

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge & Skills	<p><i>¡A clase!- To the classroom! (cont...); Mi barrio y yo: My Neighbourhood & I</i></p> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> • Ideal school • Describing teachers and students • A past school trip • Describing cities – present and comparing with the past <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Negatives • Demonstrative adjectives • Perfect tense • Imperfect Tense <p><u>Phonics</u></p> <ul style="list-style-type: none"> • ñ, u, ue, accented words, h, ll, rr, 	<p><i>Mi barrio y yo- My Neighbourhood & I (cont...)</i></p> <p>[MOCK EXAMS]</p> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> • Shopping preferences • Preferences about where you live • Talking about your area in a range of tenses • Natural wonders of Spanish-speaking countries <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Using the subjunctive with cuando • Making comparisons • Using and understanding a range of tenses together • Using pronouns after prepositions <p><u>Phonics</u></p> <ul style="list-style-type: none"> • cua, cue 	<p><i>Un mundo de esperanza para todos- A World of Hope for All</i></p> <p>[MOCK EXAMS FEEDBACK]</p> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> • Helping in the community • Climate Change • Environment and a sustainable future • Personal responsibilities / solutions to world and social issues <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Imperative • Using falta, hace falta, vale la pena, basta • Imperfect continuous • Passive voice and avoiding the passive • Using the subjunctive to give opinions • (No) se debería + infinitive <p><u>Phonics</u></p> <ul style="list-style-type: none"> • v, ción, sión, 	<p><i>El futuro te espera- Your Future Awaits You</i></p> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> • Hopes and plans for the future • Jobs • Future career intentions <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Seguir / continuar + present participle • Prepositions + infinitive • Using and understanding the suffixes -dad / -idad <p><u>Phonics</u></p> <ul style="list-style-type: none"> • Spanish stress patterns, i/ge/gi; z/ce/ci; b/v; ca/co/cu/que/qui, a; dad; ga, go, gu 	<p><i>El futuro te espera- Your Future Awaits You (cont...)</i></p> <p>[COMMENCEMENT OF GCSE EXAMINATIONS & REVISION PROGRAMME]</p> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> • Importance of learning languages • Changes in the world of work <ul style="list-style-type: none"> • Grammar • Modal verbs • Different verb forms • Para que + present subjunctive <p><u>Phonics</u></p> <ul style="list-style-type: none"> • Recap of all SSCs 	<p>Preparation for GCSE Exams</p> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> • All vocabulary from course <p><u>Grammar</u></p> <ul style="list-style-type: none"> • All grammar from course <p><u>Phonics</u></p> <ul style="list-style-type: none"> • All phonics from course <p>GCSE EXAMINATIONS</p>
Links to prior learning	<ul style="list-style-type: none"> • Identifying false friends • Numbers • Opinions • Retrieval of key SSCs (phonics) • Conditional tense • Conjunctions, intensifiers, adjectival agreement • Present/ preterite/ simple future tenses 	<ul style="list-style-type: none"> • Places to live • Food • Retrieval of key SSCs (phonics) • Comparative language • Adjectival agreement • Present/ past tense forms / future tense forms 	<ul style="list-style-type: none"> • Places in town • Clothes • Developing effective comprehension skills • Translating more complex texts • Retrieval of key SSCs (phonics) • Negatives • Impersonal verbs • Present, preterite, imperfect, perfect, conditional tenses, subjunctive mood 	<ul style="list-style-type: none"> • Transcribing unfamiliar words • Jobs • Masculine / feminine nouns for jobs • Retrieval of key SSCs (phonics) • Gerunds • Possessive pronouns • Gender • Present, preterite, imperfect, perfect, conditional, future tenses, subjunctive mood 	<ul style="list-style-type: none"> • Understanding more complex texts • Listening for numbers • Retrieval of key SSCs (phonics) • Present, preterite, imperfect, perfect, conditional, future tenses, subjunctive mood 	<ul style="list-style-type: none"> • All prior learning
Assessment	<ul style="list-style-type: none"> • End of Module 5 listening and writing assessments 	<ul style="list-style-type: none"> • GCSE Listening, Speaking, Reading & Writing Mock exams 	<ul style="list-style-type: none"> • Assessed writing piece 	<ul style="list-style-type: none"> • End of Module 7 reading and speaking assessments 	<ul style="list-style-type: none"> • GCSE Speaking Exams: 05 – 7/05/26 	GCSE Listening Exam: 09/06 GCSE Reading Exam: 16/06 GCSE Writing Exam: 17/06
Home learning	<ul style="list-style-type: none"> • Vocabulary learning and recall • Grammar-based tasks • Comprehension and translation tasks • Writing / speaking preparation: paragraph following each unit of work 	<ul style="list-style-type: none"> • Vocabulary learning and recall • Grammar-based tasks • Comprehension and translation tasks • Writing / speaking preparation: paragraph following each unit of work 	<ul style="list-style-type: none"> • Vocabulary learning and recall • Grammar-based tasks • Comprehension and translation tasks • Writing / speaking preparation: paragraph following each unit of work 	<ul style="list-style-type: none"> • Vocabulary learning and recall • Grammar-based tasks • Comprehension and translation tasks • Writing / speaking preparation: paragraph following each unit of work 	<ul style="list-style-type: none"> • Vocabulary learning and recall • Grammar-based tasks • Comprehension and translation tasks • Writing / speaking preparation: paragraph following each unit of work 	Revision
