



LIMPSFIELD GRANGE SCHOOL

‘together we make a difference’

Year 8M Curriculum Overview

Summer Term 2024

Subject	Area(s) of Study	Suggestions for Parental Support and Involvement at Home	Keywords
English Mrs Forbes	Term 1: Dystopian Fiction <ul style="list-style-type: none"> • To read a range of short extracts from different texts in lessons. • Finding key information and quotations from texts. • To learn about the form and style of a particular type of writing. • To assess the styles of writing that are used and be able to use some of these skills in own writing. • Writing descriptions or settings and pictures. • Analysing texts to show understanding of the effect of language and to show understanding of the genre. • Create a short speech to practice speaking independently in front of the class. 	<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 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 the new vocabulary they have learnt on this topic. • Encourage your daughter to read non-fiction texts as well as fiction, particularly newspaper reports. • Practice using a dictionary at home to look up words that they don't know. • Watch film versions of The Tempest or Dystopian stories such as Wall-E, The Lorax, and The Hunger Games at home to support their learning of Dystopian Fiction. 	imagery simile metaphor description setting punctuation audience structure context sibilance and plosives context monologue act/ scene aside/ stage directions foreshadowing rhyming couplet plot/ sub plot



LIMPSFIELD GRANGE SCHOOL

‘together we make a difference’

	<p>Term 2: Shakespeare’s Tempest</p> <ul style="list-style-type: none"> • To explore the social, cultural and historical context and the time that The Tempest was written and first performed. • To learn about the Globe Theatre and audiences at this time. • A focus on analysing characters and plot. • Reading extracts from play as a class. • Understanding what a theme is. • Performing short sections of the play. • To continue to develop creative writing skills, particularly description using punctuation and grammar to create different effects. 		
<p>Maths Mr McMillan and Mrs Chippington</p>	<ul style="list-style-type: none"> • Constructions • Sequences • Ratio and proportion • Probability 	<ul style="list-style-type: none"> • Wherever possible, involve your daughter in doing practical maths to develop her awareness of functional numeracy. • Make sure your daughter can tell the time by reading both analogue and digital clocks. • 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!) 	<p>construct, perpendicular, bisect, locus, bearing, scale drawing</p> <p>sequence, position, term-to-term rule, position-to-term rule</p> <p>ratio, proportion, unitary method, direct proportion</p> <p>trial, outcome, event, tree diagram, sample space diagram, experiment, biased</p>



LIMPSFIELD GRANGE SCHOOL

‘together we make a difference’

		<ul style="list-style-type: none"> • 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 familiar with quantities, fractions, temperatures and cooking units. • 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. • Play maths games at home – e.g. dominoes, chess, cards and memory games. 	
<p>Science Mrs Daniels</p>	<p>Muscles and Bones</p> <ul style="list-style-type: none"> • Fitness • Breathing • The Skeleton • Drugs <p>Energy</p> <ul style="list-style-type: none"> • Food • Transfers and stores • Other energy resources and change 	<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 	<p>addictive hallucinogen biomass nuclear hydroelectric solar panels geothermal fossil fuel muscle contract relax circulation blood stimulant</p>



LIMPSFIELD GRANGE SCHOOL

'together we make a difference'

			depressant addictive hallucinogen
WACI Mrs Williamson	Drugs <ul style="list-style-type: none"> Addiction Types of drugs Risks and harm The law on drugs How to deal with pressure How to get help, support, advice Alcohol <ul style="list-style-type: none"> The law Government recommendations Risks and harm How to drink safely and responsibly How to get help, support, advice 	<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. Remind your daughter that confidence comes from doing. Talk to your daughter about drugs and alcohol, if you feel comfortable doing so; you could ask them what they are learning. Encourage your daughter to ask for help if needed. 	addiction legal illegal classification peer pressure units of alcohol risk
ICT Mrs Williamson	<ul style="list-style-type: none"> To review the use of Excel, including formulas To understand privacy settings To revise how to save documents on the school system Online safety To develop skills in Word, Powerpoint and Publisher To make a podcast 	<ul style="list-style-type: none"> Encourage your daughter to look at the Think U Know website to find out more about online safety: http://www.thinkuknow.co.uk/ You can access the school e-mail system from home by Googling – Office 365 and clicking on 'Sign in to your account' - https://login.microsoftonline.com. Full instructions are also on page 7 of your child's diary. 	application formatting alignment font netiquette streaming target audience purpose database presentation



LIMPSFIELD GRANGE SCHOOL

'together we make a difference'

