

	Weeks 1-12	Weeks 13-24	Weeks 25-36	Timetable rollover
Year 7	Mi Vida -Greetings & Introductions -Age & birthday -Personality description -Physical description (hair/eyes/height etc) (M4, U1+2) -Family and pets (Family - M4, U1)	Mi Tiempo Libre -Giving opinions -Free time activities -Weather -Saying what sports you play/do	Mi insti -School subjects -Opinions and reasons on subjects -Telling the time -Timetable & school day -Talking about food at school -Facilities	Film project - Coco
	Grammar: -Masculine/feminine nouns -Verb "ser" (1st, 2nd, 3rd person) -Negative -Feminine/masculine adjective endings -Verb 'tener'	Grammar: -Expressing positive + negative opinions -Using the infinitive with verbs of opinion -Using "hacer" and "jugar" -Regular -ar verbs	Grammar: -Using el/la/los/las before subjects -Feminine/masculine of adjectives(review) -Adjectival agreement (gender and frequency) -Using uno/unos/una/unas -Present tense of ER and IR verbs	
	Phonics: - 'll' = y - 'me' = meh - 'mi' = me - 'j' = hard h - 'h' = silent - ñ = ny	Phonics: - 'ci' = th - 'z' = th - 'ce' at start/middle of word = th - 'ce' at end of word = thay - 'rr' = rolled r - 'v' = soft b	Phonics: - Accents = stress on letter - Intonation - 'que' = kay - 'cua' = kw - do' = soft d + o	
	Assessments End of module: Speaking End of module: Vocabulary	Assessments End of module: Reading / Listening End of module: Vocabulary	Assessments End of module: Writing End of module: Vocabulary	

	Weeks 1-12	Weeks 13-24	Weeks 25-36	Timetable rollover
Year 8	<p>Mis Vacaciones</p> <ul style="list-style-type: none"> <li>-Holiday destinations -Holiday accommodation</li> <li>-Holiday plans in three tenses (V2, M1)</li> <li>-Holiday activities (V2 M5)</li> <li>-Asking for and giving directions (V2 M5)</li> </ul>	<p>Todo sobre mi vida</p> <ul style="list-style-type: none"> <li>-Musical instruments</li> <li>-Reading</li> <li>-TV and cinema</li> <li>-Talking about free time activities in three tenses</li> </ul>	<p>A comer</p> <ul style="list-style-type: none"> <li>- Talk about what you eat and drink for different meals</li> <li>- Giving opinions on food and drink</li> <li>- Talk about meals in three tenses</li> <li>- Ordering in a restaurant (GCSE style Roleplay and Photocard)</li> </ul>	Film project - Gol
	<p>Grammar:</p> <ul style="list-style-type: none"> <li>-Preterite tense (1st person s+p)</li> <li>-Present tense (1st person s+p)</li> <li>-Near future tense (1st person s+p)</li> <li>-Use of 'se puede(n) + infinitive'</li> <li>-Use of the imperative to give directions</li> </ul>	<p>Grammar:</p> <ul style="list-style-type: none"> <li>-Preterite tense (3rd person s+p)</li> <li>-Present tense (3rd person s+p)</li> <li>-Near future tense (3rd person s+p)</li> <li>- El/la/los/las</li> <li>- It is vs they are</li> <li>- Adjective agreement (frequency and gender)</li> </ul>	<p>Grammar:</p> <ul style="list-style-type: none"> <li>-Preterite tense (persons 1-3)</li> <li>-Present tense (persons 1-3)</li> <li>-Near future tense (persons 1-3)</li> <li>- Tú vs usted</li> </ul>	
