

Year 7

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.					
Subject Intent	To inspire independent lifelong language learners who have a love of their chosen languages and the culture of the countries where these languages are spoken.					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	<i>Mi vida</i>	<i>Mi tiempo libre</i>	<i>Mi Insti</i>	<i>Mi familia y mis amigos</i>	<i>Mi ciudad</i>	<i>Reinforcemnet/revision /assessment/project work</i>
Key Content	Getting used to Spanish pronunciation Introducing yourself Talking about your personality, self and family	Saying what you like to do/sports Giving opinions Talking about the weather Reading about someone's favourite things Learning about Christmas in Spain	Discussing school subjects, facilities Learning about schools in Spanish speaking countries	Describing family Physical appearance Describing where you live Describing a painting	Describing your town/village Understanding people describing where they live Telling the time Food & Drink	Bridging gaps Increasing cultural awareness Co-curricular opportunities
Intent						
How does this link to your intent?	Introduces basic language on personal information to inspire students to be able to have a conversation and write about themselves to greet and introduce themselves to	Develops language ability to ask and answer questions about yourself and others, increasing curiosity and independence.	Relating to daily life and personal context, students compare their school life to that of Spanish speakers their age.	Revisits and reinforces Module 1 content with skill, grammar and vocabulary development.	Introduces vocabulary and grammatical phrases to enable students to describe where they live and compare this to Hispanic towns.	To reinforce learning and assess progress in order to consolidate language learning foundations to build on in Year 8. With any time left, students will engage in project work to build on their cultural capital and understanding of Spanish.

	Spanish speakers.					
Sequencing						
Why this and why now?	Link to GCSE Theme 1 – Identity & Culture Sequencing matches the Pearson language developmental journey which builds on prior knowledge in line with GCSE topics, skills and assessment requirements at KS4.	Link to GCSE Theme 1 – Identity & Culture	Link to GCSE Theme 3 – School	Link to GCSE Theme 1 – Identity & Culture	Link to GCSE Theme 2 – Local area & Travel	Opportunity to identify and fill gaps/develop cultural awareness.
National Curriculum Audit						
Grammar	definite articles (<i>el, la, los, las</i>) verb endings adjectives that end in -o/-a making sentences negative <i>ser</i> (present, singular) <i>tener</i> (present, singular)	the infinitive present tense of regular -ar verbs (full paradigm) present tense of <i>hacer</i> (irregular verb, full paradigm) present tense of <i>jugar</i> (stem-changing verb, full paradigm)	‘we’ form of -ar verbs using <i>me gusta(n) + el/la/los/las</i> when giving opinions about subjects checking verbs, definite articles and adjectival agreement in	Possessive adjectives <i>mí/tu/su</i> and <i>mí/tus/sus</i> irregular verbs <i>tener</i> and <i>ser</i> position of adjectives (after the noun) Agreement of adjectives with nouns	<i>un/una, unos/unas</i> and <i>muchos/muchas</i> <i>ir</i> – to go (present tense) stem-changing verb <i>querer</i> the near future tense (<i>voy, vas, va</i>, etc. + infinitive)	Review of the year.

	indefinite articles (<i>un/una</i>) adjective forms (masculine and feminine, singular and plural)		sentences giving opinions plural indefinite articles <i>unos/unas</i> (meaning 'some') plural definite articles <i>los/las</i> (meaning 'the') present tense of regular -er and -ir verbs (full paradigms)	the verb <i>estar</i>		
Vocabulary	Module 1 Glossary Study Guide	Module 1/2 Glossary Study Guide	Module 2/3 Glossary Study Guide	Module 3/4 Glossary Study Guide	Module 4/5 Glossary Study Guide	Modules 1-5 Study Guide
Linguistic	GV1 Tenses (present) GV2 Grammatical structures (definite articles) LC5 Accurate pronunciation and intonation GV2 Grammatical structures (adjectival endings) LC6 Translation into English LC8 Writing creatively GV2 Grammatical structures (indefinite articles)	GV2 Grammatical structures (the infinitive) GV3 Opinions and discussions LC4 Expressing ideas (writing) GV1 Tenses (present) LC6 Translation into English LC6 Reading comprehension LC8 Writing creatively GV2 Grammatical structures (irregular verbs)	GV3 Developing vocabulary LC3 Conversation GV2 Grammatical structures (<i>me gusta(n)</i>) GV4 Accuracy (grammar) LC4 Expressing ideas (speaking) GV2 Grammatical structures (articles) GV4 Accuracy (grammar)	GV2 Grammatical structures (possessive adjectives) GV3 Developing vocabulary LC1 Listening and responding GV2 Grammatical structures (irregular verbs, adjectival word order) LC6 Reading comprehension LC8 Writing creatively LC6 Reading comprehension	GV2 Grammatical structures (<i>un/una, unos/unas</i> and <i>muchos/muchas</i>) LC1 Listening and responding LC4 Expressing ideas (writing) GV2 Grammatical structures (the verb <i>ir, a + e/</i>) LC1 Listening and responding LC5 Speaking coherently and confidently	Review of the year.

