

Spring 1 2025

# Curriculum Newsletter



**Our Big Question...**



**This half term  
in  
KS3**



This half term, our topic “Myths, Magic and Mighty Creatures” will immerse pupils in a rich, imaginative curriculum that brings storytelling, history, and creativity to life. Through drama-based learning, pupils will explore myths, legends, and fairy tales, developing confidence as they create characters, build magical settings, and perform to an audience.

In History, pupils will study the Ancient Greeks, learning how myths and legends were used to explain the world and teach important values. They will use this knowledge to explore fairy tales from around the world and assess their relevance in today’s society. In Art, pupils will design and create their own mythical creatures, developing detailed backstories to support their creative writing and performances.

In Mathematics, pupils will focus on multiplication and division, strengthening their fluency and problem-solving skills across a range of activities.

Adventure Learning this term will focus on Bushcraft, Animal Tracks, and Signs. Pupils will develop practical outdoor skills such as safe tool use, shelter building, and fire safety, as well as learning how to identify animal tracks and signs and interpret what they reveal about wildlife and habitats. These sessions will build confidence, teamwork, and a deeper connection with the natural environment.

The half term will culminate in a Fantastic Finish, where pupils will perform their fairy-tale-inspired pieces. Families are warmly invited to join us on Friday 13th February at 1.30pm to watch these performances. We look forward to an exciting, creative, and adventurous half term ahead.

# Learning in KS3 this half term

## Theme: Myths, Magic and Mighty creatures

| Subject              | Learning Objective                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English              | <p>I can write clearly for different purposes and different people.</p> <p>I can use longer, more complex sentences on my own.</p> <p>I can share my opinions and support them with facts and evidence to persuade the reader.</p> <p>I can check my writing and improve the meaning, grammar, and spelling.</p>                                                                                                                                     |
| Maths                | <p>I can multiply a 2-digit number by a 1-digit number.</p> <p>I can divide 2-digit numbers by a 1-digit number.</p> <p>I can work with simple ratios and proportions.</p> <p>I can solve problems with multiplication and division using written methods.</p> <p>I can round numbers to the nearest 10, 100 and 1000.</p> <p>I can calculate fractions of amounts.</p>                                                                              |
| PE                   | I can develop my gross motor skills                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Food                 | I can follow recipes safely and accurately to cook a variety of products using the correct tools, techniques, and ingredients.                                                                                                                                                                                                                                                                                                                       |
| Art                  | <p>I can experiment with drawing, painting, sculpture and other art, craft and design techniques.</p> <p>I can use increased proficiency in the handling of different materials.</p>                                                                                                                                                                                                                                                                 |
| Adventure Learning   | <p>I can demonstrate basic bushcraft skills to safely and responsibly work in a natural environment.</p> <p>I can identify common animal tracks and signs and explain what they reveal about animal behaviour.</p> <p>I can observe and interpret natural signs to better understand wildlife and the surrounding environment.</p>                                                                                                                   |
| PHSE                 | <p>I can use what I've learned to make good choices in real-life situations in my community.</p> <p>I can recognise stereotyping, prejudice and discrimination, and know why prejudiced language and behaviour are not okay.</p> <p>I can help promote inclusion and safely challenge discrimination, online and offline.</p> <p>I can explain signs of unhealthy relationships and know where to get support for healthy, safe relationships.</p>   |
| History              | I can carry out at least one study of a significant society or issue in world history and its interconnections with other world developments                                                                                                                                                                                                                                                                                                         |
| Emotional Regulation | <p>I can use a broad vocabulary to express my feelings and understand how temporary moods present.</p> <p>I can recognise that my feelings can change over time and vary in intensity.</p> <p>I can identify symptoms of mental illness and distinguish them from everyday emotions, thoughts, and feelings.</p>                                                                                                                                     |
| Life Skills          | <p>I can recognise and manage risks online and in real life, including unsafe behaviour and scams.</p> <p>I can make safe choices by understanding influences from media, peers, and online content.</p> <p>I can use safety tools, plan for unfamiliar situations, and know who to ask for help.</p> <p>I can follow safety guidance for products and respond confidently in emergencies, including CPR and defibrillator use.</p>                  |
| Drama                | <p>I can follow a script and use a range of techniques to bring it to life in performance.</p> <p>I can use space effectively when performing to enhance meaning and audience engagement.</p> <p>I can show how characters are presented through dialogue, action, and description.</p> <p>I can understand and explain how character relationships work.</p> <p>I can develop believable character relationships suited to a specific audience.</p> |



## Diary Dates:



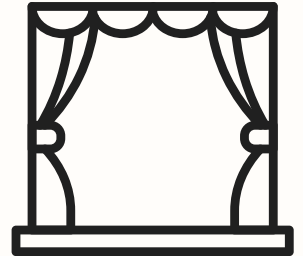
**Monday 5<sup>th</sup> January**  
**Inset Day**

**Tuesday 6<sup>th</sup> January**  
**Back to School**

**Friday 13<sup>th</sup> February**  
**Fantastic Finish**  
**1.30pm School Hall**

**Monday 16<sup>th</sup> - Friday 20<sup>th</sup> February**  
**Half Term**

**16<sup>th</sup> - 17<sup>th</sup> March**  
**KS3 Residential.**



**Need to contact a teacher, email:**  
**KS3@thewymeringschool.com**

**Need to report your child absent, email:**  
**Attendance@thewymeringschool.com**



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