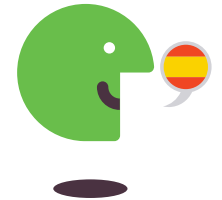


Spanish Key Stage 3

Long curriculum plan





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved through adherence to accessibility guidelines and requirements.



2. Units



KS3 Spanish is formed of 18 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Year 7 Unit 1	Year 7	14
2 Year 7 Unit 2	Year 7	14
3 Year 7 Unit 3	Year 7	12
4 Year 7 Unit 4	Year 7	10
5 Year 7 Unit 5	Year 7	12
6 Year 7 Unit 6	Year 7	14
7 Year 8 Unit 1	Year 8	14
8 Year 8 Unit 2	Year 8	14
9 Year 8 Unit 3	Year 8	12

10 Year 8 Unit 4

Year 8

10

11 Year 8 Unit 5

Year 8

12

12 Year 8 Unit 6

Year 8

14

13 Year 9 Unit 1

Year 9

14

14 Year 9 Unit 2

Year 9

16

15 Year 9 Unit 3

Year 9

12

16 Year 9 Unit 4

Year 9

10

17 Year 9 Unit 5

Year 9

12

18 Year 9 Unit 6

Year 9

14





3. Lessons

Unit 1 Year 7 Unit 1

14 Lessons

Lesson number	Lesson question	About the lesson
1.	Describing locations (Part 1/2)	Pupils will learn <ul style="list-style-type: none">In this lesson, we will use the 1st and 3rd person singular of the verb 'estar' to say where someone is.
2.	Describing locations (Part 2/2)	Pupils will learn <ul style="list-style-type: none">In this lesson, we will use the 1st and 3rd person singular of the verb 'estar' to say where someone is.
3.	Saying what someone is like (at the moment) (Part 1/2)	Pupils will learn <ul style="list-style-type: none">In this lesson, we will use the 1st, 2nd and 3rd person of the verb 'estar' to say what someone is like at the moment.



4.	Saying what someone is like (at the moment) (Part 2/2)	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will use the verb 'estar' and adjective agreement to say what someone is like at the moment.
5.	Saying what someone is like in general (Part 1/2)	Pupils will learn <ul style="list-style-type: none">• In this lesson, we use the singular person of the verb 'ser' (to be) to describe traits.
6.	Saying what someone is like in general (Part 2/2)	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will use yes / no questions to talk about traits and practise adjective agreement for gender. Guidance warnings <ul style="list-style-type: none">• External content
7.	Naming an object and saying where it is	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will use the singular indefinite articles 'un' and 'una' to name objects and say where they are located.
8.	Saying what people have (Part 1/3)	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will use the 1st, 2nd, and 3rd person of 'tener' to say what people have.



9. Saying what people have (Part 2/3)

Pupils will learn

- In this lesson, we will revisit the verb 'tener', and learn about plural nouns and how to use the plural indefinite article.

10. Saying what people have (Part 3/3)

Pupils will learn

- In this lesson, we will revise how to say what people have, using the verb 'tener' with plural nouns and plural indefinite articles.

Guidance warnings

- External content

11. Saying what people do (Part 1/4)

Pupils will learn

- In this lesson, we will use the infinitive and 3rd person singular of -ar verbs to say what people do.

12. Saying what people do (Part 2/4)

Pupils will learn

- In this lesson, we will use the infinitive and 3rd person singular of -ar verbs to say what people do.

Guidance warnings

- External content
-

13. Saying what people do (Part 3/4)

Pupils will learn

- In this lesson, we will use the 1st and 3rd person singular of -ar verbs to say what people do.

Guidance warnings

- External content
-

14. Saying what people do (Part 4/4)

Pupils will learn

- In this lesson, we will be forming verbs in the present tense, in the 2nd and 3rd person singular form, as well as recapping the 1st person singular form.

Guidance warnings

- External content
-





Lesson number	Lesson question	About the lesson
1.	Saying what people do and don't do	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will learn how to say what people do and don't do using the negative 'no' and the 1st and 2nd person singular of -ar verbs.
2.	Saying what people do and don't do (Part 2/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will be learning how to say what people do and don't do using the negative 'no' and the present tense for 'I' and 'you' with -ar verbs.
3.	Talking about more than one thing (Part 1/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will be learning how to form plurals in Spanish to talk about more than one thing, and learning a new set of vocabulary.
4.	Talking about more than one thing (Part 2/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">In today's lesson, we will continue to form and adapt plurals to talk about more than one thing, and we will revise previously learned vocabulary.



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- 5.** **Saying what there is around you (using 'hay') (Part 1/2)** **Pupils will learn**
- In this lesson, we will be using 'hay' to describe what is around us as well as recapping indefinite articles.
-
- 6.** **Saying what there is around you (using hay) (Part 2/2)** **Pupils will learn**
- In this lesson, we will be describing using both 'hay' and 'tiene'. We will also be recapping plural nouns.
- Guidance warnings**
- External content
-
- 7.** **Saying what there is around you and describing it (Part 1/2)** **Pupils will learn**
- In this lesson, we will revise the use of 'hay' and 'tiene' to say what there is around us and use 'ser' ('es' and 'son') and adjectives to describe places.
-
- 8.** **Saying what there is around you and describing it (Part 2/2)** **Pupils will learn**
- In this lesson, we will use 'es' and 'son' and adjectives to describe people. We look at masculine and feminine, singular and plural adjective forms.
- Guidance warnings**
- External content
-



9. Talking about the location of things (Part 1/2)

Pupils will learn

- In this lesson, we will learn about the singular definite articles 'el' and 'la', and we will use 'estar' for location and 'ser' for traits, in order to describe places.

Guidance warnings

- External content
-

10. Talking about the location of things (Part 2/2)

Pupils will learn

- In this lesson, we will use the singular definite articles with 'ser' and 'estar', and revisit 'hay' with indefinite articles, to say what there is, where the place is and what it is like.
-

11. Describing a place (Part 1/2)

Pupils will learn

- In this lesson, we will describe a place, using the singular and plural definite articles, and we will practise pronouncing the 'j' sound.
-

12. Describing a place (Part 2/2)

Pupils will learn

- In this lesson, we will describe a variety of places, using singular and plural definite articles, as well as singular and plural adjective endings.
-

13. Talking about wanting

Pupils will learn

- In this lesson, we will use the verb 'querer' to talk about wanting. We will use the 1st, 2nd and 3rd person singular forms and the infinitive.

Guidance warnings

- External content
-

14. Talking about giving

Pupils will learn

- In this lesson, we will use the verb 'dar' to talk about giving. We will use the 1st, 2nd and 3rd person singular forms and the infinitive.
-





Lesson
number

Lesson question

About the lesson

1.

La plaza tiene una torre (Part 1/2)

Pupils will learn

- In this lesson, we will study a short literary text called 'La plaza tiene una torre', a poem by Antonio Machado.

Guidance warnings

- External content

2.

La plaza tiene una torre (Part 2/2)

Pupils will learn

- In this lesson, we will continue our study of the short literary text called 'La plaza tiene una torre' by Antonio Machado.

3.

Talking about having (Part 1/2)

Pupils will learn

- In this lesson, we will use the verb 'tener' to talk about having.

Guidance warnings

- External content



4. Talking about having (Part 2/2)

Pupils will learn

- In this lesson, we will use the verb 'tener' to talk about having.

5. Describing people and places (Part 1/2)

Pupils will learn

- In this lesson, we will use adjectives and nouns together and learn that adjectives often follow the noun.

Guidance warnings

- External content

6. Describing people and places (Part 2/2)

Pupils will learn

- In this lesson, we will practise using adjectives and nouns together, when adjectives come after the noun.

7. Asking and answering questions (Part 1/2)

Pupils will learn

- In this lesson, we will ask and answer information questions using 'hacer' with question words in the 1st, 2nd and 3rd person singular.
-



8. Asking and answering questions (Part 2/2)

Pupils will learn

- In this lesson, we will ask and answer questions using 'cuánto', 'cuál' and 'quién' in singular and plural forms.

Guidance warnings

- External content
-

9. Saying what you are like at the moment and in general

Pupils will learn

- In this lesson, we will be exploring how to say what you are like at the moment and in general using the verbs 'ser' and 'estar'.
-

10. Talking about 'doing' and 'making'

Pupils will learn

- In this lesson, we will use the verb 'hacer' to talk about the activities that people do.
-

11.

Guided practise assessment

Pupils will learn

- In this lesson, we will complete a practise assessment together in preparation for the following achievement assessment (lesson 12 in this unit).

Essential additional subject-specific information

- Additional assessment information: students will watch a guided video and then, if able to, print a downloadable resource in order to complete the test (lined paper is a suitable alternative). An online worksheet contains audio files for the listening, grammar and reading exercises. The final part of the assessment is a speaking exercise, whereby the student will need to record their oral answers on the website, Vocaroo.
-



12.

Achievement assessment

Pupils will learn

- In this lesson, students will complete an achievement assessment independently. They will be assessed on phonics, vocabulary and grammar through listening, reading, writing and speaking exercises.

