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Maths:

Year 5: Year 5 have started at Edwinstree well and engaged with the maths curriculum. The first topics have consolidated what they learned in Y4 so they can move forward with their learning. The topics have been **place value**, **addition**, **subtraction**, **multiplication**, **division** and **fractions**.

Year 6: Year 6 have started well with their final year heading towards SATs. The team are making sure that any knowledge gaps from year 5 are filled, and will then consolidate and practice that knowledge in Year 6. The team will continually monitor progress, and put into place any support that is needed. This could be in-lesson or other set times during the day. This support will always be with a maths teacher. The topics started this term have been **place value**, **addition**, **subtraction**, **multiplication**, **division** and **fractions**.

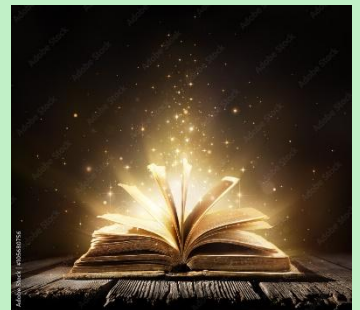
Year 7: Year 7 have started the year well after the big push for SATs last year. It can be easy to lose momentum after SATs, but the year 7 team are working hard to keep the momentum going, and retain those skills the children worked hard to achieve in year 6. The topics this term so far are **sequences**, **algebra**, **place value**, **ordering**, **rounding** and the **four operations** (+ - x ÷).

Year 8: Year 8 is the last year before moving to the next school, and we work closely with schools like Freman to ensure the children arrive at their next school with the appropriate knowledge. This means a big push by the year 8 team to consolidate existing knowledge, and teach any new skills required as they move towards their GCSEs. The topics covered in year 8 so far are **ratio**, **proportion & scale** and **algebra**.



English

Year 5: Year 5 are investigating what it takes to be a pirate this term, inspired by the classic novel Treasure Island. They have written a description of their own pirates, created treasure maps and written instructions on how to find hidden treasure. They have also written a diary entry inspired by the events in Treasure Island.



Year 6: This term we have been reading Ancient Greek myths. We have written poems inspired by the myth of Pandora's box. After creating our own mythological creatures, we have also written non-chronological reports about them. Alongside the scheme of work, we have been refreshing the students' prior knowledge of main and subordinating clauses and basic word class focusing on determiners, adjective and nouns (expanded noun phrases). In our spelling lessons we have been focusing on strategies to use when you're not sure how to spell a word.

Year 7: Y7 have recently completed a unit on the beautiful novel Skellig, and written a description of a setting linked to their emotions. They are now learning all about travel writing, including reading a range of non-fiction texts. They will soon be writing their own description of their travels, followed by a letter of complaint.

Year 8: We have been developing our persuasive skills by reading a range of articles and speeches on the theme of conservation. We will also be writing a formal letter to our local Member of Parliament, Josh Dean, 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 amazing home learning brought in.

Linking in to our unit on forces, we enjoyed a fantastic trip to Duxford, where we boarded a Concorde and even got to see military sniffer dogs in training.

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. We were so proud of the children doing this with such enthusiasm and interest.

Year 7:

We really enjoyed the topic on cells and there was some very impressive and creative home learning produced. We are currently learning about size and direction of forces and knowing whether they are balanced or unbalanced and how work this out and represent this on diagrams.

Year 8:

We have just completed unit of energy transfer. This made us work hard and draw upon previous learning. It also helped reinforce our maths knowledge as we had to calculate energy efficiency, work done and moments. We focused on building our science investigation skills by investigating how different metals conduct thermal energy and convection currents in gases and liquids. We have now moved on to waves and have been looking at the properties of different waves.

Geography KS3

Year 7 & 8 Geography

Wow, what a term. Year 7 & 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 analysed how the mark scheme and questions are linked. The results of this assessment were amazing. The students should be incredibly proud of their achievements.

History KS3

Our Year 7 historians have been exploring one of the most dramatic turning points in British History: the Norman Conquest of 1066. Pupils have investigated why William won the Battle of Hastings and how life in England changed under Norman rule.

They are now moving on to study castle building, discovering how and why the Normans built different types of castles and what these impressive structures can tell us about power and control in the medieval world.

