

Long-Term Planning -SPANISH 'Learning a language is a life skill'

All our units are based on topics which are also used in real daily life.

	AUTUM N 1	AUTUM N 2	SPRING 1	SPRING 2	SUMM ER 1	SUMM ER 2
Year 7	U1- ¡Vámonos! Greetings Classroom instructions Personality Age, birthday Siblings Pets Students are learning the basics of Spanish. All the structures learnt during this unit will be re-used	U2-Mi tiempo libre Hobbies Weather Sports Xmas in Spain Forming the present tense of -AR (most common verb group) In this unit, students will be talking mainly about themselves, expressing	U3-Mi institutos School subjects Opinions School facilities Life at school in Spain Forming the present tense of -ER and -IR verbs In this unit, students will be talking about their own school but will also be introduc	U4-Mi familia y mis amigos Family description Physical description House description Rooms in the house In this unit, students will be moving on to describe themselves and other people,	U5-Mi ciudad Places in town Activities in town Time Weekend plans In this unit, students can talk about their own town and relate what they do. In this unit, they	U6- Repaso + Zona proyectos This term is used to re-teach important structures and points that students need to carry on into year 8.

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	<p>during the course of the 5 years.</p>	<p>opinions and stating simple facts. This topic will be revisited in a more mature way in Y10, Autumn 1.</p>	<p>ed to some cultural aspects of education in Spain. This topic will be revisited in a more mature way in Y9, Spring 1.</p>	<p>giving them the opportunity to learn about the adjectival agreement and to talk about someone else than themselves. This topic will be revisited in a more mature way in Y9, Spring 2.</p>	<p>also start to use the near future. This topic will be revisited in a more mature way in Y10, Spring 1.</p>	
<p>Year 8</p>	<p>U1-Mis vacaciones Past holidays</p>	<p>U2-Todo sobre mi vida Mobile use</p>	<p>U3-¡A comer! Food and drinks</p>	<p>U4-¿Qué hacemos?</p>	<p>U5-Operación verano en</p>	<p>U6-repaso + Bien en su cuerpo</p>

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	<p>places Activities and opinions In this unit, students start using the preterit tense This topic will be revisited in a more mature way in Y9, Autumn 1.</p>	<p>Musical genres Tv program mes Past account of activities In this unit, students talk about the media in simple ways, they also have the opportun ity to re- visit the near future and the preterit and use these tenses to add depth to their productio n.</p>	<p>likes and dislikes Ordering in a café and in a restaura nt Plans for food purchas es This unit is very special to holiday- makers. In this unit, students will re- visit the present, preterit and near future tense. They will also be introduc ed to the formal address.</p>	<p>Arrangi ng outings Fashion Plans for next outing In this unit, student s learn new verbs but also delve into asking various questio ns. They learn how to conjugate reflexiv e verbs This topic will be revisite d in a more mature way in Y9,</p>	<p>Barcelo na Descrip tion and compar ison of houses and destinat ions Activitie s to be done in Barcelo na Directio ns Ideal holiday s In this unit, we have linked descript ion of houses which can be quite sterile to the beautif ul city</p>	<p>Talking about health and ailment s + revision of key structur es, ready for Year 9</p>
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		<p>Some aspects of this topic will be revisited in a more mature way in Y9, Summer 1 and some other aspects in Year 10, Autumn 2.</p>	<p>This topic will be revisited in a more mature way in Y10, Summer 1.</p>	<p>Summer 1.</p>	<p>of Barcelona. Students learn the impersonal way of expressing themselves (using se + verb) as well as comparing houses. They also start asking their way around in a town. This topic will be revisited in a more</p>	
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					mature way in Y10, Spring 1.	
<p>From Year 9 onwards, students consolidate the knowledge acquired in year 7 and 8. They are revisiting the themes in a more mature way, being asked to understand and produce longer sentences. They also are introduced to further tenses.</p>						
Year 9	<p>M1- ¡Desconéctate! (theme 2: Local area, holiday & travel) Activities on holidays Weather Account of a past holiday Ideal holidays Students use the preterit tense with all -AR, -ER, and -IR verbs,</p>	<p>M1- ¡Desconéctate! (theme 2: Local area, holiday & travel) Holiday accommodation booking and complaint Account of a nightmare holiday Students learn to form the imperfect and the simple future</p>	<p>M2-Mi vida en el instituto! (theme 3: School) School subjects Comparisons of subjects and teachers School facilities Account of a primary school Opinion on uniform Students re-visit the</p>	<p>M2-Mi vida en el instituto! (theme 3: School) School rules School issues Plans for an exchange Being part of a sports club Past successes Students re-visit and re-use the</p>	<p>M3-Mi gente (theme 1: Identity & Culture) Usage Apps Pros and cons of social networks Expressing what you are currently doing Arranging an outing</p>	<p>M3- Mi gente (theme 1: Identity & Culture) Family description Relationships with family and friends Students use all 3 time frames. They also get to talk about</p>

