



# LIMPSFIELD GRANGE SCHOOL

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## 8H Curriculum Overview

### Autumn Term 2018

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key words
<b>English</b> Mrs Onipko	<ul style="list-style-type: none"> <li>We will be reading and exploring a range of short stories from myths and legends, with a focus on ancient Greek myths</li> <li>Students will be expected to express their personal viewpoints in both written and spoken tasks</li> <li>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</li> <li>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</li> <li>Students will also be responding through role-play</li> </ul>	<ul style="list-style-type: none"> <li>Talk to your daughter about her targets and what she has done each week to move towards them</li> <li>Encourage your daughter to talk about ancient Greek context (culture, religion, lifestyle) and to explain the myths to you</li> <li>Encourage your daughter to read on a daily basis and talk to her about the characters, plot and setting</li> <li>Encourage your daughter to express her personal viewpoint on a wide range of topics</li> <li>Talk to your daughter about how informal and formal language works</li> </ul>	<p><b>Key Words Core:</b> ancient, context, formal language, informal language, personification, contractions, slang, standard English, rhetorical questions, fiction, non-fiction, short story, anecdotes, mood and tone, structure, character, setting,</p> <p><b>Extension:</b> irony, imagery, simile, metaphor, sensory description, translation</p>



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	<p>and practical tasks such as debating, having as much fun as possible as the texts we use become more challenging</p> <ul style="list-style-type: none"><li>• In the second half of the autumn term we will be reading <i>Oliver Twist</i> by Charles Dickens and begin to look at imagery and how different language choices make the reader feel</li><li>• Throughout the term students will be working on vocabulary tasks and being encouraged to develop the technical accuracy of their written responses</li></ul>		
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<p><b>Maths</b> Mr McMillan</p>	<ul style="list-style-type: none"> <li>• Whole numbers and decimals</li> <li>• Measures, perimeter and area</li> <li>• Expressions and formulae</li> <li>• Fractions, decimals and percentages</li> <li>• Angles and 2D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Use MyMaths at home</li> <li>• Play online Maths games – e.g. Transum Mathematics (<a href="http://www.transum.org">http://www.transum.org</a>)</li> <li>• Try puzzle books/sudoku</li> <li>• Play games that involve mental maths – Monopoly, Scrabble, etc.</li> <li>• Practice using measures when preparing food and cooking – e.g. reading scales, measuring out quantities</li> <li>• Ask questions around preparing food and cooking – e.g. if we double that recipe how much will we need of that ingredient?</li> <li>• Use a height chart to record measurements of siblings/friends</li> <li>• Practice reading the time on an analogue and a digital clock. Ask questions relating to time – e.g. how long have you got to get ready before we go out?</li> <li>• Look for use of graphs on news programmes, or in newspapers or magazines. Sports results can be a good place to look for graphs. Look at the scales used on graphs and how they are titled and labelled.</li> <li>• Look for shapes around the house, or when out walking or shopping. See if you can find these shapes: triangle, square, pentagon, hexagon, rectangle, circle. Can you see any parallel lines, or lines at right angles in the design of buildings or roads?</li> </ul>	<p>integer multiple factor square number square root decimal rounding length mass capacity time metric units imperial units scale perimeter area rectangle parallelogram expression substitute like terms simplify expand formula</p>	<p>fraction equivalent fraction decimal percentage terminating decimal recurring decimal angle triangle perpendicular parallel quadrilateral polygon tessellation congruent</p>
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<p><b>Science</b> Mrs Whitney</p>	<ul style="list-style-type: none"> <li>• Ecosystems</li> <li>• Sound</li> <li>• Atoms, elements and molecules</li> <li>• Combustion</li> </ul>	<ul style="list-style-type: none"> <li>• Go to the Natural History museum and look at the different animals</li> <li>• Go for a walk in your local area and see how many different animals and birds you can see.</li> <li>• Watch science documentaries</li> <li>• Look around the home and see what different materials there are and what they are used for</li> </ul>	<p>organism habitat species variation inherited adaptation predator prey consumer producer</p> <p>atom molecule element compound metal non-metal reaction chemical bond</p>	<p>pitch frequency amplitude wavelength hertz medium vacuum wave transverse longitudinal</p> <p>reactant product oxidation exothermic pollutant</p>
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<p><b>Computing</b> Mrs Janaway</p>	<ul style="list-style-type: none"> <li>• Social Networking and the risks of communicating online</li> <li>• Private and personal information</li> <li>• Privacy settings and passwords</li> <li>• How to report a problem</li> <li>• The components of a computer</li> <li>• Spreadsheets</li> <li>• Programming – Scratch</li> <li>• Creating a database</li> </ul>	<p><b>Useful Websites:</b></p> <ul style="list-style-type: none"> <li>• Kidsmart</li> <li>• CEOP</li> <li>• Thinkuknow</li> <li>• Get Safe Online</li> <li>• Check the privacy settings on your daughter's social networking accounts. Make sure all the location settings are switched off</li> <li>• Discuss online safety stories in the news</li> <li>• Take an interest in the apps, websites and social networking sites your daughter uses</li> <li>• Talk about different parts of the computer and what they are used for</li> <li>• Try using different search engines along with or instead of Google</li> </ul>	<p>grooming stalker troll virus peer pressure fake profile block device CPU motherboard RAM hard drive disc drive graphics card network card heat sink</p>	<p>sprite script toolbar block symbol formula cell cell reference formatting field record</p>
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<p><b>Art</b> Miss Grant</p>	<p><b>Transformation</b></p> <ul style="list-style-type: none"> <li>• Greek Mythology in Art</li> <li>• Botticelli, Titian, George Frederick Watts</li> <li>• Transformation in Greek Mythology</li> <li>• Medusa</li> <li>• Narcissus</li> <li>• Phyllis</li> <li>• Sketchbook presentation skills</li> <li>• The proportions of the face</li> <li>• Using mixed media to show texture</li> <li>• Narrative in Art</li> <li>• Storyboarding</li> <li>• Creating a stop-motion animation showing the transformation of a face using mixed media.</li> <li>• Developing personal meaning through Art</li> <li>• 'Lucid Masks' by Wuon Gean Ho</li> <li>• Students will create their own series of drawings/prints or and animation on the theme transformation.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage drawing or colouring for pleasure.</li> <li>• Copying drawings from images is very good for developing observational skills regardless of the subject matter.</li> <li>• Promote good drawing practice by:             <ul style="list-style-type: none"> <li>○ Using a sharp pencil</li> <li>○ Including as much detail as possible</li> <li>○ Using shading</li> <li>○ Using contrast</li> </ul> </li> <li>• Your daughter might wish to keep a doodle book/scrap book of ideas and inspirations based on Mythology (this could be stories from other cultures too)</li> <li>• Talk about your daughter's drawings and encourage her to explain her ideas and the processes she used.</li> <li>• Read books and watch films based on Greek Mythology.</li> </ul>	<p>mythology legend transformation art history theme narrative presentation layout composition methodical working proportion ratio accuracy planning process imagination refining collage pen and wash organisation stop-motion animation</p>
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<p><b>Food</b> <b>Technology/ Catering</b> Miss Humphrey</p>	<ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Hazards</li> <li>• The 8 Healthy Eating Guidelines</li> <li>• Starchy foods - rice, pasta, bread, potatoes</li> <li>• Diet through life</li> <li>• Fats</li> <li>• Sugars</li> <li>• Fibre</li> <li>• Vitamins and minerals</li> <li>• Multi-cultural foods,</li> <li>• Methods of cooking</li> <li>• Life skills</li> <li>• Choosing recipes</li> <li>• Writing task lists</li> <li>• Shopping</li> <li>• Budgeting</li> <li>• Costing recipes</li> </ul> <p><b>Cooking</b> – savoury rice, Samosas, cheese cake, cheesy bread, stir fry, chili con carne, chicken chow mein, curry, paella</p>	<ul style="list-style-type: none"> <li>• Encourage students to cook at home – photograph any practical cooking and bring it to school to show me</li> <li>• Students need to practice cooking a range of different dishes and skills</li> <li>• Explore and use new and different ingredients from shops</li> <li>• Encourage students to try new foods and tastes</li> <li>• Look at recipes in magazines and cookery programmes on television</li> </ul>	<p>hazards risks catering establishments starchy foods guidelines saturated and unsaturated fats digestions obesity nutrients protein carbohydrates vitamins minerals fibre fat nutrients</p>
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**Humanities** this year Students will study one of the three areas of Humanities each term for 1 lesson a week. We will study RE in the Spring term and History in the Summer term.

