

|  | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|--|--|--|---|---|---|---|
| <b>Knowledge &amp; Skills</b>                                      | <p><b><u>Mi familia y mis amigos-My Family and Friends</u></b></p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> <li>Describing what other people look like</li> <li>Describing where you live</li> <li>Presentation about yourself, family and where you live</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Using -ir verbs: vivir</li> <li>Using the present tense in the third person</li> <li>Verb estar</li> </ul> <p><u>Phonics</u></p> <p>z- recap; ca, co, cu recap; syllabification ; strong and weak vowels; final syllable stress</p> | <p><b><u>Mi ciudad- My Town/City</u></b></p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> <li>Describing and expressing opinions about your town</li> <li>Telling the time</li> <li>Saying what you do in your town or village</li> <li>Ordering in a café</li> <li>Giving prices</li> <li>Talking about what you are going to do at the weekends</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Present tense of vivir, estar, ir, and querer</li> <li>Using ‘a’, ‘some’ and ‘many’ in Spanish</li> <li>The near future tense- using voy a + infinitive</li> </ul> <p><u>Phonics</u></p> <p>Syllable stress: final, penultimate, ante-penultimate; accentuation</p> | <p><b><u>Mi ciudad- My Town/City (cont.)</u></b></p> <p><b><u>Mis vacaciones- My Holidays</u></b></p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> <li>Understanding others describing where they live</li> <li>Talking about a past holiday</li> <li>Saying what you did on holiday</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Using two tenses (present and near future) together</li> <li>Using the preterite (past tense) for regular -ar verbs in the first and second person,</li> <li>The past tense of verb ir</li> </ul> <p><u>Phonics</u></p> <p>l, ll; cua, cue, cui; z, ce, ci; que, cue, qui</p> | <p><b><u>Mis vacaciones- My Holidays (cont...)</u></b></p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> <li>Saying what you did on holiday in more detail</li> <li>Saying what your holiday was like</li> <li>Presentations about a past holiday</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Using the preterite (past tense) for regular -ar verbs</li> <li>The past tense of verb ir</li> </ul> <p><u>Phonics</u></p> <p>r/rr; n, ñ; j, gu; go, go, gu</p> | <p><b><u>Todo sobre mi vida- All about my life</u></b></p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> <li>Saying what you use your phone for</li> <li>Saying what type of music you like</li> <li>Talking about TV</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Using the first person singular of the present tense</li> <li>Using the definite article with opinion verbs</li> <li>Using stem-changing verbs</li> <li>Using the comparative</li> </ul> <p><u>Phonics</u></p> <p>Silent h; z, ce, ci recap ; 20 SSCs recap</p> | <p><b><u>Todo sobre mi vida- All about my life (cont...)</u></b></p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> <li>Saying what you did yesterday/last night</li> <li>Understanding an authentic text: a TV guide</li> <li>Music genres and expressing opinions</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Using the preterite with the irregular verb: hacer</li> <li>Using the preterite and present tense together</li> </ul> <p><u>Phonics</u></p> <p>Que, gue; strong vowels; weak vowels i +strong vowel; final syllable stress</p> |
| <b>Links to prior learning</b>                                     | <ul style="list-style-type: none"> <li>Personal information, family members, names, ages, hair and eyes.