

TERM	CONTEXT	GRAMMAR	SOUNDS OF THE LANGUAGE	VOCABULARY	END POINT ASSESSMENTS
TERM 1.1	<ul style="list-style-type: none"> <li>Describing events in the past (holidays)</li> <li>Asking questions about past holidays</li> <li>Describing the location of things</li> <li>Talking about routine events</li> <li>Describing people, places and traditions in Mexico</li> <li>Talking about food</li> <li>Going on a school trip</li> <li>Talking about looking after others</li> </ul>	<ul style="list-style-type: none"> <li>Revisit the past tense (preterite) –ar/-er/–ir verbs in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular and singular subject pronouns</li> <li>Revisit English and Spanish question formation</li> <li>Revisit possessive adjectives (mi/s, tu/s, su/s) contrasted with reflexive pronouns (me, te, and introduce 'se')</li> <li>Revisit direct object pronouns 'lo' and 'la', and introduce 'los' and 'las'</li> <li>Revisit <i>está / están</i> and <i>es / son</i> (<b>SER vs ESTAR</b>)</li> <li>Revisit OVS and SVO word order and indirect object pronoun 'le'; introduce 'les'</li> </ul>	<ul style="list-style-type: none"> <li>Spanish syllable structure (consonant-vowel pairs)</li> <li>Revisit final syllable stress</li> <li>Revisit penultimate syllable stress</li> <li>Revisit antepenultimate syllable stress</li> </ul>	<p>In Year 9 we revise subsets of Y7 and Y8 words. There are 4 revision weeks this term.</p> <ul style="list-style-type: none"> <li>introduction of new vocabulary highlights stem changes (week 9.1.1.4 onwords)</li> <li>a range of infinitives are revisited in weeks practising 'gustar'-type verbs</li> <li>Idiomatic uses of 'tener' + noun are revisited (and extended with the new word 'dolor')</li> </ul>	<p>At the end of this unit of learning, the pupils will be assessed on:</p> <p>Writing: To write in past tense Translation □ Writing 90 palabras</p> <ul style="list-style-type: none"> <li>Talk about your past holidays or a school trip</li> <li>express how to look after others</li> <li>Use <u>voy a + infinitive</u> to plan your future holiday</li> </ul> <p>Listening: Focus on pronunciation – Pupils read their written response to each other.</p> <p><a href="#">Listening files</a></p>
TERM 1.2	<ul style="list-style-type: none"> <li>Talking about sport and exercise</li> <li>Talking about health</li> <li>Describing people and how they feel (a weekend in the countryside)</li> <li>Describing people and what they do (an evening at home)</li> <li>Describing where people go and went</li> <li>Talking about Christmas traditions</li> </ul>	<ul style="list-style-type: none"> <li>2<sup>nd</sup> person plural of –ar verbs (<i>áis</i>) and consolidation of 2<sup>nd</sup> person singular –ar verbs</li> <li>Revisit present continuous with <i>estás</i> and <i>estáis</i></li> <li>Sois vs <i>estáis</i> (<b>SER vs ESTAR</b>)</li> <li>Possessive adjective <i>vuestro/a</i> and subject pronoun <i>vosotros</i></li> <li>Revisit gender and number adjective agreement</li> <li>Revisit <b>IR</b> in singular present, preterite and periphrastic future (<i>voy a + infinitive</i>) forms</li> </ul>	<ul style="list-style-type: none"> <li>Revisit combinations of strong and weak vowels to form diphthongs [ai], [ei], [ia], [ie], [ua], [ue], [io], [iu]</li> <li>Revisit strong vowel pairs [ae], [ea], [eo], [oe]</li> <li>Revisit use of accent on singular vs plural forms of words ending in '-ción'</li> <li>Revisit [gue], [ge], [gui], [gi]</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation and extension of vocabulary relevant to the given contexts. There are 3 revision weeks with Y7 and Y8 words</li> <li>Jugar + a + sport</li> <li>Adverbs with –mente</li> <li>Numbers 40-101</li> <li>Tener que</li> </ul>	<p>Reading :Using the 3 main reading skills: skimming, scanning, and in-depth reading</p> <p>Format of the test: T/F/ NG questions and MCQ T/F/NG= True/False/Not Given or mentioned MCQ= Multiple choice question</p> <p>Speaking : Focus on pronunciation and correct use of the vocabulary</p>