Essential additional subject-specific information

- Additional assessment information: students will watch a guided video and then, if able to, print a downloadable resource in order to complete the test (lined paper is a suitable alternative). An online worksheet contains audio files for the listening, grammar and reading exercises. The final part of the assessment is a speaking exercise, whereby the student will need to record their oral answers on the website, Vocaroo.
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Lesson number	Lesson question	About the lesson
1.	Talking about what you do with other people (Part 1/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will learn how to form the first person plural (we) of -ar verbs.
2.	Talking about what you do with other people (Part 2/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will practise using the first person plural (we) of -ar verbs.
3.	Describing what people can/are able to do (Part 1/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will describe what people can/are able to do using the verb 'poder'.
4.	Describing what people can/are able to do (Part 2/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will continue describing what people can/are able to do using the verb 'poder'. <p>Guidance warnings</p> <ul style="list-style-type: none">External content



5.	Describing what people must do (Part 1/2)	Pupils will learn <ul data-bbox="1081 129 1951 204" style="list-style-type: none">• In this lesson, we will be using the modal verb 'deber' to talk about what people must/have to do.
6.	Describing what people must do (Part 2/2)	Pupils will learn <ul data-bbox="1081 373 1912 448" style="list-style-type: none">• In this lesson, we will be using the modal verb 'deber' and also revisiting other modal verbs.
7.	Describing places and locations (Part 1/2)	Pupils will learn <ul data-bbox="1081 616 1883 691" style="list-style-type: none">• In this lesson, we will describe places and locations, using 'del', 'de la', and adverbs of position.
8.	Describing places and locations (Part 2/2)	Pupils will learn <ul data-bbox="1081 860 1939 979" style="list-style-type: none">• In this lesson, we will describe places and locations by using 'estamos' (we are), 'están' (they are), and adverbs of position. Guidance warnings <ul data-bbox="1081 1075 1364 1107" style="list-style-type: none">• External content
9.	Saying what people are like today vs in general (Part 1/2)	Pupils will learn <ul data-bbox="1081 1278 1883 1353" style="list-style-type: none">• In this lesson, we will compare what people are like today and in general, using 'estamos' and 'somos'.

10.

Saying what people are like today vs in general (Part 2/2)

Pupils will learn

- In this lesson, we will compare what people are like today and in general, using 'están' and 'son'.
-





Lesson number	Lesson question	About the lesson
1.	Describing activities: Travel (Part 1/2)	Pupils will learn <ul style="list-style-type: none">In this lesson, we will use the present tense of -ar verbs in the 3rd person plural to talk about travel activities.
2.	Describing activities: Travel (Part 2/2)	Pupils will learn <ul style="list-style-type: none">In this lesson, we will continue to use the present tense of -ar verbs in the 3rd person plural to talk about travel activities.
3.	Un hombre sin cabeza (adapted poem)	Pupils will learn <ul style="list-style-type: none">In this lesson, we will discover and analyse a real Spanish poem called 'Un hombre sin cabeza' by Armando Sequera.
4.	Using word reference resources	Pupils will learn <ul style="list-style-type: none">In this lesson, we will look at different ways of finding vocabulary using online reference sites, to help when writing independently.



5.	Saying what people are like today vs in general (revisited)	Pupils will learn <ul data-bbox="1081 129 1944 296" style="list-style-type: none">• In this lesson, we will revise how to use the 1st and 2nd person singular forms of 'ser' and 'estar' to say what people are like today versus what people are like in general.
6.	Saying what people do and where/when they do it	Pupils will learn <ul data-bbox="1081 464 1944 539" style="list-style-type: none">• In this lesson, we will revise how to say what people do, using singular and plural forms of -ar verbs. Guidance warnings <ul data-bbox="1081 639 1361 667" style="list-style-type: none">• External content
7.	Describing what people do (Part 1/4)	Pupils will learn <ul data-bbox="1081 839 1944 911" style="list-style-type: none">• In this lesson, we learn how to describe what people do using -er and -ir verbs in the infinitive and third person.
8.	Describing what people do (Part 2/4)	Pupils will learn <ul data-bbox="1081 1078 1944 1153" style="list-style-type: none">• In this lesson, we will talk about what people do using -er and -ir verbs in the infinitive and third person. Guidance warnings <ul data-bbox="1081 1254 1361 1279" style="list-style-type: none">• External content



9. Describing what people do (Part 3/4)

Pupils will learn

- In this lesson, we will describe what people do using -er and -ir verbs in 1st and 2nd person singular. We will also revisit the sound-symbol correspondences [ge] and [gi].
-

10. Describing what people do (Part 4/4)

Pupils will learn

- In this lesson, we will continue to describe what people do using -er and -ir verbs in the 1st and 2nd person singular. We will also practise the sound-symbol correspondences [ge] and [gi].

Guidance warnings

- External content
-

11. Describing what people do (Technology) (Part 1/2)

Pupils will learn

- In this lesson, we will learn how to describe what people do using -er and -ir verbs in the third person singular (he/she/it) and plural (they) forms.
-

12. Describing what people do (Technology) (Part 2/2)

Pupils will learn

- In this lesson, we will continue to talk about what people do using -er and -ir verbs in the third person singular (he/she/it) and plural (they) forms.
-



**Lesson
number**

Lesson question

About the lesson

1.

Describing places

Pupils will learn

- In this lesson, we will revise the plural definite and indefinite articles as well as the uses of 'son' (for traits) and 'están' (for location).

2.

Describing what people have

Pupils will learn

- In this lesson, we will revise the use of the verb 'tener' in singular and plural forms to describe what people have.
-

3.

Achievement assessment (includes guided practise assessment)

Pupils will learn

- In this lesson, we will firstly complete a practise assessment together, and then students will go on to complete an achievement assessment independently. They will be assessed on phonics, vocabulary and grammar through listening, reading, writing and speaking exercises.

Essential additional subject-specific information

- Additional assessment information: students will watch a guided video and then, if able to, print a downloadable resource in order to complete the test (lined paper is a suitable alternative). An online worksheet contains audio files for the listening, grammar and reading exercises. The final part of the assessment is a speaking exercise, whereby the student will need to record their oral answers on the website, Vocaroo.
-





4. Applying your knowledge assessment

Pupils will learn

- In this lesson, students will complete an assessment in applying their knowledge independently. They will be assessed on phonics, vocabulary and grammar through listening, reading, writing and speaking exercises.

Essential additional subject-specific information

- Additional assessment information: students will watch a guided video and then, if able to, print a downloadable resource in order to complete the test (lined paper is a suitable alternative). An online worksheet contains audio files for the listening, grammar and reading exercises. The final part of the assessment is a speaking exercise, whereby the student will need to record their oral answers on the website, Vocaroo.

5. Describing possessions

Pupils will learn

- In this lesson, we will talk about our possessions, using the possessive adjectives 'mi' for 'my' and 'tu' for 'your' and revisiting the use of 'es' and 'está'.

6. Describing people and possessions

Pupils will learn

- In this lesson, we will learn to use the plural possessive adjectives 'mis' for my and 'tus' for your and we revise the use of question words.

Guidance warnings

- External content
-



7.	Describing where people go and when (Part 1/3)	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will describe where people go and when using the 1st and 3rd person singular of the verb 'ir' with 'al' and 'a la', meaning 'to the'.
8.	Describing where people go and when (Part 2/3)	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will describe where people go using the singular person of the verb 'ir' and practise the use of 'al' and 'a la' with a place. Guidance warnings <ul style="list-style-type: none">• External content
9.	Describing where people go and when (Part 3/3)	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will describe where people go and when using the verb 'ir'.
10.	Describing future plans	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will learn how to describe using future plans using the verb 'ir'.
11.	La playa (poem) (Part 1/2)	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will explore and analyse a Spanish poem, 'La playa' by Juan Guinea Díaz.

12. La playa (poem) (Part 2/2)

Pupils will learn

- In this lesson, we will continue our analysis and exploration of a Spanish poem, 'La playa', by Juan Guinea Díaz.



13. Saying what people can, must and want to do

Pupils will learn

- In this lesson, we will revise what people can, must and want to do, using the 3rd person singular forms of the verbs 'querer', 'deber' and 'poder', and learning the 3rd person plural form. We also revise the possessive adjectives tu (your) and mi (my) in singular and plural forms.

14. Describing future plans

Pupils will learn

- In this lesson, we will revise how to use the verb 'ir' (to go) for habitual actions and to express future plans.
-



Lesson number	Lesson question	About the lesson
1.	Describing events in the past and present (Part 1/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will practise using -ar verbs in the 1st person to describe events in the past and present.
2.	Describing events in the past and present (Part 2/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will further practise using -ar verbs in the 1st person to describe events in the past and present.
3.	Comparing past experiences (Part 1/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will compare past experiences, using the past (preterite) tense of -ar verbs in the 1st and 2nd person singular. <p>Guidance warnings</p> <ul style="list-style-type: none">• External content
4.	Comparing past experiences (Part 2/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will compare past experiences, using the past (preterite) tense of -ar verbs.



