



## Edwinstree Curriculum Newsletter Summer Term 2025

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### Maths:

**Year 5:** Year 5 have made excellent progress through the curriculum this year and undertook their first practice of a SATs paper during the first week of July. The students have worked really hard all year, and this is a great way to see how far they've come and also what they will need to work on next year. The students were brilliant and remained well focused throughout the tests. Well done year 5!

**Year 6:** Year 6 completed their SATs exams in May and afterwards enjoyed some time outside in the great weather, taking part in some outdoor maths learning. Well done to all of Year 6 for remaining calm and trying their best throughout the exam week. They are now embarking on the Year 7 curriculum; to give them a bit of a head start and are currently working on directed number, negative and positive numbers.

**Year 7:** Year 7 are concluding the year by studying probability followed by geometry. This is introducing quite a lot of new learning and preparing them for when they begin Year 8 in September. Students continue to study well and have consolidated and extended many skills from their time in KS2.

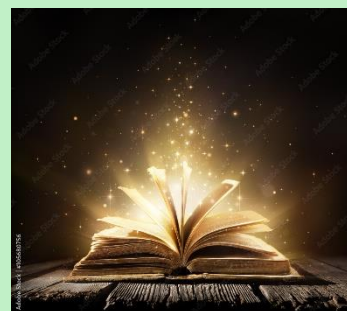
**Year 8:** Year 8 are concluding their time at Edwinstree by working on angles and then data handling. Our close links with Freman College will ensure a smooth transition between maths departments. The students have made huge progress over their time at Edwinstree and come a long way on their maths journeys. They now ready and prepared to progress into Year 9, and we will look forward to hearing how they continue to develop mathematically. Well done Year 8!



### 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 pirate and created treasure maps. They are also writing an instruction text on how to be a pirate.

**Year 6:** Year 6 completed their SATS exams in May, remaining calm and focused all week. Well done Year 6! They have since been working on their writing. Inspired by The Spiderwick Chronicles, they have created their own magical creatures and written an information text about them, as well as a narrative about the mischief their creature caused when let loose in a school.



**Year 7:** Year 7 are studying the famous Shakespeare play Romeo and Juliet this half term. They have been expanding their knowledge of Shakespeare through a visit to The Globe Theatre in London, in which they were given a tour around the building and learnt all about the history of the site. They also had the opportunity to take part in a drama workshop. Staff at The Globe were very impressed with the students' knowledge of the play and drama skills. Well done Year 7!

**Year 8:** Year 8 have also been studying Shakespeare, in their case the play Much Ado About Nothing. They considered the relationship between the two main characters, Beatrice and Benedick, and wrote a description of a villain inspired by the play's bad guy Don Jon. They are now working on their transition unit on short stories with a twist in the tale, in readiness for their move up to Freman.

## Science



### **Year 5:**

Our unit of Properties of Materials has involved many practical investigations. We have looked at thermal insulators and conductors, states of matter and solutions. We have developed our investigations skills, including using our results to make conclusions.

### **Year 6:**

We have learnt about Evolution and Inheritance this term, we have thought about animal adaptations and used a range of tools to explore the variation in bird beaks for eating seeds. We have also thought about theories of evolution and have compared Lamarck and Darwin's theories. Next, we learn about electricity before also learning about living things and microorganisms.

### **Year 7:**

We have focused on Evolution and Inheritance over the last half term. We have built on our knowledge from year 6 and looked more closely at genetic material and how it passed to offspring. This has included learning about asexual reproduction in plants. We have also looked more deeply at extinction and the varying causes of extinction. We are now moving on to learning about electricity.

### **Year 8:**

We have worked hard to develop our biology knowledge this term with topics of Photosynthesis and respiration. We have enjoyed various practical investigations including looking at leaf cells under microscopes. We enjoyed our Thorpe Park trip, this allowed us to put our learning about Motion into action.

## Geography KS3

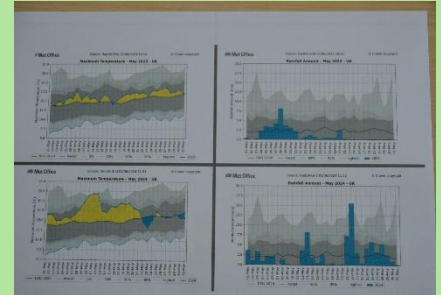
### Year 7 Geography

Students have been busy studying the weather and climate topic. They have enjoyed becoming meteorologists; constructing weather measuring apparatus and using their new knowledge to carry out an investigation to test how our weather and climate is changing. This has involved weather observations, constructing climate graphs, analysing existing climate graphs to finally reach a conclusion.