	LC5 Speaking coherently and confidently LC6 Reading comprehension LC2 Transcription LC5 Speaking coherently and confidently LC7 Literary texts GV2 Grammatical structures (adjectival agreement) GV3 Developing vocabulary GV3 Opinions and discussions LC4 Expressing ideas (writing) LC8 Writing creatively GV3 Developing vocabulary LC3 Conversation	GV3 Opinions and discussions LC1 Listening and responding GV3 Developing vocabulary LC6 Reading comprehension LC3 Conversation LC5 Speaking coherently and confidently GV3 Opinions and discussions LC4 Expressing ideas (speaking)	LC8 Writing creatively GV1 Tenses (present) LC6 Reading comprehension LC1 Listening and responding LC5 Speaking coherently and confidently GV4 Accuracy (spelling, grammar) LC4 Expressing ideas (writing) GV3 Opinions and discussions LC4 Expressing ideas (speaking)	LC8 Writing creatively GV2 Grammatical structures (the verb <i>estar</i>) LC5 Speaking coherently and confidently GV3 Developing vocabulary LC6 Reading comprehension LC4 Expressing ideas (speaking) LC5 Speaking coherently and confidently GV3 Developing vocabulary to give opinions and take part in discussions LC5 Speaking coherently and confidently	GV2 Grammatical structures (the verb <i>querer</i>) LC3 Conversation GV1 Tenses (the near future tense) LC3 Conversation LC6 Translation into English GV3 Opinions and discussions LC1 Listening and responding GV4 Accuracy (spelling, grammar) LC4 Expressing ideas (writing) LC8 Writing creatively LC6 Reading comprehension LC7 Literary texts LC1 Listening and responding LC6 Reading comprehension	
Key concepts / Vocabulary						

12 or less	• Greetings • Personality adjectives • Sports • Brothers and sisters • Numbers 1-31 • Pets • Colours • Question words • Y = and • Pero = but • También = also • Además = also	• A veces • De vez en cuando • juego • hago • No me gusta • Me gusta • Que • Cuando • Donde • Por que	• primero • luego • entonces • hay • tambien • Estudio • espanol • Claro que si • porque	• ojos • pelo • vivo • tengo • soy • es • esta • Muy • ademas	• hay • ciudad • cuando • es • son • voy • salgo • Con • Luego • finalmente	• Regular verbs present tense • ser • tener • hacer • estar • ir
Learning Outside the Classroom / Cultural Capital						
Opportunities	Geography: Spanish-speaking countries English: the definite article English: the indefinite article	Geography: weather, climate, maps Religious Studies: Christian festivals Religious Studies: Christian festivals Computing: internet research	English: checking grammar English: checking spelling and grammar Citizenship: charity work Mathematics: model realistic situations mathematically	English/Drama: Presentation skills Art and Design: history of art	Geography: physical characteristics of Spanish-speaking countries English: verb tenses English: verb tenses; writing fluently English: poetry	

					Computing: internet research Religious Studies: festivals, beliefs about death Art and design: crafts	
Homework						
Description	Set Activelearn online tasks related to the Module of learning/Project	Set Activelearn online tasks related to the Module of learning/Project	Set Activelearn online tasks related to the Module of learning/Project	Set Activelearn online tasks related to the Module of learning/Project	Set Activelearn online tasks related to the Module of learning/Project	Cultural project
Assessment						
Type	Formative 2 Skills Speaking/Writing	Formative 2 Skills Listening/Reading End of Module Summative 4 skills	Formative 2 Skills Speaking/Writing End of Module Summative 4 skills	Formative 2 Skills Listening/Reading End of Module Summative 4 skills	Formative 2 Skills Speaking/Writing End of Module Summative 4 skills	Formative 2 Skills Listening/Reading End of Module Summative 4 skills
Why this style of assessment and why now?	Using the Pearson SOW, the four key language learning skills; listening, speaking, reading and writing will be taught will be covered in an age-appropriate way across the year. By covering 2 skills each half-term as formative assessment and					

	4 skills at the end of the module as appropriate, there are multiple opportunities to judge and evaluate student progress.					
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Year 8

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.					
Subject Intent	To inspire independent lifelong language learners who have a love of their chosen languages and the culture of the countries where these languages are spoken.					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	<i>Mis vacaciones</i>	<i>Todo sobre mi vida</i>	<i>¡A comer!</i>	<i>¿Qué hacemos?</i>	<i>Operación Verano</i>	<i>Reinforcemnet/revision/assessm ent</i>
Key Content	To recognise countries and capitals To discuss a past holiday	Discuss technology Music/TV preferences Learning about	Explaining food/drink preferences Describing mealtimes	Arranging to go out Making excuses Saying what people look like	Describing holiday accommodation Holiday activities Asking for and	4 skills summative assessment/end of year project

