



7F Curriculum Overview

Spring Term 2019

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key words
English Mrs Forbes	<ul style="list-style-type: none"> Poetry – The Lady of Shalott to include work on imagery, inference and deduction, personal response We will be reading <i>The Horse and his Boy</i> by C S Lewis this term Students will use the novel and its themes to explore a wide range of other fiction and non-fiction texts such as autobiographical writing, poetry and short stories Students will be expected to express their personal viewpoints in both written and spoken tasks Students will identify interesting and unusual vocabulary and its effect Students will be producing a wide range of written responses including poetry, creative writing and nonfiction texts such as speeches, developing their confidence to write within a set timeframe 	<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 talk about the text. Explaining the plot, characters, setting etc. will help her to consolidate her learning. Encourage your daughter to read on a daily basis and ask her to summarise key ideas about character, theme and setting Encourage your daughter to express her personal viewpoint on a wide range of topics, using evidence to back up her personal view Talk to your daughter about how informal and formal language works Support your daughter with her weekly homework task 	<p>Core Key Words Fiction, non-fiction, vocabulary, narrator, autobiography, mood and tone, simile, metaphor, character, setting, the 5 senses, formal language, informal language, contractions, slang, standard English</p> <p>Extension biography, neologism, imagery, personification, sound imagery, sibilance, syntax</p>



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	<ul style="list-style-type: none"> • Students will also be responding through role-play and practical tasks such as debating • Throughout the term students will be working on vocabulary tasks and being encouraged to develop the technical accuracy of their written response 		
Maths Mr McMillan	<ul style="list-style-type: none"> • Statistics • Angles & 2D shapes • Graphs • Whole number calculations 	<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. • 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 graphs. Look at the scales used on graphs and how they are titled and labelled. What do the statistics tell you? Look for product marketing materials to see how statistics and graphs are used. What does a graph show you? • 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? • Practice whole number calculations as part of 	<p>Bar chart, pie chart, grouped data, line graph, average, mode, median, mean, range</p> <p>Acute, obtuse, reflex, equilateral, isosceles, scalene, parallel, perpendicular, quadrilateral</p> <p>Co-ordinates, axis, formula, table of values</p> <p>Estimate, partitioning, compensation, short division, long division, long multiplication</p>



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		<p>everyday tasks – working out how many items are needed when laying the table for tea, when working what is needed for a family event/party, when working out distances for a journey etc. For example, how much further is it to go to Brighton than to Dorking?</p>	
<p>Science Mrs Whitney</p>	<ul style="list-style-type: none"> • Energy • Forces • Mixtures and Separation • The Particle Model 	<ul style="list-style-type: none"> • Watch science documentaries on TV/ computer • Try home science experiments • Read and discuss science topics in the news – use the internet to research background • Visit science based museums and exhibitions. 	<p>energy transfer kinetic thermal fuel renewable non-renewable efficiency force weight mass friction air resistance Balanced force Unbalanced force</p> <p>mixture suspension filtration soluble insoluble solvent solute solution solid liquid gas particle scientific model Theory Diffusion Pressure</p>



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<p>Computing Mrs Janaway</p>	<ul style="list-style-type: none"> Algorithms and creating simple flowcharts Using a spreadsheet Different types of data Programming – Kodu Internet, WWW and search engines Input and output devices Acceptable and unacceptable use of the Internet 	<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 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 Kodu can be downloaded for free to your home computer Kodu - https://www.kodugamelab.com/ Take photos with a digital camera or Smartphone and practise uploading them to a laptop or PC. Also email WACI homework photos to Mrs Forbes from a student's account rather than from a parent's account 	<p>instructions sequence repeat repetition Excel cell cell reference column row format Autosum symbol formula chart text image number video sound</p> <p>currency date / time alphanumeric pathway tile when / do edit debug URL bookmarking network index web crawler upload age appropriate grooming troll stalking</p>
<p>Art Miss Grant</p>	<p>Islamic pattern</p> <ul style="list-style-type: none"> Islamic Art and culture Maths in Art Measuring skills and using line with precision Colour groups and tones of colour 	<ul style="list-style-type: none"> Encouraging drawing or colouring for pleasure Looking at maps and discussing ways of life in other cultures Noticing reflective and rotational symmetry in patterns in everyday life, e.g. on tiles and fabrics as well as in nature The V&A website has some excellent images to look 	<p>Islamic pattern arabesque star polygon geometric motif repeated</p>



