



LIMPSFIELD GRANGE SCHOOL

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8M 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"> • Analysis of the vocabulary used in the poems • Learning to pick out and use relevant quotations • Writing newspaper style reports • Developing short drama pieces inspired by the story • Hot seating • Writing to persuade and to describe • Creating wall displays • Analysis of the vocabulary used in the poems • Learning to pick out and use relevant quotations • Writing newspaper style reports • Developing short drama pieces inspired by the story • Hot seating 	<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 the words because/however/although/as well as 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! • 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. • 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. 	<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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	<ul style="list-style-type: none"> • Writing to persuade and to describe • Creating wall displays 		
<p>Maths Mr McMillan</p>	<ul style="list-style-type: none"> • Calculations • Statistics • Transformations and symmetry • Equations • Probability • Sequences 	<ul style="list-style-type: none"> • Use My Maths at home • Play online Maths games - e.g. Transum Mathematics (http://www.transum.org) • Try puzzle books/Sudoku • Ask questions that involve some mental Maths - e.g. twelve miles ago the sign said it was 23 miles to our destination. How much further is it to our destination? • Ask questions around preparing food and cooking - e.g. if we double that recipe how much will we need of that ingredient? • 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. • Look for symmetry/similarity in our surroundings - e.g. design of houses/buildings/monuments, reflections in mirrors/water, scale models • 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. 	<p>frequency table pictogram bar chart pie chart transformation line of symmetry translation equation operation even chance equally likely outcome event biased sequence position term-to-term rule average median mode range rotation reflection solution substitution</p>



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<p>Science Mrs Roebuck</p>	<ul style="list-style-type: none"> • Fluids • Plant Reproduction • Heat Energy Transfer 	<ul style="list-style-type: none"> • 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, then bring them in to class 	<p>particle atom molecule solid liquid gas expand contract compressed flow mass volume density weight upthrust streamlined melting boiling evaporating condensing freezing sublimation thermal energy joules degrees celsius conductor insulator infrared radiation</p>	<p>characteristic species classification extinct biodiversity sexual reproduction asexual reproduction hybrid fertile gamete zygote pollination egested faeces competition photosynthesis byproduct interdependent dormant convection solar panel efficiency sankey diagram power watt / kilowatt kilowatt-hour</p>
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			emit absorb	reflect
Computing Mrs Janaway	<ul style="list-style-type: none"> • Binary • Networks and their components • Internet and WWW • Programming – Scratch and Small Basic • Using a relational database • Risks of communicating online • Creating a positive Digital Tattoo 	<ul style="list-style-type: none"> • Download Small Basic - http://smallbasic.com/ and use online tutorials to create programs • Use online safety websites: http://www.thinkuknow.co.uk/ www.childnet.com/ www.safetynetkids.org.uk/personal-safety/staying-safe-online/ http://www.kidsmart.org.uk/ • Check your daughter's settings on social media. Make sure settings are for friends and family only and that location services are turned off, especially on Snapmap. • Download apps which encourage brain training, such as Merged and Block Hexa Puzzle. • E-mail homework to the subject teacher as an attachment • Save homework on to a USB Memory stick. • Use BBC Bitesize to develop understanding of Computing topics. 	binary decimal hexadecimal network components router switch Ethernet cable LAN WAN cable wireless Wi-Fi search engine online services	filter sort primary key command sequence selection iteration variable grooming troll stalking sexting identity theft phishing



