



LIMPSFIELD GRANGE SCHOOL

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8C Curriculum Overview

Spring Term 2018

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key words
English Mr Pinchin	<u>World War 1 Poetry</u> <ul style="list-style-type: none"> • Set context. Establish previous knowledge. • Look at a range of poetry by Owen, Sassoon, Hughes and others to establish the poets view. • Look at and analyse a variety of sources where appropriate. • Look at techniques of alliteration, caesura, enjambment, repetition, patterns of three, adjectives, verbs and adverbs. Look at sounds and form and rhythm, always considering the impact on the reader. • Consider bias and different viewpoints. Was the view of the poets fair? Consider the experience of senior officers. Look briefly at Crimean and Boer War and look at links to the present. 	<ul style="list-style-type: none"> • Discuss learning and any reading or research around the subject of WW1. • Show any films such as The Blue Max and discuss. 	trenches mustard gas (Chlorine) barbed wire mud conscription conscientious objectors Royal Flying Corps tanks trench foot Bromine censorship Officers shell shock trauma stress combat alliteration caesura enjambment repetition patterns of three adjectives verbs adverbs



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	<ul style="list-style-type: none"> • Ensure that students are given the chance to respond in a range of formats. Reports, diary entries, newspapers, memos etc. • Students should then be introduced to comparing poems in terms of content, viewpoint and techniques and language used. • Also important that students display their knowledge and ideas creatively in prose and poetry. 		
<p>Maths Mrs Millard</p>	<p><u>Graphs</u></p> <ul style="list-style-type: none"> • Coordinates in four quadrants. Coordinates and straight lines. Drawing graphs. • Horizontal and vertical graphs. Real-life graphs. • Conversion graphs. Graphs and formulae. <p><u>Statistics</u></p> <ul style="list-style-type: none"> • Planning a survey. Collecting data. Frequency tables. Bar charts. • Pie charts. 	<ul style="list-style-type: none"> • Use MyMaths at home • Work with your daughter to use money, check change etc. • When shopping look at sale items, e.g. 50% off, half-price sale, etc. Use BBC bitesize KS3, there are activities and short video clips. <ul style="list-style-type: none"> • In newspapers or on the news point out the use of graphs, tables, etc. and talk about what they mean 	<p>quadrant horizontal vertical</p> <p>data average</p>



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	<ul style="list-style-type: none"> • Mean, median, mode and range. Averages from frequency tables. Comparing data sets. 	<ul style="list-style-type: none"> • Use e.g. football league tables, to discuss the range of number of points clubs have, the median positioned club, etc. 	mode mean median range frequency
Science Mrs Roebuck	<ul style="list-style-type: none"> • Atoms, Elements and Molecules. • Food and Nutrition 	<ul style="list-style-type: none"> • Practice saying the key words in the next column. Discuss the meanings. Are there any similar words that might cause confusion? • Visit museums e.g. The Science Museum (Kensington) or The Look Out Discovery Centre (Bracknell). • Watch popular science programs on TV e.g. BBC 'Big Cats'. • 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. 	particle atom molecule element compound mixture substance materials properties (of a substance) symbol conductor insulator brittle reactant product apparatus equation diet nutrient carbohydrate fat protein



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			<p>starch sugar oil fibre constipation scurvy rickets anaemia obesity absorb / absorption</p>
<p>Computing Mrs Janaway</p>	<ul style="list-style-type: none"> • Understanding algorithms • Creating a flowchart • Hardware, peripheral devices and storage devices • Different types of data and software • Programming in Scratch • Using binary and ASCII • Creating a digital poster about acceptable / unacceptable online behaviour • How to report online concerns • Using a database 	<ul style="list-style-type: none"> • Look at e-safety websites - http://www.thinkuknow.co.uk/ www.childnet.com/ www.safetynetkids.org.uk/personal-safety/staying-safe-online/ • E-mail homework to the subject teacher as an attachment • Save homework on to a USB memory stick • BBC Bitesize provides a great introduction to Computer Science - http://www.bbc.co.uk/education/subjects/z34k7ty • Use online tutorials and YouTube to develop an understanding of Scratch. The software can be used online or downloaded free of charge. In school we use version 1.4. https://scratch.mit.edu/ • Read 'Computer Coding for Kids' by Carol Vorderman. A practical book which students can use at home. 	<p>sequence selection repetition input output storage device USB memory stick portable hard drive SD card CD / DVD cloud text image number image sound currency</p>



