

<b>Timeline</b>	<b>Topic</b>	<b>Key concepts and knowledge</b>	<b>Skills development</b>	<b>Rationale</b>
<b>7 weeks</b>	<b>Mi Vida</b>	Getting used to Spanish pronunciation  Introducing yourself  Talking about your personality  Using adjectives that end in -o/-a  Talking about age, brothers and sisters  Using the verb tener (to have)  Saying when your birthday is  Using numbers and the alphabet  Talking about your pets  Making adjectives agree with nouns  Writing a text for a time capsule  Adding variety to your writing	G definite articles (el/la/los/las) G verb endings – introduction to Spanish pronunciation G adjectives that end in -o or -a G making sentences negative G ser (present, singular) – connectives: y, también, pero – pronunciation (stress on next to last syllable, accented words) G tener (present, singular) G indefinite articles (un/una) – pronunciation of n and ñ – pronunciation of b and v – reading strategies: using patterns G adjective forms (masculine and feminine, singular and plural) – pronunciation of r and rr – intensifiers: muy, un poco, bastante – developing writing skills – making your writing interesting – high-frequency words G the indefinite article (un/una) G the definite article (el/la/los/las) G regular verbs (hablar, vivir – present, singular) G irregular verbs (ser, tener – present, singular) G adjectives (masculine and feminine, singular and plural) G making verbs negative – saying new words – developing writing skills – using a dictionary to find new words	This topic builds on and reinforces the key phonetics met in KS2. For those with no knowledge of Spanish, phonetics are introduced, with an emphasis on the vowels. There is an introduction to Spanish grammar and high frequency words.

<b>7 weeks</b>	<b>Mi tiempo libre</b>	<p>Saying what you like to do</p> <p>Giving opinions using me gusta + infinitive</p> <p>Saying what you do in your spare time</p> <p>Using -ar verbs in the present tense</p> <p>Talking about the weather</p> <p>Using cuando (when)</p> <p>Saying what sports you do</p> <p>Using hacer (to do) and jugar (to play)</p> <p>Reading about different hobbies</p> <p>Understanding more challenging texts</p> <p>Taking part in a longer conversation</p> <p>Using question words</p> <p>Learning about Christmas in Spain</p> <p>Writing an acrostic about Christmas</p>	<p>G the infinitive</p> <ul style="list-style-type: none"> <li>- pronunciation of j and d</li> <li>- using porque to give a reason</li> <li>- non-literal translations</li> </ul> <p>G present tense of regular -ar verbs (full paradigm)</p> <ul style="list-style-type: none"> <li>- expressions of frequency: todos los días, a veces, nunca, de vez en cuando</li> <li>- pronunciation of ll</li> <li>- cuando as a connective</li> </ul> <p>G present tense of hacer (irregular verb, full paradigm)</p> <p>G present tense of jugar (stem-changing verb, full paradigm)</p> <ul style="list-style-type: none"> <li>- giving opinions</li> <li>- pronunciation of c before e and i (soft)</li> <li>- developing reading skills</li> <li>- recognising cognates and near-cognates</li> <li>- using context to work out the meaning of new words</li> <li>- developing speaking skills</li> <li>- using question words</li> <li>- making sentences more interesting</li> </ul> <p>G the infinitive and the three verb endings (-ar, -er, -ir)</p> <p>G present tense -ar verbs (hablar)</p> <p>G stem-changing verbs (jugar)</p> <p>G irregular verbs (hacer)</p> <p>G verbs with the infinitive</p> <ul style="list-style-type: none"> <li>- me gusta (mucho) / no me gusta (nada) + infinitive</li> </ul>	<p>More high frequency words are introduced along with opinion phrases with <i>me gusta</i> + infinitive</p> <p>Understand people talking about their likes and dislikes, and the reasons for them</p> <p>Practise giving opinions using <i>me gusta</i> + infinitive</p>
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<b>6 weeks</b>	<b>Mi insti</b>	<p>Saying what subjects you study</p> <p>Using -ar verbs to say what 'we' do</p> <p>Giving opinions about school subjects</p> <p>Using me gusta(n) + el/la/los/las</p> <p>Describing your school</p> <p>Using the words for 'a', 'some' and 'the'</p> <p>Talking about break time</p> <p>Using -er and -ir verbs</p> <p>Understanding details about schools</p> <p>Using prediction as a listening strategy</p> <p>Writing a longer text about your school</p> <p>Checking your written work is accurate</p> <p>Reading about the right to education</p> <p>Creating an action plan for a school in Guatemala</p>	<p>G 'we' form of -ar verbs</p> <p>– y (meaning 'and') changes to e before words beginning with i- or hi-</p> <p>– pronunciation of c (when hard or soft) los lunes (on Mondays)</p> <p>G using the direct article (el/la/los/las) when giving opinions about subjects</p> <p>G checking verbs, definite articles and adjectival agreement in sentences giving opinions</p> <p>– pronunciation of g (when hard or soft)</p> <p>– using porque to give reasons for opinions</p> <p>G plural indefinite articles unos/unas (meaning 'some')</p> <p>G plural definite articles los/las (meaning 'the')</p> <p>– hay + indefinite article</p> <p>– no hay + no article</p> <p>G present tense of regular -er and -ir verbs (full paradigms)</p> <p>– use of sequencers to extend writing, e.g. primero, luego, normalmente, a