



# LIMPSFIELD GRANGE SCHOOL

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## Year 9S Curriculum Overview

### Summer Term 2024

Subject	Area(s) of Study	Suggestions for Parental Support and Involvement at Home	Keywords
<b>English</b> Mrs Forbes	<b>Reading and Writing Creative Texts</b> <b>Reading Romeo and Juliet</b> <ul style="list-style-type: none"> <li>• Students will be reading a range of fiction extracts.</li> <li>• Students will explain, comment on and analyse how writers use language and structure to create impact</li> <li>• Students will experiment with creative writing structures and strategies.</li> <li>• We will be reading a classic text, discussing plot, character, context and setting.</li> <li>• We will also be exploring Shakespeare’s use of language and key themes when discussing character’s preparation for literature analysis at KS4.</li> <li>• Students will be encouraged to develop their own personal response and support this with detailed references to the text using PETAZL.</li> <li>• Students will explain, comment on and analyse how writers use language and structure and compare writers’ ideas and perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask your daughter to express her ideas and opinions across a range of topics, encourage her to back this with a personal example as well as facts and figures.</li> <li>• Talk to your daughter about her work, ask her to share the positive points from each week.</li> <li>• Discuss her current reading book and share your thoughts about your own reading.</li> <li>• Check knowledge of fiction and non-fiction.</li> <li>• Encourage your daughter to read and write for pleasure.</li> <li>• Ask your daughter to tell you about individual characters from Romeo and Juliet</li> <li>• Ask your daughter to summarise the plot.</li> </ul>	fiction non-fiction character theme love fate feud viewpoint perspective opinion alliteration rule of three hyperbole emotional impact paragraph language features simple, complex and compound sentence counter argument



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	<ul style="list-style-type: none"> <li>• Simple GCSE essay structure will be explored.</li> </ul>		
<p><b>Maths</b> <b>Mrs Davies &amp; Miss Hamilton</b></p>	<ul style="list-style-type: none"> <li>• Probability</li> <li>• Statistics</li> <li>• Order of operations</li> <li>• Graphs</li> <li>• 3D shapes</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 familiar with quantities, fractions, temperatures and cooking units.</li> </ul>	<p>likelihood trial outcome mean range axis cube cuboid cylinder pyramid sphere prism</p>



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		<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><b>Science</b> <b>Mrs Daniels</b></p>	<p>Looking further into:</p> <ul style="list-style-type: none"> <li>• Type 2 Diabetes</li> <li>• Arthritis</li> <li>• Coronary Heart Disease#</li> <li>• Dementia</li> <li>• Obesity</li> <li>• Asthma</li> </ul> <p>Causes, symptoms, treatment, lifestyle choices.</p>	<ul style="list-style-type: none"> <li>• Help your child to take part in regular exercise such as dance, or football.. There are lots of home workouts available on YouTube.</li> <li>• Encourage your child to pick up leaflets from the doctors, hospital, youth centre or dentist which talk about the effects of lifestyle on physical and mental health.</li> </ul>	<p>sugar glucose lifestyle joints arteries alcohol smoking BMI diet fatigue high blood pressure</p>



