



LIMPSFIELD GRANGE SCHOOL

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7T Curriculum Overview

Autumn Term 2017

| Subject | Area(s) of Study | Suggestions for Parental Support/Involvement at Home | Key words | | | | | | | | | | | | |
|-------------------------|---|--|---|-------|-------|-------|----------|------|-------------|-------|-------------|----------|-------|-----------|-----------|
| English Mrs Tremaine | <p>We will read: 'Kensuke's Kingdom' by Michael Morpurgo and complete related tasks, including an Island, non-fiction, project.</p> <ul style="list-style-type: none"> Grammar activities including punctuation, sentence and paragraph construction Spelling high frequency words Persuasive writing techniques Formal/Informal language Different styles of travel writing including diary entries Speaking/listening as we present our own island brochure Script reading and speech writing Research: Nagasaki bombing | <ul style="list-style-type: none"> Regular reading and discussion of the feelings of the characters in their own reading book, or on TV shows or in films. Encourage the use of more advance connective words such as however/although/as well as/ nevertheless/ despite/ in addition to/contrary to etc. when talking, to help with clear explanations. Encourage the use of a Dictionary, Thesaurus including online versions. All reading should be encouraged both quietly and aloud to increase confidence in the spoken word. Games such as 'articulate, taboo, charades' etc. to encourage imaginative thinking! | <p>Core: Sentence, capital letter, paragraph, vocabulary, punctuation, organise, debate, persuasive, national identity, brochure, advertisement, guidebook, character description, 1st person, speech marks, summary</p> <p>Extension: text, extract analysis, rhetorical question, direct address, alliteration, narrative empathy, structure, honour, predicament, imagery</p> | | | | | | | | | | | | |
| Maths Mrs Millard | <p>Number</p> <ul style="list-style-type: none"> Place value – counting objects reliably, understand the place value of each digit Ordering numbers and using a | <ul style="list-style-type: none"> Discuss key words and their meaning. Practise counting and working with numbers in real life situations e.g. shopping. Discuss calendar and coming events and working out when they will happen. Also using time | <table> <tr> <td>digit</td> <td>metre</td> </tr> <tr> <td>units</td> <td>distance</td> </tr> <tr> <td>tens</td> <td>centimetres</td> </tr> <tr> <td>tenth</td> <td>millimetres</td> </tr> <tr> <td>hundreds</td> <td>grams</td> </tr> <tr> <td>hundredth</td> <td>kilograms</td> </tr> </table> | digit | metre | units | distance | tens | centimetres | tenth | millimetres | hundreds | grams | hundredth | kilograms |
| digit | metre | | | | | | | | | | | | | | |
| units | distance | | | | | | | | | | | | | | |
| tens | centimetres | | | | | | | | | | | | | | |
| tenth | millimetres | | | | | | | | | | | | | | |
| hundreds | grams | | | | | | | | | | | | | | |
| hundredth | kilograms | | | | | | | | | | | | | | |



