Concont	Explanation of concept
Concept	Explanation of concept
1. Describing and identifying people	Providing personal data, describing appearance, personality, expressing likes/dislikes
2. Describing places, objects and	Describing location, size, appearance, weather
natural phenomena	
3. Creating questions	Requesting factual information - including directions, making invitations, asking opinions
4. Expressing feelings	Expressing positive and negative emotions, reacting to events, providing reasons for emotions/reactions
5. Making arrangements	Making suggestions, inviting, accepting, refusing
6. Comparing and contrasting	Expressing likes and dislikes, supporting an opinion, explaining preferences, talking about the best and worst of
	someone or something, making comparisons
7. Describing routine behaviour in the	Talking about what you and others usually do/are doing, indicating time, expressing a purpose, referring to
present	cultural events
8. Describing routine behaviour in the	Talking about what you and others used to do/were doing, indicating time, expressing a purpose, referring to
past	cultural events
9. Describing past events	Talking about what has happened, setting the scene, sequencing events, evaluating the consequences of actions
	and events
10. Making plans for the future	Indicating time, making predictions, hypothesizing, discussing probabilities, referring to cultural events
11. Indicating agreement and	Expressing opinions on events and phenomena, explaining why, supporting an argument, providing examples
disagreement	
12. Solving problems	Describing the problem, providing solutions, discussing possible consequences, arguing for and against

Year 7						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	Talking about my age. Saying when my birthday is.	Describing hair and eyes. Saying where I live and am from.	Talking about family members. Giving their age. Saying why I like/dislike them.	Saying why I like/dislike family members. Talking about pets I have and would like to have.	Saying what jobs people do, why they like/dislike them and where they work. Comparing people.	Saying what is in my school bag. Retrieval of year 7 content.
Concepts	1. Describing and identifying people.	 Describing and identifying people. Describing places, objects and natural phenomena. 	 Describing and identifying people. Describing places, objects and natural phenomena. 	 Describing and identifying people. Describing places, objects and natural phenomena. Indicating agreement and disagreement. Expressing feelings. 	 Describing and identifying people. Describing places, objects and natural phenomena. Creating questions. Expressing feelings and contrasting. 	 Describing and identifying people. Describing places, objects and natural phenomena. Creating questions. Expressing feelings.
What is needed to master the knowledge	Giving and understanding names and ages. Numbers 1-15. Family members.	Describing and understanding descriptions and colours. Regular present tense verbs.	Discussing relationships (getting on or not). Giving details about family members. Numbers 31-100.	Using 'to have' and 'to be'. Adverbs of intensity and frequency. Use of the present tense.	Comparing family members and pets. Using the conditional tense to say what you would like. Forming questions. Jobs.	Expressing possession. Using adjectives and nouns together. Using the indefinite article.
AO	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.
Common misconceptions	Verb endings.	Verb endings and adjectival agreement.	Verb endings and word order.	Word order. Translating word for word.	Comparative form, verb endings and agreement.	Adjectival agreement and word order.
Retrieval		Numbers 1-15. Verbs 'to have' and 'to be'. Birthdays.	Numbers 1-31. Hair and eye description.	Introducing yourself. Family members.	Family members. 'To be'. Describing people and pets.	Colours. Introducing yourself. Pets.

Year 8						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	Talking about food (likes/dislikes/ reasons). Mealtimes.	Clothes and accessories. What I wear. Saying what I and others do in free time.	Talking about the weather, free time, and my daily routine.	Describing my house, indicating where it is located, giving opinions about it and saying what I do at home.	Talking about future holiday plans. Saying where I live.	Saying what I can do in my area.
Concepts	 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 7. Describing routine behaviour in the present. 11. Indicating agreement and disagreement. 	 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 7. Describing routine behaviour in the present. 11. Indicating agreement and disagreement. 	 Describing and identifying people. Creating questions. Making arrangements. Comparing and contrasting. Describing routine behaviour in the present. Solving problems. 	 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 11. Indicating agreement and disagreement. 12. Solving problems. 	 Describing places, objects and natural phenomena. Creating questions. Expressing feelings. Making arrangements. Comparing and contrasting. Describing routine behaviour in the present. Making plans for the future. Indicating agreement and disagreement. 	 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 11. Indicating agreement and disagreement. 12. Solving problems.
