

	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	Mis Vacaciones -Holiday destinations -Holiday accommodation -Holiday plans in three tenses (V2, M1) -Holiday activities (V2 M5) -Asking for and giving directions (V2 M5)	Todo sobre mi vida -Musical instruments -Reading -TV and cinema -Talking about free time activities in three tenses	A comer - Talk about what you eat and drink for different meals - Giving opinions on food and drink - Talk about meals in three tenses - Ordering in a restaurant (GCSE style Roleplay and Photocard)	Film project - Gol	
	Grammar: -Preterite tense (1st person s+p) -Present tense (1st person s+p) -Near future tense (1st person s+p) -Use of 'se puede(n) + infinitive' -Use of the imperative to give directions	Grammar: -Preterite tense (3rd person s+p) -Present tense (3rd person s+p) -Near future tense (3rd person s+p) - El/la/los/las - It is vs they are - Adjective agreement (frequency and gender)	Grammar: -Preterite tense (persons 1-3) -Present tense (persons 1-3) -Near future tense (persons 1-3) - Tú vs usted		
	Phonics: - 'v' = soft v - 'se' = seh - 'ue' = weh - 'fu' = fwuh - Fui vs fue - 'que' = kay - 'qu' = kuh	Phonics: - Accents - 'qu' = kuh - 'eo' = you - 'v' = soft b - ñ = ny	Phonics: - soft 'd' at end of word - 'v' = soft b - ñ = ny - 'll' = y - 'me' = meh 'que' = kay		
	Assessments: End of module: Writing End of module: Vocabulary	Assessments: End of module: Reading/Listening End of module: Vocabulary	Assessments: End of module: Speaking End of module: Vocabulary		

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

	Weeks 1-3	Weeks 4-11	Weeks 12-18	Weeks 19-25	Weeks 26-32	
	GCSE Module 1: ¡Diviértete! <ul style="list-style-type: none"> - Talking about life online - Talking about sports and free-time activities - Arranging to go out and planning a cinema visit - Last weekend - A day that went wrong 	M2: Viajes Travel and tourism <ul style="list-style-type: none"> - Describing a photo - Discussing travel plans - Festivals in Spanish-speaking countries - What you did on holiday - Describing where you stayed - Holidays in different tenses 	M3: Mi gente, mi mundo Media and technology: My personal world <ul style="list-style-type: none"> - Describing people - Talking about who you admire - Friendships and relationships - Your identity and what matters to you - Problems and giving advice 	M4: Mi estilo de vida Lifestyle and wellbeing <ul style="list-style-type: none"> - Typical foods and nationalities in Spanish-speaking countries - Healthy daily routines - Mealtimes and food trends - Comparing old and new habits - Illnesses and injuries 	M5: ¡A clase! Studying and my future <ul style="list-style-type: none"> - Schools in Spain - A typical day at school - Your studies - How you would change your school - Students and teachers at school - A school trip in the past 	
Year 10	Grammar: Recap on key tenses <ul style="list-style-type: none"> - Present tense - Near future tense - Preterite tense - Direct object pronouns - Question words - Using 3 tenses together 	Grammar: <ul style="list-style-type: none"> - Me gusta(n)/ me gustaria + infinitive - Comparatives - Se puede(n) + infinitive - Acabar de + infinitive - Range of opinions in the past - The imperfect tense - Suelo + infinitive 	Grammar: <ul style="list-style-type: none"> - Possessive adjectives - Present continuous (-ing) form - Uses of 'ser' and 'estar' - Desde hace + time - The personal 'a' - Para + infinitive - podrías/ deberías + infinitive 	Grammar: <ul style="list-style-type: none"> - Adjectives of nationality - Indefinite articles - Tener + noun - Direct object pronouns - Ya no + verb - Reflexive verbs in the preterite tense (past) - Advice verbs: debes/ tienes que/ necesitas - The simple future (will) - 'If' clauses 	Grammar: <ul style="list-style-type: none"> - Absolute superlatives - Relative pronouns: que, donde, cuando - Use of 'lo que' - The conditional tense (would) - Impersonal verbs + infinitive - Negatives - Forming questions - Using adjectives and adverbs - Identifying false friends 	Exams and reflection
	Phonics: <ul style="list-style-type: none"> - 'v' = soft b - 'ci' = th - 'ja' = eeyah - 'll' = y - 'ce' at the end of word = thay - 'c' = soft c- 'th'/'s' differences 	Phonics: <ul style="list-style-type: none"> - Accents - 'Pue' = 'pweh' - 'Ll' = 'y' - 'Qu' = 'kay' - 'Que' = 'keh' - 'Qui' = 'key' - 'Rr' = rolled 'r' - 'Fue' = 'fway' - 'J', 'ge', 'gi' = stronger 'h' 	Phonics: <ul style="list-style-type: none"> - Accents - 'H' = silent - 'V' = soft b - 'J', 'ge', 'gi' = stronger 'h', as if you are scraping your throat - 'A' = 'ah' - 'Ci' = 'th' 	Phonics: <ul style="list-style-type: none"> - 'Se' = 'say' - 'Su' = 'soo' - 'Me' = 'may' - 'Hay' = 'i' - 'Hace' = 'ah-thay' - 'j' = stronger 'h' - 'Sue' = 'sweh' - 'Ll' = 'y' - 'Z' = 'th' 	Phonics: <ul style="list-style-type: none"> - 'Z' = 'th' - 'Ll' = 'y' - 'Nue' = 'nwe' - 'Buen' = 'b-wen' - 'Ci' = 'thee' - 'Haria' = 'ah-re-ah' - 'Alli' = 'ah-ye' - 'Ñ' = 'ny' 	
	Assessments: 80-90 word writing task	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	