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<p><b>WACI</b> <b>Mrs Janaway</b></p>	<ul style="list-style-type: none"> <li>• Gambling and debt</li> <li>• Finance – how to check your current account</li> <li>• Budgeting and value for money</li> <li>• WACI trip to Lidl and Waitrose</li> <li>• Careers – vocational profiling</li> <li>• Prejudice and discrimination</li> <li>• Relationship and Sex Education – sexual acts and consent</li> <li>• Healthy lifestyle</li> <li>• Sunshine and tanning</li> <li>• Railway and water safety</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>• We will be using the Naturally Talented me website for the vocational programming. You can find out more by clicking on this link – <a href="#">Homepage - Naturally Talented Me</a></li> <li>• Look at the Brook website. This website is used in the RSE lessons - <a href="#">Sexual Health &amp; Wellbeing - Brook – Fighting for healthy lives</a></li> <li>• Discuss news stories related to issues of discrimination.</li> <li>• Discuss special offers when you are in the supermarket and discuss whether they are value for money.</li> <li>• Encourage your daughter to apply sun cream and discuss the information on the bottle. Use the following websites to discuss sun care with your daughter - <a href="#">How can I keep my child safe in the sun? - Support for Parents from Action For Children</a></li> </ul>	<p>odds risks jackpot fruit machines overdraft lend earn bank statement banking app pending transaction bank transfer direct debit special offer reward card savings self-checkout receipt strengths skills soft skills areas for development anti-Semitism Islamophobia racism sexism harassment victimisation</p>
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			<p>stereotype Equalities Act protected characteristic turned on horny erogenous zone slang words for sex erection virginity masturbation grooming child sexual exploitation balanced diet active hydration sleep routine screentime vitamin D UVA UVB SPF (sun protection factor) skin cancer freckles mole sunbeds melanoma consent peer pressure</p>
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<p>ICT Mrs Simpson</p>	<ul style="list-style-type: none"><li>• Pupils will work towards passing functional skills qualifications in ICT.</li></ul> <p><b>Using a computer safely:</b></p> <ul style="list-style-type: none"><li>• Using and removing a memory stick in the correct way</li><li>• Saving files and using a suitable file name</li><li>• How to safely sit at a computer</li><li>• Using help buttons on applications.</li></ul> <p><b>Excel:</b></p> <ul style="list-style-type: none"><li>• How to edit information using instructions</li><li>• Use cell referencing</li><li>• Use basic formulas and Autosum</li><li>• Understand how to print Gridlines and in different layouts.</li><li>• Understanding how this program can be used to support them.</li></ul> <p><b>Word:</b></p> <ul style="list-style-type: none"><li>• To copy certain information from one document to another</li><li>• To use a range of formatting suited to purpose e.g. font sizes and styles, bold, italics, alignment.</li></ul>	<ul style="list-style-type: none"><li>• Encourage students 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 students to use a memory stick for saving homework to. Set up subject-specific folders on the stick.</li><li>• Encourage students to use the computer programmes such as Word, PowerPoint and Publisher.</li><li>• Encourage students to write emails using a subject which is relevant and using "dear" and the name of who they are writing to.</li><li>• Encourage students to look at posters/advertisements and chat about why they might have been formatted in this way – why they have chosen certain colours or sizes for example.</li></ul>	<p>applications hardware software cell referencing Autosum gridlines layout bold italics underline alignment formatting subject transitions relevant folders browser</p>
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	<p><b>Email:</b></p> <ul style="list-style-type: none"> <li>To open and find the correct information in an email.</li> <li>To send a formal email using the correct address and subject.</li> </ul> <p><b>Internet browsers:</b></p> <ul style="list-style-type: none"> <li>To find relevant and useful information</li> <li>Using print screen</li> <li>Using search engines</li> <li>Taking information from one source to use in another.</li> </ul> <p><b>Powerpoint:</b></p> <ul style="list-style-type: none"> <li>Using transitions</li> <li>Adding music</li> <li>Using formatting tools across different programs.</li> </ul>		
<p><b>Art</b> <b>Miss Grant</b></p>	<p><b>GCSE style project - 'Adorn, Embellish, Decorate'</b> Students will respond to the starting point 'Adorn' and will build a GCSE style project that develops their sketchbook skills.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>Record their ideas through notes and mind maps</li> </ul>	<ul style="list-style-type: none"> <li>Look at example GCSE work online to get ideas for layouts and techniques: <a href="#">gcse art sketchbook - Google Search</a></li> <li>Visiting galleries and exhibitions and talking about what you have seen.</li> <li>Looking at Art books and discussing what images you are drawn to and why.</li> </ul>	<p>annotation jotting explaining meaning clarifying relevant refining purposeful exploratory</p>



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	<ul style="list-style-type: none"> <li>• Present their work in a visually dynamic and planned way</li> <li>• Research relevant images and relate to their ideas (Headresses, tattoos and kimono designs are some suggested starting points).</li> <li>• Use appropriate materials to refine their ideas.</li> <li>• Develop independent thinking skills so they are better prepared for GCSE.</li> <li>• The aim of the project is to prepare students for KS4 and the higher degree of independent thinking and research that is expected.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your daughter to keep a sketchbook or doodle book so she can record ideas as they arise.</li> <li>• Foster a sense of curiosity and investigation – if you see something interesting find out more about it.</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 the full tonal range to show form</li> <li>○ Blended and directional shading</li> </ul> </li> <li>• Mark-making to show texture.</li> </ul>	<p>selective theme expressive mood decorative drama ambiguous direction imagination original</p>
<p><b>Humanities</b> <b>Mrs Wells</b></p>	<p><b>World War 2 and The Holocaust</b></p> <ul style="list-style-type: none"> <li>• Students will investigate the causes of WW2. They will consider how the war affected people living in the UK during the Blitz. They will also learn about the treatment of Jewish people during the Holocaust and consider how and why Jews were targeted. They will reflect upon the current situation in Israel and consider the historical roots of this conflict</li> </ul>	<ul style="list-style-type: none"> <li>• “A little light” available on Disney Plus gives a great account of the life of Anne Frank and the people who helped to hide the Frank family from the Nazis.</li> <li>• Share any person's stories of the war and how it affected members of your family</li> <li>• Watch news reports from Newsround about the current conflict in the Middle East (some of the more adult news channels may be a bit upsetting for students)</li> </ul>	<p>appeasement dictatorship blitzkrieg blitz spirit antisemitic holocaust Shoah Synagogue concentration camp death camp ghetto</p>