- 5. Talking about people and places now vs in general (Part 1/2)** **Pupils will learn**
- In this lesson, we will be talking about people and places now vs in general, revisiting the verbs 'ser' and 'estar' in singular persons.
-

- 6. Talking about people and places now vs in general (Part 2/2)** **Pupils will learn**
- In this lesson, we will continue talking about people and places now versus in general. We will also revisit 'ser' and 'estar' in plural persons.
-

- 7. Comparing what you and someone else (we) do (News and Media) (Part 1/2)** **Pupils will learn**
- In this lesson, we will be using the present tense of -er verbs in the 1st person singular (I) and 1st person plural (we) in the context of talking about what journalists do.
- Guidance warnings**
- External content
-

- 8. Comparing what you and someone else (we) do (News and Media) (Part 2/2)** **Pupils will learn**
- In this lesson, we will continue to use the present tense of -er verbs in the 1st person plural in the context of talking about news and media. We will also use the present simple tense for ongoing actions.
- Guidance warnings**
- External content
-



9.	Describing what people do (At home) (Part 1/2)	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will look again at the verb 'hacer' and how to use subject pronouns to say what different people are doing or making.
10.	Describing what people do (At home) (Part 2/2)	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will use the 1st and 3rd persons plural of the verb 'hacer', together with subject pronouns to say what different people are doing or making.
11.	Asking what someone can/must do (in class) (Part 1/2)	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will revisit the modal verb 'poder', revising 'puedo', 'puede', 'pueden' and introducing 'podemos'.
12.	Asking what people can and must do (in class) (Part 2/2)	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will look again at the modal verb 'deber' and revisit forms of 'poder' to say what we can and must do.
13.	Describing what you and someone else (we) do (parties / celebrations) (Part 1/2)	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will practise forming the first person plural of -ir verbs in the present tense and we will practise pronouncing words with a stressed penultimate syllable.

14.

Describing what you and someone else (we) do (parties / celebrations) (Part 2/2)

Pupils will learn

- In this lesson, we will consolidate the first person plural of -ir verbs in the present tense, consolidate the present simple tense for routine vs ongoing actions, and practise pronouncing words with a stressed penultimate syllable.

Guidance warnings

- External content
-





**Lesson
number**

Lesson question

About the lesson

1.

Describing events in the past and present (at school) (Part 1/2)

Pupils will learn

- In this lesson, we will be describing events that happened in the past and present at school. We will be looking at -er and -ir verbs in the 1st person singular ('I' form) and our phonics focus is another look at the final syllable stress rule.

Guidance warnings

- External content

2.

Describing events in the past and present (at school) (Part 2/2)

Pupils will learn

- In this lesson, we will be describing events that happened in the past and present at school. We will be looking at -er and -ir verbs in the 1st person singular ('I' form) and pronominal adjectives. Our phonics focus is another look at the final syllable stress rule.

Guidance warnings

- External content



3. Describing events in the past and present (free time activities) (Part 1/2)

Pupils will learn

- In this lesson, we will describe events that happened in the past and present in our free time. We will use the 2nd person singular form to mean 'you' of -er and -ir verbs in the preterite. In our phonics we will learn about the stress on the ante penultimate syllable.

4. Describing events in the past and present (free time activities) (Part 2/2)

Pupils will learn

- In this lesson, we will describe events that happened in the past and present in our free time. We will use the 2nd person singular form to mean 'you' of -er and -ir verbs in the preterite. In our phonics we will practise words with the stress on the ante-penultimate syllable.

Guidance warnings

- External content

5. Describing what people have

Pupils will learn

- In this lesson, we will describe what people have, revising and using singular forms of the verb 'tener'.

6. Describing how people feel in the present

Pupils will learn

- In this lesson, we will describe how people feel in the present, using idiomatic expressions with the verb 'tener'.
-

7. Describing free time activities

Pupils will learn

- In this lesson, we will be describing our free time activities and we will be using 'querer' and 'dar' in the st person plural. In our phonics we will look at the suffix '-ción'.

Guidance warnings

- External content



8. Describing feelings and emotions

Pupils will learn

- In this lesson, we will be describing our feelings and emotions and we will be using 'dar' with idiomatic expressions with a noun. In our phonics we will look at the suffix '-ción'.

Guidance warnings

- External content

9. Describing future plans (Part 1/2)

Pupils will learn

- In this lesson, we will learn how to talk about future plans. We will also use 'para' + infinitive to discuss our intentions.
-



10. Describing future plans (Part 2/2)

Pupils will learn

- In this lesson, we will be describing future plans using the 1st person plural and the 3rd person plural of the verb 'ir'. We will also look at 'para' +infinitive to discuss our intentions.

Guidance warnings

- External content
-

11. Working with a challenging text (Part 1/2)

Pupils will learn

- In this lesson, we will be looking at a challenging text which describes what the country Bolivia is like. We will look at the difference in pronunciation between 'l' and 'll', in addition to singular and plural nouns.
-

12. Working with a challenging text (Part 2/2)

Pupils will learn

- In this lesson, we will look at a challenging text about the diversity of Bolivia, a Spanish-speaking country of contrasts. We will look at the difference in pronunciation of nouns ending in -ia and -ía.
-

13. Describing what people do (work)

Pupils will learn

- In this lesson, we will be revising plural forms of present tense of -ar verbs in the context of describing the work that people do.
-

14.

Describing what people do (festive traditions)

Pupils will learn

- In this lesson, we will be revising plural forms of present tense of -er and -ir verbs in the context of Christmas and New Year traditions.
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Lesson number	Lesson question	About the lesson
1.	Describing what people do (technology and social networks)	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will talk about what people do with technology and social networks, using -ar verbs in the 3rd person preterite. Guidance warnings <ul style="list-style-type: none">• External content
2.	Describing free time activities	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will be describing free time activities using -ar verbs in the 3rd person singular of the preterite.
3.	Describing travel in the past and present (Part 1/2)	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will be describing travel in the past and present, using the 3rd person forms of the present and preterite tenses.



4. Describing travel in the past and present (Part 2/2)

Pupils will learn

- In this lesson, we will be describing travel in the past and present, using the 3rd person singular form of -er and -ir verbs in the preterite tense.
-

5. Talking about the environment (Part 1/2)

Pupils will learn

- In this lesson, we will be revising the preterite of -ar verbs in the 1st, 2nd and 3rd person forms to mean 'I', 'you' and 's/he' in the context of talking about the environment.
-

6. Talking about the environment (Part 2/2)

Pupils will learn

- In this lesson, we will be revising the preterite of -er and -ir verbs in the 1st, 2nd and 3rd person forms to mean 'I', 'you' and 's/he' in the context of talking about the environment.
-

7.

Assessment revision and practise

Pupils will learn

- In this lesson, we will complete a practise assessment together in preparation for the following achievement assessment (lesson 8 in this unit).

Essential additional subject-specific information

- Additional assessment information: students will watch a guided video and then, if able to, print a downloadable resource in order to complete the test (lined paper is a suitable alternative). An online worksheet contains audio files for the listening, grammar and reading exercises. The final part of the assessment is a speaking exercise, whereby the student will need to record their oral answers on the website, Vocaroo.
-



8. Achievement assessment

Pupils will learn

- In this lesson, students will complete an assessment in applying their knowledge independently. They will be assessed on phonics, vocabulary and grammar through listening, reading, writing and speaking exercises.

Essential additional subject-specific information

- Additional assessment information: students will watch a guided video and then, if able to, print a downloadable resource in order to complete the test (lined paper is a suitable alternative). An online worksheet contains audio files for the listening, grammar and reading exercises. The final part of the assessment is a speaking exercise, whereby the student will need to record their oral answers on the website, Vocaroo.



9. Saying what you do for others (Part 1/2) Pupils will learn

- In this lesson, we will be learning how to talk about what we do for other people using the personal 'a' in Spanish.

10. Saying what you do for others (Part 2/2) Pupils will learn

- In this lesson, we will be talking about what we do for other people and using the personal 'a' in Spanish. We will then compare this with the use of the word 'a' in Spanish to mean 'to'. We will also revisit the 'ga' 'go' and 'gu' phonics.
-

11. Routines and daily life (Part 1/2)

Pupils will learn

- In this lesson, we will be learning how to describe our daily routine and daily life using the reflexive pronoun 'me'.



12. Routines and daily life (Part 2/2)

Pupils will learn

- In this lesson, we will be learning how to describe our daily routine and daily life using the reflexive pronouns 'me' and 'te'.
-



Lesson
number

Lesson question

Pupils will learn

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- | | | |
|-----------|--|--|
| 1. | Describing a series of events (narration)
(Part 1/2) | <ul style="list-style-type: none">• In this lesson, we will be describing a series of events in the present tense, including parts of a crime scene. We will learn about object-verb-subject word order, using the direct object pronouns 'lo' and 'la'. In our phonics session we will revise the sounds 'n' and 'ñ'. |
| 2. | Describing a series of events (narration)
(Part 2/2) | <ul style="list-style-type: none">• In this lesson, we will be describing a series of events in the present tense, focusing on activities at home. We will continue to practise object-verb-subject word order, using the direct object pronouns 'lo' and 'la'. In phonics we will revise the sounds 'n' and 'ñ'. |
| 3. | Talking about giving and receiving
(birthdays) (Part 1/2) | <ul style="list-style-type: none">• In this lesson, we will be talking about giving and receiving in the context of birthdays. We will learn how to use the indirect object pronouns 'me' and 'te' to mean '(to) me' and '(to) you'. In our phonics session we will revise the sound for 'v' and 'b'. |
-



4. Talking about giving and receiving (birthdays) (Part 2/2)

- In this lesson, we will continue to talk about giving and receiving in the context of birthdays. We will review using the indirect object pronouns 'me' and 'te' to mean '(to) me' and '(to) you' and we will learn to use the indirect object pronoun 'le' to mean '(to) him/her'. We will also revise using preterite in the 3rd person to describe past events.