	To describe the last day of your holiday Opinions of holidays	the lives of young people in Hispanic countries	Ordering a meal Discussing what to buy for a party Giving an account of a party Learning about celebrations in other countries	Discussing clothes/fashion Sporting events	giving directions Describing trips and holiday destinations	
Intent						
How does this link to your intent?	Builds on knowledge from Module 4 Year 7 on places whilst developing tense usage	Builds on knowledge from Module 1 & 4 in Year 7.	Developing vocabulary and context from Module 5 Year 7.	Building on key vocabulary and context from Viva 1, Year 7 in a wider context.	Developing Theme 2 and from Module 1 Year 8.	Review of the year.
Sequencing						
Why this and why now?	Link to GCSE Theme 2 – Local area & Travel Sequencing matches the Pearson language developmental journey which builds on prior knowledge in line with GCSE topics, skills and	Link to GCSE Theme 1 – Identity & Culture	Link to GCSE Theme 5 – International and Global Dimension	Link to GCSE Theme 1 – Identity & Culture and Theme 5 – International and Global Dimension	Link to GCSE Theme 2 – Local area & Travel	Opportunity to identify and fill gaps/develop cultural awareness.

	assessment requirements at KS4.					
National Curriculum Audit						
Grammar	preterite of <i>ir</i> (full paradigm) preterite of regular -ar verbs (full paradigm) preterite of <i>sacar</i>: spelling change <i>saqué</i> preterite + <i>no</i> preterite of regular -er and -ir verbs (full paradigm) preterite of <i>ver</i>: <i>vi</i> preterite of <i>ser</i> distinguishing between present and preterite verb forms 'we' form of -ar verbs in present/preterite	present tense of regular -ar, -ir, -er verbs, full paradigm (revision) present tense of stem-changing verbs (revision) <i>Me gusta</i> + the definite article agreement of adjectives comparison of adjectives: <i>más... que...</i> agreement of indefinite article preterite of <i>hacer</i> (full paradigm) using the present and the preterite together third person singular of present tense and preterite, regular / irregular verbs	<i>el agua</i> (feminine) <i>Me gusta(n)</i> + definite article negatives: <i>no, nunca, no... nada</i> English: checking grammar familiar/polite 'you': <i>tú / usted / ustedes</i> using the present and the preterite together near future tense (full paradigm) direct object pronouns	<i>a + el = al</i> <i>de + el = del</i> conditional: <i>me/te gustaría</i> + infinitive Stem-changing verbs <i>querer, poder</i> (present tense) reflexive verbs (present tense) adjective agreement (colour adjectives) demonstrative adjective <i>este / esta / estos / estas</i> using three tenses (present, preterite, near future) together using different tenses (preterite, near	comparative: <i>más/menos</i> + adjective + <i>que</i> <i>se puede(n)</i> + infinitive superlative: <i>el/la/los/las más</i> + adjective + <i>de</i> imperative: <i>tú</i> form using three tenses (present, preterite, near future) together irregular comparative: <i>mejor/peor que</i> irregular superlative: <i>el/la/los/las mejor(es)/peor(es) de</i> using different tenses (preterite, near future, conditional <i>me gustaría</i>)	Review of the year.

				future, conditional me gustaría)		
				demonstrative adjective este / esta / estos / estas		
Vocabulary	Module 1 Glossary Study Guide	Module 1/2 Glossary Study Guide	Module 2/3 Glossary Study Guide	Module 3/4 Glossary Study Guide	Module 4/5 Glossary Study Guide	Modules 1-5 Study Guide
Linguistic	GV1 Tenses (preterite) LC1 Listening and responding LC4 Expressing ideas (writing) GV1 Tenses (preterite) LC3 Conversation LC6 Reading comprehension GV1 Tenses (preterite) LC6 Translation into English LC8 Writing creatively GV1 Tenses (preterite) LC5 Accurate pronunciation and intonation	GV3 Developing vocabulary LC3 Conversation GV3 Opinions and discussions LC4 Expressing ideas (speaking) LC4 Expressing ideas (writing) GV2 Grammatical structures (comparative) LC1 Listening and responding LC5 Speaking coherently and confidently GV1 Tenses (preterite and present) LC2 Transcription	GV3 Opinions and discussions LC2 Transcription LC8 Writing creatively GV2 Grammatical structures (negatives) LC1 Listening and responding LC7 Literary texts GV4 Accuracy (grammar) LC3 Conversation (using modes of address) LC4 Expressing ideas (writing)	GV2 Grammatical structures (<i>me gustaría</i> + infinitive) LC5 Accurate pronunciation and intonation LC6 Translation into English GV2 Grammatical structures (stem-changing verbs) LC3 Conversation LC4 Expressing ideas (writing) GV2 Grammatical structures (reflexive verbs) LC6 Reading comprehension	GV2 Grammatical structures (comparatives) LC2 Transcription LC3 Conversation GV2 Grammatical structures (superlatives) LC4 Expressing ideas (writing) LC8 Translation into Spanish GV2 Grammatical structures (imperative) LC2 Transcription LC6 Reading comprehension	

