

Year 7 ¡Viva! 1	HT1	HT2	HT3	HT4	HT5	HT6
	Mi vida	Mi vida Mi tiempo libre	Mi tiempo libre	Mi insti	Mi familia y mis amigos	Mi familia y mis amigos
Knowledge	Key Spanish pronunciation Introducing yourself Talking about your personality Talking about age, brothers, sisters Saying when your birthday is Using numbers and the alphabet	Talking about your pets Adding variety to your writing Saying what you like to do Learning about Christmas in Spain	Saying what you do in your spare time Talking about the weather Saying which sport you do	Saying which subjects you study Giving opinions about school subjects Describing your school Talking about break time	Describing your family Describing your hair and eye colour Saying what other people look like	Describing where you live Saying what you are going to do at the weekend/in summer
Skills	Definite articles (el, la, los, las) Verb endings : te llamas/me llamo vives/vivo Adjectives that end in -o/-a Making sentences negative Ser (present, singular) Simple connectives : y, pero, también Tener (present, singular) Indefinite articles (un/una) Possessive adjectives : mi & tu	Making adjectives agree with nouns Adjective forms (masculine and feminine, singular and plural) Qualifiers/Intensifiers High frequency words The infinitive Me gustaría Quisiera	Using -ar verbs in the present tense Using hacer (to do) and jugar (to play) Adverbs of frequency: todos los días, a veces, nunca, de vez en cuando cuando (to lengthen sentences) Present tense of hacer (irregular verb, full paradigm) Present tense of jugar (stem-changing verb, full paradigm)	Using -ar verbs to say what 'we' do Negatives Los + day of week Using me gusta(n) + el/la/los/las Checking verbs, definite articles and adjectival agreement in sentences Connectives Qualifiers Time phrases Me gustaría Quisiera Plural indefinite articles unos/unas Plural definite articles los/las Hay + indefinite article No hay + no article Present tense of regular -er and -ir verbs (full paradigms) Sequencers : primero, luego, normalmente, a veces	Sing/Plural possessive adjectives Irregular verbs tener and ser Position of adjectives Me gustaría tener/ser Quisiera tener/ser Agreement of adjectives with nouns Qualifiers	The verb estar Position of adjectives Adjectival agreement Me gustaría vivir Quisiera vivir The near future tense (ir + inf) Sequencers (primero, luego, finalmente)
Assessment	AfL (including): The Drill, Questioning, Demonstrate and Connect Low stake: Half-termly trust key piece	AfL (including): The Drill, Questioning, Demonstrate and Connect Low stake: Half-termly trust key piece High stake: Trust-wide Common Assessment	AfL (including): The Drill, Questioning, Demonstrate and Connect Low stake: Half-termly trust key piece	AfL (including): The Drill, Questioning, Demonstrate and Connect Low stake: Half-termly trust key piece	AfL (including): The Drill, Questioning, Demonstrate and Connect Low stake: Half-termly trust key piece	AfL (including): The Drill, Questioning, Demonstrate and Connect Low stake: Half-termly trust key piece High stake: Trust-wide Common Assessment
Enrichment Cultural Capital (also see "La Cultura" in ppts)	Prior Spanish Knowledge : food, traditions, geography, people etc Spanish speaking countries European Day of Languages	Day of the Dead Christmas in Spain	Easter in Spain	Differences between English & Spanish schools	Cultural traits "los ojos negros"	Spain is the 2 nd most popular tourist destination in the world

Year 8 ¡Viva! 1/2	HT1	HT2	HT3	HT4	HT5	HT6
	Mi ciudad	Mi ciudad	Mis vacaciones	Mis vacaciones Todo sobre mi vida	Todo sobre mi vida ¡ A comer !	¡ A comer !
Knowledge	Describing your town or village Telling the time Ordering in a café	Saying what you are going to do at the weekend Producing a blog about a Spanish speaking town Learning about Christmas in other Spanish speaking countries	Talking about a past holiday Saying what you did on holiday Describing the last day on holiday	Saying what your holiday was like Saying what you use your phone for Saying what type of music you like Talking about TV	Saying what you did yesterday Saying what food you like Describing mealtimes Ordering a meal	Discussing what to buy for a party Giving an account of a party
Skills	un/una, unos/unas and muchos/muchas	The near future tense (ir + inf)	Preterite of ir (full paradigm) Adjectives as exclamations	Preterite of ser	Preterite of hacer (full paradigm)	Near future tense (full paradigm)