Later this term, students will be learning about two major events that transformed medieval society: the Black Death, its devastating impact and consequences, and the Peasants' Revolt, where ordinary people challenged authority for the first time in English history.

Year 8 have been studying the history of slavery, examining the experiences of enslaved people, the transatlantic slave trade, and the fight for abolition. This has been an important and challenging module that has encouraged students to think critically about human rights and injustice.

They are now beginning their new topic on the Civil Rights Movement in the United States. Pupils will explore key figures such as activists, leaders, and presidents, understanding their contributions to the struggle for equality. They will also consider the progress made and importantly, what still needs to be done today to achieve true racial equality.



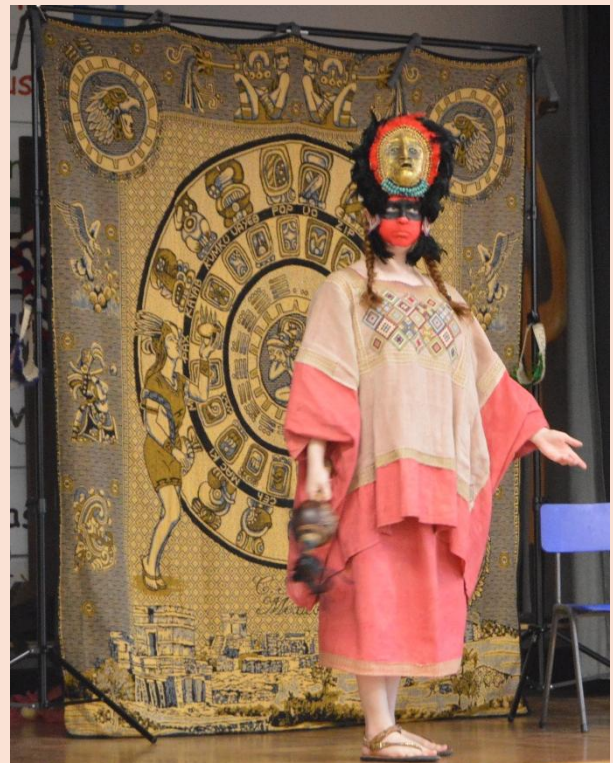
Humanities KS2

In year 5 and 6, we have been studying the amazing ancient Maya. We have learned about how the Maya thrived in the rainforests of central America. We have learnt the difference between BC and AD and looked at where the Maya fit into the world history timeline. We have discovered some of their most significant achievements including developing a complex written language, an advanced number system and their development of hot chocolate! Last week, we had great fun making our own Maya hot chocolate by grinding cacao nibs! Most children realized however that they prefer modern day hot chocolate! This week, the children have really enjoyed the Maya workshop which has involved many different activities including group drama sessions and hands on work with unique Maya artefacts.

Making Maya hot chocolate



The Maya Workshop



Life Skills

Below we show the different topics that are currently being studied in Lifeskills. You may have seen in the press the government desire to increase the teaching of money in the curriculum so we have decided to slightly bring this forward.