	LC7 Literary texts GV4 Accuracy (grammar) LC4 Expressing ideas (speaking) LC5 Speaking coherently and confidently GV3 Developing vocabulary LC7 Literary texts LC8 Writing creatively GV2 Grammatical structures (opinions and exclamations) LC3 Conversation (dealing with the unexpected)	LC8 Writing creatively GV3 Developing vocabulary LC6 Reading comprehension (authentic texts) GV1 Tenses (preterite and present) LC5 Speaking coherently and confidently LC6 Translation into English GV4 Accuracy (grammar, spelling and punctuation) LC6 Translation into English	GV1 Tenses (near future) LC5 Accurate pronunciation and intonation LC8 Writing creatively GV1 Tenses (past, present and near future) LC4 Expressing ideas (speaking) LC6 Reading comprehension GV3 Developing vocabulary LC3 Conversation (dealing with the unexpected) LC5 Speaking coherently and confidently GV2 Grammatical structures (direct object pronouns) LC3 Conversation	LC8 Writing creatively GV2 Grammatical structures (demonstrative adjectives) LC1 Listening and responding LC4 Expressing ideas (writing) GV1 Tenses (present, preterite and near future) LC5 Speaking coherently and confidently LC8 Translation into Spanish GV3 Developing vocabulary LC4 Expressing ideas (writing) LC8 Translation into Spanish GV3 Opinions and discussions LC6 Translation into English LC8 Writing creatively GV4 Accuracy (grammar,	GV1 Tenses (present, preterite and near future) LC5 Accurate pronunciation and intonation LC5 Speaking coherently and confidently GV1 Tenses (present, preterite and near future) LC1 Listening and responding LC2 Transcription GV2 Grammatical structures (<i>mejor/peor</i>) LC3 Conversation (dealing with the unexpected) LC7 Literary texts GV4 Accuracy (grammar, spelling and punctuation) LC4 Expressing ideas (writing) LC8 Writing creatively	
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			LC5 Speaking coherently and confidently GV4 Accuracy (grammar, spelling and punctuation) LC4 Expressing ideas (writing) LC5 Speaking coherently and confidently	spelling and punctuation) LC5 Speaking coherently and confidently LC8 Writing creatively		
Key concepts/ Vocabulary						
12 or less	• Preterite tense • fui • luego • Mas tarde • despues • Fue divertido • Fue aburrido • Como • donde	• Que • con • quien • hiciste • fui • Me gusta • Me encanta • tambien • Ademas • porque	• Comer • Beber • Fiesta • desayun o • comida • cena • almuerz o • bastante • muy • Un pococ	Me gustaria Lo siento De acuerdo Llevar A que hora No puedo No es justo Estoy de acuerdo	• Casa • Comedor • Piscina • Se puede • Ir de compras • Ayer • El fin de semana donde	
Learning Outside the Classroom						

/ Cultural Capital						
Opportunities	English: correct grammatical terms English: making presentations English: write clearly, accurately and coherently	English: writing for a variety of purposes correct grammatical terms Geography: locational knowledge Music review and evaluate music	Food tech: making a meal/discovering recipes English: checking grammar English: writing for a variety of purposes English: correct grammatical terms English: using language confidently English: making presentations	English: correct grammatical terms English: making presentations English: acquire a wide vocabulary English: writing for a variety of purposes	English: correct grammatical terms English: making presentations Geography: locational knowledge English: writing for a variety of purposes	
Homework						
Description	Set Activelearn online tasks related to the Module of learning/Project	Set Activelearn online tasks related to the Module of learning/Project	Set Activelearn online tasks related to the Module of learning/Project	Set Activelearn online tasks related to the Module of learning/Project	Set Activelearn online tasks related to the Module of learning/Project	Cultural project
Assessment						
Type	Formative 2 Skills Speaking/Writing	Formative 2 Skills Listening/Reading	Formative 2 Skills Speaking/Writing	Formative 2 Skills Listening/Reading	Formative 2 Skills Speaking/Writing End of Module Summative 4 skills	Formative 2 Skills Listening/Reading End of Module Summative 4 skills

		End of Module Summative 4 skills	End of Module Summative 4 skills	End of Module Summative 4 skills		
Why this style of assessment and why now?	Using the Pearson SOW, the four key language learning skills; listening, speaking, reading and writing will be taught will be covered in an age-appropriate way across the year. By covering 2 skills each half-term as formative assessment and 4 skills at the end of the module as appropriate, there are multiple opportunities to judge and evaluate student progress.					

