

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 curriculum overview	NCELP 1.1	NCELP 1.2	NCELP 2.1	NCELP 2.2	NCELP 3.1	NCELP 3.2
Skills	<p><u>GRAMMAR</u></p> <p>Essential verbs ESTAR (to be, being) - location and mood, SER (to be, being) - general characteristics TENER (to have, having) (1st, 2nd, 3rd persons singular)</p> <p>Indefinite articles, singular and plural nouns</p> <p>Adjectives - gender and agreement</p> <p>Yes/no questions with raised intonation</p> <p>-AR verbs in the present (1st, 2nd, 3rd persons singular)</p> <p><u>PHONICS</u></p>	<p><u>GRAMMAR</u></p> <p>Using 'no' to make a verb negative</p> <p>HAY (vs 'TIENE')</p> <p>son [SER], adjective (number, agreement with -s in relation to the verb)</p> <p>Singular definite articles - el & la Plural definite articles - los & las</p> <p>DAR (to give, giving) - doy, das, da (plus noun)</p> <p>Modal verb QUERER (to want, wanting) - quiero, quieres, quiere (plus noun)</p> <p><u>PHONICS</u> <u>SSC - Sound-symbol correspondence</u></p>	<p><u>GRAMMAR</u></p> <p>Adjective agreement (-o, -a, number)</p> <p>tenemos, tienen [TENER]</p> <p>Adjective position</p> <p>WH questions</p> <p>HACER (to do, make) (1st, 2nd and 3rd persons singular)</p> <p><u>PHONICS</u> <u>SSC - Sound-symbol correspondence</u></p> <p>Contrast SSC 'v' and 'b'</p> <p>Contrast SSC 'r' and 'rr'</p> <p>Silent 'h'</p> <p>Revisit 'a' and 'o'</p> <p>Revisit 'e' and 'i'</p> <p>Revisit 'u'</p>	<p><u>GRAMMAR</u></p> <p>Talking about what you do with others (rural life)</p> <p>Talking about what people can do</p> <p>Contrasting what people must, can and want to do</p> <p>Places and locations</p> <p>Saying what people are like today vs in general</p> <p><u>PHONICS</u> <u>SSC - Sound-symbol correspondence</u></p> <p>-AR verbs (1st person plural, -amos)</p> <p>Modal verb PODER (can, to be able to) + infinitive (positive/negative statements, yes/no questions)</p>	<p><u>GRAMMAR</u></p> <p>-AR verbs (3rd person plural -an)</p> <p>-ER and -IR verbs (infinitive and 1st, 2nd, 3rd persons singular) es [SER] in infinitive sentences</p> <p>-ER and -IR verbs (present - 3rd person plural)</p> <p>WH- questions</p> <p><u>PHONICS</u> <u>SSC - Sound-symbol correspondence</u></p> <p>Revisit 'z'</p> <p>Revisit 'que' and 'qui'</p> <p>Revisit ll/l</p> <p>Revisit hard 'ga/go/gu'</p> <p>Revisit soft 'ge/gi'</p>	<p><u>GRAMMAR</u></p> <p>Revisit - --AR, ER, -IR verbs, WH- questions, negation, modals</p> <p>possessive adjectives (mi/mis, tu/tus)</p> <p>IR (to go, going) - voy, vas, va al vs a la - 'to'</p> <p>IR + infinitive to express future plans (1st, 2nd, 3rd persons singular & 1st person plural)</p> <p><u>PHONICS</u> <u>SSC - Sound-symbol correspondence</u></p> <p>Revisit the contrast 'n' and 'ñ'</p> <p>Revisit the contrast 'v' and 'b'</p>

	<p><u>SSC - Sound-symbol correspondence</u></p> <p>Learn sounds for vowels in Spanish a, e, i, o, u</p> <p>Contrast SSC 'l' and 'll'</p> <p>Learn hard 'ca/co/cu'</p> <p>Learn 'cu' + vowel 'cue/cua/cui'</p> <p>Learn soft 'ce/ci'</p> <p><u>VOCABULARY</u></p> <p>Learning what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence.</p> <p>High-frequency vocabulary relevant to given context.</p> <p>Mixed word class vocabulary sets (average 10 words)</p>	<p>Concentrate on pronunciation of 'z'</p> <p>Learn SSC 'que'</p> <p>Learn SSC 'qui'</p> <p>Learn hard 'ga/go/gu'</p> <p>Learn soft 'ge/gi'</p> <p>Learn 'j'</p> <p>Contrast SSC 'n' and 'ñ'</p> <p><u>VOCABULARY</u></p> <p>Consolidation and extension of vocabulary relevant to the given contexts.</p> <p>Revisiting verbs, nouns and adjectives in relation to locations and family members.</p>	<p><u>VOCABULARY</u></p> <p>Deepening vocabulary knowledge through work with a challenging text.</p> <p>Revisiting essential verbs in new contexts (es, son, hay, tiene, tienen, está + location)</p> <p>Question words</p>	<p>Modal verb DEBER (must, to have to) + infinitive</p> <p>estamos, están [ESTAR] de + el del vs de la</p> <p>somos, son [SER]</p> <p><u>VOCABULARY</u></p> <p>Revisit 'l' vs 'll'</p> <p>Revisit hard 'ca/co/cu'</p> <p>Revisit 'cu' + vowel 'cue/cua/cui'</p> <p>Revisit soft 'ce/ci'</p>	<p>Revisit 'j'</p> <p><u>VOCABULARY</u></p> <p>Deepening vocabulary and grammar knowledge through work with a challenging text.