5. Describing how things make people feel (1/2)

- In this lesson, we will be learning to describe how things make people feel using gustar type verbs. In our phonics session we will revise the sounds for 'r' and 'rr'.

6. Describing how things make people feel (2/2)

- In this lesson, we will be learning to describe how things make people feel using gustar type verbs. In our phonics session we will revise the sounds for 'r' and 'rr'.

7. Giving opinions about school

- In this lesson, we will be giving opinions about school subjects using verbs like 'gustar'. In our phonics session we will also revisit the silent 'h'.

8. Saying who does what to whom

- In this lesson, we will be saying who does what to whom, looking at object first word order with the indirect object pronoun 'le'. In phonics we will revise the silent 'h'.
-

9. Text exploitation: Ayamamá (Part 1/2)

- In this lesson, will be working with an authentic story from South America, 'Ayaymamá', and we will be revising using 'ser' and 'estar'.



10. Text exploitation: Ayamamá (Part 2/2)

- In this lesson, we will continue working with 'Ayaymamá', an authentic story from South America. We will also be writing our own story in Spanish.
-



Lesson number	Lesson question	Pupils will learn
1.	Describing what people do (visiting a Spanish-speaking city) (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will describe what people do in the context of visiting a Spanish-speaking city. We will look at subject pronouns and the present tense of -er and -ir verbs.
2.	Describing what people do (visiting a Spanish-speaking city) (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will describe what people do in the context of visiting a Spanish-speaking city. We will look at the present tense of -ar verbs and the use of 'para' followed by an infinitive.
3.	Describing your family members and those of others	<ul style="list-style-type: none">In this lesson, we will learn how to describe our family members and the family members of others. We will focus on spelling changes in the preterite for some -ar verbs, and will also revisit the possessive adjectives 'mi/s' and 'su/s'.
4.	Describing family members and their jobs	<ul style="list-style-type: none">In this lesson, we will learn how to say what jobs our family members do, in addition to learning about spelling changes in the preterite tense, and how to use the possessive adjective 'nuestro'.



5. Describing how people feel (Part 1/2)

- In this lesson, we will describe how people feel, using *estar* and adjectives as well as learning to use the comparatives '*más..que*' and '*menos...que*'.
-

6. Describing how people feel (Part 2/2)

- In this lesson we continue to practise the comparatives '*más..que*' and '*menos...que*' and also use '*mejor que*' and '*peor que*' to make comparisons, in the context of music concerts and festivals.
-

7. Comparing things (shopping)

- In this lesson, we will be comparing things using the demonstrative adjectives '*este*' and '*esta*' as well as the comparatives '*más... que*' and '*menos ... que*' in the context of a shopping trip.
-

8. Asking about things (shopping)

- In this lesson, we will be using the demonstrative adjectives '*estos*' and '*estas*' to ask questions . We will also be revising question words and taking part in conversations in the context of a shopping trip.
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9. Describing what people do and did (Part 1/2)

- In this lesson, we will be using the 1st and 2nd person singular of '*hacer*' in the present and preterite tense to describe what people do and did.
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10. Describing what people do and did (Part 2/2)

- In this lesson, we will be using the 1st, 2nd and 3rd person singular of 'hacer' in the present and preterite tense to describe what people do and did.
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11. Comparing where people go and went (Part 1/2)

- In this lesson, we will be talking about where people went in the past, using the forms 'fui' and 'fuiste'. We will compare these to 'voy' and 'vas' and will also revisit 'al' and 'a la' followed by places.
-

12. Comparing where people go and went (Part 2/2)

- In this lesson, we will be comparing where people go and went, using the preterite forms 'fui', 'fuiste' and 'fue'. We will also look at some adverbs ending in '-mente'.
-



Lesson number	Lesson question	About the lesson
1.	Asking questions about what people did	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will be revisiting the 1st and 2nd person singular preterite forms of regular -ar, -ir and -er verbs to ask questions about what people did.
2.	Learning about a famous Spanish-speaking person	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will be revisiting the 3rd person singular preterite form of regular -ar, -ir and -er verbs as well as some key irregular verbs to talk about famous Spanish-speaking people.
3.	Decribing school (Part 1/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will be revisiting the present tense of -ar, -er, -ir verbs to describe school.
4.	Decribing school (Part 2/2)	<p>Pupils will learn</p> <ul style="list-style-type: none">In this lesson, we will be revisiting the present tense of -ar, -er, -ir verbs to describe school. We will also compare the use of the present tense to describe ongoing events and routine events.

5.

Achievement assessment (includes guided practise assessment)

Pupils will learn

- In this lesson, we will firstly complete a practise assessment together, and then students will go on to complete an achievement assessment independently. They will be assessed on phonics, vocabulary and grammar through listening, reading, writing and speaking exercises.

Essential additional subject-specific information

- Additional assessment information: students will watch a guided video and then, if able to, print a downloadable resource in order to complete the test (lined paper is a suitable alternative). An online worksheet contains audio files for the listening, grammar and reading exercises. The final part of the assessment is a speaking exercise, whereby the student will need to record their oral answers on the website, Vocaroo.
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6. Applying your knowledge assessment

Pupils will learn

- In this lesson, students will complete an assessment in applying their knowledge independently. They will be assessed on phonics, vocabulary and grammar through listening, reading, writing and speaking exercises.

Essential additional subject-specific information

- Additional assessment information: students will watch a guided video and then, if able to, print a downloadable resource in order to complete the test (lined paper is a suitable alternative). An online worksheet contains audio files for the listening, grammar and reading exercises. The final part of the assessment is a speaking exercise, whereby the student will need to record their oral answers on the website, Vocaroo.

7. Describing what is happening now - exercise and fitness (Part 1/2)

Pupils will learn

- In this lesson, we will use the present continuous with -ar verbs to describe what is happening now, talking about the topic of exercise and fitness. We will also revisit how to use 'deber' plus the infinitive to talk about what someone must do.

8. Describing what is happening now - exercise and fitness (Part 2/2)

Pupils will learn

- In this lesson, we will look at the use of the present continuous tense to describe what is happening now, and compare this with how we say 'this' in Spanish.
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9. Describing what is happening now (film and cinema) (Part 1/2)

Pupils will learn

- In this lesson, we will use the present continuous of -er and -ir verbs to talk about what is happening now, in the context of film and cinema. We will also revisit 'querer' + infinitive to say what we want to do.

10. Talking about what is happening now - making a film (Part 2/2)

Pupils will learn

- In this lesson, we will continue to practise the present continuous of -er and -ir verbs and the use of 'querer' + infinitive to contrast what people are doing now and what they want to do in future. The context of the lesson is film and cinema.

11. Describing traditions in Spanish-speaking countries - La tomatina (Part 1/2)

Pupils will learn

- In this lesson, we will revise using the 3rd person singular and plural forms of -ar verbs in the present and preterite tense and learn about different traditions in Spanish-speaking countries.

12. Describing traditions in Spanish-speaking countries - La tomatina (Part 2/2)

Pupils will learn

- In this lesson, we will revise using the 3rd person preterite forms of -ar verbs and learn about different traditions in Spanish speaking countries.
-

13. Talking about past trips

Pupils will learn

- In this lesson, we will be talking about past trips using the verbs 'ir' and 'hacer' in the preterite tense. Our phonics focus will be the 'j' and 'gu' sounds.



14. Talking about future trips

Pupils will learn

- In this lesson, we will be talking about future trips using the verb 'ir' plus an infinitive. Our phonics focus will be the 'j' and 'gu' sounds.
-



Lesson number	Lesson question	Pupils will learn
1.	Describing people (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will use the 1st and 2nd person singular of the verbs 'ser' and 'estar' to talk about what people are like in general, and right now.
2.	Describing people (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will use the verbs 'ser' and 'estar' to talk about people in general, and right now.
3.	Saying what people do (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will be using present tense -ar regular verbs to say what people do.
4.	Saying what people do (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will be talking about what people do, using present tense -ar verbs.
5.	Talking about having more than one thing (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will be talking about having more than one thing, using the verb 'tener' in 'I' and 'you' forms, and singular indefinite articles (a).