Year 9

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.					
Subject Intent	To inspire independent lifelong language learners who have a love of their chosen languages and the culture of the countries where these languages are spoken.					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	<i>Module 1 ¡Desconéctate!</i>	<i>Module 1 ¡Desconéctate!</i>	<i>Module 2 Mi vida en el Insti</i>	<i>Module 2 Mi vida en el Insti</i>	<i>Module 2 Mi vida en el Insti</i>	<i>Module 3 Mi gente</i>
Key Content	Discussing holidays and weather Revising the present and preterite tenses Saying what you do in summer Using the present tense Listening to identify the person of the verb Talking about holiday preferences Using verbs of opinion to refer to different people Understanding percentages Saying what you did on holiday Using the preterite tense	Using different structures to give opinions Describing where you stayed Using the imperfect tense Working out the meaning of new words Booking accommodation and dealing with problems Using verbs with usted Using questions	Talking about school rules and problems Using phrases followed by the infinitive Tackling harder listening exercises Using phrases followed by the infinitive (se debe, no se debe, está prohibido, no se permite) Applying pronunciation patterns to new language Tackling listening tasks which include	Talking about plans for a school exchange Using the near future tense Asking and answering questions Using the near future tense Asking and answering questions	Talking about activities and achievements Understanding object pronouns Using three tenses together Using desde hace to say how long you have been doing something Understanding direct object pronouns (lo/la/los/las) Spotting time expressions while listening	An opportunity for students to work on their Writing skills. Talking about socialising and family Using verbs in the present tense Describing people Using adjectival agreement Talking about social networks Using para with infinitives Extending responses by referring to others Making arrangements

		to form answers Giving an account of a holiday in the past Using three tenses together Identifying positive and negative opinions	distractors or ideas expressed in different words			Using the present continuous Improvising dialogues
Intent						
How does this link to your intent?	Edexcel specification Theme 2 Local area, holiday and travel	Edexcel specification Theme 2 Local area, holiday and travel	Edexcel specification Theme 3 and School	Edexcel specification Theme 3 and School	Edexcel specification Theme 3 and School	Edexcel specification Theme and Topic Theme 1 Identity and Culture
Sequencing						
Why this and why now?	Sequencing matches the Pearson language developmental journey which builds on prior knowledge in line with GCSE topics, skills and assessment requirements at KS4.					
National Curriculum Audit						
Grammar/ Vocabulary	Revision of present and preterite tenses A menudo monto a caballo. Toco la	Question words: cuándo / cuánto / a qué hora	¿Cuáles son las normas de tu insti?	Voy a... / Vas a... / Vamos a...	practico el judo toco la trompeta canto en el coro	Possessive adjectives (mi, tu,