	The verb ir (present tense) Contraction of a & el to form al Using the verb querer (to want) Stem-changing verb querer Me gustaría Quisiera	Sequencers (primero, luego, finalmente) Using 2 tense together (present & near future tenses) Connectives, intensifiers & time expressions	¡Qué aburrido! Preterite of regular -ar verbs (full paradigm) Preterite of sacar: spelling change saqué Preterite + no Sequencers : el primer día, luego más tarde, después Preterite of regular -er and -ir verbs (full paradigm) Preterite of ver: vi Contraction of a + el = al	Present tense of regular -ar, -ir, -er verbs, full paradigm (revision) Present tense of stem-changing verbs (revision) Time phrases : todos los días, dos o tres veces a la semana, a veces de vez en cuando, nunca Using the you form of the verb for questions and the I form of the verb for answers Me gusta + the definite article Agreement of adjectives Present tense of preferir (full paradigm) Comparison of adj : más.... que... Agreement of indefinite article Idioms Superlatives : lo bueno es, lo malo es, lo mejor es, lo peor es ¡Ni hablar!	Using the present and the preterite together el agua (feminine) Me gusta(n) + definite article Use of ¡Qué! Phrases Use of ¡ñam, ñam! Negatives: no, nunca, no... nada Use of verbs desayunar, comer, cenar Familiar/polite 'you': tú / usted / ustedes Tener phrases tener hambre tener sed tener calor tener frío tener prisa tener miedo tener razón tener años	Present tense Near future tense (full paradigm) Past tense Time markers Using fillers Asking questions (2nd person singular verbs) Using three time frames Making exclamations using ¡Qué ! Using coping strategies when speaking Responding to what people say
Assessment	AfL (including): The Drill, Questioning, Demonstrate and Connect Low stake: Half-termly trust key piece	AfL (including): The Drill, Questioning, Demonstrate and Connect Low stake: Half-termly trust key piece High stake: Trust-wide Common Assessment	AfL (including): The Drill, Questioning, Demonstrate and Connect Low stake: Half-termly trust key piece	AfL (including): The Drill, Questioning, Demonstrate and Connect Low stake: Half-termly trust key piece	AfL (including): The Drill, Questioning, Demonstrate and Connect Low stake: Half-termly trust key piece	AfL (including): The Drill, Questioning, Demonstrate and Connect Low stake: Half-termly trust key piece High stake: Trust-wide Common Assessment
Enrichment Cultural Capital (also see "La Cultura" in ppts)	La Fiesta de Caracol European Day of Languages Spanish towns/cities : "la plaza" Tapas/Spanish café life	Cuba Christmas in other Spanish speaking countries	Spanish/Latin American holiday locations La Riviera Maya	Spanish music Spanish TV	La Fiesta Nacional de Ajo Tapas	Fiestas Tapas

