

1 s t F o r m 1 z s s s	Term	1	2	3	4	5	6
	Title	Mi Vida	Mi tiempo libre	Mi insti	Mi familia y mis amigos	Mi ciudad	Repaso y cultura
	<b>Prior Knowledge</b>	Introductory Spanish at primary school. The alphabet and numbers.	Key verbs of Tener and Ser.	Some pupils may have learnt school subjects in primary school.	SER and TENER were taught in term 1. The 'I' form and the 'you' form. Making an adjective agree with the noun in the masculine and feminine form.	The formation of adjectives. The conjugation of 'tener'. The use of an indefinite article (un / una)	All grammar topics covered in terms 1-5
	<b>Core Knowledge</b>	Phonics & Pronunciation; basic conjugations; SER & TENER; adjectives; nouns; gender  <i>Personal introductions; Numbers 1-31; Months &amp; Birthday; Pets; Siblings</i>	Asking questions; present tense AR; me gusta + infinitive; cuando + weather; irregular verbs JUGAR & HACER,  <i>Free time hobbies The weather Sports Opinion phrases Cultural - Christmas</i>	Gender of nouns; indefinite article time phrases; giving reasons; present tense - AR/ER/IR  <i>Classroom items School subjects &amp; facilities Describing teachers Snacks</i>	SER & TENER & ESTAR; adjectival agreements, gender of nouns, possessive adjectives, using verbs in the 3rd person.  <i>Colours Describing hair and eyes Countries &amp; nationalities Family members &amp; pets</i>	Hay/ no hay; tiene; adjectives, IR & QUERER, SE PUEDE; lo bueno/lo malo; future tense  <i>Places around town Weather Arranging to go out Time Making and declining invitations</i>	me duele; opinions; adjectives; lo que más me gusta  <i>Spanish festivals El Dia de los Muertos Bullfighting San Fermín</i>

	<b>Key takeaways for future learning</b>	<p>The gender of nouns (masculine of feminine). Key information about themselves using Soy (I am) and Tengo ( I have)</p> <p>Command words (imperatives) in the target language</p> <p>A solid understanding of Spanish phonics.</p> <p>Word order of adjectives and nouns when describing a member of the family or a pet.</p>	<p>The formation of questions in Spanish.</p> <p>That opinion phrases are followed by an infinitive.</p> <p>The conjugation of ‘Jugar’ and ‘Hacer’ in the present tense is irregular.</p> <p>The conjugation of all infinitive verbs that end in ‘AR’.</p>	<p>Recognise and pronounce a number of Spanish nouns related to the topic of school.</p> <p>Opinions on school subjects.</p> <p>Key items of vocabulary related to Spanish food vocabulary.</p> <p>Justified opinions by giving a reasons</p>	<p>Key verbs of SER/ TENER / ESTAR are conjugated in the 3<sup>rd</sup> person singular to say what someone else does.</p> <p>Adjectives agree with the noun according to gender and number.</p> <p>Possessive adjectives change according to number and gender.</p>	<p>The use of hay and no hay to describe what there is or what there is not in a city or town.</p> <p>Using the 3<sup>rd</sup> person singular of the verb, TENER, to describe what a city or town has.</p> <p>That ‘se puede’ is followed by an infinitive to say what one can do in a city or town.</p> <p>The future tense is formed by three parts: the conjugation of IR, ‘a’ and an infinitive.</p>	<p>Cultural festivals in Spain and their relevance in modern society.</p> <p>After ‘me duele’ we use the body part to say what hurts.</p> <p>Lo que más is used to describe what you like the most.</p>
<b>2<sup>nd</sup> Form</b>	<b>Term</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	<b>Title</b>	<b>Mis vacaciones</b>	<b>Todo sobre mi vida</b>	<b>A comer</b>	<b>Qué hacemos</b>	<b>Operacion verano</b>	<b>Repaso y cultura</b>
	<b>Prior Knowledge</b>	The infinitives ‘IR’ and ‘SER’ in the present tense. Opinions in the present tense.	Present tense ending of regular ‘ar/er/ir’ ending verbs.	The 3 <sup>rd</sup> person singular of regular verbs and key irregular verbs.	Key infinitives. The conjugation of irregular verbs in the present tense.	‘There is / There are’ is covered in 1 <sup>st</sup> form T5.	Important cities in Spain and Latin America.  Se puede