10 day weather observation

Date	Time	Description of weather	Clouds observed	Temperature	Wind speed	Wind direction	Rainfall in mm
3/5/24	11:20	Cloudy	2/100	14.5°C	2.5 km/h	SW	0.0mm
3/5/24	12:05	Cloudy/Sunny	2/100	14.5°C	2.5 km/h	SW	0.0mm
3/5/24	12:55	Cloudy	2/100	14.5°C	2.5 km/h	SW	0.0mm
3/5/24	13:07	Cloudy/Sunny	2/100	14.5°C	2.5 km/h	SW	0.0mm
3/5/24	13:26	Cloudy	2/100	14.5°C	2.5 km/h	SW	0.0mm
3/5/24	13:32	Sunny/Cloudy	2/100	14.5°C	2.5 km/h	SW	0.0mm
3/5/24	13:38	Cloudy	2/100	14.5°C	2.5 km/h	SW	0.0mm
3/5/24	14:27	Cloudy/Sunny	2/100	14.5°C	2.5 km/h	SW	0.0mm

NWS Weather - Rain Detail - use this website to record the amount of rainfall in the last 24 hrs



## Year 8 Geography

**Year 8** have delved into the realms of 'How Great is Great Britain?' The topic has focused on comparing Great Britain's energy sources, industrial make-up, gross national product and various companies with other countries around the world. As part of the final assessment, students were set the task of becoming podcast journalists to investigate unethical approaches used by transnational companies. The geography teaching team have been blown away by the effort, compassion, and IT skills that the students have displayed with their end results. Well done Year 8! The year concluded with a guest speaker Mr Dearman who talked about his role as an ethical inspector for Tesco. His talk included issues that he faced and some of the better outcomes of his role. He explained that major transnational companies are now working to prevent mistreatment of workers in Low Income Countries.

Students enjoying the trade game:



It has been a pleasure to teach KS3 Geography this year! Well done to you all from the geography team!

## History KS3

**This term, Year 7** have been exploring the fascinating world of the Tudors, with a particular focus on King Henry VIII and his six wives. Students have enjoyed uncovering the dramatic and often surprising stories of Henry's marriages – from the political alliances of Catherine of Aragon to the tragic fate of Anne Boleyn and the short-lived union with Anne of Cleves. They've been especially engaged with the reasons behind Henry's break from the Catholic Church and how his personal desires shaped the course of English history. Through role-play, debates, and creative activities, students have shown great enthusiasm in bringing Tudor history to life.

**Next, Year 7** will be diving into the English Civil War. They will be exploring the causes of conflict between King Charles I and Parliament, the key battles and turning points, and the wider impact on England. This topic will help students understand the struggle for power and the emergence of new political ideas that continue to influence modern democracy.

**During the spring term, Year 8** have been learning about the development of British politics, with a particular focus on the campaign for women's suffrage. They explored how democracy in Britain has evolved over time, the struggle for voting rights, and the role of key figures and movements, such as the Suffragettes and Suffragists. Students particularly enjoyed learning about the bold actions of the Suffragettes, debating their methods, and reflecting on how these campaigns led to real and lasting change.

**Year 8** have now began studying the Holocaust, one of the most significant and devastating events in modern history. This topic is vital for helping students understand the consequences of prejudice, discrimination, and unchecked power. They will explore the rise of Nazi Germany, the persecution of Jewish people and other targeted groups, and the experiences of individuals during this time. Learning about the Holocaust encourages empathy, critical thinking, and a deeper understanding of the importance of human rights. It also helps students to recognise the dangers of hatred and the importance of standing up against injustice in any form.





## Humanities KS2



In Humanities, we have completed our Geography topic about China and have now begun exploring our new unit on Coasts. Both year 5 and 6 have now visited Felixstowe and really enjoyed the experience. We were very lucky on both occasions and managed to see huge cargo ships either in the port or approaching the port. We also talked about erosion on the coast at Felixstowe and will follow this up in lessons. The children should be very proud as they represented the school well by demonstrating excellent behaviour and good manners. Members of staff at the pier and the fish and chip shop were very impressed! In class, we have learnt about what a coast is and why studying coasts is so important. We have looked at amazing coastal features created by weathering, erosion or deposition like Durdle Door arch in Dorset. We will also be learning how to use grid references and will be looking at OS maps of Felixstowe.

