



## Curriculum Plan – 2025-26

### Subject: Art

	Term 1	Term 2	Term 3
Content	<p><b>To Investigate</b> The students will investigate the elements of art, through form, shape, colour, texture through a range of appropriate wet and dry media to develop their spatial awareness and organisation of materials. Exploring Art Elements (line and tone) Drawing: Line and Tone Medium: Pencil ? Blind contour observation (Linear drawing) ? Upside down copying technique Understanding pencil grades ? Pencil tonal scale ? Applying tone to drawing (shading) ? Applying tone to drawing (hatching/cross-hatching) ? Developing drawing skills</p>	<p><b>To Develop</b> The students will develop their formal skills using media and techniques in order to develop personal ideas in relationship to other artists and cultures. Exploring Art Elements (Shape, colour) Medium: Acrylic paint and tissue collage and ICT (if appropriate) ? Contextual research- ? Studies/pastiche of artwork ? Exploring properties and characteristics of wet medium ? Observational drawings of everyday items ? Developing drawing skills ? Understanding block colour</p>	<p><b>To consolidate</b> The students will consolidate the elements of art and formal skills of drawing, painting, printing and collage in order to develop a more complex and personal outcome. Exploring Art Elements (tonal value) Drawing: Line and Tone Medium: Charcoal, Soft Pastel (chalk) ? Contextual research-cave art ? Exploring properties and characteristics of medium ? Observing and applying tonal value (newspaper portrait) ? Lifting-out technique ? Creating self-portrait using colour (tonal value) ? Developing drawing skills</p>
Assessment	<p>Continuous and practical Assessment Baseline assessment Internal taxonomy sheet</p>	<p>Continuous and practical Assessment</p>	<p>Continuous and practical Assessment End of year assessment</p>



## Curriculum Plan – 2025-2026

**Subject:** Mandarin non-native Level 4

	Term 1	Term 2	Term 3
Content	1. School (Book6 P2) 2.Course (Book6 P16) 3.Learn Chinese (Book5 P61-70) 4. New Technology (Book6 P178) 5. Peer pressure (Book6 P148)	1. Learn Chinese 2 (Book6 P30-31) 2. Chinese New Year (Book5 P133-P136) 3. Study tour abroad (Book6 P60-61) 4. Youth life (Book6 P134)	1. Family (Book5 P5-10) 2. Troubles (Book6 P162) 3. Environmental protection (Book6 P206-207)
Assessment	Formative assessment on each topic. Summative assessment on topics in Term 1.	Formative assessment on each topic. Summative assessment on topics in Term 2.	Formative assessment on each topic. Summative assessment on all the topics learned this year.



## Curriculum Plan – 2025-26

**Subject:** Mandarin Level 2

	Term 1	Term 2	Term 3
Content	<p>Countries, Languages</p> <p>Subjects of study</p> <p>Making phone calls</p> <p>Weather</p> <p>Seasons</p> <p>Sickness</p>	<p>Chinese New Year</p> <p>Sickness</p> <p>Hobby (1): Music</p> <p>Hobby (2): Sports</p> <p>Hobby (3): Dance</p>	<p>Vegetables and Fruits</p> <p>Hobby (3): Dance</p> <p>Three meals a day</p> <p>Eating out</p> <p>Dragon Boat Festival</p>
Assessment	<p>Formative assessment on each topic.</p> <p>Summative assessment on topics in Term 1.</p>	<p>Formative assessment on each topic</p>	<p>Formative assessment on each topic.</p> <p>Summative assessment on all the topics learned this year.</p>



## Curriculum Plan – 2025-26

**Subject:** Mandarin Level 3

	Term 1	Term 2	Term 3
Content	<p><b>Topic 1:</b> Season &amp; Weather-Book3</p> <p><b>Mid-Autumn Festival</b></p> <p>Season &amp; Weather-Book4</p> <p><b>Topic 2:</b> Hobby-Book3 Hobby -Book4</p> <p><b>Revision</b></p>	<p><b>Topic 2:</b> Traveling-Book3</p> <p><b>Chinese New Year</b></p> <p><b>Topic 2:</b> Traveling-Book3(1) Traveling-Book3(2)</p> <p><b>Revision</b></p>	<p><b>Topic 3:</b> Food-Book3</p> <p><b>Topic 4:</b> Food-Book4</p> <p><b>Dragon Boat Festival</b></p> <p><b>Revision</b></p>
Assessment	<p>Formative assessment on each topic.</p> <p>Summative assessment on topics in Term 1.</p>	<p>Formative assessment on each topic</p> <p>Summative assessment on topics in Term 2.</p>	<p>Formative assessment on each topic.</p> <p>Summative assessment on all the topics learned this year.</p>



