



# LIMPSFIELD GRANGE SCHOOL

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## Year 7D Curriculum Overview

### Spring Term 2024

Subject	Area(s) of Study	Suggestions for Parental Support and Involvement at Home	Keywords
English Mrs Simpson	<p><b>Term 1: Natural World Poetry</b></p> <ul style="list-style-type: none"><li>• Learning reading strategies to deal with unseen poems.</li><li>• Learning about figurative language e.g. Similes, metaphors and personification.</li><li>• Writing analysis of poems considering language, reader's reaction and writer's intention.</li><li>• Starting to consider the effect of structure and rhyme.</li><li>• Writing own poetry using techniques we have learnt and seen used.</li><li>• Speaking and Listening: reciting own poem to others.</li></ul> <p><b>Term 2: Advertising</b></p> <ul style="list-style-type: none"><li>• Writing to persuade, inform and advise</li><li>• Learning about the techniques used within advertising to understand why and how this is used in real life.</li><li>• Understanding Purpose, Audience and Form.</li><li>• Starting to analyse non-fiction texts.</li></ul>	<ul style="list-style-type: none"><li>• Encourage reading poetry at home.</li><li>• Encourage your daughter to talk about the poems we have studied and their content.</li><li>• Encourage your daughter to read daily and ask questions about what they have read.</li><li>• Encourage your daughter to express a personal viewpoint on a wide range of topics</li><li>• Encourage your daughter to explain the new vocabulary they have learnt on this topic.</li><li>• Encourage your daughter to read non-fiction texts as well as fiction, particularly reviews and advertising.</li><li>• Practice using a dictionary at home to look up words that they don't know.</li><li>• Look at adverts together and encourage your daughter to consider what is being used to persuade them.</li></ul>	<p>tone structure stanza/verse emotive language layout purpose audience non-fiction rhetorical question media exaggeration/hyperbole caption/heading/headline font language choice formal/ informal</p>



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	<ul style="list-style-type: none"> <li>Speaking and listening: role play – creating an advert.</li> </ul>		
<b>Maths</b> <b>Miss Hamilton</b>	<ul style="list-style-type: none"> <li>Graphs</li> <li>Statistics</li> <li>Transformations and symmetry</li> <li>Equations</li> </ul>	<ul style="list-style-type: none"> <li>Use Times Table Rockstars at home</li> <li>Use MyMaths at home (games and lessons)</li> <li>Use Manga High at home (games and quizzes)</li> <li>Wherever possible, involve your daughter in doing practical maths to develop her awareness of functional numeracy.</li> <li>Do a little bit of maths every day, even if only for 10 minutes. The more your daughter practices, the better she will become.</li> <li>Encourage your daughter can tell the time by reading both analogue and digital clocks.</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, and weighing and measuring out</li> </ul>	estimate rotate clockwise anti-clockwise co-ordinates horizontal vertical tessellation congruent reflection vertex symmetry data survey questionnaire frequency tally pictogram group pie chart average mode median range



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		<p>ingredients. This will help her to become familiar with quantities, fractions, temperatures and cooking units.</p> <ul style="list-style-type: none"> <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>• Pose problems around travel situations. Examples could be 'how many minutes do we have until we have to leave' and, how long will it take to get to a destination based on your speed.</li> <li>• Play maths games at home – e.g. dominoes, chess, cards and memory games.</li> </ul>	<p>operation inverse equation solve</p>
<b>Science</b> <b>Mrs Meredith</b>	<ul style="list-style-type: none"> <li>• Atoms, Elements and Molecules</li> <li>• Separating Mixtures</li> <li>• Reproduction part 2</li> <li>• Acids and Alkalis</li> </ul>	<ul style="list-style-type: none"> <li>• Ask your child to tell you some of the safety rules when working in the science laboratory.</li> <li>• Visit museums such as The Science Museum (Kensington) or The Look Out Discovery Centre (Bracknell).</li> <li>• Encourage your child to read or watch science-related news articles, for example, BBC Newsround.</li> </ul>	<p>element compound mixture molecule periodic table properties metal ore reaction combustion</p>



