

KS3 Module 1: Mi vida en el insti <i>(Year 7 Module 1 of 5 – start date W.C. 1.9.21)</i>	KS3 Module 2: Mi vida y familia <i>(Year 7 Module 2 of 5 – start date W.C. 22.11.21)</i>	KS3 Module 3: Mi ciudad <i>(Year 7 Module 3 of 5 – start date W.C. 24.1.22)</i>
Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>
<p>Days of the week / numbers / colours / clothing / facilities / present tense endings for –AR, -ER, -IR verbs / personal opinions / justification vocabulary the concept of noun gender /concept of adjectival agreement / basic time phrases</p> <p>Me gusta – <i>I like</i> / No me gusta – <i>I don't like</i> Odio – <i>I hate</i> / Me encanta – <i>I love</i> Prefiero – <i>I prefer</i> / En mi opinion – <i>In my opinion</i> Porque es – <i>because it is</i> / Porque son- <i>because they are</i> / Tener - <i>to have</i> / Ser/estar - <i>to be</i> / Llevar - <i>to wear</i> / Estudiar - <i>to study</i> Jugar - <i>to play</i></p>	<p>Family members / physical description / personality traits / pets / high frequency verbs / justification vocabulary / the concept of noun gender /concept of adjectival agreement</p> <p><i>Tener / hay</i> <i>Ser/estar - to be / Llevar - to wear</i> <i>Estudiar - to study / Jugar - to play</i> <i>Escuchar - to listen</i> <i>Hay - there is/are / Hacer - to do/make</i> <i>Gustar - to like / Vivir - to live /</i></p>	<p>Accommodation /places in town / activities in town/ descriptions / Telling the time/cultural information / wide range of verbs / modal verb present tense endings for –AR, -ER, -IR verbs personal opinions / time phrases</p> <p><i>Normalmente – normally / A veces – sometimes / Siempre – always / Nunca – never / Hoy - today</i> <i>Todos los días – everyday /</i> <i>Hay - there is/are / comprar- to buy / montar- to ride / visitar – to visit</i> <i>Vivir - to live / Comer - to eat</i> <i>Beber - to drink / Voy + activity</i></p>
Skill <i>What pupils will be able to do</i>	Skill <i>What pupils will be able to do</i>	Skill <i>What pupils will be able to do</i>
<p>Understand: key details from a short-spoken passage, opinions and justifications. Key details from a short-written passage</p> <p>Communicate: key messages through spoken and written language in the present tense whilst also applying simple opinions and justifications</p>	<p>Understand: key details from a short-spoken passage, opinions and justifications. Key details from a short-written passage</p> <p>Communicate: key messages through spoken and written language in the present tense whilst also applying simple opinions and justifications</p>	<p>Understand: key details from a short-spoken passage, opinions and justifications. Key details from a short-written passage</p> <p>Communicate: key messages through spoken and written language in the present tense whilst also applying simple opinions and justifications</p>

KS3 Module 4: En mi tiempo libre <i>(Year 7 Module 4 of 5 – start date W.C. 25.04.22)</i>	KS3 Module 5: Los artistas españoles <i>(Year 7 Module 5 of 5 – start date W.C. 28.6.22)</i>	KS3 Module 6: Mi vida sana <i>(Year 8 Module 1 of 5 – start date W.C. 1.9.22)</i>
Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>
<p>Sports/Hobbies / Time frames / weather / Healthy Living / present tense endings for –AR, -ER, -IR verbs personal opinions / justification vocabulary / the concept of noun gender / concept of adjectival agreement</p> <p><i>Los deportes – sports / baloncesto - basketball, equitación – horse riding, atletismo - athletics, las artes marciales – martial arts, natación - swimming/ actividades o hobbies, jugar – to play, hacer – to do, practicar – to practise, sacar fotos – to take photos, bailar- to dance, cantar – to sing, hablar con amigos – to talk with friends, montar en bici – to ride a bike, tocar la guitarra -to play the guitar/El tiempo – the weather – hace sol – it’s sunny, frío – it’s cold, llueve – it is raining, hace calor – it is warm / sano - healthy, malsano - unhealthy/ ya que, porque - because/ Todos los días – everyday, cuando – when, nunca – never /Desde mi punto de vista – from my point of view</i></p>	<p>Picture description, colours, shapes/feelings/biographies of artists/prepositions/ present tense endings for –AR, -ER, -IR verbs/ personal opinions / justification vocabulary /the concept of noun gender / concept of adjectival agreement</p> <p><i>En la foto hay / me hace triste – it makes me sad, me hace feliz – it makes me happy, me hace ilusión – i am excited by it/ cuadrado- square, triangulo - triangle, círculo - circle, formas diferentes – different shapes/nació – was born, murió – died/pintar -to paint, hacer – to make, dibujar – to draw, lápiz- pencil, pintura – paint, óleo – oil paints/ Desde mi punto de vista – from my point of view, pienso que – I think that, creo que – I believe that / porque, ya que – because/a la derecha – to the right, a la izquierda – to the left, en el fondo – in the background, se ve – you can see, encima – on top of, al lado de – next to</i></p>	<p>Food & groups of food / restaurant vocabulary / birthday celebrations / adjectives / present tense endings for –AR, -ER, -IR verbs / immediate future tense for -AR, -ER, IR verbs / opinions and justifications / modal verbs + infinitive / Time frames</p> <p><i>Me chifla(n) – I love / detesto – I hate / me encanta(n) – I love / creo que – I believe that / pienso que – I think that / Ya que – because / dado que – given that / por la mañana – in the morning / por la tarde – in the afternoon / por la noche – in the evening / nunca – never / a veces – sometimes / siempre – always / mañana – tomorrow / Desayunar – to have breakfast / comer – to eat / cenar – to have an evening meal / beber – to drink / delicioso – delicious, asqueroso – disgusting, blando – tasteless, soso – bland, picante – spicy / se debe + infinitive/ voy a - I’m going to</i></p>
Skill <i>What pupils will be able to do</i>	Skill <i>What pupils will be able to do</i>	Skill <i>What pupils will be able to do</i>
<p>Understand: key details from a short-spoken passage, opinions and justifications. Key details from a short-written passage</p> <p>Communicate: key messages through spoken and written language in the present tense whilst also applying simple opinions, justifications & time frames</p>	<p>Understand: key details from a short-spoken passage, opinions and justifications. Key details from a short-written passage</p> <p>Communicate: key messages through spoken and written language in the present tense whilst also applying simple opinions, justifications & feelings</p>	<p>Understand: key details from a short-spoken passage, opinions and justifications, key details from a short-written passage (Present tense and future tense)</p> <p>Communicate: key messages in two tenses through spoken and written language, expressing opinions and justifications (Present tense and future)</p>

KS3 Module 8: El mundo hispanoparlante <i>(Year 8 Module 2 of 5 – start date W.C. 22.11.22)</i>	KS3 Module 8: Mis vacaciones <i>(Year 8 Module 3 of 5 – start date W.C. 17.1.22)</i>	KS3 Module 9: Los famosos en redes sociales <i>(Year 8 Module 4 of 5 – start date W.C. 14.3.22)</i>
Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>
<p>Spanish festivals: Tomatina, San Fermín, La Navidad, El día de los muertos / activities / present tense endings for –AR, –ER, –IR verbs / immediate future tense for –AR, –ER, IR verbs / opinions and justifications / modal verbs + infinitive / Time frames</p> <p><i>Bailar – to dance, beber – to drink, comer- to eat, ver- to watch, mirar- to look at, ir – to go, visitar – to visit, participar – to participate, recibir-to receive, correr con los toros – to run with bulls/ lanzar tomates – to throw tomatoes / llevar – to wear / regalos – gifts/ la calle – street / Me gustaría + infinitive – I would like / se celebra – it is celebrated / comparatives – más que – more than / menos que – less than / se puede + infinitive</i></p>	<p>Countries / transport / activities / present tense endings for –AR, –ER, –IR verbs / past tense tense for –AR, –ER, IR verbs /Past tense of IR / opinions and justifications / comparatives / Time frames/ suelo + infinitive</p> <p><i>Tomar el sol – to sunbathe, descansar-to relax, nadar-to swim, viajar- to travel, comprar- to buy, shop, mandar – to send, salir- to go out, perder- to lose, vomitar – to vomit / me mola – i love, me flipa – I love, no me importa – it doesn’t bother me, me da igual – I’m not bothered, no soporto – I can’t stand, me intriga – it intrigues me , me apasiona – I’m passionate about / ¡Qué suerte! – How lucky!, ¡Qué lástima! – What a shame!, ¡Qué rollo! – How annoying/ dado que, puesto que -because/suelo +infinitive – I tend to</i></p>	<p>Tecnology advantages & disadvantages/ social media/Forms of media:TV,film, singers, books/ present tense endings for –AR, –ER, –IR verbs / past tense tense for –AR, –ER, IR verbs /Near future tense / opinions and justifications / comparatives</p> <p><i>Usar – to use, descargar – to download, subir-to upload, compartir-to share, ver-to watch, escuchar-to listen, chatear-to chat, hablar – to talk, navegar-to surf, grabar – to record/ la red -the internet, redes sociales-social media/lo Bueno es que, lo malo es que-the good thing and bad thing/ concurso-game show/competition, telenovelas – soaps, noticias – news, película- film, pantalla-screen, entrada-ticket, palomitas – popcorn, cantante – singer, actriz – actress/time frames</i></p>
