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Curriculum Overviews Autumn 2026 Year 7G		
Subject	**English**	Teacher: **Mrs Simpson**
Termly units of study	**Novel: Why the Whales Came by Michael Morpurgo** • Learning about the Scilly Isles and how different life was there in 1914. • Reading the novel as a class. • Developing reading skills – predict, clarify, question and summarise. • Practice writing in different forms – creative writing, writing to inform, descriptive writing and persuasive writing. • Understanding setting and character. • Comprehension of a text. • Analysis of language in a text. (The effect of specific words). • Considering the author's intention. • Speaking and listening – presentations. • Technical writing skills such as punctuation, sentence construction and writing in past and present tense. **Play: Sparkleshark** • Understanding the conventions of a play. • Learning how to read with expression and tone of voice. • Using reading strategies – predict, clarify, question, summarise. • Using a dictionary and thesaurus. • Skimming and scanning. • Spelling rules. • How a text is structured: beginning, middle and end. • How to compare connectives to do this. • Understanding the difference between play and prose. • Learning language techniques and terminology.	

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Suggestions for Parental Support at home	• Encourage your child to talk about the texts. Explaining the plot, characters, setting etc. will help to consolidate learning. • Encourage your child to research around the text and the play independently, either online or by asking family members. • Encourage your child to read on a daily basis and do ask questions about what they have read. • Encourage your child to express a personal viewpoint on a wide range of topics. • Encourage your child to explain new vocabulary they have learnt in this topic. • Encourage your child to read non-fiction as well as fiction, particularly reviews and advertising. • Practice using a dictionary at home to look up words that they don't know.
Keywords	character prediction theme analysis symbol symbolism personal response form live theatre conventions summary comparing terminology mood tone of voice improvisation

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Subject	**Maths**	Teacher: **Mrs Dixon**
Termly units of study	• Whole numbers and decimals. • Measures, perimeter and area. • Expressions and formulae. • Fractions, decimals and percentages. • Angles.	
Suggestions for Parental Support at home	• Use Times Table Rockstars at home. • Use Sparx Maths at home. • Use Manga High at home (games and quizzes). • Wherever possible, involve your daughter in doing practical maths to develop her awareness of functional numeracy. • Do a little bit of maths every day, even if only for 10 minutes. The more your daughter practices, the better she will become. • Encourage your daughter to 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!) • 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. • 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. • 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.	
Keywords	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

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Subject	**Science**	Teacher: **Mrs Dixon**
Termly units of study	Introduction to Science at LGS • Lab Safety • Hazard Symbols • Bunsen Burners Cells, Tissues, Organs and Systems • Life processes • Cells, tissues and organs in the human body • Microscopes • Organ systems • Transplants Acids and Alkalis • Hazards • Indicators • Acidity and alkalinity • Neutralisation Particles and States of Matter • Solids, liquids and gases • Particles • Brownian Motion • Diffusion • Air pressure	

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Suggestions for Parental Support at home	• Look out for hazard signs on everyday household chemicals (bleach, dishwasher tablets) and on lorries or tankers. • Ask your daughter to tell you some of the safety rules when working in the science laboratory. • Visit museums such as The Science Museum (Kensington) or The Look Out Discovery Centre (Bracknell). • Encourage your daughter to read or watch science-related news articles, for example Newsround. • 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. • Discuss how Science influences our everyday lives.		
Keywords	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

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Subject	**Art**	Teacher: **Miss Grant**
Termly units of study	**Project 1 - Key technical skills** 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: • Detailed drawing from observation. • Shading skills and using tone to show form. • Interpreting fish and other animals in range of materials (pen & wash, oil pastel, chalk pastel, paints, wax resist) using the formal elements of Art. • Printmaking inspired by the work of Inuit artist Kenojuak Ashevak. • 3D work through soap carving. **Project 2 – Pattern and Paper** Students will create pattern-based work inspired by geometric shapes, reflection, symmetry and imagination. Lessons will include: • Analysing artists work – Bridget Riley, Yayoi Kusama, MC Escher. • Developing collage techniques through 'exploding squares.' • Exploring the effect of light and shadow. • Developing pen/painting skills using line and block colour. Creating a patterned cube.	

Suggestions for Parental Support at home	• Encouraging drawing or colouring for pleasure.
	• Keeping a doodle book/scrap book of ideas and inspirations from nature.
	• Copying drawings from artists is very good for developing observational skills regardless of the subject matter.
	• Encouraging good drawing practice:
	  ○ Using a sharp pencil
	  ○ Including as much detail as possible
	  ○ Using shading
	  ○ Using contrast
	• Looking at books on nature and the natural world.	

