

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>7 SP</b>	<p>Greetings &amp; how you are Name alphabet Say where you live Age (numbers 1-15)</p> <p>Grammar</p> <ul style="list-style-type: none"> <li>-Recognising verb endings</li> <li>-Regular Adjectival agreements in the singular &amp; plural</li> <li>-Making a sentence negative using 'no'</li> <li>-Definite/indefinite article</li> </ul>	<p>Birthday (numbers 16-31) Personality Pets &amp; colours Likes and dislikes</p> <p>Grammar</p> <ul style="list-style-type: none"> <li>-Intensifiers (very/quite/ a bit)</li> <li>-Verbs of like</li> <li>-Verbs to have &amp; be</li> <li>-Dictionary skills (nouns)</li> </ul>	<p>Hobbies (infinitives) Say what you like to do Justifying opinions Say what you and others do</p> <p>Grammar</p> <ul style="list-style-type: none"> <li>-Verbs of like ®</li> <li>-Infinitives</li> <li>-Using a dictionary to find verbs</li> <li>-Extending sentences using 'because'</li> </ul>	<p>Weather Sports</p> <p>Grammar</p> <ul style="list-style-type: none"> <li>-Understanding cognates and near cognates</li> <li>-ar verbs – full paradigm</li> <li>-Using connective 'cuando'</li> <li>-Hacer (to do) Jugar (to play)</li> <li>-Intensifiers</li> <li>-Asking questions</li> </ul>	<p>Family members Numbers 31-100 Hair and eyes Description in 3<sup>rd</sup> person Say where you live (house/flat)</p> <p>Grammar</p> <ul style="list-style-type: none"> <li>-Possessive adjectives – my/your/ his &amp; her</li> <li>-To have &amp; be ®</li> <li>-Adjectives – word order</li> <li>-Intensifiers ®</li> </ul>	<p>School subjects Likes and dislikes Facilities in school Breaktime activities</p> <p>Grammar</p> <ul style="list-style-type: none"> <li>-Verbs of like/dislike + no aguanto/me da igual ®</li> <li>-Combining definite and indefinite article</li> <li>-er/ar verbs</li> <li>-Sequencers: first, then next</li> <li>-Hay... to say what there is</li> <li>-Extending sentences</li> <li>-Adjectives ®</li> </ul>
<b>8 SP</b>	<p>Holiday destinations, Transport Holiday activities Opinions of holidays</p> <p>Grammar</p> <ul style="list-style-type: none"> <li>- 'to go' &amp; 'to be' in the past tense</li> <li>-past tense verbs</li> <li>Sequencers ®</li> </ul>	<p>mobile phone uses how often music preferences with justification social media. Compare one with another what you did yesterday</p> <p>Grammar</p> <ul style="list-style-type: none"> <li>-present tense ®</li> <li>-Adverbs of time: Likes/ + porque ®</li> <li>-Comparative</li> <li>- 'hacer' in the past tense</li> </ul>	<p>Food preferences Meals and mealtimes food in a restaurant Plan a party account of a party using 3 tenses</p> <p>Grammar</p> <ul style="list-style-type: none"> <li>Verbs of like ®</li> <li>- you (formal &amp; informal)</li> <li>-Immediate future</li> <li>-Understand texts in a range of tenses</li> </ul>	<p>Arrange to go out Make an excuse getting ready to go out using reflexive verbs Clothes sporting events in the past</p> <p>Grammar</p> <ul style="list-style-type: none"> <li>- Modal verbs</li> <li>- Reflexive verbs</li> <li>- Adjectival ending ®</li> </ul>	<p>Describe a holiday home Se puede + activities Ask for &amp; give directions</p> <p>Grammar</p> <ul style="list-style-type: none"> <li>Comparative ®</li> <li>Imperative</li> </ul>	<p>Talk about a summer camp best holiday destination compare holiday destinations</p> <p>Grammar</p> <ul style="list-style-type: none"> <li>- Modal verbs ®</li> <li>- superlative</li> </ul>