What is needed to master the knowledge	Saying what food, you like/dislike and why. Using the verbs 'to eat' and to drink. Expressing varying degrees of preference. Mealtimes.	Saying what clothes you wear and when. Give a wide range of words for clothing items and accessories. Saying what you do using	Saying what you do in different types of weather. Talking about where you do activities and who with. Places in town. Saying what	Discussing where your house is located, what your favorite room is and what you like to do in each room. Using the present tense of reflexive verbs.	Giving detailed information about your house. Saying what you intend to do on holiday and where you will stay.	Saying where I live and my opinion of it. Describe the location of where I live.

		'to play', 'to do' and	you do every day			
		'to go'.	and when.			
AO	Listening, Speaking,	Listening, Speaking,	Listening, Speaking,	Listening, Speaking,	Listening, Speaking,	Listening, Speaking,
	Reading and	Reading and	Reading and	Reading and	Reading and	Reading and
	Writing.	Writing.	Writing.	Writing.	Writing.	Writing.
Common	Word order.	Adjectival	Word order and	Reflexive pronouns.	Verb endings.	Verb endings.
misconceptions		agreement and	verb endings.			
		word order.				
Retrieval	Time markers.	Time and frequency	Weather, sports	Adjectives,	Time markers,	Negation, justifying
	Justifying opinions.	markers, colours,	and hobbies, family	frequency markers,	reflexive verbs,	opinions, describing
		adjectival endings,	members, present	countries and	telling the time,	my house and
		weather, pets and	tense of 'to do', 'to	indefinite article	description of	location, giving
		adjectives.	play' and 'to go',	use.	people and places,	opinions and
			clothes, numbers		the verb 'to go',	present tense or
			and free time		free-time activities	regular verbs.
			activities.		and adjectives.	

Year 9						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	Saying what places	Making plans for	Saying what chores,	Suggesting an	Describing a past	Discussing a cultural
	are in my street.	the future. Saying	I and other family	activity.	holiday. Saying	event/festival visit.
	Describing where	what I and others	members have to	Accepting/refusing	what you had to	Saying what
	things are located.	did in the recent	do. Talking about	invitations.	and wanted to do.	activities, you did in
	Discussing what my	past. Discussing	my chores in the	Describing a typical	Saying what other	the past. Saying
	house is like and	daily activities.	past. Saying why I	day in the past,	people did on	what you have to
	saying what is in	Saying what you	didn't help at home	present and future.	holiday. Giving your	do. Accepting and
	each room.	have to/want to do.	in the recent past.	Saying what you	opinion about your	giving advice.
			Discussing a typical	had to and wanted	holiday likes and	
			day at school.	to do.	dislikes.	
Concepts	2. Describing	3. Creating	1. Describing and	3. Creating	1. Describing and	2. Describing places,
	places, objects and	questions.	identifying people.	questions.	identifying people.	objects and natural
	natural	5. Making	2. Describing	4. Expressing	2. Describing places,	phenomena.
	phenomena.	arrangements.	places, objects and	feelings.	objects and natural	3. Creating
	3. Creating	7. Describing	natural	5. Making	phenomena.	questions.
	questions.	routine behaviour	phenomena.	arrangements.	3. Creating	4. Expressing
	6. Comparing and	in the present.	3. Creating	6. Comparing and	questions.	feelings.
	contrasting.	8. Describing	questions.	contrasting.	4. Expressing	6. Comparing and
	7. Describing	routine behaviour	4. Expressing	7. Describing	feelings.	contrasting.
	routine behaviour	in the past.	feelings.	routine behaviour	8. Describing	8. Describing
	in the present.	9. Describing past	5. Making	in the present.	routine behaviour	routine behaviour
	11. Indicating	events.	arrangements.	10. Making plans	in the past.	in the past.
	agreement and	10. Making plans	6. Comparing and	for the future.	9. Describing past	9. Describing past
	disagreement.	for the future.	contrasting.	11. Indicating	events.	events.
			8. Describing	agreement and	10. Making plans	11. Indicating
			routine behaviour	disagreement.	for the future.	agreement and
			in the past.	12. Solving	11. Indicating	disagreement.
			9. Describing past	problems.	agreement and	12. Solving
			events.		disagreement.	problems.
