	8 Au	8 Sp	8 Sum	9 Au	9 Sp	9 Sum	10 Au	10 Sp	10 Su	11 Au	11 Sp	11 Su
Units	**Au 1** – Family **Au 2** – Activities	**Sp 1** – Daily Routine **Sp 2** – Where I live	**Sum 1** – Retrieval and upskill **Sum 2** – Holidays	**Au 1** - Town and Environment **Au 2** – Relationships and future	**Sp 1** – Healthy Living **Sp 2** – School	**Sum 1** – Retrieval and upskill **Sum 2** – Media and technology	**Unit 1:** Me, my family & friends **Unit 2:** Home &Town **Unit 3:** Life at school	**Unit 3 (cont'd):** Life at school **Unit 4:** Free Time **Unit 5 :** My health	Retrieval and upskill **Unit 6:** Customs and festivals **Unit 7:** My holidays (future tense)	**Unit 1**: My holidays (past tense) **Unit 2:** Environment **Unit 3:** Education post 16 and careers	**Unit 4**: Social issues **Unit 5**: Technology **Unit 6**: Future relationships Revision	Revision
Knowledge/Content	Spain and the Spanish speaking world Introductions and personal details Describing our family Sports and activities Weather Christmas in Spain	Describing a typical day Telling the time Some school subjects After school clubs Types of house Rooms in the house Simple description of own bedroom. Household chores Where they will live in the future.	Holiday destinations Modes of transport Holiday activities Weather phrases Describing a holiday planned for next year.	Places in town and related activities A recent visit to town Problems in town and solutions to them. Careers and future work plans Relationships with family, celebrations, description, future aspirations.	Feeling ill including aches and pains Healthy eating & exercise (Un)healthy living Improving health and giving advice. Subjects, teachers, school building and facilities, review daily routine.	Saying what you use your phone for, Talking about music tastes Comparing TV shows and presenting your favourite, Describing activities yesterday, Talking about a recent cinema trip Tackling authentic texts	Family life – activities, positives and negatives Relationships with friends My town and my ideal town A typical day at school Justified subject preferences	Uniform and rules A school visit in the past A typical weekend's activities Cinema and TV choices Sport and fitness. Healthy eating– tips for good health	Family celebrations French festivals and traditions Party food Holiday activities and destinations A dream holiday	Holiday problems Recounting events on a past holiday My town – positives and negatives Environmental problems and solutions Careers and plans for future family life	Responding to social problems and volunteering Use of new technologies Dangers of internet and social media use Describing my family life, ideal partner Is marriage important for me?	Revision
Key Skills (MFL have a spiral curriculum : we revisit and extend)	Establishing a sound phonic base (knowledge of sound-symbol correspondances in Spanish) Use of two tenses (most) and three tenses (some) in separate paragraphs Basic adjectival agreement Understanding and use of reflexives in 1st person(all) and 3rd person (some) Numbers and telling the time Justifications include qualifiers (Very/too etc) Use of at least 5 basic connectives to extend sentences Recognition and use of basic reflexive verbs Comparison between self and others is regular and accurate Use of negatives in present tense beyond just "I don't like" Understanding key details from short written/spoken paragraphs			Maintaining a sound phonic base (knowledge of sound-symbol correspondance in Spanish) Use of three tenses in separate paragraphs (all) Blending of tenses within a paragraph (some) Use of more than one negative (not/never/nothing etc) Understanding of modal verbs (*poder, querer)* Adjectival agreement – irregulars and patterns Use of personalised opinions (I think that / (s)he thinks that). More confident use of reflexives with pronouns I, he/she (all) and we (some) Time phrases in past and future tenses, including imperfect *Cuándo era pequeña.* Comparatives and superlatives is working toward mastery. Conditional tenses introduced and consolidated throughout the year.			Extension and consolidation of all KS3 skills Maintaining a sound phonic base (knowledge of sound-symbol correspondance in Spanish) For GCSE, ability to demonstrate: Use of opinions + justifications (self and others) Use of three tenses within a piece of written work Recognition of need for different tenses in spoken responses Variety of adjectives (notably when giving opinions) Use of and recognition of synonyms Understanding of short literary passages (1 paragraph) Accurate translation into and out of TL Response in TL to listening and reading tasks Description of a picture - inference			Extension and consolidation of all KS3 + y10 skills Maintaining a sound phonic base (knowledge of sound-symbol correspondance in Spanish) Y11 focus: Ability to respond spontaneously to spoken questions Ability to develop written responses for Higher Q2 (less directed) Checking and quality-control skills (accuracy and inclusion of all "quality" elements) Interpretation of role-play prompts Response to cross-topic questions Inference of meaning/attitude from tone (listening tasks)		