Skill <i>What pupils will be able to do</i>	Skill <i>What pupils will be able to do</i>	Skill <i>What pupils will be able to do</i>
<p>Understand: key details from a short-spoken passage, opinions and justifications, key details from a short-written passage (Present tense and future tense)</p> <p>Communicate: key messages in two tenses through spoken and written language, expressing opinions and justifications (Present tense and future)</p>	<p>Understand: key details from a short-spoken passage, opinions and justifications, key details from a short-written passage (Present tense and past tense)</p> <p>Communicate: key messages in two tenses through spoken and written language, expressing opinions and justifications (Present tense and past tense)</p>	<p>Understand: key details from a short-spoken passage, opinions and justifications, key details from a short-written passage (Present tense, past and future tense)</p> <p>Communicate: key messages in two tenses through spoken and written language, expressing opinions and justifications (Present tense, past or future)</p>

	KS3 Module 10: Coco <i>(Year 8 Module 5 of 5 – start date W.C. 28.6.22)</i>	KS3 Module 11: Una vuelta por Barcelona <i>(Year 9 Module 1 of 5 – start date W.C. 1.9.21)</i>	KS3 Module 12: El mundo laboral <i>(Year 9 Module 2 of 5 start date W.C. 22.11.21)</i>
	Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>	Knowledge <i>What pupils will know</i>
	<p>Mexican history/film study/ past, present and future tense tenses for -AR, -ER, IR verbs, opinions and justifications / comparatives / Time frames/ modal verbs/physical description/ irregular verbs – tener, hacer, ir, ser</p> <p><i>Protagonistas – characters, qué pasó cuando – what happened when?/cultura -culture/ Me gusta – I like No me gusta – I don’t like, Odio – I hate, Me encanta – I love, Prefiero –I prefer, En mi opinion – In my opinion, Porque es – because it is, Porque son- because they are, Me chifla – I love, Me interesa – it interests me, Me intriga – I’m intrigued by, Me apasiona -I’m passionate about , Detesto -I detest, No soporto – I can’t stand, Para mí.. – to me., Ya que – because, Creo que – I believe that, Pienso que – I think that/ ser- to be, ir-to go, hacer-to do, tener-to have/ahora – now, hoy-today, esta/e- this</i></p>	<p>Locations/modal verbs/comparatives/transport/ restaurant/activities/Souvenirs/Present tense for –AR, -ER, -IR verbs/ Immediate future tense for –AR, -ER, -IR verbs/ Preterite tense for –AR, -ER, -IR verbs/ High Value phrases/superlatives/idioms/similes</p> <p><i>Estadio-stadium, tienda -shops, parque-park, museo-museum, la sagarda familia – catedral in Barcelona, la calle-street, Las ramblas – shopping street in Barcelona, mercado-market, polideportivo-sports centre, ayuntamiento-town hall, plaza-square/ tan ...como – as ... as / tanto ...como – as much as../ el más , la más – the most/ la leche – the best, está en el quinto pino – it is out of this world/llavero – keyring, abanico-fan, taza-mug, camiseta - t-shirt, imán – magnet/ A mi modo de ver – the way see it Por otro lado – On one hand</i></p>	<p>Jobs/places of work/salary,wage/C.V, personal attributes/experience, qualifications/ Present tense for –AR, -ER, -IR verbs/ Immediate future tense for –AR, -ER, -IR verbs/ Preterite tense for –AR, -ER, -IR verbs/ High Value Phrases / comparatives /idioms/similes</p> <p><i>Azafata – flight attendant, abogado – lawyer, ingeniero – engineer, enfermera – nurse, bombero-firefighter, contable – accountant, diseñador – designer/oficina – office, corte – court/trabajar – to work, ganar- to earn, win, Si fuera rico- If I were rich, si ganara la lotería -if I won the lottery / fiel – trusting, responsable – rensponsible, trabajador – hardworking / tengo que + infinitive– I have to+infinitive</i></p>
	Skill <i>What pupils will be able to do</i>	Skill <i>What pupils will be able to do</i>	Skill <i>What pupils will be able to do</i>
	<p>Understand: key details from a short-spoken passage, opinions and justifications, key details from a short-written passage (Present tense, past or future tense)</p> <p>Communicate: key messages in two tenses through spoken and written language, expressing opinions and justifications (Present, past or future tense)</p>	<p>Understand: key details from a detailed spoken passage, complex opinions and justifications, key details from a detailed written passage (Present tense, past and future tense)</p> <p>Communicate: detailed messages in three tenses through spoken and written language, expressing coherent and complex opinions and justifications (Present, past and future tense)</p>	<p>Understand: key details from a detailed spoken passage, complex opinions and justifications, key details from a detailed written passage (Present tense, past and future tense)</p> <p>Communicate: detailed messages in three tenses through spoken and written language, expressing coherent and complex opinions and justifications (Present, past and future tense)</p>