TERM	CONTEXT	GRAMMAR	SOUNDS OF THE LANGUAGE	VOCABULARY	END POINT ASSESSMENTS
TERM 2.1	<ul style="list-style-type: none"> <li>Describing what you did and what you do</li> <li>Describing a charity event</li> <li>The conquest of Peru</li> <li>Migration and the lives of Spanish speakers in the US</li> <li>Talking about climate change</li> <li>Talking about a school event</li> </ul>	<ul style="list-style-type: none"> <li>Revisit <b>HACER</b> in singular forms of present and past</li> <li>Revisit present simple for ongoing meaning</li> <li>Revisit 1<sup>st</sup> person singular and plural of preterite of –ar verbs (-é / amos) and 1<sup>st</sup> person plural of present of –ar verbs (-amos)</li> <li>1<sup>st</sup> and 3<sup>rd</sup> person plural of the preterite of –ar/-er/-ir verbs (-amos / -imos / -aron / -ieron) and revisiting 3<sup>rd</sup> person singular (-ó / -ió)</li> <li>Possessive adjectives nuestros/as, revisiting su/s</li> </ul>	<ul style="list-style-type: none"> <li>Revisit silent [h] vs [ch]</li> <li>Revisit spelling change to –qué and gué in 1<sup>st</sup> person preterite</li> <li>1<sup>st</sup> person singular present vs 3<sup>rd</sup> person singular preterite</li> <li>Revisit [je] and [ge]</li> <li>Revisit [ja], [jo], [ju] vs [ga], [go], [gu]</li> <li>Revisit hard C [ca], [co], [cu]</li> </ul>	<ul style="list-style-type: none"> <li>There are two revision weeks of Y7 and Y8 subsets</li> <li>Revisit question words</li> <li>Hace + weather</li> <li>Developing the verb lexicon (-ar/-er/-ir verbs)</li> </ul>	<p>At the end of this unit of learning, the pupils will be assessed on:</p> <p><b>Writing:</b> To write about a charity event at school /or the impact of climate change</p> <ul style="list-style-type: none"> <li>Translation</li> <li>Writing 90 palabras</li> <li>talk about climate change</li> <li>Describe what you did and/or routinely to act against the climate change</li> </ul> <p>Listening: Focus on pronunciation –</p>
TERM 2.2	<ul style="list-style-type: none"> <li>Talking about what you have to do</li> <li>Talking about making a film</li> <li>Comparing how you feel and felt</li> <li>Describing events in the past</li> <li>Reporting the news</li> </ul>	<ul style="list-style-type: none"> <li><b>TENER</b> in singular forms of preterite (tuve, tuviste, tuvo)</li> <li><b>ESTAR</b> in singular forms of imperfect (estaba, estabas, estaba) vs present tense</li> <li>Imperfect continuous vs present continuous</li> <li>Revisit demonstrative adjectives este, esta</li> <li>Revisit regular and irregular comparatives</li> <li>Relative pronouns (donde, que, cuando)</li> </ul>	<ul style="list-style-type: none"> <li>Revisit [z] as [ce/ci] vs [s] and [z] as [s] in Latin America and Canaries</li> <li>Revisit [ce] and [ci]</li> <li>Revisit [v] and [b]</li> <li>Revisit [n] and [ñ]</li> </ul>	<ul style="list-style-type: none"> <li>There is one revision week of a Y7 and Y8 subset</li> <li>Adverbs of position</li> <li>Develop knowledge of words from a range of word classes</li> <li>Consolidate previously taught vocabulary by using them for further practice of sound-symbol correspondences</li> </ul>	<p><b>Reading:</b> Using the 3 main reading skills: skimming, scanning, and in-depth reading</p> <p>Format of the test: T/F/ NG questions and MCQ T/F/NG= True/False/Not Given or mentioned MCQ= Multiple choice question</p> <p>Speaking : Focus on pronunciation – and correct use of the vocabulary</p>

