



## Curriculum Overviews Autumn 2025

### Year 7H

Subject	English	Teacher: <b>Mrs Simpson</b>
Termly units of study	<p><b>Novel: Why the Whales Came by Michael Morpurgo</b></p> <ul style="list-style-type: none"><li>• Learning about the Scilly Isles and how different life was there in 1914.</li><li>• Reading the novel as a class.</li><li>• Developing reading skills – predict, clarify, question and summarise.</li><li>• Practice writing in different forms – creative writing, writing to inform, descriptive writing and persuasive writing.</li><li>• Understanding setting and character.</li><li>• Comprehension of a text.</li><li>• Analysis of language in a text. (The effect of specific words).</li><li>• Considering the author's intention.</li><li>• Speaking and listening – presentations.</li><li>• Technical writing skills such as punctuation, sentence construction and writing in past and present tense.</li></ul> <p><b>Play: Sparkleshark</b></p> <ul style="list-style-type: none"><li>• Understanding the conventions of a play.</li><li>• Learning how to read with expression and tone of voice.</li><li>• Using reading strategies – predict, clarify, question, summarise.</li><li>• Using a dictionary and thesaurus.</li><li>• Skimming and scanning.</li><li>• Spelling rules.</li><li>• How a text is structured: beginning, middle and end.</li><li>• How to compare connectives to do this.</li><li>• Understanding the difference between play and prose.</li><li>• Learning language techniques and terminology.</li></ul>	



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<b>Suggestions for Parental Support at home</b>	<ul style="list-style-type: none"><li>• Encourage your child to talk about the texts. Explaining the plot, characters, setting etc. will help to consolidate learning.</li><li>• Encourage your child to research around the text and the play independently, either online or by asking family members.</li><li>• Encourage your child to read on a daily basis and do ask questions about what they have read.</li><li>• Encourage your child to express a personal viewpoint on a wide range of topics.</li><li>• Encourage your child to explain new vocabulary they have learnt in this topic.</li><li>• Encourage your child to read non-fiction 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></ul>		
<b>Keywords</b>	character prediction theme analysis symbol symbolism	personal response form live theatre conventions summary	comparing terminology mood tone of voice improvisation



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<b>Subject</b>	<b>Maths</b>		Teacher: <b>Miss Hamilton &amp; Mrs Dixon</b>
<b>Termly units of study</b>	<ul style="list-style-type: none"> <li>• Whole numbers and decimals.</li> <li>• Measures, perimeter and area.</li> <li>• Expressions and formulae.</li> <li>• Fractions, decimals and percentages.</li> <li>• Angles.</li> </ul>		
<b>Suggestions for Parental Support at home</b>	<ul style="list-style-type: none"> <li>• Use Times Table Rockstars at home.</li> <li>• Use Sparx Maths at home.</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 to 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, weighing and measuring out ingredients. This will help her to become familiar with quantities, fractions, temperatures and cooking units.</li> <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>		
<b>Keywords</b>	digit place value decimal point integer negative number greater than less than order	compare total altogether perimeter area metric system numerator denominator	equivalent percentage decimal tenth hundredth thousandth equivalent



Subject	Science	Teacher: <b>Mrs Dixon</b>
Termly units of study	<p>Introduction to Science at LGS</p> <ul style="list-style-type: none"><li>• Lab Safety</li><li>• Hazard symbols</li><li>• Bunsen Burners</li></ul> <p>Cells, Tissues, Organs and Systems</p> <ul style="list-style-type: none"><li>• Life processes</li><li>• Cells, tissues and organs in the human body</li><li>• Microscopes</li><li>• Organ systems</li><li>• Transplants</li></ul> <p>Acids and Alkalis</p> <ul style="list-style-type: none"><li>• Hazards</li><li>• Indicators</li><li>• Acidity and alkalinity</li><li>• Neutralisation</li></ul> <p>Particles and States of Matter</p> <ul style="list-style-type: none"><li>• Solids, liquids and gases</li><li>• Particles</li><li>• Brownian Motion</li><li>• Diffusion</li><li>• Air pressure</li></ul>	



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<b>Suggestions for Parental Support at home</b>	<ul style="list-style-type: none"><li>• Look out for hazard signs on everyday household chemicals (bleach, dishwasher tablets) and on lorries or tankers.</li><li>• Ask your daughter 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 daughter to read or watch science-related news articles, for example Newsround.</li><li>• Watch science-themed programmes and documentaries together, for example, Brian Cox and David Attenborough front many interesting BBC documentaries. Use these to enthuse your daughter about science.</li><li>• Discuss how Science influences our everyday lives.</li></ul>		
<b>Keywords</b>	hazard symbol respiration tissue cell organ nucleus membrane	cytoplasm vacuole chloroplast microscope magnification states of matter particle diffusion	air pressure acid alkali neutral pH malleable properties classification