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		<ul style="list-style-type: none"> <li>• Visit the Natural History Museum to see their vast display of metals, crystals and elements.</li> <li>• Watch science-themed programmes and documentaries together, for example Brian Cox and David Attenborough front many interesting BBC documentaries.</li> <li>• Help your child look through your cleaning products to look at the hazard labels and any information about whether they are acidic or alkaline.</li> <li>• Help your child bake a cake or similar. Encourage them to use their knowledge of chemical reactions to describe how the baked goods are different from the starting ingredients. Compare this to a chemical reaction producing a new substance that is different to the reactants.</li> <li>• Visit a farm during lambing season.</li> <li>• Help your child light a candle or a campfire.</li> <li>• Quiz your child on The Periodic Table which is in their planner.</li> </ul>	thermal decomposition solution dissolve filter saturated unsaturated solvent solute soluble evaporation boiling point chromatography distillation desalination condenser pregnancy gestation implantation amniotic fluid umbilical cord placenta foetus embryo labour contraction premature



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			ultrasound menstruation
WACI Mrs Janaway	<ul style="list-style-type: none"> <li>• Conversation skills</li> <li>• Asking for help</li> <li>• Puberty and periods</li> <li>• Personal hygiene</li> <li>• Physical and mental self-care – what is resilience?</li> <li>• Financial literacy – looking after a pet</li> <li>• WACI trip</li> <li>• Different methods of payment and bank accounts</li> <li>• Social media and FOMO</li> </ul>	<ul style="list-style-type: none"> <li>• Use the 'Home' strand on the independence framework to identify skills that your daughter needs to develop.</li> <li>• Encourage your daughter to take responsibility for her homework by emailing or talking to her WACI teacher when there is a problem or she needs help.</li> <li>• Look at different toiletries in the supermarket. Discuss the different types of deodorant, shampoo, etc.</li> <li>• If you have a pet discuss the cost of pet food and vet bills. Encourage your daughter to take responsibility for feeding the pet, if she doesn't already do this.</li> <li>• Support your daughter to open a bank account and encourage her to manage her own money.</li> <li>• Encourage your daughter to pay for items in a shop independently using either cash or her debit card.</li> <li>• Take an interest in what your daughter does online. Talk to her about the games and social media apps she uses.</li> </ul>	open questions relevant topic listen barrier strategy support menstrual cycle disposable pads tampons PMS period tracker leaks comfort zone triggers emotions ups and downs perfection control debit card contactless PIN Google/Apple Pay current account



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			savings account balance ATM cash machine privacy fake profile cyberbullying trolling anonymous
ICT Mrs Daniels	<ul style="list-style-type: none"> <li>• Netiquette – how to behave online.</li> <li>• Database Project</li> <li>• Proofreading and Spellchecking</li> <li>• Editing a document to make it suitable for audience and purpose.</li> <li>• Spreadsheets</li> <li>• Flow charts</li> <li>• Letters and emails</li> <li>• Programming</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your daughter to use a computer at home and to show what they have learnt to do.</li> <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 use Office 365 and click on 'Sign in to your account' - <a href="https://login.microsoftonline.com/">https://login.microsoftonline.com/</a></li> <li>• Encourage your daughter to use Office 365 and click 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 daughter's diary.</li> </ul>	formatting alignment font netiquette streaming target audience purpose database presentation leaflet search engine browser software hardware filter





