



# LIMPSFIELD GRANGE SCHOOL

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## Year 8J Curriculum Overview

### Spring Term 2024

Subject	Areas(s) of Study	Suggestions for parental support and involvement at home	Keywords
English Mrs Simpson	<p><b>Term 1 - Love Poetry</b></p> <ul style="list-style-type: none"> <li>Using a range of differing love poetry.</li> <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 - Autobiography</b></p> <ul style="list-style-type: none"> <li>To understand the form of Biography and Autobiography and what this is.</li> <li>To write about experiences in their lives in the correct form.</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 do 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</p> <p>structure</p> <p>stanza/verse</p> <p>emotive language</p> <p>layout</p> <p>purpose</p> <p>audience</p> <p>non-fiction</p> <p>rhetorical question</p> <p>media</p> <p>exaggeration/hyperbole</p> <p>caption/heading/ headline</p> <p>font</p> <p>language choice</p> <p>formal/informal</p>



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	<ul style="list-style-type: none"> <li>Focusing on sentence structures and how to use these effectively.</li> </ul>		
<b>Maths</b> <b>Miss Hamilton</b>	<ul style="list-style-type: none"> <li>Angles</li> <li>Graphs</li> <li>Statistics</li> <li>Transformations</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 ingredients. This will help her to become</li> </ul>	terminating decimal recurring decimal improper fraction mixed number percentage equivalent quadrilateral polygon regular irregular congruent parallel perpendicular acute obtuse reflect right angle degrees protractor estimate rotate clockwise anti-clockwise co-ordinates horizontal vertical



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		<p>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', 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>tessellation enlargement primary data secondary data discrete data continuous data survey questionnaire frequency tally pictogram group pie chart average mode median range operation inverse equation substitution</p>
<p><b>Science</b> <b>Mrs Daniels</b></p>	<p><b>Respiration and Breathing</b></p> <ul style="list-style-type: none"> <li>• Aerobic Respiration</li> <li>• Energy</li> <li>• Breathing</li> <li>• Getting oxygen</li> <li>• Lack of oxygen</li> </ul>	<ul style="list-style-type: none"> <li>• Visit museums 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 yourself), then bring it in to ask in class.</li> </ul>	<p>respiration glucose oxygen energy exercise aerobic carbon dioxide</p>



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	<ul style="list-style-type: none"> <li>• Effect of exercise</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>• Be able to state some common sources of light.</li> <li>• Be able to explain how shadows form.</li> <li>• Be able to explain the difference between materials which are opaque, translucent and transparent.</li> <li>• Draw ray diagrams.</li> <li>• Be able to label a diagram of the eye, to show the different parts.</li> <li>• Describe the function of the different parts of the eye.</li> <li>• State the primary colours of light</li> <li>• Be able to list the colours of the visible spectrum, in the correct order.</li> <li>• Explain what happens to white light when it passes through a filter.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch science-themed programmes and documentaries together</li> <li>• Try fun 'kitchen chemistry' experiments together</li> </ul>	light shadow opaque translucent transparent ray diagram retina cornea iris lens optic nerve primary colour spectrum white light filter
<b>WACI</b> <b>Mrs Janaway</b>	<ul style="list-style-type: none"> <li>• Puberty and personal hygiene</li> <li>• Romantic relationships</li> <li>• Gender</li> <li>• Prejudice and discrimination</li> <li>• Different methods of payment</li> <li>• Debit cards</li> <li>• Cost of everyday items and value for money</li> <li>• Vocational profiling</li> <li>• Fixed and growth mindset</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> </ul>	hormones odour bacteria infection genitals vulva anus vagina deodorant



