


	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 01	<p><b>Personal ID (1)</b> Greetings, school bag items</p> <p>Alphabet + extra letters, pronunciation and key phonics, classroom commands, numbers 0-100, irregular verb 'tener' and reflexive- 'llamarse', introduction to gender, negative forms.</p> <p>Awareness of formal register Festivals and Spain Quiz</p> <p>Learning to learn- vocabulary</p> <p>Year 7 Languages Day</p> 	<p><b>House (1)</b> Accommodation, locations, places in town + directions</p> <p>Gender- M/F/PL Adjectival agreement Word order Opinions and reasons Hay / no hay Present tense vivir/tener/ser/estar Conditional tense- extended structures</p> <p>Comparing Spanish and British houses. Interactions</p> 	<p><b>Theme 1:</b> 'Me, my family &amp; friends'</p> <p>Present Tense Present continuous Stem changing verbs Possessive adjectives Word order Opinions &amp; Reasons Alphabet, phonics &amp; pronunciation Near future, simple future + related structures Conditional tense Question words</p> <p>Awareness of formal register</p> 	<p><b>Theme 1:</b> Food, shopping &amp; quantities, restaurant, fastfood</p> <p>General tense revision Perfect tense revision Opinions, reasons, adjectives Expressions of time Connectives</p> <p>Spanish meal times, traditional foods+tapas, healthy/unhealthy options</p>	<p><b>Theme 2:</b> Home &amp; region</p> <p>Prepositions Negatives Connectives + intensifiers Present and preterite tenses of hacer and ir Se puede/ uno puede + infinitive ALL tenses</p> <p>Spanish cities, geography of Spain</p>
Autumn 02	<p><b>Personal ID (2)</b> Birthday, festivals, school bag</p> <p>Definite and indefinite articles Rules for nouns- M/F/PL Hay / no hay Expressions of need Possessive adjectives Conditional verbs- set phrases Introduction to the present tense (regular and common irregular verbs)</p> <p>DD1: Listening, Reading, Writing and Translation</p> <p>Christmas in Spain</p> <p>Learning to learn- a text</p> 	<p><b>House (2)</b> My bedroom</p> <p>Gender and plurals Negatives Adjectival agreement Expressions of time Word order Prepositions Revisit Near Future tense Introduction of the Simple Future</p> <p>DD1: Listening, Reading, Writing and Translation</p> <p>Spanish houses/flats</p> <p>Y8 Options Assembly</p> 	<p><b>Theme 1:</b> Customs &amp; Festivals</p> <p>Revision of preterite tense Introduction of imperfect tense (use in combination with preterite) Reflexive verbs (present and preterite) Comparisons and superlatives How to answer a photocard</p> <p>Festivals and traditions in Spanish speaking countries</p> <p>Revision of learning strategies for writing paper</p> 	<p><b>Theme 2:</b> Social Issues (1)- body and illness</p> <p>Conditional and imperfect Negatives Modal verbs (deber, tener que and hay que) Since and for structures Present perfect Subjunctive structures</p> <p>Spanish charities, social problems, emergency procedures/doctors</p> <p>DD1: Listening, Reading &amp; Writing -3 papers (F)</p>	<p><b>Theme 2:</b> Social Issues (2)- Global Issues</p> <p>ALL tenses Modal verbs Subjunctive structures</p> <p>DD1 Nov Mocks: Listening Speaking, Reading &amp; Writing - 4 papers (F/H)</p> <p>Environmental issues in Spain/recycling, poverty and homelessness</p>
Spring 03	<p><b>School</b> Subjects/ teachers/ timetable and opinions</p> <p>Opinions and reasons Adverbs of frequency Adjectives + adjectival agreement including plurals Word order Comparatives Basic quantifiers and connectives Review present tense Introduction to the Near Future tense</p> 	<p><b>House (3)</b> Household chores</p> <p>Opinions and reasons Adverbs of frequency Negatives Expressions of time Introduction to the preterite tense (regular and common irregular verbs)</p> <p>Y8 Options Evening Talk</p> 	<p><b>Theme 1:</b> Technology in everyday life</p> <p>Direct and indirect object pronouns Uses of <i>por</i> and <i>para</i> Present perfect tense Comparative &amp; superlative Preterite &amp; imperfect tenses Conditional tense Questions words Adjectival agreement Possessive adjectives</p> <p>DD1: Listening, Reading &amp; Writing (3 Foundation papers)</p> 	<p><b>Theme 2:</b> Travel &amp; Tourism (1)</p> <p>ALL tenses Opinions/reasons Using <i>estar</i> + past participle Expression of sequence (<i>antes de haber, después de haber, mientras+imperfect</i>) Weather verbs</p>	<p><b>Theme 3:</b> My Studies</p> <p>Reflexive + present tense Since and for structures Connectives Opinion structures/verbs Modal verbs Adjectival agreement</p> <p>Comparing Spanish and British education systems</p>
Spring 04	<p><b>Family (1)</b> Nationality, languages, family members</p> <p>Ser and Estar Gender- Nationalities Review possessive adjectives Word order</p> <p>Nationality stereotypes and different family units</p>	<p><b>Life at school (1)</b> Subjects, teachers, opinions, timetable, transport</p> <p>Opinions and reasons + connectives/intensifiers Higher level opinions + reasons Comparative + superlative Since/for structures</p>	<p><b>Theme 1:</b> Sport and leisure</p> <p>Perfect, preterite, imperfect, future and conditional tenses Comparatives Adverbs of frequency High level opinion structures</p>	<p><b>Theme 2:</b> Travel &amp; Tourism (2)</p> <p>ALL tenses</p> <p>Travel- broadening horizons. Spanish speaking countries</p>	<p><b>Theme 3:</b> Education Post-16</p> <p>Using <i>lo</i> and <i>lo que</i> + adjective Connectives Future Tense and future time phrases Conditional tense Subjunctive structures</p>