	KS3 Module 13: La cultura Latinamericana <i>(Year 9 Module 3 of 5 – start date W.C. 10.1.22)</i>	KS3 Module 14: El medio ambiente <i>(Year 9 Module 4 of 5 – start date W.C. 25.04.22)</i>	KS3 Module 15: Los animales en peligro <i>(Year 9 Module 5 of 5 – start date W.C. 28.6.22)</i>
	Knowledge What pupils will know	Knowledge What pupils will know	Knowledge What pupils will know
	<p>Latin American culture – food, traditions, festivals, countries, living conditions/ Geographical vocabulary / Present tense for –AR, -ER, -IR verbs/ Immediate future tense for –AR, -ER, -IR verbs/ Preterite tense for –AR, -ER, -IR verbs/ High Value Phrases / comparatives & superlatives / idioms/similes</p> <p><i>Argentina, Chile, Bolivia, Méjico, Cuba, Venezuela/las montañas, la costa, el mar, el río, el lago, el desierto, la ciudad, el pueblo, la llanura – plain, la selva-jungle, bosque-forest/ conocer – to know, saber-to know, aprender-to learn, admirar-to admire/ mi amigo dice que – my Friends says that, mi amigo dijo que – my friend said that, si tuviera la oportunidad – if I had the opportunity/ruidoso – noisy, tranquilo – quiet, animado-lively, emocionante- exciting, bonito-pretty, impresionante- impressive, pobre-poor, rico-rich, precioso-beautiul</i></p>	<p>Materials, se debería, house and home, local and global issues/Present tense for –AR, -ER, -IR verbs/ Immediate future tense for –AR, -ER, -IR verbs/ Preterite tense for –AR, -ER, -IR verbs/ High Value Phrases / comparatives & superlatives / idioms/similes</p> <p><i>Gastar – to spend, Tirar – to throw away, Reciclar – to recycle, Salvar / ahorrar – to save, Usar – to use, Malgastar – to waste, Perder – to lose, vivir- to live, lana-wool, ladrillo-brick, madera-wood, plástico-plastic, palito-stick / cocina-kitchen, salón-living room, habitación-room, dormitorio - bedroom, patio-yard, jardín-garden, comedor-dining room, suelo-floor / pobreza-poverty, sequía-drought, el medio ambiente – environment, contaminación – pollution/me preocupa – it worries me, no me importat – I am not bothered by, hay que – one has to</i></p>	<p>Animals/Food/Countries/Comparatives/Modal verbs/Habitats/Weather/Attributes/Environmental issues/ Present tense for –AR, -ER, -IR verbs/ Immediate future tense for –AR, -ER, -IR verbs/ Preterite tense for –AR, -ER, -IR verbs/ High Value Phrases/Idioms/Similes</p> <p><i>El oso polar – polar bear, el tigre-tiger, guepardo – cheetah, El rinoceronte – rhinoceros, elefante-elephant, cocodrilo-crocodile/ Alaska, Polo Norte – North Pole, herbívoro-herbivore, carnívoro – carnivore, omnívoro – omnivore, piel-skin, fur, peludo-furry /desde mi persepctiva- from my perspective, como lo veo – the way I see it/verduras – vegetables, carne – meat, / feroz – fierce, peligroso-dangerous, solitario-solitary, aves-birds, pájaros-birds, destruido-destroyed, territorial / animales en peligro – endangered animals, deforestación - defoorestation</i></p>
	Skill What pupils will be able to do	Skill What pupils will be able to do	Skill What pupils will be able to do
	<p>Understand: key details from a detailed spoken passage, complex opinions and justifications, key details from a detailed written passage (Present tense, past and future tense) Communicate: detailed messages in three tenses through spoken and written language, expressing coherent and complex opinions and justifications (Present, past and future tense)</p>	<p>Understand: key details from a detailed spoken passage, complex opinions and justifications, key details from a detailed written passage (Present tense, past and future tense) Communicate: detailed messages in three tenses through spoken and written language, expressing coherent and complex opinions and justifications (Present, past and future tense)</p>	<p>Understand: key details from a detailed spoken passage, complex opinions and justifications, key details from a detailed written passage (Present tense, past and future tense) Communicate: detailed messages in three tenses through spoken and written language, expressing coherent and complex opinions and justifications (Present, past and future tense)</p>