## Curriculum Plan – 2025-26

**Subject:** English

	Term 1	Term 2	Term 3
<b>Content</b>	<p><b>Grammar Revision</b> This will be embedded within the introductory work for the Myth and Legends topic and will cover a broad range.</p> <p><b>Myths and Legends (Creative Writing &amp; Analysis)</b> Students study a wide range of myths and legends from multiple mythologies, including Greco-Roman, Anglo-Saxon, and Norse. The focus is creative writing at an expository level and the development of language, as well as analysis</p> <ul style="list-style-type: none"> <li>- Narrative (story) writing</li> <li>- Descriptive writing</li> <li>- Use of language devices (metaphor; simile; personification; alliteration; powerful verbs; epithet, kenning)</li> <li>- Sentencing and punctuation (embedded clause; semi-colon, etc.)</li> <li>- Whole text structure</li> <li>- Setting</li> <li>- Characterisation</li> <li>- Reading comprehension</li> <li>- Language analysis</li> <li>- Analysis construction</li> <li>- Language device focus</li> <li>- Summary writing</li> </ul>	<p><b>Holes</b> Students study a novel in depth and focus on their reading comprehension and reading analysis. This is supplemented by creative writing tasks, transactional writing tasks, discursive writing tasks, and thematic debates to explore moralistic issues.</p> <ul style="list-style-type: none"> <li>- Whole text analysis</li> <li>- Theme identification and analysis</li> <li>- Single word analysis</li> <li>- Debate</li> <li>- Creative writing</li> <li>- Analytical paragraph writing</li> <li>- Reading comprehension</li> <li>- Language analysis</li> <li>- Analysis construction</li> <li>- Language device focus</li> <li>- Summary writing</li> </ul>	<p><b>Romeo and Juliet</b> Students conclude their year with the study of Shakespeare's 'Romeo and Juliet'. There will be a drama and language analysis focus to their study, which is further supplemented by creative writing tasks, transactional writing tasks, and discursive writing tasks.</p> <ul style="list-style-type: none"> <li>- Whole text analysis</li> <li>- Theme identification and analysis</li> <li>- Single word analysis</li> <li>- Debate</li> <li>- Multiple interpretations</li> <li>- Analytical paragraph writing</li> <li>- Reading comprehension</li> <li>- Language analysis</li> <li>- Analysis construction</li> <li>- Language device focus</li> <li>- Summary writing</li> </ul>

# Britannica International School Shanghai

## Curriculum Plan – Year 7



**Britannica  
International  
School Shanghai**  
an Orbital Education School

<b>Assessment</b>	End of Term Test/Mock exams Multiple Choice Quizzes Extended Writing	End of Term Test/Mock exams Multiple Choice Quizzes Extended Writing	End of Term Test/Mock exams Multiple Choice Quizzes Extended Writing
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## Curriculum Plan – 2025-26

Subject: History

	Term 1	Term 2	Term 3
Content	<p><b><u>Unit 1: How Much Changed After Ancient Era?</u></b></p> <ul style="list-style-type: none"> <li>• Migration Period</li> <li>• Dark Ages</li> <li>• Feudal System</li> <li>• Byzantine Empire</li> <li>• Rise of Islam</li> </ul> <p><b><u>Unit 2: How Have Civilisations Cooperated and Conflicted?</u></b></p> <ul style="list-style-type: none"> <li>• Tang China</li> <li>• Islamic Golden Age</li> <li>• Crusades</li> </ul> <p><b><u>Unit 3: How Did Early States Develop?</u></b></p> <ul style="list-style-type: none"> <li>• Delhi Sultanate</li> <li>• Japanese Shogunate</li> <li>• Russian Empire</li> </ul> <p><b><i>Skills: consequence, source analysis, significance, comparison, causation, interpretation.</i></b></p>	<p><b><u>Unit 4: Were Links Between Civilisations Helpful?</u></b></p> <ul style="list-style-type: none"> <li>• Silk Road</li> <li>• Nomads</li> <li>• Mongol Empire</li> <li>• Black Death</li> </ul> <p><b><u>Unit 5: Why Did Civilisations Develop Differently?</u></b></p> <ul style="list-style-type: none"> <li>• Incas</li> <li>• Aztecs</li> <li>• American Civilisations project</li> </ul> <p><b><i>Skills: comparison, consequence, chronology, causation, enquiry, evidence use.</i></b></p>	<p><b><u>Unit 6: Why Was the World Explored?</u></b></p> <ul style="list-style-type: none"> <li>• Mali</li> <li>• Age of Exploration</li> <li>• End-of-year revision</li> </ul> <p><b><i>Skills: interpretation, causation, chronology.</i></b></p>
Assessment	MCQ tests and IGCSE-style questions, including mid-year test.	MCQ tests and IGCSE-style questions.	MCQ tests and IGCSE-style questions, including end-of-year test.



