



Year 7D Curriculum Overview

Summer Term 2024

Subject	Area(s) of Study	Suggestions for Parental Support and Involvement at Home	Keywords
English Mrs Simpson	<p>Term 1: Greek Myths</p> <ul style="list-style-type: none"> • Learning about the purpose and form of a particular type of story (adventure, fable, myth). • Focusing on creative writing within this form. • Focusing on using a range of descriptive and story-telling techniques. • Revising key grammar and punctuation. • Reading a range of cultural texts and understanding some key ideas which may come up in future literature. <p>Term 2: A Midsummer Night's Dream</p> <ul style="list-style-type: none"> • Learning about the Globe Theatre. • Learning about the history of language and some of the words Shakespeare gave to us. • Reading Shakespeare as a class. • Performing some sections of the play. • Developing analysis of language in more challenging texts. 	<ul style="list-style-type: none"> • Encourage your daughter to talk about the texts we have studied and their content. • Encourage your daughter to read on a daily basis and do ask questions about what they have read. • Encourage your daughter to express a personal viewpoint on a wide range of topics • Encourage your daughter to explain new vocabulary they have learnt in this topic. • Encourage your daughter to read non-fiction texts as well as fiction, particularly reviews and advertising. • Practice using a dictionary at home to look up words your daughter does not know. • Watching film or cartoon versions of texts they have and our studying will support them. 	imagery simile metaphor description setting 5 stage structure sibilance and plosives context monologue act/ scene aside/ stage directions foreshadowing rhyming couplet plot/ sub plot



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	<ul style="list-style-type: none"> Understanding context and how this might affect a story and our understanding. Writing differing descriptions of night and day and starting to think about how writing may change. 		
Maths Miss Hamilton	<ul style="list-style-type: none"> Identifying the next terms and the rules in sequences and patterns. Ratio and proportion – recipes, scaling up and down, expressing word problems as ratios Probability – working with probability scales, understanding the difference between theoretical and experimental probability. Using probability in venn diagrams. Construction and 3D shapes – names and properties of 3d shapes, drawing 3d shapes and scale drawings, constructing triangles 	<ul style="list-style-type: none"> Try puzzle books/sudoku Play games that involve mental maths – Monopoly, Scrabble, etc. Link maths to your daughter’s interests, scores, points, results, league tables. Wherever possible, involve your daughter in applying her mathematical skills to everyday problems and situations e.g: how long will it take us to get to the supermarket? How far do you think it is? Practice using measures when preparing food and cooking – e.g. reading scales, measuring out quantities Look at receipts/ price tags in shops to show decimals in real life scenarios Look for the use of maths in newspaper articles and magazines. Use MangaHigh (games centre) Use TTrackstars (encourage quick recall of times tables) 	theoretical experimental trial outcome event likelihood multiples factors sequences ratio proportion probability square numbers square roots prime numbers sequence position ratio proportion double halve



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		<ul style="list-style-type: none"> • Use MyMaths (lessons and activities available) • Use Hit The Button and TimesTable Rockstars to practise times tables • Play online Maths games – e.g. Transum Mathematics (http://www.transum.org) 	<p>total construct measure</p>
<p>Science Mrs Daniels</p>	<p>Eco Systems including –</p> <ul style="list-style-type: none"> • Genetics, • Variation, • Adaptation, • Food chains/webs <p>Plants and Reproduction including -</p> <ul style="list-style-type: none"> • Classification and biodiversity • Types of reproduction • Pollination • Fertilisation and dispersal • Germination and growth 	<ul style="list-style-type: none"> • Visit museums that encourage hands-on participation, such as the Science Museum or Natural History Museum. • Take a walk in your local area and collect as many different plants as you can or try and spot different wild animals. • 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. • Watch science-themed programmes and documentaries together. • Investigate your family tree. 	<p>species variation habitat adaptation inherited environmental producer consumer herbivore carnivore omnivore animals fungi protocists prokaryotes plants characteristics classify kingdoms</p>