Subject	Art	Teacher: <b>Miss Grant</b>
Termly units of study	<p><b>Project 1 - Key technical skills</b></p> <p>Students will be introduced to a variety of techniques and processes, with the main focus being the development of technical skills and specialist Art vocabulary. Students will create drawing of animals using a range of media. Lesson will include:</p> <ul style="list-style-type: none"> <li>• Detailed drawing from observation.</li> <li>• Shading skills and using tone to show form.</li> <li>• Interpreting fish and other animals in range of materials (pen &amp; wash, oil pastel, chalk pastel, paints, wax resist) using the formal elements of Art.</li> <li>• Printmaking inspired by the work of Inuit artist Kenojuak Ashevak.</li> <li>• 3D work through soap carving.</li> </ul> <p><b>Project 2 – Pattern and Paper</b></p> <p>Students will create pattern-based work inspired by geometric shapes, reflection, symmetry and imagination. Lessons will include:</p> <ul style="list-style-type: none"> <li>• Analysing artists work – Bridget Riley, Yayoi Kusama, MC Escher.</li> <li>• Developing collage techniques through ‘exploding squares.’</li> <li>• Exploring the effect of light and shadow.</li> <li>• Developing pen/painting skills using line and block colour.</li> <li>• Creating a patterned cube.</li> </ul>	
Suggestions for Parental Support at home	<ul style="list-style-type: none"> <li>• Encouraging drawing or colouring for pleasure.</li> <li>• Keeping a doodle book/scrap book of ideas and inspirations from nature.</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 shading</li> <li>○ Using contrast</li> </ul> </li> <li>• Looking at books on nature and the natural world.</li> </ul>	



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- Taking the time to observe nature in the garden or out on a walk.
- There are excellent how to draw videos on YouTube with lots of step-by-step guides to drawing animals.
- Check out this artist resource:

[Op Art – What Is That? | Tate Kids](#)

[Who is Yayoi Kusama? | Tate Kids](#)

## Keywords

drawing  
shape

line  
tone

blending  
form



Subject	Catering	Teacher: <b>Mrs Niederberger</b>
Termly units of study	<ul style="list-style-type: none"><li>• Hygiene and safety in the kitchen</li><li>• Where food comes from</li><li>• Food preparation- safe use of the knife using the bridge and claw hold</li><li>• Healthy eating- the Eat Well Plate</li><li>• Fruit and vegetables- eating 5 a day</li><li>• Baking food- introduction to the hob and oven</li><li>• Understanding kitchen equipment- what they are called and their uses</li><li>• Learning to follow a recipe</li></ul> <p><b>Dishes are likely to include:</b></p> <ul style="list-style-type: none"><li>• Fruit salad</li><li>• Croque-Monsieur</li><li>• Sandwich making</li><li>• Flapjacks</li><li>• Brunch Tarts</li><li>• Filo Tarts</li></ul>	
Suggestions for Parental Support at home		<ul style="list-style-type: none"><li>• Encourage students to cook at home, students will bring recipes home after each lesson. Encourage them to recreate these dishes at home and share their experiences in the next class.</li><li>• Encourage students to help in the kitchen at home, this could include setting the table, serving meals and helping to tidy away afterwards. This helps them understand the importance of teamwork and responsibility.</li><li>• Explore and use new and different ingredients from shops.</li><li>• Encourage students to try new foods and tastes.</li><li>• Look at recipes in magazines and cookery programmes on television.</li><li>• Help with food shopping, looking at the wide range of foods available and the different prices for a similar product.</li><li>• Help students develop their knife skills in the kitchen particularly using the claw and bridge method.</li><li>• Talk about the different nutrients in foods and why they are important for the body.</li><li>• Emphasize the importance of kitchen safety, including proper handling of hot surfaces, sharp objects, and hygiene practices.</li></ul>



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## Keywords

hygiene  
bacteria  
salmonella  
balanced diet  
names of fruit and vegetables  
cereals – wheat, rye, maize

equipment – colander, scales, frying pan,  
saucepan, oven, hob, grill, whisk, rolling pins  
etc  
hazards  
claw and bridge method  
refrigeration

shelf life  
expiration dates  
best before  
perishable  
produce  
nutrition



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Subject	Humanities		Teacher: Mrs Wells
Termly units of study	<p><b>1<sup>st</sup> Half Autumn Term:</b></p> <ul style="list-style-type: none"> <li>An introduction to chronology through the theme of 'History of Medicine.'</li> <li>Looking at the development of medicine from medieval times to present day – particularly focussing on the social history - the field of history that looks at the lived experience of the past. The unit will include the 4 humors, Power of the Church, The Black Death, and modern developments, from Penicillin to vaccinations and x-rays.</li> </ul> <p><b>2<sup>nd</sup> Half Autumn Term</b></p> <ul style="list-style-type: none"> <li>An introduction to world religions. Including the 7 dimensions of religion such as places of worship, holy books and religious leaders.</li> <li>An understanding of the religious make-up of the UK.</li> <li>An introduction to the reasons that people follow a religion.</li> <li>The story of the 6 blind men and the elephant and how it relates to religious pluralism.</li> </ul>		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> <li>Encourage your daughter to look at stories in the news that have parallels to events in the past that we are studying.</li> <li>Encourage discussion about events in chronological order when speaking about an event, thinking about when things happened.</li> <li>If possible, visits to museums of historic houses to encourage an understanding of different eras in history.</li> <li>Encourage discussions religion and current affairs.</li> <li>Encourage reading around History and faith, Horrible History books are a good place to start.</li> </ul>		
Keywords	chronology century decade cure disease medieval witchcraft The Church humour trepanning physician apothecary	chronology century decade cure disease medieval witchcraft The Church humour trepanning physician apothecary	Sikhism religious rituals Mosque Synagogue Church shrine pilgrimage ceremony Monotheism Polytheism



