Spanish Year 7						
	Term 1: Oct - Dec	**Term 2: Jan - Feb**	**Term 3: Feb -Mar**	**Term 4: Mar - Apr**	**Term 5: May**	**Term 6: Jun-Jul**
Topic/ Specification reference	Re-capping the basics	Module 2: En el Instituto	Module 3: Mi Famiia	Module 4: En Casa	Module 5: Tiempo Libre	Module 6: Mi Ciudad
Key vocabulary **Culture Link**	Name/greetings Age /date /numbers Colours / pets Months/birthday Pencil case items Different registers of greetings	School subjects Opinions Reasons Time School activities Food/drink School in Spain	Family members Descriptions Pets Families in Spain	Where you live Rooms of house Directions What is there to do in your town Looking at different places in Spain	Sports Activities The verbs JUGAR/HACER Opinions/Reasons Sports in Spain	Places in towns Describing towns Invitations and excuses Weather Future Plans Towns in Spain
Skills	Listening Reading Writing Speaking	Listening Reading Writing Speaking	Listening Reading Writing Speaking	Listening Reading Writing Speaking	Listening Reading Writing Speaking	Listening Reading Writing Speaking
Key Grammar	Present Tense Connectives Word Order Nouns	As previous but also: Adjectival Agreements Opinions/Reasons Extended sentences	As previous but also: Adjectives Negatives Using different verb forms	As previous but also: Use of 'Hay' Use of negatives	As previous but also: Opinion phrases Frequency words Higher level connectives to extend sentences	Time phrases Near Future Tense
Assessment	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills
SEN/GAT Provision	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace

French Year 8						
	Term 1: Oct - Dec	**Term 2: Jan - Feb**	**Term 3: Feb -Mar**	**Term 4: Mar - Apr**	**Term 5: May**	**Term 6: Jun-Jul**
Topic/ Specification reference	Module 3 Studio 2: Mon Identite	Module 4: Chez Moi-Chez Toi	Module 5: Quel Talent	Module 6: En Vacances	Module 1 Studio 3: Ma Vie Sociale	Module 2 Studio 3: Bien Dans Sa Peau
Key Vocab **Cultural Link**	Personality Relationships Music Agreeing/disagreeing Clothes Your passion/s French music	Describing where you live Describing your home Food/drink French Cuisine/recipes French Festivals/Carnivals French food/French Traditions	Talents/Ambitions Verb VOULOIR Adjectives Persuading language Verbs DEVOIR / POUVOIR Rehearsing for the contest	Countries Transport Activities Opinions/reasons Frequency	Facebook / internet Opinions/reasons Arranging a date Describing a past date Describing a music concert French pop stars	Body parts Illnesses Sport Healthy eating Plans to get fit Teenage health issues French diet
Skills	Listening Reading Writing Speaking	Listening Reading Writing Speaking	Listening Reading Writing Speaking	Listening Reading Writing Speaking	Listening Reading Writing Speaking	Listening Reading Writing Speaking
Key Grammar	Present tense reflexive verbs Adjectival agreements Future tense Verbs Past Tense Verbs	As previous but also: Comparatives Verbs BOIRE/PRENDRE	As previous but also: Infinitives Imperatives superlatives	Time phrases Connectives Present tense Past tense Future tense	As previous but also: Direct object pronouns	As previous but also: Definite article Il faut + inf
Assessment	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills

Spanish Year 9 Sets 1 & 2						
	Term 1: Sept - Oct	**Term 2: Oct - Dec**	**Term 3: Jan -Feb**	**Term 4: Mar - Apr**	**Term 5: May**	**Term 6: Jun-Jul**
Topic/ Specification reference	Mira GCSE Module 2: Al Cole	Mira GCSE Module 5: Pasatiempos	Mira GCSE Module 7: La Salud	Mira GCSE Module 6: El Trabajo	Mira GCSE Module 8: Mi Ciudad	Mira GCSE Module 1: Vacaciones
Knowledge **Culture link**	Describing school Buildings Rooms of school School Subjects School Routine Describing Teachers School Rules Spanish School System	TV/Films Music Technology Pocket money Sports Hobbies Extreme Sports Arranging to go out	Body Parts Symptoms Remedies Healthy/Unhealthy food Lifestyle Changes Spanish diet	Chores Pocket Money Saying what I'd like to do in the future Jobs Future Job Importance of Languages	Describing where you live Describing your house Rooms of house Neighbourhood Future city Shopping Gifts/Refunds	Countries Nationalities Weather Activities Describing accommodation Booking a hotel Complaining Cultural traditions and customs