## Curriculum Plan – 2025-26

### Subject: Music

	Term 1	Term 2	Term 3
Content	<b>Unit 1: Rock Music/ Songwriting</b> <ul style="list-style-type: none"> <li>• Diatonic chords</li> <li>• Chord progressions</li> <li>• Lyric writing</li> <li>• Verse and Chorus</li> <li>• Ensemble Skills</li> <li>• Bass guitar and drumkit technique</li> <li>• Hook writing</li> </ul> <b>Unit 2: Samba</b> <ul style="list-style-type: none"> <li>• Ensemble skills</li> <li>• Listening/ awareness</li> <li>• Syncopated rhythms</li> <li>• Maintaining a steady pulse</li> <li>• Historical/cultural background</li> <li>• Leadership skills</li> <li>• Ensemble work.</li> </ul>	<b>Unit 3: Japanese Music</b> <ul style="list-style-type: none"> <li>• Minimalism</li> <li>• Taiko drumming</li> <li>• Timbre/Tone Colour and Instrumentation</li> <li>• Tripartite melody writing (<i>jo-ha-kyū</i>)</li> <li>• Japanese traditional instruments</li> </ul> <b>Unit 4: Form and Structure</b> <ul style="list-style-type: none"> <li>• Binary Form</li> <li>• Ternary Form</li> <li>• Rondo Form</li> <li>• Musical analysis of historical examples</li> <li>• Small group composition work</li> <li>• Keyboard skills</li> <li>• Listening skills</li> <li>• Performance skills</li> </ul>	<b>Film Music/ Program Music</b> <ul style="list-style-type: none"> <li>• Writing to a film score</li> <li>• Compositional skills</li> <li>• Understanding chord sequences</li> <li>• Screen/ real life timing</li> <li>• Diegetic and non diegetic sound</li> <li>• Sequencing software</li> <li>• Full use of keyboard sounds</li> </ul> <b>Unit 6: Cuban Music</b> <ul style="list-style-type: none"> <li>• History/Geog</li> <li>• Conga and Tumbao</li> <li>• Ukulele technique</li> <li>• 2-3, 3-2 clave</li> <li>• Polyrhythms and ensemble skills</li> <li>• Simple chord voicing on keyboards for <i>Chan Chan</i></li> </ul>
Assessment	<b>Unit 1:</b> Whole class ensemble performances. Formative testing through small group work <b>Unit 2:</b> Group performance, evaluation	<b>Unit 3:</b> Drumming performance. Melody writing <b>Unit 4:</b> Performance evaluation + Compositions	<b>Unit 5:</b> Rhythmic and vocal small group performances. Whole class performance <b>Unit 6:</b> Questioning, composition, performance and evaluation





## Curriculum Plan – 2025-26

**Subject:** Mandarin Native

	Term 1	Term 2	Term 3
Content	<b>散文</b> 《草原》 《丁香结》 《广玉兰》 《夹竹桃》 《文言文二则》 《竹节人》 《宇宙生命之谜》 《穷人》 《故宫博物院》 《莫高窟》 《秦兵马俑》	《北京的春节》 《腊八粥》 《藏戏》 《文言文二则》 《京剧趣谈》 《姥姥的剪纸》 《三亚落日》 《烟台的海》	《黄山奇松》 《黄果树瀑布》 《真理诞生于一百个问号之后》 《我的伯父鲁迅》 《早》 《孔子游春》 《螳螂捕蝉》 《林冲打洪教头》
Assessment	单元练习  总结性综合考试	单元练习	单元练习  总结性综合考试