What is needed to	Using locative	Using the future	Using modal verbs,	Using interjections.	Using 'to go', 'to	Using time markers
master the	adverbials and	tense (1 st person	Using 1 st person of	Using modal verbs	stay' and 'to travel'	to sequence events.
knowledge	prepositions.	singular and plural),	perfect tense. Using	(all parts of speech),	in the perfect tense.	All parts of speech
	Negating sentences.	Using the perfect	imperfect tense of	1 st person		

	Definite and indefinite articles. Expressing and justifying opinions. Questioning.	tense (1 st person singular and plural) of 'to do', 'to go', 'to play' and 'to watch'. Present tense modal verbs (1 st person). Discussing daily activities. Using modal verbs.	'to have'. Positive and negative uses of modal verbs. Questioning.	conditional tense. Modal verbs across tenses. First person singular of key verbs in perfect, present, future, perfect and future tenses. Questioning.	Correct use of prepositions. 1 st person of Perfect tense. Justifying holiday choices. Using the conditional tense. Questioning.	in the perfect and imperfect tenses. Using modal verbs to say what you have to do. Questioning.
AO	Listening, Speaking, Reading and Writing.	Questioning. Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.
Common misconceptions	Negative constructions.	Word order, literally translating and auxiliary verbs.	Word order and verb endings.	Tenses and time markers.	Prepositions and tense formation.	Cultural norms and question forms.
Retrieval	Describing location and houses. Negatives.	Free-time activities. Pronouns and verb endings. Time markers.	Family members and present tense verbs.	Free-time activities, question forms and tenses.	Holiday activities, opinions, perfect, imperfect and future tenses.	Travel arrangements, modal verbs, perfect and imperfect tenses.

Year 10						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	Holidays(Theme 2: Local, national, international and global areas of interest) Saying what you do and what you did on summer holiday.Describing where you stayed. Talking about holiday preferences. Booking accommodation and dealing with problems. Giving an account of a holiday in the past.	School Life (Theme 3: Current and future study and employment) Describing school, talking about subjects and teachers and rules and problems in school. Talking about plans for a school exchange. Describing activities and achievements.	Family and friends (Theme 1: Identity and culture) Talking about social networks, reading preferences, friends and family. Making arrangements. Describing people.	Interests and influences (Theme 1: Identity and culture) Talking about what you usually do and sports. Discussing what is trending and different types of entertainment. Talking about who inspire you.	Towns and cities (Theme 2: Local, national, international and global areas of interests) Describing the features of a region. Planning what to do. Shopping for clothes and presents. Talking about problems in a town. Describing a visit in the past.	<u>Revision and</u> <u>reinforcement</u> (Themes 1, 2 and 3) Describing holidays and school life, talking about family and friends, interests and influences, discussing regions.
Concepts	 Describing and identifying people. Describing places, objects and natural phenomena. Creating questions. Expressing feelings. Making arrangements. Comparing and contrasting. Describing routine behaviour in the present. Describing routine behaviour in the past. Describing past events. 	 Describing and identifying people. Describing places, objects and natural phenomena. Creating questions. Expressing feelings. Comparing and contrasting. Making plans for the future. Indicating agreement and disagreement. 	 Describing and identifying people. Creating questions. Expressing feelings. Making arrangements. Comparing and contrasting. Indicating agreement and disagreement. 	 Describing and identifying people. Creating questions. Comparing and contrasting. Describing routine behaviour in the present. Indicating agreement and disagreement. 	 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 8. Describing routine behaviour in the past. 9. Describing past events. 11. Indicating agreement and disagreement. 	 Describing and identifying people. Describing places, objects and natural phenomena. Creating questions. Expressing feelings. Making arrangements. Comparing and contrasting. Describing routine behaviour in the present.

						 8. Describing routine behaviour in the past. 9. Describing past events. 10. Making plans for the future. 11. Indicating agreement and disagreement.
