



## 7C Curriculum Overview

### Summer Term 2018

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key words
English Mrs Milburn	<p>The Lady of Shalott and the Rime of the Ancient Mariner.</p> <p>Tasks will include:</p> <ul style="list-style-type: none"> <li>• Analysis of the vocabulary used in the poems</li> <li>• Learning to pick out and use relevant quotations</li> <li>• Writing newspaper style reports</li> <li>• Developing short drama pieces inspired by the story</li> <li>• Hot seating</li> <li>• Writing to persuade and to describe</li> <li>• Creating wall displays</li> <li>• Producing own poems</li> </ul>	<ul style="list-style-type: none"> <li>• Regular reading and discussion of the feelings of the characters in their own reading book, or on TV shows or in films</li> <li>• Encourage the use of the words because/however/although/as well as etc. when talking, to help with clear explanations</li> <li>• Encourage the use of a dictionary, thesaurus including online versions</li> <li>• All reading should be encouraged both quietly and aloud to increase confidence in the spoken word</li> <li>• Games such as 'articulate, taboo, charades' etc. to encourage imaginative thinking!</li> <li>• Please allow your child to do their homework with little or no assistance. It is important that their homework demonstrates what they already know and reveals areas for development.</li> <li>• Encourage reading at all times and of all genres. There is a book out there for everyone. Your local library will be able to provide any book you ask for. A reading routine is also useful.</li> </ul>	<p>connectives e.g. also, therefore, furthermore, firstly.</p> <p>simile</p> <p>metaphor</p> <p>alliteration</p> <p>onomatopoeia</p> <p>rhyme</p> <p>rhythm</p> <p>quotation</p> <p>mood</p> <p>style</p> <p>myth</p> <p>target</p>



