



9S Curriculum Overview

Summer Term 2018

| Subject | Area(s) of Study | Suggestions for Parental Support/Involvement at Home | Key words |
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| English Mrs Forbes | <p>Advertising The aim of this unit is to encourage students to explore how advertising works, looking in particular at persuasion, associations, symbols, meanings and connotations.</p> <ul style="list-style-type: none"> • Exploration of how language is used - ongoing • Brand Associations • Logos and slogans • Sound tracks and voice overs • Typography • Reading an advert • Creating an advertising campaign • Reading and Writing non-fiction texts <p>Macbeth</p> <ul style="list-style-type: none"> • We will be reading and watching Macbeth, developing GCSE exam skills | <ul style="list-style-type: none"> • Talk to your daughter about her targets and what she has done each week to move towards them • Encourage and discuss adverts that you see on the TV, hear on the radio, see on the side of buses etc • Discuss the connotations of colour, key words, why a particular style of music may have been used in an advert • Ask (for print and TV) what’s in the picture? What ‘hidden’ messages and clues you can find EG setting a scene in a kitchen – the kitchen is always clean and tidy, the household looks quite affluent, the ‘characters’ are often smiling - to show what? • A discussion of the ages and ethnicity of characters in TV adverts is often interesting <ul style="list-style-type: none"> • Discuss the characters and ask your daughter to describe what the character does in the text – their actions and why they might behave in this way | <p>audience connotation association persuasion symbol copy (writing) brand identity media language – shots, edits, mise-en-scene, sound, camera angles, voice over</p> <p>theme character plot</p> |



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| | <p>to understand the key events and begin to understand and analyse key characters themes and use of language</p> <ul style="list-style-type: none"> • Exploring a personal response • Using textual references including quotations • Using KAPOW to analyse language | <ul style="list-style-type: none"> • Ask your daughter to summarize the plot • Discuss what Shakespeare's world might have been like • Ask her to explain how to use KAPOW to analyse | <p>ideas setting social and historical context language authority status</p> |
| <p>Maths Miss Middlehurst</p> | <p>Calculations</p> <ul style="list-style-type: none"> • Addition and subtraction • Mental multiplication and division • Written multiplication and division • Calculating with decimal numbers • Using a calculator • Interpreting the calculator display <p>Statistics</p> <ul style="list-style-type: none"> • Frequency tables • Pictograms • Bar charts • Pie charts • Calculating averages | <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 MyMaths games and topic-specific boosters. | <p>addition sum altogether total greater than/more subtraction minus difference fewer/less multiplication groups of division shared between split into divisor decimal</p> <p>pictogram bar chart pie chart angle/degrees mode median mean range table frequency reflection mirror image rotation clockwise anti-clockwise half turn quarter turn</p> |



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| | <p>Transformations and symmetry</p> <ul style="list-style-type: none"> • Reflection and reflectional symmetry • Rotation and rotational symmetry • Translation • Tessellations | | |
| <p>Functional Maths Mrs Sabey</p> | <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 – continue to work on place value and applying it to measuring length, weight and capacity. • Using the 4 operations, using mental maths and written maths strategies to solve problems. • Practical measuring activities and using measuring in everyday situations. • Recapping on 2D and 3D shapes and their properties. • Using Maths skills in solving both paper problems and real life situations eg planning a | <ul style="list-style-type: none"> • Talk about the language of the four operations. • Talk with your daughter about how Maths and numbers are important in everyday life. • Practise counting and working with numbers in real life situations eg shopping. • Practising using measuring in cooking, shopping etc. Talk about the weight / capacity of goods, looking at labels etc. When planning trips talk about how far away places are etc. Temperatures when choosing holidays. What units of measure will they use? | <p>digit units tens hundreds thousands negative numbers plus addition take away difference share groups millimetre centimetre metre kilometre grams kilograms tonne millilitres centilitres litres</p> |



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| | party etc. <ul style="list-style-type: none"> Revision and practise papers before exam in July. | | edges faces | |
| Science Mrs Roebuck and Mrs Alexander | <ul style="list-style-type: none"> Unicellular Organisms Electricity and Magnetism | <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 | unicellular multicellular microorganism diffusion kingdom virus bacteria germ fungi / fungus aerobic anaerobic reproduction respiration fermentation enzyme chromosome flagella photosynthesis food chain ecosystem static electricity | electrostatic magnetism magnetic field pole force atom proton electron positive negative current charge ammeter volt / voltage voltmeter resistance ohm electromagnet motor |



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| <p>Computing Mrs Janaway</p> | <ul style="list-style-type: none"> • Computer skills – folders, print settings, saving work on a USB memory stick • Formatting • Tables – pencil and eraser, split / merge cells • Header and footer • Spreadsheet skills • Email • Multimedia presentations | <ul style="list-style-type: none"> • Encourage your daughter to use her school email account. • Encourage your daughter to use a USB memory stick. • Please do not send emails or save work for your daughter! • Encourage your daughter to back up the data on her phone, memory stick, tablet, etc. Download photos and save a backup copy. • Discuss online safety news stories, especially those relating to social media. | <p>crop rotate flip colour adjustment frames ruler guidelines cell reference Autosum column row formula chart graph page orientation reply forward attachment cc bcc download upload animations pane slide show playback MP3 MP4</p> |
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| <p>Art Miss Grant</p> | <p>Africa. Students will create a concertina sketchbook inspired by the Art of a Continent. Lessons will focus on drawing skills, pattern, composition and methodical working. Topics will include:</p> <ul style="list-style-type: none"> • North Africa: Berber pattern and symbols. Watercolour and penwork • Ghana: Asante culture and Adinkra symbols; Kente cloth; paints and collage • Nigeria: Adire cloth; printing and wax resist • South Africa: Zulu beadwork <p>Students will refine and evaluate their work as it progresses; solving problems as they arise and developing imaginative use of materials.</p> | <ul style="list-style-type: none"> • Looking at maps of Africa and identifying the different countries within the continent • Researching the culture of different countries • Encouraging drawing or colouring for pleasure • Keeping a doodle book/scrap book of ideas and inspirations from Africa project • Developing drawing skills • Copying drawings from artists is very good for developing observational skills regardless of the subject matter • Encouraging good drawing practice: <ul style="list-style-type: none"> • Using a sharp pencil • Including as much detail as possible • Using shading • Using contrast | <p>line tone contrast pattern detail composition layout balance thoughtful methodical culture custom tradition context symbols abstraction distortion tribe ethnicity society Nomadic Berber Yoruba Asante Zulu</p> |
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| <p>Creativity Miss Humphrey</p> | <ul style="list-style-type: none"> • Food festival research and preparation • Cooking with vegetables • Baking techniques • Decorating techniques • Research & planning techniques, • Bread making • Designing • Windmill Making | <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 | <p>designing researching making techniques kneading weighing measuring planning proving</p> |
| <p>Design Technology: Catering Miss Humphrey</p> | <ul style="list-style-type: none"> • Pastry making skills, types, decorating techniques • Time plans – writing and planning dishes, special points column, quality control • Subject specific key words and terminology • Communication in the hospitality industry • Risk assessments • Health and safety in catering and hospitality businesses • Reducing waste • Environmental issues | <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 ingredient's, standard component, en croute, al dente, puree, protein, carbohydrates, vitamins, minerals, fibre, fat, nutrients</p> |