



LIMPSFIELD GRANGE SCHOOL

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8Z Curriculum Overview

Spring Term 2018

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key words
English Mr Pinchin	<p><u>World War 1 Poetry</u></p> <ul style="list-style-type: none"> • Establish previous knowledge and discuss ideas. How did it all start? • Look at a broad range of poetry by Sassoon, Owen, Hughes and Brooke to consider viewpoints about the war. • Look at a variety of sources where possible. • Consider the poets use of form and technique and language and its effect on the reader or listener. • Look at the use of words, soft vowels and consonants, pattern of threes, caesura and enjambment, verbs, adverbs, adjectives, end stopping, alliteration and imagery. • Provide lots of opportunities for discussion in pairs, groups and as a class. • Look at different forms of writing 	<ul style="list-style-type: none"> • Discuss work covered and show any relevant DVDs of WW1 • Encourage wider reading. 	mines Officer bias conscientious objector censorship explosion barrage artillery trenches trench foot zeppelin no man's land bromide chlorine mustard gas carnage alliteration caesura enjambment repetition patterns of three adjectives verbs adverbs



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	<p>such as newspaper articles, reports and diary entries explaining the difference in form and style.</p> <ul style="list-style-type: none"> • Enhance knowledge and expression through creative writing opportunities on WW1 such as stories and poetry. • Look at bias and the experiences of senior officers whose experience was limited in trench warfare. • Look at and interpret pictures of the War. 		
<p>Maths Mrs Millard</p> <p>Mrs RoeBuck Transformations</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"> • Look at different graphs and charts in newspapers and magazines. • Also surveys –what types of questions do people ask. • http://www.theschoolrun.com/data-handling this will explain some of the activities we are doing. • Practising number bonds to 10, 20 and 100 and regular times table practice is extremely beneficial • Encourage day to day maths at home - Shopping – calculate how much they've spent and how much change they will be given. Continue telling the time. • Cooking – measuring and weighing ingredients. • Weighing themselves, measuring their height. • Counting and using money. 	<p><u>Statistics</u></p> <p>survey questionnaire categories frequency table tally chart pictogram line graph bar chart comparative bar chart stacked bar chart axes</p>



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	<ul style="list-style-type: none"> • Mean, median, mode and range. Averages from frequency tables. Comparing data sets. <p><u>Transformations</u></p> <ul style="list-style-type: none"> • Reflection • Reflectional symmetry • Rotation • Rotational symmetry • Translation • Tessellations 	<ul style="list-style-type: none"> • Maths games on websites http://www.topmarks.co.uk/maths-games/7-11-years/ordering-and-sequencing-numbers http://www.mathplayground.com/games.html http://www.mathschamps.co.uk/#home <p>The school has a subscription to My Maths and at times this may be part of their homework task. https://www.mymaths.co.uk/</p>	<p>pie chart sectors key scale average mode median mean range spread data handling cycle discrete data continuous data data collection sheet primary data secondary data grouped frequency table class intervals modal class</p>												
<p>Science Mrs Roebuck</p>	<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 	<table border="0"> <tr> <td>particle</td> <td>equation</td> </tr> <tr> <td>atom</td> <td>diet</td> </tr> <tr> <td>molecule</td> <td>nutrient</td> </tr> <tr> <td>element</td> <td>carbohydrate</td> </tr> <tr> <td>compound</td> <td>fat</td> </tr> <tr> <td>mixture</td> <td>protein</td> </tr> </table>	particle	equation	atom	diet	molecule	nutrient	element	carbohydrate	compound	fat	mixture	protein
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		<p>Cats’.</p> <ul style="list-style-type: none"> 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>substance materials properties (of a substance) symbol conductor insulator brittle reactant product apparatus</p>	<p>starch sugar oil lipid 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 Understanding how online storage works Different types of data and software Programming in Scratch Using binary and ASCII Creating a digital poster about acceptable / unacceptable online behaviour Understanding how to create a plan / storyboard using success criteria 	<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. 	<p>sequence selection repetition input output storage device USB memory stick portable hard drive SD card CD / DVD cloud server text image</p>	<p>sprite costume stage debug operators bit nibble byte cyberbullying grooming sexting trolls stalking privacy settings profile ceop</p>



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	<ul style="list-style-type: none"> • How to report online concerns • Using a database 	A practical book which students can use at home.	number image sound currency date / time URL bookmarking search engine web browser	feature row / record column / field cell cell reference filter sort primary key flat file database
Art Miss Henderson	<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 	<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. 	line tone colour pattern texture shape paint pastel ink collage artist media Guiseppe Arcimboldo display exhibition portrait paper mache	



	<p>dimensional pizza portrait.</p> <ul style="list-style-type: none"> • 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>		food
<p>Design Technology: Textiles Miss Henderson</p>	<ul style="list-style-type: none"> • During the first half of the term Textile students will continue to develop the range of Textile 'skills for life' that they learnt during the Autumn term such as printing, dyeing, use of components and sewing by hand and machine. • Students will be designing and making a 'cushion' for Valentine's Day, evaluating, and discussing relevant client choices for their product. • The project enables the students to become more aware of client needs, product requirements and decorative and construction techniques. • All students will develop skills for life through hand and machine 	<ul style="list-style-type: none"> • Research a variety of cushions and discuss. • Discuss the client type for each cushion researched. • Discuss different types of cushions and their fastenings. • Research and discuss the technique of 'tie dye'. • Research and discuss the technique 'block printing'. • Research cushion sizes, fastenings, fabrics and components used • Research a variety of shops and the styles of the cushions they sell. 	<p>sewing machine needle thread technique dye print stencil sew fabric cotton stitching decorative client template cushion embellishment polyester wadding components fastenings</p>



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	<p>stitching and decorative textile techniques.</p> <ul style="list-style-type: none"> • Students will rotate to Food Technology after the ½ term break. 		<p>construction shop retail valentine evaluation</p>
<p>Drama Mr Pinchin</p>	<p>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.</p>	<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>



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Humanities is taught in blocks of 3 weeks for each subject with 2 lessons per week. We will start with History, then RE and then Geography.

	<p>Is Jesus who he said he was?</p> <ul style="list-style-type: none"> • Jesus – divine or human? • Jesus as a historical figure. • Why is Jesus important to Christians? • Key events in Jesus’s life and what do they say about him? • Names given to Jesus. 	<ul style="list-style-type: none"> • http://www.primaryhomeworkhelp.co.uk/religion/christian.htm - What is Christianity and what do they believe. • https://christiananswers.net/kids/ednk-vvvjesusgodorman.html - What do Christians believe about God? • Talk about the fact that people will have different views of Jesus and different religions view him differently. • Talk about difficult questions in life and sometimes we are not sure of the right answer. 	<table border="0"> <tr> <td>Josephus</td> <td>Tacitus</td> </tr> <tr> <td>Jesus</td> <td>Gospel</td> </tr> <tr> <td>Synoptic</td> <td>Incarnation</td> </tr> <tr> <td>Beatitudes</td> <td>Parable</td> </tr> <tr> <td>Miracle</td> <td>Transfiguration</td> </tr> <tr> <td>Resurrection</td> <td>Ascension</td> </tr> <tr> <td>Trinity</td> <td>God head</td> </tr> </table>	Josephus	Tacitus	Jesus	Gospel	Synoptic	Incarnation	Beatitudes	Parable	Miracle	Transfiguration	Resurrection	Ascension	Trinity	God head
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<p>Humanities History Mrs Sabey</p>	<ul style="list-style-type: none"> • Black People of America • 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 pacifism civilised slave exploitation justice trade triangle raw materials manufactured materials route middle passage insurers dysentery plantation</p>														



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			<p>punishment cornbread abolition reformers spirituals</p>
<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>