## Curriculum Plan – 2025-26

**Subject:** Science

	Term 1	Term 2	Term 3
Content	<b>KS3 Bridging Programme</b> <ul style="list-style-type: none"> <li>• Lab rules and expectations</li> <li>• Lab Safety</li> <li>• Apparatus and glassware</li> <li>• How to use scientific apparatus</li> </ul> <b>Cells, Tissues and Organs</b> <ul style="list-style-type: none"> <li>• Organs and Organ Systems</li> <li>• Animal Cells</li> <li>• Plant Cells</li> <li>• The Meaning of Life</li> <li>• Specialized Cells</li> <li>• The Skeleton and Muscles</li> </ul> <b>Particles and Reactions</b> <ul style="list-style-type: none"> <li>• Introduction to the Periodic Table</li> <li>• Solids, Liquids and Gases</li> <li>• Particle Theory</li> <li>• Cooling Curves</li> <li>• Chemical Reactions</li> <li>• Acids and Metals</li> <li>• Acids and Carbonates</li> <li>• Combustion</li> </ul>	<b>Forces and Space</b> <ul style="list-style-type: none"> <li>• Forces</li> <li>• Measuring forces</li> <li>• Bending and Stretching</li> <li>• Friction</li> <li>• Floating and Sinking</li> <li>• Density</li> <li>• The Solar System</li> <li>• Phases of the Moon</li> <li>• Seasons</li> <li>• Eclipses</li> </ul> <b>Acids, Alkalis and Solutions</b> <ul style="list-style-type: none"> <li>• Acids and Alkalis</li> <li>• Weak and Strong Acids</li> <li>• Neutralisation</li> <li>• Solutions</li> <li>• Separating Mixtures</li> <li>• Distillation</li> <li>• Solubility</li> </ul>	<b>Reproduction</b> <ul style="list-style-type: none"> <li>• Male and Female Reproductive Systems</li> <li>• Sexual Reproduction</li> <li>• Intercourse and Menstruation</li> <li>• Foetal Development</li> <li>• Puberty</li> </ul> <b>Electricity and Energy</b> <ul style="list-style-type: none"> <li>• Introduction to Electricity</li> <li>• Conductors and Insulators</li> <li>• Electric Current</li> <li>• Cells, Batteries and Voltage</li> <li>• Series and Parallel Circuits</li> <li>• Fuels</li> <li>• Fossil Fuels and Renewables</li> <li>• Energy</li> </ul> <b>KS3 Anything That Floats Competition</b>
Assessment	Practical assignments / End of Unit Tests	Practical assignments / Research Tasks / End of Unit Test	Practical assignments / Research Tasks / End of Unit Tests



## Curriculum Plan – 2025-26

**Subject:** Computing

	Term 1	Term 2	Term 3
Content	<b>Hardware</b> <ul style="list-style-type: none"> <li>• Internal components of a computer</li> <li>• Input and output devices</li> <li>• Sensors and data</li> </ul> <b>Digital Media</b> <ul style="list-style-type: none"> <li>• Branding</li> <li>• Publishing software</li> <li>• Presentation software</li> </ul>	<b>Digital Image Editing</b> <ul style="list-style-type: none"> <li>• Basic tools</li> <li>• Ethical implications</li> <li>• Audience and purpose</li> </ul> <b>Spreadsheets for Data Collection</b> <ul style="list-style-type: none"> <li>• Collecting data</li> <li>• Analysing data</li> <li>• Charts and graphs</li> </ul>	<b>Block-based Python</b> <ul style="list-style-type: none"> <li>• Functions</li> <li>• Selection</li> <li>• Variables</li> <li>• Iteration</li> </ul>
Assessment	Quiz Cross-Curricular Skills Project (Geography)	Skills Project	Skills project