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		<ul style="list-style-type: none"> <li>Encourage your daughter to use a memory stick and set up subject-specific folders on the stick.</li> <li>Encourage the use of Excel at home where possible, to set up shopping lists/ gift lists for birthdays etc and use Autosum to work out basic calculations.</li> <li>Encourage any work produced on the computer to be proof read and spell-checked.</li> </ul>	
<b>Art</b> <b>Miss Grant</b>	<b>Islamic pattern</b> <ul style="list-style-type: none"> <li>Islamic Art and culture</li> <li>Maths in Art</li> <li>Measuring skills and using lines with precision</li> <li>Colour groups and tones of colour</li> <li>Preparing a design idea.</li> <li>Creating a print using rotational symmetry</li> </ul> <p>Students will develop their printmaking and painting skills. They will apply their Maths knowledge in creative ways from a range of starting points.</p>	<ul style="list-style-type: none"> <li>Encouraging drawing or colouring for pleasure 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 a ruler for straight lines</li> <li>Using the full tonal range to show form</li> </ul> </li> <li>The V&amp;A website has some excellent images to look at:  <a href="https://www.vam.ac.uk/collections/islamic-middle-east">https://www.vam.ac.uk/collections/islamic-middle-east</a> </li> <li>Looking at maps and discussing ways of life in other cultures</li> </ul>	star polygon symmetry reflection rotation tessellation angles axis geometric motif floral repeated arabesque popular culture subject matter advertising



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	<b>Pop Art</b> <ul style="list-style-type: none"> <li>Pop Art and the work of Andy Warhol. Roy Lichtenstein and Wayne Thiebaud</li> <li>Observational drawing in a range of materials</li> <li>Drawing 3D shapes</li> <li>Composition using a viewfinder</li> <li>Exaggerated colour</li> </ul>	<ul style="list-style-type: none"> <li>Noticing reflective and rotational symmetry in patterns in everyday life, e.g. on tiles and fabrics as well as in nature</li> <li>The Tate Gallery have excellent resources on Pop Art: <a href="#">Pop Art – What Is That?   Tate Kids</a>, <a href="#">Pop art – Art Term   Tate</a></li> </ul>	packaging fast food methodical cube cylinder parallel lines observation texture exaggeration
<b>Humanities</b> <b>Mrs Wells</b>	<b>Spring 1: Religious Studies</b> <b>The Big Story</b> Students will be developing their knowledge and understanding of the history of the 3 monotheistic religions- Christianity, Islam and Judaism. They will discover the stories that form the basis of these faiths:  Creation The Fall The Flood The Blinding of Isaac Exodus Nativity Resurrection The Night of Power	<ul style="list-style-type: none"> <li>Talk about stories that are important in your family</li> <li>Research different Fables and discuss their meanings</li> <li>Find out about Creation Myths from a variety of cultures (<a href="http://www.bigmyth.com/">http://www.bigmyth.com/</a>)</li> <li>Discuss news events and stories that relate to the 3 main monotheistic religions</li> </ul>	creation myth fable monotheism genesis old testament Torah Qur'an covenant the fall original sin messiah prophet interfaith revelation





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	<p>Students will examine the similarities and differences between how these stories are presented within each faith, and consider the importance of stories in general in explaining difficult concepts and ideas.</p> <p><b>Spring 2: Geography Locational Knowledge</b> Students will develop their locational knowledge through a focus on the development of map skills. They will be able to identify the 7 continents and 5 oceans of the world and use key Geographical language to describe location. They will learn how to use compass points and grid referencing to identify and describe key features of an area.</p>	<ul style="list-style-type: none"> <li>• Locate key countries on a map</li> <li>• When hearing about a country on the news encourage your daughter to locate the country on a map and talk about where it is positioned in relation to other countries</li> <li>• Play Worldle <a href="https://worldle.teuteuf.fr/">https://worldle.teuteuf.fr/</a></li> <li>• Explore Google Maps to find features of a local area</li> </ul>	<p>continent country longitude latitude prime meridian equator ordnance survey physical geography human geography coordinates proximity cardinal directions hemisphere</p>
<b>Catering</b> <b>Mrs Niederberger</b>	<p>The two topics this term are: <b>Soups and Accompaniments and Pastry</b></p> <ul style="list-style-type: none"> <li>• We will be learning a variety of skills e.g. boiling, kneading, proving, chopping, slicing, rubbing in, rolling out, cutting out, filling, grating, and frying.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your daughter to help in the kitchen by preparing vegetables, stirring food on the hob, washing up and wiping surfaces down.</li> <li>• Remind your daughter to use the bridge hold or claw grip when using her knife to prepare vegetables and fruit.</li> </ul>	<p>boiling simmering kneading proving blending claw grip bridge hold</p>