	<ul style="list-style-type: none"> • Preparing a design idea. • Creating a print using rotational symmetry <p>Food in Art</p> <ul style="list-style-type: none"> • Pop Art and the work of Roy Lichtenstein and Wayne Thiebaud • Observational drawing in pencil and pastel • Drawing 3D shapes • Methodical working to create an image in the style of Lichtenstein. • Blending oil pastel • Exaggerated colour <p>Students will develop their printmaking and painting skills. They will apply their Maths knowledge in creative ways from a range of starting points.</p>	<p>at: https://www.vam.ac.uk/collections/islamic-middle-east</p> <ul style="list-style-type: none"> • 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 a ruler for straight lines • Using the full tonal range to show form 	<p>symmetry reflection rotation tessellation angles axis</p> <p>popular culture subject matter advertising packaging fast food methodical cube cylinder parallel lines observation texture exaggeration</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>
<p>Humanities in Year 7 is on a rotation which means that students in 7F will have 2 lessons a week of Outdoor learning until February half term and then they will have 2 sessions a week of Humanities for the rest of the year. We will study RE in the second half of the Spring Term.</p>			



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<p>Humanities RE Mrs Sabey</p>	<ul style="list-style-type: none"> • How important are the Home and Tradition for Jews? • What happens in the home around Shabbat and festivals? <p>How can churches help us understand Christian beliefs?</p> <ul style="list-style-type: none"> • Symbols and artefacts in churches • Visit at least one type of church to compare videos of another. • What the similarities and differences show about Christian beliefs. • Communion and Baptism – what is it and what happens in different churches? 	<ul style="list-style-type: none"> • Talking about Judaism, signs and symbols, the Synagogue and the Jew's holy book. • Talking about Jewish practises, kosher food, festivals etc. • Shabbat at home and the synagogue. • We will also visit a local synagogue. • http://www.bbc.co.uk/schools/religion/judaism/index.shtml • Visiting your local church or look at the outside of churches in your area. • The following websites are a starting point. • http://www.uri.org/kids/world_chri.htm Talk about experiences you have had of baptisms. 	<table border="0"> <tr> <td>Jew</td> <td>Judaism</td> </tr> <tr> <td>Jewish</td> <td>Abraham</td> </tr> <tr> <td>Ark</td> <td>Bimah</td> </tr> <tr> <td>Hebrew</td> <td>Kippah</td> </tr> <tr> <td>Menorah</td> <td>Kosher</td> </tr> <tr> <td>Ner Tamid</td> <td>Shofar</td> </tr> <tr> <td>Synagogue</td> <td>Yad</td> </tr> <tr> <td>Rabbi</td> <td>Shabbat</td> </tr> <tr> <td>Star of David</td> <td>Torah</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>Altar</td> <td></td> </tr> <tr> <td>denomination</td> <td></td> </tr> <tr> <td>Baptist</td> <td></td> </tr> <tr> <td>Minister</td> <td></td> </tr> <tr> <td>confirmation</td> <td></td> </tr> <tr> <td>Priest</td> <td></td> </tr> <tr> <td>Pastor</td> <td></td> </tr> <tr> <td>Roman Catholic</td> <td></td> </tr> <tr> <td>Church of England</td> <td></td> </tr> <tr> <td>Methodist</td> <td></td> </tr> <tr> <td>Holy Communion</td> <td></td> </tr> <tr> <td>dedication</td> <td></td> </tr> <tr> <td>communion table</td> <td></td> </tr> </table>	Jew	Judaism	Jewish	Abraham	Ark	Bimah	Hebrew	Kippah	Menorah	Kosher	Ner Tamid	Shofar	Synagogue	Yad	Rabbi	Shabbat	Star of David	Torah			Altar		denomination		Baptist		Minister		confirmation		Priest		Pastor		Roman Catholic		Church of England		Methodist		Holy Communion		dedication		communion table	
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