



**8H Curriculum Overview**  
**Autumn Term 2021**

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key words																												
<b>English</b> Mrs Onipko	<p><b>I am Malala</b></p> <ul style="list-style-type: none"> <li>Students will explore the autobiography by Malala Yousafzai</li> <li>They will learn about other cultures and the position of girls and women within those</li> <li>They will write imaginatively in the role of Malala, as well as writing a range of non-fiction and analytical pieces</li> </ul> <p><b>A Midsummer Night's Dream</b> by Shakespeare</p> <ul style="list-style-type: none"> <li>Students will explore life in Shakespeare's time</li> <li>Students will become familiar with Shakespearean English</li> <li>The plot of the play and characterisation will be focused upon</li> <li>Dramatic structure and form will be studied, with students exploring how Shakespeare's deliberate choices affect the audience</li> <li>There will be opportunity for drama throughout the unit</li> </ul>	<ul style="list-style-type: none"> <li>Encourage your daughter to talk about the texts. Explaining the plot, characters, setting etc. will help her to consolidate her learning</li> <li>Encourage your daughter to research around the text and the play 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> </ul>	<table border="0"> <tr> <td>culture</td> <td>simile</td> </tr> <tr> <td>context</td> <td>metaphor</td> </tr> <tr> <td>fiction</td> <td>personification</td> </tr> <tr> <td>non-fiction</td> <td>alliteration</td> </tr> <tr> <td>prologue</td> <td>onomatopoeia</td> </tr> <tr> <td>exposition</td> <td>voice</td> </tr> <tr> <td>metaphor</td> <td>characterisation</td> </tr> <tr> <td>simile</td> <td>setting</td> </tr> <tr> <td>vocabulary</td> <td>humour</td> </tr> <tr> <td>contents page</td> <td>stage directions</td> </tr> <tr> <td>chapter titles</td> <td></td> </tr> <tr> <td>empathy</td> <td></td> </tr> <tr> <td>sympathy</td> <td></td> </tr> <tr> <td>theme</td> <td></td> </tr> </table>	culture	simile	context	metaphor	fiction	personification	non-fiction	alliteration	prologue	onomatopoeia	exposition	voice	metaphor	characterisation	simile	setting	vocabulary	humour	contents page	stage directions	chapter titles		empathy		sympathy		theme	
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<p><b>Maths</b> Miss Herron</p>	<ul style="list-style-type: none"> <li>• Whole numbers and decimals</li> <li>• Mental calculations</li> <li>• Measures, perimeter and area</li> <li>• Angles and 2D shapes</li> <li>• Fractions, decimals, percentages</li> <li>• Functional skills project – planning a day trip!</li> </ul>	<ul style="list-style-type: none"> <li>• Use MyMaths at home (games and lessons)</li> <li>• Use Manga High at home (games and quizzes)</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>• Look at receipts/ price tags in shops to show decimals in real life scenarios</li> <li>• Functional skills – planning a day trip – talk about what someone needs to take with them for different types of outings e.g. beach, supermarket, swimming and talk about how weather affects clothing</li> </ul>	<p>digit place value decimal point integer negative number sum total altogether perimeter area width length metric system parallel perpendicular lines quadrilaterals polygon</p>	<p>Triangles: equilateral isosceles right-angled scalene acute obtuse reflex faces Edges Vertices numerator denominator equivalent percentage decimal tenth hundredth thousandth equivalent best value</p>
<p><b>Science</b> Mrs Whitney</p>	<ul style="list-style-type: none"> <li>• Sound</li> <li>• Food &amp; Nutrition</li> <li>• Burning &amp; fire safety</li> <li>• Heating &amp; insulation</li> </ul>	<ul style="list-style-type: none"> <li>• Visit museums that encourage hands on participation, such as the Science Museum or Natural History Museum</li> <li>• Take a walk in your local area and collect as many different plants as you can or try and spot different wild animals.</li> </ul>	<p>wave vibration frequency loudness volume decibel hertz</p>	<p>combustion burning oxygen heat fuel extinguisher</p>



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		<ul style="list-style-type: none"> <li>• Discuss information on the news about energy resources and climate change</li> <li>• Take your daughter food shopping and let her help to buy the ingredients for a meal. Discuss healthier options and why she made the choices she did.</li> </ul>	<ul style="list-style-type: none"> <li>ultrasound</li> <li>diet</li> <li>protein</li> <li>carbohydrate</li> <li>balance</li> <li>malnutrition</li> </ul>	<ul style="list-style-type: none"> <li>conduction</li> <li>convection</li> <li>radiation</li> <li>insulation</li> <li>absorb</li> </ul>
<p><b>ICT</b> Mrs Simpson</p>	<ul style="list-style-type: none"> <li>• Using the internet to find appropriate/relevant information</li> <li>• To use spreadsheet tools</li> <li>• To be able to format information.</li> <li>• writing correctly formatted letters and insert graphics</li> <li>• To password protect a document</li> <li>• Using emails; being able to reply to and insert an attachment.</li> <li>• Saving work with an appropriate file name.</li> <li>• Using a USB memory stick</li> <li>• Editing using word</li> <li>• To develop the ability to read instructions carefully and follow them accurately/independently</li> <li>• Internet safety</li> <li>• Using problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your daughter to look at the Think U Know website to find out more about online safety - <a href="http://www.thinkuknow.co.uk/">http://www.thinkuknow.co.uk/</a></li> <li>• Encourage your daughter to send homework, completed on the computer, to the teacher using e-mail.</li> <li>• You can access the school e-mail system from home by Googling – Office 365 and clicking on 'Sign in to your account' - <a href="https://login.microsoftonline.com/">https://login.microsoftonline.com/</a>. Full instructions are also on page 7 of your child's diary.</li> <li>• Encourage use of a memory stick for saving work on to.</li> <li>• Set up subject specific folders on the stick and at home</li> <li>• Encourage your daughter to use Word, PowerPoint, Excel and Publisher if available at home.</li> </ul>	<ul style="list-style-type: none"> <li>enter</li> <li>edit</li> <li>delete</li> <li>data</li> <li>formula</li> <li>average</li> <li>autofill</li> <li>relevant</li> <li>format</li> <li>password</li> <li>insert</li> <li>graphic</li> <li>icon</li> <li>image</li> <li>edit</li> <li>Autosum</li> <li>attachment</li> <li>USB</li> </ul>	



