



# LIMPSFIELD GRANGE SCHOOL

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## 9J Curriculum Overview Autumn Term 2020

| Subject                                | Area(s) of Study  | Suggestions for Parental Support/Involvement at Home   | Key words   |
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| <b>English</b><br>Mrs Forbes<br>Year 9 | <ul style="list-style-type: none"> <li>• We will be using the All the World's a Stage speech to look at seven different ages of being a woman</li> <li>• We will be looking at short stories and extracts with a Gothic theme after half term</li> <li>• We will be reading poems, short stories and nonfiction extracts to explore childhood, adolescence, the world of work and old age</li> <li>• Students will be producing a wide range of written responses including poetry, creative writing and non-fiction texts</li> <li>• In the second half of the autumn term we will be reading The Red Room 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 and confidence in expressing their personal critical response</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 her experiences when starting school and any memories you may have of her time as a baby</li> <li>• Encourage your daughter to read on a daily basis and talk to her about the characters, plot and setting</li> <li>• Talk to your daughter about how she thinks and feels as a young woman growing up in today's world</li> </ul> | <p><b>Core vocabulary:</b><br/>poetry, vocabulary, language, Paragraph, sentence, fullstop, comma, responsibility, childhood, adolescent, the world of work, old age fiction, non-fiction</p> <p><b>Extension:</b><br/>imagery, simile, metaphor, alliteration, sibilance</p> |



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| <p><b>Maths</b><br/>Mrs Chang &amp;<br/>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> </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 where 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>• Encourage your daughter to help you with cooking and baking. Get her involved in reading the instructions, following recipes, weighing and measuring out ingredients. This will help her to become familiar with quantities, fractions, temperatures and cooking units.</li> <li>• Get your daughter involved in your household food shopping. Encourage her to read food labels, compare brands and prices, and find the best deals. This will help her to understand the value of money and learn to understand numbers and prices.</li> <li>• Play maths games at home to improve maths skills and knowledge. These can include dominoes, chess, cards and memory games. Also use maths learning apps. An example is 'Sumaze'.</li> <li>• Read books that incorporate maths or logic.</li> </ul> | <p>Index/indices, rounding, significant figures (s.f.), estimate, factor, multiple, prime, BIDMAS, Highest common factor (HCF), Lowest common multiple (LCM), difference of two squares, variable, change the subject</p> <p>Metric unit, Imperial unit, area, circumference, diameter, radius, dimension, volume, speed, compound measure, density, pressure</p> <p>Algebraic fractions, change the subject, derive, expand, factorise, formula, substitute, equation, identity</p> <p>Numerator, denominator, simplify, equivalent fractions, proportion, percentage, recurring decimal, terminating decimal, improper fraction, percentage increase/decrease</p> |
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|                               |  | <ul style="list-style-type: none"> <li>• Encourage your daughter to do some maths every day. Do a little bit of maths every day, even if it's only for 10 minutes. The more your daughter practices, the better she will become. This can be problem-solving around travel and shopping situations. Examples could be how long will it take to travel to your destination based on your speed, for how long would you need to save to buy a particular item?</li> <li>• Look for use of percentages and statistics in the news. Ask your daughter to explain a statistic used by a politician / spokesperson / journalist to see if they can understand what is being stated, or whether they agree/disagree with what has been presented. What research could your daughter do to validate the information she has heard?</li> </ul> |   |  |
| <b>Science</b><br>Miss Herron | <ul style="list-style-type: none"> <li>• Fluids and The Particle Model</li> <li>• Plants and Reproduction</li> <li>• Reactivity</li> </ul> | <ul style="list-style-type: none"> <li>• With an adult, experiment with different solids and liquids whilst cooking to see how their state changes at different temperatures</li> <li>• Go for a walk in a green area – park, forest, garden for example. Use the 'Picture This' app to take photos and identify new plants. Try to sort them into different categories!</li> <li>• Encourage your daughter to watch scientific videos relating to the topics or read non-fiction texts</li> </ul>  | Particle Matter<br>State<br>Pressure<br>Force<br>Drag<br>Reactive<br><br>Classification<br>Biodiversity | Asexual reproduction (plants)<br>Pollination<br>Fertilisation<br>Dispersal<br>Germination<br><br>Catalyst<br>Exothermic<br>Endothermic |



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|                           |   | <ul style="list-style-type: none"> <li>Visit museums that encourage hands on participation, such as the Science Museum or Natural History Museum</li> </ul>   | Sexual reproduction (plants)  | Displacement Extract  |
| <b>ICT</b><br>Mrs Janaway | <ul style="list-style-type: none"> <li>IT skills – online software, email, folders, tables, etc</li> <li>Creating a positive Digital Footprint</li> <li>Cybervetting</li> <li>The components of a network and data transfer</li> <li>Identifying the needs of a target audience</li> <li>Databases</li> <li>Programming – Small Basic</li> <li>Internet and the www</li> <li>Cryptography and encryption</li> </ul> | <b>Useful Websites</b> <ul style="list-style-type: none"> <li>Kidsmart</li> <li>CEOP</li> <li>Thinkuknow</li> <li>Get Safe Online</li> <li>NSPCC Netaware</li> <li>Check the privacy settings on your daughter’s social networking accounts. Ensure all location services are turned 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 your home network.</li> <li>Small Basic can be downloaded to your home computer and there are lots of tutorials to follow - <a href="http://smallbasic.com/">http://smallbasic.com/</a></li> </ul> | digital footprint<br>cybervetting<br>cookie<br>hyperlink<br>router<br>Ethernet cable<br>client<br>server<br>LAN - local area<br>network<br>WAN - wide<br>area network<br>data transfer<br>packet<br>bandwidth<br>IP address<br>ISP - Internet<br>Service Provider | field<br>record<br>primary key<br>foreign key<br>validation<br>verification<br>command<br>pseudocode<br>iteration<br>procedure<br>Search engine<br>Web browser<br>Online<br>software<br>Caesar cipher |
| <b>Art</b><br>Miss Grant  | <b>Portrait project</b><br>Lessons will focus on technical skills and higher level thinking so students are well-equipped for KS4. Students will use a range of materials and methods that develop their observational skills. Students will plan individual and original   | <ul style="list-style-type: none"> <li>Encouraging drawing or colouring for pleasure.</li> <li>Keeping a doodle book/scrap book of ideas and inspirations.</li> <li>Copying drawings from artists is very good for developing observational skills regardless of the subject matter.</li> <li>Encouraging good drawing practice:</li> </ul>   | tone<br>form<br>blending<br>detail<br>observation<br>perception<br>representation   |   |