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			genus species biodiversity extinct organism reproduction hybrids fertile gametes sexual/asexual offspring pollination/cross-pollination fertilisation
WACI Mrs Janaway	<ul style="list-style-type: none"> • Healthy lifestyle • Personal hygiene • Healthy and unhealthy relationships, boundaries and consent • Harmful online content • Methods of payment • Physical and mental wellbeing – loneliness and connecting with others • Railway and water safety • Basic first aid and 999 calls • WACI trip 	<ul style="list-style-type: none"> • Use the 'Home' strand on the independence framework to identify skills that your daughter needs to develop. • 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. • Look at different toiletries in the supermarket. Discuss the different types of deodorant, shampoo, etc. • Take an interest in what your daughter does online. Talk to her about the games and 	balanced diet sleep routine hydration screentime obesity insomnia immune system hormones odour bacteria infection genitals vulva



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		<p>social media apps she uses. Use the links on the LGS website to access information about online safety - Online Safety – Limpsfield Grange School</p> <ul style="list-style-type: none"> • Discuss the different methods of payment you use. Encourage your daughter to pay for things in shops using cash and debit card. Ask her to use the receipt to check the change when paying with cash. Help your daughter to read receipts and pick out the important information. 	<p>anus vagina deodorant antiperspirant mutual trust personal space compromise abuse controlling evaluate critical thinking fake news fake profile AI grooming harassment credit card debit card Apple Pay Google Pay PIN number contactless reward card coping strategies interests relaxation</p>



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			open water cold water shock hyperventilate offshore winds current buoyancy aid third rail level crossing recovery position
ICT Mrs Williamson	<ul style="list-style-type: none"> To develop skills in Excel including Autosum and a variety of formulas To develop use of email including sending attachments To develop use of PowerPoint, Word and Publisher Online safety Privacy settings 	<ul style="list-style-type: none"> Encourage your daughter to use a memory stick and set up subject-specific folders on the stick. 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. Encourage any work produced on the computer to be proof read and spell-checked. 	application formatting alignment font netiquette streaming target audience purpose database presentation leaflet search engine browser software hardware filter



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Art Miss Grant	<p>Africa Sketchbook project</p> <p>Students will create a concertina sketchbook inspired by the Art of a Continent. Lessons will focus on drawing skills, pattern, composition, making and methodical working.</p> <p>Topics will include:</p> <ul style="list-style-type: none"> • Berber pattern and symbols. Watercolour and penwork. • Asante culture and Adinkra symbols; Kente cloth. Paints and collage. • Adire cloth. Printing and wax resist. <p>Students will have the opportunity to research and respond to their own reference materials based on different elements African cultures. Students will refine and evaluate their work as it progresses; solving problems as they arise and developing imaginative use of materials. They will make and design their own sketchbook covers using mixed media.</p>	<ul style="list-style-type: none"> • Looking at maps of Africa and identifying the different countries within the continent. • Researching the culture of different countries. • Encouraging drawing or colouring for pleasure. • Keeping a doodle book/scrap book of ideas and inspirations from Africa project. • Developing drawing skills • Copying drawings from artists is very good for developing observational skills regardless of the subject matter. • Encouraging good drawing practice: <ul style="list-style-type: none"> ○ Using a sharp pencil ○ Including as much detail as possible ○ Using shading ○ Using contrast 	line tone contrast pattern henna detail composition layout balance thoughtful methodical culture custom tradition context symbols abstraction distortion tribe ethnicity society nomadic Berber Yoruba Asante



