



LIMPSFIELD GRANGE SCHOOL

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8J Curriculum Overview

Spring Term 2019

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key words
English Mrs Onipko and Miss Grant	<ul style="list-style-type: none"> • We will be reading <i>Holes</i> by Louis Sachar this term • Students will use the novel and its themes to explore a wide range of other fiction and non-fiction texts such as leaflets, newspaper articles, newspaper articles and other sources • Students will be expected to express their personal viewpoints in both written and spoken tasks • Students will develop their analysis skills, exploring how a writer achieves effects • 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 • Students will also be responding through role-play and practical tasks such as debating • Throughout the term students will be 	<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 • 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 • Support your daughter with her weekly homework task 	<p>Core Key Words</p> <p>Fiction, non-fiction, context, language, language techniques, narrator, analysis, mood and tone, structure, simile, metaphor, character, setting, sensory description formal language, informal language, contractions, slang, standard English, rhetorical questions, extract, novel, argue, persuade</p> <p>Extension</p> <p>dual narrative, imagery, personification, sound imagery, sibilance, syntax</p>



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	working on vocabulary tasks and being encouraged to develop the technical accuracy of their written responses		
Maths Mr. McMillan	<ul style="list-style-type: none"> Angles & 2D shapes Graphs Whole number calculations Statistics 	<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 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 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? 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 	<p>Angle, acute, obtuse, reflex, triangle, equilateral, isosceles, scalene, parallel, perpendicular, quadrilateral, polygon</p> <p>Co-ordinates, table of values, horizontal line, vertical line, straight-line graph, real-life graph, formula</p> <p>Round, factors, partitioning, compensation, estimate, operation</p> <p>Primary data, secondary data, bar chart, pie chart, average, mode, median, mean, range</p>



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		used. What does a graph show you? Can you see how to present the data more clearly?		
Science Mrs Whitney	<ul style="list-style-type: none"> • Food and Nutrition • Breathing and Respiration • Fluids • Energy Transfers 	<ul style="list-style-type: none"> • Visit the Science Museum and other similar places • Help your daughter learn the spelling and meaning of key words • Take your daughter shopping for food and get her involved in the planning and preparation of it. • Look at food packaging and ask her about the nutrients the food contains 	diet nutrient energy malnutrition digestive system enzyme diffusion respiration breathing aerobic anaerobic ventilation surface area gas exchange	particle model Brownian motion expand contract density pressure upthrust thermal energy temperature evaporation conduction convection radiation power efficiency