TERM	CONTEXT	GRAMMAR	SOUNDS OF THE LANGUAGE	VOCABULARY	END POINT ASSESSMENTS
TERM 3.1	<ul style="list-style-type: none"> <li>Describing routines and events in the past at school, work and family celebrations</li> <li>Describing what something is like and used to be like</li> <li>A well-known story in Spanish – Don Quijote</li> <li>Giving advice and instructions</li> <li>Talking about jobs</li> </ul>	<ul style="list-style-type: none"> <li>Imperfect (for habitual past) vs preterite</li> <li>Singular forms of imperfect –ar verbs (aba, abas, aba) including <b>DAR</b> and –er/-ir verbs (-ía, -ías, -ía) including <b>QUERER, PODER, DEBER</b></li> <li>Singular forms of imperfect of <b>SER</b> (era, eras, era)</li> <li>2<sup>nd</sup> person singular and plural of present of –ar verbs (-as, -áis) + eres vs sois and vas vs vais</li> <li>2<sup>nd</sup> person plural of present of –er (-éis) and –ir verbs (-ís)</li> <li>Possessive adjective vuestros/as</li> </ul>	<ul style="list-style-type: none"> <li>Revisit [rr] and [r] and showing how sound affects meaning</li> <li>Revisit [ll] and [l]</li> <li>Revisit antepenultimate syllable stress</li> <li>Revisit penultimate syllable stress</li> <li>Revisit final syllable stress</li> </ul>	<ul style="list-style-type: none"> <li>There is one revision week of a subset of Y7 and Y8 words</li> <li>Deepen vocabulary and grammar knowledge through work with a challenging text</li> <li>Hace to mean 'ago'</li> <li>Expanding verb lexicon of –ar/-er/-ir verbs</li> </ul>	<p>At the end of this unit of learning, the pupils will be assessed on:</p> <p>Writing: To write in past tense and present tense to describe routines</p> <ul style="list-style-type: none"> <li>Translation</li> <li>Writing 90 palabras</li> </ul> <p>Listening: Focus on pronunciation – Pupils read their written response to each other.</p>
TERM 3.2	<ul style="list-style-type: none"> <li>Spending time with friends</li> <li>Traits (including nationality)</li> <li>A trip to a theme park</li> <li>Describing a crime film</li> <li>Life experiences (featuring Rigoberta Menchú – human rights activist)</li> <li>Text exploitation (featuring Diana Trujillo – aerospace engineer)</li> </ul>	<ul style="list-style-type: none"> <li>Revisit gustar type verbs and direct and indirect object pronouns</li> <li>Revisit pronominal adjectives</li> <li>Demonstrative adjectives ese/a/os/as</li> <li>Possessive adjectives mío/a, tuyo/a, suyo/a</li> <li>Revisit verbs in the preterite: <b>IR</b> (fui, fuiste), <b>HACER</b> (hice, hiciste), <b>TENER</b> (tuve, tuviste)</li> <li>Revisit ir + a infinitive for future intention</li> </ul>	<ul style="list-style-type: none"> <li>Spelling change in 1<sup>st</sup> person present of –cer/-cir verbs to [zco]</li> <li>revisit [gue], [que], [gui], [qui]</li> <li>Revisit [cu] + vowel</li> <li>Revisit [ca] vs [ga], [co] vs [go]</li> <li>Revisit [rr] vs [r]</li> <li>Strong vowels vs weak vowels</li> </ul>	<ul style="list-style-type: none"> <li>There are three revision weeks of subsets of Y7 and Y8 words</li> <li>Deepen vocabulary and grammar knowledge through work with a challenging text.</li> <li>Revisit question words</li> </ul>	<p>Reading: Using the 3 main reading skills: skimming, scanning, and in-depth reading</p> <p>Format of the test:</p> <p>T/F/ NG questions and MCQ</p> <p>T/F/NG= True/False/Not Given or mentioned</p> <p>MCQ= Multiple choice question</p> <p>Speaking : Focus on pronunciation – and correct use of the vocabulary</p>