Websites to explore at home:

[MapZone home](#)

[Headland erosion - Coastlines of erosion and deposition - Revision - BBC Bitesize](#)



## Life Skills

All year groups have started some RSE (Relationships and Sex Education) lessons in Lifeskills. We purposely adapt these lessons as best we can to meet the needs of our students, as well as meeting government requirements. We take a great deal of advice from the PSHE Association, who are the national body for PSHE education. This year we have again decided to primarily base our RSE lessons on those supplied by the PSHE Association with a few additions and changes. This helps us to ensure that lessons are appropriate and cover the necessary content.

The following represent the lessons that are planned within the specific RSHE section of the curriculum; the intention is to teach these lessons as a unit.

Year 5	Year 6	Year 7	Year 8
Time To Change	Puberty recap	Puberty and emotional changes	Relationship values
Menstruation and Wet Dreams	Puberty: Change and becoming independent	Menstrual wellbeing	Influences on Relationship Expectations
Personal hygiene	Positive, healthy relationships	Healthy and unhealthy relationships	Sexual Orientation and Gender Identity
Emotions and feelings	How a baby is made	Managing conflict	Consent – avoiding assumptions
Keeping My Body Safe (incl. age appropriate FGM preventative education)	Consent KS2	Introduction to consent KS3	Sexting
Boys Talk/Girls Talk on puberty		Body image	Pornography, Sexting and the Law
		Keeping My Body Safe (incl age appropriate FGM preventative education)	Contraception/STI's

RE

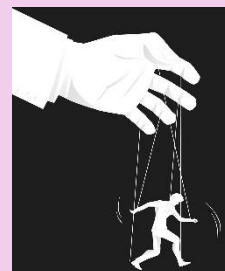
KS3

Y8: Have begun learning about the “Death Penalty”, considering the history of it in the UK, current worldwide implications and ethical standpoints.

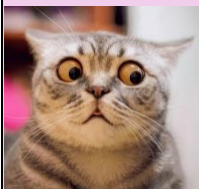
[Death Penalty polls & surveys | YouGov](#) is a really interesting set of surveys around public views- it makes for some interesting debates on log car journeys or around the dinner table!



Y7: Have begun their learning on the “Problem of Evil”- how can God exist if there is evil in the world? There is some really deep philosophical thinking in this unit- do we have free will? What does it mean to be truly free? Is Karma real? Enjoy exploring this with your child!



KS2



Y5- Are exploring Christianity and its main beliefs- who is God? Who is Jesus? What is prayer? We will also look at the trinity- how can Jesus be God’s son and but also God- this one will likely make their heads hurt a little!



Y6- Are looking into the people of God- what sort of messages did Prophets bring? Do we have prophets today? Would we listen? Why not take some time as a family and consider what message you would like the world to hear today and why...

Art

**Year 5:**

We have been working hard this term to complete our collages in the style of Mark Hearld. Year 5 learnt new skills such as mono-printing and watercolour skills to complete these. We are now busy learning about Set Design and have recently studied the designer Rae Smith and learnt about her set design for War Horse. We are now creating our own sketches and designs ready to make our very own set out of cardboard boxes and mixed media!

**Year 6:**

Year 6 have been busy becoming fashion designers this term! We started by researching the famous fashion designer Vivienne Westwood and created some outstanding research pages. We are now designing our very own clothes and gathering ideas for our final design. Soon we will be making our very own cardboard mannequins as well as using paint and paper to create our own outfits!

**Year 7:**

Year 7 have recently made their clay masks for our African Art project. We then used Acrylic paint to decorate these using colours, shapes and patterns inspired by our research. We have now moved on to Street Art where we have been studying the artist Jon Burgerman. We have explored graffiti style letters and character design. We are currently in the process of putting all our learning into one final piece!

### **Year 8:**

Year 8 have just completed their cardboard city in the style of Antoni Gaudi. We used mixed-media and cardboard to create our own architecture in his style. We have also learnt about perspective and created some exceptional drawings in the style of Charles Fazzino. We are now learning about the artist and activist Shepard Fairey and how art can be used to express your own opinions and messages to the world.

