



Summer 1 2026

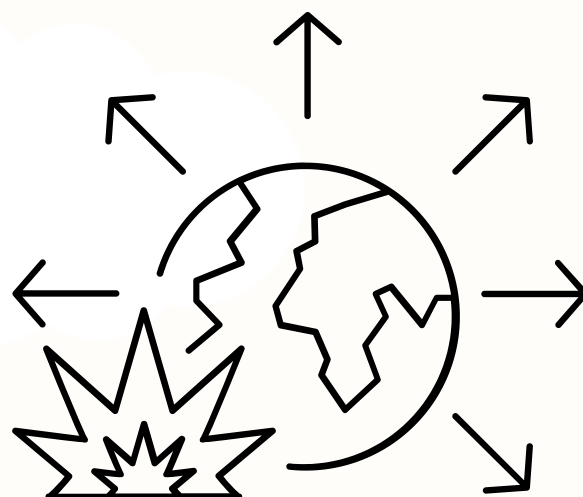
Curriculum Newsletter



Our Big Question...



This half term in KS3



This half term, our topic “Over the Top” will immerse pupils in the dramatic and challenging world of the World Wars through History, Geography and creative learning. Pupils will investigate key events, significant figures and life on the front line, developing their understanding of how the wars shaped countries, communities and landscapes.

In History and Geography, pupils will explore the causes and consequences of the World Wars, map out key locations and battlefields, and examine how global conflict changed borders and societies. They will analyse real wartime sources and learn how propaganda was used to influence public opinion.

In English, pupils will create their own propaganda posters and short video campaigns, experimenting with persuasive language, imagery and sound. They will plan, script and produce their work, building confidence in communication and digital creativity. In

Mathematics, pupils will focus on area and perimeter,

Our Adventure Learning will link to the “Over the Top” theme through teamwork, resilience and practical outdoor skills. Pupils will take part in sailing, learning to navigate, communicate and problem-solve on the water.

We are excited to enrich learning with visits to Fort Nelson and Victoria Park, where pupils will explore real historical sites, handle artefacts and deepen their understanding of wartime life.

We will end the half term with a Fantastic Finish, where families are invited to join us on Friday 22nd May to share in the pupils learning.

We look forward to a powerful, reflective and inspiring half term ahead.

Learning in KS3 this half term

Theme: Over the Top

Subject	Learning Objective
English	I can write clearly and concisely for any purpose. I can use complex sentences confidently and independently. I can adapt my writing for different audiences, including professional, academic and everyday situations. I can make arguments and support them with facts and evidence. I can write a clear argument or viewpoint that influences the reader. I can check and improve my writing for meaning, grammar and spelling.
Maths	I can solve problems involving perimeter and area. I can use symmetry and turns (quarter, half, full) in contexts. I can measure accurately using rulers, jugs, and scales. I can calculate the volume and surface area of cuboids. I can use protractors to measure angles.
PHSE	I can explain that gender identity, sexual attraction and sexuality are diverse, and I understand the physical and mental changes of growing up, including puberty, menstrual wellbeing and fertility. I can describe the roles and responsibilities within families and explain the importance of stable, long-term relationships for family life and raising children. I can explain how certain infections are spread through sexual activity, the purpose and types of contraception, how to access advice, and the risks of unprotected sex. I can describe the consequences of unintended pregnancy, identify sources of support, and communicate clearly about contraception and sexual health.
Emotional Regulation	I can recognise when someone is struggling with their emotions and show empathy by offering support in a kind and understanding way. I can explain why being involved in my community, helping others, and taking part in positive activities is important for my wellbeing. I can build healthy relationships by choosing positive hobbies and spending quality time with my family, friends, and community.
History	I can explain important events, people and places from the past in detail and show a strong understanding of why they were significant and how they had an impact. I can describe an event from my lifetime in detail and explain its wider effects on people, places and everyday life, including how different groups were affected. I can explain similarities and differences across different time periods and describe clearly how and why they are linked or different.
Adventure Learning	I can develop my physical and motor skills by learning sailing techniques, getting active, and handling equipment confidently. I can work as part of a team by communicating clearly, showing leadership, and supporting others to solve problems together. I can explore new environments by discovering wildlife, understanding the natural world, and gaining a lifelong skill through sailing.
Geography	I can use map symbols, grid references, compass directions and map features to accurately locate places and describe routes. I can use maps to find important places and follow simple routes in my local area with support. I can compare and explain the global position of continents, oceans and key countries using map evidence and terms like hemispheres, latitude and longitude.
Life Skills	I can make informed financial decisions by understanding how people earn and use money, comparing prices and deals, managing spending, and planning savings to meet my goals. I can recognise, assess and manage financial risks — including scams, gambling, online risks and exploitation — and I know how to protect myself as a consumer and seek trustworthy support when needed. I can explain how money affects emotions, identify the difference between needs, wants and long-term goals, and understand how attitudes, advertising, peer pressure and debt can influence financial choices.
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.
Computing	I can choose and use suitable digital applications to create clear work by entering, editing and formatting text, numbers and images. I can organise information by using spreadsheets to enter data, sort lists, apply formulas and format numbers for clarity. I can combine and edit text, images and charts effectively, using good layout conventions and explaining why accuracy and presentation matter.

Diary Dates:

Monday 13th April
Inset Day

Monday 4th May
Bank Holiday

Tuesday 5th May
Fort Nelson Trip

Friday 22nd May
Fantastic Finish
1.30pm

25th - 29th May
Half Term

Monday 1st June
Back to School

Friday 3rd July
INSET Day

Contact Us

Please send emails to for the class team to
KS3@thewymeringschool.com

If your child is absent:
Attendance@thewymeringschool.com

