



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	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	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 3) Future plans (including future tense voy + a + infinitive)	1) Open-ended writing task on family, friends, technology, free time, food, sport, Spanish festivals and customs 2) Independent consolidation & vocabulary learning



	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>3) Independent preparation of stimulus cards, role-plays and conversation</li> </ul>
<b>10</b>	<ul 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> </ul>	<ul 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> </ul>
<b>11</b>	<ul 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> <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> </ul>	<ul 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> </ul>



	11) Sport 12) Spanish life and routines 13) Local customs 14) Spanish festivals 15) Latin American culture and festivals	
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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.
- 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.