



## 9M Curriculum Overview

### Spring Term 2019

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 <i>War Horse</i> by Michael Morpurgo this term</li> <li>Students will use the novel and its themes to explore a wide range of other fiction and non-fiction texts such as poetry, propaganda posters, newspaper articles and other historical sources</li> <li>Students will be expected to express their personal viewpoints in both written and spoken tasks</li> <li>Students will be looking at different types of narrators and their effects</li> <li>Students will develop their analysis skills, exploring how a writer achieves effects</li> <li>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</li> <li>Students will also be responding</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 the text. Explaining the plot, characters, setting etc. will help her to consolidate her learning.</li> <li>Encourage your daughter to research WW1 independently, either online or by asking family members</li> <li>Encourage your daughter to read on a daily basis</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> <li>Support your daughter with her weekly homework task</li> </ul>	<p><b>Key Words</b></p> <p>Fiction, non-fiction, context, language, language techniques, narrator, analysis, mood and tone, structure, character, setting, sensory description formal language, informal language, personification, contractions, slang, standard English, rhetorical questions, extract, novel, argue, persuade</p> <p><b>Extension</b></p> <p>prose, purpose, imagery, simile, metaphor, sound imagery, sibilance, syntax</p>



	<p>through role-play and practical tasks such as debating</p> <ul style="list-style-type: none"> <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>			
<p><b>Maths</b> Miss Middlehurst</p>	<p><b>Fractions, decimals and percentages</b></p> <ul style="list-style-type: none"> <li>Fractions of a quantity</li> <li>Calculating with fractions</li> <li>Fraction and decimals</li> <li>Percentage of a quantity</li> <li>Percentage change problems</li> </ul> <p><b>Angles and 2D shapes</b></p> <ul style="list-style-type: none"> <li>Angles and lines</li> <li>Angles in triangles and quadrilaterals</li> <li>Properties of triangles and quadrilaterals</li> <li>Angle problems</li> <li>Angles in a polygon</li> <li>Circle properties</li> </ul> <p><b>Graphs</b></p> <ul style="list-style-type: none"> <li>Horizontal and vertical lines</li> <li>Drawing straight-line graphs</li> <li>Problem solving using straight lines</li> <li>Parallel and perpendicular lines</li> <li>Distance-time graphs</li> </ul>	<ul style="list-style-type: none"> <li>Wherever possible, involve your daughter in doing practical maths to develop her awareness of functional numeracy.</li> <li>Identify and draw attention to situations when you are using maths in everyday life; tasks at home which require numbers or numerical knowledge or calculations. Point out what these are, and what could go wrong if we don't use our maths skills (e.g. miss the train, burn/undercook the dinner!).</li> <li>Shopping: encourage your daughter to pay for items; work on counting the money and checking the change; practise looking for the best deal, looking at price per 100g.</li> <li>Time: practise telling time (digital and analogue clocks); involve her in planning journeys (bus and train timetables); using schedules, e.g. cinema film times; calculating times when cooking or planning for a journey (when do we need to leave by?).</li> <li>Using measurements: involve your</li> </ul>	<p>fraction decimal denominator numerator equivalent fractions percentage multiplier angle degrees acute obtuse reflex right angle triangle isosceles equilateral scalene</p>	<p>quadrilateral parallelogram trapezium kite rhombus polygon pentagon hexagon octagon interior/exterior angle horizontal vertical gradient parallel perpendicular</p>