<p><b>Geography</b> Mrs Sabey</p>	<ul style="list-style-type: none"> <li>• Focus on Asia as a continent – where it is, what are its features? Understanding what a continent is and knowing the 7 continents of the world.</li> <li>• Looking at the main countries in the region and their features.</li> <li>• Asia’s economy and people.</li> <li>• Asia’s physical features- main deserts, mountains etc. Biomes.</li> </ul> <p>In the second half of the term we will be focusing on one country in Asia itself and looking at its culture, landmarks, weather, physical and human features. Looking at its economy and job market and its relationship with the United Kingdom. The focus will be on one of the following countries: India, China, Japan or Russia.</p>	<ul style="list-style-type: none"> <li>• Finding out about the countries and other countries which are nearby. Where they are on a map. What is the climate like? What is the way of life?</li> <li>• Watching the news and mentioning places in Asia.</li> <li>• Watching wildlife and Geographical programmes.</li> <li>• <a href="http://kids.nationalgeographic.com/explore/countries/china/">http://kids.nationalgeographic.com/explore/countries/china/</a></li> <li>• <a href="http://www.ducksters.com/geography/country/china.php">http://www.ducksters.com/geography/country/china.php</a></li> <li>• <a href="http://kids.nationalgeographic.com/explore/countries/india/">http://kids.nationalgeographic.com/explore/countries/india/</a></li> <li>• <a href="http://www.ducksters.com/geography/country/india.php">http://www.ducksters.com/geography/country/india.php</a></li> <li>• If you have been on holiday to the continent or one of the countries, looking at pictures etc.</li> <li>• What items in your home are products of or items from Asia.</li> </ul>	<p>Asia climate population rural GDP glaciers biomes Continent economy Poverty peninsular plateau</p>
<p><b>Forest Schools</b> Mrs Danby</p>	<p>Forest Schools is a part of the week when students will be working on areas linked to our WACI curriculum mainly at Nower Wood. They will particularly work on the wellbeing, communication and independence strands.</p>		