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	<ul style="list-style-type: none"> <li>We will be learning about different types of breads and soups.</li> <li>Different types of pastry</li> </ul> <p>Some of the dishes we will be making include:</p> <ul style="list-style-type: none"> <li>Roasted butternut soup</li> <li>Tomato soup</li> <li>Dinner rolls</li> <li>Apple pie</li> <li>Dough balls</li> <li>Leek and potato soup</li> <li>Jam tarts</li> <li>Cheese straws</li> <li>Cinnamon swirls</li> <li>Cheese and onion triangles</li> <li>Pizza whirls</li> </ul>	<ul style="list-style-type: none"> <li>Talk about why it's important to follow the Eatwell guide to have a balanced diet.</li> <li>Encourage your daughter to bring her recipes home and make them for you at home.</li> </ul>	<p>rubbing in sieving grating shortening Raising agent</p>
<b>PE</b> <b>Miss Kenyon</b>	<p><b>Spring 1 – Teams and tactics</b> (Through varied sports and activities)</p> <ul style="list-style-type: none"> <li>Development of static skills               <ul style="list-style-type: none"> <li>Passing</li> <li>Receiving</li> <li>Controlling the ball</li> <li>Decision making</li> <li>Outwitting an opponent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ensure students have full PE kit, hair band, water bottle, appropriate trainers and deodorant on her PE day.</li> <li>On the evening of PE day (Thursday), encourage them to do some different stretches to ease potential muscle soreness</li> <li>Encourage students to be active over the weekend/ evenings</li> <li>Encourage a healthy lifestyle.</li> </ul>	<p>passing receiving accuracy pace power control possession outwitting teamwork</p>



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	<ul style="list-style-type: none"> <li>• Movement and agility               <ul style="list-style-type: none"> <li>○ Dribbling with the ball</li> <li>○ Keeping possession of the ball under pressure</li> <li>○ Passing and receiving on the move</li> </ul> </li> <li>• Competition and performance               <ul style="list-style-type: none"> <li>○ Small-sided conditioned games and drills</li> </ul> </li> <li>• Communication and leadership               <ul style="list-style-type: none"> <li>○ Through drills and gameplay</li> </ul> </li> <li>• Practice games               <ul style="list-style-type: none"> <li>○ Competition and refinement of skills</li> </ul> </li> <li>• Competition/performance               <ul style="list-style-type: none"> <li>○ Gameplay and tournaments</li> </ul> </li> </ul> <p><b>Spring 2 – Movement and expression (Stability skills)</b> (Through varied sports and activities)</p> <ul style="list-style-type: none"> <li>• Development of static skills               <ul style="list-style-type: none"> <li>○ Poses and gestures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Encourage them 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>	pose gesture dynamics aesthetics musicality body language expression warmup cooldown cardiovascular heart rate teamwork leadership choice challenge self-assessment refinement personal best



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	<ul style="list-style-type: none"><li>• Movement and agility<ul style="list-style-type: none"><li>○ Travelling</li></ul></li><li>• Competition and performance<ul style="list-style-type: none"><li>○ Developing routines</li></ul></li><li>• Communication and leadership<ul style="list-style-type: none"><li>○ Expressing emotion through body language</li></ul></li><li>• Practice games<ul style="list-style-type: none"><li>○ Development of routines</li></ul></li><li>• Competition/ performance<ul style="list-style-type: none"><li>○ Final routines</li></ul></li></ul>		