



LIMPSFIELD GRANGE SCHOOL

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7G Curriculum Overview Autumn Term 2018

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key words
English Mrs Onipko & Mrs Chippington	<ul style="list-style-type: none"> We will be reading and exploring a range of fiction (including <i>The Secret Garden</i> by Frances Hodgson Burnett) and non-fiction sources which depict the natural world Students will be expected to express their personal viewpoints in both written and spoken tasks Students will be looking at how using different vocabulary and different punctuation can create different effects and using this to set targets for their own writing Students will be producing a wide range of written responses including poetry, creative writing and nonfiction texts such as speeches beginning to write within a set timeframe Students will also be responding through role-play and practical tasks such as debating, having as much fun as possible as the texts 	<ul style="list-style-type: none"> Talk to your daughter about her targets and what she has done each week to move towards them Encourage your daughter to read on a daily basis and talk to her about the characters, plot and setting Encourage your daughter to express her personal viewpoint on a wide range of topics Talk to your daughter about how informal and formal language works 	<p>Key Words Core: library, long sentences, short sentences, paragraph, mood, atmosphere, colour, natural world, autumn, spring, winter, summer, temperature, weather, feelings, 5 senses, 5 Ws (who, what, when, where, why)</p> <p>Extension: environment, habitat, climate, fiction, non-fiction, emotions</p>



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	<p>we use become more challenging</p> <ul style="list-style-type: none">• In the second half of the autumn term we will be reading a range of fairy stories and begin to look at imagery and how different language choices make the reader feel• Throughout the term students will be working on vocabulary tasks and being encouraged to develop the technical accuracy of their written responses		
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<p>Maths Mrs Sabey</p>	<p>Place Value</p> <ul style="list-style-type: none"> Counting objects reliably, understand the place value of each digit. Ordering numbers and using a number line. Rounding – 2 or 3 digit numbers to the nearest 10 or 100 and decimal to the nearest whole number. Some pupils will extend to multiply and divide numbers by 10, 100, 1000, 10,000 ... Mental and written addition. The above will also include mental maths and problem solving using the skills they have learnt. <p>Measures, Perimeter and Area</p> <ul style="list-style-type: none"> Measuring involving length. Weight and time. Identifying 2 and 3D shapes and their properties. Perimeter and area. 	<ul style="list-style-type: none"> Discuss Key words and their meaning. Practise counting and working with numbers in real life situations eg shopping. Discuss calendar and coming events and working out when they will happen. Also using time when discussing when things which will happen during the day. Use money when shopping and buying goods from the shop. Also counting money. Play board games and games with dice and cards http://www.mathschamps.co.uk/#home also has games which can be played at home. http://www.topmarks.co.uk/maths-games/hit-the-button is a great way to practise number bond etc. Involve your daughter when cooking etc at home a great way to have fun with Maths. 	<p>digit units tens tenth hundreds hundredth decimal whole number significant figure ordering rounding partitioning length measurement metre distance centimetres millimetres grams kilograms shape names angles corners perimeter area</p>
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<p>Science Mrs Roebuck</p>	<ul style="list-style-type: none"> • Safety in Science • Energy • Cells, tissues, Organs and Systems • Mixtures and Separation 	<ul style="list-style-type: none"> • Look out for hazard signs on everyday household chemicals (e.g. bleach, dish washer tablets) and on the back or side of lorries or tankers. • Visit museums e.g. The Science Museum (Kensington) or The Look Out Discovery Centre (Bracknell). • Encourage your daughter to write down any scientific questions they think of at home (that you can't answer yourself), then bring it in to ask me in class. 	<p>hazard energy joule transfer transferred renewable non-renewable biomass nuclear hydroelectric solar panels geothermal fossil fuel organism respiration sensitivity excretion nutrition reproduction organ photosynthesis tissue cell nucleus membrane cytoplasm vacuole chloroplast</p>	<p>solvent solute solution soluble dissolve mixture solubility insoluble filter filtrate residue chromatography distillation evaporation</p>
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<p>Computing Mr McMillan</p>	<ul style="list-style-type: none"> • Cyberbullying • Sharing private and personal information on social media • E-mail using Office 365 - send and reply, attachments and folders • Saving work using appropriate file names • Word, PowerPoint and Publisher • Using a database • Programming – understanding commands using a Probot. • What is the World Wide Web? 	<ul style="list-style-type: none"> • Encourage your daughter to look at the Think U Know website to find out more about online safety - http://www.thinkuknow.co.uk/ • Encourage your daughter to send homework, completed on the computer, to the teacher using e-mail. You can access the school e-mail system from home by Googling – Office 365 and clicking on 'Sign in to your account' - https://login.microsoftonline.com/ Full instructions are also on page 7 of your daughter's diary. • Encourage your daughter to use a memory stick for saving homework on to. Set up subject specific folders on the stick. • Encourage your daughter to complete homework on the computer using Word, PowerPoint and Publisher. 	<p>online bystander block delete send reply forward folder attachment text spellcheck insert image bullet point WordArt</p>	<p>slide transition hardware software program data database cell Internet WWW search engine URL</p>
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<p>Art Miss Grant</p>	<p>Underwater</p> <ul style="list-style-type: none"> • The formal elements of Art • Detailed drawing from observation • Shading skills and using tone to show form • Interpreting fish in range of materials (Watercolour, wax resist, chalk pastel) • Underwater landscapes • Colour theory • Exploration of blue • Inuit Art and culture • The story of Sedna • Drawing a face in profile • Polyprinting • Soap carving <p>Students will be introduced to a variety of techniques and processes. The main focus will be on improving technical skills and methodical working.</p>	<ul style="list-style-type: none"> • Encouraging drawing or colouring for pleasure. • Keeping a doodle book/scrap book of ideas and inspirations from nature. • Copying drawings from artists is very good for developing observational skills regardless of the subject matter. • Encouraging good drawing practice: <ul style="list-style-type: none"> • Using a sharp pencil • Including as much detail as possible • Using shading • Using contrast • Looking at books on nature and the natural world • Taking the time to observe nature in the garden or out on a walk. 	<p>drawing shape line tone blending form texture shadow highlight impression gist iridescent watercolour wax resist control colour mixing colour groups Inuit Sedna mermaid indigo sapphire emerald cerulean turquoise ultramarine</p>
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<p>Humanities in Year 7 is on a rotation which means that students in 7G will have 2 lessons a week of Humanities until February half term and then they will have 2 sessions a week of Outdoor learning for the rest of the year. We will study RE in the first half term of the Spring Term.</p>			
<p>Humanities Geography Mrs Sabey</p>	<ul style="list-style-type: none"> • Geography around us. • Finding out about where they live and go to school. • Different types of Geography – Physical, Human • Map skills • Learning about the United Kingdom, its countries, cities and physical features. 	<ul style="list-style-type: none"> • Talk about places they have been on holiday or visited, looking at maps and atlases • Finding out about where they live. • Watch programmes about places around the world but especially places in Britain. • Talk about and find on maps towns and cities in UK they have visited. • When places in Britain are in the news look at where they are on map. • http://resources.woodlands-junior.kent.sch.uk/customs/questions/geography.html • http://www.3dgeography.co.uk/#!/geography-of-the-uk/c1iuy 	<p>continents oceans countries atlas village town city physical geography human geography England Scotland Wales Northern Ireland Europe capital city population town city hills mountains coast sea rivers</p>