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	<ul style="list-style-type: none"> <li>Basic first aid</li> </ul>	<ul style="list-style-type: none"> <li>Look at different toiletries in the supermarket. Discuss the different types of deodorant, shampoo, etc.</li> <li>Remind your daughter that confidence comes from doing.</li> </ul>	antiperspirant biological sex non-binary transgender misgender diversity special offer receipt skills strengths career pathways comfort zone problem-solving POOCH perspective What 3 Words unconscious emergency services
<b>Art</b> <b>Miss Grant</b>	<b>Still life</b> <ul style="list-style-type: none"> <li>Patrick Caulfield, Pablo Picasso, Juan Gris, Maria van Oosterwijck, Audrey Flack</li> <li>To be able to create an artist reference page with images, a thought shower and analysis</li> <li>To know what information to provide about artists</li> <li>To develop dynamic composition skills</li> <li>To be able to fragment an image</li> </ul>	<ul style="list-style-type: none"> <li>The Tate Gallery have excellent resources on artists:  <a href="#">Who is Patrick Caulfield? – Who Are They?   Tate Kids</a>  <a href="#">Cubism – What Is That?   Tate Kids</a>            Images of Audrey Flack's Vanitas work can be found here:  <a href="#">Photorealism – Audrey Flack</a> </li> <li>Encouraging drawing or colouring for pleasure Copying drawings from artists is</li> </ul>	abstraction outline space perspective viewpoint surreal cubism fragmented distorted picture plane



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	<ul style="list-style-type: none"> <li>To develop drawing skills using a range of materials</li> <li>To develop collage skills</li> <li>To improve methodical working using mixed media.</li> <li>To develop shading skills to show shine.</li> <li>To develop an understanding of Vanitas' works</li> </ul>	<p>very good for developing observational skills regardless of the subject matter</p> <ul style="list-style-type: none"> <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>Create your own still life and take photos or sketch.</li> </ul>	<p>avant-garde composition overlapping layered diagonal dynamic convention impressionism rebellion mark-making fluidity</p>
<b>ICT</b> <b>Mrs Daniels</b>	<ul style="list-style-type: none"> <li>Trusted websites</li> <li>Internet search and email.</li> <li>Logos</li> <li>Leaflet</li> <li>Email</li> <li>Excel – Formulas</li> <li>Online safety</li> <li>Scratch – Programming</li> <li>Privacy settings</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>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 the 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</li> </ul>	<p>live Streaming privacy settings Autosum formula cells cell reference toolbar transitions animation download upload charts graphs formatting alignment gridlines orientation</p>





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		available at home and practice using some of the new skills at home.	media
<b>Humanities</b> <b>Mrs Wells</b>	<p><b>Spring 1: Geography- Weather and Climate</b>  Students will explore</p> <ul style="list-style-type: none"> <li>the everyday weather we experience and the long-term climate changes that are shaping our world.</li> <li>what is happening in our environment and how human activity is impacting global weather patterns.</li> <li>how the Earth and the sun team up to create different weather patterns. Around the globe and in the UK</li> <li>different ways humans have attempted to harness the power of the weather to benefit our lives. Looking at how we use the wind in the UK to create clean energy with giant wind turbines.</li> <li>rain and the water cycle and how human activities, like chopping down trees and industry, can change the weather.</li> </ul> <p><b>Spring 2- Religious Studies beliefs about the environment</b>  <b>Students will learn about</b></p> <ul style="list-style-type: none"> <li>The value of the world for religious believers</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the weather and the impact that it has on our lives</li> <li>Watch different weather forecasts and encourage your daughter to look at the weather on a variety of apps thinking about why it may be difficult to predict</li> <li>Discuss the issue of climate change</li> <li>Watch David Attenborough's Planet Earth 3 series. At the end of each episode he discusses how human activity is affecting animal habitats globally</li> <li>Investigate different renewable energy sources such as solar and wind power  <a href="#">Is the Earth sacred? – KS3 Religious Studies – BBC Bitesize - BBC Bitesize</a></li> <li>Watch news reports about the climate and discuss what action people could take to protect the environment</li> <li>Talk about issues around the use of animals for food and encourage your daughter to think of different views and why people may believe what they do as well as how having a particular belief may affect the way people behave</li> </ul>	<p>weather  climate  meteorology  atmosphere  climate zones  microclimate  wind turbine  satellite  the beast from the east  rainfall  climate change  greenhouse effect  renewable energy  deforestation  environmental stewardship</p> <p>creation  stewardship  dominion  value</p>



