



7F Curriculum Overview

Autumn Term 2018

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key words
English Mrs Forbes	<ul style="list-style-type: none">• We will be reading and exploring a range of fiction and non-fiction sources which depict the natural world• Students will be expected to express their personal viewpoints in both written and spoken tasks• Students will be looking at how using different vocabulary and different punctuation can create different effects and using this to set targets for their own writing• Students will be producing a wide range of written responses including poetry, creative writing and nonfiction texts such as speeches beginning to write within a set timeframe• Students will also be responding through role-play and practical tasks such as debating, having as much fun as possible, as the texts we use become more challenging	<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 your daughter to read on a daily basis and talk to her about the characters, plot and setting• Talk about how the characters are feeling in the book she is reading and try to find out which words help the reader to understand this• Encourage your daughter to express her personal viewpoint on a wide range of topics• Talk to your daughter about how informal and formal language works	<p>Key Words Core: library, long sentences, short sentences, paragraph, mood, atmosphere, colour, natural world, autumn, spring, winter, summer, temperature, weather, feelings, 5 senses, 5 Ws (who, what, when, where, why)</p> <p>Extension: environment, habitat, climate, fiction, non-fiction, emotions</p>



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	<ul style="list-style-type: none"> • In the second half of the autumn term we will be reading a range of fairy stories and begin to look at imagery and how different language choices make the reader feel • Throughout the term students will be working on vocabulary tasks and being encouraged to develop the technical accuracy of their written responses 		
<p>Maths Mr McMillan</p>	<ul style="list-style-type: none"> • Whole numbers and decimals • Measures, perimeter and area • Fractions, decimals and percentages • Statistics • Angles and 2D shapes 	<ul style="list-style-type: none"> • Use MyMaths at home • Play online Maths games – e.g. Transum Mathematics (http://www.transum.org) • Try puzzle books/sudoku • Play games that involve mental maths – Monopoly, Scrabble, etc. • Practice using measures when preparing food and cooking – e.g. reading scales, measuring out quantities • Ask questions around preparing food and cooking – e.g. if we double that recipe how much will we need of that ingredient? • Use a height chart to record measurements of siblings/friends • Look for use of statistics on news programmes, or in newspapers or magazines. Sports results can be a good place to look for statistics and 	<p>digit place value decimal point integer negative number brackets perimeter area metric system numerator denominator equivalent percentage decimal bar chart grouped data line graph</p>