veces,</p> <p>– developing listening skills</p> <p>– using prediction; questions and pictures as clues</p> <p>– trying to predict while listening</p> <p>– developing writing skills</p> <p>– checking grammar, spelling, accents</p> <p>– using connectives, intensifiers, sequencers and expressions of frequency</p> <p>G me gusta/me gustan</p> <p>me encanta/me encantan</p> <p>G adjectives (agreement with sing., plural, masc., fem. nouns)</p> <p>G the definite and indefinite articles</p> <p>G present tense verbs (regular -ar, -er and -ir verbs)</p> <p>– developing reading strategies: looking for cognates and near-cognates, using context and pictures for clues</p>	<p>Pupils are beginning to listen to check answers</p> <p>Understand people talking about school subjects and opinions</p> <p>Create dialogues about a school timetable</p> <p>Talk about their favourite school day</p> <p>Use knowledge of cognates and near-cognates to work out vocabulary for school subjects</p> <p>Understand a text about a timetable</p> <p>Write a paragraph about their school timetable</p>
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<b>6 weeks</b>	<b><u>Mi familia y mis amigos</u></b>	<p>Describing your family</p> <p>Using possessive adjectives</p> <p>Describing your hair and eye colour</p> <p>Using the verbs ser and tener</p> <p>Saying what other people look like</p> <p>Using verbs in the third person</p> <p>Describing where you live</p> <p>Using the verb estar (to be)</p> <p>Reading about the carnival in Cadiz</p> <p>Looking up new Spanish words in a dictionary</p> <p>Creating a video about yourself</p> <p>Planning and giving a presentation</p> <p>Zona Proyecto:</p> <p>Describing a painting</p> <p>Recording an audio or video guide to a painting</p>	<p>G possessive adjectives: mi/tu/su and mis/tus/sus</p> <p>G irregular verbs tener and ser</p> <p>G position of adjectives (after the noun)</p> <ul style="list-style-type: none"> <li>- pronunciation of l and ll</li> </ul> <p>G agreement of adjectives with nouns</p> <ul style="list-style-type: none"> <li>- pronunciation of diphthongs</li> <li>- using intensifiers</li> </ul> <p>G the verb estar</p> <ul style="list-style-type: none"> <li>- developing dictionary skills</li> <li>- looking up nouns, adjectives and verbs</li> <li>- developing speaking skills</li> <li>- using connectives, intensifiers, adjectives and giving opinions</li> <li>- developing presentation skills: speaking from notes and practising</li> </ul> <p>G possessive adjectives: mi/tu/su and mis/tus/sus</p> <p>G adjectives (agreement with nouns)</p> <p>G irregular verbs (tener, ser)</p> <p>G ser and estar</p>	<p>Phonics, grammar and high frequency words are revisited. Students will look at pronouncing diphthongs and will start to learn how to use dictionaries, after having identified new words in a text.</p>
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<b>6 weeks</b>	<b><u>Mi Ciudad</u></b>	<p>Describing your town or village</p> <p>Using 'a', 'some' and 'many' in Spanish</p> <p>Telling the time</p> <p>Using the verb ir (to go)</p> <p>Ordering in a café</p> <p>Using the verb querer (to want)</p> <p>Saying what you are going to do at the weekend</p> <p>Using the near future tense</p> <p>Understanding people describing their town</p> <p>Listening for detail</p> <p>Writing a blog about your town and activities</p> <p>Learning about Spanish festivals</p> <p>Creating a brochure about a fiesta</p>	<p>G un/una, unos/unas and muchos/muchas</p> <p>G ir – to go (present tense)</p> <p>– pronunciation of z</p> <p>– contraction of a and el to form al</p> <p>G stem-changing verb querer</p> <p>G the near future tense (voy, vas, va, etc. + infinitive)</p> <p>– pronunciation of b and v</p> <p>– using sequencers primero, luego, finalmente</p> <p>– developing listening skills</p> <p>– listening for small words, positive and negative opinions using adjectives, distractors, distinguishing between two different voices</p> <p>– developing writing skills</p> <p>– using two tenses, connectives, intensifiers, and time expressions</p> <p>– checking written work</p> <p>G 'a' (un/una), 'some' (unos/unas) and 'many' (muchos/muchas)</p> <p>G the verb ir (to go)</p> <p>G the near future tense</p> <p>G using two tenses together</p>	<p>This topic revisits and builds on:</p> <p>Places in town from KS2</p> <p>Using hay to describe what there is</p> <p>Verbs of opinion</p> <p>Knowledge of qualifiers</p> <p>Places in town from KS2</p> <p>Days of the week</p> <p>Knowledge of masculine and feminine nouns</p> <p>Knowledge of verb conjugation patterns</p> <p>Knowledge of verbs followed by the infinitive</p> <p>Knowledge of clock times</p> <p>Knowledge of basic negatives</p>
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<p><b><u>5 weeks</u></b></p>	<p><b><u>El Libro de la Vida</u></b></p>	<p>Mexican traditions – El día de los Muertos                  Describing a plot                  Opinions about characters                  Actions of the characters                  Describing a place</p>	<p>Geography                  Traditions                  Other cultures                  Traditional music                  Social skills</p>	<p>This topic builds on work covered throughout the year but with a cross-curricular theme to build more cultural capital.</p>
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