What is needed to master the knowledge	Using the present, preterite and imperfect verb tenses. Using verbs of opinions to refer to different people. Using verbs with 'usted'. Using three tenses together (Present/Preterite/Imp erfect) Using different structures to give opinions. <u>EXAM SKILLS:</u> Understanding high numbers, giving opinions in the past, identifying positive and negative opinions and working out the meaning of new words. <u>HIGHER:</u> Understanding percentages and using questions to form answers.	Using comparatives and superlatives, negatives and phrases followed by the infinitive. Using the near future tense and object pronouns. <u>EXAM SKILLS:</u> Distinguishing between the present and the imperfect, tackling harder listening exercises, asking and answering questions and justifying pinions. <u>HIGHER</u> : Justifying opinions using a range of language, comparing 'then' and 'now' and saying how long you have been doing something.	Using 'para' with infinitives, using the present continuous tense, using 'ser' and 'estar'. Using a range of connectives, relationship verbs and possessive adjectives. <u>EXAM SKILLS:</u> Extending responses by referring to others Improvising dialogues. recognising similar ideas expressed differently and referring to the past and present. <u>HIGHER :</u> Understanding more detailed descriptions.	Using 'soler' + infinitive, the imperfect tense and the perfect tense. Using a range of past tenses together. Using useful adjectives ('algunos/ciertos/ otros/muchos/ demasiados') <u>EXAM SKILLS:</u> Looking at context to identify missing words. Listening for different tenses and for clues. Agreeing and disagreeing. Translating a text into English. <u>HIGHER:</u> Identifying correct statements about a text, using words that have more than one meaning and adapting a model.	Verb tenses: Present, present continuous, preterite, imperfect, perfect tense, future and conditional tense. 'Ser' vs 'estar', relationship verbs and phrases followed by the infinitive. <u>EXAM SKILLS</u> : Using verbs of opinions to extend responses, working out the meaning of new words, identifying positive and negative opinions, distinguishing between the present and the imperfect, expressing and justifying opinions, recognising similar ideas expressed differently, listening for clues and different tenses, asking and responding to questions and using	Different verb tenses referring to the past, present and future. <u>KEY EXAM</u> <u>SKILLS:</u> Understanding high numbers and percentages, identifying positive and negative opinions, looking at context to work out the meaning of new words and to recognize similar ideas expressed differently and using synonyms,

				dialogue to fit different situations.	exclamations and antonyms. <u>HIGHER</u> : Identifying correct statements about a text, using words that have more than one meaning, using synonyms and antonyms and recognising and using idioms.	antonyms and idioms.
AO	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.
Common misconceptions	Stem-changing verbs. Percentages usually preceded by the words 'un' or 'el'. Uses of 'ser' vs 'estar'. Uses of the Preterite and Imperfect verb tenses. Polite form of 'You' singular and plural. Inferring opinions. Words meanings: 'Qué' vs 'Quién'/Cuándo' vs 'Cuánto'. Verb forms/verb endings.	Comparisons and superlatives word order. Complex negative structures: negatives often used after the verb as a 'sandwich' with 'no' before the verb. 'Nunca' before or after the verb with 'no' in front of the verb. 'Tampoco' before the verb. Gender and number agreement of direct object pronouns. Direct object pronouns. Direct object pronouns before the verb/after 'verb+infinitive' structures. 'Quiero'/'Me gustaría' + infinitive. Verb forms/verb endings.	Two forms of possessive adjectives (singular and plural)/'nuestro' and 'vuestro' also have feminine and masculine forms. For 'usted' and 'ustedes' use 'su'/'sus' (his/her) to mean 'your'. 'Para'+ infinitive meaning 'in order to' and 'for ing'. Irregular present participles. Use of 'e' to mean 'and' when the next word begins with 'i' or 'hi'. Verb forms/verb endings	Past participle endings vs present participle endings. Use of the perfect tense (to say what you have done) vs use of the present tense of 'acabar de' + infinitive (to say what you have just done). Verb forms/verb endings	Keeping the whole infinitive when forming the simple future and conditional verb tenses. Demonstrative adjectives agreements. Verb forms/verb endings.	Verb forms and verb endings. Reflexive verbs and stem changing verbs in different verb tenses.
Retrieval	Vocabulary areas:	<u>Vocabulary areas</u> :	<u>Vocabulary areas</u> :	Vocabulary areas:	Vocabulary areas:	Verb tenses and
L	Holidays and	School subjects and	Personal	TV programs and	Places and problems	opinions.

weather, summer	facilities. Adjectives to	information,	films, free-time	in a town, features of	Speaking and
activities and	describe subjects and	adjectives to	activities and sports.	a region, clothes and	Writing skills.
preferences,	teachers. Justification	describe others and	Adjectives of	presents.	Exam strategies.
accommodation and	of opinions.	family relationships.	nationality and types	<u>Grammar:</u> 'Se	
problems.	<u>Grammar:</u>	<u>Grammar:</u>	of entertainment.	puede(n)'. The	
<u>Grammar</u> : Present,	Comparatives,	Connectives and	<u>Grammar:</u> Stem-	preterite, imperfect,	
preterite and	superlatives and	adjectival	changing verbs and	future and conditional	
imperfect verb	negatives. Phrases	agreement. The	'soler' + infinitive.	verb tenses.	
tenses. Verbs of	followed by the	present and the	The perfect and the	Demonstrative	
opinion and verbs	infinitive. The near	present continuous	imperfect verb	adjectives.	
with 'usted'.	future tense and	verb tenses. 'Ser'	tenses.		
	object pronouns.	and 'estar' and			
		relationship verbs.			
