



## 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 – 2025-26

**Subject:** Mathematics

**Year:** 8

	Term 1	Term 2	Term 3
Content	<p>Numbers and the number system</p> <p>Calculating</p> <p>Visualising and Constructing</p> <p>Algebraic Proficiency</p> <p>Understanding Risk</p> <p>Decimals, Fractions and Percentages</p> <p>Proportional Reasoning</p>	<p>Patterns</p> <p>Equations and Inequalities</p> <p>Investigating Angles</p> <p>Decimals, Fractions and Percentages</p> <p>Understanding Risk II</p>	<p>Calculating Space</p> <p>Algebraic Proficiency II</p> <p>Presenting and Measuring Data</p> <p>Project</p>
Assessment	<p>End of topic assessments and an end of term test</p>	<p>End of topic assessments and an end of term test</p>	<p>End of topic assessments and an end of term test</p>



## Curriculum Plan – 2025-26

Subject: English

	Term 1	Term 2	Term 3
Content	<p><b>Refugee Crisis/Poetry from other cultures:</b></p> <ul style="list-style-type: none"> <li>Definitions- culture, immigrant, refugee, persecution, asylum, xenophobia, connotations, denotations, stanza, quatrains</li> <li>The story of multiculturalism – why and when people moved in large waves to new countries</li> <li>Literary and Rhetoric devices (PERSUADER)</li> <li>Poetic devices</li> <li>Conventions of a diary, formal letter, informal letter, newspaper article, speeches</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Read for key information</li> <li>Summarise key information</li> <li>Identify poetic conventions and devices</li> <li>Give a viewpoint on a poem through a thesis statement which includes a</li> </ul>	<p><b>The Woman in Black</b></p> <ul style="list-style-type: none"> <li>Definitions- conventions, superstitions,</li> <li>Conventions of the Gothic genre</li> <li>History and origins of the Gothic</li> <li>What an unreliable narrator is</li> <li>Juxtaposition of setting and story in the horror genre</li> <li>How writers create atmosphere and mood</li> <li>How writers use characterization, foreshadowing and pathetic fallacy</li> <li>How writers create tension</li> <li>Literary devices: pathetic fallacy, semantic field</li> <li>Key conventions of a gothic character</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Identify a range of literary devices</li> <li>Analyse multiple connotations of key words and phrases</li> </ul>	<p><b>A View from the Bridge</b></p> <ul style="list-style-type: none"> <li>Definitions- playwright, context, dramatic features (plot, characters, antagonist, protagonist, fourth wall, setting, stage directions, dialogue, soliloquy, monologue, scenic arrangements, conflict, dramatic irony, immigration</li> <li>Tragedy genre and its conventions</li> <li>Principles and components of Greek tragedy</li> <li>Characterisation</li> <li>Themes and supporting quotations</li> <li>Making inferences and supporting them with textual references</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Identify a range of literary devices</li> <li>Analyse connotations of key words and phrases</li> <li>Apply contextual knowledge to analysis</li> <li>Use evidence clearly to support point</li> </ul>



	<ul style="list-style-type: none"> <li>comment on both the poet and the speaker</li> <li>Approach a poem and deconstruct it through specific methods</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Deliver an oral speech using effective speaking techniques</li> <li>Write for a range of genres and audiences</li> <li>Use rhetoric and literary devices in writing</li> <li>Use a range of sentence openers and multi-clause sentences</li> </ul>	<ul style="list-style-type: none"> <li>Use multiple pieces of evidence clearly to support point</li> <li>Give a viewpoint through a clear thesis statement which links to a gothic convention</li> <li>Comment on reader emotions</li> <li>Explode quotations to extract literary devices and connotations</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Create a gothic companion</li> <li>Create a description with a gothic atmosphere</li> <li>Write a book review</li> <li>Use a range of gothic adjectives and verbs</li> <li>Use short sentences for tension</li> </ul>	<ul style="list-style-type: none"> <li>Give a viewpoint through a clear thesis statement</li> <li>Comment on reader emotions in different time periods</li> <li>Discuss multiple interpretations</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Create fact file</li> <li>Letter Writing to demonstrate understanding of contextual information</li> <li>Analysis of contextual influences in drama</li> <li>Comment on the characterization of characters and the effectiveness of each</li> <li>Role on the wall</li> <li>Diary writing in role of characters</li> </ul>
Assessme	<ul style="list-style-type: none"> <li>MCQ</li> <li>Extended writing</li> <li>End of unit assessment</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Extended writing</li> <li>End of unit assessment</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Extended writing</li> <li>End of unit assessment</li> </ul>