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<p>Humanities History Mrs Sabey</p>	<ul style="list-style-type: none"> Control of Britain – events of 1066 leading to the Battle of Hastings. What happened after the battle – Domesday book and Feudal System. Start of Democracy and Parliament, 	<ul style="list-style-type: none"> Talk about our Royal Family and who succeeds who. Looking at books about the Normans and William Conqueror. Visit Battle near Hastings. http://resources.woodlands-junior.kent.sch.uk/homework/bt.html http://www.allabout1066.net/timeline.htm What was the Domesday book? Was their town or village in the book? Visit the place where the Magna Carta was signed at Runnymede. 	<p>Normans Saxons Vikings Edward the Confessor William Duke of Normandy Harold Godwinson Harald Hardrada Battle of Stamford Bridge Battle of Hastings Fyrd house carls long and short term causes Lords Barons Knights taxes peasants villains feudalism freeman survey Domesday Book human rights Parliament Magna Carta</p>
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<p>Food Technology: Miss Humphrey</p>	<ul style="list-style-type: none"> • Hygiene and safety in the kitchen. • Food preparation- safe use of the knife using the bridge and claw hold. • Healthy eating- the Eat Well Plate. • Fruit and vegetables- eating 5 a day. • Cooking food- introduction to the hob and oven. • Packaging and labelling • Muffin development 	<ul style="list-style-type: none"> • Encourage students to cook at home • Encourage them to help in the kitchen at home, this could be include serving meals and helping to tidy away afterwards • Explore and use new and different ingredients from shops • Encourage students to try new foods and tastes • Look at recipes in magazines and cookery programmes on television. • Help with food shopping, looking at the wide range of foods available and the different prices for a similar product • Talk about the different nutrients in foods and why they are important for the body. 	<p>hygiene bacteria salmonella balanced diet designing and evaluating names of fruit and vegetables cereals - wheat, oats, barley, rye, maize names of equipment - colander, scales, frying pan, sauce pan, oven, hob</p>
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