## Curriculum Plan – 2025-26

### Subject: Geography

	Term 1	Term 2	Term 3
<b>Content</b>	<p>Unit 1: World Issues</p> <ul style="list-style-type: none"> <li>What are world issues?</li> <li>Global warming and its effects</li> <li>Energy consumption</li> <li>The water problem</li> <li>Food – too little or too much?</li> <li>The poverty problem</li> </ul> <p>Unit 2: Tourism</p> <ul style="list-style-type: none"> <li>Features and examples of tourism</li> <li>Analysis of the growth in tourism</li> <li>Impact of tourism</li> <li>Tourist destination life cycle</li> <li>Environmental impact of tourism</li> <li>National parks</li> <li>Kenya case study</li> <li>Ecotourism</li> </ul>	<p>Unit 3: East Africa</p> <ul style="list-style-type: none"> <li>Mapping the human and physical features of Africa</li> <li>Analyzing the major climate zones</li> <li>Exploring Africa's key biomes and their threats</li> <li>Describing the importance of Africa's natural resources</li> <li>Mapping the human and physical features of Kenya</li> <li>Exploring the natural beauty of Kenya</li> <li>Describing population and economic change over time</li> </ul>	<p>Unit 4: Hot Deserts</p> <ul style="list-style-type: none"> <li>Locating the world's hot deserts</li> <li>Describing and explaining the climate of a hot desert</li> <li>Drawing a climate graph for a hot desert</li> <li>Describing plant and animal adaptations</li> <li>Understanding human uses of hot deserts</li> <li>Exploring the nomadic people of the Sahara Desert</li> <li>Investigating challenges facing the desert</li> </ul>
<b>Assessment</b>	<p>Evaluating the impacts of different world issues</p> <p>Designing a sustainable approach to tourism</p>	<p>Short and long answer examination questions about hot deserts</p>	<p>Research project on Kenya</p>



## Curriculum Plan – 2025-26

### Subject: Mathematics

	Term 1	Term 2	Term 3
Content	<p>-Recap on Y6 Mastery Content from previous year</p> <p>-Ratio and Proportion Simplifying ratios, splitting amounts into ratios, finding ratios when given one side, ingredient proportions, scale factors</p> <p>-Measurement Converting between metric measures, area and perimeter of 3 and 4 sided shapes, area and perimeter of compound shapes</p>	<p>-Measurement</p> <p>-Geometry Drawing 2D shapes from given sides, Nets of 3D shapes, angles in triangles, quads and polygons, angles on straight lines, around a point and vertically opposite, area and circumference of circles, co-ordinates, simple translations and reflections</p>	<p>-Statistics Pie Charts, Line Graphs, Pictograms, Bar Charts, two way tables, Mean/Mode/Median and Range.</p> <p>-Algebra Equations with x on both sides, substitution, rearranging formulae</p>
Assessment	<p>-Multiple unit tests which are put into a RAG sheet</p> <p>-End of Term Exam</p>	<p>-Multiple unit tests which are put into a RAG sheet</p> <p>-End of Term Exam</p>	<p>-Multiple unit tests which are put into a RAG sheet</p> <p>-End of Term Exam</p>



## Curriculum Plan 2025-2026

**Subject: Physical Education**

<u>Year Group</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
<b><u>7A</u></b>	<p><b><u>Block 1</u></b> <b><u>Swimming</u></b></p> <ul style="list-style-type: none"> <li>Water Safety/Evaluation (Treading Water for different lengths of time).</li> <li>Entry and Exit (Seated Dive/Crouch Dive/Standing Dive).</li> <li>Water Skills (Push and Glide/Skull Diving/Retrieving Objects under water).</li> <li>Swimming Stokes (Freestyle/Front Crawl/Back Stroke/Butterfly).</li> </ul> <p><b><u>Block 2</u></b> <b><u>Invasion Games</u></b></p> <p>Sports could include Football, Basketball, Netball and Hockey.</p> <ul style="list-style-type: none"> <li>Passing/Receiving.</li> <li>Dribbling.</li> <li>Shooting.</li> <li>Tactical Awareness.</li> <li>Match Fitness.</li> <li>Rules and Regulations.</li> <li>Gameplay.</li> </ul>	<p><b><u>Block 3</u></b> <b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>Running Events – 100m/200m/400m/1500m.</li> <li>Jumping Events – Long Jump/Triple Jump/High Jump.</li> <li>Throwing Events – Javelin/Discus/Shot Putt.</li> </ul> <p><b><u>Block 4</u></b> <b><u>Net/Wall</u></b></p> <p>Sports could include Badminton and Tennis.</p> <ul style="list-style-type: none"> <li>Racket Shot Techniques.</li> <li>Movement and positioning on the court.</li> <li>Tactical Awareness.</li> <li>Rules and Regulations.</li> <li>Match Fitness.</li> <li>Singles and Doubles Gameplay.</li> </ul>	<p><b><u>Block 5</u></b> <b><u>Health Related Exercise</u></b></p> <ul style="list-style-type: none"> <li>Fitness Testing (Circuit Training/Continuous Training/Multi Stage Fitness Testing).</li> <li>Muscles/Bones.</li> <li>Components of Fitness.</li> <li>Skill Related Fitness.</li> <li>Knowledge and understanding.</li> </ul> <p><b><u>Block 6</u></b> <b><u>Striking and Fielding</u></b></p> <ul style="list-style-type: none"> <li>Throwing/Catching/Bowling.</li> <li>Batting.</li> <li>Fielding.</li> <li>Tactical Awareness.</li> <li>Rules and Regulations.</li> <li>Team/Social Building.</li> <li>Match Fitness.</li> <li>Gameplay.</li> </ul>