## Curriculum Plan – 2025-26

Subject: History

	Term 1	Term 2	Term 3
Content	<p><b><u>Unit 1: How Did World Empires Grow?</u></b></p> <ul style="list-style-type: none"> <li>Colonisation of the Americas</li> <li>Columbian Exchange</li> <li>Atlantic Slave Trade</li> </ul> <p><b><u>Unit 2: How Did States Increase Their Power?</u></b></p> <ul style="list-style-type: none"> <li>Gunpowder Empires</li> <li>Ming and Qing China</li> <li>Wars of Religion</li> </ul> <p><b><u>Unit 3: How Did Modern Ideas Develop?</u></b></p> <ul style="list-style-type: none"> <li>Renaissance</li> <li>Scientific Revolution and Enlightenment</li> </ul> <p><i>Skills: causation, significance, consequence, source analysis, chronology, comparison.</i></p>	<p><b><u>Unit 4: How Did Modern Societies Develop?</u></b></p> <ul style="list-style-type: none"> <li>Industrial Revolution</li> <li>French Revolution</li> <li>Colonisation of Africa and Asia</li> </ul> <p><b><u>Unit 5: How Were Old Orders Challenged?</u></b></p> <ul style="list-style-type: none"> <li>Nationalism</li> <li>Women's Rights project</li> </ul> <p><i>Skills: consequence, causation, enquiry, evidence use.</i></p>	<p><b><u>Unit 6: How Have People Fought for Equality?</u></b></p> <ul style="list-style-type: none"> <li>Women's Suffrage</li> <li>Russian Revolution</li> <li>End-of-year revision</li> </ul> <p><i>Skills: source analysis, consequence, comparison.</i></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: Roots Reggae Music</b> <ul style="list-style-type: none"> <li>History/Geog</li> <li>One-drop drumbeat</li> <li>Reggae bass guitar</li> <li>Off-beat chords</li> <li>Swing vs. straight</li> <li>Organ bubble</li> <li>Ensemble skills</li> <li>Class performance</li> </ul> <b>Unit 2: British Folk Traditions</b> <ul style="list-style-type: none"> <li>Culture, History, Geography</li> <li>Tin Whistle</li> <li>Oral tradition</li> <li>Celtic music</li> <li>English song</li> <li>Influences from the continent</li> <li>Small group performances</li> </ul>	<b>Unit 3: Minimalism</b> <ul style="list-style-type: none"> <li>Repetition/ostinati</li> <li>Composing with limitation</li> <li>Unusual instruments</li> <li>Gradual sectional shift</li> <li>Classic works</li> <li>Minimalism in electronic music</li> <li>Drones/ tape loops</li> <li>Composition project</li> </ul> <b>Unit 2: Variation</b> <ul style="list-style-type: none"> <li>Melodic, Rhythmic, Harmonic variation</li> <li>Listening exercises w/ Western Art music focus</li> <li>Analysis: <i>Ah vous dirai-je, Maman</i></li> <li>Composition task: vary 8 bars of source material</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 sound</li> <li>Using sequencing software</li> <li>Full use of keyboard sounds</li> </ul> <b>Unit 6: 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> <li></li> </ul>
Assessment	<b>Unit 1:</b> Whole class ensemble performances. Formative testing through small group work <b>Unit 2:</b> Composition. performance, evaluation	<b>Unit 3:</b> Composition evaluation <b>Unit 4:</b> Performance evaluation + Compositions	<b>Unit 5:</b> Small group performances. Whole class performance <b>Unit 6:</b> Questioning, composition, performance and evaluation