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<p>Maths Mr McMillan</p>	<ul style="list-style-type: none"> <li>• Written Addition and Subtraction</li> <li>• Statistics</li> <li>• Transformations and Symmetry</li> <li>• Probability</li> <li>• Equations</li> </ul>	<ul style="list-style-type: none"> <li>• Use MyMaths at home</li> <li>• Play online Maths games – e.g. Transum Mathematics (<a href="http://www.transum.org">http://www.transum.org</a>)</li> <li>• Try puzzle books/sudoku</li> <li>• Ask questions that involve some mental maths – e.g. twelve miles ago the sign said it is 23 miles to our destination. How much further is it to our destination?</li> <li>• Ask questions around preparing food and cooking – e.g. if we double that recipe how much will we need of that ingredient?</li> <li>• Look out for use of statistics and charts in the news – e.g. a politician’s speech, sports events, magazines, and online stories. Discuss what you find.</li> <li>• Look for symmetry/similarity in our surroundings – e.g. design of houses/buildings/monuments, reflections in mirrors/water, scale-models</li> <li>• Discuss events where there is uncertainty or an element of chance in what happens – e.g. the weather, sports events, TV talent shows. Ask which is the more likely to happen of several possible outcomes.</li> </ul>	<p>column arithmetic frequency table pictogram bar chart pie chart mean median mode range transformation line of symmetry translation rotation reflection even chance equally likely outcome event trial equation operation solve</p>
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<p>Science Mrs Roebuck</p>	<ul style="list-style-type: none"> <li>• Forces</li> <li>• The Particle Model</li> <li>• Sexual Reproduction in Animals</li> </ul>	<ul style="list-style-type: none"> <li>• Watch popular science programs on the TV</li> <li>• Visit museums e.g. The Science Museum (Kensington) or The Look Out Discovery Centre (Bracknell)</li> <li>• Encourage your daughter to write down any scientific questions they think of at home that you can't answer, then bring them in to class</li> </ul>	<p>force air resistance water resistance electrostatic upthrust friction gravity weight mass Newton grams extension lubricant pressure Pascal particle atom molecule diffusion vacuum solid liquid gas corrosive flammable toxic</p>	<p>compressed flow reproduction offspring sex sexual intercourse fertilisation gamete nuclei puberty sperm semen ejaculation erection urethra foreskin circumcision ovary fallopian tube oviduct cervix vagina gestation amniotic fluid umbilical cord placenta</p>
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<p>Computing Mrs Janaway</p>	<ul style="list-style-type: none"> <li>• Hardware – input / output devices</li> <li>• Programming – Micro:bit</li> <li>• Risks of communicating online</li> <li>• Using a spreadsheet</li> <li>• IT project – using success criteria to design and create a digital product</li> <li>• Creating a podcast using Audacity</li> </ul>	<ul style="list-style-type: none"> <li>• Look out for and discuss online safety stories in the news</li> <li>• Use the parent and student sections on online safety websites: <a href="http://www.thinkuknow.co.uk/">http://www.thinkuknow.co.uk/</a> <a href="http://www.childnet.com/">www.childnet.com/</a> <a href="http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/">www.safetynetkids.org.uk/personal-safety/staying-safe-online/</a></li> <li>• Check social media privacy settings, with your daughter, once a month and especially after a software update</li> <li>• Use the Micro:bit create code website - <a href="https://www.microbit.co.uk/create-code">https://www.microbit.co.uk/create-code</a></li> <li>• Micro:bits can be purchased online, with prices starting at £16.99 - <a href="https://www.amazon.co.uk/s/ref=nb_sb_noss_2?url=search-alias%3Dcomputers&amp;field-keywords=microbit">https://www.amazon.co.uk/s/ref=nb_sb_noss_2?url=search-alias%3Dcomputers&amp;field-keywords=microbit</a></li> <li>• E-mail homework to the subject teacher as an attachment</li> <li>• Save homework on to a USB Memory stick.</li> <li>• Use BBC Bitesize to develop understanding of Computing topics</li> </ul>	<p>hardware software input output debug variable sequence repetition loop selection grooming stalking troll fake profile virus social presence data database spreadsheet cell</p>	<p>Autosum formula formatting data validation evaluate</p>
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<p>Art Miss Grant Year 7</p>	<p><b>Inspired by Nature.</b> Students will create images based on the forms, textures and patterns found insects, fish, birds and other animals. Lessons will focus on developing drawing and painting skills through a range of materials.</p> <ul style="list-style-type: none"> <li>• Observing detail</li> <li>• Developing shading skills</li> <li>• Blending tones of colour using oil pastel, chalk pastel and watercolour</li> <li>• Embedding knowledge of the formal elements</li> <li>• Developing descriptive vocabulary</li> <li>• Analysing the work of Franz Marc, John James Audubon, Michelle McKinney and other artists.</li> <li>• Evaluating work and developing self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging drawing or colouring for pleasure.</li> <li>• Keeping a doodle book/scrap book of ideas and inspirations from nature.</li> <li>• Copying drawings from artists is very good for developing observational skills regardless of the subject matter.</li> <li>• Encouraging good drawing practice:             <ul style="list-style-type: none"> <li>• Using a sharp pencil</li> <li>• Including as much detail as possible</li> <li>• Using shading</li> <li>• Using contrast</li> <li>• Looking at books on nature and the natural world</li> <li>• Taking the time to observe nature in the garden or out on a walk.</li> </ul> </li> </ul>	<p>The Formal Elements</p> <p>line tone form shape texture colour blending layering mixing refining observing measuring surface smooth shiny delicate gauzy iridescent vibrant accurate symmetrical mood expressive controlled purposeful</p>
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Humanities is taught in blocks for each subject. Each block will be about 3 weeks with 2 lessons a week.			
Humanities RE Mrs Sabey	<ul style="list-style-type: none"> <li>• The Golden Rule</li> <li>• Discussing our school and personal values</li> <li>• Looking at how different religions and Humanism have their own Golden Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what Golden rules you have at home and how they help everyone get long.</li> <li>• What are Golden Rules for life and why are they important.</li> <li>• Discuss in situations – how do you want to be treated and how they treat others.</li> </ul> <p><a href="https://wiki.kidzsearch.com/wiki/Golden_Rule">https://wiki.kidzsearch.com/wiki/Golden_Rule</a></p> <p><a href="https://understandinghumanism.org.uk/uhtHEME/ethics/">https://understandinghumanism.org.uk/uhtHEME/ethics/</a></p>	Bible Sermon on the Mount Torah proverb Qur'an Hadith Sunnah Sacred Text Golden Rule
Humanities Geography Mrs Sabey	<p><b>Weather and Climate</b></p> <ul style="list-style-type: none"> <li>• How do we measure the weather?</li> <li>• Different weather in different parts of the UK and the world.</li> <li>• Designing a weather forecast</li> <li>• Measuring the weather collecting data from the weather station recording using tables and graphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally talking about the weather – watching the weather forecast. If there are news items on TV or in the paper concerning the weather – they can be talking points.</li> <li>• The following websites will give a useful starting point.</li> </ul> <p><a href="http://www.weatherwizkids.com/">http://www.weatherwizkids.com/</a></p> <p><a href="http://www.metoffice.gov.uk/education/kids">http://www.metoffice.gov.uk/education/kids</a></p> <p><a href="http://www.sciencekids.co.nz/weather.html">http://www.sciencekids.co.nz/weather.html</a></p>	weather climate meteorology precipitation Beaufort scale temperature clouds cumulus stratus cirrus barometer wind vane rain gauge thermometer air pressure



