



YEAR	TOPICS	TERMLY INDEPENDENT WORK
7	1) Two-week carousel: Pets & colours a. Gender & possessive (1 <sup>st</sup> /2 <sup>nd</sup> person) 2) Introductions: a. name, age, birthday, (numbers, months & days) b. pencil case/classroom items + colours, (gender, adjectival agreement) c. domicile, d. nationality (gender, adjectival agreement) 3) Family: a. Family description (3 <sup>rd</sup> person verb forms) b. Physical descriptions (explicit ser/tener, gender, adjectival agreement) c. Pets (gender, plurals, adjectival agreement) 4) Free time: a. Regular verb endings & Irregular verbs (boot verbs) b. Time phrases  Classroom target language throughout	1) Create poster/presentation to teach introductions to family at home 2) Interview members of class/ staff 3) Guess who? Game playing 4) Adopt a pet poster 5) Free time diary 6) Independent consolidation of all work & vocabulary learning
8	1) Daily routine including time 2) Reflexive verbs and stem-changing verbs 3) House and home 4) Prepositions 5) Adjectival agreement 6) Jobs around the house 7) Modal verbs 8) Food likes and dislikes 9) Health  Classroom target language throughout	1) Create a comic strip of a good/bad day 2) Create and describe an ideal house or record and video tour of your home and present to the class 3) Prepare and present a role play in a restaurant 4) Make a poster to promote healthy habits Independent consolidation & vocabulary learning
9	1) To a foundation level: 2) Relationships between family and friends	1) Open-ended writing task on family, friends, technology, free time, food, sport, Spanish festivals and customs



	<ol style="list-style-type: none"> <li>3) Future plans (including future tense voy + a + infinitive)</li> <li>4) Internet and communication</li> <li>5) Online messaging</li> <li>6) Using a mobile phone</li> <li>7) Give opinions on mobile technology</li> <li>8) Free time</li> <li>9) Food and drink</li> <li>10) Eating out</li> <li>11) Sport</li> <li>12) Spanish life and routines</li> <li>13) Local customs</li> <li>14) Spanish festivals</li> <li>15) Latin American culture and festivals</li> </ol> <p>Classroom target language throughout</p>	<ol style="list-style-type: none"> <li>2) Independent consolidation &amp; vocabulary learning</li> <li>3) Independent preparation of stimulus cards, role-plays and conversation</li> </ol>
<p style="text-align: center;"><b>10</b></p>	<ol style="list-style-type: none"> <li>1) Revision of house</li> <li>2) Description of local area</li> <li>3) Charities and voluntary work</li> <li>4) Healthy living</li> <li>5) Environment</li> <li>6) Homelessness</li> <li>7) Holidays and travel</li> <li>8) School and future plans part 1</li> </ol> <p>Classroom target language throughout</p>	<ol style="list-style-type: none"> <li>1) Open-ended writing tasks</li> <li>2) Independent consolidation &amp; vocabulary learning</li> <li>3) Independent preparation of stimulus cards, role-plays and conversation</li> </ol>
<p style="text-align: center;"><b>11</b></p>	<ol style="list-style-type: none"> <li>1) School and future plans part 2</li> <li>2) To a higher level - Revision of:</li> <li>3) Relationships between family and friends</li> <li>4) Internet and communication</li> <li>5) Online messaging</li> </ol>	<ol style="list-style-type: none"> <li>1) Open-ended speaking &amp; writing tasks</li> <li>2) Independent consolidation &amp; vocabulary learning</li> <li>3) Independent preparation of stimulus cards, role-plays and conversation</li> </ol>



	<ol style="list-style-type: none"><li>6) Using a mobile phone</li><li>7) Give opinions on mobile technology</li><li>8) Free time</li><li>9) Food and drink</li><li>10) Eating out</li><li>11) Sport</li><li>12) Spanish life and routines</li><li>13) Local customs</li><li>14) Spanish festivals</li><li>15) Latin American culture and festivals</li></ol> <p>Classroom target language throughout</p>	
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• **PLEASE NOTE:**

- This overview sets out a general summary of the basic curriculum taught. It is not an exhaustive list of what may be taught, and subject teachers may follow the above in a different order. Further details may be obtained from the Head of Department, if required.
- With the first teaching of the new GCSE starting in September 2024, we will be updating and amending our KS3 and KS4 curriculum over the course of the year, as appropriate, to reflect the topics and styles of questions in the new GCSE exams.
- The Independent Work indicated represents core, headline tasks per term; weekly/fortnightly independent/homework is set in all subject areas, and details are noted in Teams.