<p><b>Core Knowledge</b></p>	<p>Preterite Tense of AR &amp; ER and IR verbs; Preterite tense of IR + SER; time phrases in past; expressing opinions in the past</p> <p><i>Weather &amp; climate Holiday destinations Transportation Holiday activities</i></p>	<p>Revising the present tense; giving a range of opinions; using the comparative; using the present and the preterite together</p> <p><i>TV programmes Film genres Types of music Hobbies: reading</i></p>	<p>Use negatives in the correct word order.</p> <p>Use usted/ustedes to be polite when talking to one or more than one person.</p> <p>Use the near future</p> <p><i>Types of food Drinks Ordering and paying for food Reading menus</i></p>	<p>Me gustaría + infinitive; QUERER &amp; PODER; reflexive verbs; 'this / these'</p> <p><i>Self, family and friends Personality &amp; physical descriptions Free-time activities</i></p>	<p>Superlative; imperative hay/no hay; tiene; adjectives; se puede; lo bueno/lo malo; mejor/peor</p> <p><i>Holiday home Directions Summer camps</i></p>	<p>Visit my city – tourist brochure.</p> <p>Se debe + infinitives</p>
<p><b>Key takeaways for future learning</b></p>	<p>The conjugation of regular verbs in the preterite tense for the 6 different pronouns.</p> <p>The conjugation of irregular verbs in the preterite tense.</p>	<p>The comparative is used to compare two nouns. It formed using 'más que o menos que' followed by an adjective.</p>	<p>The third person singular is used for the polite form 'Usted' and the third person plural is used for 'Ustedes'</p> <p>The near future tense is used to say 'I am going to'</p>	<p>Me gustaria is followed by an infinitive to say what 'I would like to do'</p> <p>Reflexive verbs are something to do to yourself. Example, I was myself</p>	<p>The superlative is used to express the highest or a very high degree of a quality.</p> <p>'Se puede' is followed by an infinitive to say what one can do.</p>	<p>'Se debe' is followed by an infinitive to say what one should do / visit in a city.</p>

		The past tense of key opinion phrases.					
3 r d F o r m	<b>Term</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	<b>Title</b>	<b>Somos asi</b>	<b>Oriéntate</b>	<b>En forma</b>	<b>Jóvenes en acción</b>	<b>Una Aventura en Madrid</b>	<b>Repaso y cultura</b>
	<b>Prior Knowledge</b>	Present tense conjugation of 'gustarse'  Singular and plural nouns. Present tense of IR in all 6 forms.	Conjugation of the verb 'Tener'  Key rules of changing an adjective according to noun and number	'Se puede' and 'no se puede' followed by an infinitive.  Key reflexive verbs to describe one's daily routine.	Latin American Countries and big cities.	The conjugation of the verb Tener. Recognition of key adjectives in Spanish. Recognition of key infinitives.	Description, comparison, combining tenses and opinions.
<b>Core Knowledge</b>	GUSTAR with nouns in the present tense.  The conjugation of IR in the present tense  Near future tense  <i>Personal interests</i> <i>Films; likes and dislikes; mi semana; my special birthday</i>	Using TENER QUE; adjectival agreement; preterite of regular verbs    <i>Jobs</i> <i>Your future job</i> <i>Describing jobs</i>	Using negatives; stem -changing verbs; reflexive verbs; se debe/no se debe; direct object pronouns; verbs of obligation    <i>Daily routine</i> <i>Body parts; pains and ailments</i> <i>Reducing stress</i> <i>Dangers of</i>	The verb poder. Expressing points of view with opinion phrases. Se debería Imperfect tense    <i>Children's rights</i> <i>Fair trade</i> <i>Recycling</i> <i>World issues</i>	Using the superlative Using expressions with tener Using the comparative Using the simple future tense   <i>Treasure hunt</i> <i>Buying souvenirs</i>	Spanish culture. Spain and the Spanish speaking world. The Spanish Civil War.   Creating a presentation and delivering it in Spanish.	