</p> <p>Revisiting -AR verbs in the present tense (1st, 2nd, 3rd persons singular, 1st and 3rd persons plural)</p>	<p>Revisit the contrast 'r' and 'rr'</p> <p>Revisit Silent 'h'</p> <p>Revisit the full range of SSC taught this year</p> <p><u>VOCABULARY</u></p> <p>Developing a verb lexicon (-ER and -IR verbs).</p> <p>Deepening vocabulary and grammar knowledge through work with a challenging text.</p>
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	per week) on QUIZLET for each week of the Y7 course.					
Personal Development links	<p>Describing places and locations.</p> <p>Saying what someone is like at the moment.</p> <p>Saying what someone is like in general.</p> <p>Saying what people have.</p> <p>Saying what people do</p>	<p>Saying what people do and don't do.</p> <p>Numbers (1 to 12) and talking about more than one thing</p> <p>Saying what there is around you and describing it</p> <p>Talking about the location of things</p> <p>Describing a place</p> <p>Giving and wanting (festive season and family)</p>	<p>Describing family</p> <p>Describing some natural wonders of the Spanish-speaking world</p> <p>Asking and answering questions</p>	<p>Talking about what you do with others (rural life)</p> <p>Talking about what people can do</p> <p>Contrasting what people must, can and want to do</p> <p>Places and locations</p> <p>Saying what people are like today vs in general</p>	<p>Describing activities (travel)</p> <p>Describing what people do</p> <p>Describing what people do (technology)</p>	<p>Discussing what people do and don't do</p> <p>Describing people and possessions</p> <p>Describing when and where people go</p> <p>Describing future plans</p>
Career links	UN/ UNESCO/World Health Organisation/ International Business/International Law/ Travel and Tourism/ Catering Industry/ Sports/ Physical Education					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8 curriculum overview	NCELP 1.1	NCEIP 1.2	NCELP 2.1	NCELP 2.2	NCELP 3.1	NCELP 3.2
Skills	<p><u>GRAMMAR</u></p> <p>Past tense (preterite) –ar verbs in 1st and 2nd person singular</p> <p>Revisit SER for traits and ESTAR for state</p> <p>Revisit English and Spanish question formation</p> <p>Present-tense –er verbs in 1st person plural</p> <p>Present tense –ir verbs in 1st person plural</p> <p>HACER in 1st and 3rd person plural</p> <p>Subject pronouns</p> <p>Present simple for ongoing/unfinished actions</p> <p><u>SOUNDS OF THE LANGUAGE</u></p> <p>Spanish syllables (consonant-vowel pairs)</p>	<p><u>GRAMMAR</u></p> <p>Past tense (preterite) –er and –ir verbs in 1st and 2nd person singular</p> <p>Prenominal adjectives</p> <p>Revisit TENER</p> <p>QUERER and DAR in 1st and 3rd person plural</p> <p>IR in 3rd person plural</p> <p>Para + infinitive</p> <p>Revisit regular present tense verbs</p> <p><u>SOUNDS OF THE LANGUAGE</u></p> <p>Revisit final syllable stress with –er/-ir verbs in the preterite (-í)</p> <p>Ante-penultimate syllable stress</p> <p>Revisit SSCs [L] and [LL]</p>	<p><u>GRAMMAR</u></p> <p>Past tense (preterite) –ar verbs in 3rd person singular</p> <p>Past tense (preterite) –er and –ir verbs in 3rd person singular</p> <p>Personal ‘a’</p> <p>Reflexive ‘me’ and ‘te’</p> <p>Revisit possessive adjectives ‘mi’, ‘tu’</p> <p><u>SOUNDS OF THE LANGUAGE</u></p> <p>Revisit SSC [z] (alongside ‘soft C’ [ce], [ci])</p> <p>Revisit SSC [que], [qui]</p> <p>Revisit ‘hard G’ [ga], [go], [gu]</p> <p>Revisit ‘soft G’ [ge], [gi] (alongside [j])</p>	<p><u>GRAMMAR</u></p> <p>OVS word order</p> <p>Direct object pronouns ‘lo’, ‘la’</p> <p>Indirect object pronouns (me, te, le)</p> <p>Gustar-type verbs</p> <p><u>SOUNDS OF THE LANGUAGE</u></p> <p>Contrast [n] and [ñ]</p> <p>Revisit [v] and [b]</p> <p>Revisit [r] and [rr], including the pronunciation of [r] in word-initial position</p> <p>Revisit silent [h]</p> <p><u>VOCABULARY</u></p> <p>Deepen vocabulary and grammar knowledge through work with a</p>	<p><u>GRAMMAR</u></p> <p>Revisit SER (es, son), adjective agreement, para + infinitive</p> <p>Possessive adjectives ‘su’ and ‘nuestro’</p> <p>Comparatives ‘más’ and ‘menos’</p> <p>Adjectives with comparative meaning</p> <p>Demonstratives ‘este’, ‘esta’, ‘estos’, ‘estas’</p> <p>HACER in past (preterite) in singular persons</p> <p>IR in past (preterite) in singular persons</p> <p><u>SOUNDS OF THE LANGUAGE</u></p> <p>Spelling changes with –ar verbs in 1st person past (preterite) (-qué,</p>	<p><u>GRAMMAR</u></p> <p>Revisit regular (-ar, -er, -ir verbs) in singular persons in past</p> <p>Revisit regular (-ar, -er, -ir verbs) in plural persons in past and present</p> <p>present continuous with –ar verbs</p> <p>present continuous with –ir/-er verbs</p> <p>revisit future plans with IR [revisited]</p> <p><u>SOUNDS OF THE LANGUAGE</u></p> <p>revisit penultimate syllable stress</p> <p>revisit ante-penultimate syllable stress</p> <p>revisit use of accent on</p>

	<p>Strong vowels [a], [e], [o]</p> <p>Weak vowels [i], [u]</p> <p>Final syllable stress</p> <p>Penultimate syllable stress</p> <p><u>VOCABULARY</u></p> <p>In Year 8, we focus explicitly on some common word patterns between Spanish and English. The words are high-frequency and often cognates or semi-cognates with English.</p> <p>Feminine nouns ending in –dad (e.g. realidad, sociedad)</p>	<p>Revisit ‘hard C’ [CA], [CO], [CU]</p> <p>Revisit [CU] + vowel</p> <p>Revisit [CE], [CI]</p> <p><u>VOCABULARY</u></p> <p>Consolidation and extension of vocabulary relevant to the given contexts.</p> <p>Using ‘de’ to link nouns (e.g. partido de fútbol)</p> <p>Nouns used with IR and DAR in idiomatic ways (e.g. dar una vuelta, ir de paseo)</p>	<p><u>VOCABULARY</u></p> <p>Revisit question words</p> <p>Revisit high-frequency regular –ar/-er/-ir verbs in new contexts.</p> <p>Developing the verb lexicon (-ar/-er/-ir verbs)</p> <p>Learn new meanings of the verbs ‘sacar’, ‘conocer’, ‘querer’</p>	<p>challenging text.</p> <p>Develop knowledge of words from a range of word classes</p> <p>Consolidate previously taught vocabulary by using them for further practice of sound-symbol correspondences</p>	<p>–gué)</p> <p>revisit strong vowels [a], [e], [o]</p> <p>revisit weak vowels [i], [u]</p> <p>revisit final syllable stress (including regular verbs in the preterite)</p> <p>revisit [ce], [ci] and [z]</p> <p><u>VOCABULARY</u></p> <p>Extend knowledge of numbers (21-30)</p> <p>Consolidate knowledge of adjectives by learning to use them in comparisons</p>	<p>singular vs plural nouns with final-syllable stress</p> <p>revisit spelling changes –qué and –gué in the preterite</p> <p><u>VOCABULARY</u></p> <p>Revisit a range of vocabulary from Year 7</p> <p>Deepen vocabulary and grammar knowledge through work with a challenging text</p>
Personal Development links	<p>Describing events in the past and present (travel)</p> <p>Comparing past experiences</p> <p>Talking about what people and places are like now vs in general.</p>	<p>Describing events in the past and present (at school)</p> <p>Describing events in the past and present (free time activities)</p>	<p>Describing what people do (technology and social networks)</p> <p>Describing what different people did in the past (Free time activities)</p>	<p>Describing a series of events (Narration)</p> <p>Talking about giving and receiving (Birthdays)</p> <p>Describing how things make people feel</p>	<p>Visiting a Spanish speaking city</p> <p>Describing family members</p> <p>Describing how people feel</p>	<p>Asking questions about what people did</p> <p>Learning about a famous Spanish speaking person</p> <p>Describing school</p> <p>Describing what is</p>