		'Para' with			
		infinitves.			

Year 11						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	<u>Celebrations and</u> <u>festivals</u> (Theme 1: Identity and culture) Talking about typical foods, comparing different festivals, describing a special day, ordering in a restaurant and talking about a music festival.	The world of work (Theme 3: Current and future study and employment) Talking about work experience and the importance of learning languages, applying for a summer job and discussing gap years and future plans.	A better world (Theme 2: Local, national, international and global areas of interest) Considering global issues, talking about local actions, discussing healthy lifestyles and talking about international sporting events and natural disasters.	Themes 1, 2 and 3 (Modules 1, 2, 3,4 and 5) Holidays, school life, my family and friends, interests and influences, towns and cities.	Themes 1, 2 and 3 (Modules 6,7 and 8) Describing holidays and school life, talking about family and friends, interests and influences, discussing regions.	
Concepts	 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 6. Comparing and contrasting. 11. Indicating agreement and disagreement. 	 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 6. Comparing and contrasting. 8. Describing routine behaviour in the past. 9. Describing past events. 10. Making plans for the future. 	 Creating questions. Expressing feelings. Comparing and contrasting. Describing routine behaviour in the present. Describing routine behaviour in the past. Making plans for the future Indicating agreement and disagreement. 	 Describing and identifying people Describing places, objects and natural phenomena Creating questions Expressing feelings Making arrangements Comparing and contrasting Describing routine behaviour in the present 	 Describing and identifying people Describing places, objects and natural phenomena Creating questions Expressing feelings Making arrangements Comparing and contrasting Describing routine behaviour in the present 	

		11. Indicating agreement and disagreement.	12. Solving problems	 8. Describing routine behaviour in the past 9. Describing past events 10. Making plans for the future 11. Indicating agreement and disagreement 	 8. Describing routine behaviour in the past 9. Describing past events 10. Making plans for the future 11. Indicating agreement and disagreement 12. Solving problems 	
What is needed to	Using and avoiding	Using 'soler' in the	Using the present	Using the present,	Using the present,	
master the	the passive. Using	imperfect tense.	subjunctive and the	present continuous,	present continuous,	
knowledge	reflexive verbs in	Using the preterite	subjunctive in	preterite,	preterite,	
	the preterite. Using	and the imperfect	commands.	imperfect, future	imperfect,	
	absolute	together. Using the	Understanding	and the perfect	imperfect	
	superlatives and	present and the	different tenses.	verb tenses.	continuous, future,	
	expressions	present continuous.	Using the	Comparatives and	conditional and	
	followed by the	Using indirect	pluperfect tense	superlatives.	pluperfect verb	
	infinitive.	object pronouns.	and the imperfect	Negatives.	tenses. Using the	
	EXAM SKILLS:	Revising the	continuous.	Direct/Indirect	present	
	Using quantity	conditional and	EXAM SKILLS:	object pronouns.	subjunctive, and the	
	expressions,	using the	Listening for high	Expressions	subjunctive with	
	working out the	subjunctive with	numbers. Using	followed by the	'cuando' and in	
	meaning of new	'cuando'.	synonyms. Giving	infinitive. Using 'ser'	commands. Using /	
	words, inferring	<u>EXAM SKILLS</u> :	extended reasons.	and 'estar'.	avoiding the	
	meaning in literary	Words with more	Understanding	<u>EXAM SKILLS:</u>	passive. Reflexive	
	texts and	than one meaning.	equivalent	Working out the	verbs, absolute	
	understanding	Using verbs in	expressions.	meaning of new	superlatives,	
	adjectives ending in	different forms.	Developing	words, interfering	expressions	
	-ísimo. Using	Extending answers	grammar	meaning in a	followed by the	
	'acabar de' +	when speaking.	Knowledge in	literary text, words	infinitive. Using	
	infinitive.	Using 'if' clauses.	translation.	with more than one	demonstrative	
		<u>HIGHER:</u> Using		meaning, extending	adjectives.	