		<ul style="list-style-type: none"> • Encourage the use of a memory stick for saving work to. • Set up subject-specific folders on the stick and at home • Encourage your daughter to use Word, PowerPoint, Excel and Publisher if available at home and practice using some of the new skills at home. 	<p>leaflet search engine browser software hardware filter</p>
<p>Art Miss Grant</p>	<p>Under the microscope</p> <ul style="list-style-type: none"> • Drawing inspired by cells, diatoms and coral • Presentation skills • Descriptive vocabulary • Betty Busby • Catrin Mostyn Jones • Rogan Brown • Creating a design sheet • Exploring texture through sample pieces • Painting skills using blended colour • Papier maché sculptures inspired by the work of different artists. • Students will create a range of Artwork inspired by microscopic creatures, including mixed media sketchbook pages, paper-cutting techniques, textured sample pieces using paper mache, and a 3D outcome. Students will 	<ul style="list-style-type: none"> • Encouraging drawing and colouring for pleasure. • Looking at patterns in nature and noticing similarities and differences, e.g. how the branches of trees look similar to the vein pattern in leaves. • Looking at patterns within the natural world, e.g. within stones, shells and crystals. • 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 the full tonal range to show form • Blended shading 	<p>microcosm magnified close-up analysis pattern organic flowing changing cells diatoms transmission collaboration blended colour texture paper maché mixed-media relief work layers co-operation</p>



	look at the work of contemporary artists and create responses to their work. They will develop presentation and annotation skills to show the process of their ideas.		
Humanities Mrs Wells	<p>Term 1: The Industrial Revolution</p> <p>Students will be exploring how British society changed between the 18th and 20th century. They will consider what life was like in Victorian England looking at how industry affected health and the work of key social reformers of this time. They will explore famous inventions such as the telephone and electricity, thinking about how different life would be today without the inventions. Finally, they will consider crime and punishment in Victorian England, discovering how policing in the UK began and use historical sources to investigate the infamous Jack the Ripper</p> <p>Term 2: The Role of Women</p> <p>Students will learn about how the role of women has changed throughout history. They will look at how women have been viewed in different cultures around the world and think about how they were viewed in the UK. They will consider the idea of human rights and about the right to protest. They will consider how different religions</p>	<ul style="list-style-type: none"> • Talk about how things have changed in your lifetime. Share what things were different when you were growing up such as technology and gadgets. • Visit a local museum to discover objects from the 18th Century • Watch Horrible Histories • Explore BBC Bitesize • https://www.bbc.co.uk/bitesize/subjects/zk26n39 • Talk about how the role of women has changed in society • Discuss the idea of voting in a democracy • Visit a local library and find out information about a famous Suffragette • Find out about powerful women activists today such as Malala and Greta Thunberg 	<p>revolution</p> <p>domestic system</p> <p>mechanised</p> <p>luddites</p> <p>British Empire</p> <p>entrepreneurs</p> <p>overcrowding</p> <p>public health</p> <p>cholera</p> <p>sewers</p> <p>classes</p> <p>magistrates</p> <p>constables</p> <p>capital offence</p> <p>The Bow Street Runners</p> <p>The Metropolitan Police</p> <p>suffragette</p> <p>suffragist</p> <p>protest</p> <p>political Activism</p> <p>rights</p> <p>democracy</p>



LIMPSFIELD GRANGE SCHOOL

'together we make a difference'

	see women and begin to ask ethical questions about how people are treated in society		empower pacifism culture religion belief
Catering Mrs Niederberger	<p>Our theme for the summer term is all about healthy lunches and nutrition and then the second half is about desserts. We will also look at costing a recipe and understanding what a time plan is. Foods we will cook over the summer term include:</p> <ul style="list-style-type: none"> • Roasted Veg and Couscous salad • Layered Salad • Tortilla Pizza • Stuffed Jacket Potatoes • Sweet Mini Pancakes • Bread and Butter pudding • Malva Pudding • Key lime Pie • Self-Saucing Chocolate Pudding • Welsh Cakes 	<ul style="list-style-type: none"> • Encourage your daughter to cook at home, helping out with food preparation. Support her to practise her knife skills using the claw grip and bridge hold. Doing the washing up and packing away of dishes would also be useful. • Support your daughter to understand what you could serve with various meals. e.g. spaghetti with garlic bread. • Discuss with your daughter healthy meal options and snacks. 	<p>Eatwell Guide</p> <p>nutrients nutrition carbohydrates protein al dente whisk layer time plan sequence dovetail alternatives mash pipe juice blend</p>
PE Miss Kenyon	<p>Striking and Fielding - General overview</p> <ul style="list-style-type: none"> • Fielding skills <ul style="list-style-type: none"> ○ Throwing ○ Catching ○ Fielding ○ Long barrier 	<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</p>



LIMPSFIELD GRANGE SCHOOL

'together we make a difference'

	<ul style="list-style-type: none"> ○ Bowling ● Batting skills <ul style="list-style-type: none"> ○ Grip ○ Stance ○ Aim ○ Tactical decisions – when to run ● Game play <ul style="list-style-type: none"> ○ Diamond cricket or conditioned games. Movement skills (runs, jumps and throws) ● 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"> challenge 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
--	---	---	--



LIMPSFIELD GRANGE SCHOOL

'together we make a difference'

			<ul style="list-style-type: none"> safe collect measure pacing aerobic anaerobic reaction times speed endurance run up take off height distance swing extend
<p>SOLD 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.</p> <p>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>		