	<p>Phonics:</p> <ul style="list-style-type: none"> <li>- 'v' = soft v</li> <li>- 'se' = seh</li> <li>- 'ue' = weh</li> <li>- 'fu' = fwuh</li> <li>- Fui vs fue</li> <li>- 'que' = kay</li> <li>- 'qu' = kuh</li> </ul>	<p>Phonics:</p> <ul style="list-style-type: none"> <li>- Accents</li> <li>- 'qu' = kuh</li> <li>- 'eo' = you</li> <li>- 'v' = soft b</li> <li>- ñ = ny</li> </ul>	<p>Phonics:</p> <ul style="list-style-type: none"> <li>- soft 'd' at end of word</li> <li>- 'v' = soft b</li> <li>- ñ = ny</li> <li>- 'll' = y</li> <li>- 'me' = meh</li> <li>'que' = kay</li> </ul>	
	<p>Assessments:</p> <p>End of module: Writing</p> <p>End of module: Vocabulary</p>	<p>Assessments</p> <p>End of module: Reading/Listening</p> <p>End of module: Vocabulary</p>	<p>Assessments</p> <p>End of module: Speaking</p> <p>End of module: Vocabulary</p>	

	Weeks 1-12	Weeks 13-24	Weeks 25-36	Timetable rollover
<b>Year 9</b>	<b>Oriéntate</b> <ul style="list-style-type: none"> <li>- Talking about jobs</li> <li>- Career aspirations</li> <li>- Future plans</li> <li>- A typical day at work</li> <li>- Describing tasks and duties</li> </ul>	<b>En forma</b> <ul style="list-style-type: none"> <li>- Talking about a healthy lifestyle in three tenses</li> <li>- Food, food groups and how often you eat them</li> <li>- Daily routine</li> <li>- What you must (not) do to lead a healthy lifestyle</li> <li>- Talking about ailments</li> </ul>	<b>GCSE Module 1: ¡Diviértete!</b> <ul style="list-style-type: none"> <li>- Talking about life online</li> <li>- Talking about sports and free-time activities</li> <li>- Arranging to go out and planning a cinema visit</li> <li>- Last weekend</li> <li>- A day that went wrong</li> </ul>	Film project - Voces Inocentes
	<b>Grammar:</b> <ul style="list-style-type: none"> <li>- Tener que + infinitive verb</li> <li>- Verbs that express future intentions: quiero, tengo la intención de, espero, pienso, me gustaría + infinitive verbs</li> <li>- Trabajar (preterite, present, near future)</li> </ul>	<b>Grammar:</b> <ul style="list-style-type: none"> <li>- Reflexive verbs in present tense</li> <li>- Direct object pronouns</li> <li>- Time</li> </ul>	<b>Grammar:</b> <ul style="list-style-type: none"> <li>- Present tense</li> <li>- Near future tense</li> <li>- Preterite tense</li> <li>- Direct object pronouns</li> <li>- Question words</li> <li>- Using 3 tenses together</li> </ul>	
	<b>Phonics:</b> <ul style="list-style-type: none"> <li>- Accents</li> <li>- 'que' = kay</li> <li>- 'eo' = you</li> <li>- 'v' = soft b</li> <li>- ñ = ny</li> <li>- j = hard h</li> <li>- ci = th</li> </ul>	<b>Phonics:</b> <ul style="list-style-type: none"> <li>- 'ja' = eeeyah</li> <li>- 'me' = meh</li> <li>- 'te' = teh</li> <li>- 'se' = seh</li> <li>- 'que' = kay</li> <li>- j = hard h</li> <li>- 'ue' = weh</li> <li>- 'z' = th</li> </ul>	<b>Phonics:</b> <ul style="list-style-type: none"> <li>- 'v' = soft b</li> <li>- 'ci' = th</li> <li>- 'ja' = eeeyah</li> <li>- 'll' = y</li> <li>- 'ce' at the end of word = thay</li> <li>- 'c' = soft c- 'th' / 's' differences</li> </ul>	
	<b>Assessments:</b> End of module: Listening/Reading End of module: Vocabulary	<b>Assessments</b> End of module: Writing End of module: Vocabulary	<b>Assessments</b> End of module: Speaking End of module: Vocabulary	

	Weeks 1-8	Weeks 9-16	Weeks 17-24	Weeks 25-32		
