



## 7H Curriculum Overview

### Summer Term 2018

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key words
English Mrs Chippington	<p>Lessons will focus on reading, writing, speaking and listening, alongside encouraging independent and group work. Activities will include:</p> <ul style="list-style-type: none"> <li>• Spelling, punctuation and grammar activities</li> <li>• The study of Romeo and Juliet to include diary writing, letter writing, comprehension tasks, 'point, evidence, explain' and links to the question style used on the GCSE papers.</li> <li>• Creative writing - using images as a stimulus</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> </ul>	<p>sentences paragraphs connectives punctuation extract character sentence starters inference theme</p> <p>description vocabulary purpose audience structure imagery simile metaphor PEE – point, evidence, explain</p>
Maths Mr McMillan	<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> </ul>	<p>column arithmetic frequency table pictogram bar chart pie chart mean</p>



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		<ul style="list-style-type: none"> <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, 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>	median mode range transformation line of symmetry translation rotation reflection even chance equally likely outcome event trial equation operation solve	
Science Mrs Roebuck	<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>	force air resistance water resistance electrostatic upthrust friction gravity weight mass Newton grams lubricant	particle atom molecule diffusion vacuum solid liquid gas corrosive flammable toxic compressed



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			pressure reproduction offspring sex sexual intercourse fertilisation nuclei puberty sperm semen ejaculation erection	flow urethra foreskin circumcision ovary cervix vagina gestation amniotic fluid umbilical cord placenta
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<p>Computing Mrs Janaway</p>	<ul style="list-style-type: none"> <li>• Programming – Micro:bit</li> <li>• Risks of communicating online</li> <li>• Using a spreadsheet</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>debug variable sequence grooming stalking troll fake profile virus social presence data database spreadsheet cell Autosum formula formatting</p>
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<p>Art Miss Grant</p>	<p><b>Inspired by Nature</b> Students will create images based on the forms, textures and patterns found in 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> </ul> </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>	<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.			
RE Mrs Sabey	<ul style="list-style-type: none"> <li>• Global citizens</li> <li>• How can we live together in peace in our world?</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about their local community what does it mean to be part of a community? Think about different communities they belong to.</li> <li>• Communities around the world – what makes them different?</li> <li>• Discuss different rules and values in religions.</li> </ul>	kosher hallal vegetarian environment Fairtrade fair just injustice co-operation
Humanities Geography Mrs Sabey	<ul style="list-style-type: none"> <li>• Settlements – Why they are where they are?</li> <li>• Main settlements in UK</li> <li>• Land use in towns, how can towns be improved?</li> <li>• Fieldwork – shopping survey</li> </ul>	<ul style="list-style-type: none"> <li>• Finding out about their town – what facilities there are, etc.</li> <li>• Talk about places they have visited – how do they compare?</li> <li>• Talk about resources we use – non – renewable and renewable</li> <li>• Talking about where you go shopping and why</li> </ul>	hamlet village town city dwelling urban rural corner store supermarket internet shopping convenience goods comparison goods malls



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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>
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<p>Food Technology: Miss Humphrey</p>	<ul style="list-style-type: none"> <li>• Enzymatic browning,</li> <li>• The Eat Well Plate</li> <li>• Temperature control and hygiene and safety</li> <li>• Meat safety</li> <li>• Designing and making</li> <li>• Layered desserts</li> <li>• Equipment names and how to use it</li> <li>• Rubbing in method</li> <li>• Apple crumble, scones, sweet and sour chicken, muffins, layered desserts, carrot cake</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to cook at home</li> <li>• Encourage help in the kitchen at home, this could be include serving meals and helping to tidy away afterwards</li> <li>• Explore and use new and different ingredients from shops</li> <li>• Encourage students to try new foods and tastes</li> <li>• Look at recipes in magazines and cookery programmes on television.</li> <li>• Help with food shopping, looking at the wide range of foods available and the different prices for a similar product</li> </ul>	<p>enzymatic browning rubbing in method hygiene bacteria salmonella, names of fruit and vegetables names of equipment – colander, scales, frying pan, sauce pan, oven, hob, balanced diet, food groups – dairy, grains and cereals, meats, fruit and vegetables nutrients protein carbohydrates vitamins and minerals fats designing and evaluating</p>
<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>