<b><u>7B</u></b>	<p><b><u>Block 1</u></b> <b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>• Running Events – 100m/200m/400m/1500m.</li> <li>• Jumping Events – Long Jump/Triple Jump/High Jump.</li> <li>• Throwing Events – Javelin/Discus/Shot Putt.</li> </ul> <p><b><u>Block 2</u></b> <b><u>Swimming</u></b></p> <ul style="list-style-type: none"> <li>• Water Safety/Evaluation (Treading Water for different lengths of time).</li> <li>• Entry and Exit (Seated Dive/Crouch Dive/Standing Dive).</li> <li>• Water Skills (Push and Glide/Skull Diving/Retrieving Objects under water).</li> <li>• Swimming Stokes (Freestyle/Front Crawl/Back Stroke/Butterfly).</li> </ul>	<p><b><u>Block 3</u></b> <b><u>Invasion Games</u></b></p> <p>Sports could include Football, Basketball, Netball and Hockey.</p> <ul style="list-style-type: none"> <li>• Passing/Receiving.</li> <li>• Dribbling.</li> <li>• Shooting.</li> <li>• Tactical Awareness.</li> <li>• Match Fitness.</li> <li>• Rules and Regulations.</li> <li>• Gameplay.</li> </ul> <p><b><u>Block 4</u></b> <b><u>Striking and Fielding</u></b></p> <ul style="list-style-type: none"> <li>• Throwing/Catching/Bowling.</li> <li>• Batting.</li> <li>• Fielding.</li> <li>• Tactical Awareness.</li> <li>• Rules and Regulations.</li> <li>• Team/Social Building.</li> <li>• Match Fitness.</li> <li>• Gameplay.</li> </ul>	<p><b><u>Block 5</u></b> <b><u>Net/Wall</u></b></p> <p>Sports could include Badminton and Tennis.</p> <ul style="list-style-type: none"> <li>• Racket Shot Techniques.</li> <li>• Movement and positioning on the court.</li> <li>• Tactical Awareness.</li> <li>• Rules and Regulations.</li> <li>• Match Fitness.</li> <li>• Singles and Doubles Gameplay.</li> </ul> <p><b><u>Block 6</u></b> <b><u>Health Related Exercise</u></b></p> <ul style="list-style-type: none"> <li>• Fitness Testing (Circuit Training/Continuous Training/Multi Stage Fitness Testing).</li> <li>• Muscles/Bones.</li> <li>• Components of Fitness.</li> <li>• Skill Related Fitness.</li> <li>• Knowledge and understanding.</li> </ul>
<b><u>Assessment</u></b>	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.



## Curriculum Plan – 2025-26

**Subject:** Spanish

	Term 1	Term 2	Term 3
<b>Content</b>	<p><b>Topic:</b> Free Time</p> <p><b>Vocabulary:</b> Hobbies Sports Music TV Routines</p> <p><b>Grammar:</b> Present &amp; future tenses, opinion and reason structures.</p> <p><b>Skills:</b> Describing and discussing free time routines.</p>	<p><b>Topic:</b> School</p> <p><b>Vocabulary:</b> School Subjects Schedule Teachers School Rules Extra-curricular Daily Routines Jobs Careers</p> <p><b>Grammar:</b> Present, past &amp; future tenses, comparisons and opinions.</p> <p><b>Skills:</b> Describing, comparing and reflecting on routines and future.</p>	<p><b>Topic:</b> The future</p> <p><b>Vocabulary:</b> Jobs Careers Ideal home Ideal family</p> <p><b>Grammar:</b> Present, past &amp; future and conditional tenses.</p> <p><b>Skills:</b> Thinking and talking about the future.</p>
<b>Assessment</b>	<p>Listening Reading Speaking Writing</p>	<p>Listening Reading Speaking Writing</p>	<p>Listening Reading Speaking Writing</p>