### **Technology**

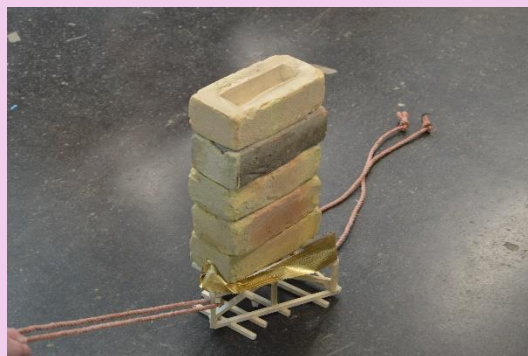
#### **Food & Nutrition**

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

### **Year 5 Resistant Materials**

Year 5 have continued with the design and construction of their sledges. They have developed their practical skills in the use of a try-square, dovetail saw, belt-sander and glue gun. They have displayed excellent teamwork, problem solving and ability to read and use a working drawing.

We are now mid-race season where students are competing for first place (the team that carries the most bricks, over the furthest distance and in the shortest time. Overall class winners will be announced in the coming weeks. The big question: which team is the ultimate Year 5 winner?



**Year 6** have now completed their art inspired clocks and should have safely made their way home and be sitting centre stage on the mantelpiece! I am always in awe of the quality of the practical projects, especially when they have been made by hand, using workshop tools and at such a young age! Well done yr6! We will be concluding the summer term with a focus on key practical sewing skills. This will help students to be fully prepared for the Year 7 cushion project.

### **Year 7 Textiles**

**Year 7** are working hard to complete their cushion covers. Again, it brings me great joy witnessing the students' enthusiasm for the project. There will be an opportunity to purchase a cushion inner in September before the cushion covers make their way home.



## Year 8 Resistant Materials

The mood light practical is now coming to a close. It has been a pleasure to teach this cohort. The enthusiasm, effort and willingness to learn and try out new things is worthy of recognition. Best wishes for the future Year 8, you have all been a pleasure to teach! I look forward to hearing about your careers in the Technology world.

### 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)

In Drama the students have been practicing skills to help them with public speaking. This has been in line with their speech writing in English for the unit of work on *1001 Arabian Nights*.

Post half term they have been exploring *Romeo and Juliet* using a variety of drama skills and techniques the intention is to give them practical skills to aid their understanding and support their writing later. Students will take an in-depth look at different characters, learning how they can be brought to life on stage. They'll also explore creative ways to express themes through characters and performance techniques that go beyond traditional naturalistic acting.



## Computing:

**Year 5** have begun a topic about basic **vector graphics** using **PowerPoint** as their platform. Previous Y5 groups have used **Google Drawings**, but it was decided a slightly more complex creative environment within **PowerPoint** would better prepare the children for the **Vector Graphics** topic in Y7 using **Inkscape**. **PowerPoint** (web browser) and **Inkscape** (download) are both available for free online. Click on the pictures below to access the software, children can use their **school email address** and password to access **PowerPoint** online.

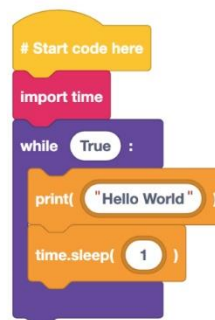




**Year 6** will shortly begin a new topic about **Graphics and 3D modelling** using online software called **Tinkercad**, which can easily be accessed online. If you wish to practise with **Tinkercad** at home, click on the logo below to take you to the website:



**Year 7** have started a topic called **Edublocks – Python**. This is an intermediate step between **Scratch** and full text programming in **Python**. The advantage of **Edublocks** is the ability to program in a graphical block-based environment but allowing the children to see in an adjacent window the full-text version of the same code in **Python**. The **Edublocks** interface is more complex than **Scratch** and gives the children more flexibility and precision when coding the lesson tasks. **Edublocks** is completely free and is easily accessed from any web browser. Click the link in the picture to practise at home:



**Year 8** are revisiting **Tinkercad** to extend their 3D **graphic design** skills. They will be following a course of instruction from the **Tinkercad** website to '**Design Your Dream Room**'. This will involve basic planning skills, precise measurements, designing and creating objects and then arranging them carefully using the 3D planning platform available with **Tinkercad**. They will have the opportunity to present their designs to the rest of the class if they wish. Hopefully this will be a great final topic for them before taking their **computing skills** with them to their next school. Should they wish to continue their work outside of school, the link to **Tinkercad (Design Your Dream Room)** is below:

