



# LIMPSFIELD GRANGE SCHOOL

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## 9F Curriculum Overview Autumn Term 2021

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key words
<b>English</b> Mrs Forbes	<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 wo/man</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, extracts from Gothic texts 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 about targets and what has done each week to move towards them</li> <li>Encourage talk about experiences when starting school and any memories you may have of the life stages already experienced</li> <li>Encourage reading on a daily basis and talk about the characters, plot and setting</li> <li>Talk about how it feels as a young person growing up in today's world</li> </ul>	<p><b>Core vocabulary:</b></p> <p>poetry vocabulary language paragraph sentence full stop comma responsibility childhood adolescent the world of work old age fiction and nonfiction magazine article speeches debate opinion</p> <p><b>Extension:</b></p> <p>imagery language features simile</p>



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			metaphor alliteration sibilance	
<b>Maths</b> Mrs Chippington/ Mr McMillan	<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> <li>• Angles and 2D shapes</li> <li>• Graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Use MyMaths and MangaHigh at home</li> <li>• Encourage your daughter to use the calculator on her phone</li> <li>• Play online Maths games – e.g. Transum Mathematics (<a href="http://www.transum.org">http://www.transum.org</a>)</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>• Ask questions around preparing food and cooking – e.g. if we double the recipe how much will we need of that particular ingredient?</li> <li>• 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?</li> <li>• Discuss food pricing when in the supermarket or shopping online, look for good deals, etc.</li> </ul>	powers of 10 rounding BIDMAS multiple factor prime number significant figures upper bounds lower bounds index form metric imperial area circumference dimensions simplify expressions index laws factorising identities fraction decimal percentage recurring decimals	reciprocals % increase % decrease reverse % alternate angles corresponding parallel exterior angle interior angle arc sector diameter radius congruence horizontal vertical straight line graph time series graphs gradient linear function quadratic graph



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<p><b>Science</b> Mrs Whitney</p>	<ul style="list-style-type: none"> <li>• Fluids</li> <li>• Plants and their reproduction</li> <li>• Reactivity</li> <li>• Genetics</li> </ul>	<ul style="list-style-type: none"> <li>• Read popular science books and magazines with your daughter</li> <li>• Discuss scientific issues that appear in the news, encourage her to think about issues that may affect her, such as climate change</li> <li>• Get your daughter to think about issues where there is no right or wrong answer, such as genetic modification and help her to explore all sides of an argument before forming her own opinion</li> <li>• Visit museums and exhibitions</li> <li>• Take a walk in your area and observe the diversity of plant and animal life</li> <li>• Encourage your daughter to grow a plant – a flower or her own vegetables/fruit</li> </ul>	<p>melting freezing boiling pressure force area density drag classification biodiversity extinct reproduction hybrid asexual</p> <p>reaction equation reactivity oxidising agent exothermic endothermic displacement variation gene chromosome DNA evolution natural selection</p>
<p><b>ICT</b> Mrs Simpson</p>	<ul style="list-style-type: none"> <li>• Use of the internet for research and in day to day life.</li> <li>• Using a spreadsheet (Excel)</li> <li>• Learning different ways to format a document.</li> <li>• Learning to follow written instructions</li> <li>• Use of a USB memory stick</li> <li>• Saving documents under and appropriate name.</li> <li>• Being able to send and reply to emails</li> <li>• Adding an attachment to an email.</li> <li>• Editing a document for a particular purpose.</li> <li>• Internet safety</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your child 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 child to use a memory stick for saving homework on to. Set up subject specific folders on the stick.</li> <li>• Encourage your child to use the computer programmes such as Word, PowerPoint and Publisher.</li> <li>• Encourage your child to listen to stories about internet safety in the media.</li> </ul>	<p>spreadsheet icon menu format Autosum attachment appropriate instruction safety USB memory stick peripheral devices</p>



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	<ul style="list-style-type: none"> <li>Starting to look at skills needed for a GCSE exam.</li> <li>Searching for and saving documents in the correct way.</li> <li>Copying and inserting images from different places.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage your child to use programmes such as Excel for day to day calculations, such as a shopping or gift list.</li> </ul>	<p>purpose features spec hardware software digital footprint data validation cookies identify malware cybervetting</p>
<p><b>Art</b> Miss Grant</p>	<p><b>Portrait project</b> 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 sketchbook pages using mixed media and printmaking techniques.</p> <ul style="list-style-type: none"> <li>Observational drawing</li> <li>Proportions of the face</li> <li>Analysing portraits by Hans Holbein, Elizabeth Vigee-Lebrun, Gabriel Garcia Roman (Gay icons series) and Tim Okamura (Urban portrait series)</li> <li>Developing original ideas and researching images.</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.</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 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>tone form blending detail observation perception representation layers imagination psychology description annotation attention accuracy contrast gestural fluidity</p>



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	<ul style="list-style-type: none"> <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>spontaneous</li> <li>expressive</li> <li>impressionistic</li> <li>tertiary colour</li> <li>palette</li> <li>layers</li> </ul>
<b>Humanities</b> Mrs Simpson	<p><b>Geography: A study of Japan and Nigeria and being able to compare these countries to one another and the UK</b></p> <ul style="list-style-type: none"> <li>• Learning skills in IDENTIFYING key information</li> <li>• Research skills</li> <li>• Using sources for information and evidence.</li> <li>• Learning about the differences between parts of the world</li> <li>• Learning to make comparisons.</li> <li>• Developing skills in explanation</li> <li>• Learning key vocabulary</li> <li>• Understanding exam terminology</li> <li>• Understanding human and physical Geography and what these consist of.</li> <li>• Understanding the impact of physical and human Geography</li> <li>• Having a better understanding of the wider world</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your child to look out for stories about Japan and Nigeria in the media.</li> <li>• Discuss ideas surrounding different countries and what life might be like in a different part of the world.</li> <li>• Encourage explanations for opinions where possible.</li> <li>• Encourage your child to do any further research into topics which has interested them.</li> <li>• Encourage your child to find out more information about the topic of population, Japan or Nigeria and natural disasters for wider reading.</li> <li>• Practicing any key vocabulary, particularly the spelling of these new words.</li> <li>• Any discussions about personal opinions on the varied way that people live depending on where they are in the world.</li> <li>• Encouraging to make general comparisons to practice the skill.</li> <li>• Encouraging your child to explain any ideas in more detail, even in day to day discussions.</li> </ul>	<ul style="list-style-type: none"> <li>population</li> <li>island</li> <li>uninhabited</li> <li>natural resources</li> <li>imports</li> <li>tectonic plate</li> <li>climate</li> <li>rural</li> <li>summarise</li> <li>identify</li> <li>birth rate</li> <li>death rate</li> <li>densities</li> <li>emigration</li> <li>immigration</li> <li>examine</li> <li>statistics</li> <li>urban</li> <li>overcrowded</li> <li>underemployed</li> <li>explain</li> <li>agriculture</li> </ul> <ul style="list-style-type: none"> <li>economy</li> <li>subsistence</li> <li>commercial</li> <li>extracting</li> <li>export</li> <li>infrastructure</li> <li>raw material</li> <li>labour force</li> <li>incentives</li> </ul>



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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>• Foods on the go</li> <li>• Special Occasions</li> <li>• Choosing recipes</li> <li>• Shopping</li> <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</li> <li>• Vol au vents</li> <li>• Scotch eggs</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> <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 different stretches to ease potential muscle soreness.</li> <li>• Encourage activity over the weekend/ evenings. This includes going on walks/ cycle rides and</li> </ul>	<p>exercise core muscle stretch intensity pulse raiser</p> <p>pivot third semi-circle netball mark/markings goal</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> <li>• Leading 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> <li>• Understanding the rules of netball and how to start a play a game</li> </ul>	<p>getting outdoors. There are also some great resources on YouTube including Joe Wicks' PE.</p> <ul style="list-style-type: none"> <li>• Encourage a healthy lifestyle</li> <li>• Encourage watching 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>	<table border="0"> <tr> <td>cooldown</td> <td>defend</td> </tr> <tr> <td>chest pass</td> <td>attack</td> </tr> <tr> <td>bounce pass</td> <td></td> </tr> <tr> <td>shoulder pass</td> <td></td> </tr> </table>	cooldown	defend	chest pass	attack	bounce pass		shoulder pass	
cooldown	defend										
chest pass	attack										
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shoulder pass											
<p><b>SOLD</b></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 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.</p>										