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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

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Subject	**Catering**	Teacher: **Mrs Andrews**

Termly units of study	• **Unit 3: Introduction to Food & Kitchen Safety and Hygiene**
	  ○ Learn how to store, prepare and cook food safely and hygienically.
	  ○ Develop good kitchen safety and hygiene practices.
	• **Unit 1: Food, Nutrition & Health**
	  ○ Understand the principles of the Eatwell Guide.
	  ○ Explore the functions, sources and importance of key nutrients.
	• **Unit 7: Skills Focus**
	  ○ Develop and practise practical food preparation and cooking skills throughout the term.
	  ○ Build confidence, independence and safe working practices in the kitchen	

Suggestions for Parental Support at home	• Encourage students to help with meal preparation and cooking at home. • Practise safe and hygienic kitchen habits, such as handwashing, tying hair back and keeping work surfaces clean. • Discuss the Eatwell Guide and encourage a balanced variety of foods. • Encourage students to identify nutrients and their sources when shopping or preparing meals. • Support students in developing practical skills such as weighing, measuring, chopping and using kitchen equipment safely. • Talk about food storage, use-by dates and preventing cross-contamination.	
Keywords	hygiene food safety cross-contamination bacteria food poisoning use-by date best-before date storage carbohydrates	protein fats vitamins minerals fibre water Eatwell guide balanced diet nutrients	energy portion chopping weighing measuring knife skills

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Subject	**Humanities**	Teacher: **Mrs Wells**
Termly units of study	**Term 1: 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. Students will critically engage with primary and secondary sources and begin to understand the skills needed by historians today. **Term 2: Autumn Term** • An introduction to world religions. Including the 7 dimensions of religion such as places of worship, holy books and religious leaders. • An understanding of the religious make-up of the UK. • An introduction to the reasons that people follow a religion. • The story of the 6 blind men and the elephant and how it relates to religious pluralism	
Suggestions for Parental Support at home	• Encourage your daughter to look at stories in the news that have parallels to events in the past that we are studying. • Encourage discussion about events in chronological order when speaking about an event, thinking about when things happened. • If possible, visits to museums of historic houses to encourage an understanding of different eras in history. • Encourage discussions religion and current affairs. • Encourage reading around History and faith, Horrible History books are a good place to start.	
Keywords	religion faith spirituality Christianity Islam Judaism Hinduism/Sanatana-Dharma Buddhism Sikhism religious rituals Mosque	Synagogue Church shrine pilgrimage ceremony Monotheism Polytheism Time architecture change purpose	sources primary secondary research archive historical chronology

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Subject	**ICT**	Teacher: **Mrs Daniels**
Termly units of study	**Using devices and handling information:** • Know the main features and uses of different types of device. • Apply system settings. • Navigate online content to locate required information. • Carry out searches on the internet. • Use files to read and store information. • Use files and folders to organise and retrieve information. • Know when there is a problem with a device or software and know the difference between system errors and user errors. • Apply a solution to solve a simple technical problem.	
Suggestions for Parental Support at home	Encourage your daughter to look at the Think U Know website to find out more about online safety - http://www.thinkuknow.co.uk/ 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' - https://login.microsoftonline.com/ *Full instructions are also on page 5 of your daughter's school planner.* Encourage your daughter to: use a memory stick; set up subject specific folders on the stick.	
Keywords	password folder attachment reboot system	delete text record sort settings	filter network email password user

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Subject	PE	Teacher: **Miss Kenyon**

Termly units of study	**Autumn 1 - Hand-eye co-ordination** (through varied sports and activities)
	
	• Warm-ups
	• Development of static skills
	  ○ Throwing
	  ○ Catching
	  ○ Controlling the ball
	• Movement and agility
	  ○ Catching on the move
	  ○ Passing on the move
	• Competition and performance
	  ○ Small-sided conditioned games
	• Communication and leadership
	  ○ Through drills and gameplay
	• Practice games
	  ○ Competition and refinement of skills
	• Competition/performance
	  ○ Gameplay and tournaments
	
	Autumn 2 -Balance and flexibility (Stability skills) (Through varied sports and activities)
	
	• Development of static skills
	  ○ Balances
	• Movement and agility
	  ○ Ways to travel
	• Competition and performance
	  ○ Developing routines
	• Communication and leadership
	  ○ Through pair and group work
	• Practice games
	  ○ Development of routines	

	• Competition/ performance ○ Final routines **Continuous focus throughout the year on;** • Warmups • Cooldowns • Types of fitness • Heart rate • Teamwork • Leadership • Choice • Challenge • Self-assessment • Refinement • Personal best
Suggestions for Parental Support at home	• Ensure students have full PE kit, hair band, water bottle, appropriate trainers and deodorant on their PE day. • On the evening of PE day (Wednesday), encourage them to do some different stretches to ease potential muscle soreness. • Encourage students to be active over the weekend/ evenings. • Encourage a healthy lifestyle. • Encourage them 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.
Keywords	over arm under arm accuracy control cushioning space indicate movement core strength stability extension tension

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Subject	**WACI**	Teacher: **Mrs Janaway**
Termly units of study	• Friendship • Communication skills • Asking for help • Size of the problem • Financial literacy • Families • Gender stereotypes	
Suggestions for Parental Support at home	• Use the 'Home' strand on the independence framework to identify skills that your daughter needs to develop. • Encourage your daughter to find items in the supermarket, use a self-checkout to scan and pay for items. • 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. • Take an interest in what your daughter does online. Talk to her about the games and social media apps she uses.	
Keywords	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 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