Term	MYP1	MYP2	MYP3	MYP4	MYP5
Michaelmas HT1	**Kickstart in Languages!** **Contents:** **Project:** Make a poster to introduce who you are, in French or Spanish **Assessment Format:** Poster & Questioning for understanding **Literacy:** Genders, determiners, adjective agreements, present tense with 1st, 2nd, 3rd person singular, irregular verbs. **Numeracy:** Numbers 1-31 **Internationalism/British Values:** comparing French/Spanish ways of greeting someone with the British way. Helping students find French or Spanish words within the English language.	**Me and my world** **Contents:** **Project:** Make a poster about you. Introduce yourself and re--use the vocabulary learned in class **Assessment Format:** Poster (assessing Skill D - Writing) **Literacy:** genders, determiners, adjective agreements, present tense with 1st, 2nd, 3rd person singular, irregular verbs **Numeracy:** numbers 1-31 **Internationalism/British Values:** Comparing British way of life to French or Spanish way of life, what pets are popular in the UK vs in France/Spain et**c**	**Contents:** The Environment / Recycling **Project:** Write an article to your peers about recycling and the environment **Assessment Format:** Article for the school website - assessing Skill D (writing) **Literacy:** key verbs and vocabulary to do with recycling and the environment **Numeracy:** Figures on how long it takes for items to decompose **Internationalism/British Values:** the throw-away culture and how different countries recycle	**Contents:** Technology **Project:** Blog for the school website on technology (200 words) **Assessment Format:** Blog for the school's website - assessing Skill D (Writing) **Literacy:** key vocabulary, present, imperfect, perfect tense, conditional. **Numeracy:** how to analyse graphs, percentages, ratios **Internationalism/British Values:** dangers of the online world, cybercrime, cyber-intimidation	**Contents:** Education for all, Education for Peace **Project:** Letter to your French-speaking pen pal about your school (250 words) **Assessment Format:** Letter to pen-pal - assessing Skill D (writing) **Literacy:** key vocabulary, present, past , future, revision of perfect tense. **Numeracy:** how to tell the time in French (numbers 0-60) **Internationalism/British Values:** The British school system vs the French/Spanish ones + the right to go to school.
Cross Curricular			Science / Humanities	ICT	
Michaelmas HT2	**Contents:** Designing a Creature **Project:** IDU with Science on designing a creature **Assessment Format:** Make a poster to describe a creature, its cells and how it has adapted to fit its habitat and Speak to describe it to the class **Literacy:** French and Spanish terminology, masculine and feminine, adjective endings, connectives and subordinate clauses **Numeracy:** numbers 0-100 **Internationalism/British Values:** what makes a creature survive / aliens and our perception of them / the insect world	**Contents:** Free time **Project:** What are leisure activities and what is their purpose? **Assessment Format:** a role play with your peers - criterion C (Speaking) **Literacy:** French/Spanish terminology, opinions and reasons why, frequency words, extending sentences. **Numeracy:** percentage of people doing various activities **Internationalism/British Values:** Discussing what people do with their free time and what leisure pastimes are available depending on where one lives + comparing this with the variety of places in the UK	**Contents:** Fashion **Project:** Repurpose an item of clothing for a fashion show **Assessment Format:** Fashion show - videoed and describing what others are wearing - criterion C (Speaking) **Literacy:** adding vocabulary for a variety of colours, textures, **Numeracy:** how to measure fabric accurately, calculating radius etc **Internationalism/British Values:** the British Sewing Bee programmes, anything linked with repurpose of clothing, fighting Fast Fashion	**Contents:** Film studies **Project:** How to analyse a film **Assessment Format:** Interview with your teacher about a film that you saw in French or Spanish - criterion C (Speaking) **Literacy:** Types of films, more opinions, comparatives, superlatives, conditional. **Numeracy:** figures on the film industry **Internationalism/British Values:** History of the cinema and how it developed in Europe versus the US (Hollywood). Threats to the cinema industry with the rise of platforms such as Netflix etc.	**Contents:** The Media and Technology **Project:** What is the impact of technology on the Media and how do we use the information **Assessment Format:** Interview with your teacher on what you think of technological advances and how they have transformed the world of the Media - criterion C (Speaking) **Literacy:** Technology applied to the world of the Media, viewing platforms, pay-per-view, words linked with the newspaper industry, journalism etc **Numeracy:** statistics (changing trends) **Internationalism/British Values:** the British press vs others, opportunities and threats to its industry
