



# Wadham School

A Church of England Community School

*"Life in all its fullness" John 10:10*



20<sup>th</sup> April 2026

Dear Parents and Carers,

## **Re: Curriculum Information Term 5 (20<sup>th</sup> April to 22<sup>nd</sup> May)**

The progress of young people in our learning community often comes down to each young person's motivation to have a choice for **their** future pathway in life. At this time of year, students will be preparing for the next stage of their learning which starts in September 2026!

- Year 11 students will move to full-time education, an apprenticeship or employment with training.
- Year 10 will move into Year 11 with just over 8 months until their final exams.
- Year 9 move into Year 10 and start their GCSEs (or equivalent).
- Year 8 move into Year 9 with options 'choices' for Key Stage 4 on the horizon.
- Year 7 move into Year 8 with the first year of secondary education completed. Students will know what they need to improve and what's expected of them!
- Year 6 students will join Wadham at the start of their secondary education with excitement and enthusiasm for an exciting and challenging learning journey.

## *FOCUS ON: Aspiration*

Aspiration (hopes, dreams, goals), a sense of purpose and a planned pathway for future education and/or training are often required for an individual to be motivated to learn and progress. Aspirations give life purpose, acting as a compass for long-term motivation and success. Wadham's curriculum is designed so that every student has the opportunity to develop their knowledge, skills and understanding.

Aspiration provides the 'why' while education provides the "how". Together they form a powerful engine for personal development and societal progress, particularly in tackling inequality. Education helps break cycles of disadvantage by providing tools to realize personal goals. Education is a primary tool for upward social mobility, helping individuals overcome background disadvantages. Often, higher attainment (higher grades) will mean more choice of pathway. The more choice, the higher likelihood that a desired pathway is possible. Higher attainment is likely to mean more choice within a pathway, a higher possibility of progressing within an organisation and an end point of a higher salary.

At Wadham, to compliment and support learning and progress, each student receives key information for each term in a Knowledge Organiser. Curriculum Plans, Knowledge organisers and the homework plan for each term can be accessed on our website.



THE CHURCH  
OF ENGLAND



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Headteacher: Mr R Burgas  
Chair of Governors: Mrs R Hawkes



**Crewkerne & Ilminster  
Schools Partnership**

*Work, Play & Learn Together*

Students are rising to the challenge of an aspirational curriculum as we move into the final two terms of the academic year, complimented by an embedded structure of learning inside and outside of the classroom.

Students are progressing as learners so that they can achieve their very best in the formal assessments at the end of the school year. The results of these assessments, each student's work in class, their homework and their attitude to learning will all be considered when leaders plan grouping (sets) for September 2026.

Subject	What will my Year 9 child learn in this subject Term 5?
Art	Street Art, stencil techniques and looking at a variety of street artists.
Beliefs and Worldviews	Finish the study of Ethics in Society. Begin a look at the Social Sciences – How modern methods like Psychology & Sociology describe belief, behaviour and construct a worldview.
Computing	Cyber Security and the impact of technology.
Design and Technology	Product Analysis, Brand Awareness, Papers and Board core knowledge.
Drama	Devising Commedia performances and Physical Theatre.
English	<i>Much Ado About Nothing.</i> (Shakespeare)
Food	Raising agents: mechanical/chemical/biological.
French	'La santé (1)': describing eating habits, talking about healthy and unhealthy foods, discussing what makes a healthy lifestyle.
Geography	Glaciation and Rivers. Students will complete the glaciation in the UK unit and then move onto global river systems. This puts freshwater systems into context on a macro-micro scale.
German	'Bleib gesund (1)': typical breakfasts, traditional German food, cooking, talking about healthy and unhealthy foods.
History	Chernobyl – What was the Chernobyl disaster and why was it allowed to happen? A look a Soviet Society and the Cold War.
Maths	Enlargement & similarity; Solving ratio & proportion problems; Rates.
Music	Film Music: performing well known leitmotifs.
Personal Development	Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography
Physical Education	Table Tennis or Badminton or Netball. Athletics or Striking and Fielding.

Science	States of matter and separating, motion.
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You can find details of the full curriculum on the school website.

We review and evaluate our learning plans regularly and therefore some changes may be made termly.