Year 11	Weeks 1-8	Weeks 9-16 +Y11 mocks	Weeks 17-24	Weeks 25+
	M6: De Costumbre <ul style="list-style-type: none"> - Mealtimes - Daily routines - Illness and injuries - Typical foods - Festivals and celebrations - Ordering in a restaurant 	M7: ¡A currar! <ul style="list-style-type: none"> - Careers - Personality - Part-time jobs and chores - Work experience - Learning languages - Applying for a job - Gap years and Future plans 	M8: Hacia un mundo mejor <ul style="list-style-type: none"> - Environment - Types of house - Healthy eating - Unhealthy habits - Global issues and local actions - International sporting events - Natural disasters 	Revision + exams
	Grammar: <ul style="list-style-type: none"> - Reflexive verbs in present and preterite tense - Irregular verbs in the preterite tense - Passive voice - Absolute superlatives - Expressions followed by the infinitive - Soler + infinitive 	Grammar: <ul style="list-style-type: none"> - Ser in present - Tener que - Soler - Irregular present tense verbs - Irregular preterite tense verbs - Imperfect tense verbs - Using the preterite and imperfect - Using the active voice / impersonal 'se' - Using past subjunctive + conditional mood - Using the present subjunctive + simple future 	Grammar: <ul style="list-style-type: none"> - Se debería + infinitive - Present subjunctive - Subjunctive in commands - Pluperfect tense - Imperfect continuous 	
	Phonics: <ul style="list-style-type: none"> - Accents - 'sue' = sway - 'me' = meh - 'le' = leh - h = silent - 'v' = soft b - ñ = ny - j = hard h - ci = th 	Phonics: <ul style="list-style-type: none"> - Accents - 'que' = kay - 'me' = meh - h = silent - 'v' = soft b - ñ = ny - j = hard h - ci = th - 'ue' = weh 	Phonics: <ul style="list-style-type: none"> - Accents - 'fa' = eeyah - 'que' = kay - 'v' = soft b - 'ge' = je - 'o' = oh - 'ha' = ah 	
	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	

Year 12		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	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"> ●Revision of main grammar – bridging the gap from GCSE ●Development of some essential and new skills, e.g. dictionary skills/internet research/organising notes 	<ul style="list-style-type: none"> ●Revision of main grammar – bridging the gap from GCSE ●Development of new skills, e.g. translation ●Introduction to Essay-writing skills ●Introduction to the new Speaking examination format 	<ul style="list-style-type: none"> ●Development of grammar ●Development of exam skills through the topics ●Essay-writing ●Speaking examination format practice 	<ul style="list-style-type: none"> ●Development of grammar ●Development of exam skills through the topics ●Essay-writing ●Speaking examination format practice 	<ul style="list-style-type: none"> ●Development of research skills ●Revision of AS grammar 		
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)				

Year 13		Autumn		Spring		Summer
		Term 1	Term 2	Term 3	Term 4	Term 5
	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 Spanish-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"> ●Revision of AS grammar ●Introduction to A-level grammar ●Development of exam skills, e.g. summarising in Spanish 	<ul style="list-style-type: none"> ●Grammar ●Development of A-level exam skills 	<ul style="list-style-type: none"> ●Grammar ●Development of A-level exam skills 			

	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: <ul style="list-style-type: none">- Paper 1 (Listening, Reading and Responding)- Paper 2 (Writing)- Paper 3 (Speaking)
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