## Curriculum Plan – 2025-26

Subject: Y8 Mandarin Native

	Term 1	Term 2	Term 3
Content	<ul style="list-style-type: none"> <li>《皇帝的新装》</li> <li>《女娲造人》</li> <li>《寓言四则》</li> <li>《秋天的怀念》</li> <li>《散步》</li> <li>《世说新语》二则</li> <li>《猫》</li> <li>《狼》</li> <li>《诫子书》</li> <li>《论语十二章》</li> <li>《往事依依》</li> <li>《从百草园到三味书屋》</li> </ul>	<ul style="list-style-type: none"> <li>《春》</li> <li>《济南的冬天》</li> <li>《紫藤萝瀑布》</li> <li>《雨的四季》</li> <li>《外国诗二首》</li> <li>《阿长与山海经》</li> <li>《山地回忆》</li> <li>《卖油翁》</li> </ul>	<ul style="list-style-type: none"> <li>《木兰诗》</li> <li>《孙权劝学》</li> <li>《活版》</li> <li>《短文两篇》</li> <li>《驿路梨花》</li> <li>《带上她的眼睛》</li> <li>《有为有不为》</li> </ul>
Assessm	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>Body Systems</b> <ul style="list-style-type: none"> <li>• Digestive System</li> <li>• What's in our Food?</li> <li>• Circulatory System</li> <li>• Respiratory System</li> <li>• Aerobic and Anaerobic Respiration</li> </ul> <b>Atoms and Particles</b> <ul style="list-style-type: none"> <li>• Atoms, Elements and Compounds</li> <li>• The Periodic Table</li> <li>• The Modern Periodic Table</li> <li>• Compounds and Chemical Reactions</li> <li>• Mixtures</li> <li>• Changing State</li> </ul>	<b>Light and Sounds</b> <ul style="list-style-type: none"> <li>• Straight-Line Light</li> <li>• Materials</li> <li>• Mirrors</li> <li>• Refraction</li> <li>• The Visible Spectrum</li> <li>• Seeing Sounds</li> <li>• How Sound Travels</li> </ul> <b>Heat and Magnetism</b> <ul style="list-style-type: none"> <li>• Heat</li> <li>• Warming up and Cooling Down</li> <li>• Thermal Conductors and Insulators</li> <li>• Expansion and Contraction</li> <li>• Convection, Conduction and Radiation</li> <li>• Magnets and Magnetic Forces</li> <li>• Electromagnetism</li> </ul>	<b>Ecology</b> <ul style="list-style-type: none"> <li>• Interdependence</li> <li>• Photosynthesis</li> <li>• Plant Adaptations</li> <li>• Food Chains, Webs and Pyramids</li> <li>• Bioaccumulation</li> <li>• Habitats</li> <li>• Habitat Change</li> </ul> <b>Rocks</b> <ul style="list-style-type: none"> <li>• Sedimentary, Igneous and Metamorphic rocks</li> <li>• The Rock Cycle</li> <li>• Weathering</li> </ul> <b>KS3 Anything That Floats Engineering Competition</b>
Assessment	Practical assignments / Mid-unit assessments / End of Unit Tests	Practical assignments / Mid-unit assessments / End of Unit Test	Practical assignments / Mid-unit assessments / Research Tasks / End of Unit Tests





## 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>Hobby (3): Dance</p> <p>Vegetables and Fruits</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:** 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>Vector Graphics</b> <ul style="list-style-type: none"> <li>Basic tools</li> <li>Logos, illustrations and icons</li> </ul>	<b>Web-app development</b> <ul style="list-style-type: none"> <li>HTML</li> <li>CSS</li> </ul> <b>Mobile-app development</b> <ul style="list-style-type: none"> <li>JavaScript</li> <li>Variables</li> <li>Functions</li> <li>Event-driven programming</li> </ul>	<b>Binary</b> <ul style="list-style-type: none"> <li>Binary number systems</li> <li>Number conversions</li> <li>Hexadecimal</li> </ul>
Assessment	Quiz Skills Project	Skills Project	Quiz