</li> <li>Adjectives, adjectival agreement, picture description</li> <li>Present tense verbs: regular (-ar, -er, -ir; irregular: ser, tener, hacer; stem-changing: jugar)</li> <li>Day of the Dead</li> <li>Phonics</li> </ul>   | <ul style="list-style-type: none"> <li>Hay/No hay – there is/isn’t</li> <li>Numbers</li> <li>Places in town</li> <li>Free-time activities</li> <li>Opinions</li> <li>Picture description</li> <li>Indefinite articles</li> <li>Phonics</li> </ul>  | <ul style="list-style-type: none"> <li>Family members</li> <li>Opinions</li> <li>Free time activities</li> <li>Sequencers</li> <li>Past tense</li> <li>Phonics</li> </ul>   | <ul style="list-style-type: none"> <li>Free time activities</li> <li>Sequencers</li> <li>Translation Skills</li> <li>Easter in Spain</li> <li>Phonics</li> </ul>  | <ul style="list-style-type: none"> <li>Free time activities</li> <li>Picture description</li> <li>Time frequency phrases</li> <li>Present tense</li> <li>Conjunctions</li> <li>Opinion and definite articles</li> <li>Stem-changing verbs</li> <li>Adjectival agreement</li> <li>Phonics</li> </ul>   | <ul style="list-style-type: none"> <li>Free time activities</li> <li>Music genres</li> <li>TV programmes</li> <li>Opinions</li> <li>Time frequency phrases</li> <li>Past tense</li> <li>Conjunctions</li> <li>Phonics</li> </ul>  |
| <b>Assessment</b>  | <ul style="list-style-type: none"> <li>End of Module 4 reading and speaking assessments</li> </ul>   | <ul style="list-style-type: none"> <li>Assessed writing about activities in town</li> </ul>  | <ul style="list-style-type: none"> <li>End of Module 5 listening and writing assessments</li> </ul>   | <ul style="list-style-type: none"> <li>Assessed writing about a past holiday</li> </ul>   | <ul style="list-style-type: none"> <li>End of Module 1 reading and speaking assessments</li> </ul>  | <ul style="list-style-type: none"> <li>End of Year assessment</li> </ul>  |
| <b>Home learning</b>   | <ul style="list-style-type: none"> <li>Vocabulary learning</li> <li>Comprehension, translation and writing tasks</li> <li>Revision / retrieval</li> </ul>  | <ul style="list-style-type: none"> <li>Vocabulary learning</li> <li>Comprehension, translation and writing tasks</li> <li>Revision / retrieval</li> </ul>  | <ul style="list-style-type: none"> <li>Vocabulary learning</li> <li>Comprehension, translation and writing tasks</li> <li>Revision / retrieval</li> </ul>   | <ul style="list-style-type: none"> <li>Vocabulary learning</li> <li>Comprehension, translation and writing tasks</li> <li>Revision / retrieval</li> </ul>   | <ul style="list-style-type: none"> <li>Vocabulary learning</li> <li>Comprehension, translation and writing tasks</li> <li>Revision / retrieval</li> </ul>   | <ul style="list-style-type: none"> <li>Vocabulary learning</li> <li>Comprehension, translation and writing tasks</li> <li>Revision / retrieval</li> </ul>   |
| <b>Cultural Capital and extra-curricular opportunities</b>         | <ul style="list-style-type: none"> <li>European Day of Languages: <ul style="list-style-type: none"> <li>Importance of Learning Languages</li> </ul> </li> <li>Spanish housing/climate</li> <li>Día de Los Muertos (Day of the Day)</li> </ul>   | <ul style="list-style-type: none"> <li>Spanish/South American geography</li> <li>Spanish tapas</li> <li>Christmas/New Year in Spain (customs)</li> </ul>   | <ul style="list-style-type: none"> <li>Life in the city of Habana, Cuba</li> <li>Tourist destinations in Spain and Latin America</li> </ul>   | <ul style="list-style-type: none"> <li>The work of Anthea Bell and prominent Spanish speaking writers and poets</li> <li>Tourist Destinations in Mexico – the Riviera Maya</li> <li>La Semana Santa (Easter in Spain)</li> </ul>  |   | <p>Music and artists from Spain and Latin America</p> <p>La Fiesta de San Fermín</p>  |
| <b>Literacy</b>  | <ul style="list-style-type: none"> <li>Reflection on mother-tongue through grammar study of target language</li> <li>Oracy - conversation skills</li> <li>Tier 3 vocab: verb, article, adjective, noun, conjunctions, tenses</li> <li>Planning and giving a presentation</li> </ul>  | <ul style="list-style-type: none"> <li>Reflection on mother-tongue through grammar study of target language</li> <li>Oracy - conversation skills</li> <li>Tier 3 vocab: verb, article, adjective, noun, conjunctions, tenses</li> </ul>  | <ul style="list-style-type: none"> <li>Reflection on mother-tongue through grammar study of target language</li> <li>Oracy - conversation skills</li> <li>Tier 3 vocab: verb, article, adjective, noun, conjunctions, tenses</li> </ul>   | <ul style="list-style-type: none"> <li>Reflection on mother-tongue through grammar study of target language</li> <li>Oracy - conversation skills</li> <li>Tier 3 vocab: verb, article, adjective, noun, conjunctions, tenses</li> <li>The art of translating creatively</li> <li>An introduction to authentic literary texts and poetry</li> </ul>  | <ul style="list-style-type: none"> <li>Reflection on mother-tongue through grammar study of target language</li> <li>Oracy - conversation skills</li> <li>Tier 3 vocab: verb, article, adjective, noun, conjunctions, tenses</li> </ul>   | <ul style="list-style-type: none"> <li>Reflection on mother-tongue through grammar study of target language</li> <li>Oracy - conversation skills</li> <li>Tier 3 vocab: verb, article, adjective, noun, conjunctions, tenses</li> </ul>   |