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	<p>and the conditional In this unit, students will be talking about their holidays in a more mature way, making comparisons and using more extended sentences. They will also produce more extended pieces of writing (80-90 words)</p>	<p>tenses and are asked to use all 3 time frames (past, present and future) In this unit, students will have real-like conversations, booking a hotel room, complaining about their hotel, they will also focus on the difference between the conditional (what their ideal</p>	<p>impersonal form of verbs, the comparative and learn to use the superlative. In this unit, students will be re-visiting the topic of school in a more mature way, being able to compare school subjects and teachers as well as delving more into the cultural</p>	<p>comparative, and superlative, adding complexity with irregular adjectives. They also use all 3 time frames. In this unit, students will be expressing their views on school rules and school pressures. They will also talk about past</p>	<p>Reading Vs digital reading Students learn to build arguments using a small range of connectives. They also learn to form the continuous present. In this unit, students will re-visit the topic of media, delving more into the</p>	<p>other people and learn to use various reflexive verbs. In this unit, students will re-visit the topic of family, delving more into relationships and explaining what makes a good friend.</p>
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		holidays would be like) and the simple future (what the reality will be)	part of what education is like in Spanish-speaking countries. They will also produce more extended pieces of writing (80-90 words)	successes using the preterit and the imperfect tenses.	pros and cons of technology, creating more mature writing.	
Year 10	M4-Intereses e influencias (theme 1: Identity & Culture) Leisure activities Sports played now and before	M4-Intereses e influencias (theme 1: Identity & Culture) TV programmes International cinema	M5-Ciudades (theme 2: Local area, holiday & travel) Places to go Asking for directions Tourism office	M5-Ciudades (theme 2: Local area, holiday & travel) Future plans and weather Account of a past	M6-De costume (theme 1: Identity & Culture) Daily routine and time Meals description	M6-De costume (theme 1: Identity & Culture) Aches and ailments Revision of key structures

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	<p>Trends Students learn to use the perfect tense. In this unit, students will re-visit the topic of sports and hobbies in a more mature way, creating more complex sentences, extended pieces of writing (80-90 words)</p>	<p>Cinema Vs home TV Enquiring about events Role models Students use all 3 time frames. They also increase their knowledge of contrasting connectives. In this unit, students will re-visit the world of films, comparing cinema Vs Tv at home, using more mature</p>	<p>Past description of a town Students learn to form the imperative. In this unit, students will re-visit the topic of local area, placing themselves as tourists. Real-like conversations will occur asking for directions using the formal address and giving an account</p>	<p>visit in London Shopping and shops Enquiring in a shop Buying online Vs shops Students use 3 future frames (near future, simple future and conditional) In this unit, students will talk about shopping and will compare it to online</p>	<p>Ordering in a restaurant and complaining Account of a special day Music festivals Students re-visit the holiday-makers topic whilst adding variety and interest with how to complain about your food.</p>	<p>es, tenses and vocabulary for modules 1 to 6 Whilst aches and ailments does not appear in the GCSE specification and curriculum, we want students to re-visit it as it is very useful in the real world</p>
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		language. They will also explain what a good role model is and will express who their role model is and why.	of a previously visited Spanish-speaking town/city	shopping. They will also have real-like conversation in a shop, buying and returning items		
Year 11	M7-¡A currar! (theme 4: Future aspirations, study and work) Part-time jobs Helping at home Future professional plans Work experience In this new unit	M7-¡A currar! (theme 4: Future aspirations, study and work) Why learn languages Applying for a job Future personal plans In this new unit, students	M8- Hacia un mundo mejor (theme 5: International & global dimension) Discussing local and global environmental and social issues	Revisións Themes 1-8 Students will sit their speaking examination after half term, so time is spent finishing examination technique	Revisións- focus on Students will sit their other examination components in May and June, so time is spent finishing examination	

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	<p>(not previously approached), students will talk about their part-time jobs (all of them being 14+ and able to have a part-time job) and talk about the money they earn. They will also explain what they did during their work placement. Finally,</p>	<p>will be expressing reasons why it is good to learn another language. They will also be able to look at job advertising and apply for a job, having real-like conversations. They will finally be able to express their vision about their personal life plans</p>	<p>Talking about healthy and bad habits and how to improve them. The importance of international sports events. This is the more mature topic of all, which is why it is happening in Year 11. Students learn how to form the subjunctive (although the</p>	<p>uses and consolidating learning with a particular emphasis is on the speaking components (role-play, picture-based task and conversation)</p>	<p>techniques and consolidating learning with a particular emphasis is on the listening, reading and writing</p>	
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	they will be able to express their vision on their future professional plans		GCSE requires the students to only understand it, I want most of them to know how to form it as it is a commonly used tense and it will be re-visited more in depth in A Level			
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