Year 10	MI vida en el insti <ul style="list-style-type: none"> <li>- School subjects</li> <li>- Teachers</li> <li>- Describing your studies</li> <li>- Comparing your secondary school with your primary school</li> <li>- Rules</li> <li>- Uniform</li> <li>- Extra-curricular activities</li> </ul>	Mi gente <ul style="list-style-type: none"> <li>- Free time activities</li> <li>- Talking about apps and their uses</li> <li>- Reading</li> <li>- Talking about what you are doing</li> <li>- Describing people (relationships and appearance)</li> </ul>	Intereses e influencias <ul style="list-style-type: none"> <li>- Free time</li> <li>- Music</li> <li>- Sport</li> <li>- TV</li> <li>- Films</li> <li>- Nationalities</li> <li>- Trends</li> <li>- Role models</li> </ul>	Ciudades <ul style="list-style-type: none"> <li>- Shops and facilities in a town</li> <li>- Asking for and giving directions</li> <li>- Describing the features of a region</li> <li>- Making plans</li> <li>- Clothes shopping</li> <li>- Problems in a town</li> <li>- Describing a past visit</li> </ul>	Exams and reflection	
	Grammar: <ul style="list-style-type: none"> <li>- Tener and ir in 3 tenses</li> <li>- Hay vs. Había</li> <li>- Using haber in the negative</li> <li>- Adjectives (gender and frequency)</li> <li>- Indirect object pronouns</li> </ul>	Grammar: <ul style="list-style-type: none"> <li>- Present continuous</li> <li>- Possessive pronouns</li> <li>- Adjectival agreements</li> <li>- Para + infinitive</li> <li>- Ser vs Estar</li> <li>- Reflexive verbs for relationships</li> </ul>	Grammar: <ul style="list-style-type: none"> <li>- Opinions</li> <li>- Soler + infinitive</li> <li>- Adjectives</li> <li>- Jugar/Hacer in 4 tenses (preterite, imperfect, present, near future)</li> <li>- Perfect tense</li> <li>- Question words</li> <li>- Complex reasons</li> </ul>	Grammar: <ul style="list-style-type: none"> <li>- Se puede(n) + infinitive</li> <li>- Simple future tense</li> <li>- Este/a/os/as</li> <li>- Ese/a/os/as</li> <li>- Aquel/ella/ellos/ellas</li> <li>- Conditional tense</li> <li>- y ⇒ e</li> </ul>		
	Phonics: <ul style="list-style-type: none"> <li>- Accents</li> <li>- 'que' = kay</li> <li>- 'me' = meh</li> <li>- h = silent</li> <li>- 'v' = soft b</li> <li>- ñ = ny</li> <li>- j = hard h</li> <li>- ci = th</li> </ul>	Phonics: <ul style="list-style-type: none"> <li>- Accents</li> <li>- soft d</li> <li>- 'me' = meh</li> <li>- 'te' = teh</li> <li>- 'se' = seh</li> <li>- 'ie' = yeh</li> </ul>	Phonics: <ul style="list-style-type: none"> <li>- 'v' = soft b</li> <li>- 'ci' = th</li> <li>- 'he' = eeh</li> <li>- 'has' = ahhs</li> <li>- 'ha' = aah</li> <li>- 'hemos' = eehmos</li> <li>- 'han' = aaahn</li> <li>- 'ía' = eeyah</li> <li>- 'll' = y</li> <li>- 'ce' at the end of word = thay</li> </ul>	Phonics: <ul style="list-style-type: none"> <li>- 'y' ⇒ e</li> <li>- 'ía' = eeyah</li> <li>- 'se' = seh</li> <li>- 'v' = soft b</li> <li>- 'han' = aaahn</li> <li>- 'ui' = wee</li> <li>- 'que' = kay</li> </ul>		
	Assessments: End of module: Listening / Writing End of module: Vocabulary	Assessments End of module: Reading / Speaking End of module: Vocabulary	Assessments End of module: Listening / Writing End of module: Vocabulary	Assessments End of module: Reading / Speaking End of module: Vocabulary		

	(2022-23 only) 1-4 weeks	Weeks 5-10	Weeks 11-16 + 3 weeks trials	Weeks 20-25	