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<p>Humanities Mrs Wells</p>	<p>Term 1: Rivers Students will learn about how rivers are formed through a focus on the hydrological cycle. They will explore the importance of rivers for human settlement and consider how they have shaped and changed the physical landscape. Students will learn about the changes that a river goes through on its journey and be able to explain the changes that occur when a river meets the sea.</p> <p>Term 2: Local History Students will explore how Limpsfield as a village has developed over time- they will have a chance to develop their own research skills and begin to use source materials to make inferences about people and places of the past. Students will investigate the use and purpose of Limpsfield Grange throughout time and consider the people who have lived and worked at the Grange through history as well as consider what it might be like for the people of the future.</p>	<ul style="list-style-type: none"> • Visit a local river and look at the way it has shaped the land • Identify rivers of the UK on a map- locating the source and the mouth of the river • Explore google earth together https://earth.google.com/web/ • Watch Planet Earth Episode 3- Fresh water • https://www.bbc.co.uk/programmes/b0074sgj • Visit a library local to you and investigate the history of your area- perhaps you could find out some facts about the people who have lived in your house or your road. 	<p>infiltration deposit transport percolation evaporation condensation precipitation surface runoff source mouth erosion meander sources primary secondary research archive historical chronology time architecture change purpose</p>



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<p>Catering Mrs Niederberger</p>	<p>Our theme for the summer term is all about Cookies and Cakes, muffins, and scones. We will also be looking at seasonal food and factors affecting food choice. E.g. Cost, religion, lifestyles. We will be learning about chopping, grating, mixing, dividing, baking, blending, rubbing in as well as why we should choose seasonal food, which foods are available when. Things we will be cooking over the summer term include:</p> <ul style="list-style-type: none"> • Fruit Cookies • Chocolate Chip Cookies • Apple Cake • Potato Scones • Courgette and Cheese Muffins • Carrot Cake Muffins • Banana Muffins • Rock cakes • Coconut Pound Cake • Cheese Scones 	<ul style="list-style-type: none"> • Allow your daughter to help you in the kitchen as much as possible. Get her to prepare your vegetables, do the washing up and packing away. Get her to use a scale, give her a weight figure and then allow her to work out whether to increase the amount or decrease the amount. • Look through different recipes and ask your daughter which ingredients are seasonal. • In the supermarket ask your daughter to find different fruits and vegetables and see where they come from. • Give your daughter a shopping list and let her find where the ingredients are in the supermarket g.g. shelf, fridge, freezer. 	<p>dividing measuring chopping grating baking temperature blending rubbing in seasonal food grown caught reared</p>
<p>PE Miss Kenyon</p>	<p>Striking and Fielding</p> <ul style="list-style-type: none"> • Fielding skills <ul style="list-style-type: none"> ○ Throwing ○ Catching ○ Fielding ○ Long barrier ○ Bowling 	<ul style="list-style-type: none"> • Ensure your daughter has a full PE kit, hair band, water bottle, appropriate trainers and deodorant on her PE day. • On the evening of PE day (Thursday), encourage your daughter to do some different stretches to ease potential muscle soreness 	<p>warmup cooldown cardiovascular heart rate teamwork leadership choice challenge</p>



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	<ul style="list-style-type: none"> • Batting skills <ul style="list-style-type: none"> ○ Grip ○ Stance ○ Aim ○ Tactical decisions – when to run • Gameplay <ul style="list-style-type: none"> ○ Diamond cricket or conditioned games. <p>Movement skills (runs, jumps and throws)</p> <ul style="list-style-type: none"> • Throwing <ul style="list-style-type: none"> ○ Push throw – Shot ○ Pull – Javelin • Running <ul style="list-style-type: none"> ○ Sprints ○ Middle distance • Jumping <ul style="list-style-type: none"> ○ Standing long jump ○ Long jump ○ Triple jump 	<ul style="list-style-type: none"> • Encourage your daughter to be active over the weekend/ evenings • Encourage a healthy lifestyle for your daughter • Encourage your daughter to watch sporting events live/ on TV/ on YouTube. Particularly of women in sport. • Try to get outside once a day, either to walk or exercise. 	<ul style="list-style-type: none"> self-assessment personal best over arm under arm cushioning bowling long barrier linking back up play accuracy batting directing the ball space teamwork tactics scoring 'out' team work rules direction push power rotation strength extend pull release safe
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