Year 5	Year 6	Year 7	Year 8
<p>Think Positive</p> <p>Edwinstree Language for emotions. What are the Four Zones of Regulation? What are the zones of regulation and how do I feel? Zones of Regulation poster</p> <p>How do we behave when we are in each zone?</p> <p>The Cognitive Triangle I understand the link between thoughts, feelings and behaviours. Create a positive/negative chain and stick in? Create a thought/feeling/behaviours triangles.</p> <p>Thoughts Are Not Facts I understand the concept and impact of positive thinking. Bring in a worry doll/puppet or bring in teddy bears to share worries with. Create your own positive affirmations.</p> <p>Face Your Feelings I can recognise and manage uncomfortable feelings. Where in your body do you feel the various emotions/ feelings – link to Happy Human project.</p> <p>Choices and Consequences I understand the importance of making good choices.</p>	<p>Does Money Make the World Go Round? (Part 2)</p> <p>One World - Biodiversity I can understand what biodiversity is and explain the importance of doing all we can to encourage it.</p> <p>An Image of Biodiversity The Benefits of Biodiversity Sorting Cards (Order in importance) Refer to Edwinstree Worm Bins</p> <p>One World – How Can I Help: Water I can describe how we can use water responsibly and understand the importance of doing this.</p> <p>Water – how can we conserve? Water Acrostic Poem</p> <p>One World - In Our Hands I can make choices which make the world a better place and that help people across the world.</p> <p>My manifesto for a Better World My Sustainability Choices</p> <p>Money - Budgeting</p>	<p>Money and Banking in The Digital World</p> <p>Money: Buntingford, Herts and the UK</p> <p>What and where are our local banks? How much do people earn locally?</p> <p>Local banks, ATMs etc. How much do people earn in UK, Herts, Buntingford? Is this a lot of money?</p> <p>Money: The Basics of Banks</p> <p>To develop an understanding of what is meant by banking and what the role of a bank is.</p> <p>What Is a Bank? / What Is Banking? Interest Overdrafts Bank Statements Direct Debits and Standing Orders Key-term matching.</p> <p>Money: Different Kinds of Bank Accounts</p> <p>To develop an understanding of different types of bank accounts.</p> <p>Types of Bank Accounts Accounts for Children and Teenagers Choosing the Right Account</p>	<p>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>I can describe healthy sleep patterns and identify factors which can reduce sleep quality.</p> <p>I can describe a range of strategies for ensuring appropriate sleep patterns.</p> <p>Kahoot on the Science of Sleep Sleep quiz Sleep benefits Sleep strategies and scenarios</p> <p>Attitudes to mental health</p> <p>Evaluate the links between mental health and physical health.</p> <p>Identify common misconceptions about mental health.</p> <p>Recognise and challenge prejudice and discriminatory language</p>

How do you make a difficult decision? Once you've started with pros and cons, do you then need to prioritise them?

Being Present

I can use mindfulness techniques in my everyday life. Could practice different kinds of mindfulness and meditations eg drawing meditation, walking meditation, yoga meditation, use of Calm or Headspace.

Yes, I Can!

I can apply a growth mindset in my everyday life.
Growth Mindset

I can explain why budgeting can be helpful and how a budget can be made.

Let's Go Shopping – Weekly items under £50 Spending calendar and storyboard for the month

Money and Emotional Wellbeing

I can discuss the impact money can have on people's emotional wellbeing.

How can spending money on different things affect our emotional wellbeing? Spending money wisely (and unwisely) photos

Money in the Wider World

I can explain the impact spending has on our environment.
Tax spending bingo game
Ethical spending comparisons eg use of palm oil and deforestation
Thegoodshoppingguide.com – ethical ratings

Opening an Account
Key-term matching.

Money: Debit Cards and Credit Cards

To develop an understanding of the difference between debit cards and credit cards.

Debit Cards
Cashpoint Cards
Credit Cards
Compare Different Cards
Kahoot – Credit /debit cards

(Part 1 of Digital Literacy)

Digital Safety A

Terminology.
Online rights & responsibilities.
Privacy and security eg passwords.

Hacking.
Uses of internet.
Strangers Online
Grooming

Digital Safety B

Intimate Images.
Advice Scenarios.
Fake news
Cyberbullying.
Reporting tools.

and behaviour, in relation to mental health.

Explain to an alien what is mental health.
Finish the conversation quiz – how much do you know about mental health?
Helpful and unhelpful language when talking about mental health.

Promoting emotional wellbeing

Ways to promote emotional wellbeing.

To build resilience and how to reframe disappointments and setbacks.

Wellbeing changes in a typical day.
Managing disappointments and setbacks.

(Likely don't need this topic now)

Digital resilience

The impact of social media on mental health and emotional wellbeing.

Strategies to develop digital resilience.

Selfies – why do we take them?
A typical digital day.

Unhealthy coping strategies (self-harm and eating disorders)

Unhealthy coping strategies, including self-harm and eating disorders.

Why, when and how to access support for themselves or others.

			<p>Opinions about self-harm and eating disorders. Fact-checking: self-harm and eating disorders leaflet. Case studies and card sort.</p> <p>Healthy coping strategies</p> <p>Healthy ways to manage difficult feelings or challenging circumstances.</p> <p>Intensity of feelings. A day in the life of two youngsters. Signposting support.</p> <p>Change, loss, grief</p> <p>The effects of change, loss and grief • strategies for managing these and accessing support.</p> <p>Scenarios Circles of support /Edwinstree Trusted 5. Support cards.</p>
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RE

KS2

Y5 have been exploring Islam, considering how Muslims could perform wudu at Edwinstree and how pillars support us (by making human versions!)

