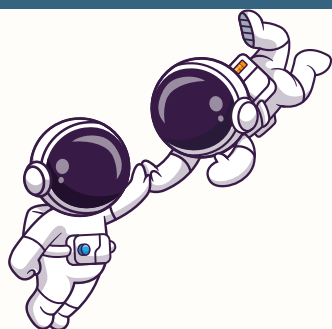


Spring 2 2026

Curriculum Newsletter

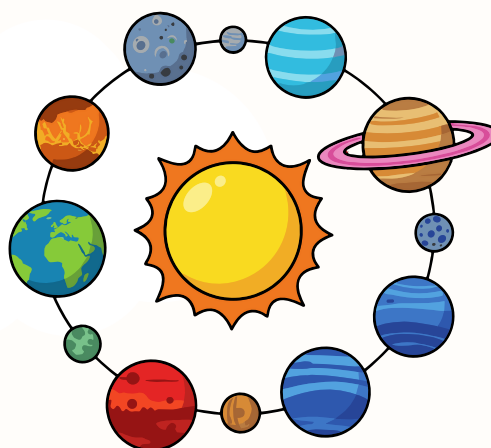


Our Big Question...



What is our place in the universe?

This half term in KS3



This half term, our topic "Guardians of the Galaxy" will take pupils on an exciting journey through space, science and creativity. Pupils will build their knowledge of the Solar System by creating fact files about planets, moons and space phenomena, developing their research, writing and presentation skills.

In Science, pupils will explore forces, gravity and the movement of the Earth, Moon and planets. They will learn how gravity works as a non-contact force, how day and night occur, and how the Earth's tilt creates the seasons.

In Design Technology, pupils will design and build their own moon buggies, planning materials, testing mechanisms and evaluating how well their models move across different surfaces.

In Music, pupils will study Holst's *The Planets* and Jeff Wayne's *War of the Worlds*, learning how composers use instruments, dynamics and tempo to create atmosphere and tell stories through sound. They will listen, discuss and respond to these pieces, developing their musical vocabulary.

In Mathematics, pupils will focus on shape and measure, applying these skills to space-themed tasks such as comparing planet sizes, measuring distances and working with scale.

Adventure Learning will link to our "Guardians" theme through navigation, shelter building and environmental awareness. Pupils will develop practical outdoor skills such as using maps, identifying animal tracks and understanding local habitats, building teamwork and confidence.

We will end the half term with a Fantastic Finish, where families are invited to join us on Thursday 26th March to navigate our Solar System together in an interactive space-themed challenge.

We look forward to an inspiring and exploratory half term ahead.

Subject	Learning Objective
English	I can share my ideas clearly and develop them using longer or more complex sentences. I can adapt my writing for different audiences and settings, including school, home, work and academic contexts. I can write to express an opinion or persuade a reader, using persuasive words, reasons, facts and examples. I can check and improve my writing for meaning, grammar and spelling with growing independence.
Maths	I can use properties of 2D shapes to solve problems. I can identify different sizes of angles (acute, obtuse). I can use first quadrant coordinates to plot points. I can recognise parallel and perpendicular lines. I can identify 2D shapes on the surfaces of 3D shapes. I can use properties of shapes and angles to solve practical problems.
Life Skills	I can clean and look after a home safely, choosing the right products and using household appliances correctly. I can understand my responsibilities in different types of housing and recognise problems that need reporting or fixing. I can plan and budget for shopping, compare prices, check dates and track my spending. I can store food and household items safely using basic hygiene and food-safety rules. I can understand my rights as a shopper, return faulty items, make complaints and know where to get help. I can recognise scams and protect my personal and bank information.
Cooking	I can plan what to cook, check the ingredients I have, and follow recipes safely and accurately using the correct tools, techniques and ingredients.
PE	I can take part in physical activities safely and with increasing confidence, working on my movement skills, fitness and teamwork.
Music	I can perform and create music by playing or singing with others, using the right notes and changing dynamics and tempo. I can plan musical ideas and combine them to make my own pieces. I can listen carefully to music, identify instruments and use this to improve my performance. I can talk about different types of music and give kind, helpful feedback.
DT	I can design and plan a product by generating ideas, choosing suitable materials and explaining how it will work. I can make a product safely and accurately using the correct tools, equipment and techniques. I can evaluate my product by testing it, identifying what works well and suggesting improvements.
Adventure Learning	I can use basic navigation and orienteering skills to find my way safely outdoors. I can set up simple shelters like tents or tarps with increasing independence. I can identify common UK animals, their tracks and signs. I can recognise local wildflowers and some safe, edible plants. I can understand and respect my local environment and the wildlife within it.
Science	I can describe different types of forces, show them with arrows, and measure them in newtons. I can explain balanced and unbalanced forces and how friction, air resistance and water resistance affect motion. I can explain gravity as a non-contact force and recognise magnetism and static electricity as other non-contact forces. I can describe the movements of the Earth, Moon and planets and explain day and night. I can explain that the Sun, Earth and Moon are spherical. I can describe gravity between the Earth, Moon and Sun (qualitatively). I can explain the seasons using the Earth's tilt and how day length changes through the year.
PHSE	I can understand that people experience different types of relationships, attraction and developing sexuality. I can recognise healthy, respectful and stable relationships, and I can identify positive and negative behaviours. I can explain different types of relationships and the factors that affect them, including family, friendships and romantic relationships. I can understand the legal and emotional aspects of long-term commitments, including marriage, and I know that forced marriage is illegal. I can recognise how media, gender expectations and stereotypes can influence relationships, and I can challenge these when needed. I can understand that everyone has the right to delay sex until they feel ready. I can recognise online sexual scams, including sextortion, and I know what to do if I come across them. I can explore my own values in relationships and express my opinions respectfully. I can identify sources of support for teenagers and give advice on how to access help.
Emotional Regulation	I can understand how my body and brain change during puberty, how genetics and experiences influence mental health, and how unhealthy choices like smoking, drinking and poor sleep affect the brain

Diary Dates:

23rd-27th February
Arts Week

16th - 17th March
KS3 Residential.

Thursday 26th March
Fantastic Finish
1.30pm

Friday 27th March
Last Day of term
1pm finish

30th March – 10th April
Easter Holidays

Monday 13th April
INSET Day

Tuesday 14th April
Students Back to School

Friday 3rd July
INSET Day

ARTS WEEK

Please ensure that your child brings some form of cover-up (such as an old shirt, apron or oversized T-shirt) to protect their clothes during practical activities.