	<ul style="list-style-type: none"><li>• Drawing and interpreting real-life graphs</li></ul>	<p>daughter when cooking, weighing and measuring out ingredients; using scales (grams, ml, temperature on the oven); using timers; measuring furniture/room planning; DIY.</p> <ul style="list-style-type: none"><li>• Play board games and games with dice and cards</li><li>• Discuss key words and their meaning.</li><li>• Practice multiplication tables and number bonds.</li><li>• Use MyMaths games and topic-specific boosters.</li><li>• <a href="http://www.mathschamps.co.uk/#home">http://www.mathschamps.co.uk/#home</a> also has games which can be played at home.</li><li>• <a href="http://www.topmarks.co.uk/maths-games/hit-the-button">http://www.topmarks.co.uk/maths-games/hit-the-button</a> is a great way to practise number bonds etc.</li><li>• <a href="http://www.topmarks.co.uk">http://www.topmarks.co.uk</a></li><li>• Use BBC bitesize KS3 and GCSE; there are activities and short video clips.</li></ul>	
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<p><b>Science</b> Dr Rampogu</p>	<ul style="list-style-type: none"> <li>• Unicellular organisms</li> <li>• Forces and Motion</li> <li>• Genetics and evolution</li> <li>• Making materials</li> </ul>	<ul style="list-style-type: none"> <li>• Watch popular science programmes on the TV</li> <li>• Visit museum e.g. The Science Museum (Kensington) or The Look Out Discovery Centre (Bracknell)</li> <li>• 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</li> </ul>	<p>unicellular bacteria yeast prokaryote eukaryote fermentation plasmid proctoctists accelerate unbalanced resultant distance</p>	<p>continuous variation gametes biodiversity natural selection brittle heat resistant insulator polymers monomers</p>
<p><b>Computing</b> Mrs Janaway</p>	<ul style="list-style-type: none"> <li>• Using a spreadsheet</li> <li>• Programming using Small Basic</li> <li>• Creating a podcast about online advertising</li> <li>• Features and tools of Audacity</li> <li>• Downloading and using online resources</li> <li>• Internet, WWW and search engines</li> <li>• Threats and precautions to data</li> </ul>	<ul style="list-style-type: none"> <li>• Look at e-safety websites - <a href="http://www.thinkuknow.co.uk/">http://www.thinkuknow.co.uk/</a> <a href="http://www.childnet.com/">www.childnet.com/</a> <a href="http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/">www.safetynetkids.org.uk/personal-safety/staying-safe-online/</a></li> <li>• Use online tutorials and YouTube to develop an understanding of Small Basic. The software can also be downloaded for free to your home computer - <a href="http://smallbasic.com/">http://smallbasic.com/</a></li> <li>• Audacity is also a free download - <a href="https://www.audacityteam.org/">https://www.audacityteam.org/</a></li> </ul>	<p>Autosum formula chart function data validation output input if then else while for edit split mp3 secure network bandwidth index</p>	<p>conditional formatting repetition / iteration / loop debug function procedure subroutine web banner pop up inline pay-per-click host Data Protection Act copyright web crawler malware Trojan</p>



			worm phishing firewall	encryption back up
<b>Art</b> Miss Grant	<b>Landscape</b> <ul style="list-style-type: none"> <li>• Drawing using mark-making to create space</li> <li>• Van Gogh's pencil work</li> <li>• Exploring mark-making using paints</li> <li>• Kyffin Williams</li> <li>• Textile landscapes by Jan Beaney and Jean Littlejohn</li> <li>• Mixed media drawing</li> <li>• Feltmaking skills</li> <li>• Felt response to a landscape</li> </ul>	<ul style="list-style-type: none"> <li>• Taking walks and noticing how colours change depending on distance.</li> <li>• Discussing views and landscapes using descriptive vocabulary.</li> <li>• Visiting Art exhibitions and talking about the work.</li> <li>• Copying drawings from artists is very good for developing observational skills regardless of the subject matter.</li> <li>• Encouraging good drawing practice: <ul style="list-style-type: none"> <li>○ Using a sharp pencil</li> <li>○ Including as much detail as possible</li> <li>○ Using the full tonal range to show form</li> <li>○ Blended and directional shading</li> </ul> </li> </ul>	landscape perspective space immediacy spontaneous impasto expressive directional palette knife essence purposeful exploratory choices	post-impressionism personal response selective creative risk composition contrast atmosphere mood layout layers texture presentation



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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 Summer term.

<p><b>Geography</b> Mrs Sabey</p>	<p><b>Employment in the UK</b></p> <ul style="list-style-type: none"> <li>• What types of jobs are available in the UK and where are they located?</li> <li>• How has employment changed since 1600 in UK?</li> <li>• Comparing employment in the UK to other countries</li> </ul> <p><b>Global Development</b></p> <ul style="list-style-type: none"> <li>• Researching the Textile industry in UK and Bangladesh. Comparing pay and factory conditions.</li> <li>• Making our mobile phone – what jobs and countries are involved</li> <li>• Comparing highly developed and poorly developed countries</li> </ul>	<ul style="list-style-type: none"> <li>• Watching the new series Back In Time for school (BBC2). It shows how schools have changed and how education changed to meet the employment opportunities available.</li> <li>• Talk about the jobs people in the family have done, ask grandparents too.</li> <li>• Discuss job opportunities in your local area both paid and voluntary.</li> <li>• When shopping talk about the places where goods have come from, get them to look at clothing labels to see where they are made.</li> </ul>	<p>goods Income Tax primary tertiary producing economy employment import services sectors export</p>	<p>employment structure industrialisation globalisation corporation secondary quarternary supplying consumers unemployment developed multinational</p>
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<p><b>SOLD</b> Mrs Sabey</p>	<p>Surrey Outdoor Learning and Development is a part of the week when students will be working on areas linked to our WACI curriculum mainly at High Ashurst. They will particularly work on the wellbeing, communication and independence strands.</p> <p>The students will be involved in activities which will involve them working as a team, problem solving, communicating with each other as well as building resilience and adaptability. As well as this each of the students will be encouraged to challenge themselves personally. Students will learn the importance of planning, communication and compromise while working in a team and develop leadership skills throughout the programme.</p> <p>Parents can support by making sure students have the right clothing, water and extra equipment eg. waterproof coat and plastic bag to put in shoes in wet and winter weather and hat and sun lotion in the hot weather.</p>
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