<p><b>Art</b> Miss Grant</p>	<p><b>Trees project</b> Students will continue to develop their drawing skills using trees as subject matter. They will design and create a reduction using poly or lino.</p> <ul style="list-style-type: none"> <li>To be able to use mark making to create a sense of space.</li> <li>To analyse how artists Vincent Van Gogh and Gustav Klimt represented trees</li> <li>To develop drawing skills using mixed media</li> <li>To be able to create a reduction print of a forest scene.</li> </ul> <p><b>Exploratory sculpture</b> Lessons will focus on how to record ideas and make links with artists' work. Students will continue to build on their drawing technique and will develop methodical independent working skills. Students will have opportunities to present their work and explain their ideas.</p> <ul style="list-style-type: none"> <li>To develop shading skills to show form.</li> <li>To develop pen and wash skills.</li> <li>To be able to record ideas through sketching and thought showers.</li> <li>To develop descriptive language</li> <li>To analyse the work of Peter Randall Page and Andy Goldsworthy.</li> </ul>	<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 from nature.</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 shading</li> <li>Using contrast</li> </ul> </li> <li>Looking at books on nature and the natural world</li> <li>Taking the time to observe nature in the garden or out on a walk.</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>tonal range form detail description thought shower links abstract simplify stylise sculpture surface meaning intention artist research annotation presentation order organised methodical exploration experiment recording explaining resilience analysis evaluation printmaking mark-making</p>
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	<ul style="list-style-type: none"> <li>To develop presentation skills within a sketchbook</li> <li>To be able to explore sculptural forms using plasticine</li> <li>To be able to record a process of experimentation using photographs.</li> </ul>		directional marks layers registration
<b>Humanities</b> Mrs Simpson	<b>Religious Education:</b> <b>Units: How it all began (comparative)</b> <b>The Buddhist way of Life</b> <b>What it means to be a Muslim</b> <b>Sikhism</b> <ul style="list-style-type: none"> <li>To be able to start to compare religious beliefs</li> <li>To understand a range of different world religions.</li> <li>To be able to use key vocabulary in writing about Religion.</li> <li>To be able to draw own conclusions based on what we have learnt.</li> <li>Learning key exam terminology</li> <li>Practising exam style responses.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage to discuss own beliefs about a topic we are learning about in Humanities.</li> <li>Encourage your child to identify people in the media who demonstrate a Christian/Buddhist/Muslim way of living in the manner in which they conduct themselves.</li> <li>Discuss how our attitudes and behaviours affect other people.</li> <li>Consider the importance and relevance of the different charities that you see advertised in print, on line and on the television.</li> </ul>	omniscient omnipotent stewardship interdependence evolution creation explain identify describe Bible Qur'an Tanakh Anatta (Karma) enlightenment responsibility



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<p><b>Catering</b> 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>• Choosing Recipes</li> <li>• Quick snack treats</li> <li>• Party treats</li> </ul> <p>Dishes likely to include:</p> <ul style="list-style-type: none"> <li>• Granola Bars</li> <li>• Blueberry muffins</li> <li>• Pineapple muffins</li> <li>• Breakfast Cereal Cookies</li> <li>• Marbled Chocolate Cupcakes</li> <li>• Rocky Road Crunch bars</li> <li>• Victoria Sponge</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 please 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> <li>• Look at recipes in magazines and watch cooking shows on TV.</li> </ul>	<p>hazards starchy foods guidelines saturated and unsaturated fats digestion obesity nutrients protein carbohydrates vitamins minerals fats fibre</p>
<p><b>PE</b> Miss Richardson</p>	<p><b>1<sup>st</sup> Half Term:</b></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> </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. This includes going on walks/ cycle rides and getting outdoors. There</li> </ul>	<p>exercise core muscle stretch intensity pulse raiser cooldown</p> <p>chest pass bounce pass shoulder pass pivot third semi-circle netball</p>



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	<ul style="list-style-type: none"> <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 cooldown</li> </ul> <p><b>2<sup>nd</sup> Half Term:</b></p> <ul style="list-style-type: none"> <li>• Ball skills/ Invasion Games (Netball) Including passing, catching, traveling with the ball, shooting and mini team games</li> </ul>	<p>are also some great resources on YouTube including Joe Wicks' PE.</p> <ul style="list-style-type: none"> <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> <li>• Try to get outside once a day, either to walk, or exercise.</li> </ul>	<p>mark/markings goal defend attack</p>
<p><b>SOLD</b> 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 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, 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.</p>		