				<i>smoking and alcohol</i>			
	<b>Key takeaways for future learning</b>	<p>Near future tense is formed with 3 parts.</p> <p>'Me gusta' or 'me gustan' changes depending if the noun is singular or plural.</p>	<p>'Tener que + infinitive' is used to say what you have to do.</p> <p>Adjectives to describe your personality and your characteristics in the work place.</p> <p>Preterite tense of key verbs to describe what I did at work.</p>	<p>Negatives are used for denial, disagreement, or refusal.</p> <p>A direct object pronoun replaces a noun that is the object in a sentence/</p> <p>Verbs of obligation to say what you should or should not do to stay healthy.</p>	<p>Poder is used to say what you are able to do.</p> <p>Opinion phrases are used to discuss fair trade.</p> <p>Se debería is used to say what one should do.</p> <p>Imperfect tense is used to say what you used to do,</p>	<p>Tener is used to give several expressions in Spanish. For example, to be hungry / thirsty.</p> <p>The simple future tense is used to say what you will do.</p> <p>The comparative is used with más and menos que + adjective to compare the prices of souvenirs.</p>	<p>Combining tenses and structures to write about French history and culture.</p>
	<b>By the end of Key Stage 3, pupils are able to:</b>		<p>Explore diverse topics and complex grammar, allowing them to express themselves in a foreign language. The curriculum sequences knowledge and skills, builds on prior learning and enables pupils to widen their understanding, knowledge and use of a variety of language competencies. Pupils will also have an enriched use of their mother tongue through comparison of the language of culture of another country. Pupils will be able to identify and use tenses or other structures which convey the present, past and future. They will also develop and use a wide-ranging and deepening vocabulary, allowing them to give and justify opinions.</p>				
<b>4</b>	<b>Term</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>h</b>	<b>Title</b>	<b>Desconectate</b>	<b>Mi vida en el insti</b>	<b>Mi gente</b>	<b>Intereses e influencias</b>	<b>Ciudades</b>	<b>Review and Practice</b>

<b>F o r m</b>	<b>Prior Knowledge</b>	Key phrases to describe the weather. Vocabulary related to transport.	School subjects. Facilities in a school. Key vocabulary related to jobs. The formation of the future tense.	Adjectives to describe your personality. Vocabulary related to members of the family.	Vocabulary related to sports and hobbies. Types of film.	Adjectives to describe a city.	As for preceding terms
	<b>Core Knowledge</b>	Weather & climate Describing accommodation Transportation & getting around Holiday activity	School descriptions and comparisons Pressures and problems at school Future plans Disadvantages/advantages of different jobs	Introducing yourself Talking about family Describing friends Discussing relationships & future plans	Sports and free-time activities TV shows and film genres New technology and social networks Shopping	Town & neighbourhood Problems facing the environment Recycling and solutions  Se puede and se pueden	
	<b>Key takeaways for future learning</b>	Describing accommodation in the imperfect tense.  Describe what you did on holiday in the preterite tense.	The formation of the future tense to say what you want to do as a career.  Adjectival agreement in singular and in plural to describe school subjects and teachers.  Key vocabulary relating to jobs and careers.	'Llevarse bien/mal' is used to say if you get on well/bad with someone.  The verb 'ser' conjugated to describe personality and physical features.	The perfect tense in Spanish is used to say what you have done.  Write key sentences agreeing and disagreeing.  Connectives and qualifiers are used to extend	The Geography of Spain Se puede and se pueden are used to say what one can do. Demonstrative adjective are used to say 'this, that, those'	

					written responses.		
5 t h F o r m	<b>Term</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	<b>Title</b>	<b>De costumbre</b>	<b>A currar</b>	<b>Hacia un mundo mejor</b>	<b>All four skills</b>		
	<b>Prior Knowledge</b>	Key items of food and drink. The verb querer. Reflexive verbs to describe daily routine.	Key job vocabulary from 3 <sup>rd</sup> form.	Vocabulary related to town and the city. Places in town.	All four GCSE contexts: - Lifestyle - Leisure - Home & Environment - Work & Education		
	<b>Core Knowledge</b>	Typical foods Different festivals Describing a special day Reflexive verbs in the preterite tense Ordering in a restaurant Absolute superlatives	Earning money Work experience Preterite and imperfect Importance of learning languages.	Town & neighbourhood Problems facing the environment Recycling and solutions.  The Subjunctive.  The Pluperfect Tense.			
<b>Key takeaways for future learning</b>	Reasons about to lead a healthy lifestyle Inferring meaning in literary texts	Soler is used in the imperfect tense to say what you used to normally do.	The present subjunctive is used to express wishes and desires.				

		<p>Absolute superlative to say really, extremely using 'isimio'</p>	<p>Alternatives to 'and'.  Saber and Conocer (both to know) are used for different purposes</p>	<p>The pluperfect tense is used to say what you 'had done'</p>			
<p><b>By the end of Key Stage 4, pupils are able to:</b></p>		<ul style="list-style-type: none"> <li>• develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy</li> <li>• listen to and understand clearly articulated, standard speech at near normal speed</li> <li>• deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts</li> <li>• acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts</li> <li>• develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken</li> <li>• be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge</li> <li>• develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment</li> <li>• develop language strategies, including repair strategies</li> </ul>					