# MODERN FOREIGN LANGUAGES 5 YEAR CURRICULUM PLAN: SPANISH

	<p><b>DD2: Listening, Reading, Writing and Translation</b></p> <p>★</p>	<p>Spanish school system ★</p>	<p>Trend sports in Spanish speaking countries/ well ★</p> <p>known tournaments ★</p>	<p></p> <p>Post-16 options, university and apprenticeship routes</p> <p><b>DD2: Listening Speaking, Reading &amp; Writing - 4 papers (F/H)</b></p> <p>Preparation for real oral (March/April)</p>
Summer 05	<p><b>Family (2)</b> <i>Colours, pets and physical description</i></p> <p>Review adjectival agreement Higher level opinions Connectives and quantifiers Comparatives Adverbs of frequency</p> <p>★</p>	<p><b>Life at school (2)</b> <i>School rules, uniform</i></p> <p>Adjectival agreement Opinions Conditional tense Modal Verbs (tengo que, debo, hay que) How to answer a photocard</p> <p><b>DD2: Listening, Speaking, Reading, Writing and Translation</b></p> <p>★</p>	<p><b>Theme 1:</b> <i>Free time activities- music, reading</i></p> <p>Comparatives All tenses Frequency adverbs Opinion structures and intensifiers Adjectival agreement Since/for structures</p> <p>Spanish music/authors</p> <p>★</p>	<p><b>Mock Exam Preparation</b></p> <p>Asking questions Role play Photo Card Conversation questions</p> <p>Revision of learning strategies</p> <p><b>DD2 Mocks: Listening, Reading, Speaking &amp; Writing - 3 papers (F/H)</b></p>
Summer 06	<p><b>Daily Routine</b> <i>Telling the time and morning routine</i></p> <p>Revision of numbers 0-100 Verb revision- Present Tense Connectives Telling the time Introduction to reflexive verbs Expressions of time</p> <p><b>12 &amp; 24 hour clock</b> <b>Spanish daily timetable</b></p> <p>★</p>	<p><b>Food</b> <i>Introduction to food + past visit to a restaurant</i></p> <p>Gender and plurals Adjective agreement Opinions Connectives Expressions of time Modal verbs Preterite tense Opinions in the past tense</p> <p><b>Healthy/unhealthy options, eating out</b></p> <p>★</p>	<p><b>Theme 1:</b> <i>Free time activities- TV and cinema</i></p> <p>Comparatives All tenses Frequency adverbs Opinion structures and intensifiers Adjectival agreement</p> <p>Since/for structures ★</p> <p>Spanish TV stars + actors/directors</p> <p><b>DD2: Listening, Reading &amp; Writing (3 Foundation papers)</b></p>	<p><b>Mock reflection and Revision</b> <b>Year 10 Mock Oral Exam</b></p> <p>Exam Skills and topic revision bespoke to needs of class/students</p> <p>Reflection on learning strategies</p> <p></p>
<p><b>KNOWLEDGE ACQUISITION</b></p> <p>MASTERING</p> <p>EXPERTISE</p> <p>ASSESSMENTS/EXAMS</p> <p>CULTURAL CAPITAL</p> <p>LEARNING</p> <p>★</p> <p>KS3</p>				

**MODERN FOREIGN LANGUAGES 5 YEAR CURRICULUM PLAN: SPANISH**

		Year 7						Year 8						Year 9		
 <p align="center"> <b>National Curriculum Subject Content: SPANISH (KS3)</b> </p>	Personal ID 1	Personal ID 2	School	Family 1	Family 2	Daily Routine	House 1	House 2	House 3	Life at school 1	Life at school 2	Food	Family, Friends, Future Plans	Customs & Festivals	New Technology	
	Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied	✓ verb 'Tener' and 'llamarse'	✓ Present /cond.	✓ NF	✓	✓ Ser/estar	✓ Pres. Refl. vbs	✓ Pres.	✓ NF/Cond.	✓ 4 tenses	✓ 4 tenses	✓ All tenses	✓ Pres/pres. Cont Fut/cond	✓ Pres. Preterite imperfect	✓ All+ perfect	
	Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate		✓	✓	✓	✓					✓	✓		✓	✓	✓
	Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**Grammar & Vocabulary**

## MODERN FOREIGN LANGUAGES 5 YEAR CURRICULUM PLAN: SPANISH

	needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues															
	Use accurate grammar, spelling and punctuation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Linguistic Competence	Listen to a variety of forms of spoken language to obtain information and respond appropriately	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Transcribe words and short sentences that they hear with increasing accuracy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address	✓			✓									✓	✓	✓
	Express and develop ideas clearly and with increasing accuracy, both orally and in writing		✓	✓	✓	✓			✓	✓	✓	✓		✓	✓	✓
	Speak coherently and confidently, with increasingly accurate pronunciation and intonation	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓

## MODERN FOREIGN LANGUAGES 5 YEAR CURRICULUM PLAN: SPANISH

<p>Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</p>		✓	✓		✓			✓	✓	✓	✓		✓	✓	✓
<p>Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture</p>		✓	✓		✓		✓	✓	✓	✓	✓		✓	✓	✓
<p>Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.</p>		✓			✓		✓	✓		✓			✓	✓	✓