	<p>Comparing what you and someone else ('we') do (news and media, parties and celebrations)</p> <p>Describing what people do (at home)</p> <p>Asking what people can and must do</p>	<p>Describing how people feel in the present (feelings and emotions)</p> <p>Describing future plans</p> <p>Talking about what people do (work)</p>	<p>Talking about the environment</p> <p>Saying what you do for others</p> <p>Routines and daily life</p>	<p>Giving opinions about school</p>	<p>Comparing things</p> <p>Describing what people do and did (sport)</p> <p>Comparing where people go and went</p>	<p>happening now</p> <p>Describing Hispanic traditions</p> <p>Talking about past and future trips</p>
Career links	UN/ UNESCO/World Health Organisation/ International Business/International Law/ Travel and Tourism/ Catering Industry/ Sports/ Physical Education					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 curriculum overview	Viva 3.1 "Somos asi"	Viva 3.2 "¡Oriéntate"	Viva 3.3 "En forma"	Viva 3.4 "Jóvenes en acción"	Viva 3.5 "Aventura en Madrid"	Revision and assessment
Skills	<p><u>Vocabulary</u></p> <p>Opinion phrases, free time , expressions of frequency, week organization Cinema trips, preferences and</p>	<p><u>Vocabulary</u></p> <p>Hotel jobs, job related activities, opinion phrases, self description, job preferences present and future,</p>	<p><u>Vocabulary</u></p> <p>Describing diet, expressions of frequency, keeping fit and daily routine, dietary advice, describing illnesses and feeling unwell</p>	<p><u>Vocabulary</u></p> <p>Rights, nationalities, fair trade and recycling, descriptions of town and cities</p>	<p><u>Vocabulary</u></p> <p>Meeting new people and introductions, navigating shops and a new city, future activities in a city</p>	<p><u>Vocabulary</u></p> <p>Revisit key vocab from across the year with focus on high frequency words, false friends, non cognates and phrases that can be employed in writing tasks.</p>

	<p>reactions, birthday celebrations</p> <p><u>Grammar and other language features</u></p> <p>Definite article with opinions</p> <p>Present tense of ir, hacer, ser (full paradigm) –</p> <p>pronunciation of c</p> <p>Present tense of regular -ar, -er and -ir verbs (full paradigm)</p> <p>Near future tense – definite and indefinite articles</p> <p>The preterite (full paradigm)</p> <p>Preterite of hacer (full paradigm)</p> <p>Recognising tenses</p>	<p>job description</p> <p><u>Grammar and other language features</u></p> <p>tener que + infinitive</p> <p>pronunciation of j</p> <p>adjective agreement</p> <p>– así que / por eso</p> <p>present tense v. near future tense</p> <p>using fillers (pues, bueno, a ver, etc.)</p> <p>verb patterns: regular and irregular</p>	<p><u>Grammar and other language features</u></p> <p>Direct object pronouns</p> <p>Stem-changing verbs</p> <p>Preterite of jugar and empezar</p> <p>Reflexive verbs</p> <p>Pronouncing two vowels together correctly</p> <p>Using (no) se debe me duele(n)</p>	<p><u>Grammar and other language features</u></p> <p>Using the verb poder</p> <p>3rd person present tense (singular and plural)</p> <p>Using se debería</p> <p>Creating complex sentences</p> <p>Using the imperfect tense</p> <p>Pronunciation of the letter ‘c’ and ‘d’</p>	<p><u>Grammar and other language features</u></p> <p>Using expressions with tener</p> <p>Introducing people</p> <p>Using the superlative</p> <p>hay que / tenemos que / vamos a + infinitive</p> <p>Using the comparative</p> <p>Different words for ‘you</p> <p>Using the simple future tense</p>	<p><u>Grammar and other language features</u></p> <p>Revision on the full paradigm of past, present and future tenses, with focus on stem changing/irregular verbs.</p> <p>Revision on infinitive and comparative phrases</p>
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Personal Development links	Talking about: Things you like Your week Films A birthday Life as a celebrity	Talking about: What you have to do at work What job you would like to do Your future	Talking about: Diet An active lifestyle Your daily routine Getting fit Ailments	Talking about: Children's rights Fair trade Expressing your point of view Recycling How a town has changed	Talking about: Meeting and greeting people A treasure hunt Buying souvenirs Saying what you will do	