9 SP	<ul style="list-style-type: none"> <li>- resolutions for the year</li> <li>- Likes/dislikes</li> <li>- Illustrate with how often/where</li> <li>- how you organise your week</li> <li>- Film preferences</li> <li>- you like &amp; why</li> <li>- film review</li> <li>- birthday party in the past</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>- Verbs of like ®</li> <li>- Present tense of core verbs in all persons</li> <li>- Regular verb formation ®</li> <li>- Past tense verbs ®</li> <li>- Immediate future ®</li> </ul>	<ul style="list-style-type: none"> <li>- Job titles</li> <li>- Future job &amp; why</li> <li>- future plans</li> <li>- explain advantages/disadvantages of different jobs</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>- modal verbs ®</li> <li>- Extend sentences using 'so'</li> <li>- Adjectival agreements ®</li> <li>- Present v immediate future ®</li> <li>- Combine 3 tenses</li> </ul>	<ul style="list-style-type: none"> <li>- Healthy eating</li> <li>- active lifestyle (what/how often/where/when)</li> <li>- daily routine</li> <li>- healthy lifestyle</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>- Direct object pronouns</li> <li>- Adverbs of time</li> <li>- Radical changing verbs</li> </ul>	<ul style="list-style-type: none"> <li>- Compare lifestyles now and in the past</li> <li>- smoking and alcohol</li> <li>- ailments/body parts</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>- Reflexive verbs®</li> <li>- impersonal verbs</li> <li>- Imperfect tense</li> </ul>	<ul style="list-style-type: none"> <li>- children's rights</li> <li>- opinion on Fair Trade products</li> <li>- lifestyle of Fair Trade producers</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>- 3<sup>rd</sup> person of present tense</li> <li>- Modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>- environmental problems</li> <li>- environment solutions</li> <li>- Talk about your town now and in the past</li> <li>- fund-raising activity in the past and plans for the future</li> <li>- talk about key festivals</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>- Conditional (se debería)</li> <li>- Imperfect ®</li> <li>- Para + infinitive</li> </ul>
10 SP	<p>Holiday preferences</p> <p>Talk about a past holiday</p> <p>Transactional language to book accommodation</p>	<p>School subjects and life at school</p> <p>Talk about school rules and give opinions</p>	<p>Technology and Social media</p> <p>Advantages and disadvantages of the internet/social media</p> <p>How you use your phone</p>	<p>Free time activities including sport</p> <p>Customs in the home including birthdays.</p> <p>Key festivals celebrated in Spain</p>	<p>Yourself and your family</p> <p>Relationships with family and friends</p> <p>Talk about where you live</p>	<p>Exam preparation: speaking, listening, reading &amp; writing</p> <p>Your region</p> <p>Advantages and disadvantages of where you live</p>
11 SP	<p>Free time activities including sport</p> <p>Home town and region</p>	<p>Pros and cons of living in a city</p> <p>Transactional language to order food in a restaurant</p>	<p>Customs in the home including birthdays.</p> <p>Key festivals celebrated in Spain</p>	<p>Careers and future plans including voluntary work</p> <p>Global issues including the environment, healthy lifestyle</p>	<p>Exam preparation: speaking, listening, reading and writing</p>	

11 FR	Life at school or college Education post 16 Global issues: the environment	Career plans Exam preparation	Voluntary work Future plans: relationships	Social issues including healthy living Speaking test focus	Exam preparation: speaking, listening, reading and writing	
----------	--	----------------------------------	---	---	--	--

### **Skills - GCSE**

Throughout the GCSE course, students will explore the language by listening, reading, writing and speaking, thus giving them the opportunities to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy in terms of grammar and selection of vocabulary.
- express and develop thoughts and ideas spontaneously and fluently.
- develop understanding of and ability to manipulate grammar
- listen to and understand clearly articulated, standard speech at near normal speed.
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts.
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts.
- develop awareness and understanding of the culture and identity of the countries and communities around the world where the target language is spoken.
- make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge.
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
- develop language strategies, including repair strategies.