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- 6. Talking about having more than one thing (Part 2/2)**
- In this lesson, we will be talking about how to say you have more than one thing, using the verb 'tener' in 'I', 'you' and 's/he' forms, and plural indefinite articles (some).
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- 7. Saying what people do and don't do (Part 1/2)**
- In this lesson, we will be talking about what people do and don't do, using 'no' and present tense -ar verbs.
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- 8. Saying what people do and don't do (Part 2/2)**
- In this lesson, we will continue to talk about what people do and don't do, using 'no' and present tense -ar verbs.
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- 9. Describing locations (Part 1/2)**
- In this lesson, we will be talking about places, using the singular definite articles 'el' and 'la', and using the verb forms 'hay', 'es' and 'está'.
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- 10. Describing locations (Part 2/2)**
- In this lesson, we will be talking about places, using the plural definite articles 'los' and 'las', and the verb form 'son' (they are) with plural adjective agreement.
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- 11. Talking about family (Part 1/2)**
- In this lesson, we will be talking about family, using the 1st person plural (we) and 3rd person plural (they) forms of the verb 'tener', together with adjective agreement after 'ser'.
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12. Talking about family (Part 2/2)

- In this lesson, we will be talking about family, and using nouns and adjectives together, focusing on placing adjectives after the noun.



13. Asking and answering questions (Part 1/2)

- In this lesson, we will be asking and answering information questions, using question words and the verb 'hacer'.

14. Asking and answering questions (Part 2/2)

- In this lesson, we will be asking and answering questions, using the question words cuánto(s), cuál(es) and quién(es).
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Lesson number	Lesson question	Pupils will learn
1.	Talking about what you do with others (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will practise the present tense with -ar verbs in the 1st and 3rd persons plural so that you can talk about what you do with others.
2.	Talking about what you do with others (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will consolidate our understanding of the present tense with -ar verbs and how to talk about what you do with others through a reading and a translation task.
3.	Talking about places and locations (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will learn about using 'están' and 'estamos' for location. We will also look at using 'del' and 'de la' with adverbs so that you can give extra details when talking about the location of things and places.
4.	Talking about places and locations (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will learn about the present tense of 'ser' in the 1st and 3rd persons plural and we revisit adjective agreement. We will then deepen our understanding of both 'ser' and 'estar' so that we can talk about places and location in detail.



5. Describing people and possession (Part 1/2)

- In this lesson, we will learn about using the possessives 'mi / mis' (my) and 'tu/tus' (your) to talk about possession. We also revisit the third person singular of 'ser' and 'tener' to describe people and objects.

6. Describing people and possession (Part 2/2)

- In this lesson, we will use 'están' and 'son' in a range of contexts so that we can describe people, things and places. We also revisit how to ask questions.

7. Describing when and where people go, and future plans (Part 1/2)

- In this lesson, we will practise the present tense of 'ir', an irregular verb, in the singular persons (I, you, s/he) and the 1st person plural (we). We will also learn how to use 'al' and 'a la' together with the verb ir when talking about where we go.

8. Describing when and where people go, and future plans (Part 2/2)

- In this lesson, we will deepen our understanding of the verb 'ir'. We will learn about 'ir' for future plans and habitual actions so that we can describe when and where people go and their future plans.

9. Describing what people do (Part 1/2)

- In this lesson, we will learn about using the present tense with -er verbs in the singular persons (I, you, s/he) so that we can talk to people we know.
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10. Describing what people do (Part 2/2)

- In this lesson, we will learn about the present tense with -er & -ir verbs in the 'we' and 'they' form so that we can talk about what others do.
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11. Describing activities different people do (Part 1/2)

- In this lesson, we will practise using subject pronouns when comparing what different people do whilst revising the 1st and 3rd person singular of the verb 'hacer'. We will then deepen our understanding of the verb 'hacer' and learn how to refer to the 1st and 3rd persons plural.
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12. Describing activities different people do (Part 2/2)

- In this lesson, we will practise using subject pronouns with the 1st and 3rd person plural and the verb 'hacer' so that we can describe activities different people do. We will then use hacer in a wider range of contexts, including when talking about the weather.
-

13. Talking to people you know and don't know (Part 1/2)

- In this lesson, we will learn to use 'tú' and 'vosotros' with -ar, -er, and -ir verbs in the present tense so that we can talk to one or more people we know.
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14. Talking to people you know and don't know (Part 2/2)

- In this lesson, we will learn how to use 'tú' (you, informal) and 'usted' (you, formal) appropriately so that we can understand and use the formal way of addressing people we don't know.
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15. Describing what people do & are going to do (Part 1/2)

- In this lesson, we will practise using 'ir' in the 1st and 3rd person singular to talk about future plans. We will then contrast using 'ir' for action routines and future intentions so that you can talk about what you and others do, but also what you and others are planning to do.
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16. Describing what people do & are going to do (Part 2/2)

- In this lesson, we will practise using 'ir' in the 1st and 3rd person plural to talk about future plans and routine actions so that you can talk about activities that you and others regularly do as well as talking about future plans.
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Lesson number	Lesson question	Pupils will learn
1.	Talking about wanting (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will be using the verbs 'querer' and 'dar' in singular persons, in the context of giving and wanting presents.
2.	Talking about wanting (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will be using the verbs 'querer' and 'dar' in plural persons to talk about wanting and giving.
3.	Talking about events in past and present (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will be using -ar verbs in the 1st person singular, in both the present and preterite tenses, to talk about events in the past and present.
4.	Talking about events in past and present (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will be using -ar verbs in the 2nd person singular, in both the present and preterite tenses, to talk about events in the past and present.
5.	Saying what people can and must do (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will be using the singular persons of the verbs 'poder' and 'dar' to say what people can and must do.



6. Saying what people can and must do (Part 2/2)

- In this lesson, we will be using the plural persons of the verbs 'poder' and 'dar' to say what people can and must do.
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7. Comparing what people do (Part 1/2)

- In this lesson, we will focus on the use of the 1st person plural (we) and 3rd person plural (they) forms of -er verbs, in the context of journalism.
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8. Comparing what people do (Part 2/2)

- In this lesson, we will focus on the use of the 1st person plural (we) and 3rd person plural (they) forms of -ir verbs, in the context of journalism.
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9. Describing different family members (Part 1/2)

- In this lesson, we will be using the verb 'tener' in singular persons, focusing on its idiomatic use to describe family members. We will also practise using the structure 'tener que' in singular persons.
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10. Describing different family members (Part 2/2)

- In this lesson, we will be using the verb 'tener' in plural persons, focusing on its idiomatic use to describe family members. We will also practise using the structure 'tener que' in plural persons.
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11. Celebrating different occasions (Part 1/2)

- In this lesson, we will contrast the use of -ar verbs in the 1st person present tense (ending -o) and 3rd person preterite tense (ending -ó), in the context of Christmas.

12. Celebrating different occasions (Part 2/2)

- In this lesson, we will contrast the use of -ar verbs in the 1st person present tense (ending -o) and 3rd person preterite tense (ending -ó), in the context of Easter.
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Lesson number	Lesson question	Pupils will learn
1.	Describing events in past and present (football)	<ul style="list-style-type: none">In this lesson, we will be using -er verbs in the present and preterite tenses. We will focus on the 1st and 2nd person singular, in the context of football.
2.	Describing events in past and present (classroom)	<ul style="list-style-type: none">In this lesson, we will be using -ir verbs in the present and preterite tenses. We will focus on the 1st and 2nd person singular, in the context of the classroom.
3.	Describing where people are going to go (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will revisit the verb 'ir' in singular persons and learn how to use it to express future actions. We will also look at 'al' and 'a la', meaning 'to the'.
4.	Describing where people are going to go (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will re-visit the verb 'ir' in plural persons and learn how to use it to express future actions. We will also look at 'del' and 'de la' and the use of 'para' + infinitive.



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- 5. Things you do to, and for, others (Part 1/2)**
- In this lesson, we will use the 1st person singular in the present and near future tenses to say what we do to, and for, others. We will focus on the use of the personal 'a' and also the use of 'a' when it means 'to'.
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- 6. Things you do to, and for, others (Part 2/2)**
- In this lesson, we will use the 1st person and 3rd person singular to say what we do to and for others. We will focus on the use of the personal 'a'.
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- 7. Things you do to and for yourself (Part 1/2)**
- In this lesson, we will look at how verbs can work reflexively. We will focus on the 1st person singular and use these verbs to say what we do to ourselves and for others.
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- 8. Things you do to and for yourself (Part 2/2)**
- In this lesson, we will look at how verbs can work reflexively. We will focus on the 2nd person singular and then contrast with the 1st person singular. We will also look at the possessive adjectives 'mi', 'mis', 'tu', and 'tus'.
-
- 9. Saying what we do to others and things (Part 1/2)**
- In this lesson, we will be looking at object-verb-subject word order in Spanish sentences and how to use direct objects 'lo' and 'la'. We will focus on sentences where we have to identify which person is the object and which person is the subject.
-

10.