Career links	UN/ UNESCO/World Health Organisation/ International Business/International Law/ Travel and Tourism/ Catering Industry/ Sports/ Physical Education					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 curriculum overview	Theme 2 Local, national, international and global areas of interest <i>Travel and tourism (8.1, 8.2)</i>	Theme 3, Current and future study and employment <i>My studies (9.1)</i> <i>Life at school and college (10.1)</i>	Theme 1 Identity and Culture: <i>Technology in everyday life (2.1, 2.2)</i> <i>Free time (3.1, 3.2)</i>	Theme 1 Identity and Culture: <i>Free time (3.3)</i> <i>Festivals (4.1, 4.2)</i>	Theme 2 Local, national, international and global areas of interest <i>Home town and neighborhood (5.1, 5.2)</i> <i>Social Issues (6.1)</i>	Theme 1 Identity and Culture: <i>Me, my family and friends (1.1,1.2)</i>
Skills	Spelling and punctuation; Vocabulary: Holidays destinations (+ description); ways of	Spelling and punctuation; Vocabulary: personality and skills; opinions and reasons;	Spelling and punctuation; Vocabulary: Spanish-speaking countries, sports, traditions and	Spelling and punctuation; Vocabulary: free-time activities; opinions food and diet, lifestyle choices, environment	Spelling and punctuation; Vocabulary: Town neighborhood (+ description); types of houses, location and places	Spelling and punctuation; Vocabulary: personality and skills; opinions and reasons; hypothetical reality;

<p>travelling; holiday activities; free-time activities; opinions Spanish-speaking countries;</p> <p>Grammar - Conjugation: Irregular (high frequency) verbs; present, past, future, conditional; I, we, they forms;</p> <p>Listening and responding;</p> <p>Translation;</p> <p>Speaking (holding conversation) coherently and confidently (pronunciation & intonation);</p> <p>Expressing ideas;</p> <p>Reading (original & adapted material);</p> <p>Developing cultural awareness;</p> <p>Writing prose (independently).</p>	<p>hypothetical reality; advantages vs. disadvantages of technology; relationships with others</p> <p>Grammar - Conjugation: Regular verbs; present, past, future, conditional; whole paradigm;</p> <p>Pronunciation & intonation;</p> <p>Translation (oral and in writing);</p> <p>Reading;</p> <p>Listening;</p> <p>Transcription (dictation);</p> <p>Expressing ideas (guided).</p>	<p>customs, house and local areas</p> <p>Grammar – past and future tense</p> <p>Listening and responding;</p> <p>Translation;</p> <p>Speaking (holding conversation) coherently and confidently (pronunciation & intonation);</p> <p>Expressing ideas;</p> <p>Reading (original & adapted material);</p> <p>Developing cultural awareness; Writing prose (independently).</p>	<p>Grammar - Conjugation: Irregular (high frequency) verbs; present, past, future, conditional; I, we, they forms;</p> <p>Listening and responding;</p> <p>Translation;</p> <p>Speaking (holding conversation) coherently and confidently (pronunciation & intonation);</p> <p>Expressing ideas;</p> <p>Reading (original & adapted material);</p> <p>Developing cultural awareness;</p> <p>Writing prose (independently).</p>	<p>in town;</p> <p>Grammar - Conjugation: Irregular (high frequency) verbs; present, past, future, conditional; I, we, they forms;</p> <p>Listening and responding;</p> <p>Translation;</p> <p>Speaking (holding conversation) coherently and confidently (pronunciation & intonation);</p> <p>Expressing ideas;</p> <p>Reading (original & adapted material);</p> <p>Developing cultural awareness;</p> <p>Writing prose (independently).</p>	<p>advantages vs. disadvantages of technology; relationships with others</p> <p>Grammar - Conjugation: Regular verbs; present, past, future, conditional; whole paradigm;</p> <p>Pronunciation & intonation;</p> <p>Translation (oral and in writing);</p> <p>Reading;</p> <p>Listening;</p> <p>Transcription (dictation);</p> <p>Expressing ideas (guided).</p>
