

Below shows the knowledge that is studied in Spanish at different points throughout a scholar's time at Astrea Academy Sheffield.

September 2022 – July 2023							
Year	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6	What will a successful scholar look like at this stage?
7	<ul style="list-style-type: none"> * Spanish alphabet and sounds of speech * Greetings and farewells * Introducing yourself * Age * Area where you live * Personality 	<ul style="list-style-type: none"> * Talking about your siblings * Introducing others * Describing others * Talk about your siblings * Talk about other members in your family 	<ul style="list-style-type: none"> * Talking about school * Subjects/timetable * Opinions on subjects * Opinions on teachers 	<ul style="list-style-type: none"> * Talking about school * Mention facilities in school * Introduction of present tense: What do you do at break time? * Comparing school in Spain and UK * Use of sequencers to organise your speech 	<ul style="list-style-type: none"> * Talking about free time * Opinions on free time activities * present tense: What do you do in your free time? * Use of time markers and expressions of frequency. * What do Spanish young people 	<ul style="list-style-type: none"> * Tell the time in Spanish * Weather sentences * present tense: What do you do in your free time depending on the time/weather? * Sports that you do and that you play * Introduction of near future tense: What are you going to do this weekend? * Spanish festivals 	<ul style="list-style-type: none"> * Embed grammatical concepts including present and near future tenses with increasing accuracy. * Use radical changing verbs. * Develop knowledge of content – my world and the Spanish speaking world. * Start to develop creativity with their language use. Writing letters/ poems / short stories. * Developing knowledge of art in the Hispanic world and be able to describe photos and pictures of famous Hispanic artists.
8	<ul style="list-style-type: none"> * Technology. * Present tense. * Music and books. * Opinion sentences and reasons * TV programmes. * Comparative and opinion sentences. 	<ul style="list-style-type: none"> * Preterite tense. 1st person * Time markers for preterite tense. * Understanding preterite tense in the context of free time and technology. * Using present and preterite tense together> What do you normally do? What did you do yesterday? * Talking about books. Spanish literature. 	<ul style="list-style-type: none"> * Food vocabulary * Opinion sentences on food. Range of adjectives to describe food. * Meal times. Compare Spain and UK * In the restaurant. Role play * Present, preterite and near future. 	<ul style="list-style-type: none"> * Arranging plans. Me gustaria (I would like) * Giving excuses. Using "tengo que". * Getting ready to go out. Reflexive verbs. * Clothes and "llevar". * Present and near future tense 	<ul style="list-style-type: none"> * What do you normally do on holidays. * What did you do last holiday? * What did you do? * Justify opinions in the past. ar, er, ir regular verbs * Irregular verbs: ir/hacer/ ser/ 	<ul style="list-style-type: none"> * What are you going to do next holiday? * Cultural focus: Holidays in Spain. Students to plan a holiday. * Photo description. 	<ul style="list-style-type: none"> * Embed grammatical concepts including present, preterite and future tenses with increasing accuracy. * Use structures to be able to make comparisons. * Use impersonal verb sentences to be able to make generic sentences. * Develop understanding of content of healthy living / holidays. * Continue to develop confidence with speaking skills and be able to manipulate key questions and structures to apply language with spontaneity in a variety of situations. (Restaurants/shops/ tourist information)
9	<ul style="list-style-type: none"> * What things do you like? * Different opinion structures and variety of reasons. * Hobbies. * Irregular verbs: ser/ir/hacer. * How do you organize your week? * Time markers, present tense, stem changing verbs. * What did you do last week? * Preterite tense, time markers, sequencers. * Films. * Different types of films. * What film are you going to watch? * Opinions and reasons on films 	<ul style="list-style-type: none"> * Film review: plot, character description, * Give your opinion and reasons. * Would you recommend the film? (conditional tense) * Cultural focus: Spanish artist. Students to make an interview. * Present, past, future plans * Special birthday. * What are you going to do? * What did you do on your last birthday? 	<ul style="list-style-type: none"> * Food. Healthy and unhealthy. How often. What do you need to eat to be healthy? * Advises. Impersonal sentences "se debe". * To have a healthy lifestyle: Good and bad habits. * How often * Giving advises. * Talking about activities to keep you fit. Jugar/hacer. * How often. * Present and preterite tense. 	<ul style="list-style-type: none"> * What did you do in the past to have a healthy lifestyle? what are you going to do to change your life style? * Preterite tense and near future tense. * Body parts and ailments. * Going to the doctor. * Me duele * Talking about health situations and accident scenarios. * Developing a conversation about fitness and routine. * Reflexive verbs. * Three tenses together. 	<ul style="list-style-type: none"> * Current global affairs. * Child labour in South America. * Present tense, talking about how other live. * Children Rights. Authentic resources. * Fair trade * Expressing points of view and opinions. 	<ul style="list-style-type: none"> * Environment issues. What do you do for the environment? * Looking after the environment in the future. Introduction of subjunctive mood. * My city now and then. * Present and preterite tense. * Imperfect tense for descriptions. * Developing reading with authentic resources and articles from magazines. 	<ul style="list-style-type: none"> * Embed grammatical concepts including present, preterite, imperfect and future tenses. Use of the subjunctive. * Use relative clauses and subordinate clauses with increasing complexity. * Content to include current affairs, the environment, social issues. TV, films, music and art. * Film studies and reviews with accuracy. * Studying Hispanic literature and be familiar with Hispanic writers/ artists and poets. * Use increasing complex phrases to take part in debates / discussions and be able to justify own points of view with confidence. Be able to use idiomatic language.
10	<p>GCSE theme: Local area, holiday and travel.</p> <ul style="list-style-type: none"> * What do you do in summer? * Present tense, weather. * Opinions and preferences * What did you do last summer? * Preterite tense, opinions in past. * Description in the past. * Imperfect tense. * I would like to book a room. * Role play. formal speech, complains. * Desastrous holidays. * Present, preterite and imperfect tense. * Positive and negative opinions. 	<p>GCSE theme: Identity and culture</p> <ul style="list-style-type: none"> * Who I am? relationships; when I was younger; what my friends and family are like; what makes a good friend; * Interests; socialising with friends and family; role models. Past, present and present continuous tenses. * Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages). Using the infinitive. * Talking about reading and giving justified opinions on using e-books. Using varied vocab and opinions. 	<p>GCSE theme: Identity and culture</p> <ul style="list-style-type: none"> * Interests and hobbies. * Talking about free time activities. Using stem changing verbs. * Talking about sports and using the imperfect to compare past and present lifestyles. 	<p>GCSE theme: Identity and culture</p> <ul style="list-style-type: none"> * Discussing current affairs and different types of entertainment to describe interests, using the perfect tense. * Discussing and describing roles models and using a range of past tenses. 	<p>GCSE theme: Identity and culture</p> <ul style="list-style-type: none"> * Festivals and traditions across the Spanish speaking world. * Spanish meal times and food tradition. * Cultural life: food and mealtimes. Healthy eating. * Using the passive to compare different festivals across the Spanish speaking world. * Using the preterite tense to describe special day in the past, birthdays, Christmas etc. 	<p>GCSE theme: Identity and culture</p> <ul style="list-style-type: none"> * Ordering food in a restaurant * Music festivals. * Expressions with infinitive. * Using reflexive verbs to talk about your routine. * Injuries and illnesses * Go to the pharmacy. Role play 	<ul style="list-style-type: none"> * Discuss current affairs/social and global issues. * Grammatical knowledge is complex and varied. It is embedded and pupils are demonstrating the ability to manipulate spoken and written language on a variety of topics. * By this stage, pupils have covered all of the grammatical structures required by the exam board and are embedded and regular practised. * Pupils can take ask and answer questions confidently on a range of topics. * Pupils can apply their knowledge of vocabulary and structures to listen to and read authentic extracts/texts. * Pupils can use their language skills in debates and give complex/justified opinions on a variety of topics including current affairs and different mediums of art.

