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|  | **Half term 1**  **Learning Overview** | **Half term 2**  **Learning Overview** | **Half term 3**  **Learning Overview** | **Half term 4**  **Learning Overview** | **Half term 5**  **Learning Overview** | **Half term 6**  **Learning Overview** |
| **Year 7** | Grasping the basics of Spanish:  Classroom language, Phonics, Classroom objects, colours.  Grammar focus: Adjectival agreement.  *Leading into Autumn 2 students will be able to structure sentences correctly and make adjectives agree.* | Numbers, months and birthdays. Siblings. Physical/personality descriptions. Grammar focus: Key verbs - Tener and Ser.  *This will allow students to move on to describe people accurately using the correct form of verbs.* | Family members and pets.  Grammar focus: Forming the present tense with regular verbs.  *Students will not be able to move on to further topics without an understanding of constructing regular verbs.* | Mi instituto - asignaturas.  School and school subjects/classrooms.  School teachers, opinions.  Grammar focus: Use of the irregular verb 'Ir'  *Giving opinions is a necessary requirement at GCSE. This will improve extended writing and communication skills.* | Mi instituto – school rules and uniform.  Grammar focus: Further use of AR, ER and IR verbs and ability to use a range of adjectives.  *This leads students into the next topic with the ability to use a variety of verbs which can be used in several topics.* | Sports. Jugar (to play) and Hacer (to do)  Grammar focus: Structures of quality, justified opinions.  *Students will start year 8 with important skills including verb conjugation and writing extended phrases including opinions.* |
| **Year 8** | Free time activities. Places of leisure and adjectives.  Grammar focus: revision of irregular present tense verbs.  Immediate future tense.  *Students will be able to produce language in more than 1 tense, allowing for more natural conversational skills and GCSE skills.* | Free time - Si and cuando clauses. Future time phrases.  Grammar focus: review Immediate future tense. Revision of regular present tense verb endings.  *Students will be able to more precisely describe the timings of events. Allowing them to move into the next topic with an ability to make future plans.* | Food and drink - Tener hambre/tener sed  Grammar focus: using the verb ‘soler’ with an infinitive. Correct usage of the verb ‘estar’.  *Students will gain a lot of very useful vocabulary in terms of life skills. Also this will support GCSE roleplays.* | Places to go out and eat or buy food and drink. Ordering food/dining out.  Grammar focus: Structure of quality justified opinions. 40 word writing structures.  *Students will be familiar with expectations of written structures for the GCSE. This will really help with exam confidence.* | My home - Rooms in the house, furniture, fixtures and fittings.  Grammar focus: positional prepositions used with ‘estar’. Use of the verb ‘haber’.  *Students will now be able to use a range of the most frequently used regular and irregular verbs, allowing them to learn an additional tense with a greater understanding of structures.* | Where you used to live.  Grammar focus: Past imperfect tense. Comparison phrases.  Quality justified opinions and comparisons. 40 word writing structure.  *Students are now able to communicate in 3 tenses. Allowing for more spontaneous conversation and assisting with GCSE requirements, moving into year 9.* |
| **Year 9** | My local area – Geographical  Grammar focus: appropriate us of Ser and Estar.  Recap of imperfect tense endings and construction.  Conditional tense.  *Students will be able to use 3 tenses and be able to talk about wishes for the future.* | Amenities in your local area.  Grammar focus: Consolidation of tenses. Introduction of simple future tense. 90 word writing structure.  *Students will be confident using 3 tenses in extended writing and understand how to respond to GCSE bullet points.* | Las vacaciones - Holidays  Grammar focus: The preterite tense –AR/-ER and –IR verbs.  Reflexive verbs.  *Students have gained a great deal of transferable vocabulary and are now ready to apply this to the preterite tense.* | Las vacaciones - Holidays  Grammar focus: combining the preterite and the imperfect tense.  *Students can recognise the difference between past tenses and their appropriate use.* | La vida Sana y el cuerpo.  Grammar focus – using the imperative tense.  Using verbs like ‘doler’.  *Students are able to communicate illness or injury. In important life skill when travelling!* | Roleplay practice. Real life phrases, variety of topics and scenarios. Consolidation of KS3.  GCSE Roleplay practice. Holiday issues and complaints.  *Students can confidently communicate their point in a social situation or in a speaking exam.* |

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| **Year 10** | Me, my family and friends  Relationships, marriage and partnership.  Grammar:  **Tener and Ser**  **Possessive adjectives (my, your, his,her)**  Reflexive verbs  **Adjectival agreement**  Comparative and superlative adjectives  **Position of adjectives**  **The immediate future tense**  The future tense  Direct and indirect object pronouns  Using que for that/which/who | Technology in everyday life.  Social media and mobile technology.  Music and TV.  Grammar:  The present tense of regular verbs  Using con and sin  Perfect tense of regular verbs  Making statements of possibility – si and cuando clauses.  Interrogative adjectives que, quien, cual, cuando  Making comparisons with Más que and menos que | Free time activities.  Sports and dining out.  Customs and festivals – cultural focus.  Grammar:  Revision of regular verbs in the present tense  Revision of irregular verbs in the present tense.  Radical changing verbs.  Gustar plus plural nouns  Using jugar and hacer in the present tense  Adverbs of frequency  Verb + infinitive  Opinion verbs Gustar, encantar  Using the simple future tense. | Home town, neighbourhood and region.  Grammar:  **Revision of the position and agreement of adjectives**  Plurals of nouns  **Using Hay, ser and Estar**  Positional prepositions.  **Using the verb Poder – puedo and se puede.**  Demonstrative adjectives ese,esa,este,esta,aquel,aquella. | Home town, neighbourhood and region.  Charity work and volunteering.  Grammar:  **Verbs followed by the infinitive – espero ayudar**  Use of the conditional tense – Me gustaría  **Espressions with tener – tener éxito, tener suerte.**  Giving advice using deber, tener que, hay que.  Comparisions – mejor que/peor que. | Social issues..  Healthy and unhealthy living  Grammar :  Using si pudiera/si fuera posible  Introduction to present subjunctive.  Summer term assessments. |
| **Year 11** | Global issues  The environment, poverty and homelessness.  Grammar:  **Use of ‘emotion’ phrases.**  **Revision of present subjuntive – me preocupa que haya/que sea etc.**  **Using ‘Si’ and the present tense**  Si+present+future  The imperative (usted and tu forms)  Reflexive constructions - se puede/se debe plus infinitive | Travel and tourism  Holidays and regions of Spain.  Grammar:  **Weather expressions,**  **present and past.**  Using negatives  Sequencing words and phrases (despues, antes)  The past participle  Revision of the perfect tense withtener  Revision of the perfect tense with haber | My studies/Life at school  Grammar:  **Revision of comparitives and superlatives**  Using the imperative tense  **Perfect tense with regular verbs**  Prepositions  **Adverbs of time (todos los días, ayer etc) and place**  Using the comparative of adverbs  Superlative adverbs  **Revision of using se debe, hay que, tener que**  **Use of quantifiers and intensifiers** | Education post 16. Jobs and careers.  Grammar:  **Revision of si clauses**  **Set phrases using si pudiera me gustaría etc.**  **Using verbs of liking and disliking**  **Using verbs of liking and disliking in the conditional**  Using lo and lo que  **Comparatives and superlatives**  **Using quisiera** | Revision of topics and consolidation of knowledge. Preparation and completion of speaking exams. | GCSE examinations |