Year 9 ¡Viva!	HT1	HT2	HT3	HT4	HT5	HT6
	¡ Desconéctate !	¡ Desconéctate !	Ciudades	Ciudades	De costumbre	De costumbre
Knowledge	Discussing holiday activities and weather Talking about holiday preferences Using verbs of opinion to refer to different people Talking about a past holiday	Finding your way round a Spanish speaking airport Dealing with lost luggage Being interviewed by customs Booking accommodation Dealing with problems/making a complaint Describing a trip to Barcelona Talking about the places in a town or city Asking for and understanding directions	Talking about the places in a town or city Asking for and understanding directions Talking about shops Shopping for souvenirs Describing the features of a region	Planning what to do Shopping for clothes and presents Describing a visit in the past	Describing mealtimes Talking about daily routine Talking about illnesses and injuries Asking for help at the pharmacy Talking about typical foods Using quantity expressions Ordering in a restaurant	Talking about a music festival Comparing festivals
Skills	Revising the present tense of regular verbs Identifying and using connectives : y, pero, cuando, o, sin embargo, también Identifying and using adverbs of frequency : nunca, casi nunca, a veces, a menudo, una vez a la semana, todos los días	Adjectives, incl agreement and word order Me gustaría Key infinitive verbs connected with airports Se puede/se debe Key question words Extending sentences with donde se puede/debe Using key verbs in 3-time frames	Using some, many, lots of Saying what there is or isn't Polite form of address (usted) Decoding shop names Listening for clues Understanding prices expressed in different ways se puede / se pueden + infinitive Asking and responding to questions	The future tense Si + present + future Using exclamations Demonstrative adjectives Explaining preferences Using three tenses together: preterite, imperfect and future Listening for an overall gist Extending spoken answers using opinions and reasons	Reflexive verbs Understanding 12-hr clock times Understanding verbs for different meals. Extending what you say using sequencers (primero ... y luego ...), connectives (si and donde) and opinions Using estar for temporary states and/or feelings	Saying 'before' / 'after' (doing) Paying attention to verb forms in listening (present, preterite, near future and future) Using acabar de + infinitive Using verbs in the 'we' and 'they' form Using Clues, Cognates, Context and Common sense to help with reading a text

		<p>Understanding questions Adjectives, incl agreement and word order Me gustaría Key infinitive verbs connected with airports Se puede/se debe Key question words Extending sentences with donde se puede/debe Using key verbs in 3-time frames Understanding questions Asking questions Using verbs with usted Understanding higher numbers Quisiera/Me gustaría Using two past tenses : preterite & imperfect Giving opinions about the past Using sequencers to structure writing : primero, luego, después, más tarde, finalmente</p>			<p>Expressions with tener Pronunciation of cognates Using tengo dolor de and doler to say something hurts Differentiating between Me gusta / Me gustaría Using estar to describe a temporary state Understanding adjectives ending in -ísimo</p>	
Assessment	<p>AfL (including): The Drill, Questioning, Demonstrate and Connect Low stake: Half-termly trust key piece</p>	<p>AfL (including): The Drill, Questioning, Demonstrate and Connect Low stake: Half-termly trust key piece High stake: Trust-wide Common Assessment</p>	<p>AfL (including): The Drill, Questioning, Demonstrate and Connect Low stake: Half-termly trust key piece</p>	<p>AfL (including): The Drill, Questioning, Demonstrate and Connect Low stake: Half-termly trust key piece</p>	<p>AfL (including): The Drill, Questioning, Demonstrate and Connect Low stake: Half-termly trust key piece</p>	<p>AfL (including): The Drill, Questioning, Demonstrate and Connect Low stake: Half-termly trust key piece High stake: Trust-wide Common Assessment</p>
Enrichment Cultural Capital (also see “La Cultura” in ppts)	European Day of Languages	Fact file about Barcelona	Video clips of Spanish towns	Video clips of Spanish towns	<p>Typical Mexican dishes Typical Spanish breakfast (pan con tomate) La Tomatina La Boquería, Barcelona Tapas</p>	<p>Spanish music Festivals in Spanish speaking countries</p>