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<p>Computing Mrs Janaway</p>	<ul style="list-style-type: none"> • Hardware, peripheral devices and storage devices • Programming in Scratch • Creating a digital poster about online behaviour and risks • Creating a digital footprint • 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 • 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 Scratch. The software can be used online or downloaded free of charge. In school we use version 1.4. https://scratch.mit.edu/ • Read 'Computer Coding for Kids' by Carol Vorderman. A practical book which students can use at home. 	<table> <tr> <td>input</td> <td>grooming</td> </tr> <tr> <td>output</td> <td>sexting</td> </tr> <tr> <td>storage device</td> <td>trolls</td> </tr> <tr> <td>USB memory stick</td> <td>stalking</td> </tr> <tr> <td>portable hard drive</td> <td>bystander</td> </tr> <tr> <td>SD card</td> <td>privacy settings</td> </tr> <tr> <td>CD / DVD</td> <td>ceop</td> </tr> <tr> <td>cloud</td> <td>URL</td> </tr> <tr> <td>sprite</td> <td>bookmarking</td> </tr> <tr> <td>costume</td> <td>row / record</td> </tr> <tr> <td>stage</td> <td>column / field</td> </tr> <tr> <td>debug</td> <td>cell</td> </tr> <tr> <td></td> <td>cell reference</td> </tr> <tr> <td></td> <td>filter</td> </tr> <tr> <td></td> <td>sort</td> </tr> </table>	input	grooming	output	sexting	storage device	trolls	USB memory stick	stalking	portable hard drive	bystander	SD card	privacy settings	CD / DVD	ceop	cloud	URL	sprite	bookmarking	costume	row / record	stage	column / field	debug	cell		cell reference		filter		sort
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<p>Art Miss Grant</p>	<p>Under the microscope</p> <ul style="list-style-type: none"> • Drawing inspired by cells, bacteria and viruses • Pair work and group work • Presentation skills • Group sketchbook • Descriptive vocabulary • Betty Busby • Catrin Mostyn Jones • Rogan Brown • Creating a design sheet • Exploring texture through sample pieces • Painting skills using blended colour • Papier maché sculptures inspired by microbes. <p>Students will create a range of Art work inspired by microbes and bacteria. There are opportunities for collaborative work when students will need to communicate with each other to decide on outcomes.</p>	<ul style="list-style-type: none"> • Encouraging drawing and colouring for pleasure. • Looking at patterns in nature and noticing similarities and differences, e.g. how the branches of trees look similar to the vein pattern in leaves. • Looking at patterns within the natural world, e.g. within stones, shells and crystals. • 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 the full tonal range to show form ○ Blended shading 	<p>microcosm magnified close-up analysis pattern organic flowing changing bacteria cells viruses transmission collaboration spread blended colour texture mixed-media relief work layers co-operation papier maché viewpoint making</p>	<p>attachment sculpture abstract simplified robust controlled methodical</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>RE Mrs Sabey</p>	<p>How do the Pillars of Islam help Muslims live a good life?</p> <ul style="list-style-type: none"> • What are the origins of Islam • Muslim's view of God • The role of the Mosque and the Qur'an. • The 5 Pillars of Islam <p>Hinduism: What does it mean to be a Hindu?</p> <ul style="list-style-type: none"> • What are the origins of Hinduism • Hindu's Gods and Goddesses • How do Hindu's worship at home and the temple • A famous Hindu and his teaching 	<ul style="list-style-type: none"> • Watch news, current affairs programme and documentaries which are about how religion impacts on how people live their life. • Encourage your daughter to read articles in the media about religion, discuss these and consider if the media is attempting to encourage people to hold a particular view. • Watch films based around families from religions other than Christianity, e.g. East is East, Bend it Like Beckham. • Visiting your local Mosque • The following websites are a starting point: http://www.uri.org/kids/world_chri.htm http://www.islamkids.org/ http://hinduismfacts.org/ http://primaryfacts.com/1128/hinduism-facts/ • Watching film – Ghandi 	<table border="0"> <tr> <td>The Five Pillars or duties) of Islam</td> <td>Qur'an</td> </tr> <tr> <td>Shahadah</td> <td>Prayer</td> </tr> <tr> <td>Salah</td> <td>Wudu</td> </tr> <tr> <td>Muslims</td> <td>Almsgiving (Zakah)</td> </tr> <tr> <td>Pilgrimage (Hajj)</td> <td>Ramadam</td> </tr> <tr> <td>Id-ul-Fitr</td> <td>Du'a</td> </tr> <tr> <td>Id-ul-Adha</td> <td>Jumu'ah</td> </tr> <tr> <td>Aqueqah</td> <td>Mosque</td> </tr> <tr> <td>fasting</td> <td>Zakah</td> </tr> <tr> <td>Sawm</td> <td>Ummah</td> </tr> <tr> <td>discipline</td> <td>Sunni</td> </tr> <tr> <td>submission</td> <td>Shariah</td> </tr> <tr> <td>Hindu</td> <td>Sadaqah</td> </tr> <tr> <td>Sanatan dharma</td> <td>Hinduism</td> </tr> <tr> <td>Brahaman</td> <td>Vedas</td> </tr> <tr> <td>Vishnu</td> <td>Shiva</td> </tr> <tr> <td>Reincarnation</td> <td>Brahma</td> </tr> <tr> <td>Aum</td> <td>Sanskrit</td> </tr> <tr> <td>Shrine</td> <td>Puja</td> </tr> <tr> <td>Gandhi</td> <td>mandir</td> </tr> </table>	The Five Pillars or duties) of Islam	Qur'an	Shahadah	Prayer	Salah	Wudu	Muslims	Almsgiving (Zakah)	Pilgrimage (Hajj)	Ramadam	Id-ul-Fitr	Du'a	Id-ul-Adha	Jumu'ah	Aqueqah	Mosque	fasting	Zakah	Sawm	Ummah	discipline	Sunni	submission	Shariah	Hindu	Sadaqah	Sanatan dharma	Hinduism	Brahaman	Vedas	Vishnu	Shiva	Reincarnation	Brahma	Aum	Sanskrit	Shrine	Puja	Gandhi	mandir
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<p>YMCA Café and Independence sessions</p>	<p>This is a part of the week when students will be working on areas linked to our WACI curriculum. The students will all spend time at the YMCA café and also doing the independence sessions with Mrs Danby and Mrs Piller. One of the main aims will be for students to communicate with people outside of the LGS environment and to find their own solutions to problems. In addition students will have a wide range of opportunities to experience work places and so learn about different types of jobs.</p>																																										