They have all made an excellent start to RE at Edwinstree- well done Y5!

Y6 have looked at Hinduism, they have shown fantastic artwork skills in recreating some of the Hindu Gods and performed highly on their recent assessment- great work Y6!

KS3

Y7 have begun to look at creation theories- how do you believe the world was made and why? They will shortly move on to how these theories shaped our world today and the impact of Biblical views- why did Eve get the blame for the “fall”- was it fair? Did it impact on how women were treated throughout history?



Y8 are considering how we decide right from wrong...should we follow utilitarianism and do what is best for the majority or should we have set rules like Kant implies? How do you decide right from wrong in your family- buckle in for an interesting debate!

Question of the Week- Each week we display a philosophical question, designed to get their brains whirring...here are some we have looked at so far:

-Could you be friends with a Robot?

-What is art?

-Would you like to never grow up- stay a child forever?

They make for great car journey conversations, and hopefully will limit the "are we there yet!?"



Art

Year 5: We have been learning about colour, line, pattern and shape through the artists Henri Matisse and Pablo Picasso. Art skills we have used are collage, pencil and oil pastels. We have recently created a still life in the style of Matisse using collage, pen and observational drawing skills.

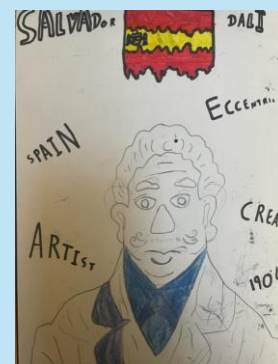
Our next step: Our own portrait in the style of Picasso using the ideas of cubism, tissue paper, cardboard and pen.

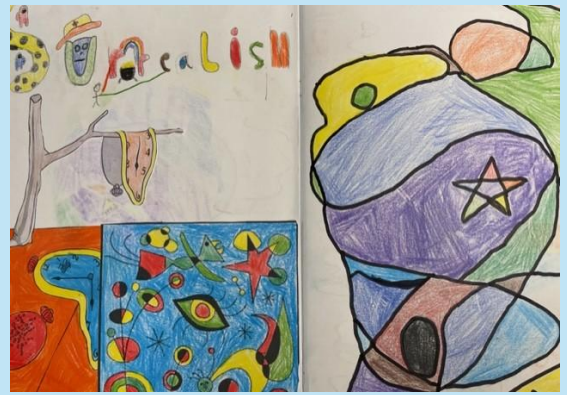


Year 6:

We have been learning about colour theory as well as Surrealism through the artists Joan Miro and Salvador Dali. We have learnt to create our own drawings by using automatism as well as super surreal eyes in the style of Magritte. We are now learning about our new topic 'Exploring Identity' and have started with some brilliant mind maps about ourselves.

Our next step: Our personal response to portraiture and the artist Mike Barrett.