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| | <p>number line</p> <ul style="list-style-type: none"> • 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 <p>Expressions and Formulae</p> <ul style="list-style-type: none"> • Using symbols • Substitution • Simplifying expressions • Expanding brackets | <p>when discussing when things which will happen during the day.</p> <ul style="list-style-type: none"> • Encourage your daughter to pay for items when shopping. Work on counting the money and checking the change. • 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 bonds etc. • Involve your daughter when cooking, etc. at home a great way to have fun with Maths. | <table> <tr> <td>decimal</td> <td>shape names</td> </tr> <tr> <td>whole number</td> <td>angles</td> </tr> <tr> <td>significant figure</td> <td>corners</td> </tr> <tr> <td>ordering</td> <td>perimeter</td> </tr> <tr> <td>rounding</td> <td>area</td> </tr> <tr> <td>partitioning</td> <td></td> </tr> <tr> <td>length</td> <td></td> </tr> <tr> <td>measurement</td> <td></td> </tr> <tr> <td>term</td> <td></td> </tr> <tr> <td>expression</td> <td></td> </tr> <tr> <td>substitution</td> <td></td> </tr> </table> | decimal | shape names | whole number | angles | significant figure | corners | ordering | perimeter | rounding | area | partitioning | | length | | measurement | | term | | expression | | substitution | |
| decimal | shape names | | | | | | | | | | | | | | | | | | | | | | | | |
| whole number | angles | | | | | | | | | | | | | | | | | | | | | | | | |
| significant figure | corners | | | | | | | | | | | | | | | | | | | | | | | | |
| ordering | perimeter | | | | | | | | | | | | | | | | | | | | | | | | |
| rounding | area | | | | | | | | | | | | | | | | | | | | | | | | |
| partitioning | | | | | | | | | | | | | | | | | | | | | | | | | |
| length | | | | | | | | | | | | | | | | | | | | | | | | | |
| measurement | | | | | | | | | | | | | | | | | | | | | | | | | |
| term | | | | | | | | | | | | | | | | | | | | | | | | | |
| expression | | | | | | | | | | | | | | | | | | | | | | | | | |
| substitution | | | | | | | | | | | | | | | | | | | | | | | | | |



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| <p>Science Mrs Roebuck</p> | <ul style="list-style-type: none"> • Safety in Science • Mixtures and Separation Techniques • Energy • Electricity | <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. • Watch popular science programs on the TV. • 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>solvent solute solution soluble dissolve mixture solubility insoluble filter filtrate residue chromatography distillation evaporation energy joule transfer transferred renewable non-renewable</p> | <p>biomass nuclear hydroelectric solar panels geothermal fossil fuel current circuit battery bulb wire electricity ammeter amp voltage voltmeter volt</p> |
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| <p>Computing Mrs Janaway</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 • Multimedia presentations • Hyperlinking slides using action buttons • 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 - 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/ • 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 delete text font spellcheck header insert image centre bullet point text box table WordArt</p> | <p>slide animation transition hardware software program data database sort filter cell cell reference column / field row / record Internet WWW search engine URL</p> |
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| <p>Art Miss Henderson</p> | <ul style="list-style-type: none"> • All students will be introduced to The Formal Elements (line, tone, colour, pattern, texture, and shape) and encouraged to develop their understanding and use of a range of media choices (paint, pastel, inks, collage). • Skills and techniques learnt this term will then be developed within a range of mini project outcomes and linked to the art movements Pop Art and Cubism. • Through the use of a range of media all students will produce a final piece that reflects each art movement. Research will be carried out about specific artists from these art movements and all students will be encouraged to experiment with their use of the formal elements and media choices. • Artists link = Andy Warhol, Picasso | <ul style="list-style-type: none"> • Research Andy Warhol and discuss what you and your daughter think of his work. • Research Pop Art and print examples of Pop Art • Research Picasso and discuss what you and your daughter think of his work. • Research Cubism and print examples of Cubism • Research the formal elements of art • Research media choices used by famous artists • Produce small pieces of art that use a range of media reflecting this research, experiment and have fun. • Visit art galleries. | <p>line tone colour pattern texture shape paint pastel ink collage artist media Pop Art Warhol Cubism Picasso display exhibition</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. The first block will be assessment activities in RE, Geography and History, followed by a History, Geography and then R.E. block. We will also focus in the week beginning 18th September on Global Goals week. <http://www.globalgoals.org/>