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<p>Humanities History Mrs Sabey</p>	<ul style="list-style-type: none"> <li>History – Power of the monarchy in medieval times.</li> </ul>	<ul style="list-style-type: none"> <li>What was the Domesday Book? Was their town or village in the book?</li> <li>Research about the Medieval kings – King John and the Magna Carta.</li> <li>Visit the place where the Magna Carta was signed at Runnymede.</li> </ul>	<p>Normans Saxons famine corpses long and short term causes Lords Barons knights taxes peasants villains feudalism freeman survey Domesday Book human rights Parliament King John</p>
<p>Outdoor Learning Mr Bunn</p>	<ul style="list-style-type: none"> <li>Animal Care - health and safety, animal handling, animal health, nutrition, lifecycle, farming</li> <li>Horticulture - health and safety, plants, vegetables, sow and grow, harvesting, cooking, South East in Bloom</li> <li>Forest Schools - health and safety, trees, create a forest</li> </ul>	<ul style="list-style-type: none"> <li>Visits to country parks, wildlife parks, zoos, garden centres, walks in woodland etc.</li> <li>Encourage your daughter to get out into the outdoors as much as possible, even if it is raining.</li> <li>If possible watch CountryFile on Sunday evenings or any nature/outdoors/ programmes.</li> <li>Encourage helping with gardening and identifying plants, trees, wildflowers and weeds.</li> <li>Encourage your daughter to look at maps/compasses to get a general idea of directions.</li> </ul>	<p>outdoors determination commitment vegetable alpaca chestnut maple shelter weather</p>



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	<p>school, wildlife, dens, trips out, animal homes; this will be taught through a special Forest Schools programme delivered off-site.</p> <ul style="list-style-type: none"> <li>• Outdoor Skills - health and safety, orienteering, outdoor cooking, survival, tents, camp out's, fire circle</li> </ul>	<ul style="list-style-type: none"> <li>• Ask your daughter to direct you to the local shops etc.</li> <li>• Ask for suggestions of food to cook on an outdoor stove. Encourage your daughter to identify Health and Safety risks when doing activities such as cooking, gardening and how to lower the risk of accidents.</li> </ul>	
<p>Creativity Miss Humphrey</p>	<ul style="list-style-type: none"> <li>• Food festival research and preparation</li> <li>• Cooking with vegetables</li> <li>• Baking techniques</li> <li>• Decorating techniques</li> <li>• Research and planning techniques,</li> <li>• Bread making</li> <li>• Designing</li> <li>• Windmill Making</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to use a range of materials to explore their creative sides</li> <li>• Visit exhibitions and encourage them to bring their experiences to the creativity lesson</li> <li>• Discuss what they are doing in the lessons</li> <li>• Support them to collect or research resources</li> </ul>	<p>designing researching making techniques kneading weighing measuring planning proving</p>