<b>Year 11</b>	Ciudades <ul style="list-style-type: none"> <li>- Asking for and giving directions</li> <li>- Describing the features of a region</li> <li>- Making plans ****</li> <li>- Clothes shopping</li> <li>- Problems in a town</li> <li>- Describing a past visit</li> </ul>	De Costumbre <ul style="list-style-type: none"> <li>- Mealtimes</li> <li>- Daily routines</li> <li>- Illness and injuries</li> <li>- Typical foods</li> <li>- Festivals and celebrations</li> <li>- Ordering in a restaurant</li> </ul>	¡A currar! <ul style="list-style-type: none"> <li>- Careers</li> <li>- Personality</li> <li>- Part-time jobs</li> <li>- Chores</li> <li>- Work experience</li> <li>- Learning languages</li> <li>- Applying for a job</li> <li>- Gap years</li> <li>- Future plans</li> </ul>	Hacia un mundo mejor <ul style="list-style-type: none"> <li>- Environment</li> <li>- Types of house</li> <li>- Healthy eating</li> <li>- Unhealthy habits</li> <li>- Global issues and local actions</li> <li>- International sporting events</li> <li>- Natural disasters</li> </ul>	<b>Revision + exams</b>
	Grammar: <ul style="list-style-type: none"> <li>- Simple future tense</li> <li>- Este/a/os/as</li> <li>- Ese/a/os/as</li> <li>- Aquel/ella/ellos/ellas</li> <li>- Conditional tense</li> <li>- y ⇒ e</li> </ul>	Grammar: <ul style="list-style-type: none"> <li>- Reflexive verbs in present and preterite tense</li> <li>- Irregular verbs in the preterite tense</li> <li>- Passive voice</li> <li>- Absolute superlatives</li> <li>- Expressions followed by the infinitive</li> <li>- Soler + infinitive</li> </ul>	Grammar: <ul style="list-style-type: none"> <li>- Ser in present</li> <li>- Tener que</li> <li>- Soler</li> <li>- Irregular present tense verbs</li> <li>- Irregular preterite tense verbs</li> <li>- Imperfect tense verbs</li> <li>- Using the preterite and imperfect</li> <li>- Using the active voice / impersonal 'se'</li> <li>- Using past subjunctive + conditional mood</li> <li>- Using the present subjunctive + simple future</li> </ul>	Grammar: <ul style="list-style-type: none"> <li>- Se debería + infinitive</li> <li>- Present subjunctive</li> <li>- Subjunctive in commands</li> <li>- Pluperfect tense</li> <li>- Imperfect continuous</li> </ul>	
	Phonics: <ul style="list-style-type: none"> <li>- 'y' ⇒ e</li> <li>- 'ía' = eeyah</li> <li>- 'se' = seh</li> <li>- 'v' = soft b</li> <li>- 'han' = aaahn</li> <li>- 'ui' = wee</li> <li>- 'que' = kay</li> </ul>	Phonics: <ul style="list-style-type: none"> <li>- Accents</li> <li>- 'sue' = sway</li> <li>- 'me' = meh</li> <li>- 'le' = leh</li> <li>- h = silent</li> <li>- 'v' = soft b</li> <li>- ñ = ny</li> <li>- j = hard h</li> <li>- ci = th</li> </ul>	Phonics: <ul style="list-style-type: none"> <li>- Accents</li> <li>- 'que' = kay</li> <li>- 'me' = meh</li> <li>- h = silent</li> <li>- 'v' = soft b</li> <li>- ñ = ny</li> <li>- j = hard h</li> <li>- ci = th</li> <li>- 'ue' = weh</li> <li>- 'eo' = eyyo</li> <li>- 'cue' = weh</li> <li>- 'g' = soft h</li> </ul>	Phonics: <ul style="list-style-type: none"> <li>- Accents</li> <li>- 'ía' = eeyah</li> <li>- 'que' = kay</li> <li>- 'v' = soft b</li> <li>- 'ge' = je</li> <li>- 'o' = oh</li> <li>- 'ha' = ah</li> </ul>	