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			date / time sprite costume stage debug bit nibble byte cyberbullying grooming sexting trolls stalking bystander privacy settings ceop URL bookmarking search engine row / record column / field cell cell reference filter sort
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<p>Art Miss Henderson</p>	<ul style="list-style-type: none"> • Throughout the spring term students will be developing their observational drawing skills and knowledge. • All students will continue to use 'The Formal Elements' (line, tone, colour, pattern, texture, and shape) whilst developing their understanding and use of a range of new media choices including paper mache. • Skills and techniques learnt this term will be developed within a range of mini project outcomes and linked to the theme of "food". • Through the use of paper mache all students will produce a three dimensional pizza portrait. • Research will be carried out about specific artists and all students will be encouraged to experiment with their use of the formal elements and media choices. <p>Artists link - Giuseppe Arcimboldo</p>	<ul style="list-style-type: none"> • Research Guiseppe Arcimboldo and discuss. • Research "food" themed Art and print examples. • Research the formal elements of art. • Research media choices used by famous artists who use "food" as their theme. • Produce small pieces of art that use a range of media reflecting this research. 	<p>line tone colour pattern texture shape paint pastel ink collage artist media Guiseppe Arcimboldo display exhibition portrait paper mache food</p>
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<p>Food Technology/ Catering Miss Humphrey</p>	<ul style="list-style-type: none"> • Staple foods • Methods of cooking • Multi-cultural foods • Dangers of fast food • Balance meals • Milk and dairy foods • Time plans • Pastry skills <p><u>Cooking</u> – sweet and sour chicken, toad in the hole, Chocolate tart, pasta bake, cookies, peach pie, pasties, puff pastry plat,</p>	<ul style="list-style-type: none"> • Encourage students to cook at home – photo any practical cooking and bring it to school to show me • Students need to practice cooking a range of different dishes and skills • 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 	<p>staple foods nutrients guidelines conduction convection radiation stir frying steaming boiling baking roasting grilling functions of ingredients garnish decoration designing presenting time plans protein carbohydrates vitamins minerals fibre fat nutrients</p>
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Humanities is taught in blocks of three weeks for each subject with 2 lessons per week. We will start with History, then RE and then Geography.

<p>Humanities RE Mrs Sabey</p>	<p>What can we learn about the Christian faith from the Chronicles of Narnia?</p> <ul style="list-style-type: none"> • What are symbols and their meanings? • Looking at allegory and story what do they mean? • Discussing the death and resurrection of Jesus and why they are central to the Christian faith. • To explore the character of Aslam and how he is like the Christian view of Jesus. • To explore ideas about God such as temptation, forgiveness, sin and resurrection through different stories and comparing them to bible passages. • Why are people tempted to do wrong things. (Exploring the ideas of the White witch and the serpent in the creation stories.) 	<p>https://wiki.kidzsearch.com/wiki/The_Chronicles_of_Narnia gives a brief synopsis of the books.</p> <p>Watch the Narnia films – Lion, Witch and the Wardrobe, Prince Caspian, the Voyage of the Dawn Treader. Discuss the characters and how they behave.</p> <p>Read some of the books together.</p> <p>Talk about ideas such as forgiveness, betrayal, temptation.</p>	<p>symbols symbolic allegorical temptation sin betrayal resurrection forgiveness hope character</p>
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<p>Humanities History Mrs Sabey</p>	<p><u>Black People of America</u></p> <ul style="list-style-type: none"> • What is a slave? • Trade triangle • How were slaves treated? • Resistance • How and why was slavery abolished? 	<ul style="list-style-type: none"> • London Museum and London Docklands offer interesting visits • Discuss the Slave Trade and its effect on Britain • Discuss how we should treat others. 	<p>freedom racism civilised slave exploitation justice trade triangle raw materials manufactured materials route middle passage insurers dysentery plantation punishment cornbread abolition reformers spirituals</p>
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<p>Humanities Geography Mrs Sabey</p>	<p>Extreme Earth</p> <ul style="list-style-type: none"> Finding out about extreme climate conditions around the world. Extreme weather phenomena, floods, hurricanes, tornadoes Volcanoes and Earthquakes - Where do they happen, why do they happen and what are the effects. What is a Tsunami? 	<ul style="list-style-type: none"> The following websites are a starting point. Also watching the news when severe weather and natural disasters happen. Finding out where the disasters happen. http://www.weatherwizkids.com/weather-volcano.htm http://kids.discovery.com/games/build-play/volcano-explorer http://www.nhm.ac.uk/kids-only/earth-space/volcanoes/ 	<p>hottest coldest wettest driest extreme hurricanes tornadoes volcanoes earthquakes earth's crust core tsunami dormant active extinct</p>
<p>Drama Mr Pinchin</p>	<ul style="list-style-type: none"> Looking at a range of social skills linking from our work in English. Opportunities for paired and group work and individual expression. Emphasis on cooperation and self/group expression in a variety of contexts. Debating and presentation skills will also be explored. 	<ul style="list-style-type: none"> Discuss the work covered and issues arising. Take any opportunities to watch stage productions 	<p>production expression individual cooperation performance presentation dramatic expression support staging</p>