

| | Weeks 1-12 | Weeks 13-24 | Weeks 25-36 | Timetable rollover |
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| 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 | |

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| 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 - Dora y La Ciudad Perdida | |
| | 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 | | |

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| 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 | |

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| Year 10 | Weeks 1-7 | Weeks 8-18 | Weeks 19-25 | Weeks 26-32 | Exams and reflection |
| | 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 | |
| | 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 | |
| | Phonics: <ul style="list-style-type: none"> - Accents - 'Pue' = 'pweh' - 'Li' = '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' = 'ij' - 'Hace' = 'ah-thay' - 'j' = stronger 'h' - 'Sue' = 'sweh' - 'Li' = 'y' - 'Z' = 'th' | Phonics: <ul style="list-style-type: none"> - 'Z' = 'th' - 'Li' = 'y' - 'Nue' = 'nwe' - 'Buen' = 'b-wen' - 'Ci' = 'thee' - 'Haria' = 'ah-re-ah' - 'Alli' = 'ah-ye' - 'Ñ' = 'ny' | |
| | 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 | |

| | Weeks 1-4 | Weeks 5-11 | Weeks 12-18 +Y11 mocks | Weeks 19-25 | Weeks 26+ |
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| Year 11 | M5: ¡A clase! Studying and my future <ul style="list-style-type: none"> - How you would change your school - Students and teachers at school - A school trip in the past | 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"> - 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 | 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"> - 'Z' = 'th' - 'Ll' = 'y' - 'Nue' = 'nwe' - 'Buen' = 'b-wen' - 'Ci' = 'thee' - 'Haría' = 'ah-re-ah' - 'Allí' = 'ah-ye' - 'Ñ' = 'ny' | 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 - ue = weh | 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 - 'ía' = eeyah - 'que' = kay - 'v' = soft b - 'ge' = je - 'o' = oh - 'ha' = ah | |
| | 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 | Assessments: End of module: Listening / Writing End of module: Vocabulary | |

| Year 12 | | Autumn | | Spring | | Summer | |
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| | | 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 |
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| | | 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 | | | |

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| | 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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