Year 10 ¡Viva!	HT1	HT2	HT3	HT4	HT5	HT6
	Mi vida en el insti	Mi vida en el insti	Mi gente	Mi gente Intereses e influencias	Intereses e influencias	Intereses e influencias
Knowledge	<p>Giving opinions about school subjects Comparing subjects and teachers Describing school uniform and the school day Talking about subjects and teachers in more detail Describing your school Talking about school rules and problems Talking about plans for a school exchange</p>	<p>Talking about activities and achievements Reviewing understanding by tackling exam style reading and listening questions Developing reading and listening strategies Reviewing understanding by tackling exam style speaking and writing questions Developing speaking and writing strategies</p>	<p>Talking about socialising and family Describing people Talking about social networks Making arrangements to go out Talking about reading preferences Describing relationships Understanding more detailed descriptions</p>	<p>Talking about friends and family Reviewing understanding by tackling exam style reading and listening questions Developing reading and listening strategies Reviewing understanding by tackling exam style speaking and writing questions Developing speaking and writing strategies Talking about sports Talking about TV programmes/films</p>	<p>Talking about what you usually do Talking about sports Talking about what’s trending Discussing different types of entertainment Agreeing and disagreeing Ask and answer questions about going out Talking about who inspires you Reviewing understanding by tackling exam style reading and listening questions Developing reading and listening strategies</p>	<p>Reviewing understanding by tackling exam style speaking and writing questions Developing speaking and writing strategies</p>
Skills	<p>Opinion verbs : me gusta, me encanta, me interesa, odio, prefiero Including qualifiers :demasiado, muy, bastante, poco</p>	<p>Using desde hace to say how long you have been doing something Understanding direct object pronouns : lo/la/los/las Spotting time expressions while</p>	<p>Possessive adjectives : mi, tu, su, nuestro, vuestro, su Using verbs in the present tense Using expressions of frequency : siempre, todos los días, etc.</p>	<p>Reflexive verbs for relationships Using adjectives and adverbs to add interest to speaking The personal ‘a’ Referring to the present and past</p>	<p>Suelo + infinitive Using expressions of frequency Looking at context to identify missing words</p>	<p>Review of grammar from the module</p>

	Comparatives : más, menos, mejor, peor, tan ... como Adjectival endings for colours Using time expressions correctly Conditional tense Superlatives Giving more detailed reasons Using negatives : nada, ni ... ni, nunca, tampoco Distinguishing between the present and the imperfect tenses Using phrases followed by the infinitive : se debe, no se debe, está prohibido, no se permite Applying pronunciation patterns to new language Tackling listening tasks which include distractors or ideas expressed in different words Speaking more expressively by using exclamations: ¡Qué va!, ¡Qué horror! Using the near future tense Asking and answering questions	listening Using three tenses together Review of grammar from the module	Pronunciation: word stress Stem-changing verbs : poder, querer Qualifying descriptions : muy, bastante, un poco, poco Phrases that don't translate word for word/Idioms Identifying the person of the verb in a reading text Adjectival endings : -o/a, -e, consonant, -or/ora, -ista) Para + infinitive Extending responses by referring to others The present continuous Decoding verbs in the present continuous while listening Improvising dialogues Justifying opinions using adjectives Structuring writing : primero, además, sin embargo, por otro lado, ya que, por eso Reflexive verbs for relationships Working with cognate personality adjectives: dinámico, estricto, estúpido, pesimista, etc. Using adjectives and adverbs of frequency to give more detailed descriptions Ser and estar	Review of grammar from the module Using two verbs together Stem-changing verb (jugar) Spotting tenses and time phrases while listening Pronouncing cognates and near cognates (sports) Key verbs in 3 tenses Using the definite article for opinions Adjectives of nationality	Using a variety of preterite verbs to talk about a concert Using ya no to say 'no longer' Imperfect tense Listening for present and imperfect verbs The perfect tense Listening for clues when the words used in a question are different to the words in the audio Useful adjectives : algunos / otros / muchos / demasiados Using phrases to debate a topic Using tener ganas de + infinitive The he/she form of the perfect tense Strategies for translating a text Using a range of past tenses : imperfect, preterite, perfect Referring to different years in Spanish Review of grammar from the module	
Assessment	AfL (including): The Drill, Questioning, Demonstrate and Connect Low stake: GCSE style Questions	AfL (including): The Drill, Questioning, Demonstrate and Connect Low stake: GCSE Style Questions High stake: Trust-wide Common Assessment	AfL (including): The Drill, Questioning, Demonstrate and Connect Low stake: GCSE style Questions	AfL (including): The Drill, Questioning, Demonstrate and Connect Low stake: GCSE style Questions	AfL (including): The Drill, Questioning, Demonstrate and Connect Low stake: GCSE style Questions	AfL (including): The Drill, Questioning, Demonstrate and Connect Low stake: GCSE style Questions High stake: Trust-wide Common Assessment
Enrichment Cultural Capital (also see "La Cultura" in ppts)	European Day of Languages Spanish school day, Spanish uniform, el Bachillerato, Spanish school system School uniform in Chile Illiteracy levels across Latin America La Selectividad Childrens charity in Bolivia Zaragoza La Sagrada Familia, Barcelona	Authentic Poster Cambridge House British School, Alicante	Facts about Spanish family life Facts about Peruvian hairstyles! Spanish/Latin American social media/apps Spanish social customs Spanish newspapers Famous authors	Spanish novelist Facts about Spanish family life Divorce in Chile Spanish engagements/weddings Authentic resources :Spanish sports Rafael Nadal, Camp Nou	Spanish hobbies, flamenco, Enrique Iglesias David Silva Madrid Dominican Republic Spanish shows on Netflix Twitter Cinema in Spain Lionel Messi charity Gaturro	