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	<ul style="list-style-type: none"> <li>• The Key beliefs of stewardship and dominion</li> <li>• Ways Religious organisations work to protect the environment</li> <li>• The value of Animal life for different religious faiths</li> <li>• Arguments for and against vegetarianism and the use of animals for medical experiments</li> </ul>	<ul style="list-style-type: none"> <li>• Spend time in nature and discuss how it makes people feel and why it might be important for mental health to be outside</li> </ul>	ecology vegetarianism veganism ahimsa experimentation vivisection ethics morality situation ethics utilitarianism
<b>Catering</b> <b>Mrs Niederberger</b>	<p>Our two topics this term are: <b>Easy Main course options</b> and <b>International Dishes</b></p> <ul style="list-style-type: none"> <li>• We will be learning about how to adapt a recipe, use alternative toppings, make quick easy meals, handle raw meat, safe handling of the hob, vegetarian and meat options etc</li> <li>• Skills we will build on are our presentation, chopping, frying, slicing, grilling</li> <li>• Some of the dishes we will be making are as follows:               <ul style="list-style-type: none"> <li>• Scone-based Pizza</li> <li>• Ratatouille</li> <li>• Macaroni and Cheese</li> <li>• Stir Fry</li> <li>• Burgers</li> <li>• Chicken Korma</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To encourage tasting of new foods, and helping to broaden the palette.</li> <li>• Consider why it is important to have a varied balanced diet.</li> <li>• Encourage your daughter to help in the kitchen by preparing vegetables, stirring food over the hob, washing up and wiping surfaces down.</li> </ul>	knead layer sauté al dente economise international cross-contamination salmonella nutrients





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	<ul style="list-style-type: none"> <li>• Fajitas</li> <li>• Babotie</li> <li>• Tomato and Garlic Chicken Curry</li> <li>• Meatballs and Tomato Sauce</li> <li>• Broccoli and Chicken Casserole</li> </ul>		
<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</li> <li>• Passing</li> <li>• Receiving</li> <li>• Controlling the ball</li> <li>• Decision making</li> <li>• Outwitting an opponent</li> <li>• Movement and agility</li> <li>• Dribbling with the ball</li> <li>• Keeping possession of the ball under pressure</li> <li>• Passing and receiving on the move</li> <li>• Competition and performance</li> <li>• Small-sided conditioned games and drills.</li> <li>• Communication and leadership</li> <li>• Through drills and gameplay</li> <li>• Practice games</li> <li>• Competition and refinement of skills</li> <li>• Competition/performance</li> <li>• Gameplay and tournaments</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure students have a 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> <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>	<ul style="list-style-type: none"> <li>passing</li> <li>receiving</li> <li>accuracy</li> <li>pace</li> <li>power</li> <li>control</li> <li>possession</li> <li>outwitting</li> <li>teamwork</li> <li>pose</li> <li>gesture</li> <li>dynamics</li> <li>aesthetics</li> <li>musicality</li> <li>body language</li> <li>expression</li> <li>warmup</li> <li>cooldown</li> <li>cardiovascular</li> <li>heart rate</li> <li>teamwork</li> <li>leadership</li> </ul>



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	<p><b>Spring 2 – Movement and expression (Stability skills)</b> (Through varied sports and activities)</p> <p>Development of static skills Poses and gestures Movement and agility Travelling Competition and performance Developing routines Communication and leadership Expressing emotion through body language Practice games Development of routines Competition/ performance Final routines</p>		<p>choice challenge self-assessment refinement personal best</p>
<p><b>SOLD</b> Mrs Salter</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, and communicating with each other as well as building resilience and adaptability. Along with this, each student will be encouraged to challenge themselves personally. Students will learn the importance of planning, communication and compromise while working in a team and will work to develop leadership skills. 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.</p>		