Skills	Listening Reading Writing Speaking Vocab Retrieval	Listening Reading Writing Speaking Vocab Retrieval	Listening Reading Writing Speaking Vocab Retrieval	Listening Reading Writing Speaking Vocab Retrieval	Listening Reading Writing Speaking Vocab Retrieval	Listening Reading Writing Speaking Vocab Retrieval
Key Grammar	Comparatives Prepositional pronouns The present tense The near future tense Adjectival agreement *se debe* + infinitive *se puede* + infinitive Distinguishing between the present tense and the preterite Using a range of tenses	**<u>As previous but also</u>**: Articles Opinions/reasons Infinitives Past/present tenses Adjectives Present continuous Comparatives/superlatives	**<u>As previous but also</u>**: doler: me/te/le duele(n) Familiar and formal verb forms tener/estar to talk about ailments Revision of demonstrative adjective *este* *Direct Object Pronouns* Deber + Infinitive	**<u>As previous but also:</u>** Using the first and third person of the present tense Conditional Tense Adjective agreement *ser* + professions The preterite Personal 'a' Future Tense	**<u>As previous but also:</u>** Relative clauses Opinions/reasons Imperfect/present tenses Preposition Conditional tense Direct pronouns Indirect object pronnouns	All grammar learnt so far.
Assessment	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	N/A
SEN and GAT Provision	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace

Spanish Year 9 Set 3						
	Term 1: Sept - Oct	**Term 2: Oct - Dec**	**Term 3: Jan -Feb**	**Term 4: Mar - Apr**	**Term 5: May**	**Term 6: Jun-Jul**
Topic/ Specification reference	Mira 3: Module 1: Medios de Comunicación	Mira 3: Module 2: En el Insti	Mira 3: Module 3: La Salud	Mira 3: Module 4: Ganarse La Vida	Mira 3: Module 6: Holiday Language	Mira 3: Module 5 & Project Work
Knowledge **Culture Link**	Computer Tv Films Music Spanish TV programmes/Films/Music	Describing school Buildings Rooms of school School Subjects School Routine Describing Teachers School Rules Spanish School System	Body Parts Symptoms Remedies Healthy/Unhealthy food Lifestyle Changes Spanish diet	Chores Describing myself Saying what I'd like to do in the future Jobs / Future Job Winning the lottery Importance of Languages	Greeting a Spanish family Booking a hotel Travel items Booking a hotel Buying train/Plane tickets Learning about Bilbao Vocab needed for travel to Spain	Spanish speaking countries South America Spanish celebrities/artists etc Traditions Festivals Routines
Skills	Listening Reading Writing Speaking Vocab Retrieval	Listening Reading Writing Speaking Vocab Retrieval	Listening Reading Writing Speaking **Vocab Retrieval**	Listening Reading Writing Speaking Voca Retrieval	Listening Reading Writing Speaking Vocab Retrieval	Listening Reading Writing Speaking Vocab Retrieval
Key Grammar	Verbs in the present tense: *-ar, -er, -ir* Stem-changing verb forms *juego/prefiero* Irregular 'I' forms *hago/veo/tengo* *Frequency words* Adjectival agreements Opinions/Reasons Comparatives/Superlatives *soler* (*suelo, sueles*) The preterite (*-ar, -er/-ir* verbs; *ser/ir*)	**As previous but also**: Comparatives Prepositional pronouns The present tense The near future tense Adjectival agreement *se debe* + infinitive *se puede* + infinitive Distinguishing between the present tense and the preterite Using a range of tenses	**As previous but also**: doler: me/te/le duele(n) Familiar and formal verb forms tener/estar to talk about ailments Revision of demonstrative adjective *este* *Direct Object Pronouns* Deber + Infinitive	**As previous but also:** Using the first and third person of the present tense Conditional Tense Adjective agreement *ser* + professions The preterite Personal 'a' Future Tense	All grammar combined	n/a
Assessment	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	End of Unit Assessment based on all 4 skills	n/a
SEN and GAT Provision	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace	Class teacher has the autonomy to decide how to differentiate as necessary and as appropriate for their class. E.g. support sheets/sentence builders/challenge cards/golden phrases / instruction/modelling / activities / pace