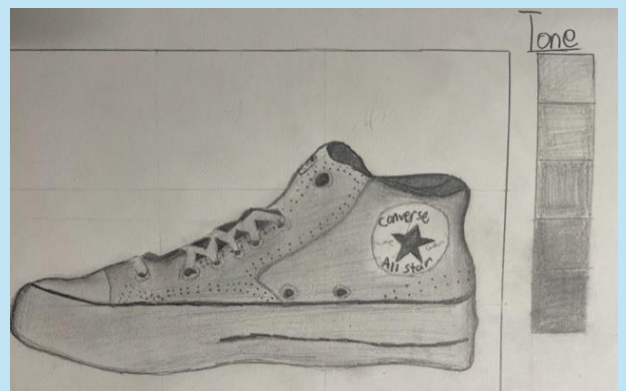
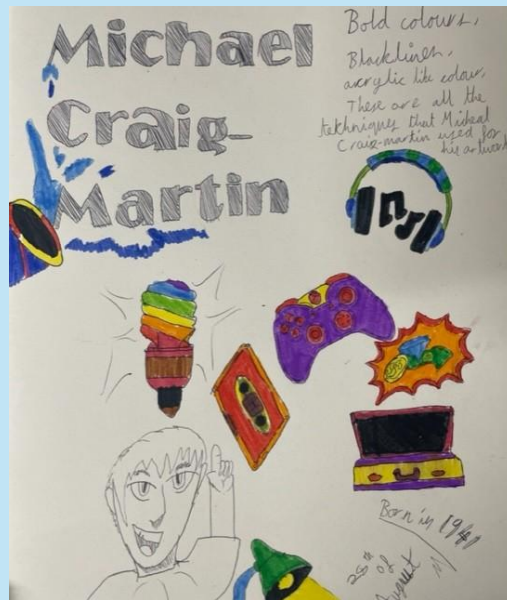
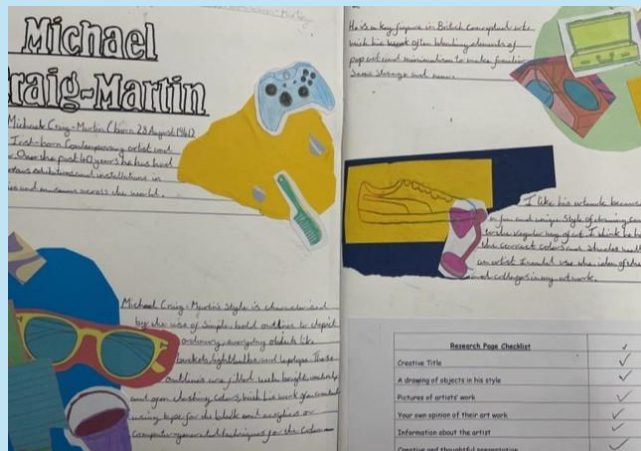


Year 7:

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 about Michael Craig-Martin.

Next steps:

Our personal response by creating a mixed-media grid about objects, using colour theory, watercolour paint, colour pencil and pen.

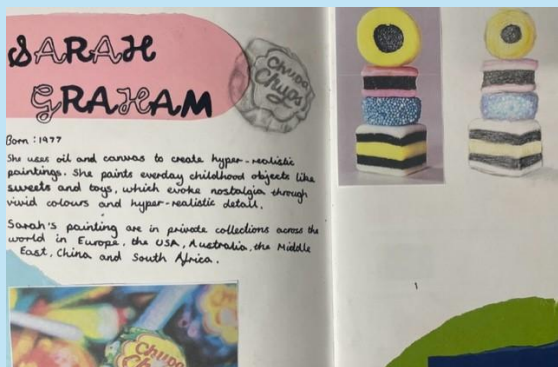
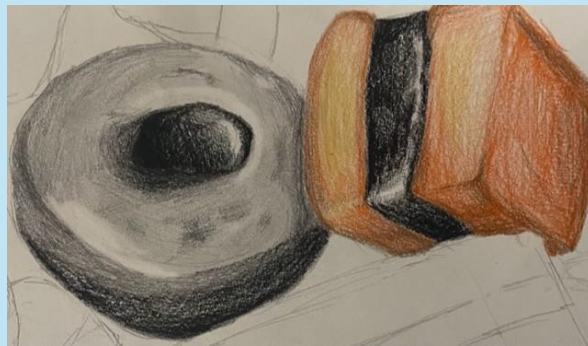
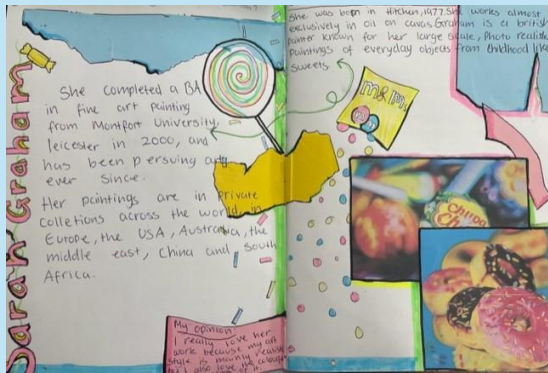
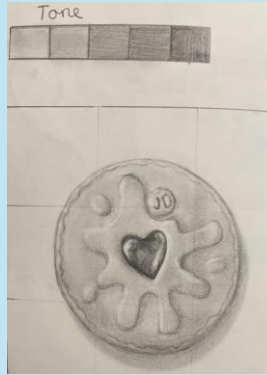


Year 8:

Our topic this term is 'Food'. Skills learned so far are observational drawing, colour theory and pencil techniques as well as using the grid method. We have just completed our first detailed research page about the artist Sarah Graham.

