



9S Curriculum Overview

Spring Term 2018

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key words
English Mr Pinchin	<p><u>Of Mice and Men</u></p> <ul style="list-style-type: none"> • Look at the context of 1930s America: • Wall Street Crash • Dust Bowl. Effect on farmers and the rural communities. • Migration west to California • Prohibition: Capone • Read novel to class looking at impact of form, language and what the characters say and do. Consider the relevance of the backdrop and rural descriptions along with the cartoon sequence later. • Careful studies of characterisation looking at why people are the way they are. • Look carefully at themes of Class, Status, Dreams, Bullying, Prejudice and the plight of Women. Also loyalty, 	<ul style="list-style-type: none"> • Any background on 1930's America, exploring how have people's lives and attitudes changed over time • Encourage reading generally. • Talk to your daughter about her targets and what she has done each week to move towards them • 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 	depression prejudice status itinerant threshing machine barley Gabilan Soledad mountains highway disarming disabled novel text character plot setting quotation context words and phrases description evacuation



	<p>friendship, our reliance on each other and loneliness.</p> <ul style="list-style-type: none"> Look at ways of responding to the novel. Introduce essays with a clear focus on structure and creative responses such as diaries and news articles. Plight of specific groups: Black Americans, Disabled, Women and those with learning difficulties. How have attitudes changed? Ensure paired, group and class discussion. Consider why Steinbeck wrote the novel and challenged the so called 'American Dream'. 		<p>technique emotion P.E.E.L. - point, evidence, explanation, link structure</p>
<p>Maths Miss Middlehurst</p>	<p>Angles and 2D shapes</p> <ul style="list-style-type: none"> Angles and lines Angles in a triangle Properties of triangles Angles in a quadrilateral Properties of quadrilaterals <p>Graphs</p> <ul style="list-style-type: none"> Horizontal and vertical 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. 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- 	<p>angle degrees acute obtuse reflex right angle triangle isosceles equilateral scalene</p> <p>horizontal vertical parallel perpendicular graph table of values plot coordinate add subtract</p>



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	<ul style="list-style-type: none"> • Tables of values • Drawing straight-line graphs • Straight line rules • Interpreting real-life graphs • Time-series graphs <p>Calculations</p> <ul style="list-style-type: none"> • Addition and subtraction • Mental multiplication and division • Written multiplication • Written division • Estimating and approximating • Using a calculator 	<ul style="list-style-type: none"> • 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. 	quadrilateral parallelogram trapezium kite rhombus	multiply divide estimate rounding
Functional Maths Mrs Sabey	<p>We will be studying the following areas of maths and developing the skills in everyday life. There will be work in the classroom and also in the community of Oxted and beyond.</p> <ul style="list-style-type: none"> • Number – place value and applying this to money and measuring. • Using the 4 operations and understanding the language associated with each of them • Halving and doubling amounts and money 	<ul style="list-style-type: none"> • Talk about the language of the four operations. Eg how many more days until the weekend etc. • Talk with your daughter about how Maths and number are important in everyday life. • Practise counting and working with numbers in real life situations eg shopping. • Discuss calendar and coming events and working out when they will happen. Also using time when discussing when things which will happen during the day. • Use money when shopping and buying goods from the shop. Also counting money. 	digit units tens hundreds thousands negative numbers calendar months of the year days of the week seasons minute second hour decade	



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	<ul style="list-style-type: none"> • Continue to develop money and time skills in problems solving. • Using Maths skills in solving both paper problems and real life situations eg planning a party etc. 		century currency plus addition take away difference share groups
Science Mrs Roebuck and Mrs Alexander	<ul style="list-style-type: none"> • Forces and Motion • Plant Reproduction • Plant Growth 	<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 species biodiversity extinct



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			reproduction inherit variation characteristic fertilised sexual asexual pollen pollination embryo germinate reactant product photosynthesis chloroplast chlorophyll respiration aerobic xylem phloem stomata
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<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 using the micro:bit • 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 or save work to a USB memory stick • 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 using the micro:bit. The software can be used online even if you do not have a micro:bit - https://www.microbit.co.uk/create-code 	<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 date / time block variable debug cyberbullying grooming sexting trolls stalking bystander privacy settings ceop</p>
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Art Miss Henderson	<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 	<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. 	line tone colour pattern texture artists evaluation media improvement canvas graphics fashion fine art sculpture photography research development reflect assessment project



	student individually this term as required at GCSE.		
Creativity Miss Humphrey	<ul style="list-style-type: none"> • War time research • War time cooking and making • Pastry making • Pastry rolling, and shaping • Mini food festival prep • Cakes and war time treats • Time planning • Special points to write on a time plan • Easter cooking and craft 	<ul style="list-style-type: none"> • Encourage students to use a range of materials to explore their creative sides • Visit exhibitions and encourage them to bring their experiences to the creativity lesson • Discuss what they are doing in the lessons • Support them to collect or research resources 	native America Haida war time Short crust, filo, puff, choux pastry embellishment time planning special points quality control technical skills
Food Technology/ Catering Miss Humphrey	<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 	management food poisoning salmonella high risk foods bacteria cross contamination hygiene employees premises risk assessment bain-marie marinade garnish mise en place roux



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