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		<p>graphs. Look at the scales used on graphs and how they are titled and labelled. What do the statistics tell you?</p> <ul style="list-style-type: none">• Look for angles in shapes around the house, or when out walking or shopping. Where can you see right angles? Can you see any parallel lines in buildings or roads? What about lines at right angles?	<p>average mode median mean range acute obtuse reflex equilateral isosceles scalene parallel perpendicular quadrilateral</p>
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<p>Science Mrs Roebuck & Mrs Whitney</p>	<ul style="list-style-type: none"> • Safety in Science • Current and Electricity • Energy • Cells, Tissues, Organs and systems. • Acids and Alkalis. 	<ul style="list-style-type: none"> • Look out for hazard signs on everyday household chemicals (e.g. bleach, dish washer tablets) and on the back or side of lorries or tankers. • 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 yourself), then bring it in to ask one of us in class. 	<p>hazard current component ammeter amp / ampere filament insulator conductor metal non-metal charge voltmeter volt resistor energy joule transfer transferred renewable non-renewable biomass nuclear hydroelectric solar panels geothermal fossil fuel organism</p>	<p>respiration sensitivity excretion nutrition reproduction organ photosynthesis tissue cell nucleus membrane cytoplasm vacuole chloroplast acid base alkali corrosive neutral neutralisation indicator toxic ph scale reactant product soluble insoluble antacid</p>
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<p>Computing Mrs Janaway</p>	<ul style="list-style-type: none"> • Cyberbullying • Sharing private and personal information on social media • E-mail using Office 365 - send and reply, attachments and folders • Saving work using appropriate file names • Word, PowerPoint and Publisher • Multimedia presentations • Hyperlinking slides using action buttons • Using a database • Programming – understanding commands using a Probot • What is the World Wide Web? 	<ul style="list-style-type: none"> • Encourage your daughter to look at the Think U Know website to find out more about online safety - http://www.thinkuknow.co.uk/ • Encourage your daughter to send homework, completed on the computer, to the teacher using e-mail. You can access the school e-mail system from home by Googling – Office 365 and clicking on 'Sign in to your account' - https://login.microsoftonline.com/ Full instructions are also on page 7 of your daughter's diary. • Encourage your daughter to use a memory stick for saving homework on to. Set up subject specific folders on the stick. • Encourage your daughter to complete homework on the computer using Word, PowerPoint and Publisher. 	<p>online bystander block delete send reply forward folder attachment delete text font spellcheck header insert image centre bullet point text box table WordArt</p>	<p>slide animation transition hardware software program data database sort filter cell cell reference column / field row / record Internet WWW search engine URL</p>
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<p>Art Miss Grant</p>	<p>Underwater</p> <ul style="list-style-type: none"> • The formal elements of Art • Detailed drawing from observation • Shading skills and using tone to show form • Interpreting fish in range of materials (Watercolour, wax resist, chalk pastel) • Underwater landscapes • Colour theory • Exploration of blue • Inuit Art and culture • The story of Sedna • Drawing a face in profile • Polyprinting • Soap carving <p>Students will be introduced to a variety of techniques and processes. The main focus will be on improving technical skills and methodical working.</p>	<ul style="list-style-type: none"> • Encouraging drawing or colouring for pleasure. • Keeping a doodle book/scrap book of ideas and inspirations from nature. • 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 • Looking at books on nature and the natural world • Taking the time to observe nature in the garden or out on a walk. 	<p>drawing shape line tone blending form texture shadow highlight impression gist iridescent watercolour wax resist control colour mixing colour groups Inuit Sedna mermaid indigo sapphire emerald cerulean turquoise ultramarine</p>
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<p>Outdoor Learning Mr Bunn</p>	<ul style="list-style-type: none"> • Animal Care - health and safety, animal handling, animal health, nutrition, lifecycle, farming • Horticulture - health and safety, plants, vegetables, sow and grow, harvesting, cooking, South East in Bloom • Forest Schools - health and safety, trees, create a forest school, wildlife, dens, trips out, animal homes, this will be taught through a special Forest Schools programme delivered off-site. • Outdoor Skills - health and safety, orienteering, outdoor cooking, survival, tents, camp out's, fire circle 	<ul style="list-style-type: none"> • Visits to country parks, wildlife parks, zoos, garden centres, walks in woodland etc. • Encourage your daughter to get out into the outdoors as much as possible, even if it is raining. • If possible watch CountryFile on Sunday evenings or any nature/outdoors/ programmes. • Encourage helping with gardening and identifying plants, trees, wildflowers and weeds. • Encourage your daughter to look at maps/compasses to get a general idea of directions. • Ask your daughter to direct you to the local shops etc. • Ask for suggestions of food to cook on an outdoor stove. Encourage your daughter to identify Health and Safety risks when doing activities such as cooking, gardening and how to lower the risk of accidents. 	<p>outdoors determination commitment vegetable alpaca chestnut maple shelter weather</p>
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<p>Food Technology: Miss Humphrey</p>	<ul style="list-style-type: none"> • Hygiene and safety in the kitchen • Food preparation- safe use of the knife using the bridge and claw hold • Healthy eating- the Eat Well Plate • Fruit and vegetables- eating 5 a day • Cooking food- introduction to the hob and oven • Packaging and labelling • Muffin development 	<ul style="list-style-type: none"> • Encourage students to cook at home • Encourage them to help in the kitchen at home, this could be include serving meals and helping to tidy away afterwards • 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. • Help with food shopping, looking at the wide range of foods available and the different prices for a similar product • Talk about the different nutrients in foods and why they are important for the body. 	<p>hygiene bacteria salmonella balanced diet designing and evaluating names of fruit and vegetables cereals - wheat, oats, barley, rye, maize names of equipment - colander, scales, frying pan, sauce pan, oven, hob</p>
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