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Personal Development links	Talking about: Holiday accommodation Holiday activities Describing a region	Talking about: Talking about your studies Talking about your school Rules and uniform The good and the bad aspects of school	Talking about: Giving opinions about social media Discussing social media usage Talking about your free time	Talking about: Talking about your plans Talking about sport in the world Learning about local customs Learning about Hispanic culture	Talking about: Saying what your house is like Talking about amenities in your area The pros and cons of city vs country living Charities and voluntary work	Talking about: Talking about friends Describing family relationships Talking about relationships nowadays
Career links	UN/ UNESCO/World Health Organisation/ International Business/International Law/ Travel and Tourism/ Catering Industry/ Sports/ Physical Education					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11 curriculum overview	Theme 3 - Current and future study and employment <i>Education post-16 (11.1)</i> <i>Jobs, career choices and ambitions (12.1)</i>	Theme 2 Local, national, international and global areas of interest <i>Social issues (6.2)</i> <i>Global issues (7.1, 7.2)</i>	Revision	Revision	Revision	

Skills	<p>Spelling and punctuation;</p> <p>Vocabulary: personality and skills; opinions and reasons; hypothetical reality; advantages vs. disadvantages of technology; relationships with others</p> <p>Grammar - Conjugation: Regular verbs; present, past, future, conditional; whole paradigm;</p> <p>Pronunciation & intonation;</p> <p>Translation (oral and in writing);</p> <p>Reading;</p> <p>Listening;</p> <p>Transcription (dictation);</p> <p>Expressing ideas (guided).</p>	<p>Spelling and punctuation;</p> <p>Vocabulary: Global and social issues, how to help people, environment</p> <p>Grammar - Conjugation: Irregular (high frequency) verbs; present, past, future, conditional; I, we, they forms;</p> <p>Listening and responding;</p> <p>Translation;</p> <p>Speaking (holding conversation) coherently and confidently (pronunciation & intonation);</p> <p>Expressing ideas;</p> <p>Reading (original & adapted material);</p> <p>Developing cultural awareness;</p>	<p>Spelling and punctuation;</p> <p>Vocabulary: Across themes 1-4, units 1-12</p> <p>Grammar – Preterite, imperfect, perfect, present, continuous present, simple future, near future, Conditional + moods</p> <p>Listening and responding;</p> <p>Translation;</p> <p>Speaking (holding conversation) coherently and confidently (pronunciation & intonation);</p> <p>Expressing ideas;</p> <p>Reading (original & adapted material);</p> <p>Developing cultural awareness.</p>	<p>Spelling and punctuation;</p> <p>Vocabulary: Across themes 1-4, units 1-12</p> <p>Grammar – Preterite, imperfect, perfect, present, continuous present, simple future, near future, Conditional + moods</p> <p>Listening and responding;</p> <p>Translation;</p> <p>Speaking (holding conversation) coherently and confidently (pronunciation & intonation);</p> <p>Expressing ideas;</p> <p>Reading (original & adapted material);</p> <p>Developing cultural awareness.</p>	<p>Spelling and punctuation;</p> <p>Vocabulary: Across themes 1-4, units 1-12</p> <p>Grammar -Preterite, imperfect, perfect, present, continuous present, simple future, near future, Conditional + moods</p> <p>Listening and responding;</p> <p>Translation;</p> <p>Speaking (holding conversation) coherently and confidently (pronunciation & intonation);</p> <p>Expressing ideas;</p> <p>Reading (original & adapted material);</p> <p>Developing cultural awareness.</p>

		Writing prose (independently).			
Personal Development links	Talking about: Talking about your studies Talking about your school Rules and uniform The good and the bad aspects of school	Talking about: Talking about healthy and unhealthy lifestyles. Discussing opinions related to healthy living Ways of protecting the environment Homelessness	All units		
Career links	UN/ UNESCO/World Health Organisation/ International Business/International Law/ Travel and Tourism/ Catering Industry/ Sports/ Physical Education				