World by Christine King Farris.

Humanities KS2

In year 5 and 6 this term we are focusing on the ancient Greeks. We are currently learning about the city-states of Athens and Sparta and how incredibly different they were. We will then move on to the learning about the incredible impact that the ancient Greeks have had on our modern world. Including legacies like language, astronomy, medicine, sport and many more. Have a look at [How did the ancient Greeks change the world? - BBC Bitesize](#) to support this learning. The Greek workshops took place on 18th, 19th, 21st and 22nd November and they were amazing! The children had lots of fun and really engaged with all the activities. Carl (the workshop leader) was extremely impressed with the behaviour and attitude of the children. Well done years 5 and 6!



Life Skills

Below we show the different topics that are currently being studied in Lifeskills.

We have also been looking at Gratitude. Each student in the school has had the opportunity to write a “Gratitude Sticker” and to post it in a random place somewhere in the school. The next time you are at school do look out for these stickers on the walls.



Year 5	Year 6	Year 7	Year 8
<p>Unit 2 Think Positive</p> <p>Edwinstree Language for emotions. What are the Four Zones of Regulation?</p> <p>The Cognitive Triangle I understand the link between thoughts, feelings and behaviours.</p> <p>Thoughts Are Not Facts I understand the concept and impact of positive thinking.</p> <p>Face Your Feelings I can recognise and manage uncomfortable feelings.</p> <p>Choices and Consequences I understand the importance of making good choices.</p> <p>Being Present I can use mindfulness techniques in my everyday life.</p> <p>Yes, I Can! I can apply a growth mindset in my everyday life.</p>	<p>Unit 2 Digital Wellbeing</p> <p>My Digital Life I can identify the benefits of the Internet and know how to look after my digital wellbeing</p> <p>Staying Safe, Healthy and Happy Online I know how to stay safe, healthy and happy online and when I use digital technology.</p> <p>Online Relationships I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships.</p> <p>Social Media I know how to use social media responsibly to protect the health, wellbeing and rights of all.</p> <p>Saying No to Online Bullying I know what online bullying is and what to do if I see or experience it to help make it stop.</p> <p>Fake News I understand not all information online is true and know how to assess the reliability of both text and images.</p>	<p>Unit 3 Money and Banking in The Digital World</p> <p><i>(Part 1 of KS3 Money)</i> Money: Buntingford, Herts and The UK What and where are our local banks? How much do people earn locally?</p> <p>Money: The Basics of Banks To develop an understanding of what is meant by banking and what the role of a bank is.</p> <p>Money: Different Kinds of Bank Accounts To develop an understanding of different types of bank accounts.</p> <p>Money: Debit Cards and Credit Cards To develop an understanding of the difference between debit cards and credit cards. <i>(Part 1 of Digital Literacy)</i></p> <p>Digital Safety A Terminology. Online rights & responsibilities.</p> <p>Digital Safety B Intimate Images. Advice Scenarios. Fake news Cyberbullying. Reporting tools.</p>	<p>Unit 2 Y8 Mental Health and Emotional Wellbeing</p> <p>Healthy Sleep Habits – Edwinstree and Beyond I can explain the impact of sleep on health and wellbeing.</p> <p>Attitudes to mental health Evaluate the links between mental health and physical health.</p> <p>Promoting emotional wellbeing Ways to promote emotional wellbeing.</p> <p>Digital resilience The impact of social media on mental health and emotional wellbeing.</p> <p>Unhealthy coping strategies (self-harm and eating disorders) Unhealthy coping strategies, including self-harm and eating disorders.</p>

RE

KS3 <https://www.bbc.co.uk/bitesize/topics/zkdk382>

Practice those debate skills! RE is all about respectful debate, this website offers a selection of ethical topics to choose from.

KS2 <https://www.bbc.co.uk/newsround-> Keep updated on topical matters! Religion and ethics are always in the news and impacting us daily.



PE Well done to all those pupils who have had the correct kit throughout this term. We will be drawing names at random to pick reward winners this week. Keep your eyes on parentmail and the newsletter to see if you have won.



Art

Year 5: We have been learning about colour, line and shape through the artists Henri Matisse and Pablo Picasso. Art skills we have used are collage, paint and oil pastels.

Our next steps:

Our own painting using tints, shades, shape and line.



Year 6: We have been learning about Surrealism through the artist Joan Miro. Art skills we have learnt are collage and paper sculpture. We are now learning about our new topic 'War and Art' and have started with some brilliant observational drawings.

Our next step:

Our personal response to 'War and Art' using oil pastels.



Year 7: Our topic this term is 'Objects'. So far we have developed our observational drawing skills, learned the process of mono-printing and created detailed research pages.

Next steps: Our personal response using a variety of dry and wet media.



Year 8: Our topic this term is 'Bugs'. Skills learned so far are observational drawing, colour pencil techniques and biro skills. We have just completed our first detailed research page.

Next steps: Our personal response using paper sculpture.



Technology

Food & Nutrition

Please see the school newsletter for weekly updates and key information in this subject.