guitarra todos los días. ¿Adónde fuiste de vacaciones? Fui a Francia con mi familia. ¿Cómo viajaste? Viajé en tren. Hacer in the preterite tense ¿Qué hiciste? Hice turismo y saqué fotos. Hizo buen tiempo. Using different opinion phrases to add variety to what you say Prefiero ..., Me mola ..., Me chifla ..., Me encanta ... Present tense of regular verbs and irregular verb ser Nado en el mar. Trabajo como voluntario. Chateo en la red. No salgo cuando hay tormenta. Nunca hacemos barbacoa. Adding variety to what you say Listening for verb endings as clues: -o (I), -s (you), -mos (we), -n (they) Using verbs of opinion: gustar, encantar, chiflar, molar, apasionar, flipar Referring to other people's opinions Mi padre bucea en	¿Cuándo está abierta la recepción? ¿A qué hora se sirve el desayuno? ¿Cuánto es el suplemento por vistas al mar? Using questions to form answers Using usted in formal situations ¿Cómo se llama usted? ¿Quiere una habitación con ...? ¿Puede repetir, por favour? Using three tenses together (present, preterite, imperfect) Normalmente veraneamos en ... Siempre nos alojamos ... Este año decidimos ... lo pasamos Tuvimos varios problemas ... Hizo buen	(No) Se debe... / No se permite... Está prohibido... usar el móvil en clase ser agresivo o grosero Estoy de acuerdo No estoy de acuerdo En mi opinión... Pienso que / Creo que... es justo / es injusto / no es justo. Las normas son... buenas / malas Un problema es... el estrés de los exámenes el acoso escolar	participar en un intercambio viajar con mi clase conocer, visitar, llegar, estar asistir a clases, ir a pie llevar ropa de calle ir / comer juntos ir de excursión Va a ser... fácil / guay	¿Desde hace cuánto tiempo? Desde hace... seis meses / un año / tres años El año / verano / trimestre pasado... participé en un maratón / un torneo ¡Fue flipante! / genial! / guay! / un éxito!	su, nuestro, vuestro, su) Using verbs in the present tense Using expressions of frequency (siempre, todos los días, etc.) Pronunciation: word stress Stem-changing verbs (poder, querer) Qualifying descriptions (muy, bastante, un poco, poco) Phrases that don't translate word for word Identifying the person of the verb in a reading text Adjectival endings (-o/a, -e, consonant, -or/ora, -ista) Para + infinitive Extending responses by referring to others The present continuous
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el mar, ya que le encanta hacer deportes acuáticos. Using connectives: dado que, puesto que, ya que Giving reasons for activities you do by referring to your wider interests Compró muchas revistas porque me chifla leer. Montamos en bici, dado que me nos apasiona hacer ciclismo. Understanding percentages Solo el 6% prefiere los campings. Present tense of stem changing verbs: preferir, tener and ir Mi mejor amigo prefiere veranear en el extranjero. Tienes diez semanas de vacaciones. Preterite tense of regular verbs and irregular verbs ser and ir Fui a Barcelona hace una semana / dos meses ... Lo mejor/peor fue cuando ... fui al acuario. perdí mi móvil. aprendí a hacer vela. visité el Park Güell, Listening for ways to give opinions about the past Lo	tiempo. Las vistas eran preciosas. El paisaje era muy bonito. Identifying positive and negative opinions (while listening) Lo bueno/malo ... Lo mejor/peor ... Lo que más/menos me gustó ...				Decoding verbs in the present continuous while listening Improvising dialogues juego con mi móvil veo películas comparto vídeos siempre, nunca una vez a la semana todos los días a menudo ¿Cómo es? Tiene los ojos... azules / verdes / marrones grandes / pequeños Tiene el pelo... moreno / castaño / rubio / rojo corto / largo / rizado / liso / ondulado Tiene pecas. Lleva... gafas / barba / bigote Es... alto/a / bajo/a / delgado/a / gordito/a / gordo/a
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	pasé bomba/fatal. Fue inolvidable/increible/horroroso Listening for and using examples of sequencers (primero, luego, más tarde, después, finalmente), and opinion phrases (lo mejor/peor) verbs in the 'we' form Imperfect tense of estar, tener, ser, haber Using ser or estar in the imperfect for descriptions in the past Era demasiado/muy/bastante animado/antiguo/pintoresco ... Tenía mucho que hacer. No había muchos espacios verdes. No tenía ni cine ni bolero. Varying your language while speaking					gracioso/a / generoso/a / fiel ¿Qué aplicaciones usas? Uso... para... subir y ver vídeos compartir fotos pasar el tiempo aprender idiomas controlar mi actividad física publicar mensajes Es / No es... cómodo/a / divertido/a / peligroso/a / práctico/a / rápido/a mi red social preferida Estoy enganchado/a a... ¿Qué estás haciendo? Estoy... tocando la guitarra / hablando por teléfono / actualizando mi página de Facebook / editando mis fotos
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						¿Quieres salir conmigo? No puedo porque... está lloviendo / tengo que... ¡Qué pena! ¿A qué hora quedamos? ¿Dónde quedamos?
Linguistic		Using phrases followed by the infinitive (<i>se debe, no se debe, está prohibido, no se permite</i>) Applying pronunciation patterns to new language Tackling listening tasks which include distractors or ideas expressed in different words	Using phrases followed by the infinitive (<i>se debe, no se debe, está prohibido, no se permite</i>) Applying pronunciation patterns to new language Tackling listening tasks which include distractors or ideas expressed in different words	Using the near future tense Asking and answering questions	Using <i>desde hace</i> to say how long you have been doing something Understanding direct object pronouns (<i>lo/la/los/las</i>) Spotting time expressions while listening	
Key concepts / Vocabulary						
12 or less	• siempre • a menudo • todos los días • a veces	• (No) Me gusta • (No) Me interesa	• (No) Se debe... • No se permite...	• Salgo de casa a las...	• nuevo(s) / antiguo(s) / moderno(s) / amplio(s) /	• siempre • una vez a la semana

	• una vez a la semana • dos o tres veces a la semana • casi nunca • nunca • Cuando...	• Me encanta • porque es/son • más divertido/a que • menos creativo/a que • tan interesante como	• Está prohibido ... • usar el móvil en clase • llevar piercings en el instituto • correr en los pasillos • ser agresivo o grosero • llevar uniforme • ser puntual • salir del instituto durante el día escolar • comer chicle • Estoy de acuerdo • No estoy de acuerdo	• Las clases empiezan a las... y terminan a las... • Tenemos ... clases al día • por la mañana • por la tarde • Cada clase dura... • el recreo • la hora de comer	pequeño(s) / feo(s) / atractivo(s) • lo bueno / malo es que... • lo mejor / peor es que...	• todos los días • nunca • el padrastro / la madrastra • el hermano / la hermana • el hermanastro / la hermanastro • el abuelo / la abuela • el tío / la tía
Learning Outside the Classroom / Cultural Capital						