Key Grammar ; (Spiral Curriculum)	Verbs of opinion + infinitive Near future tense (2-3 pronouns) Key present tense verbs Basic connectives	Reflexive verbs Present tense plurals Telling the time Future tense Recognise and use some conditional tense Verbs of opinion + infinitive Modal verbs *deber, haber que*	Preterite (2-3 pronouns) Near future tense (4-5 pronouns) Use of *hacer/hay* for weather Justified opinions	Past tense (preterite) *Se puede* (+inf) *Desde hace* + present tense *Deber* + infinitive *Querer* + infinitive Basic imperfect	Recognising and using imperatives For advice *Me duele(n)* + body parts *Deber* + infinitive Imperfect tense – describing previous habits Future tense Time phrases Simple & complex opinions Comparatives and superlatives.	Using three tenses (including preterite, imperfect and near future) soler Using simple opinions Using several pronouns Si clauses (if) Complex structures (*dado que, lo que pasa)* Comparatives and superlatives.	*Ser/estar + tener* – all key tenses Adjectival agreement with comparatives Superlatives (some) Adverbial time phrases *Poder* (all tenses) Range of negatives Basic conditional tense Prepositions	Past tense review Use of *tener que + querer* with infinitive (present and imperfect) Extended range of connectives Review structures + infinitive incl *para* to express purpose	Present and imperfect review and blending Near and true future tenses Using preterite and imperfect tenses for description Extend conditional tense	Infinitive structures Range of negatives Reaction verbs (Think/say/believe) Expressions with hacer – 3 key tenses Near and true future tenses (incl negative)	Bespoke consolidation and review based on translation activities and assessment for learning activities	Revision

Assessment	**Au 1 –** Pronunciation test, U1 vocabulary test. **Au 2 –** Translation activities and U2 vocabulary test.	**Sp 1 –** Guided writing, U3 vocabulary test. **Sp 2 –** Short grammar test, U4 vocabulary test.	**Sum 1** – Listening activities, mixed vocabulary– all units. **Sum 2** - End of year exam – reading and writing. U6 vocabulary test.	**Au 1** – Guided writing, U1 vocabulary test **Au 2** – Supported speaking, U2 vocabulary test.	**Sp 1** – Grammar and writing, U3 vocabulary test. **Sp 2** – Reading, listening and translation activities, U4 vocabulary test.	**Sum 1** – End of year exam – reading and writing. Listening activities – all units. **Sum 2** – U6 vocabulary test, Photocard speaking task.	End-point Wrtg for Units1+ 2+ short translation and exam-style Listg + Rdg tasks Spkg tasks assessed during each unit	End-point Wrtg for Units 3 +4+5 short translation and exam-style Listg + Rdg tasks Spkg tasks assessed during each unit	Y10 exam (Listg, Rdg, Spkg, Wrtg) End-point Wrtg for Units 6+7 + short translation and exam-style Listg + Rdg tasks Spkg tasks assessed during each unit	End-point Wrtg for Units1+ 2+3 + short translation and exam-style Listg + Rdg tasks Spkg tasks assessed during each unit Mocks (Listg, Rdg, Spkg, Wrtg,)	End-point Wrtg for Units 4+5 + 6translation and exam-style Listg + Rdg tasks Spkg tasks assessed during each unit Final mock	External exam
Key steps on Progress Path	Work at paragraph level using 3-4 connectives. Use of verbs of opinion + noun. Key pronouns : yo. El-ella with present tense. Use of either opinion verbs + infinitive OR near future tense + specific time phrase. Working towards independence with basic tenses. Use of either opinion verbs + infinitive OR near future tense + specific time phrase with yo, el-ella AND plural (ellos-ellas). Some evidence of past (preterite) tense with 2 pronouns. Competent with basic grammar patterns with 3 tenses. Use of verbs + infinitive, near future and some evidence of past (preterite)tense. All subject pronouns.			Work at paragraph level, using 3-4 connectives to create complex sentences. Also use verbs of opinion + infinitive and adjectives of opinion for justification. Key pronouns yo, el-ella with present tense and near future with a specific time phrase. More confident use of common infinitive structures and justifications, including use of modal verbs poder/deber. Language of comparison and application in both 1st & 3rd person. Working towards mastery of basic grammar, present, preterite (past) and near future tenses. Key pronouns: yo, el-ella, ellos-ellas. Good range of vocabulary and structures Competent with basic grammar patterns with 4 tenses (present, preterite (past), near future and imperfect). All subject pronouns for some. Varied range of vocabulary and structures.			Key pronouns yo, el-ella allow for comparison. Evidence of at least 2 tenses with sufficient accuracy. Opinions evident and may be justified. Knowledge of Foundation tier vocabulary is generally sound and pronunciation is generally accurate. As above, but with evidence of all 3 key time frames. Opinions are frequent and justified. Good range of vocabulary and structures. Pronunciation is good Confidence with grammar. Ability to apply grammar independently and creatively whilst maintaining accuracy. Ideas are consistently developed and opinions are always justified. Broad range of vocabulary and structures evident. Fluency and intonation are impressive.			Key pronouns yo, el-ella allow for comparison. Evidence of at least 2 tenses with sufficient accuracy. Opinions evident and may be justified. Knowledge of Foundation tier vocabulary is generally sound and pronunciation is generally accurate. As above, but with evidence of all 3 key time frames. Opinions are frequent and justified. Good range of vocabulary and structures. Pronunciation is good Confidence with grammar. Ability to apply grammar independently and creatively whilst maintaining accuracy. Ideas are consistently developed and opinions are always justified. Broad range of vocabulary and structures evident. Fluency and intonation are impressive.		
Learning skills	Adapting and selecting from classwork	Checking for accuracy – using a grid	Avoiding literal translation	"Recycling" prior knowledge	Checking for variety - using a grid	Self-regulating ready for GCSE	Spontaneous response to writing tasks	Approaches to photo-cards	Exam technique	Planning revision – effective activities	Flashcards and vocabulary retention	Exam technique