### **Absence and Home-Learning**

We understand that it is unavoidable at times for a young person to be absent from school. However, we are keen that the learning and progress of a young person is not hindered by absence. In the majority of cases learning can be completed at home whilst absent from school. This will mean gaps in learning will be less of a concern when a young person returns to school as soon as possible after an absence.

The expectation is that students work at home and present their work to their class teacher when they return to school, either online or on paper.

### **Guide to learning at home:**

The information outlined in the Curriculum Letter and Knowledge Organiser will help students identify the learning being completed in lessons at school this term. Online homework will also be accessible.

### **Core Subject Learning Resources:**

#### **English**

Students who are absent when they are timetabled an English lesson should read the current curriculum topic using our library service:

[Wadham School \(accessit.online\)](https://uk.accessit.online)

<https://uk.accessit.online/wdh01/#!dashboard>

Complete independent work on the curriculum topic(s) using Seneca plus complete and homework set via Teams and on Seneca. [www.senecalearning.com](http://www.senecalearning.com).

Log into Sparx Reader and read your allocated book. To find out more about Sparx reader watch <https://www.youtube.com/watch?v=Jq8O-DYTNOw>

#### **Maths**

Students who are absent when they are timetabled a Maths lesson should access SPARX go to 'Independent Learning'. In the table above the learning for the whole term is identified. A list of Sparx codes can be found in the Year 7 Team, in the Learning Resources channel files. [Maths Sparx Codes](#)

Sparx will support Maths learning with videos, explanations, written work and questions with answers.

Students also have compulsory homework set on Sparx. Students should make sure this homework is complete and work on the additional XP Boost or Target questions which are updated every week.

Students can also use the wide range of Maths learning websites available online to revisit topics that they have recently covered in lessons or topics that were identified on the curriculum letter or on the knowledge organisers sent earlier in the school year.

## Science

In KS3 students who are absent for a timetabled science lesson should use their knowledge organiser to identify the topic that they are studying at present and then look at the relevant section on BBC bitesize to support this learning. They can complete a range of quizzes and interactive learning activities. A list of topics, with links, will be shared with students via teams.

In KS4 students who are absent for a timetabled science lesson should use their knowledge organiser to identify the topic that they are studying and then look at the relevant section in the online text book: <https://www.pearsonactivelearn.com/app/home>

To log in students should use their school email address and default password: Password123

Students in KS4 may also wish to use BBC bitesize to support their learning. The exam board that they study is Edexcel.

## Extra-curricular activities – Term 5.

Please can we ask that you actively encourage your son / daughter to attend extra-curricular clubs at Wadham. We believe the range of activities we provide challenge and extend the knowledge and experience of our young people.

## Year 10/11 Past Paper Maths Club Wednesdays 8:00am-8:30am Room A06

	Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime (1.20-1.55)	Year 10 GCSE PE Practical Support (Invite only)  Year 10 & 11 Religion & Philosophy B25  All years Languages Homework Drop-In	Years 7 & 8 Table Tennis  Years 9,10 & 11 Badminton  All years Pride Club  Key Stage 3 Art Club A02	Years 7 & 8 Badminton  Years 9,10 & 11 Table Tennis  Year 11 History B23/B24	Years 7,8 & 9 Indoor Cricket  Years 10 & 11 Indoor Cricket  Years 9 & 10 Table Tennis  All years Maths Homework Drop-in A13	All Years Basketball  Years 9, 10 & 11 Table Tennis  Year 11 GCSE PE Theory Support

	A12 All Years Science Homework Drop-In A12	Year 10,11 Further Maths A06			
Lunchtime in the Library	Mindfulness and Colour				Lego and Puzzle Club Library

	Monday	Tuesday	Wednesday	Thursday	Friday
Afterschool (3-4pm)	All Years Badminton (External Coach) *£1.50 per session (ipay)  Year 10 GCSE PE Coursework Support	Year 7 & 8 Rounders  Year 9,10 & 11 Rounders	All Years Athletics  All Years Trampolining (16 places available. Students must sign up in advance in PE Office)  All Years Advanced Badminton (invite only)	Year 7 & 8 Cricket  Year 9 & 10 Cricket  All Years School Choir A09	All Years Badminton (External Coach) *£1.50 per session (ipay)  All Years Debate Club C24

Yours Sincerely,



Mr S White  
Deputy Headteacher  
Curriculum and Outcomes