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|                                     | <p>sketchbook pages using stencilling and printmaking techniques.</p> <ul style="list-style-type: none"> <li>• Observational drawing</li> <li>• Stencil design/papercutting</li> <li>• Exploring the work of Caledonia Curry/Swoon</li> <li>• Mind-mapping and thought showers</li> <li>• Developing original ideas and researching images.</li> <li>• Planning sketchbook pages and selecting subject matter that reflects personality</li> <li>• Monoprinting</li> <li>• Planning and executing a mono-print self-portrait</li> </ul> | <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> <ul style="list-style-type: none"> <li>• Looking at papercutting artists</li> <li>• Taking the time to observe surroundings and the patterns made by shadows.</li> <li>• There are excellent how to draw videos on YouTube with lots of step-by-step guides. Encourage your daughter to explore these.</li> </ul>   | <p>layers<br/>         imagination<br/>         psychology<br/>         description<br/>         annotation<br/>         attention<br/>         accuracy<br/>         contrast<br/>         gestural<br/>         fluidity<br/>         spontaneous<br/>         expressive<br/>         impressionistic<br/>         tertiary colour<br/>         palette<br/>         layers</p> |
| <p><b>Catering</b><br/>Mrs Read</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>• Fats</li> <li>• Sugars</li> <li>• Fibre</li> <li>• Vitamins and minerals</li> <li>• Foods on the go</li> <li>• Special Occasions</li> <li>• Choosing recipes</li> <li>• Shopping</li> </ul>   | <ul style="list-style-type: none"> <li>• Encourage students to cook at home – try to photograph any practical cooking and bring it to school to show me or email it to me at <a href="mailto:mrs.read@limpsfield-grange.surrey.sch.uk">mrs.read@limpsfield-grange.surrey.sch.uk</a></li> <li>• Students to practice cooking a range of different dishes and use different skills. Recipes will be sent home after each Catering lesson for students to practice.</li> <li>• Explore and use new and different ingredients, learn to substitute ingredients.</li> <li>• Encourage students to try new foods and tastes.</li> </ul> | <p>hazards<br/>         starchy foods<br/>         guidelines<br/>         saturated and unsaturated fats<br/>         digestion<br/>         obesity<br/>         nutrients<br/>         protein<br/>         carbohydrates<br/>         vitamins<br/>         minerals<br/>         fats</p>   |



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|                                      | <ul style="list-style-type: none"> <li>Budgeting</li> </ul> <p><b>Dishes likely to include:</b></p> <ul style="list-style-type: none"> <li>Cereal Bars</li> <li>Chicken Pasta Salad</li> <li>Mini Quiches</li> <li>Sausage Rolls             <ul style="list-style-type: none"> <li>Vol au vents</li> <li>Scotch eggs</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>Look at recipes in magazines and watch cooking shows on TV.</li> </ul>   | <p>fibre</p>   |
| <p><b>PE</b><br/>Miss Richardson</p> | <ul style="list-style-type: none"> <li>General Fitness</li> <li>Aerobics</li> <li>Work on Core stability</li> <li>Understanding importance of healthy lifestyle</li> <li>Work on ability to be physical active for sustained periods of time</li> <li>Developing an understanding of which movements work different muscle groups .</li> <li>Planning an effective warmup and cool down</li> <li>Leading an effective warmup And cool down to a small group</li> </ul>  | <ul style="list-style-type: none"> <li>On the evening of PE day (Thursday), encourage your daughter to do some different stretches to ease potential muscle soreness.</li> <li>Encourage your daughter to be active over the weekend/ evenings. There are some great resources on YouTube including Joe Wicks' PE.</li> <li>Encourage a healthy lifestyle for your daughter</li> <li>Encourage your daughter to watch sporting events live/ on TV/ on Youtube. Particularly of women in sport.</li> </ul> | <p>Exercise<br/>Core<br/>Muscle<br/>Stretch<br/>Intensity<br/>Pulse raiser<br/>Cooldown<br/>Warmup</p> |
| <p><b>SOLD</b><br/>Mrs Eves</p>      | <p>Surrey Outdoor Learning and Development is part of the week where students work on areas linked to our WACI curriculum. It usually takes place at High Ashurst. Students work particularly on the Wellbeing, Communication and Independence strands. The students undertake activities which promote working as a team, problem solving, communicating with each other as well as building resilience and adaptability. Along with this each student will be encouraged to challenge herself personally. Students will learn the</p> |   |  |



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importance of planning, communication and compromise while working in a team and developing leadership skills throughout this programme. This term we will look at team working skills, archery, woodcraft skills and orienteering. Parents may support us by ensuring students have the right clothing, water and extra equipment necessary including a waterproof coat and a plastic bag for wet shoes in winter weather and a hat and sunscreen hot weather. The weekly plan will be adapted as needed in response to any COVID-19 recommendations.