	Assessments End of module: Reading End of module: Vocabulary	Assessments: End of module: Listening / Writing End of module: Vocabulary	Assessments End of module: Reading / Speaking End of module: Vocabulary	Assessments End of module: Listening / Writing End of module: Vocabulary	

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	Knowledge	Theme 1 – Aspects of Hispanic society	Theme 1: Aspects of Hispanic society  Study of Volver	Theme 2: Artistic culture in the Hispanic world  Study of Volver	Theme 2: Artistic culture in the Hispanic world  Study of Volver	Revision of Theme 1 and Theme 2 and exam skills practice Work on Volver to meet A-level standard  Introduction to Theme 3: Multiculturalism in Hispanic Society  Introduction to Como Agua Para Chocolate	
	Skills / Grammar	<ul style="list-style-type: none"> <li>●Revision of main grammar – bridging the gap from GCSE</li> <li>●Development of some essential and new skills, e.g. dictionary skills/internet research/organising notes...</li> </ul>	<ul style="list-style-type: none"> <li>●Revision of main grammar – bridging the gap from GCSE</li> <li>●Development of new skills, e.g. translation</li> <li>●Introduction to Essay-writing skills</li> <li>●Introduction to the new Speaking examination format</li> </ul>	<ul style="list-style-type: none"> <li>●Development of grammar</li> <li>●Development of exam skills through the topics</li> <li>●Essay-writing</li> <li>●Speaking examination format practice</li> </ul>	<ul style="list-style-type: none"> <li>●Development of grammar</li> <li>●Development of exam skills through the topics</li> <li>●Essay-writing</li> <li>●Speaking examination format practice</li> </ul>	<ul style="list-style-type: none"> <li>●Development of research skills</li> <li>●Revision of AS grammar</li> </ul>	
	Assessment	End of Unit Assessment: Unit 1 End of Unit Assessment: Unit 2 End of Unit Assessment: Unit 3		End of Unit Assessment: Unit 4 End of Unit Assessment: Unit 5 End of Unit Assessment: Unit 6		End of Unit Assessment: Unit 7 A1 exam: - Paper 1 (Listening, Reading and Responding) - Paper 2 (Writing) - Paper 3 (Speaking)	

		Autumn		Spring		Summer
		Term 1	Term 2	Term 3	Term 4	Term 5
Year 13	Knowledge	Theme 3: Multiculturalism in Hispanic society Study of Como Agua Para Chocolate Independent Research – planning stage Introduction to Theme 4: Aspects of political life in the French-speaking world		Theme 4: Aspects of political life in the Hispanic world Study of Como Agua Para Chocolate Independent Research practice		Exam preparation and practice Revision of Volver Revision of Themes 1 and 2
	Skills / Grammar	<ul style="list-style-type: none"> <li>●Revision of AS grammar</li> <li>●Introduction to A-level grammar</li> <li>●Development of exam skills, e.g. summarising in French</li> </ul>		<ul style="list-style-type: none"> <li>●Grammar</li> <li>●Development of A-level exam skills</li> </ul>		<ul style="list-style-type: none"> <li>●Grammar</li> <li>●Development of A-level exam skills</li> </ul>
	Assessment	End of Unit Assessment: Unit 8 End of Unit Assessment: Unit 9 End of Unit Assessment: Unit 10		End of Unit Assessment: Unit 11 End of Unit Assessment: Unit 12		A Level exam: - Paper 1 (Listening, Reading and Responding) - Paper 2 (Writing) - Paper 3 (Speaking)