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| <p>Humanities RE Mrs Sabey</p> | <ul style="list-style-type: none"> • What does it mean to be a Christian? • Looking at key beliefs of all Christians. • Similarities and differences in buildings, structure, services. • To visit a church in the local community to find out how they put beliefs into practice. | <ul style="list-style-type: none"> • Visiting your local church or look at the outside of churches in your area. How many different types can you find? • The following websites are a starting point. • http://www.uri.org/kids/world_chri.htm • Talk about experiences you have had of different churches eg weddings, baptisms etc. | <table border="0"> <tr> <td>Altar</td> <td>Communion Table</td> </tr> <tr> <td>Font</td> <td>baptistry</td> </tr> <tr> <td>denomination</td> <td>Roman Catholic</td> </tr> <tr> <td>Anglican</td> <td>Church of England</td> </tr> <tr> <td>Baptist</td> <td>Methodist</td> </tr> <tr> <td>United Reform</td> <td>Free Church</td> </tr> <tr> <td>Holy Communion</td> <td>Eucharist</td> </tr> <tr> <td>Vicar</td> <td>Priest</td> </tr> <tr> <td>Minister</td> <td>Pastor</td> </tr> <tr> <td>Pope</td> <td>Curate</td> </tr> <tr> <td>Baptism</td> <td>dedication</td> </tr> <tr> <td>Confirmation</td> <td>immersion</td> </tr> <tr> <td>Sacrament</td> <td></td> </tr> </table> | Altar | Communion Table | Font | baptistry | denomination | Roman Catholic | Anglican | Church of England | Baptist | Methodist | United Reform | Free Church | Holy Communion | Eucharist | Vicar | Priest | Minister | Pastor | Pope | Curate | Baptism | dedication | Confirmation | immersion | Sacrament | |
| Altar | Communion Table | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Font | baptistry | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| denomination | Roman Catholic | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Anglican | Church of England | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Baptist | Methodist | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| United Reform | Free Church | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Holy Communion | Eucharist | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vicar | Priest | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Minister | Pastor | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pope | Curate | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Baptism | dedication | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Confirmation | immersion | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sacrament | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Humanities Geography Mrs Sabey</p> | <ul style="list-style-type: none"> • Introduction to Geography – finding out about where students live and go to school. • Their world address • Different types of Geography – Physical, Human • Map skills | <ul style="list-style-type: none"> • Talk about places where you and your family have been on holiday or visited, looking at maps and atlases when discussing this. • Find out about where they live, look at different types of buildings, facilities, etc. • Watch Newsround especially focusing on news stories about different countries. • Read 'First News' newspaper. • Looking at symbols on Maps. | <p>continents oceans countries atlas village town city physical geography human geography</p> | | | | | | | | | | | | | | | | | | | | | | | | | | |



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| <p>Humanities History Mrs Sabey</p> | <ul style="list-style-type: none"> • What is History? • Developing time skills and using simple sources • Making a timeline • History in the Community | <ul style="list-style-type: none"> • Practise time vocabulary. • Talk about important events in History. • Talk about personal history • Visit and talk about historical places near where you live and near the school. | <p>chronology sources artefacts oral written visual b.c. a.d. decade century millennium</p> |
| <p>Food Technology: Mrs 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 help in the kitchen at home, this could include serving meals and helping to tidy away afterwards • Explore and use new and different ingredients • Encourage students to try new foods and tastes • Look at recipes in magazines and watch cookery programmes on television. • Help with food shopping, looking at the wide range of foods available and the different prices for a similar product | <p>hygiene bacteria salmonella balanced diet designing and evaluating</p> <p>names of fruit and vegetables - cereals, wheat, oats, barley, rye, maize</p> <p>names of equipment - colander, scales, frying pan, sauce pan, oven, hob</p> |



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| <p>Creativity Miss Humphrey</p> | <ul style="list-style-type: none"> • Who am I? project • Apron designing and making • Hand-made pasta making and shaping • Cake making for thank you tea party • Halloween cooking craft • Christmas cards • Christmas decorations for Christmas fair • Mini Christmas cake for Christmas fair • life skills – shopping, where foods are kept, how to find them • Bunting for tea party • Embellishing techniques | <ul style="list-style-type: none"> • Encourage students to use a range of materials to explore their creative sides • Visit exhibitions and encourage your daughter to bring their experiences to the creativity lesson • Support your daughter to collect or research resources | <p>personal identity creativity myself rubbing in kneading shaping rolling planning designing names of cooking utensils</p> | <p>embellishing research evaluation Halloween pumpkin pie creating celebrating personalising making</p> |
|---|--|---|---|---|