Opportunities	Geography – locations/countries and capitals English – grammar accuracy					SMSC
Homework						
Description	Activelearn Vocabulary Learning Holiday project	Activelearn Vocabulary Learning Holiday project	Activelearn Vocabulary Learning Project work	Activelearn Vocabulary Learning Project work	Activelearn Vocabulary Learning Project work	Activelearn Vocabulary Learning
Assessment						
Type	Leer y escuchar (pp. 20–21) Exam reading and listening practice Prueba oral (pp. 22–23) Exam speaking practice	Prueba escrita (pp. 24–25) Exam writing practice Te toca a ti (p. 200) Self-access reading and writing activities	Leer y escuchar pp. 38–39 An opportunity for students to work on their Reading and Listening skills.	Prueba oral pp. 40–41 An opportunity for students to work on their Speaking skills.	Revision and Assessment • Student Book pp. 174-175 ¡A repasar! • Assessment Pack End of Module 2 tests	Leer y escuchar pp. 58–59 An opportunity for students to work on their Reading and Listening skills. Prueba oral pp. 60–61 An opportunity for students to work on their Speaking skills. Prueba escrita pp. 62–63 An opportunity for students to work

						on their Writing skills. Revision and Assessment Could use: • Student Book pp. 176-177 ¡A repasar! • Assessment Pack End of Module 3 tests
Why this style of assessment and why now?	Baseline Reading, Listening and speaking	Focus on writing skills and exam technique	Focus on Read/List	Focus on Speaking	Revision/Summative	

Y10

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.					
Subject Intent	To inspire independent lifelong language learners who have a love of their chosen languages and the culture of the countries where these languages are spoken.					
Exam Board & Specification						
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	<i>Módulo 4 – Intereses e influencias</i>	<i>Módulo 4 – Intereses e influencias</i>	<i>Módulo 5 – Ciudades</i>	<i>Módulo 5 – Ciudades</i>	<i>Módulo 6 – De costumbre</i>	<i>Módulo 6 – De costumbre</i>
Key Content	(Identity and	(Identity and	(Local, national,	(Local, national,	(Identity and culture)	(Identity and culture)

	culture)	culture)	international and global areas of interest)	international and global areas of interest)		
Intent						
How does this link to your intent?	Edexcel specification Theme 1 Identity and Culture	Edexcel specification Theme 1 Identity and Culture	Edexcel specification Theme 2 Local area, holiday and travel	Edexcel specification Theme 2 Local area, holiday and travel	Edexcel specification Theme 1 Identity and Culture	Edexcel specification Theme 1 Identity and Culture
Sequencing						
Why this and why now?	Sequencing matches the Pearson language developmental journey which builds on prior knowledge in line with GCSE topics, skills and assessment requirements at KS4.					
Key concepts / Vocabulary						
12 or less	• Juego al... • Jugué al... • Jugaba al... • baloncesto / balonmano / críquet / fútbol / hockey / ping-pong / rugby / tenis / voleibol • Hago... • Hice...		• A la hora de comer... • Cuando tengo tiempo...	• Está en... • ¿Dónde está el / la...? • ¿Para ir al / a la...?	• Soy <i>alérgico/a</i>... • Soy <i>vegetaria</i> no/a. • Soy <i>goloso/a</i>.	• ¿Qué le pasa? • No me encuentro bien. • Estoy enfermo/a / cansado/a. • Tengo calor / frío. • Me duele(n)... • Me he cortado... • Me he quemado... • Me he roto...

	Hacía...		- Después del insti... - Los fines de semana ... - Los (lunes)... - Por la mañana / tarde... - Por la noche - Suelo	- Sigue todo recto - Gira... - Toma la... - Pasa	(No) tengo hambre. - salgo de casa - vuelvo a casa - si tengo tiempo - enseguida	
Learning Outside the Classroom / Cultural Capital						
Opportunities	PE Food tech	Food teach				SMSC
Homework						
Description	Activelearn/Exam tasks Listening activity Vocabulary activity	Activelearn/Exam tasks Listening activity Vocabulary activity	Activelearn/Exam tasks Listening activity Vocabulary activity	Activelearn/Exam tasks Listening activity Vocabulary activity	Activelearn/Exam tasks Listening activity Vocabulary activity	Activelearn/Exam tasks Listening activity Vocabulary activity
Assessment						
Type	Leer y escuchar pp. 80–81	Revision and Assessment	Leer y escuchar pp. 102–103 An opportunity for students to work	Revision and Assessment	Leer y escuchar pp. 124–125 An opportunity for students to work	Revision and Assessment

	• An opportunity for students to work on their Reading and Listening skills. • Revision and Assessment • Assessment Pack End of Module 4 test		on their Reading and Listening skills. Prueba oral/Prueba escrita pp. 104-107 An opportunity for students to work on their Speaking and Writing skills. Revision and Assessment Could use: • Student Book pp. 180-181 • Assessment Pack End of Module 5 test		on their Reading and Listening skills. Prueba oral pp. 126-127 An opportunity for students to work on their Speaking skills. Prueba escrita pp. 128-129 An opportunity for students to work on their Writing skills.	
Why this style of assessment and why now?	SOW	SOW	SOW	SOW	SOW	SOW