Cultural Capital and extra-curricular opportunities	<ul style="list-style-type: none"> • Finding out about Colombia • Learning about the city of Medellín 	<ul style="list-style-type: none"> • Natural wonders of Spanish-speaking countries 	<ul style="list-style-type: none"> • Trip abroad opportunity: GCSE visit to Spain (bi-annual - in either Year 10 or 11) • Environmental and social issues 	<ul style="list-style-type: none"> • Latino trailblazers 		
Literacy	<ul style="list-style-type: none"> • Reflection on mother-tongue through grammar study of target language • Oracy - conversation skills • Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions, idioms 	<ul style="list-style-type: none"> • Reflection on mother-tongue through grammar study of target language • Oracy - conversation skills • Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions, idioms 	<ul style="list-style-type: none"> • Reflection on mother-tongue through grammar study of target language • Oracy - conversation skills • Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions, mood, idioms 	<ul style="list-style-type: none"> • Reflection on mother-tongue through grammar study of target language • Oracy - conversation skills • Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions, mood, idioms 	<ul style="list-style-type: none"> • Reflection on mother-tongue through grammar study of target language • Oracy - conversation skills • Tier 3 vocab: verb, article, adjective, noun, tenses, conjunctions, mood, idioms 	<ul style="list-style-type: none"> • Reflection on mother-tongue through grammar study of target language • Oracy - conversation skills

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Numeracy	<ul style="list-style-type: none"> Money; currency; higher numbers 	<ul style="list-style-type: none"> Ordinal numbers 			<ul style="list-style-type: none"> Percentages 	<ul style="list-style-type: none"> Spanish numbers in different contexts
Careers Information, Education, Advice and Guidance (CEIAG)	<ul style="list-style-type: none"> Careers in education 	<ul style="list-style-type: none"> University visit: Languages & Careers 	<ul style="list-style-type: none"> Volunteer work 	<ul style="list-style-type: none"> Jobs and career opportunities 	<ul style="list-style-type: none"> Languages and careers 	
Spirituality	<ul style="list-style-type: none"> Self-awareness & reflection on beliefs and on their place in a multilingual world Understanding & showing respect for others Appreciation for diverse cultures and beliefs Promoting resilience & empathy 	<ul style="list-style-type: none"> Self-awareness & reflection on beliefs and on their place in a multilingual world Understanding & showing respect for others Appreciation for diverse cultures and beliefs Promoting resilience & empathy 	<ul style="list-style-type: none"> Self-awareness & reflection on beliefs and on their place in a multilingual world Understanding & showing respect for others Appreciation for diverse cultures and beliefs Promoting resilience & empathy 	<ul style="list-style-type: none"> Self-awareness & reflection on beliefs and on their place in a multilingual world Understanding & showing respect for others Appreciation for diverse cultures and beliefs Promoting resilience & empathy 	<ul style="list-style-type: none"> Self-awareness & reflection on beliefs and on their place in a multilingual world Understanding & showing respect for others Appreciation for diverse cultures and beliefs Promoting resilience & empathy 	<ul style="list-style-type: none"> Self-awareness & reflection on beliefs and on their place in a multilingual world Understanding & showing respect for others Appreciation for diverse cultures and beliefs Promoting resilience & empathy
How can parents support the curriculum?	<ul style="list-style-type: none"> Encourage practice and participation Engage in / monitor home learning Work on revision skills, e.g. testing using flashcards or “look, cover, say, check” Increase exposure to the language through apps, films, music etc. Support knowledge of key grammatical terms Show interest in cultural differences and similarities 	<ul style="list-style-type: none"> Encourage practice and participation Engage in / monitor home learning Work on revision skills, e.g. testing using flashcards or “look, cover, say, check” Increase exposure to the language through apps, films, music etc. Support knowledge of key grammatical terms Show interest in cultural differences and similarities 	<ul style="list-style-type: none"> Encourage practice and participation Engage in / monitor home learning Work on revision skills, e.g. testing using flashcards or “look, cover, say, check” Increase exposure to the language through apps, films, music etc. Support knowledge of key grammatical terms Show interest in cultural differences and similarities 	<ul style="list-style-type: none"> Encourage practice and participation Engage in / monitor home learning Work on revision skills, e.g. testing using flashcards or “look, cover, say, check” Increase exposure to the language through apps, films, music etc. Support knowledge of key grammatical terms Show interest in cultural differences and similarities 	<ul style="list-style-type: none"> Encourage practice and participation Engage in / monitor home learning Work on revision skills, e.g. testing using flashcards or “look, cover, say, check” Increase exposure to the language through apps, films, music etc. Support knowledge of key grammatical terms Show interest in cultural differences and similarities 	<ul style="list-style-type: none"> Encourage/ monitor independent revision Work on revision skills, e.g. testing using flashcards or “look, cover, say, check” Increase exposure to the language through apps, films, music etc. Support knowledge of key grammatical terms Show interest in cultural differences and similarities