## Curriculum Plan – 2025-26

**Subject:** Geography

	Term 1	Term 2	Term 3
Content	<p><b>Unit 1: Oceans</b></p> <ul style="list-style-type: none"> <li>The Water Cycle</li> <li>Features of the Ocean</li> <li>Ocean Currents</li> <li>Oil Spills</li> <li>Overfishing</li> <li>Plastic Pollution</li> <li>Cleaning up the Ocean</li> </ul> <p><b>Unit 2: Population</b></p> <ul style="list-style-type: none"> <li>Causes of population growth</li> <li>Population distribution graphs</li> <li>Factors affecting population locations</li> <li>Migrations and its consequences</li> <li>History and population</li> <li>Population and settlement</li> </ul>	<p><b>Unit 3: Rivers</b></p> <ul style="list-style-type: none"> <li>The water cycle</li> <li>River features – upper course</li> <li>River features – middle and lower course</li> <li>Long profile in the upper course</li> <li>Meanders and oxbow lakes</li> <li>V-shaped valleys and interlocking spurs</li> <li>Waterfalls</li> <li>River flooding</li> <li>Humans and river flooding</li> </ul> <p><b>Unit 4: Weather and Climate</b></p> <ul style="list-style-type: none"> <li>Weather and climate</li> <li>Clouds and rainfall</li> <li>Air pressure</li> <li>Air masses</li> <li>Storms and depressions</li> <li>Climate</li> <li>Factors affecting climate</li> </ul>	<p><b>Unit 5: Sustainability</b></p> <ul style="list-style-type: none"> <li>What are the Sustainable Development Goals?</li> <li>Causes and impacts of global warming</li> <li>Describing ways to live more sustainable lives</li> <li>Evaluating the use of different sources of energy</li> <li>Understanding the issues caused by fast fashion</li> </ul>
Assessment	<p>Evaluating the human impacts on the ocean environment</p> <p>Short answer questions on population change and challenges</p>	<p>Weather fieldwork investigation report</p> <p>Case study question on a flooding event</p>	<p>Assessing the importance and challenges of sustainable living</p>



## Curriculum Plan - 2025-2026

### Subject: Physical Education

Year Group	Term 1	Term 2	Term 3
<b>8A</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> 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> <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>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.



Year Group	Term 1	Term 2	Term 3
<b>8B</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> <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> Food</p> <p><b>Vocabulary:</b> Food Drinks Meals Time Routines At a restaurant</p> <p><b>Grammar:</b> Present, past &amp; future tenses, opinion and reason structures, and wishes.</p> <p><b>Skills:</b> Critical thinking, cultural awareness, describing and debating.</p>	<ul style="list-style-type: none"> <li>Shopping</li> </ul> <p><b>Vocabulary:</b> Shops Food Clothes At a shop Problems and returns</p> <p><b>Grammar:</b> Present, past &amp; future tenses, opinion and reason structures, and wishes.</p> <p><b>Skills:</b> Critical thinking, problem solving, cultural awareness, describing and debating.</p>	<ul style="list-style-type: none"> <li>Holidays</li> </ul> <p><b>Vocabulary:</b> Holiday activities A trip through South America Problems during my journey My last summer My next holiday</p> <p><b>Grammar:</b> Present, past and future tenses. <i>Extension: present perfect</i></p> <p><b>Skills:</b> Describing present and past events, talking about wishes, debating and cultural awareness.</p>
<b>Assessment</b>	<p>Listening Reading Speaking Writing</p>	<p>Listening Reading Speaking Writing</p>	<p>Listening Reading Speaking Writing</p>