Subject	ICT			Teacher: <b>Mrs Daniels</b>
Termly units of study	<p><b>Using devices and handling information:</b></p> <ul style="list-style-type: none"> <li>• Know the main features and uses of different types of device.</li> <li>• Apply system settings.</li> <li>• Navigate online content to locate required information.</li> <li>• Carry out searches on the internet.</li> <li>• Use files to read and store information</li> <li>• Use files and folders to organise and retrieve information.</li> <li>• Know when there is a problem with a device or software and know the difference between system errors and user errors.</li> <li>• Apply a solution to solve a simple technical problem.</li> </ul>			
Suggestions for Parental Support at home	<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>• Encourage your daughter to send homework, completed on the computer, to the teacher using e-mail. 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> <i>Full instructions are also on page 7 of your daughter’s diary.</i></li> <li>• Encourage your daughter to: use a memory stick; set up subject specific folders on the stick.</li> </ul>			
Keywords	password folder attachment reboot system	delete text record sort settings		filter network email password user



Subject	PE	Teacher: <b>Miss Kenyon</b>
Termly units of study	<p><b>Autumn 1 - Hand-eye co-ordination</b> (through varied sports and activities)</p> <ul style="list-style-type: none"><li>• Warm-ups</li><li>• Development of static skills<ul style="list-style-type: none"><li>○ Throwing</li><li>○ Catching</li><li>○ Controlling the ball</li></ul></li><li>• Movement and agility<ul style="list-style-type: none"><li>○ Catching on the move</li><li>○ Passing on the move</li></ul></li><li>• Competition and performance<ul style="list-style-type: none"><li>○ Small-sided conditioned games</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>Autumn 2 -Balance and flexibility (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>○ Balances</li></ul></li><li>• Movement and agility<ul style="list-style-type: none"><li>○ Ways to travel</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>○ Through pair and group work</li></ul></li><li>• Practice games</li></ul>	



	<ul style="list-style-type: none"> <li>○ Development of routines</li> <li>● Competition/ performance</li> <li>○ Final routines</li> </ul> <p><b>Continuous focus throughout the year on:</b></p> <ul style="list-style-type: none"> <li>● warmups</li> <li>● cooldowns</li> <li>● types of fitness</li> <li>● heart rate</li> <li>● teamwork</li> <li>● leadership</li> <li>● choice</li> <li>● challenge</li> <li>● self-assessment</li> <li>● refinement</li> <li>● personal best</li> </ul>												
<p><b>Suggestions for Parental Support at home</b></p>	<ul style="list-style-type: none"> <li>● Ensure students have full PE kit, hair band, water bottle, appropriate trainers and deodorant on their 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>												
<p><b>Keywords</b></p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">over arm</td> <td style="width: 33%;">cushioning</td> <td style="width: 33%;">core strength</td> </tr> <tr> <td>under arm</td> <td>space</td> <td>stability</td> </tr> <tr> <td>accuracy</td> <td>indicate</td> <td>extension</td> </tr> <tr> <td>control</td> <td>movement</td> <td>tension</td> </tr> </table>	over arm	cushioning	core strength	under arm	space	stability	accuracy	indicate	extension	control	movement	tension
over arm	cushioning	core strength											
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<b>Subject</b>	<b>WACI</b>		<b>Teacher: Mrs Janaway</b>
<b>Termly units of study</b>	<ul style="list-style-type: none"> <li>• Friendship</li> <li>• Communication skills</li> <li>• Asking for help</li> <li>• Size of the problem</li> <li>• Introduction to careers</li> <li>• Financial literacy</li> <li>• Families</li> <li>• Gender stereotypes</li> </ul>		
<b>Suggestions for Parental Support at home</b>	<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 find items in the supermarket, use a self-checkout to scan and pay for items.</li> <li>• Encourage your daughter to take responsibility for packing her own school bag and making sure she has the right equipment for each day, including PE kit, catering container and planner, calculator and stationery.</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>		
<b>Keywords</b>	compliment interests privacy personal space differences confident positive safe conversation listening facial expression tone of voice body language posture idioms	permission barrier strategy support reaction job employed full/part-time voluntary paid temporary permanent needs/wants price cost	purchase debt blended family step mum/dad foster adopt same sex parents intergenerational family single parent extended family divorce discrimination sexism stereotype gender