Next steps:

Our personal response using observational drawing skills, a range of different materials and collage.



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 have begun to experiment with acrylic to create a contemporary clock based on their chosen design movement theme. 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. They are very busy lessons!

Year 8 Resistant Materials

Year 8 spent the first few weeks of term completing their cushions 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.

FrenchKS2: Continue to familiarize yourself with the French and Italian 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)



This term, our Year 7 students have been exploring a wide range of skills that build both creativity and confidence. They began by considering why rules are important in Drama lessons, recognising how they help create a safe and respectful space for everyone. Students also learned about the **5 Cs of Drama Learning** and have been able to apply these principles when working in groups, beginning to show strong collaboration and imaginative thinking.

In performance work, pupils are developing their understanding of staging and direction, experimented with tableaux to communicate character and setting, and used mime to express emotion, meaning, and story. They also discovered how movement and stillness can be combined to tell clear stories as part of a group.

Through these activities, students are strengthening their Drama skills while also building essential life skills such as cooperation, communication, and creative problem-solving.

Rehearsals are now underway for our upcoming school production, *Star Wars: Revenge of the Umpire* - another fantastic musical by Craig Hawes. Students are already throwing themselves into the comedy, music, and larger-than-life characters, and the energy in rehearsals has been brilliant. Performances will take place on **March 19th and 20th**, and we warmly invite all families, friends, and members of our school community to attend this hilarious intergalactic adventure!

Music

Year 5 – We have started to develop an understanding of music through singing, performing, and the beginnings of music theory. We have spent time exploring rhythm through African Drumming, as well as starting to learn how to play the keyboard.

Year 6 – This term has focused on how to play the Ukulele. We have explored individual and group performance as well as, for the first time, explored performing melodies or ‘lead’ on the Ukuleles too.

Year 7 – This term has been about learning how to play chords on the guitar, before moving into small group work.

Year 8 – We spent 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 –

All of the years have completed an annual challenge called **Bebras**, run by the **Raspberry Pi Foundation**. The challenge is completed as a test, but the main aim of the challenge is to experience puzzles based on **computational thinking**.



Year 5 started with a basic **introduction to computing**

to familiarise themselves with the computer systems here at Edwinstree. Following this they have been studying **Introduction to Spreadsheets** using **Excel**. They have been learning how to present data professionally, and use formulae to analyse and manage data more effectively. Their next topic will be **Scratch** – this can easily be practised at home on almost any device. Click on the logo below to take you to the **Scratch** website:



Year 6 having been looking at **collaborative computing**, improving their knowledge on how to use office software, and more importantly how to improve their efficiency and work together. They will soon move onto a topic about **creating 2D-shapes** using computing language. This will take place on Scratch, and if they want to practise beforehand, the link for Scratch is in the year 5 section.



Year 7 are currently **Digital Forensics**. This topic professionals can analyse crimes. The overriding theme of it focusses on the dangers of grooming. We have a duty to internet can be a dangerous awareness. The topic follows teenage girl. She went to meet messaging online. The children week to find the girl. The ending dangers that could have topic is age-appropriate.



completing a topic called details how forensic computers to help solve the topic is more significant as social media and online keep children safe, and the place without appropriate the fictional kidnap of a a stranger alone after follow and solve the clues each is positive, but it highlights the occurred. All the content in the

Year 8 have been completing a topic about the **Internet and HTML**. The main bulk of the topic so far has focused on the programming language HTML and how it can be used to create webpages. The children have enjoyed making their own simple websites. They have moved onto stylesheets and how they can be used to change the appearance of their website. The next topic will be using another programming language called **Python**. If they wish to have a look beforehand, they can use a downloadable resource called **Mu Editor**, and other online resources to create some simple programs. The link is below: