



9M Curriculum Overview

Spring Term 2018

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key words
English and Mrs Forbes Year 9	<ul style="list-style-type: none"> • Of Mice and Men and Creative Writing • Understanding of setting, main themes, ideas, character • Using language to craft every sentence • Look for and use a wide variety of language features • Develop a personal and critical response. • Use of quotation and reference to support interpretations in closed book conditions • Analysis of language to identify and interpret explicit and implicit information and ideas • Spoken language skills will also be taught and developed to help students participate effectively in group work, discussions and presentations. 	<ul style="list-style-type: none"> • Talk to your daughter about her targets and what she has done each week to move towards them • Ask your daughter to summarise what has happened so far in the text and to provide some key information and detail about characters, setting, plot and themes • Encourage and discuss private reading asking for details about character, plot and setting and seeing if these can be backed with specific examples from the text – close references or quotations • Discuss historical context if appropriate when you are watching TV or film – exploring how have people’s lives and attitudes changed over time 	novel text character plot setting quotation context words and phrases description evacuation technique emotion P.E.E.L. - point, evidence, explanation, link Analysis structure sentence



<p>Maths Miss Middlehurst</p>	<p>Fractions, decimals and Percentages</p> <ul style="list-style-type: none"> • Adding and subtracting fractions • Fractions of a quantity • Multiplying and dividing fractions • Fraction and decimals • Percentage of a quantity • Percentage problems • Financial maths: percentage change <p>Angles and 2D shapes</p> <ul style="list-style-type: none"> • Angles and lines • Angles in triangles and quadrilaterals • Properties of triangles and quadrilaterals • Angle problems • Angles in a polygon • Circle properties <p>Graphs</p> <ul style="list-style-type: none"> • Horizontal and vertical lines • Drawing straight-line graphs • Problem solving using straight lines 	<ul style="list-style-type: none"> • Discuss key words and their meaning. • Practice multiplication tables and number bonds. • Practise working with numbers in real life situations e.g. shopping, looking for the best deal, looking at price per 100g. • 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. • http://www.topmarks.co.uk • Use BBC bitesize GCSE, there are activities and short video clips. • Use MyMaths games and topic-specific boosters. 	<p>fraction decimal denominator numerator equivalent fractions percentage multiplier angle degrees acute obtuse reflex right angle triangle isosceles equilateral scalene</p> <p>quadrilateral parallelogram trapezium kite rhombus polygon pentagon hexagon octagon interior/exterior angle horizontal vertical gradient parallel perpendicular</p>
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	<ul style="list-style-type: none"> • Time-series graphs • Parallel and perpendicular lines • Distance-time graphs • Drawing and interpreting real-life graphs 		
Science Mrs Alexander	<ul style="list-style-type: none"> • Forces and Motion • Plant Growth • Reactivity 	<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. 	force Newton friction electrostatic upthrust drag air resistance thrust magnetism weight gravity balanced unbalanced resultant accelerate speed relative speed displacement reactant product photosynthesis chloroplast chlorophyll



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			respiration aerobic eylem phloem stomata physical change chemical reaction flammable equation reactivity sacrificial oxidation reduction exothermic endothermic hydrocarbon displacement electrolysis
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<p>Computing Mrs Janaway</p>	<ul style="list-style-type: none"> • Algorithms, flowcharts and pseudocode • Programming using Small Basic • Computer components and their function • Creating a podcast about how to safely set up an online account • Features and tools of Audacity • Downloading and using online resources • Collaborative working 	<ul style="list-style-type: none"> • Look at e-safety websites - http://www.thinkuknow.co.uk/ www.childnet.com/ www.safeynetkids.org.uk/personal-safety/staying-safe-online/ • 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 Small Basic. The software can also be downloaded for free to your home computer - http://smallbasic.com/ • Audacity is also a free download - https://www.audacityteam.org/ 	<p>output input if then else while for repetition / iteration / loop debug function procedure subroutine RAM ROM CPU fetch-execute cycle secure cookies captcha test Acceptable Use Policy Data Protection Act Copyright edit split mp3 collaboration cloud computing online software online conference</p>
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<p>Art Miss Henderson</p>	<ul style="list-style-type: none"> • Students will start to be gently introduced to the four GCSE assessment areas through a project entitled 'World Art'. • The project is aimed to broaden the students understanding of Native American Art whilst inspiring them to research and develop their ideas, link their work to an artist and produce a final outcome as they would be expected to do for their GCSE course next year. • All students will complete their "World Stamp Canvas" which is the final outcome from the "World Art" project. • Artist Link is to be researched and identified by each student individually this term as required at GCSE. 	<ul style="list-style-type: none"> • Research a range of art from Native America. • Produce small pieces of art that use a range of media reflecting the style of the art they have researched. • Evaluate each finished piece discussing good points and possible areas for improvement. • Research and prepare a short paragraph for each piece of art chosen and discuss what they liked about their work. • Research famous 'World Artists' to discuss and provide examples of their work. • Visit art galleries. 	<p>line tone colour pattern texture artists evaluation media improvement canvas graphics fashion fine art sculpture photography research development reflect assessment project native America Haida</p>	
<p>R.E. GCSE Mrs Chippington</p>	<p><u>Paper 1 Religion and Ethics:</u> <u>Christianity.</u> <u>Unit 3: Living the Christian Life</u></p> <ul style="list-style-type: none"> • Christian worship • The role of the sacraments • The nature and purpose of 	<ul style="list-style-type: none"> • Talk about your own beliefs with your daughter, discuss why people may have the opposing view, and ask them to back up their opinions. • Watch e.g. Songs of Praise/Vicar of Dibley how do these programmes influence people's belief in God. 	<p>worship prayer pilgrimage rites ordination liturgical worship</p> <p>moral immoral Big Bang Theory design Argument sanctity of life bioethics</p>	