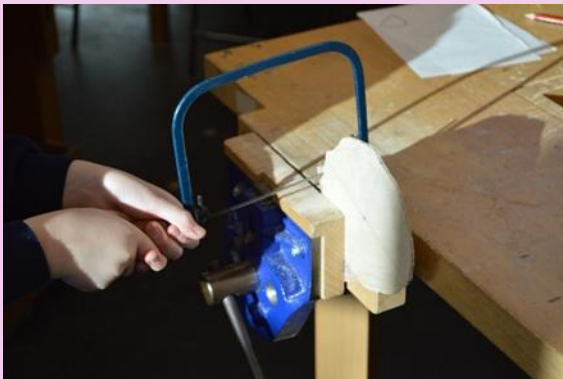
Year 5 Resistant Materials

Students have spent this term investigating structures and forces. They have been working in teams to take part in the 'Sledge Challenge'. Each team is to design and manufacture a sledge that is capable of travelling the furthest distance, in the shortest time and carrying as many bricks as possible. Design constraints include 4 metres of 6mm by 6mm softwood, glue guns and workshop tools. Students are well into the competition; they have designed their sledges, calculated the cutting list, created a 3D model using straws and are now into making the final product. They have learnt and are developing new practical skills that include accurately measuring and marking out, safely and accurately cutting using a dovetail saw, safely using a belt-sander and independently using a glue gun safely. It is anticipated that the race will take place in the new year. An update of the result will follow in the next newsletter. Good luck to all the Year 5 teams!



Year 6 Resistant Materials

Year 6 have been developing their practical skills within wood and experiment with acrylic to create a contemporary clock based on. Students have learnt how to create a working drawing and apply this to creating an exact final practical outcome. Manufacturing is in full swing with new practical skills including using a coping saw to accurately cut curves, safely using a pillar drill to create a hole in the clock face and finishing both plywood and acrylic edges to dead smooth.





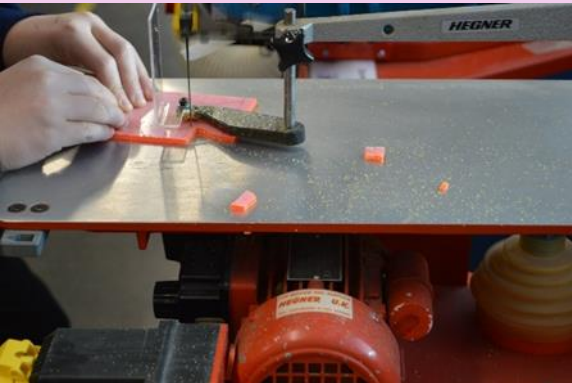
Year 7 Textiles

Year 7 have been busy creating a cushion cover for John Lewis. They have chosen their target market and researched the Kente fabric theme. Students have spent some time mastering the sewing machine and have now successfully completed the backs of their cushions. Next steps include creating an exact copy of the final design using fabric paint, applique, embroidery stitching and embellishments.



Year 8 Resistant Materials

Year 8 spent the first few weeks of term completing their cushion covers. Wow, they are impressive! These should be arriving home before Christmas! Students have now started the mood light project which begins to introduce GCSE elements into the course. They have learnt and practiced how to make lap-joints and have applied this to making their final box. Next steps include an introduction to using the scroll saw and mastering the independent use of the pillar drill.



French

KS2: Continue to familiarize yourself with the French language and culture in a fun way using this website: [KS2 French - BBC Bitesize](#)

KS3: Practice the vocabulary and grammar you have been studying in class with <https://www.languagesonline.org.uk/>



Drama (Y7)

Drama is a new experience for many of the year 7s. This term they have been learning the basic skills needed for Drama and working on creating tension within a scene and a character. For this we have been studying the work of Jacques Le Coq. The students have worked on creating short, devised pieces based on a stimulus which could be a title or an image. Most of the students are keen to perform their work from the lesson and are beginning to maintain character without losing focus – which is tricky as they are conscious that they are being watched by their friends. Next term we will be looking at script work and another Drama practitioner which could help them with this more.



Music

Year 5 – We have started to develop an understanding of music through singing, performing, and the beginnings of music theory.

Year 6 – We started the year with Ukuleles, before moving onto looking at structure in music and how we can create contrast using the Elements of Music.

Year 7 – an introduction to guitars, followed by an introduction to Blues Music, studying its history and developing ensemble skills through band performances.

Year 8 – we spend the first half term refining skills on the guitar and performing in small groups, before moving to a Film Music unit where, alongside performing some famous film themes, we have evaluated the techniques film composers use and how film music impacts the viewer.



Can my child do anything to support their learning at home? - Y6, Y7 and Y8 have used the resources from <https://www.musicalfuturesonline.org/> in lessons. All students can access this from home, using the username and password edwinstreemusic. If there is a piano/keyboard, guitar or ukulele in the house, this is a great way to learn how to play it or learn new pieces if they already play.

Computing – Our children often talk about Scratch. We use Scratch at school as a way of teaching computer programming and computational thinking. This is a free website that can be accessed from any computer – so if you have this facility at home then this is an activity to help support their Computing learning (<https://scratch.mit.edu>)