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<p>Art Miss Grant</p>	<p>Japan Students will create a concertina sketchbook inspired by Japanese Art and culture. Lessons will focus on accurate drawing skills, pattern, layout and methodical use of materials. Students will use pens, paints, watercolours, collage and mixed media techniques to explore different elements of Japanese Art. Learning will include:</p> <ul style="list-style-type: none"> • Accurate line drawing • Creating asymmetric pattern • Creating dynamic and fluid compositions • Analysing Japanese pattern. • Understanding Ukiyo-e and artists of the floating world. • Responding to Japanese Kabuki masks. <p>Students will refine and evaluate their work as it progresses; solving problems as they arise and developing independent working skills.</p>	<ul style="list-style-type: none"> • Encouraging drawing or colouring for pleasure. • Keeping a doodle book/scrap book of ideas and inspirations from Japan. • Copying drawings from artists is very good for developing observational skills regardless of the subject matter – the topic 'Japan' is a good opportunity for students to explore anime characters! • Encouraging good drawing practice: <ul style="list-style-type: none"> • Using a sharp pencil • Including as much detail as possible • Accurate shape • Shading using the full tonal range • Looking at books on Japanese Art and Ukiyo-e prints. • Taking the time to observe nature in the garden or out on a walk. 	<p>Ukiyo-e The floating world asymmetry diagonal layout composition design pattern motif floral abstraction limited palette colour vibrant decorative movement fluid flowing Sakura kimono kabuki theatre notebook ribbons festival tradition</p>
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<p>Textiles Miss Grant</p>	<p>Floral designs Students will design and create an applique piece of work based on flowers as a final outcome. All preparatory work will be presented as a home-made sketchbook. There will be opportunities for group/pair work to produce larger final outcomes.</p> <p>Learning will include:</p> <ul style="list-style-type: none"> • Analysing the work of Charles Rennie Mackintosh • Developing research skills • Developing composition skills • Developing mixed media skills • Positive and negative space • Colour theory • Design sheets with annotation • Presenting a sketchbook of ideas • Applique skills 	<ul style="list-style-type: none"> • Looking at the work of Charles Rennie Mackintosh and how he combines geometric shapes with floral patterns. • Encouraging drawing/making for pleasure – this includes anything that uses fine motor skills, e.g. icing cakes, wrapping presents. • Copying drawings from images/photographs/artists' work is very good for developing observational skills regardless of the subject matter. 	<p>neat planned thoughtful controlled independent thinking ahead limited palette composition positive and negative space design tracing contrast geometric shapes research presentation annotation overlapping scissors cutting ironing applique sophisticated</p>
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Humanities is taught in blocks of 3 weeks for each subject with 2 lessons per week. We will start with RE, then Geography and then History

<p>RE Mrs Sabey</p>	<p>What is the 'Buddhist way of life'? The students will find out about and discuss:</p> <ul style="list-style-type: none"> • the story of how Prince Siddattha became Buddha • That 'buddha' means 'awakened or enlightened one' • That there is no supreme deity in Buddhism • That Buddhists follow the teachings of Buddhism to gain enlightenment (Nirvana) which is achieved by meditating • That there are Four Noble Truths in Buddhism and that they are connected with suffering • That Buddhists follow the teachings of the Eightfold Path • That there are artefacts that help Buddhists to meditate • That worship and meditation are different 	<p>It would be helpful if parents / carers could talk about the following things with their daughter:</p> <ul style="list-style-type: none"> • What would a perfect world look like? • Why is our world not perfect? • Why is there suffering in the world? • Key moments in your lives that have changed your lives forever • Talk about communities your daughter or you belong to e.g. sports clubs, drama groups, school, work - how does it feel to be part of that community? • When students are discussing their ideas it is important that they can back up their ideas, so questioning them and considering different points of view is really useful. 	<p>Prince Siddhartha Buddha enlightenment meditation shrine nirvana four noble truths eightfold path wheel of life rebirth</p>
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<p>Humanities Mrs Sabey</p>	<ul style="list-style-type: none"> • Causes of WW1, long and short term • Enlisting and propaganda • Looking at picture sources • Life in the trenches looking at sources both written and pictorial. 	<ul style="list-style-type: none"> • Look out for events around the centenary of World War 1. Lots of websites will give information. • http://www.neok12.com/World-War-1.htm • http://www.bbc.co.uk/schools/worldwarone/ • Watch films based around WWI eg War Horse. 	<p>nationalism imperialism alliances militarism barrack room volunteering trenches barbed wire gas trench foot trench</p>
<p>Humanities Geography Mrs Sabey</p>	<ul style="list-style-type: none"> • Studying Rivers – how they are formed and how they shape the landscape. Researching famous rivers around the world 	<ul style="list-style-type: none"> • Visit your local river or watch programmes on TV or YouTube about rivers • Discuss flooding and problems caused • http://www.sciencekids.co.nz/sciencefacts/earth/rivers.html • http://www.ducksters.com/geography/worldrivers.php 	<p>source groundwater stream river floodplain confluence tributary meander Ox bow lake mouth delta waterfall gorge flood plain erosion transportation and deposition</p>