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	<p>prayer</p> <ul style="list-style-type: none"> • Pilgrimage • Celebrations • The future of the Church • The church in the local community • The worldwide Church <p>Unit 4: Matters of Life and Death</p> <ul style="list-style-type: none"> • Origins and value of the universe • Sanctity of life • Human origins • Christian attitudes to abortion • Life after death • Euthanasia • Issues in the natural world 	<ul style="list-style-type: none"> • Watch the News and read the newspapers talk about references to God, religion. • Support your daughter to learn the key words which will be tested weekly in class. <ul style="list-style-type: none"> • Support your daughter to use the purple revision guide to consolidate learning in class. 	<p>congregation absolution lectern pulpit sermon sacraments Eucharist confirmation Prayers of:</p> <ul style="list-style-type: none"> - Adoration - Confessional - Intercessory - Petition - Thanksgiving - Meditation <p>retreat Jerusalem Iona Taize Walsingham Holy Week Palm Sunday Maundy Thursday Good Friday Holy Saturday Easter Sunday ecumenism evangelise</p>	<p>quality of life evolution natural selection abortion pro-life pro-choice ensoulment natural moral law situation ethics reincarnation purgatory transmigration near death experience euthanasia assisted dying non-voluntary euthanasia active euthanasia passive euthanasia Living Will hospice care stewardship shrinking the footprint</p>
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<p>Food Technology/ Catering Miss Humphrey</p>	<ul style="list-style-type: none"> • Time plans • Risk assessments • The catering industry business • Composite meals • Dairy foods • Cooking with fish • Quality and consistency – time planning , quality control checks • Catering equipment • Pastry, making skills, types, decorating techniques 	<ul style="list-style-type: none"> • Practice and assist then to learn subject specific vocabulary • 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>management food poisoning salmonella high risk foods bacteria cross contamination hygiene employees premises risk assessment bain-marie marinade garnish mise en place roux accompaniments whisking rubbing in creaming melting functions of ingredients standard component en crouete al dente puree protein carbohydrates vitamins minerals</p>
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			fibre fat nutrients
Design Technology: Textiles Miss Henderson	<ul style="list-style-type: none"> • Students will continue to be introduced to a range of Textile 'skills for life' such as printing, dyeing, use of components and sewing by hand and machine. • Students will continue to work on their individual and differentiated projects where they are designing and making a variety of textile products such as summer dresses and seasonal cushions. • The differentiated choice of project enables each student to become more aware of client needs, product requirements and decorative and construction techniques and will provide skills that link to their future art and design GCSE course. • All students will develop skills for life and a greater understanding of the GCSE requirements for Art and 	<ul style="list-style-type: none"> • Research a variety of textile products and discuss. • Discuss the client type for each textile product researched. • Discuss different types of textile products and their fastenings. • Research and discuss the technique of 'tie dye'. • Research and discuss the technique 'block printing'. • Research textile products sizes, fastenings, fabrics and components used • Research a variety of shops and what textile products they sell. 	sewing machine needle thread technique dye print stencil sew fabric cotton stitching decorative client template cushion embellishment polyester wadding components fastenings construction shop retail



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	Design, through hand and machine stitching and decorative textile techniques.		
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