Saying what we do to others and things (Part 2/2)

- In this lesson, we will look again at the object-verb-subject word order in Spanish sentences. We will focus on the correct use of the direct objects 'lo' or 'la', depending on the gender of the noun we are referring to.
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Lesson number	Lesson question	Pupils will learn
1.	Saying what we do for other people (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will use indirect object pronouns and direct objects to say what we do for others.
2.	Saying what we do for other people (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will focus on verb endings to identify who is doing the action in sentences with indirect object pronouns.
3.	Talking about what you and others like (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will be using 'gustar'-type verbs to say what we and others like. We will focus in particular on the use of 'a mí', 'a ti' and 'a él/ella'. We will also remind ourselves of indirect object pronouns.
4.	Talking about what you and others like (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will look at 'gustar'-type verbs and putting the subject at the front of the sentence. We will also contrast 'me gusta'/'me gustaría' and other opinions in the conditional. We will also be using infinitives to say what we would like to do as a job.



5. Experiences now and in the past (Part 1/2)

- In this lesson, we will compare and use the 3rd person singular of -er and -ir verbs in the present and preterite tenses. We will also practise the use of 'ser' and 'ir' in the third person singular, in present and preterite tenses.
-

6. Experiences now and in the past (Part 2/2)

- In this lesson, we will compare and use the 3rd person singular of -ar verbs in the present and preterite tenses. We will also practise the use of 'hacer' in the 3rd person singular, in present and preterite tenses.
-

7. Experiences visiting other places (Part 1/2)

- In this lesson, we will compare the uses of the the 1st and 3rd persons plural of -er/-ir verbs in the present and preterite tenses.
-

8. Experiences visiting other places (Part 2/2)

- In this lesson, we will compare the uses of the the 1st and 3rd persons plural of -ar verbs in the present and preterite tenses.
-

9. Comparing people and places

- In this lesson, we will be comparing people and places using 'más'/'menos'/'menor'/'mayor'. We will also look at adjectival agreement in the singular form.
-

10. Comparing media

- In this lesson, we will use 'mejor' and 'peor' in comparison sentences. We will also look at the endings for adjectives in the plural.



11. Talking about possessions (Part 1/2)

- In this lesson, we will be using demonstrative adjectives 'este'/'esta'/'estos'/'estas' to talk about what clothes we want, focussing on the singular person forms of 'querer'.

12. Talking about possessions (Part 2/2)

- In this lesson, we will be using demonstrative adjectives 'este'/'esta'/'estos'/'estas' and we will also revise the singular persons of 'deber'/'poder'/'tener'.
-



Lesson number	Lesson question	Pupils will learn
1.	Comparing things (shopping) (Part 1/2)	<ul style="list-style-type: none">In this lesson, we use the demonstratives 'ese/esa' and comparatives to make comparisons, in the context of shopping.
2.	Comparing things (shopping) (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will build on the demonstratives 'ese/esa' with 'esos/esas' and comparatives to make comparisons, in the context of shopping.
3.	Describing what is happening now (Part 1/2)	<ul style="list-style-type: none">In this lesson, we will consider how to structure a balanced argument in non-fiction. To do this, we will explore how subordinating conjunctions can be incorporated.
4.	Describing what is happening now (Part 2/2)	<ul style="list-style-type: none">In this lesson, we will practise the use of 'esta', the demonstrative, with 'está' when used in the present continuous tense (using -ar verbs). The context is an online exercise class!



-
- 5. Talking about activities right now (Part 1/2)**
- In this lesson, we will focus on the use of -er/-ir verbs in the present continuous tense, using singular persons. The context is film.
-
- 6. Talking about activities right now (Part 2/2)**
- In this lesson, we will contrast the use of the present continuous with -er/-ir verbs with the use of modal verbs followed by an infinitive. The context is film.
-
- 7. Talking about how and where you are and were**
- In this lesson, we will contrast the singular forms of 'estar' and 'ser' in the present and imperfect forms to describe how and where you are and were.
-
- 8. Talking about now and then**
- In this lesson, we will contrast the singular forms of 'estar', 'ser', 'tener' and 'haber' in the present and imperfect forms.
-
- 9. Talking about what you are doing now and were doing then (Part 1/2)**
- In this lesson, we will contrast the use of the present continuous with the imperfect continuous tense to describe what we are doing versus what we are doing. The lesson contains reference to social media, which is only suitable for persons aged 13+.
-



-
- 10. Talking about what you are doing now and were doing then (Part 2/2)**
- In this lesson, we will contrast the use of the imperfect continuous to say what we were doing, with the imperfect + 'por' + infinitive to say what we were about to do. The lesson contains a reference to social media which is only suitable for persons aged 13+.
-
- 11. Talking about trips (Part 1/2)**
- In this lesson, we will use the irregular verbs 'ir' and 'hacer' in the preterite tense to talk about trips we went on.
-
- 12. Talking about trips (Part 2/2)**
- In this lesson, we will use the preterite and near future tenses of 'ir' to talk about trips.
-
- 13. Talking about festivals (Part 1/2)**
- In this lesson, we will revisit the third person singular and plural forms of -ar verbs in the context of festivals, focusing in particular on La Tomatina.
-
- 14. Talking about festivals (Part 2/2)**
- In this lesson, we will contrast the present vs preterite tenses in the 3rd person singular. We look again at the Tomatina and refer to other festivals too.
-

4. Learn More



Contents

Section number

Section content

1.	Coherence and flexibility
2.	Language knowledge
3.	Knowledge organisation
4.	Knowledge selection
5.	Inclusion and ambition
6.	Pupil engagement
7.	Motivation through learning
8.	A curriculum of quality
9.	Additional unit information: context, grammar, phonics and vocabulary overview



1. Coherence and flexibility

Language learning is inherently cumulative. In a low exposure classroom setting, learning is most effective when language knowledge is logically sequenced and frequently revisited. For that reason, we foreground coherence. This then allows pupils to use their core knowledge flexibly when they need to.

2. Language knowledge

We set out to teach and practise three main bodies of knowledge that research indicates are fundamental to progress for beginner language learners in a classroom setting. These are: phonics (sound-writing relations), vocabulary, and grammar.

3. Knowledge organisation

We set out this knowledge clearly, with an explicit spine of grammar and sets of high-frequency vocabulary. Phonics feature in every lesson as regular and frequent short bursts of practice.

4. Knowledge selection

In years 7 and 8, the aim is to avoid introducing too much language too fast, in line with the MFL Pedagogy Review, a report published by the Teaching Schools Council (2016), which drew on research into language learning and teaching and on the knowledge and experience of a wide range of experienced practitioners. Over time, teaching includes a range of grammar features on nouns, verbs, and adjectives (for persons, number, gender, subjects, tenses, and key syntax). Vocabulary selection is based on word frequency; sets of words from different parts of speech, with a special emphasis on the most common verbs, allow students to manipulate verbs and regularly create their own sentences in speech and writing.

The year 9 languages curriculum is designed to be used flexibly and to meet a range of pupil needs. Its grammar spine is a condensed version of the essential grammar required to start current GCSE courses. For that reason, teachers may want to make use of Y9 material to fill knowledge gaps or provide additional reinforcement to students at KS4, as well as those in Y9.

5. Inclusion and ambition

Given the mixed picture of primary FL provision and transition arrangements, we seek to achieve maximum inclusivity by assuming little prior knowledge on arrival in Y7. However, foregrounding knowledge of phonics, grammar and vocabulary

naturally de-emphasises traditional thematic topics often taught in primary settings, and so our lessons provide new learning opportunities to challenge most pupils on arrival at secondary school.



6. Pupil engagement

Carefully designed input (listening and reading) activities compel students to pay close attention to the meaning and form of the new language. Each week practice extends to production, which ensures that pupils have to actively recall and manipulate language to communicate where there is a genuine 'information gap' (where information must be successfully expressed and understood by the learner).

7. Motivation through learning

Teaching is carefully planned to compel thinking, thinking drives learning, and success in learning is motivational.

8. A curriculum of quality

We support curriculum planning with resources that emphasise transparent explanations and abundant practice, building in frequent feedback to maximise confidence and success. Regular and frequent revisiting of knowledge is explicit and systematically integrated into planning.

Planning in years 7 and 8 is in line with the Review of MFL Pedagogy and NCELP (National Centre for Excellence for Language Pedagogy). In years 9, the planning prepares for current GCSE content and examinations, which builds on the core grammar and high-frequency vocabulary outlined in the programmes of study for Key Stages 2 and 3.

9. Additional unit information: context, grammar, phonics and vocabulary overview

The tables below provide additional information about each unit in our key stage 3 Spanish curriculum.