| <b>Numeracy</b>  | <ul style="list-style-type: none"> <li>Saying what the age of family and friends</li> </ul>  | <ul style="list-style-type: none"> <li>Prices, currency</li> </ul>   | <ul style="list-style-type: none"> <li>Sequencing</li> </ul>  | <ul style="list-style-type: none"> <li>Time and sequencing</li> </ul>   | <ul style="list-style-type: none"> <li>Sequencing</li> </ul>  | <ul style="list-style-type: none"> <li>Prices, currency</li> </ul>  |
| <b>Careers Information, Education, Advice and Guidance (CEIAG)</b> | <ul style="list-style-type: none"> <li>Job opportunities related to learning languages (European Day of Languages events)</li> </ul>   | <ul style="list-style-type: none"> <li>Jobs connected to the hospitality industry</li> </ul>   | <ul style="list-style-type: none"> <li>Jobs connected to the tourism industry</li> </ul>  | <ul style="list-style-type: none"> <li>Jobs opportunities connected to translating and writing (poets, writers)</li> </ul>  | <ul style="list-style-type: none"> <li>Jobs connected to the entertainment industry</li> </ul>  | <ul style="list-style-type: none"> <li>Jobs connected to the entertainment industry</li> <li>Jobs connected to the hospitality and tourism</li> </ul>   |

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| <b>How can parents support the curriculum?</b> | <ul style="list-style-type: none"> <li>• Encourage practice and participation</li> <li>• Engage in / monitor home learning</li> <li>• Work on revision skills, e.g. testing using flashcards or “look, cover, say, check”</li> <li>• Increase exposure to the language through apps, films, music etc.</li> <li>• Support knowledge of key grammatical terms</li> <li>• Show interest in cultural differences and similarities</li> </ul> | <ul style="list-style-type: none"> <li>• Encourage practice and participation</li> <li>• Engage in / monitor home learning</li> <li>• Work on revision skills, e.g. testing using flashcards or “look, cover, say, check”</li> <li>• Increase exposure to the language through apps, films, music etc.</li> <li>• Support knowledge of key grammatical terms</li> <li>• Show interest in cultural differences and similarities</li> </ul> | <ul style="list-style-type: none"> <li>• Encourage practice and participation</li> <li>• Engage in / monitor home learning</li> <li>• Work on revision skills, e.g. testing using flashcards or “look, cover, say, check”</li> <li>• Increase exposure to the language through apps, films, music etc.</li> <li>• Support knowledge of key grammatical terms</li> <li>• Show interest in cultural differences and similarities</li> </ul> | <ul style="list-style-type: none"> <li>• Encourage practice and participation</li> <li>• Engage in / monitor home learning</li> <li>• Work on revision skills, e.g. testing using flashcards or “look, cover, say, check”</li> <li>• Increase exposure to the language through apps, films, music etc.</li> <li>• Support knowledge of key grammatical terms</li> <li>• Show interest in cultural differences and similarities</li> </ul> | <ul style="list-style-type: none"> <li>• Encourage practice and participation</li> <li>• Engage in / monitor home learning</li> <li>• Work on revision skills, e.g. testing using flashcards or “look, cover, say, check”</li> <li>• Increase exposure to the language through apps, films, music etc.</li> <li>• Support knowledge of key grammatical terms</li> <li>• Show interest in cultural differences and similarities</li> </ul> | <ul style="list-style-type: none"> <li>• Encourage practice and participation</li> <li>• Engage in / monitor home learning</li> <li>• Work on revision skills, e.g. testing using flashcards or “look, cover, say, check”</li> <li>• Increase exposure to the language through apps, films, music etc.</li> <li>• Support knowledge of key grammatical terms</li> <li>• Show interest in cultural differences and similarities</li> </ul> |