Year 11 ¡Viva!	HT1	HT2	HT3	HT4	HT5	HT6
	¡A currar!	¡A currar! Hacia un mundo mejor	Hacia un mundo mejor	Revision	Revision	
Knowledge	Talking about different jobs Discussing job preferences Talking about how you earn money Talking about work experience Talking about languages and travel Applying for a summer job	Discussing gap years Discussing plans for the future Describing types of houses Talking about the environment Talking about healthy eating Discussing diet-related problems	Considering global issues Talking about local actions Discussing healthy lifestyles Talking about international sporting events	Revision	Revision	
Skills	Masculine/feminine nouns for jobs	The conditional The imperfect subjunctive	The superlative	Listening, speaking, reading and writing skills practice	Listening, speaking, reading and writing skills practice	

	<p>Leaving out the indefinite article when talking about jobs</p> <p>Verbs followed by the infinitive</p> <p>Understanding words with more than one meaning</p> <p>Soler</p> <p>Using the preterite and the imperfect tense</p> <p>Extending your answers</p> <p>Lo + adjective</p> <p>Using desde hace to say how long you have been doing something</p> <p>Using the 24-hour clock</p> <p>The perfect tense</p> <p>Writing a formal letter</p>	<p>Using the 24-hour clock</p> <p>Interrogatives</p> <p>Extracting key information</p> <p>Talking about future plans (using a variety of verbs followed by the infinitive)</p> <p>The future tense</p> <p>Using 'if' clauses</p> <p>Using the 'we' form of verbs</p>	<p>Listening to identify the correct information</p> <p>Listening for high numbers</p> <p>Reading a text</p> <p>Se debería + infinitive</p> <p>Identifying synonyms</p> <p>Giving extended reasons</p> <p>Using tenses to work out different time frames</p> <p>Using verbs in the third person plural</p>	Exam practice	Exam practice
Assessment	<p>AfL (including): The Drill, Questioning, Demonstrate and Connect</p> <p>Low stake: GCSE style questions</p>	<p>AfL (including): The Drill, Questioning, Demonstrate and Connect</p> <p>Low stake: GCSE style questions</p> <p>High stake: Y11 Trials</p>	<p>AfL (including): The Drill, Questioning, Demonstrate and Connect</p> <p>Low stake: GCSE style questions</p>	<p>AfL (including): The Drill, Questioning, Demonstrate and Connect</p> <p>Low stake: GCSE style questions</p> <p>High stake: Y11 Trials</p>	<p>AfL (including): The Drill, Questioning, Demonstrate and Connect</p> <p>Low stake: GCSE style questions</p> <p>High stake: GCSE Speaking</p>
Enrichment Cultural Capital (also see "La Cultura" in ppts)	<p>Targeted intervention</p> <p>Spain is the 2nd most popular tourist destination in the world</p> <p>The job of "torero"</p> <p>El Bachillerato</p> <p>El paro juvenil</p> <p>Siestas</p>	Targeted intervention	Targeted intervention	Targeted intervention Easter intervention	Targeted intervention