Each table provides a summary of a single unit. You will find information about:

- the main grammar taught in the unit
- the different pronunciation foci for the unit
- the different types of vocabulary taught in the unit

- the main language context for the unit



Year 7, Unit 1

Context

- Describing places and location
- Saying what someone is like at the moment
- Saying what someone is like in general
- Saying what people have
- Saying what people do

Grammar

- Essential verbs
- ESTAR (to be, being) - location and mood
- SER (to be, being) - general characteristics
- TENER (to have, having)
- (1st, 2nd, 3rd persons singular)
- Indefinite articles, singular and plural nouns
- Adjectives - gender and agreement
- Yes/no questions with raised intonation
- -AR verbs in the present
- (1st, 2nd, 3rd persons singular)

Phonics (SSC - Sound-symbol correspondence) Vocabulary

- Vowels [a] [e] [i] [o] [u]
- Contrast SSC [l] and [ll]
- Hard [ca] [co] [cu]
- [cu] + vowel – [cue] [cua] [cui]
- Soft [ce] [ci]
- Learning what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence
- High-frequency vocabulary relevant to given context
- Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course

Year 7, Unit 2



Context

- Saying what people do and don't do.
- Numbers (1 to 12) and talking about more than one thing
- Saying what there is around you and describing it
- Talking about the location of things
- Describing a place
- Giving and wanting (festive season and family)

Grammar

- Using no to make a verb negative
- HAY (vs TIENE)
- son [SER], adjective (number, agreement with -s in relation to the verb)
- Singular definite articles – el, la
- Plural definite articles – los, las
- DAR (to give, giving): doy, das, da (plus noun)
- Modal verb QUERER (to want, wanting): quiero, quieres, quiere (plus noun)

Phonics (SSC - Sound symbol correspondence) Vocabulary

[z] [que] [qui] Hard [ga] [go] [gu] Soft [ge] [gi] [j] Contrast SSC [n] [ñ]

- Consolidation and extension of vocabulary relevant to the given contexts
- Revisiting of verbs, nouns and adjectives in relation to locations and family members

Year 7, Unit 3

Context

- Describing family
- Describing some natural wonders of the Spanish-

Grammar

- Adjective agreement (-o, -a, number)
- tenemos, tienen [TENER]

Phonics (SSC - Sound symbol correspondence) Vocabulary

- [v] and [b]
- Contrast [r] and [rr]

- Deepening vocabulary knowledge through work with a rich text.

- speaking world
- Asking and answering questions
- Adjective position
- WH questions
- HACER (to do, make) (1st, 2nd and 3rd persons singular)
- Silent [h]
- Revisit [a] [o]
- Revisit [e] [i]
- Revisit [u]
- Revisiting essential verbs in new contexts (es, son, hay, tiene, tienen, está + location)
- Question words



Year 7, Unit 4

Context

Grammar

Phonics (SSC - Sound symbol correspondence) Vocabulary

- | | | | |
|---|---|---|---|
| <ul style="list-style-type: none"> • Talking about what you do with others (rural life) • Talking about what people can do • Contrasting what people must, can and want to do • Places and locations • Saying what people are like today vs in general | <ul style="list-style-type: none"> • -AR verbs (1st person plural, -amos) • Modal verb PODER (can, to be able to) + infinitive (positive/negative statements, yes/no questions) • Modal verb DEBER (must, to have to) + infinitive • estamos, están [ESTAR] • de + el del vs de la • somos, son [SER] | <ul style="list-style-type: none"> • Revisit [l] and [ll] • Revisit hard [ca] [co] [cu] • Revisit [cu] + vowel – [cue] [cua] [cui] • Revisit soft [ce] [ci] | <ul style="list-style-type: none"> • Using a range of prototype -AR verbs • Developing the verb lexicon (-AR verbs) and modal verbs |
|---|---|---|---|

Year 7, Unit 5



Context

- Describing activities (travel)
- Describing what people do
- Describing what people do (technology)

Grammar

- AR verbs (3rd person plural -an)
- ER and -IR verbs (infinitive and 1st, 2nd, 3rd persons singular)
- es [SER] in infinitive sentences
- ER and -IR verbs (present - 3rd person plural)
- WH- questions

Phonics (SSC - Sound symbol correspondence) Vocabulary

- Revisit [z]
- Revisit [que] and [qui]
- Revisit [l] and [ll]
- Revisit [ga] [go] [gu]
- Revisit [ge] [gi]
- Revisit [j]
- Deepening vocabulary and grammar knowledge through work with a rich text
- Revisiting -AR verbs in the present tense (1st, 2nd, 3rd persons singular, 1st and 3rd persons plural)

Year 7, Unit 6

Context

- Discussing what people do and don't do
- Describing people and possessions
- Describing when and where people go
- Describing future plans

Grammar

- Revisit - --AR, ER, -IR verbs, WH- questions, negation, modals
- possessive adjectives (mi/mis, tu/tus)
- IR (to go, going) - voy, vas, va
- al vs a la - 'to'

Phonics (SSC - Sound symbol correspondence) Vocabulary

- Revisit [n] and [ñ]
- Revisit [v] and [b]
- Revisit [r] and [rr]
- Revisit silent [h]
- Revisit the full range of SSC taught this year
- Developing a verb lexicon (-ER and -IR verbs)
- Deepening vocabulary and grammar knowledge through work with a rich text



- IR + infinitive to express future plans (1st, 2nd, 3rd persons singular & 1st person plural)

Year 8, Unit 1

Context

- Describing events in the present and past (Travel)
- Comparing recent experiences
- Talking about people and places now vs in general
- Comparing what you and someone else (we) do (News and media)
- Describing what activities different people do (Real and virtual exchanges)
- Asking what people can and must do (In class)
- Describing what you and someone else (we) do (Parties / celebrations)

Grammar

- Past tense (preterite) -ar verbs: 1st singular (-é) vs 1st singular present (-o)
- Revisit negative 'no'
- Past tense (preterite) -ar verbs: 2nd singular (-aste) vs 1st singular (-é); 2nd singular present (-as)
- Revisit question words
- Revisit SER (for traits) vs ESTAR (for state/mood)
- Revisit adjectival agreement for gender & number
- Possessive adjectives mi/mis; tu/tus
- Present tense -er verbs only: 1st plural (-emos);

Sounds of the language

- Basic Spanish syllable structure (single consonant-vowel pairs)
- strong vowels [a], [e], [o]
- (separate syllables when occurring together)
- weak vowels [i], [u]
- weak vowel + strong vowel combinations
- Final syllable stress (palabras agudas): Rules 1 & 2
- Penultimate syllable stress (palabras llanas): Rules 1 and 2

Vocabulary

- Adjectives with different meanings with SER/ESTAR
- Strengthen verb knowledge through revisiting of high-frequency regular and irregular verbs
- Consolidation and extension of vocabulary relevant to the given contexts.
- Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course



tenemos vs 1st singular (-o)

- Use of present simple for ongoing meaning
- HACER - hago hacemos; hace hacen; haces
- Use of subject pronouns

Year 8, Unit 2

Context

- Describing events in the present and past
- (In the classroom)
- Describing events in the present and past (Free time activities)
- Expressing a range of emotions
- Expressing wants
- Saying where people go and why
- Describing what people do (Social media)

Grammar

- Past tense (preterite) -er & -ir verbs: 1st singular (-í) vs 1st singular present (-o)
- Prenominal adjectives
- Past tense -er & -ir verbs: 2nd singular past (preterite) (-iste) vs 1st singular past (preterite) (-í) and 2nd present (-es)
- Question words
- TENER in singular and plural; cuánto(s); idiomatic uses of TENER + noun
- Subject pronouns (yo, tú, él, ella, nosotros, ellos)

Sounds of the language

- Revisit final syllable stress (palabras agudas)
- Ante-penultimate syllable stress (palabras esdrújulas)
- [ll] [l]
- [ca] [co] [cu]
- use of accent on singular vs plural nouns
- [cu] + vowel – [cue] [cua] [cui]
- [ce] [ci]

Vocabulary

- Idiomatic uses of high-frequency verbs TENER and DAR
- Deepening vocabulary knowledge through work with a rich text.
- Regular revisiting of Yr 7 vocabulary for consolidation



- QUERER - quiero
queremos; quiere quieren
+ infinitive; idiomatic uses
of DAR + noun; DAR - doy
damos; da; dan
- IR - voy, vas, va, vamos,
van a + infinitive; al vs a la;
del vs de la; uses of 'de';
para + infinitive
- Regular -ar/-er /-ir verbs:
1st plural Present tense (-
amos, -emos, -imos) & 3rd
plural (-an, -en)

Year 8, Unit 3

Context

- Describing what people do (technology and social networks)
- Describing what different people did in the past
- Describing friendships and relationships
- Talking about daily life

Grammar

- Regular -ar verbs: 3rd singular past(-ó) vs 1st singular present (-o)
- cuánto, cuándo, quién
- Regular -er/-ir verbs 3rd singular past (-ió) vs 3rd singular present (-e)
- Regular -ar, -er, -ir verbs: 1st, 2nd, 3rd singular past
- Personal a

Sounds of the language

- Revisit several SSC individually and in combination
- SSC fluency development

Vocabulary

- Focusing on past (preterite) forms of familiar and new verbs
- Deepening verb knowledge through the reflexive use of high frequency verbs
- Regular revisiting of Yr 7 vocabulary for consolidation



- Reflexive me & te; mi vs mis; tu vs tus

Year 8, unit 4

Context

- Describing a series of events (Narration)
- Describing friendships and relationships
- Giving opinions about something

Grammar

- OVS word order with direct object lo, la
- Indirect object pronouns (me, te, le); OVS word order
- GUSTAR / INTERESAR/ ALEGRAR / ENCANTAR-type verbs & indirect object pronouns (me, te, le); OVS word order

Sounds of the language

- Revisit several SSC individually and in combination
- SSC fluency development

Vocabulary

- Deepening vocabulary knowledge through work with a rich text.
- Regular revisiting of Yr 7 vocabulary for consolidation