Cross Curricular	Sciences	Humanities	Design and Art/Textiles	English	ICT / English

Term	MYP1	MYP2	MYP3	MYP4	MYP5
Lent HT3	**Contents:** The world of School **Project:** Describing my school / my day at school **Assessment Format:** Make a short film of my day at school with my classmates **Literacy:** how to write a script, mini role-plays, French or Spanish terminology for the school learning environment **Numeracy:** how to tell the time **Internationalism/British Values:** How my school compares with other British schools and other schools around the world	**Contents:** My typical day **Project:** Describe what you do on a typical day, talking about sports, leisure, school activities, family etc **Assessment Format:** Film your typical day **Literacy:** how to write a script, how to create mini-role plays, how to describe situations, reflexive verbs, frequency words, opinions and reasons **Numeracy:** Sequencing a film **Internationalism/British Values:** How your typical day differs according to your background/family/place where you live.	**Contents:** Sports and Leisure **Project:** What are leisure activities and what are their use? **Assessment Format:** Talk about my favourite activities - mix of Speaking and Writing (criteria C and D) **Literacy:** vocabulary for sports and leisure, how often, where, opinions and reasons, introducing past tense **Numeracy:** ratios **Internationalism/British Values:** Looking at the Olympics and what sports are more popular in various countries than in the UK	**Contents:** Festivals and Celebrations **Project:** Design your very own English National Day for the Summer party **Assessment Format:** Make a recorded video presentation to teachers in French /Spanish about what should be featured in your English National Day. **Literacy:** comparatives, superlatives, how to create a pitch document/video **Numeracy:** quantities **Internationalism/British Values:** what should be representative of a very British National Day based on the fact that there isn't actually one whereas it exists in France and in Spain.	**Contents:** Poverty and World Issues **Project:** What are the world's major issues and what can we do to help others? **Assessment Format:** Create a video on a specific world problem, either on your own or with a peer - mix of Speaking and Writing (criteria C and D) **Literacy:** How to effectively persuade your audience, how to create a pitch video, superlatives, comparatives, conditional tense **Numeracy:** how to analyse graphs and data **Internationalism/British Values:** links with Unicef, UN organisations, Red Cross and what help is provided by the UK towards these problems
Cross Curricular	Humanities	English	PE	Humanities	Humanities
Lent HT4	**Contents:** My pastimes **Project:** Show and Tell about what I do in my spare time **Assessment Format:** Presentation to my peers, using small sentences in French or Spanish **Literacy:** adjectives, genders, days of the week, how often, opinions and reasons, past tense (introduction) **Numeracy:** how to analyse a graph **Internationalism/British Values:** what activities are more popular in your area compared with other countries	**Contents:** My interpretation of French or Spanish Art **Project:** Design your own work of art **Assessment Format:** Make a piece of art influenced by a French or a Spanish artist and describe it in an article **Literacy:** words for how to describe a painting (left, right centre, background, foreground etc), giving opinions and reasons, making suggestions **Numeracy:** numbers of colours and textures **Internationalism/British Values:** cultural aspects of Art depending on a particular century or historical context	**Contents:** Food and Healthy Living **Project:** Write a play in French or Spanish within the context of Food and perform it **Assessment Format:** IDU with Drama / Maths: live play or recorded video - criteria C and D **Literacy:** use of acting and emphasis on clear pronunciation to an audience. **Numeracy:** currency, quantities **Internationalism/British Values:** the cultural difference about markets in the UK vs other countries and other food/healthy living related topics	**Contents:** Music and Science **Project:** Why do we love music so much? **Assessment Format:** IDU with Music or Science. Criterion A (Listening) - potential to create your own musical instrument **Literacy:** describing feelings and opinions **Numeracy:** Frequencies **Internationalism/British Values:** How music plays a big part in our world	**Contents:** Jobs and Careers **Project:** Explore the topic of Careers in a French or Spanish environment **Assessment Format:** Produce posters to promote careers in languages and watch French or Spanish material on careers - criteria A and B **Literacy:** career-related terminology, how to describe your skills and attributes, describing future plans, using the future and the conditional tenses. **Numeracy:** salaries **Internationalism/British Values:** looking at environments where several languages are spoken, seeing how much more someone can earn if they speak a language and have another skill. Looking at various domains related to students' interests (Engineering, Art, Medical etc)