HIGHER: Spotting undicate an increase/decrease. Spectial attention to Question words. Spotting irregular verbs patterns in the preterite. Adding interest story.HIGHER: Explaining spaking, using synonyms, expressions. understanding question words. Spotting irregular when narrating a story.EXAM SELLS: Using question words. words and high numbers. words with more than one meaning. maswers. Identify to the preterite. Recognising similar identifying correct statements about a text. Using words.EXAM SELLS: Using question words. words with more than one meaning. maswers. Identifying correct statements about a text. Using words with more than one meaning.Adding interest when narrating a story.HIGHER: Spatiens in answers. Identifying correct statements about a text. Using wordsWorking out the more words and understanding words with more than one meaning.Image: Distribution of the preterite. Adding interest when narrating a story.HIGHER: Spatiens interest interest extending interest words with more than one meaning.Extending meaning in literary extending words with more words with more than one meaning.Image: Distribution of the preterite. Adding interest when narrating a story.HIGHER: Spatiens in meaning in literary extending words words with more text. Using words that have more than one meaning.HIGHER: Spatiens meaning in literary text. Using words that have more than one meaning.Image: Distribution of the preterite. Using different in ways to corress in understation.HIGHER: Spatiens meaning in literary text. Using words in text. Using words in<						
indicate an increase/dcrease. Special attention to question words. Spotting irregular verbs patterns in the preterite. Adding interest when narrating a story.	<u>HIGHER</u> : Spotting	alternatives to	<u>HIGHER:</u> Explaining	answers when	<u>EXAM SKILLS:</u> Using	
increase/decrease. Special attention to question words.express future plans.understanding equivalent expressions and high numbers. understanding understanding words and understanding understanding words with more than one meaning.Adding interest when narrating a story.Image: Special attention to positive and ifferent forms, extending using virbs in different forms, extending responses by using virbs in different forms, extending using virbs in different forms, 	words which	'and'. Using	points of view.	speaking, using	quantity	
Special attention to question words.plans.equivalent expressions and high numbers.meaning of new words and understanding words with more than one meaning.Adding interest when narrating a story.HIGHER: using uperbs in differents when narrating a story.With more than one meaning.Bis differents when narrating a story.High expressions and high numbers.Using verbs in different forms, extending responses by referring to others. Recognising similar ideas expressed differently.Using verbs in different forms, extending answers when speaking, using iff clauses, listening for high numbers, using synonyms, giving equivalent extending responses by referring to others. Recognising similar ideas expressed that have more than one meaning.HIGHER: USING when speaking, using iff clauses, listening for high numbers, using synonyms, giving equivalent extended reasons, understanding equivalent extended reasons, understanding equivalent extended reasons, understanding equivalent extending ifferents, that have more than one meaning.HIGHER: USING using in literary texts. Using words in different forms. Using different ways to express future plans. Giving	indicate an	different ways to		synonyms,	expressions.	
question words. Spotting irregular verbs patterns in the preterite. Adding interest when narrating a story.expressions and high numbers. HIGHER: Using questions to form answers. Identifying positive and negative opinions. Extending referring to others. Recognising similar ideas expressed differently. Identifying correct statements about a that have more than one meaning.words and understanding words with more than one meaning. Using verbs in different forms, extending answers wens paeking, using 'IT' clauses, listening for high numbers, using synonyms, giving extended reasons, understanding questions to form answers wens paeking, using 'IT' clauses, listening for high numbers, using synonyms, giving extended reasons, understanding qeuvient extending answers wens wens synonyms, giving extended reasons, understanding qeuvient extending ideas expressions and developing grammar knowledge in translation. HIGHER: Inferring meaning in literary texts. Using words in different forms. Using different ways to express in future plans. Giving	increase/decrease.	express future		understanding	Working out the	
Spotting irregular verbs patterns in the preterite.high numbers. HIGHER; Using questions to form answers. Identifying positive and negative opinions. Extending responses by using 'if' clauses, listening for high numbers, using story.understanding words with more than one meaning. Using verbs in different forms, extending answers using 'if' clauses, listening for high numbers, using story.Verb patterns in when narrating a story.Image: story is the story is	Special attention to	plans.		equivalent	meaning of new	
verbs patterns in the preterite.HIGHER: Using questions to form answers. Identifying positive and negative opinions. Extending responses by using 'If' clauses, listening for high numbers, using ideas expressed differently.Words with more than one meaning. Using verbs in different forms, extending answers when speaking, numbers, using synonyms, giving equivalent extended reasons, understanding extended reasons, understanding extended reasons, understanding extended reasons, understanding extended reasons, understanding extended reasons, understanding equivalent text. Using words that have more than one meaning.Words with more than one meaning.Identifying correct than one meaning.Identifying correct grammar knowledge in translation. HIGHER: Inferring meaning in literary texts. Using verbs in different forms. Using different ways to express future plans. Giving	question words.			expressions and	words and	
the preterite.questions to form answers. Identifying positive and negative opinions. Extending responses by referring to others.than one meaning. Using verbs in different forms, using 'if clauses, listening for high numbers, using synonyms, giving equivalent equivalent text. Using words that have more than one meaning.Using verbs in different, understanding extending answers when speaking, using 'if clauses, listening for high numbers, using synonyms, giving equivalent equivalent text. Using words that have more than one meaning.Market in the preterite.If the preterite in the preterite ideas expressed differently.If the preterite in the preterite synonyms, giving extended reasons, understanding equivalent equivalent equivalent expressions and developing grammar knowledge in translation.HightER:If the preterite in the preterite in the pretering meaning in literary texts. Using verbs in different forms. Using different ways to express future plans. Giving	Spotting irregular			high numbers.	understanding	
Adding interest when narrating a story.answers. Identifying positive and negative opinions. Extending when speaking, using 'if' clauses, listening for high numbers, using ideas expressed differently, ldentifying correct statements about a text. Using words that nore meaning.Using verbs in different forms, extending answers when speaking, using 'if' clauses, listening for high numbers, using extended reasons, understanding equivalent expressions and developing grammar knowledge in translation.Using verbs in different forms, extended reasons, understanding equivalent expressions and diveloping grammar knowledge in translation.Using verbs in different forms, understanding expressions and diveloping grammar knowledge in translation.HIGHER: Ways to express future plans. GivingInterary texts. Using verbs in different forms.Isterary texts. Using verbs in different forms.	verbs patterns in			<u>HIGHER:</u> Using	words with more	
when narrating a story.positive and negative opinions. Extending responses by referring to others. Recognising similar ideas expressed differently. Identifying correct statements about a text. Using words that have more than one meaning.different forms, extending answers when speaking, using if clauses, listening for high numbers, using synonyms, giving extended reasons, understanding equivalent expressions and developing grammar knowledge in translation.HighER: Inferring meaning in literary texts. Using worbs in different forms. Using different ways to express future plans. Givingdifferent forms, extended reasons, understanding equivalent extended reasons, understanding equivalent expressions and developing grammar knowledge in translation. HiGHER: Inferring meaning in literary texts. Using worbs in different forms. Using different ways to express future plans. Giving	the preterite.			questions to form	than one meaning.	
story.negative opinions. Extendingextending answers when speaking, using 'if' clauses, listening for high numbers, using ideas expressedusing 'if' clauses, listening for high numbers, using synonyms, giving equivalentIdentifying correct statements about a text. Using words that have more than one meaning.expressions and developing grammar knowledge in translation.HURSHERIdentifying correct statements about a text. Using words that have more than one meaning.grammar knowledge in translation.HURSHERIdentifying correct than one meaning.grammar knowledge in translation.USINGIdentifying correct than one meaning.grammar knowledge in translation.USINGIdentifying correct than one meaning.grammar knowledge in translation.USINGUSINGUSING that have more than one meaning.grammar knowledge in translation.USINGUSINGUSING texts. USING verbs in different forms.USING verbs in different ways to express future plans. Giving	Adding interest			answers. Identifying	Using verbs in	
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responses by referring to others. Recognising similar ideas expressed differently.using 'if' clauses, listening for high numbers, using synonyms, giving extended reasons, understanding equivalent text. Using words that have more than one meaning.understanding equivalent equivalent grammar knowledge in translation.HIGHER: HIGHER: Using verbs in different forms. Using different ways to express future plans. GivingUsing 'if' clauses, listening for high numbers, using synonyms, giving extended reasons, understanding equivalent equivalent equivalent text. Using words that have more than one meaning.	story.			negative opinions.	extending answers	
referring to others. Recognising similar ideas expressed gynonyms, giving extended reasons, identifying correct statements about a text. Using words that have more than one meaning. grammar knowledge in translation. <u>HIGHER:</u> Inferring meaning in literary texts. Using verbs in different ways to express future plans. Giving				Extending	when speaking,	
Image: second				responses by	using 'if' clauses,	
ideas expressed differently. Identifying correct statements about a text. Using words that have more than one meaning. <i>HIGHER:</i> Inferring meaning in literary texts. Using verbs in different forms. Using different ways to express future plans. Giving				referring to others.	listening for high	
differently. Identifying correct statements about a text. Using words that have more than one meaning. grammar knowledge in translation. <u>HIGHER:</u> Inferring meaning in literary texts. Using verbs in different forms. Using different ways to express future plans. Giving				Recognising similar	numbers, using	
Identifying correct statements about a text. Using words that have more than one meaning.understanding equivalent expressions and developing grammar knowledge in translation.HIGHER: HIGHER: Inferring meaning in literary texts. Using verbs in different forms. Using different ways to express future plans. Giving				ideas expressed	synonyms, giving	
statements about a text. Using words that have more than one meaning.				differently.	extended reasons,	
Image: second				Identifying correct	understanding	
that have more than one meaning. developing grammar knowledge in translation. HIGHER: Inferring meaning in literary texts. Using verbs in different forms. Using different ways to express future plans. Giving				statements about a	equivalent	
than one meaning. grammar knowledge in translation. <u>HIGHER:</u> Inferring meaning in literary texts. Using verbs in different forms. Using different ways to express future plans. Giving				text. Using words	expressions and	
knowledge in translation. HIGHER: Inferring meaning in literary texts. Using verbs in different forms. Using different ways to express future plans. Giving				that have more	developing	
translation. HIGHER: Inferring meaning in literary texts. Using verbs in different forms. Using different ways to express future plans. Giving				than one meaning.	grammar	
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meaning in literary texts. Using verbs in different forms. Using different ways to express future plans. Giving					translation.	
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different forms. Using different ways to express future plans. Giving					meaning in literary	
Using different ways to express future plans. Giving					texts. Using verbs in	
ways to express future plans. Giving					different forms.	
future plans. Giving					Using different	
					ways to express	
extended reasons.					future plans. Giving	
					extended reasons.	

AO	Listening, Speaking,	Listening, Speaking,	Listening, Speaking,	Listening, Speaking,	Listening, Speaking,	
	Reading and	Reading and	Reading and	Reading and	Reading and	
	Writing	Writing	Writing	Writing	Writing	
Common	Gender and number	Indirect object	Present subjunctive	Verb forms/ verb	Verb forms/verb	
misconceptions	agreement of '-ísimo'	pronouns word	formation: Removing	endings. Uses of 'ser'	endings. Number and	
	to say 'really' or	order(before/after	the -o of the present	vs 'estar'.	gender agreement of	
	'extremely'. Reflexive	the verb) Verb	tense of the 'I' form +	Indirect/direct object	demonstrative	
	pronouns	forms/verb endings.	present subjunctive	pronouns word order.	•	
	before/after the		endings. Verb		verbs formation	
	verb/infinitve. Use of		forms/Verb endings		(reflexive pronoun	
	'saber' vs 'conocer'				before/after the	
	(both meaning 'to				verb).	
	know'). Verb					
Retrieval	forms/verb endings.	Vacabularu araacu	Vacabularu araacu	Verb tenses and	Verb tenses and	
Retrieval	<u>Vocabulary areas:</u> Food and festivals.	Vocabulary areas:	Vocabulary areas:			
		Jobs, languages and	Types of houses,	opinions.	opinions.	
	Grammar: Question	future plans	environment,	Listening, Speaking,	Listening, Speaking,	
	words. The passive	expressions.	healthy eating and	Reading and	Reading and	
	voice and how to	<u>Grammar</u> : verb	lifestyles, diet-	Writing exam	Writing exam	
	avoid it. Reflexive	endings and verb	related problems,	skills/strategies.	skills/strategies.	
	verbs in the	tenses (preterite,	global issues,	Translation skills	Translation skills	
	preterite. Absolute	imperfect, present	international	(TL1 + TL2).	(TL1 + TL2).	
	superlatives and	and present	sporting events and			
	irregular verb	continuous,	natural disasters.			
	patterns in the	conditional,	<u>Grammar:</u> The			
	preterite.	subjunctive with	present			
	Expressions	'cuando'). 'Saber'	subjunctive, the			
	followed by the	and 'conocer'.	subjunctive in			
	infinitive.	Indirect object	commands, the			
		pronouns.	pluperfect tense,			
			the imperfect			
			continuous. Using			
			grammar			
			knowledge in			
			translation.			