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			final Solution Gestapo
<b>Catering</b> <b>Mrs Niederberger</b> <a href="#">BTEC Home Cooking Skills</a>	<b>Finalising the BTEC Home Cooking Skills Course</b> <ul style="list-style-type: none"> <li>Working to a budget</li> <li>Learning 3 ways to economise when cooking at home</li> <li>Understanding labelling</li> <li>Learning to do a time plan to dovetail a recipe</li> <li>Do costings for the final practical</li> <li>Explain why a meal is nutritious</li> <li>Learn to plate up and present food</li> <li>Prepare for the final practical</li> </ul>	<ul style="list-style-type: none"> <li>Students need to provide evidence of how they have passed on information to others about cooking meals at home from scratch for their BTEC coursework.</li> </ul> <b>Evidence could include:</b> <ul style="list-style-type: none"> <li>Photographs of students cooking at home (photograph any practical cooking and bring the photos to school to build up the portfolio for their files. If photos cannot be printed out at home email them to me at <a href="mailto:mrs.niederberger@limpsfield-grange.surrey.sch.uk">mrs.niederberger@limpsfield-grange.surrey.sch.uk</a> and I will print them.)</li> </ul>	safety hygiene cross-contamination bacteria economising budget costing timings
<b>PE</b> <b>Miss Kenyon</b>	<b>Striking and Fielding - General overview</b> <ul style="list-style-type: none"> <li><b>Fielding skills</b> <ul style="list-style-type: none"> <li>Throwing</li> <li>Catching</li> <li>Fielding</li> <li>Long barrier</li> <li>Bowling</li> </ul> </li> <li><b>Batting skills</b> <ul style="list-style-type: none"> <li>Grip</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ensure your daughter has 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 your daughter to do some different stretches to ease potential muscle soreness</li> <li>Encourage your daughter to be active over the weekend/ evenings</li> <li>Encourage a healthy lifestyle for your daughter</li> </ul>	warmup cooldown cardiovascular heart rate teamwork leadership choice challenge self-assessment personal best over arm



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	<ul style="list-style-type: none"> <li>○ Stance</li> <li>○ Aim</li> <li>○ Tactical decisions – when to run</li> <li>● <b>Gameplay</b> <ul style="list-style-type: none"> <li>○ Diamond cricket or conditioned games.</li> </ul> </li> <li><b>Movement skills (runs, jumps and throws)</b></li> <li>● <b>Throwing</b> <ul style="list-style-type: none"> <li>○ Push throw – Shot</li> <li>○ Pull – Javelin</li> </ul> </li> <li>● <b>Running</b> <ul style="list-style-type: none"> <li>○ Sprints</li> <li>○ Middle distance</li> </ul> </li> <li>● <b>Jumping</b> <ul style="list-style-type: none"> <li>○ Standing long jump</li> <li>○ Long jump</li> <li>○ Triple jump</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Encourage your daughter 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>under arm</li> <li>cushioning</li> <li>bowling</li> <li>long barrier</li> <li>linking</li> <li>back up play</li> <li>accuracy</li> <li>batting</li> <li>directing the ball</li> <li>space</li> <li>teamwork</li> <li>tactics</li> <li>scoring</li> <li>‘out’</li> <li>team work</li> <li>rules</li> <li>direction</li> <li>push</li> <li>power</li> <li>rotation</li> <li>strength</li> <li>extend</li> <li>pull</li> <li>release</li> <li>safe</li> <li>collect</li> <li>measure</li> <li>pacing</li> </ul>
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			aerobic anaerobic reaction times speed endurance run up take off height distance swing extend
<b>SOLD</b> Mrs L Wells	<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.</p> <p>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 in hot weather.</p>		