Cross Curricular	Humanities	Art	PSCHE	Sciences / Music	English

Term	MYP1	MYP2	MYP3	MYP4	MYP5
Summer HT5	**Contents:** Where I live and what is in my town **Project:** Describing my house and my local environment **Assessment Format:** Leaflet to advertise your ideal town **Literacy:** vocabulary related to places in town, rooms in the house, modal verbs **Numeracy:** population numbers **Internationalism/British Values:** looking at some regions in France/Spain and comparing the local rules of urbanisation with our UK area.	**Contents:** Where I live and what is in my town **Project:** Describing my house and my local environment **Assessment Format:** Leaflet to advertise your ideal town **Literacy:** vocabulary related to places in town, rooms in the house, modal verbs **Numeracy:** population numbers **Internationalism/British Values:** looking at some regions in France/Spain and comparing the local rules of urbanisation with our UK area.	**Contents:** Holiday **Project:** Play Travel Agents and send someone away on holiday **Assessment Format:** present a Slide show to others in response to a brief from three different people looking for a holiday. **Literacy:** use persuasive language, modal verbs, types of holiday, types of audience **Numeracy:** managing a budget **Internationalism/British Values:** holiday habits and sustainable holidays	**Contents:** My Dream House **Project:** Estate Agents competition: sell your best house! **Assessment Format:** Competition. Teachers vote on which is the best house and why. **Literacy:** How to produce a pertinent presentation with the best design. **Numeracy:** surface/ volume of rooms, orientation (North/South/East/West) Energy saving **Internationalism/British Values:** programmes like Grand Designs	**Contents:** Introduction to French or Spanish Literature **Project:** Read a short book in French/Spanish and write a review of it **Assessment Format:** Assessing Criterion B (Reading) **Literacy:** brief history of French or Spanish literature, types of literature works (poems, novels, essays etc) **Numeracy:** n/a **Internationalism/British Values:** How this has influenced culture in our day-to-day world
Cross Curricular	Humanities	Humanities	Humanities	Design	English
Summer HT6	**Contents:** Holidays **Project:** Introduction to the topic of holidays **Assessment Format:** Interview about how you spend your holiday **Literacy:** Topic-related vocabulary, how to express wishes and wants, past tense **Numeracy:** holiday figures - who goes where **Internationalism/British Values:** the concept of "staycation" and what France/Spain were already doing	**Contents:** The animal world **Project:** Describe some types of animals **Assessment Format:** presentation in class **Literacy:** topic-related vocabulary **Numeracy:** figures on endangered animals **Internationalism/British Values:** animal conservation	**Contents:** Watch an age-appropriate French / Spanish film **Project:** Enjoy watching a French or Spanish film for pleasure **Assessment Format:** mini film review **Literacy:** types of films/ tv programmes, past tenses **Numeracy:** audience numbers **Internationalism/British Values:** brief overview of the cinema industry	**Contents:** Summary project **Project:** Revising everything that was done over the year and strengthening language acquisition **Assessment Format:** Mix of Speaking and Writing **Literacy:** nouns, adjectives, different tenses, questions and answers, vocabulary from topics studied this year **Numeracy:** date, time, numbers 0-100 **Internationalism/British Values:** Similarities and differences between France/Spain and the UK	**Contents:** Speaking Workshop **Project:** Revision and conversational skills **Assessment Format:** Take part in a Speaking joust! **Literacy:** topic-related vocabulary, different time frames, being able to be understood by a native speaker **Numeracy:** numbers, times, dates **Internationalism/British Values:** How to handle a conversation with people of different cultures and backgrounds.
Cross Curricular	Humanities	Humanities	English	English	English