Y11

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Faculty Intent	Understanding the past, exploring the present and making global citizens of the future.
Subject Intent	To inspire independent lifelong language learners who have a love of their chosen languages and the culture of the countries where these languages are spoken.
Exam Board & Specification	Edexcel GCSE Spanish 1SP0

	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	<i>Módulo 7 – ¡A currar!</i>	<i>Módulo 7 – ¡A currar!</i>	<i>Módulo 8 – Hacia un mundo mejor</i>	<i>Módulo 8 – Hacia un mundo mejor</i>	<i>Módulo 8 – Hacia un mundo mejor</i>	Revision/practice papers/ exams
Key Content	(Current and future study and employment)	(Current and future study and employment)	(Local, national, international and global areas of interest)	(Local, national, international and global areas of interest)	(Local, national, international and global areas of interest)	
Intent						
How does this link to your intent?	Sequencing matches the Pearson language developmental journey which builds on prior knowledge in line with GCSE topics, skills and assessment requirements at KS4.					
Sequencing						
Why this and why now?	Sequencing matches the Pearson language developmental journey which builds on prior knowledge in					

	line with GCSE topics, skills and assessment requirements at KS4.					
Key concepts / Vocabulary						
12 or less	• Trabajo • No sé / Tal vez. • Creo que soy... • Ayudo a los pasajeros / los clientes. • Corto el pelo a los clientes. • Cuido los jardines / a los pacientes. • Enseño a los niños. • Hago entrevistas. • Preparo platos distintos. • Reparo coches. • Sirvo comida y bebida. • Vendo ropa.	• Apago / Apagamos • Desenchufo / Desenchufamos • Ahorramos agua. • Separamos... • Reciclamos... • Cerramos... • Prefiero usar... • Malgastamos energía. • hacer todo lo posible • ser verde	una dieta sana los alimentos lácteos carne, pescados y huevos frutas y verduras cereales fideos grasas dulces los nutrientes proteínas minerales	El mayor problema global es... el paro / desempleo el medio ambiente el hambre los sin hogar / techo los animales en peligro de extinción la desigualdad social la salud la crisis económica la contaminación ... de los ríos / mares la pobreza la drogadicción los drogadictos los obesos los animales amenazados		

Learning Outside the Classroom / Cultural Capital						
Opportunities	Careers	Careers	SMSC Food Teach PE	SMSC Food Teach PE	SMSC Food Teach PE	SMSC Food Teach PE
Homework						
Description	Exam skills	Exam skills	Exam skills	Exam skills	Exam skills	Exam skills
Assessment						
Type						
Why this style of assessment and why now?	Revision and Assessment Could use: Assessment Pack: End of Module 7 tests			Leer y escuchar pp. 164-165 An opportunity for students to work on their Reading and Listening skills. Revision/Assessment Could use: Assessment Pack End of Module 8 tests	Prueba oral/Prueba escrita pp. 166-169 An opportunity for students to work on their Speaking and Writing skills. Revision and assessment Could use : Assessment Pack, End of Course test (if not used for November mock) Practice for Speaking exam	

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Subject Intent	To inspire independent lifelong language learners who have a love of their chosen languages and the culture of the countries where these languages are spoken.					
Exam Board & Specification	AQA AS Level Spanish 7692					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name Key Content	Phase 1: intensive grammar programme linked to thematic content. • Aspects of Hispanic society: social issues and trends • Artistic culture in the Hispanic world	November – February half-term Phase 2: development of all skills through theme-linked teaching and learning. • Aspects of Hispanic society: social issues and trends • Artistic culture in the Hispanic world • Chosen film or book	(for those taking AS exams) Phase 3a: practice of exam-specific skills and assessment tasks in speaking, essay writing, listening, reading, summary writing and translation into and from target language. Content focus according to assessment tasks: • essay-writing on book or film • speaking and stimulus cards • reading, listening and translation according to sub-themes and aspects.	February – end of year (for those by-passing AS or taking AS en route to A-level exams) Phase 3b: 'top up' teaching on film or book for A-level needs. Developing skills in speaking, essay writing, listening, reading and translation into and from target language. Explore independent research possibilities. Transition between year 12 work (sub-themes) and year 13.		
Intent						
How does this link to your intent?	SOW directed	SOW directed	SOW directed	SOW directed	SOW directed	SOW directed

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Exam Board & Specification						
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name						
Key Content						
Intent						
How does this link to your intent?						
Sequencing						
Why this and why now?						
Key concepts / Vocabulary						
12 or less	• • • • • • • •		• • • • • • • •			

Learning Outside the Classroom / Cultural Capital						
Opportunities						
Homework						
Description						
Assessment						
Type						
Why this style of assessment and why now?						