<p>GCSE theme: School</p> <ul style="list-style-type: none"> * My studies. * Present tense and opinions on subjects and teachers . * Opinions. * Irregular verbs: poder, preferir, ir, hacer. * Life at School and College. * Talking about rules, uniform, facilities. 	<p>GCSE theme: School</p> <ul style="list-style-type: none"> * Education +16. * Career choices and ambitions * Near future tense. * Condicional tense. * Opinions. * Irregular verbs: poder, preferir, ir, hacer. * Different degrees * Voluntariados * Formación profesional * Work: jobs; careers; professions * Types of jobs * Careers and what do you need for them. 	<p>GCSE theme: Identity and culture & Holidays</p> <ul style="list-style-type: none"> * Town, places a town. Advantages and disadvantages of your town. * Shops and shopping. * Features of your region, what is there to see and do for tourists. * Using the future tense to make plans for the weekend. * Using the past tense to describe a visit. 	<p>GCSE theme: Global dimension</p> <p>Bringing the world together: sports events; music events; campaigns and good causes</p> <p>Los festivals</p> <p>International competitions</p> <p>Olympic games and other global sporting events and their impact on the world.</p> <p>Environmental issues: being 'green'; access to natural resources.</p> <p>.</p> <p>Different types of energy</p> <p>What do you do to help the environment?</p> <p>What would you like to do in the future?</p> <p>Fair trade</p>	<p>Revision on topics.</p> <p>Mock exams.</p> <p>Speaking practice.</p> <p>Catch up sessions.</p>		<ul style="list-style-type: none"> * Discuss current affairs/social and global issues. * Grammatical knowledge is complex and varied. It is embedded and pupils are demonstrating the ability to manipulate spoken and written language on a variety of topics. * By this stage, pupils have mastered a variety of tenses/ understand the use of the present and imperfect subjunctive and are using A level grammatical structures in their spoken and written work. * Pupils can take ask and answer questions confidently on a range of topics including current affairs. * Pupils can apply their knowledge of vocabulary and structures to listen to and read authentic extracts/texts. * Pupils can use their language skills in debates and give complex/justified opinions on a variety of topics including current affairs and different mediums of art.
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