Year 8, Unit 5

Context

- Describing people's intentions
- Talking about family members and their jobs
- Describing how people feel (concerts & festivals)

Grammar

- Present tense -ar, -er, -ir singular verbs; revisit infinitives; revisit 'para' + infinitive
- Possessive adjectives - su vs sus; nuestro vs

Sounds of the language

- Revisit several SSC individually and in combination
- SSC fluency development

Vocabulary

- Regular revisiting of Yr 7 vocabulary for consolidation



- Comparing things (shopping) nuestros mi vs mis; tu vs tus
- Describing what people do and did
 - Es/son, adjective number/gender agreement
 - Comparatives: más/menos ... que; peor(es), mejor(es)
 - Demonstratives - este vs esta; estos; esta estas; es/son; está/están;
 - TENER, ESTAR, PODER. DEBER. QUERER all persons
 - HACER past (preterite) - hice, hiciste, hizo
 - IR past (preterite) – fui, fuiste, fue
- Comparing where people go and went

Year 8, Unit 6

Context

- Asking questions about what people did
- Asking questions about what people do

Grammar

- Regular -ar, -er, -ir verbs: 1st, 2nd, 3rd person singular PAST tense; negatives; awareness

Sounds of the language

- Revisit several SSC individually and in combination
- SSC fluency development

Vocabulary

- Deepening vocabulary and grammar knowledge through work with a rich text



- Describing what is happening now
 - Comparing future plans
- raising of 'did' in English questions
- Regular -ar, -er, -ir verbs: all persons singular and plural PRESENT tense; negatives; awareness raising of 'do'/'does' in English questions
 - Present continuous with -ar verbs: estoy/estás/está + present participle (-ando); question words
 - Present continuous with -ir/-er verbs: estamos/están + present participle (-iendo); question words
 - IR + infinitive in all persons
 - IR / HACER past (preterite)

Year 9, Unit 1

Context

- Describe people - in general and right now

Grammar

- ESTAR (to be, being) - location and mood
- (1st, 2nd, 3rd singular)

Sounds of the language

- Vowels [a] [e] [i] [o] [u]
- Contrast SSC [l] and [ll]

Vocabulary

- Learning what it means to know a word from recognition, to

- Talk about what people do
- Talk about one and more than one thing
- Say what people do and don't do
- Describe locations
- Talk about family
- Ask and answer questions about activities

- SER (to be, being) - general characteristics (1st, 2nd, 3rd singular)
- Adjectives - gender and agreement
- Yes/no questions with raised intonation
- Using 'no' to make a verb negative
- -AR verbs in the present
- TENER (to have, having) (1st, 2nd, 3rd singular)
- Indefinite articles, singular and plural nouns
- Hay (vs tiene)
- Son [SER], adjective (number, agreement with -s in relation to the verb)
- Singular and plural definite articles - el, la, los, las
- Adjective agreement (-o, -a, number) and position
- tenemos, tienen [TENER]
- WH questions

- Hard [ca] [co] [cu]
- [cu] + vowel - [cue] [cua] [cui]
- Soft [ce] [ci]

- pronunciation, spelling and using the word in a sentence.
- High-frequency vocabulary relevant to given context.
- Mixed word class vocabulary sets (average 10-15 words per week)
- Consolidation and extension of vocabulary relevant to the given contexts.
- Revisiting of verbs, nouns and adjectives in relation to locations and family members.





- HACER (to do, make) (1st, 2nd and 3rd persons singular)

Year 9, Unit 2

Context

- Talk about what you do with others
- Talk about places and locations
- Describe people and possessions
- Say when and where people go, and future plans
- Describe what people do
- Describe what activities different people do (virtual and real exchanges)
- Talk to people you know and don't know

Grammar

- Present tense - AR verbs: 1st & 3rd plural
- (-amos, -an)
- Present tense - ESTAR (1st & 3rd plural) for location, SER (1st & 3rd plural), del vs de la, adjective agreement (gender & number)
- Contrast mi vs mis; tu vs tus; es/son, está/están, tiene/tienen, -ar/-er/-ir verbs 3rd sing. vs plural
- Revisit question words
- Present: IR (singular & 1st plural), al vs a la, IR + infinitive for future plans
- Present tense - ER & IR verbs: Infinitives, singular & plural

Sounds of the language

- [z]
- [que]
- [qui]
- Hard [ga] [go] [gu]
- Soft [ge] [gi]
- [j]
- Contrast SSC [n] [ñ]

Vocabulary

- Extending the verb lexicon with a number of -ER and -IR verbs
- Develop verb knowledge with a focus on plural forms
- Consolidation and extension of high-frequency vocabulary relevant to the given contexts.



- Present tense - HACER (1st & 3rd plural), use of subject pronouns, hace for common weather expressions
- AR, ER & IR verbs: 2nd singular (tú) vs plural (vosotros), and vs Usted

Year 9, Unit 3

Context

- Give and want (presents)
- Describe events in the present and past (travel)
- Ask what people can and must do (in class)
- Compare what you and someone else (we) do (News and media)
- Describe different family members (at a party)
- Celebrate different occasions

Grammar

- Present tense QUERER (singular & plural), DAR (singular & plural)
- Past (preterite) vs Present: AR verbs (1st and 2nd singular), negative no, question words
- Present PODER, DEBER (singular & plural)
- Present ER & IR (1st & 3rd plural)
- Present TENER - idiomatic uses (calor, frío, hambre, sed) TENER que, ganas de

Sounds of the language

- [v] and [b]
- Contrast [r] and [rr]
- Silent [h]
- Revisit several SSC
- Revisit [a] [o]
- Revisit [e] [i]

Vocabulary

- Deepening vocabulary knowledge through work with a rich text.
- Revisiting negation and question forming across different lexis
- Developing the verb lexicon with modal verbs



- Past (preterite) 3rd (-ó) vs Present 1st (-o)

Year 9, Unit 4

Context

- Describe events in the present and past (in the classroom and free time activities)
- Describe where people go, are going to go, and why
- Things you do, to and for others
- Things you do, to and for yourself
- Talk about achievements / foods from different countries

Grammar

- Past (preterite) vs Present: ER & IR verbs (1st and 2nd singular), negative no, question words
- Future plans: IR + infinitive, para + infinitive, al/a la, del/de la
- Personal a
- Reflexive pronouns me & te, revision of mi(s), tu(s)
- OVS (Object-Verb-Subject) word order with direct object lo, la
- OVS word order with indirect object pronouns (me, te, le)

Sounds of the language

- Revisit [u]
- Revisit hard [ca] [co] [cu]
- Revisit [cu] + vowel – [cue] [cua] [cui]
- Revisit soft [ce] [ci]
- Revisit several SSC

Vocabulary

- Extending negation and question forming to the past (preterite) tense
- Developing the verb lexicon to include reflexive uses of high-frequency verb

Year 9, Unit 5

Context

Grammar

Sounds of the language

Vocabulary

- Say what you do for other people
- Talk about what you and others like
- Experiences now and in the past
- Experiences visiting other places
- Compare two places / different media
- Talk about possessions
- OVS word order with indirect object pronouns (me, te, le)
- Using GUSTAR-type verbs (me, te, le) and OVS word order
- Past (preterite) vs Present - ER & IR verbs: 3rd (-ió), AR, ER, IR - all singular
- IR / SER / HACER (preterite)
- Past (preterite) vs Present - AR, ER & IR verbs (1st & 3rd plural)
- Comparatives; present singular vs plural, adjective number / gender agreement
- Demonstratives: este vs esta; estos; esta estas
- Es/son; está/están; TENER / PODER / ESTAR / DEBER / QUERER (singular)
- Revisit [z]
- Revisit [que] and [qui]
- Revisit [l] and [ll]
- Revisit [ga] [go] [gu]
- Revisit [ge] [gi]
- Extending the range of preterite verb forms
- Extending the verb lexicon to gustar-type verbs



Year 7, Unit 6

Context

Grammar

Sounds of the language

Vocabulary

- Compare things (shopping)
 - Describe what is happening now
 - Talk about activities right now
 - Talk about how and where you are and were, talk about now and then
 - Say what you were doing and what you are doing now
 - Talk about trips
 - Talk about festivals
- Demonstratives: ese vs esa; esos vs esas; es/son
 - Present continuous: -AR verbs, contrast with DEBER + infinitive
 - Present continuous: -ER/-IR verbs, contrast with QUERER + infinitive
 - Past (imperfect) vs Present meaning - ESTAR - estoy, estás, está; vs estaba, estabas, estaba (for both location and temporary states); 'para' + infinitive
 - Past (imperfect continuous) vs Present (continuous)
 - Past (preterite) IR & HACER
 - Past (preterite) IR vs IR + infinitive (future)
 - 3rd person singular and plural present -AR verbs
 - 3rd person singular present (-a) vs preterite (-ó)
- Revisit [j]
 - Revisit [n] and [ñ]
 - Revisit [v] and [b]
 - Revisit silent [h]
 - Revisit [r] and [rr]
 - Revisit a range of previously taught SSC
- Consolidation and extension of high-frequency vocabulary relevant to the given contexts.

